

Our West Sussex Ordinarily Available Inclusive Practice Guide January 2020

Early Years Foundation Stage



A guide for all staff working in Early Years settings
Pilot Version: January – August 2021



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Overview

The additional needs of most children and young people (CYP) can be met by inclusive quality first teaching and reasonable adjustments from the funding and resources that are already or 'ordinarily' available in their mainstream school or setting. This is known as 'Ordinarily Available Provision'.

The SEN Code of Practice, 2015 links high quality teaching with ordinarily available provision, explaining in para 6:15 that "...higher quality teaching ordinarily available to the whole class is likely to mean that fewer pupils will require such support".

This guide highlights a range of support and expectations that early years settings and schools can 'ordinarily provide' for a CYP, without the need for additional support from inclusion funding or an Education Health and Care Plan.

In consultation with stakeholders, we agreed to call this document the West Sussex Ordinarily Available Inclusive Practice guide (OAIP) to reflect our commitment to and focus on inclusive practice.

It is important to acknowledge the vital role that all staff can play in terms of early identification of need, providing accessible learning and reflective practice that are the foundations of 'Assess, Plan, Do, Review' (also known as the Graduated approach) for CYP with SEND.

We also acknowledge that adapting practice to meet the needs of all CYP does bring its challenges. It is our hope that this accessible resource will be used to prompt discussion and facilitate planning to create more inclusive learning environments and experiences.

For ease of use, this document is split into two main sections:

- **Section 1** contains examples of reasonable adjustments that can be made through quality first teaching for all CYP. This includes adaptations of the environment and provision to support Learning and Development in schools and settings.
- **Section 2** provides examples of more tailored approaches for individual CYP which schools/settings could 'ordinarily' make to meet the child's needs – these have been organised under the four areas of need as defined in the 2015 SEN Code of Practice.

Section One is the same for all educational settings and Section Two has a schools version and an early years version. For ease of printing, both Sections One and Two are included in this PDF.



Terminology

Children and young people

Abbreviated to CYP, to describe all students, pupils and learners across the 0-25 years age range, including those with SEND, additional needs and from disadvantaged groups. In Section 2, where the section relates only to early years, the terms "child" or "children" has been used.

SEND

Special Educational Needs and Disabilities. It is important to acknowledge that guidance may use variations in terminology, for example SEN.

Parents

For all parent carers. This include all those who have a caring responsibility for a child or young person including foster carers and those with informal care arrangements.

Staff

For **all** adults that support the CYP in early years settings and reception classes.

School /Setting

Has a generic term which includes Mainstream, Specialist, Free schools and Academies as well as early years settings (this includes preschools, nurseries and childminders) and Post-16 education settings.

School /Setting

Has a generic term which includes Mainstream, Specialist, Free schools and Academies as well as early years settings (this includes preschools, nurseries and childminders) and Post-16 education settings.

SENCO

Is used for SENDCOs, SENCo, Inclusion Co-ordinators / Managers or equivalent and reflects the language used in the SEN Code of Practice, 2015.

Outcomes

When we talk about positive outcomes, we are referring to a holistic view of a CYP's development. This would include physical, emotional, social and educational aspects, and the development of independence skills.

Quality First Teaching

Style of teaching that emphasises high quality, inclusive provision for all children, including differentiated strategies for children with SEND and personalised learning to narrow the attainment gap.

Leadership

Used to describe the different organisational arrangements for governance of the range of settings using this guidance. This would include governors, trusts, committees, owners and managers.



About the development of the Ordinarily Available Inclusive Practice (OAIP) guide

Our OAIP is being co-developed with West Sussex schools, academies, early years settings, post 16 education settings, other education settings, governors and trustees, parent carers, local authority officers and specialists as part of the West Sussex SEND and Inclusion Strategy 2019 – 2024. Feedback on the document from a wider group of stakeholders will be gained during the academic year 2020 – 2021.

As part of the development process, we identified the following principles/statements which have guided our thinking:

- The guide should be written for and used by all staff in mainstream schools, early years and post 16 settings to provide helpful and accessible prompts and strategies for inclusive practice and quality first teaching. The guide should be written for and used by all staff in mainstream schools and by early years settings to provide helpful and accessible prompts and strategies for inclusive practice and quality first teaching.
- Every child and young person can learn, achieve challenging objectives and make progress when the right support is in place.
- All staff have a responsibility to identify and address the additional/individual needs of their CYP. Responding to the needs of CYP is key to promoting their wellbeing and independence, as well as enabling each CYP to fulfil their potential.
- For further information about this document please email ToolsforSchools@westsussex.gov.uk. An online resource called Tools for Schools, with a SEND Toolkit and an Inclusion Framework to support practice, is also being developed with stakeholders as part of the SEND and Inclusion Strategy.

Please note, direct links to the tools and guidance in this document can be found in the version on the [Tools for Schools](#) website.



Section One: Quality first teaching expectations of all early year's settings, including reception classes in schools.

This section outlines the **expectations** of all early years settings and schools to provide **quality first teaching** as an integral part of the setting's provision for all children. The provision and strategies outlined in this section will benefit all children, including those with SEND, additional needs or from disadvantaged groups.

The assess, plan, do, review cycle (also known as the graduated approach to SEND) starts in the classroom / early years setting. Your role as a staff member is therefore fundamental in implementing all aspects of this process.

We acknowledge that reflective practice is a vital element of quality first teaching and, to facilitate your planning, have organised section 1 into nine key areas:

- 1 Leadership and Management
- 2 Curriculum, Teaching and Learning
- 3 Assessment and Individual Planning (In school version: Use of Assessment and Personalisation)
- 4 Partnership and Co-production with Children and Parents
- 5 Supporting Children's Social and Emotional Development (In school version: Pastoral Care)
- 6 The Physical and Sensory Environment
- 7 Equipment and Resources
- 8 Staff Skills, Training and Use of Expertise
- 9 Transition

It is important that you know your duty and role in meeting the needs of all children in your class / school / early years setting. Please refer to statutory legislation from The [SEN Code of Practice 2015](#) for further information.

Section One is the same for all educational settings and Section Two has a schools version and an early years version. For ease of printing, both Sections One and Two are included in this PDF.



Leadership and management

Expectation

Provision for children with SEND, those with additional needs and disadvantaged groups is well-led and managed.

Examples of Good Practice

The Leadership Team ensure that all staff are supported through effective professional development, advice and guidance to understand their role in supporting children with SEND, additional needs and those from disadvantaged groups.

The school/setting's own Local Offer is available for parents to view detailing how they plan to meet the needs of children with SEND or additional needs. This should be available as a hard copy or accessible electronically on their website.

The leadership team know and understand about the different types of vulnerabilities of the setting. In early years settings, the Children's Learning and Wellbeing Audit (CLaWBA) is used to identify children who may be disadvantaged and the support that they may need.

The early years setting has a shared comprehensive SEND and inclusion training programme that enables all staff to understand their statutory responsibilities regarding SEND legislation and the Equality Act 2010

Staff are confident that the senior leadership team, and support staff, are knowledgeable about inclusion of all children, and that this is reflected in the setting's vision, values and practice. The senior leadership team takes a supportive, pro-active stance towards inclusion on a day to day basis and actively problem solves to overcome barriers to enable all children to achieve their potential.

The leaders of the setting, as well as the SENCO/INCO, act as champions for inclusion of all children. Effective mechanisms are in place to keep the leadership team up to date and well-informed about the impact of provision that has been put in place for those with SEND, additional needs and from other disadvantaged groups. Staff are aware that the leadership team of the setting have a role in ensuring that legislation is appropriately adhered to and hold leaders to account for provision and outcomes for children with additional needs. All staff are aware of the discussions which are accurately documented in leadership meeting minutes.

The Early Years and Childcare Advisors (EYCA's) act as the area SENCO, please see separate document.



For reception classes, the school's SEND Information Report is published on the school website and updated annually. All staff understand its content, the role they have played in the development of the SEND Information Report and are involved in its annual review.

The school/setting has a nominated SENCO, who is either part of the school's leadership team or liaises regularly with it. The SENCO supports all staff to develop their inclusive practice, for example by supporting staff to assess, identify and meet needs as part of the assess, plan, do, review cycle (graduated approach).

All staff understand that the leadership team has a responsibility to monitor attendance, progress and exclusions for all children to ensure equality of access to education, including those with SEND, additional needs and from other disadvantaged groups. Staff contribute to this process by providing accurate information in a timely manner.

Links and Resources

- [Creating a Summary Card on the West Sussex Local Offer](#)
- [Children's Learning and WellBeing Audit \(CLaWBA\)](#)
- [SEND Code of Practice 0 to 25](#)
- [SEND in the Early Years Toolkit.](#)
- [Early Years Guide to the SEND Code of Practice](#)
- [EYQISP](#) (EY Quality Improvement Support Programme)



Expectation

Provision for children with SEND, those with additional needs and disadvantaged groups is well-led and managed.

Examples of Good Practice

Staff know that they work in an inclusive school/setting, where diversity is valued and welcomed, and can provide examples of how they establish and maintain an inclusive environment within day to day practice.

Leaders ensure that the curriculum is well planned to give all children the knowledge and skills they need to be independent, achieve their goals and contribute to their community. The EYFS informs your curriculum.

Each setting/ school will need to plan their own curriculum to meet the needs of the children within their setting, considering what their intent is, how they will implement their plans and review the impact for individual children.

The curriculum design and implementation consistently reflect leaders' high aspirations for all children, including those with SEND, additional needs and from disadvantaged groups.

The school/setting regularly reviews its provision and the experiences offered to ensure that no child is disadvantaged by not being able to access the full range of experiences as a result of SEND, additional needs or disadvantage, including the parent's ability to pay for additional activities.

Links and Resources

- [Progress Matters: reviewing and enhancing young children's development](#)



Curriculum, Teaching and Learning Strategies

Expectation

The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of children with SEND, additional needs and from disadvantaged groups children's skills, knowledge and abilities are developed so that children can apply what they know and can do so with increasing confidence and independence. Staff are aware of children in their setting with SEND, with additional needs or who are from disadvantaged groups and understand the nature and impact of these and how to respond to them. Planning incorporates more detailed specialist advice.

Examples of Good Practice

Planning carefully considers the needs of all children. Staff assess children's understanding, strengths and interests, identify any gaps in knowledge and skills, and adapt teaching accordingly.

Additional resources and teaching are used according to individual needs, for example visual timetables, concise instructions which are adapted to the child's language level reinforced with visual prompts, for example now and next cards, particularly during transitions. Consistent approaches and routines are in place.

Children are given time to process information before being invited to respond in a communication style that is accessible to them.

Staff should use appropriate methods of communication and ensure that children have understood what is being communicated with them.

Learning experiences are made accessible and are exciting, for example staff plan open ended activities based on their gathered observations of children's interests and skills. Experiences can be broken down into small, manageable and logical steps. These steps are demonstrated explicitly.

Experiences, activities and resources are stimulating in order to maintain interest and attention of all children, including those that are above expectations for their chronological age.

The environment, availability and use of resources are reviewed and adapted to meet the needs of the children in the setting as part of positive setting practice.



Staff are committed to developing their expertise, skills and understanding of individual children and undertake relevant professional development.

Links and Resources

- [Objective led planning](#)
- [Planning for continuous provision](#)
- [Planning for continuous provision reception and year 1](#)
- [Early Excellence free audits and guides. - Information can be found here regarding planning.](#)
- [Progress Matters](#)
- [Creating the Picture](#)
- [EY Quality Improvement Support Programme \(EYQISP\)](#)
- [EYFS Child Development Overview](#)



Expectation

Staff adapt learning approaches to provide suitable learning challenges and cater for different learning needs and styles. Planning is individualised with some small group activities planned where appropriate. Every practitioner is a teacher of SEND.

Examples of Good Practice

Learning is carefully adapted, considering individual children's previously acquired knowledge, skills, interests and experiences. Flexible and personalised approaches to learning are used effectively.

Learning is carefully planned and sequenced (broken down and visually supported) so that new knowledge and skills build on what has been taught and experienced before, using the child's interests as a starting point. All children have identified next steps for learning.

Staff effectively interact with children to scaffold learning and provide positive feedback. Staff evaluate the learning environment and children's engagement in experiences. They use this information skilfully to plan children's next steps in learning and make additional adaptations to the learning environment.

Communication and language - including, talk, stories, rhymes and songs - are at the heart of the curriculum because staff understand the paramount importance of developing these skills for future learning and independence.

Staff are skilled in adjusting the pace and variety of activities to maintain interest and attention.

Multi-sensory teaching approaches (auditory, visual, kinaesthetic) are used. Children have lots of opportunity to move as they engage in play and learning activities.

Modelling is used to aid understanding, for example use of appropriate language and movement.

Visual/ audio demonstrations and visual cues/ audio commentary are used.

Staff model mark making and writing and verbalise as they make marks. Visual strategies are used well and when appropriate.

Where available, interactive whiteboards are used to effectively promote engagement and scaffold learning.



Planning should evidence the use of the above approaches and the use of appropriate resources to support children's engagement and learning.

Links and Resources

- [Objective led planning](#)
- [Planning for continuous provision](#)
- [Planning for continuous provision reception and year 1](#)
- [Early Excellence free audits and guides](#)
- [National Literacy Trust](#)
- [Book Trust](#)
- [Hierarchy of talk in early years](#)



Expectation

Staff ensure that children have opportunities to work in different ways, for example independently, in a variety of small groups and/or in pairs.

Examples of Good Practice

Strategies are used to actively promote independent learning. It is recognised that repetition can be important to support children's learning and development. Adults, can scaffold learning, carefully observe and take the lead from children to identify where repetition is appropriate and where they need to be supported to move on in their learning.

Strategies are carefully selected for a specific purpose, linked to assessed needs, and working towards agreed next steps.

Group times and groupings of children take account of individual needs. They routinely provide opportunities for access to role models, mixed-ability groups, structured opportunities for conversation/ sharing of ideas and access to additional adults where they are available.

Use of adults within the setting is planned to maximise their impact on learning, bearing in mind the need to promote independence where possible.

Adults are clear about their role and how they are contributing to the children's learning.

Links and Resources

- [Learning Playing and Interacting](#)



Expectation

Staff provide regular opportunities for collaborative learning and peer support.

Examples of Good Practice

Strategies are used to build, maintain and restore positive relationships (including peer and staff) across the whole setting.

There are opportunities to develop peer awareness/ sensitivity and support for different needs.

The school/setting promotes a culture of peer support and challenge providing opportunities for peer observations and providing constructive feedback.

Links and Resources

- [Challenging practice to further improve learning, playing and interacting in the EYFS](#)



Assessment and Individual Planning

Expectation

A regular cycle of Assess, Plan, Do, Review is used to ensure that all children are achieving the best outcomes.

Examples of Good Practice

Staff are aware of children's starting points and next steps so that progress towards outcomes can be measured.

Children's strengths and interests in learning and behaviours are observed and monitored in different settings and contexts for a short period of time to inform planning. Observations, assessment and planning are built on a shared understanding of the child's strengths, interests and next steps at home and in the early years provision.

If a child accesses more than one early years setting, these settings share information and planning in order to support a more consistent experience for the child.

Planning considers the needs of the cohort.

Review cohort assessment data in order to identify any gaps in provision, for example differences in attainment by specific characteristics (gender, ethnicity, Area of disadvantage) or Area of Learning. If any gaps are identified, modify the environment, curriculum or teaching strategies to improve outcomes in this area. Review the impact of these changes on outcomes for children.

All children have equal opportunities to experience the full curriculum.

Appropriate tools which capture the 'voice of the child' are used to ensure that effective support is put into place. For example Person Centred Planning and One Page Profile.

Children are helped to understand their own barriers to learning and to value their achievements.

Where appropriate, children understand and can contribute to the next steps they are working to towards.

Links and Resources

- [Observation, Assessment and Planning Guidance](#)



- [Objective led planning](#)
- [Planning for continuous provision](#)
- [Planning for continuous provision reception and year 1](#)
- [Progress Matters](#)
- [Creating the Picture](#)
- [West Sussex Tools for schools: Child's Journey](#)
- [West Sussex Tools for schools: Person Centred planning](#)
- [Early Years Person Centred Planning Pack](#)
- [NCB - Listening-and-participation-resources](#)



Expectation

Staff ensure that formative assessment and feedback are a feature of daily practise. In schools this should be reflected in marking and assessment policy.

Examples of Good Practice

Experiences consider prior learning and interests and is based on assessment for learning.

Observational assessment is used to ensure a thorough understanding of children and their starting points.

Children have regular appropriate opportunities to reflect upon their own achievements and learning.

Child records, for example learning journals/electronic systems demonstrate the next steps in their learning journey.

The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes for children.



Expectation

Supporting children with English as an Additional Language.

Examples of Good Practice

For children whose first language is not English, it is important that their language and development is understood and supported appropriately by using their first language where possible. Practitioners should understand how their home language is developing. If there is delay in language development in the child's home language(s), practitioners should share strategies with the family and refer to speech and language if appropriate. Having English as an additional language is not an SEND, but it can make it harder to identify when any delay is linked to SEND and when it is linked to having EAL, so having appropriate support and assessment in place for children with EAL is important.

Links and Resources

- [Supporting Children with EAL](#)
- [Understanding the Stages of Learning for Children with EAL](#)



Partnership working and collaboration with Children, young people and parents

Expectation

The setting works in co-production with parents and children in decision making. Expectations from both school/setting and parents are realistic and support children's learning, development and outcomes.

Examples of Good Practice

The SEND information report is co-produced with parents. Parents are signposted to the West Sussex Local Offer, the SEND Information Report (for reception classes) and other relevant documents, for example West Sussex Inclusion Framework.

Parents are aware of the range of communication channels available for sharing information about their child and are actively encouraged and supported to contribute.

Parents are aware of their child's individual needs and the support and individually tailored interventions in place. They are involved in setting and reviewing next steps for their child. Parents' expertise about their child is valued and used to inform appropriate support.

The school/setting sensitively discusses with parents how strategies can be considered and adapted at home. Equally the school/setting recognises, uses and adapts the strategies that are effective at home.

The school/setting sensitively considers how communications about the child's day are shared with parents, i.e. not in collection areas or in public. Communication is planned to consider the child's feelings and family privacy.

Parents are provided with information about local and national support groups, for example Local Offer, West Sussex SEND Information and Support Service (SENDIAS), West Sussex Parent Carer Forum (WSPCF) and other local and national helplines.

The school/setting links with other agencies and signposts families to other support where appropriate. For example Children and Family Centre groups including Play and Learn Plus.



Information is provided to parents about other support available, for example Disability Living Allowance (DLA), 2-year-old Free Entitlement (FE), Early Years Pupil Premium (EYPP) and Disability Access Fund (DAF). Parents are supported to access available funding to support them and their child. Where a setting receives additional funding, the use of this is planned and evaluated to make sure it is being used effectively and having a positive impact for the child.

Formal and informal events take place to seek views of the whole setting population in relation to provision for those with additional needs or those with SEND and those at risk of disadvantage in the school. For example the school/setting might use children and parent surveys, coffee mornings, stay and play sessions, Play and Learn Plus.

Use of a communication book/book bag/text/email to support communication directly with parents in addition to communication given via children.

There is daily feedback provided to families so that they know about their child's experiences within the setting and that there are no surprises for families if concerns are raised. Practitioners have strategy to develop trust and transparency with parents. Communication methods are adapted to meet the needs of the family, for example engagement with working families, creating effective communication with families with EAL or literacy difficulties.

Links and Resources

- [West Sussex Local Offer](#)
- [Partnership with Parents guidance](#)
- [Parent Partnership \(PEAL\)](#)
- [PEAL Activities Booklet](#)
- [NCB - PEAL Resources](#)
- [Foundation Years - Working with Parents](#)
- [Checklist for Talking to Parents about Concerns related to their Child's Development](#)
- [West Sussex Local Offer](#)
- [West Sussex SEND Information and Support Service \(SENDIAS\)](#)
- [West Sussex Parent Carer Forum \(WSPCF\)](#)
- [Children and Family Centres](#)
- [Play and Learn Plus](#)
- [Disability Living Allowance \(DLA\)](#)
- [2 Year Free Entitlement \(2-year-old FE\)](#)
- [Early Years Pupil Premium \(EYPP\)](#)



- [Disability Access Fund \(DAF\)](#)
- [EYPP Project: Learning Together About Learning | Early Education](#)



Expectation

Children are enabled to participate in their assessment and review processes.

Examples of Good Practice

Children actively participate in their own assess, plan, do, review process. Their views and feedback link directly to this process. Staff use effective resources to gain genuine child's voice.

Adults share each child's next steps with them in an appropriate way and celebrate their efforts and achievements with them.

Links and Resources

- [Hearing Young Children's Voices](#)
- [West Sussex Tools for Schools: Voice of the Child](#)
- [Children's Voice: What is a digital story](#)
- [Children's Voice: Making digital stories](#)



Supporting children's social and emotion wellbeing

Expectation

The early years setting recognises, and responds to, the need for pastoral support for children with additional needs. Staff should consider the individual's social and emotional needs and other relevant contextual circumstances. For example family breakdown, family illness, moving home, bereavement and other key challenges and changes.

Examples of Good Practice

Practitioners actively reflect on the emotional environment to ensure that there is a calm and purposeful climate for learning, where children feel they belong and where their contributions are valued.

Children can identify an agreed safe/calm space, or the key person uses observation to determine the most appropriate safe/calm space.

Language used in the classroom demonstrates unconditional positive regard for children, for example there is an understanding of the impact that negative language and reward systems can have on the children. (Therapeutic / Restorative Approaches).

Awareness that children with SEND, additional needs and from disadvantaged groups are vulnerable to bullying and an appropriate level of support and monitoring is in place.

Relationship, Sex and Health Education, (RSHE) is used to develop wellbeing and resilience.

The early years setting proactively promotes the emotional regulation of all children to ensure they are ready to learn. Emotions are regularly discussed and explored.

Peer awareness and sensitivity towards difference groups are raised at a whole setting level, usually informally and sometimes in small groups- perhaps using appropriate books to generate discussion. Work is done with classes and groups regarding specific needs as appropriate.

The Children's Learning and Well Being Audit is used to support identification of needs at the earliest point.

The Early Help advice and support line is used by practitioners to support the whole family.



Links and Resources

- [SEAD Guidance for Practitioners](#)
- [Supporting children with Behavioural, Emotional and Social Difficulties](#)
- [EYFS - Social and Emotional Aspects of Learning](#)
- [Guidance on health and wellbeing for early years practitioners](#)
- [Self-Regulation on the Early Years.](#)
- [Children's Learning and WellBeing Audit \(CLaWBA\)](#)
- [Early Help](#)



Expectation

Children feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.

Examples of Good Practice

Every child has a named and trusted member of staff as a stable point of reference usually their Key Person who they can seek support from or if they are worried about anything.

Negative attitudes, beliefs and perceptions towards individuals and groups are challenged within the school/setting, in the wider community and society.

The voice of children is central to early years setting improvement and is encouraged and acted upon.

Links and Resources

- [Hearing Young Children's Voices](#)
- [West Sussex Tools for Schools: Voice of the Child](#)
- [Children's Voice: What is a digital story](#)
- [Children's Voice: Making digital stories](#)



The physical and sensory environment

Expectation

Children feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.

Examples of Good Practice

A purposeful, organised and well-resourced learning environment is provided to encourage independence and active engagement in learning through play. This includes effective practice and routines that all children understand and follow.

The physical accessibility of the building and individual learning spaces is regularly carried out, various tools such as the environmental audit can be used to support this. The Accessibility Plan, which all schools and maintained provision must have and is recommended for early years settings, is on the setting's website (or a hard copy is available) and "reasonable adjustments" are made according to individual needs. It would be best practice for other Early Years settings to consider using this approach.

The furniture is the appropriate size/ height for the children.

Favourable seating arrangements are identified - check individual plans provided by specialists to support needs, for example hearing and visual needs.

Extra-curricular activities and educational visits are planned to fully include children with additional needs (in line with the Equalities Act 2010), including those with social, emotional and mental health (SEMH) needs and physical disabilities. "Reasonable adjustments" are made.

Children's views are routinely sought and are used to inform planning for physical support that they may require.

Links and Resources

- [Accessibility Audit](#)
- [Accessibility Development Plan](#)



Expectation

Staff are aware of sensory needs and differences that may impact on children.

Examples of Good Practice

Children's sensory needs are known and used to plan activities and experiences, seating arrangements and snack and lunch time.

Tools such as sensory bags are readily available and can be independently accessed as required.

Staff are aware that for some children, a sensory or physical disability could impact on their language and social interaction.

Left and right-handed children can use equipment comfortably.

Children who wear glasses and/ or hearing aids wear them and are seated in the optimum position during group times. Staff should encourage children to wear appropriate sensory equipment and use physical aids. This information should be included within the One-page profile and Individual Plan.

Displays are meaningful and visually accessible to reduce sensory overload.

Children have access to low arousal spaces or regulating activities when needed.

Staff are aware of lighting in the room, for example use of natural light. Glare from surfaces such as interactive whiteboards, light streaming through windows, how fluorescent lighting may have an impact on children.

Use of pale background and accessible font styles on the whiteboard and a clearly visible marker pen.

Consider the amount of stimulation in the form of display areas, the use of colour or displays surrounding interactive whiteboards.

Staff are aware of smells and noise in the room and any individuals who may be impacted by these. For example position of the kitchen, refuse collection day.

Staff are aware of the sensory impact that floor surfaces may have on children and alternatives are offered.



Staff are aware that some children prefer certain clothing and their needs are considered if there is a need to change clothing or removed clothing such as shoes. Some children may find it challenging to wear water aprons / overalls because the material challenges their sensory integration. Staff use their awareness of the needs of individual children and respond in consistently to support the child's preferences.



Equipment and Resources

Expectation

Resources are available for all children in both the inside and outside environment. Quality and impact of support is scrutinised.

Examples of Good Practice

Resources are within easy reach of all children to promote learning, independence and reduce stigma.

Children have easy access to sensory equipment that they require, for example writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders, weighted resources. They also have regular access to a variety of age and stage appropriate sensory activities such as dried pasta, cornflour, or jelly.

Resources are clear and uncluttered, labelled using text and images. Print size and font is appropriate. Coloured backgrounds and paper are used to reduce visual stress.

Physical resources are adapted to promote independence, for example different size balls.



Expectation

Resources are available for all children in both the inside and outside environment. Quality and impact of support is scrutinised.

Examples of Good Practice

Concrete apparatus and adapted resources are available for those children who require it.

Information Computer Technology (ICT) is used to help access the environment, for example talk buttons to help children with routines.

In reception classes, ICT provides alternatives to written recording and to promote independent learning.

Where appropriate and available, IT is planned and used effectively to support learning.

Links and Resources

- [Pre-school \(0-5\) online safety advice | Internet Matters](#)



Staff skills and training and use of expertise

Expectation

All staff make a positive contribution to children progress.

Examples of Good Practice

Additional adults are deployed proactively, they are not necessarily “attached” to one child, but all adults work with all children, in the environment / classroom to scaffold independent learning. Their impact on the children is monitored carefully to ensure progress is supported.

There is clear and regular communication between all adults to ensure that the support given is appropriate to the environment and experiences that are on offer are meeting the children’s needs.

Grouping / seating arrangements and additional support are used to promote independent learning as far as possible.

Strategies used in interventions are integrated into teaching so that children sustain progress.

Staff are well trained and skilled in supporting children with individual needs, for example SEMH, general and specific learning difficulties.

Adults review and evaluate the environment and how it is used by children. Adaptations are made to support children’s engagement, for example adults modelling how to use equipment/workshop areas or adapting the environment.

Links and Resources

- [Scaffolding Learning](#)



Expectation

There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the children.

Examples of Good Practice

There is a planned programme of ongoing CPD in relation to SEND and inclusion for the early years setting.

Best practice is shared within the early years setting and with other education settings, for example through SENCO network meetings.



Expectation

All staff understand the process for gaining further advice and guidance as appropriate. Staff collaborate and have effective links with relevant agencies and specialists.

Examples of Good Practice

All staff are aware of their own Local Offer and who to contact for extra support, advice and guidance within and beyond the school/setting. For example SENCO, Inclusion Lead, Safeguarding Lead, Early Help etc. In early years, the Area SENCO role is carried out by EYCA's.

There is a clear process including observations and classroom monitoring for expressing concerns and referring onto advisory services and external organisations, which is understood and followed by all in a timely manner.

The school/setting is aware of and regularly communicates with any other professionals who are involved with each child.

Advice received from other professionals, including parents, is used to inform teaching and learning and is recorded, reviewed and adjusted over time to ensure that children achieve to the best outcomes.



Transition and Transfer

Expectation

Transitions throughout the sessions are planned for and well-managed and provide the opportunity for the children to develop the skills to manage change.

Examples of Good Practice

Practitioners identify and plan support to enable children to make smooth transitions. Transitions include:

- Moving around the early years setting and from indoors to outdoors
- Moving on from experiences
- Changing from unstructured to structured times
- Moving from one activity to the next
- Changes of staff, for example Key Person and changes of peers
- Special events: visitors, visits, celebrations

Life events: birth of a sibling, change in parenting arrangements, for example change in parent's relationship status, loss and bereavement or contact visits

Staff are aware of those who will need additional support for all or most transitions and plan for these transitions. This includes, but is not limited to the following:

- Children Looked After (CLA)
- Child in Need
- Child on a Child Protection Plan
- Children previously CLA
- Children with Special Guardianship Orders
- Children with Child Arrangement Orders
- Forces Children
- Refugees
- Children who have social communication difficulty including Autism Children who have suffered trauma, loss or bereavement
- Children who show signs of anxiety



- Children new to the school/setting

Children returning from an extended period away from the school or setting

Staff prepare children with additional support needs for daily transitions by using appropriate communication methods, for example reduced language, Makaton, PECS, Now/Next or First/Then boards, visual or aural timers etc. See Communication and Interaction Strategies Sections 2 and 3.

The environment is set up to support children who may need a safe space/cosy corner to reduce anxieties during transition periods.

Links and Resources

- [Acorns Network - Transition experiences for children with ASC](#)
- [Children's Voice: What is a digital story](#)
- [Children's Voice: Making digital stories](#)
- <https://abcdoes.com/abc-does-a-blog/2020/05/23/a-brain-based-approach-to-supporting-childrens-transitions-guest-post/>
- [Brain based approach to supporting children's transitions](#)
- [Beacon House Resources](#)
- [What is PECS](#)
- [What is Makaton?](#)



Expectation

Policies and procedures are in place for ensuring that children make a smooth transition into the setting.

Examples of Good Practice

Information is sought and shared about all children to support their transition into the setting. A pre-entry TAF meeting is recommended.

Settling in sessions are well planned and flexible to meet the needs of the children and their families.

Staff seek to find out about children's interests, likes etc and use this information to plan for the first few weeks of the children's time at the setting.

'All about Me' information is regularly updated and continues to inform planning.

Individual transition planning and meetings for a child with additional support needs involves parents and other professionals working with the family; the information gathered is used by settings to plan a smooth transition into the setting. Where appropriate, healthcare plans, risk management plans and One Page profiles are in place before the child starts.

Consider applications for DLA to access to 2-year-old FE if appropriate.

Links and Resources

- [Universal Transition pack](#)
- [Supported Transition Plan - useful documents](#)
- [Supported Transition Plan template](#)
- [Healthcare Plan template](#)
- [Risk Management Plan template](#)
- [One Page Profile template](#)
- [Things to do before your child starts school leaflet](#)
- [SEND in the Early Years Toolkit](#)

Research:

- [Experiences of transitions for children with autism](#)



- [Disability Living Allowance](#)
- [Disability Access Fund](#)
- [Two Year Free Entitlement](#)



Expectation

Policies and procedures are in place for ensuring that children make a smooth transition between settings.

Examples of Good Practice

Information is shared with the new setting when a child is preparing to change settings with as much notice as possible. For children with additional support needs, a supported transition should be carried out where possible.



Expectation

Policies and procedures are in place for ensuring that children make a smooth transition from setting to school.

Examples of Good Practice

Transition planning/ TAF Meetings for children with additional support needs is arranged early and involves parent(s), professionals working with the child and the receiving school. Consideration is given for any medical equipment that needs transferring and medical training that is needed.

Agreed arrangements to support children's transition are clearly communicated to all parties and include actions that will benefit the child, for example visits to the school, visits to the setting by school staff, photo books, virtual tours, video clips, social stories and sharing support strategies.

Links and Resources

- [West Sussex - Assessment, Planning and Recording](#)



Section Two: 'Ordinarily Available Support' for children within the Early Years Foundation Stage

All children with additional needs should be encouraged to access strategies and resources typically available as described in Section 1. This additional section contains a range of **strategy suggestions** that could be considered for use, if appropriate, for an individual child or young person.

Any provision or support should be provided in line with the needs of the child; it should not be dependent on any formal diagnosis. Even if a diagnosis has been given, it is paramount to remember that each child has strengths and needs which are unique to them. For example autism is a spectrum condition - everyone with autism is different, each person having different needs and requiring a range of effective support strategies. Please see the online SEND Toolkit for further information.

For all children, withdrawn, behaviours that challenge or other behaviours that children demonstrate can be a sign of unmet needs and it is important to reflect on behaviours and practice to understand how best to support them.

As you will know, The SEN Code of Practice, 2015 (para 6:15) says "A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that **ordinarily available** to pupils of the same age".

The 4 areas of SEND in the code of practice are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical
- Medical

For ease of use, this section has been arranged by the four areas of need set out in the Special Educational Need and (SEN) Code of Practice. However, many children may have needs across more than one category and their presentation may not fall neatly into one area of need.

A 'medical' section has also been added to support practice. Although a medical diagnosis or disability does not imply the child has a special educational need, some may have medical conditions or disability that can impact on their access to education.



Staff will need to work with the child and their parents, and at times more specialist staff, such as SENCOs, your Area SENCO (an EYCA) or external specialists, to identify, implement and evaluate more individualised strategies. As a practitioner, key person, a room lead, or manager, it is important that you implement the advice that is provided from specialist services, as you are key in implementing the strategies within your provision. The Assess, Plan, Do, Review cycle is at the heart of the graduated approach to support children's individual needs. Your views and feedback on the strategies that are being used and the progress the child makes are vital to this process. Further detail on support strategies, desired outcomes, the graduated approach cycle and other useful documentation can be found in the West Sussex SEND Toolkit.

This document can be used to plan the support for all children with SEND, regardless of the level or complexity of their need. Using the materials in this document will support practitioners in their planning to identify the strategies that would be appropriate for a child and any additional resources needed. Careful planning and implementation will improve outcomes for children and may show that a child has a delay in their learning rather than SEND. For further support, early years settings should, with parental permission, discuss the child's needs with their EYCA.

Using this section

The following provision could be considered for use, if appropriate, for an individual child or young person and should be in addition to the expectations in Section 1.

Where we say 'Provisions and/or strategies' we mean approaches, adjustments and specific interventions expected to be made by setting according to the ages and stages of the child.



Communication and Interaction

Identified barrier and/or need

Difficulties in being understood and with what they want to say.

Provisions and/or strategies

Use gestures and signs.

Support verbal explanations using pictures and object of reference.

Model language - reflect correct speech rather than correcting.

Repeat what the child has said and add one word.

Label accessible equipment with photos and pictures.

Observe child's preferred ways to communicate which may include non-verbal gestures and body language.

Encourage children to work in pairs and small groups, giving opportunities to interact with children who can provide good language models.

In reception classes, organise small group or individual language sessions – adults have phonological awareness and understand the impact that processing difficulties may have on phonics acquisition, and differentiate phonics teaching accordingly. For younger children, plan specific language activities to support children's listening and attention skills as well as their language acquisition.

Allow time for children to process and respond (10 second rule).

Introduce a variety of language through rhymes and songs.

Ensure that all attempts to speak are acknowledged.

Provide an additional method of communicating, for example Makaton, visual signs, visual aids, aided language boards to support verbal communication.

If recommended by a specialist, and provided with training, use a symbol communication, for example PECS).



Links and Resources

- [IDP for children with Speech, Language and Communication Needs](#)
- [EYFS Inclusion Development Programme \(IDP\): Speech, language and communication needs \(SLCN\) e-learning course](#)
- [IDP for children with social communication needs](#)
- [Inclusion Development Programme \(IDP\) – Supporting children on the autism spectrum in the Early Years](#)
- [West Sussex Speech and Language Monitoring Tool](#)
- [Guidance for using the S&L Monitoring Tool](#)
- [Practice Strategies](#)
- [ECAT Guidance for Practitioners - 1](#)
- [ECAT Guidance for Practitioners - 2](#)
- [ECAT Guidance for Consultants](#)
- [Letters and Sounds Phase One](#)
- [Supporting Children Learning English as an Additional Language](#)
- [The Communication Trust](#)
- [Universally Speaking](#)
- [Graduated Approach Document](#)
- [I CAN's Talking Point](#)
- [National Literacy Trust](#)
- [West Sussex EYFS Training](#)
- [Speech and Language Setting Support](#)



Identified barrier and/or need

Difficulties understanding what is being said to them.

Provisions and/or strategies

Consider how many information carrying words a child can manage when giving instructions – adapt use of language and method, for example simple choices, reduce complexity and sentence length.

Provide visual prompts alongside language, including key vocabulary, visual timetables, now and next, gestures.

Labelling equipment with pictures, signs and words.

Ensure the adult is physically at child's level.

Give extra / allow take up time to process what has been said.

Think about the environment and how to limit any distractions.

Check you have engaged the child's attention before talking to them, use the child's name to attract attention.

Check that hearing has been tested.

Plan specific opportunities to teach new vocabulary as well as opportunities to revisit and practice, to develop understanding and use of new words.

Consider use of 'first and then' or 'now and next' supported by visual prompts.

Meet regularly with parents to discuss how advice and strategies can be continued and strengthened when used at home.

Repeat key words and phrases.

Links and Resources

- [IDP for children with Speech, Language and Communication Needs](#)
- [EYFS Inclusion Development Programme \(IDP\): Speech, language and communication needs \(SLCN\) e-learning course](#)
- [IDP for children with social communication needs](#)
- [Inclusion Development Programme \(IDP\) – Supporting children on the autism spectrum in the Early Years](#)



- [West Sussex Speech and Language Monitoring Tool](#)
- [Guidance for using the S&L Monitoring Tool](#)
- [Practice Strategies](#)
- [ECAT Guidance for Practitioners - 1](#)
- [ECAT Guidance for Practitioners - 2](#)
- [ECAT Guidance for Consultants](#)
- [Letters and Sounds Phase One](#)
- [Supporting Children Learning English as an Additional Language](#)
- [The Communication Trust](#)
- [Universally Speaking](#)
- [Graduated Approach Document](#)
- [I CAN's Talking Point](#)
- [National Literacy Trust](#)
- [West Sussex EYFS Training](#)
- [Speech and Language Setting Support](#)



Identified barrier and/or need

Child can find it difficult to understand or use social rules of communication.

Provisions and/or strategies

Use modelling / role play.

Implement small group sessions, for example Circle of Friends.

Use social stories.

Give prompts – symbols, signing systems.

Use visual supports for routines, for example Now (you are doing this) and Next (you are going to be doing that) boards.

Links and Resources

Information from the National Autistic Society on social stories:

- [Social Stories and Comic Strip Conversations](#)
- [What is a Social Story](#)
- [Carol Gray Social Stories](#)
- [IDP: Supporting Children on the Autistic Spectrum](#)



Identified barrier and/or need

Difficulties with language and social communication.

Provisions and/or strategies

Use the child's name first to draw their attention, followed by key word instructions, for example "Jamie ... stop."

Consider booking Attention Building training delivered by the Speech and Language Setting Support (SALSS) team.

Give clear simple instructions (avoiding idioms).

Use objects of reference to support routine.

Use literal language (avoiding sarcasm and figures of speech).

Use of symbol communication such as Picture Exchange Communication System (PECS) if recommended by a specialist who has also provided training to enable practitioners to implement the system correctly.

Be aware of you own body language: 93% of what we communicate is non-verbal, 7% is communicated through spoken word, 38% through tone of voice, and 55% through body language.

Have an awareness of:

- an appropriate tone of voice (calm, not too loud).
- an appropriate environment (noise, temperature, lighting, layout).
- use of language (some children may need a language rich environment; others may need it to be kept simple).

Links and Resources

- [IDP: Supporting Children on the Autistic Spectrum](#)
- [Speech and Language Setting Support](#)
- [Information regarding Attention Autism](#)
- [Communication Environment Evaluation Tool](#)
- [Guidance for evaluating your communication environment](#)



Identified barrier and/or need

Limited imaginative play.

Provisions and/or strategies

Children may benefit from being taught and modelled imaginative play sequences sometimes referred to as structured play.

Familiar adults introduce simple pretend play, using familiar objects to model new play.

Role play and drama, use of props, for example puppets, hats or materials, acting out familiar stories.

Plan time for partner play; be a playful partner for the child.

Duplicating favourite resources – one for the adult and one for the child.

Modelling; providing a narrative for the child's play.

Storytelling.

Use of techniques such as Helicopter Stories to engage children in making up their own stories.

Singing and improvisation.

Links and Resources

- [IDP: Supporting Children on the Autistic Spectrum](#)
- [Helicopter Stories](#)
- [Bognor Regis Nursery School Training](#)



Identified barrier and/or need

Difficulty with social communication and developing relationships.

Provisions and/or strategies

Mirror, copy and mimic the child's play as a way into reciprocal interaction and to show that it is valued.

Use intensive interaction strategies.

Planning of small groupings and opportunities to develop social understanding and inference.

Model functional language, for example "hello, please, can I play?", "help me", "Hello, Sonny wants to play".

Consistent use of natural gestures, for example pointing, facial expressions, open body language/position at child's level.

Organise small group or 1 to 1 tasks and activities, for example which involve turn taking and learning each other's names, build up the size of the group gradually, adult to child, adult to two children etc.

Promote a calm learning environment.

Be clear and consistent in your communication of expectations.

Ensure staff support child to label their own and other's emotions.

Creating communication friendly spaces for children.

Links and Resources

- [Inclusion Development Programme \(IDP\) – Supporting children on the autism spectrum in the Early Years](#)
- [Intensive Interaction](#)
- [Elizabeth Jarman's Communication Friendly Spaces information](#)
- [STAR Observations](#)



Identified barrier and/or need

Anxiety due to communication in busy, unpredictable environments.

Provisions and/or strategies

Prepare children for change of activity or routine, for example use of visual resources and objects of reference.

Organise small group/1 to 1 tasks and activities to be available if needed.

Ensure that there is a calm learning environment.

Provide access to a haven/low arousal space when needed.

Ensure clear communication of expectations.

Provide adults to be available to support children emotions, for example the use of feelings area/sensory corner.

Provide emotional language. When the child is calm, name their emotions and those of others in a natural way.

Use a visual timetable in your provision and make sure it is used to prepare children for changes in your regular routine. Make sure it is used consistently, referred to regularly and updated after each activity is finished.

Ensure staff monitor key transition points, for example drop-off/pick-up, snack/ lunchtime, visitors and changes to routines with strategies to reduce anxiety.

Use STAR Observations to see if there is a trigger to any changes of behaviour.

Links and Resources

- [STAR observations](#)



Identified barrier and/or need

Anxiety due to communication in busy, unpredictable environments.

Provisions and/or strategies

Provide sensory breaks if required, to reduce the potential pressure from the social load.

Be aware of sensory needs, explore this further with parents and be flexible with routine.

Consider the environment, for example noise, room temperature, visual stimuli, proximity. Use of an audit tool would be helpful.

Have a flexible approach to transition times within the day or session

Provide access to a haven / low arousal space if needed.

Develop a One Page profile with the family to support the child's sensory needs sensory profile for the individual children.

Consider staff knowledge to sensory issues and access further training.

Links and Resources

- [Communication Environment Evaluation Tool](#)
- [Communication Environment Evaluation Tool: Guidance](#)
- [Sensory Circuits](#)
- [More information regarding sensory circuits](#)
- [Person Centred Planning pack](#)



Identified barrier and/or need

Physical outbursts causing harm to others and/or to self and/or damage to property.

Provisions and/or strategies

Share clear expectations, using positive language, with the children, in relation to the setting ethos, for example kind hands, listening ears etc., verbally and visually. All staff to be consistent in how they support children to remember and follow these expectations.

All staff use a consistent approach to support the child in distress and keeping other children safe, making “reasonable adjustments” to support individual needs.

Continue to implement strategies that are reassuring and acknowledge children’s emotions.

Anticipate the trigger and use distraction to avoid physical interactions.

Provide child with safe things and places to throw which meet the physical need to throw but won’t hurt.

Model the use of alternative strategies to express feelings of anger or frustration, for example screaming outside, pushing against a pair of handprints on a wall, banging a drum etc. Monitor so that you have a good understanding of the frequency and location of triggers – frequency charts; STAR observation sheet; ABCC observation sheets; informal observations should be carried out to analyse incidents, develop understanding and plan for adjustments according.

Encourage two-way communicate with families about what might be happening at home (for example divorce, bereavement, illness) and strategies that work/don’t work and relaying this information to staff.

Put preventative strategies in place, for example avoiding high arousal situations such as busy noisy environments or groups of children in small spaces.

Links and Resources

- [Time Out vs Feelings Area](#)
- [Why Children Bite](#)
- [Conflict Resolution](#)
- [Setting Limits](#)
- [Helping Children Make Right Choices](#)



- [Self-Regulation in early years](#)
- [STAR Observations](#)



Identified barrier and/or need

Limited attention span compared to developmental age.

Provisions and/or strategies

Use child's name when giving instructions.

Ask the child to repeat back what activity they are going to do.

Use the child's interest as a motivator and to extend engagement.

Consider use of timers, so children know they only must focus for a comfortable amount of time.

Keep activities short and finish before the child loses interest in order to build on success for the child.

Use chunking and break tasks down into smaller, manageable steps.

Use of visual timetables – including some individualised to meet a child's needs.

Consider the use of Attention Building Strategies through SALSS.

Consider backward chaining, for example break the overall task down into smaller steps. The adult helps the child with all but that last step with the child being taught to do the last step themselves. Once the last step is learnt, the child and adult work backwards, learning other steps of the sequence until the child can do the entire task.

Links and Resources

- [Using Visual Timetables](#)



Cognition and Learning

Identified barrier and/or need

Difficulties with learning.

Provisions and/or strategies

Assess through making observations in child-initiated learning and adult directed tasks to identify the areas of need.

Model use of open-ended simple pondering statements such as 'I wonder...' or 'what if ...' rather than direct questions.

Give clear and simple instructions, breaking down longer instructions and giving one at a time.

Use visual timetables, visual cues and prompts, for example objects, pictures, photos, symbols, choice boards, sequences to support instructions.

Develop personalised stories and books using children's interests.

Give time to process information before a response is needed.

Use pre-teaching to support children. If there is a new interest that is planned to be expanded or a new book explored, it may be useful to share this with the child prior to others. It may be helpful to introduce specific language and vocabulary. For younger children before they access a group activity, consider providing this individually to support their understanding and engagement.

Make explicit links to prior learning by reminding children of past events, activities or experiences.

Displaying photographs or sharing individual learning journals can support this.

Share next steps where appropriate – so children know what to expect. This can be very informally done through conversation, for example "Well done, next time we can try...".

Use differentiated resources in a variety of ways to teach the curriculum which is appropriate to the developmental stage of the child. For example a child who has difficulty with spatial awareness could be encouraged to join a physical activity negotiating around cones or use an obstacle course which is at a level that provides some challenge but it not beyond the



child's ability. When considering the resources needed to support a child, scrutinize the stage rather than the age of the child to ensure resources support needs

Use meaningful continuous strategies to boost self-esteem and confidence. Provide specific meaningful praise and feedback when a child persists and / or achieves something new or perseveres at a new task. Staff should praise children for the process of engagement and learning and "having a go" rather than the outcome.

Links and Resources

- [Learning, Playing and Interacting](#)
- [Finding and Exploring Young Children's Fascinations: strengthening the quality of gifted and talented provision in the early years](#)
- [Progress Matters: reviewing and enhancing young children's development](#)
- [Creating the Picture](#)



Identified barrier and/or need

Specific learning difficulties affecting one or more area of learning, which may result in formal assessment or diagnosis, for example developmental co-ordination difficulties.

For all areas of need, any provision or support should be provided in line with the needs of the children and is NOT dependant on any formal diagnosis. The strategies in the preceding table may also be of use.

Provisions and/or strategies

Assessment through observations of child-led play and playful adult directed tasks to identify the areas of need.

Support the child to learn short achievable tasks by modelling and giving lots of encouragement.

Teach metacognition approaches (how we learn), for example ask children to think in advance about how they will accomplish a task. Talk through and sequence the stages together.

Understand the children's difficulties with learning in consultation with the child and parents, including finding out what works well at home.

Adopt a neurodiverse approach to celebrate the strengths of each child.

Recognise and celebrate success in effort and show interest in other areas of their life.

Work closely with the SENCO and other specialist staff to understand what strategies or approaches to use in line with advice from assessments or consultation.

Use evidence-based interventions to develop skills, for example increase hand muscle and finger dexterity to support mark making.

Link learning to real world situations.

To support memory:

- Provide memory aids, for example visual cues and timetables referring to these regularly throughout the day, ensure that these are readily available to the child and moved frequently to enable accessibility.
- Provide practical resources to support learning appropriate to the stage of development. For example in reception classes you may want to use name cards, letter/number formation resources and rhymes.



- Ensure your setting has a consistent routine, supporting children with changes when necessary.
- Support children visually and kinaesthetically when changes in their environment occur. For example allow extra time at tidy up time, allocate specific tasks at tidy up time, repeating activities.
- Ensure resources are clearly labelled with pictures and words and are at the child's level allowing independence.

Provide photographs of the setting including important people, such as keyworker, teacher, teaching assistant, and the environment, such as where their put their coat, water bottle, lunch box, book bag for home, so that these can be shared with the child at home.

For literacy difficulties:

- Indoor and outdoor opportunities are provided and across all areas of learning.
- Encourage and support children's responses to picture books and stories you read with them.
- Use different voices to tell stories and encourage young children to join in wherever possible, for example leaving gaps in repeated refrains.
- Tell stories in a variety of ways, for example children use pictures to tell the story, make picture scrap books so the children can design their own stories, use puppets or small world to tell stories, or use the children's ideas to build interactive imaginative stories.
- Be creative where stories are sharing using all areas of the indoor and outdoor environment.
- Include opportunities for mark making and writing across all areas of provision and play.
- Consider peers within small group experiences so the child has access to good role models for language and communication.
- In reception classes, consider use of appropriate learning resources, for example pencil grips, spelling aids and alternative methods for recording information including verbal and ICT methods.

Provide opportunities and experiences for children to build on their understanding through repetition with skilful adults scaffolding learning.

For numeracy difficulties:

- Indoor and outdoor opportunities are provided and across all areas of learning.
- Sing counting songs and rhymes using visual aids/cues which help to support children's understanding of number, such as '5 Little Speckled Frogs'.
- Use pictures and objects to illustrate counting songs, rhymes and number stories, cooking activities.
- Provide collections of interesting things for children to sort, order, count and label in their play.



- Ensure mathematical language is embedded throughout the environment and used in all play and routine opportunities.

Support children to gain an understanding of individual number sense, for example the 'twoness of 2' - I have 2 hands, 2 eyes, I can collect 2 objects etc.

In reception classes:

- Provide access to concrete resources, for example counting objects, number lines, Numicon etc.
- Use concrete resources to develop number knowledge before teaching number symbols.

Extend children's number understanding so they can confidently demonstrate the 'twoness of 2', for example 1 more than 1 is 2, one less than 3 is 2, double 2 is 4.

For developmental co-ordination difficulties (previously known as dyspraxia) please see the Sensory and Physical Needs section.

Links and Resources

- [What is Metacognition?](#)
- [Helicopter Stories](#)
- [Mark Marking Matters](#)
- [Objective led planning](#)
- [Planning for continuous provision](#)
- [Planning for continuous provision reception and year 1](#)
- [CLLD Audit Tool](#)
- [Mark Making Ideas](#)
- [Children Thinking Mathematically](#)
- [Numbers and Patterns](#)



Identified barrier and/or need

Generalised learning difficulties, for example difficulties across the curriculum but with some areas of strength. Children with an uneven profile of skills and attainment.

Provisions and/or strategies

Ensure the child has full access to the breadth of learning by making adjustments and modifications to differentiate the curriculum, right across the board.

Staff support the characteristics of effective teaching and learning, and plan activities designed to develop skills which will support them to become independent learners.

Support children to develop their self-esteem through celebration and reinforcement of strengths and successes.

Support children to draw on their own experiences in their play and support them to extend and build on their ideas, concepts and skills.

Extend children's interests and introduce them to new experiences by providing a variety of activities using creative and playful approaches.

Provide first-hand real-life experiences as part of your everyday routines for children to explore and discover.

Plan and resource a challenging environment where children's play can be supported and extended.

Encouraging and supporting children to persevere through difficulties, to ask questions, problem-solve and take risks.

Identifying and supporting next steps in learning utilising information from home to offer the child consistent challenge.

Links and Resources

- [Learning Playing and Interacting](#)
- [Challenging Practice to Further Improve Learning Playing and Interacting in the EYFS](#)
- [Building Futures, Believing in Children](#)
- [Building Futures, Developing Trust](#)
- [Confident, Capable and Creative](#)
- [Finding and Exploring Young Children's Fascinations](#)



- [Supporting Children with EAL](#)



Social, Emotional and Mental Health Difficulties

Identified barrier and/or need

What is the child's behaviour communicating? Why is the child displaying this behaviour?

Provisions and/or strategies

There is an understanding within the setting that behaviour that challenges/ behaviours of concern are a form of communication. Communication has a function.

Understand the function of the behaviour before implementing strategies - try to identify why the child is displaying behaviours before planning how to support them.

Identify what is not working well through engagement with the child as early as possible. There is a positive robust key person system in place that supports the relationship.

Consider what the behaviour may be reflecting. Are the behaviours communicating a sensory, escape, attention or tangible need? Is there an unmet communication, or social, emotional and mental health need?

Look at the history, when did the behaviour start to change? Can you identify triggers? Talk to the parents to understand the child's experiences at home and if the family have similar concerns.

Liaise and collaborate with home to understand the wider picture.

Keep a note of concerns, liaise with designated professional (SENCO, Key Person or safeguarding lead) within your setting.

Be aware if children have been prescribed medication, feedback any changes or concerns to the parents so that they can discuss with their GP to rule out health issues.

Unpick the behaviours – negative and positive behaviours – what lies behind them?

Facilitate the implementation of specialist advice, for example substitutes for self-harming behaviours such as elastic bands or marbles.

Consider a low arousal approach.



Links and Resources

- [Children's Learning and WellBeing Audit \(CLaWBA\)](#)
- [IDP - Behaviour Emotional+Social Difficulties.pdf](#)
- [EYFS - Social and Emotional Aspects of Learning](#)
- [Inclusion Development Programme: Supporting children with Behavioural, Emotional and Social Difficulties – Guidance for practitioners in the Early Years Foundation Stage - eLearning](#)
- [Early Years in Mind](#)
- [Low arousal approach information.](#)



Identified barrier and/or need

Difficulties participating and presenting as withdrawn or isolated

Provisions and/or strategies

Understand the function of the behaviour before implementing strategies - try to identify why the child is displaying behaviours before planning how to support them.

Make sure all adults are aware of their reactions to the observed behaviour and ensure a consistent response.

Consider or ask what may make that child feel more at ease/safe? Provide a feelings/calm area with resources such as blankets, soft toys, sensory/fidget items, offer some time outside?

Support the child to develop the skills to self-regulate their feelings. Ensure all adults understand and support children in this.

Revise your school/setting behaviour management policy to ensure it focusses on supporting children's social and emotional development including supporting self-regulation.

Observe play interests along with finding out what the child likes to play with at home, use these to plan interesting activities to support all areas of learning in the setting.

Mirror the child's interests and comment on what he/she is doing/looking at instead of attempting to interact/communicate where this upsets the child to show you appreciate them.

Be calm and sensitive, take the pressure off by limiting the number of question

Use assessment through play, for example are there parts of the EYFS/areas of learning, learning environment and routines that they find easier to manage than others? Use these to develop confidence.

Analyse all observations made to identify the child's needs and how to support them. Plan specific observations if needed.

Discuss with colleagues and your SENCO, check if there are staff members who seem to get a more positive response. Understand the strategies that they are using and support others to replicate these.

Differentiate tasks to ensure that all children experience success in the learning environment.



Staff recognise that promoting positive behaviour is an effective strategy to support behaviour expectations.

Try small group work, for example friendship or social skills, nurture groups.

Give the child responsibility for looking after someone else.

Use a backward chaining approach – bringing the child in at the end of group or circle time or session.

Use play based activities.

Establish the child's interests.

Use Buddying /Peer Mentoring to enable the child to take on both roles enabling them to receive support from a peer and providing support to a peer.

Try activities and experiences which provide the child with a sense of belonging or importance to the group.

Links and Resources

- [East Sussex County Council: explaining therapeutic thinking](#)
- [Early Years in Mind - Withdrawn Behaviour](#)
- [Self-Regulation in the early years](#)
- [Self-Regulation](#)
- [Self-Regulation in early years](#)
- [Keep Your Cool Toolbox](#)



Identified barrier and/or need

Displaying behaviours which may negatively impact their learning and or the learning of other children.

Provisions and/or strategies

Understand the function of the behaviour before implementing strategies - try to identify why the child is displaying behaviours before planning how to support them. Use STAR observations to identify potential triggers to the behaviour.

Does the child need support to regulate those feeling, look at and share 'Keep your cool' toolbox to help the child find a good strategy for them to use or be reminded of when a situation arises?

Talk with parents and carers, are they experiencing similar behaviours at home? Develop a shared understanding and plan appropriate strategies to be used at home and in school/setting.

Review routines, practice and provision in the setting – identify and make changes that will support all children. Ask questions about why you do things the way you do and who it benefits. Be open and flexible – if it isn't working, make a change.

Share strategies with all adults and ensure they are used consistently.

Explore the use of peer observations or videoing good staff interactions and use of strategies to develop other practitioners' skills and confidence.

Create a safe quiet space with the child to provide a calm place they can go to when they are feeling overwhelmed, for example a small tent, a box of familiar toys, a favourite book/activity, sensory toys which may help them feel more secure.

Provide emotional language. When the child is calm name their feelings and emotions and those of others in a natural way.

Through modelling support the child to find alternative ways to express their feelings, for example using their words, showing an adult.

Model positive interactions and language to support collaborative play, turn taking and negotiation with peers, for example using visual prompts such as timers, moving to another experience while they wait for their turn, being able to use their voice to say 'stop' or 'no' rather than using physical communication.



Plan a proactive rather than reactive approach to support the child and improve their experiences.

Observe the child's play and plan exciting activities to engage them in which follows their interests.

Observe what is happening when the child is engaged/calm/happy and ensure the same experiences, opportunities and interactions are available every time.

Notice the positives and comment on what it was that the child did well.

Explore what motivates the child, are use this to support them develop their pro-social behaviour – this could be giving them a role that they see as important, providing praise, an activity of interest, a challenge or something new and exciting.

Staff consider using a therapeutic approach to supporting positive behaviour. Staff consider the positive/ pro social behaviours as well as "anti-social" (behaviours of concern) to gain a full picture of the child's needs and strengths.

Staff may consider a low arousal approach.

Use 'wondering out loud' to support emotional understanding, for example "I can see you re...tapping/stamping/shouting etc.I wonder if you are ...worried/cross/stuck...shall we...go for a walk/ take a break/get a drink of water/ read a book/ do some climbing etc.?"

Give a consistent message but flexible approach, for example "I want you to be in class join in" is the consistent message; the approach to support this happening may vary or be flexible depending on individual needs.

Ensure that reasonable adjustments are made such that we differentiate for social and emotional development in the same way that we differentiate for learning.

Ensure learning needs are being met.

Understand the basis for the behaviour, for example what is the history/context?

Continue to implement strategies that are reassuring.

Offer clear guidance – explicit messages letting the child know what is expected of them.

Offer a 'get out with dignity' clause letting the child leave the situation.



Monitor so that you have a good understanding of the frequency and location of triggers – frequency charts; STAR observation sheet; ABCC observation sheets; informal observations can be carried out to inform understanding.

Understand that behaviour is a method of communication, for example what purpose is the behaviour trying to achieve for the child? What are they trying to tell us with their behaviour/ is there an unmet need? Help the child learn to substitute other, more acceptable, behaviours.

Devise a risk management plan which includes pro-active strategies, early interventions to reduce anxiety/harm and reactive strategies to ensure a consistent approach.

Employ a clear plan of action, agreed with parents to encourage and support pro-social behaviour.

Develop a one-page profile to support all staff to understand the child and provide consistent, appropriate support.

Use choices to allow the child some control with the same result, for example “Would you like to talk to me now or in one minute?”.

Teach the child different ways to get their needs met, such as developing social skills or strategies to self-regulate emotional states.

Use readiness to learn strategies and routines (after breaks or between tasks for example).

Consider the impact of the routines and how you prepare a child for transitions.

Plan for transition between activities, rooms, and outside play including ‘what works well’ in terms of in differentiation and support professionals meeting to unpick the behaviour.

Communicate effectively with home/family, for example what is going on at home, another agency’s involvement?

Raise the need for use of an individual learning plan, One Page profile, star observations with your SENCO/Inclusion Lead if a child shows regular episodes of behaviours that challenge. Use the plan to focus on supporting positive behaviours and encouraging practitioners to focus on supporting the child’s wellbeing and self-esteem.

For settings, talk to your EYCA about referring to Target Setting Support (TSS) for additional advice and guidance For reception class, discuss the need for getting advice from the Fair Access Team, Educational Psychology Service, Learning Behaviour and Advisory (LBAT) and Autism and Social Communication (ASCT) teams if difficulties persist – see Local Offer for further information.



Ensure that advice is consistently implemented and analysed and reviewed for effective impact.

Review individual plans regularly: they may have changed, or you may be able to contribute new information to inform and update the plan.

Ensure there is a whole setting consistent approach to support the child's individual strategies.

Links and Resources

- [Mental Health and Behaviour in Schools](#)
- [Self-Regulation in the early years](#)
- [Self-Regulation](#)
- [Self-Regulation in early years](#)
- [Keep Your Cool Toolbox](#)
- [Name It to Tame It - Dan Siegel \(video\)](#)
- [Keep Your Cool Toolbox](#)
- [Low arousal approach information.](#)
- [Early Years in Mind - Trauma](#)
- [Early Years in Mind- Crying](#)
- [Adverse Childhood Experiences and Attachment](#)
- [Early Years in Mind - Bereavement](#)



Identified barrier and/or need

Physical symptoms that are medically unexplained, for example soiling, stomach pains.

Provisions and/or strategies

Use activities that are stress reducing, for example games, dance, colouring, gardening, animals, forest school.

Monitor to see whether the symptom is persistent.

Keep a log and analyse pattern or trends to identify triggers. Follow setting procedures and speak to the SENCO or safeguarding lead regarding your concerns if issue persists.

Liaise with Heath visitor.

Remember that pain can affect children in many ways. Autistic children and those who have social communication differences or who have experienced trauma may experience pain in different ways to people who are neurotypical.

Soiling:

- Causes for soiling could be due to:
- Development – exploring the sensation
- Sensory stimulus – the pupil likes the feel
- Not toilet trained
- Abuse

Links and Resources

- [Early Years in Mind - Toileting](#)
- [Early Years in Mind - Sleep](#)



Identified barrier and/or need

Attention difficulties.

Provisions and/or strategies

Ensure that experiences and activities are suitable for the child, for example the length / timing/ interests.

Explore what motivates the child and use their motivations to support them to maintain attention.

Provide consistent structure and routines to the day/ session/task.

Give clear simple directions.

Provide a consistent staff team and learning environment.

Adult support child away from distractions and demonstrate good "learning" role models.

Have clear expectations regarding behaviours and a clear and consistent response to behaviours.

Think about potential reasons and identify any patterns.

Record behaviour- but remember to analyse and review trends.

Allow plenty of time for movement or frequent small concentration periods.

Plan activities in small manageable chunks.

Be aware of times of the day that may be more difficult.

Provide calm/child out spaces.

Consider whether any reasonable adjustments need to be made to behaviour policies and ensure these are in line with Equalities Legislation.

Remember to consult with the child's parents so they can share with you their perspective.



Identified barrier and/or need

Attachment difficulties (including Attachment Disorder).

Provisions and/or strategies

Be aware that children with attachment difficulties may respond differently to behaviour strategies which work with others. Discuss this with your SENCO/EYCA if needed. For example be aware that a child may say they do not want the support offered. This doesn't always mean that they don't need it. Seek to support in more subtle ways, but do not withdraw support.

Liaise with parents for shared understanding.

Consider the family context and the range of children who may have attachment difficulties, for example adopted, forces children, previously CIN, CLA.

Check out whether your school has had any attachment-based training or has appropriate resources which may be useful.

Ensure there is a good transition when the child starts school – check the history.

Use attachment informed strategies within class and develop a nurture group or foster a nurture ethos.

Consider the appropriateness of existing behaviour management policies.

Discuss an individual plan if necessary. The law states that 'Reasonable Adjustments' must be made.

Liaise with the Virtual School for training.

For reception classes, liaise with EPS and LBAT for training.

Links and Resources

- [Early Help](#)
- [Relate](#)
- [HomeStart](#)
- [Adverse Childhood Experiences and Attachment](#)
- [Early Years in Mind - What is Attachment booklet](#)



- [Early Years in Mind - Separation Anxiety](#)
- [Beacon House Resources](#)



Identified barrier and/or need

Low level disruption, for example interruptions, fiddling.

Provisions and/or strategies

Differentiate your use of voice, gesture and body language.

Focus on reducing anxiety and thereby behaviours.

Use positive reinforcement and choices creatively, for example 'catch them being good', find alternative activities or fiddle toys.

Positive reinforcement of expectations through verbal scripts and visual prompts.

Have a quiet area to go to if the child cannot manage to stay in an activity. Plan how to support them to engage on another occasion.

Pick your battles- it is unreasonable to expect "perfect" behaviour and it is unreasonable to apply the same sanctions in the same way as you would with a child who is neurotypical and doesn't struggle with impulse control or maintaining focus.

Ensure a positive progressive approach to managing behaviour is taken, not a punitive behaviourist approach- even though the latter may be more immediate and may make adults feel temporarily more in control.

Staff consider a low arousal approach.

Links and Resources

- [Low arousal approach information.](#)



Identified barrier and/or need

Difficulty in making and maintaining healthy relationships.

Provisions and/or strategies

Use small group/nurture group activities to support Personal Social and Emotional development.

Model appropriate emotional responses to disagreements or difficulties with, for example sharing/turn taking.

Think about who the children can maintain a relationship with (adults only, younger children). Try and understand the reasons for this and use this information to build the children's capacity to maintain relationships.

Use and model the Conflict Resolution approach to help manage upsets and disagreements.

Try differentiated opportunities for social and emotional development, for example buddy system/paired learning activities/scaffolding group work.

Use restorative approaches when relationships break down.

Use a key worker to rehearse and replay more appropriate social communication methods, provide opportunities to practice the social communication skill being learned in class.

Links and Resources

- [Early Years in Mind - Aggression](#)
- [Early Years in Mind - Sharing](#)
- [Early Years in Mind - Play](#)
- [Family Assist - dealing with childhood fights and squabbles](#)



Identified barrier and/or need

Difficulties following and accepting adult direction

Provisions and/or strategies

Look for patterns and triggers to identify what may be causing behaviours, for example use of language.

Be aware that these behaviours may indicate an unmet need for safety.

Use positive scripts - positive language to re-direct and reinforce expectations, for example use of others as role models.

Consider calming scripts to de-escalate including, for example use of sand timers for 'thinking time'.

Provide limited choices to give the young person a sense of control whilst following adult led activities.

Use meaningful positive feedback to 'catch them being good' and reward with whatever the child is personally motivated by, for example LEGO, superhero play, jigsaws, technology.

Consider creating a visual timetable and using visual cues such as sand timers to support the end of activities and sharing.

Links and Resources

- [Early Years in Mind - Aggression](#)



Identified barrier and/or need

Presenting as significantly unhappy or stressed

Provisions and/or strategies

Identify a key figure within school/setting who can provide an emotional support and build interests. There is a robust key person system in place.

Establish a safe place/quiet area which is chosen and agreed with the children.

Ensure feedback is used to collaborate and plan with parents, to ensure consistency between the home and school and setting.

Consider the use of comic strip conversations to identify triggers and identify alternative actions.

Provide opportunities to reflect emotional states and develop strategies to support self-regulation.

Links and Resources

- [Early Years in Mind - Key Person relationship](#)



Identified barrier and/or need

Patterns of non-attendance.

Provisions and/or strategies

Talk to parents to identify barriers of non-attendance.

Think about 'push and pull' factors.

In reception classes, consider accessing the West Sussex Emotional Based School Avoidance (EBSA) materials, as these can be useful diagnostic tools for early intervention.

Consider the impact of exclusions on individual attendance in the long run - will the children learn that this behaviour enables them to go home to their safe space in their bedroom?



Sensory and / or Physical Needs

This provision should be in addition to the expectations in section one.

If there are concerns regarding a child's hearing, vision or mobility, the family should contact their GP.

For children with a diagnosed sensory or physical need, advice should be sought from the Sensory Support Team or Health Professionals via the SENCO, to enable a detailed assessment and appropriate advice to be given. Parent consent is required.

Identified barrier and/or need

Physical sensitivity including hyper and hypo responses and possible Sensory Processing Disorder (SPD).

Provisions and/or strategies

Consult with parents to identify potential trigger times and activities.

Consider conducting a sensory audit of the school environment.

Share strategies and advice with all members of staff to support the children's sensory diet.

Consider referral to the Occupational Therapy Service.

Access staff training (such as sensory integration) through CPD, if needed.

Work together with other professionals to share strategies and advice to support the children's sensory diet.

Identify activities which help the children regulate. Use these at appropriate times of day to promote access to learning.

Consider the impact of break times, dinner time and transitions. Work with the children to develop strategies which help them feel ready to learn.

Consider using sensory reduction planning.

Consider using individual workstations.

Build resilience using timers.



Identified barrier and/or need

Developmental co-ordination difficulties (previously known as dyspraxia)

In addition to the strategies suggested in the Cognition and Learning section, the following may be of help.

Provisions and/or strategies

Develop children's core stability, for example wobble cushion, exercises and games.

Ensure correct seating position with appropriately sized table and chairs. Practitioners to discuss any specialist equipment needs with the most appropriate professional.

Provide physical activities to support development of gross motor skills, for example throwing, catching, hopping, scootering, riding a trike etc. In addition, offer opportunities for children to cross the mid-line such as waving scarves, ribbons, pom poms etc.

Provide a variety of opportunities for mark making, such as water and paint brushes, mud and sticks, wet and dry sand before progressing on to using more formal mark making tools such as pencils/crayons etc. Pencil grips and/or sloping boards may support the use of these more formal tools.

Develop fine motor skills, for example hand and arm exercises, such as dough disco, specialist scissors, pegboards, threading, play dough, pincher grips activities, for example pegs onto washing line or sorting with tweezers.

Provide sequencing and organisational skills, for example first/next boards, visual timetables and clear and consistent routines.

Links and Resources

- [Sensory Resource](#)
- [Sensory](#)
- A sensory checklist for the classroom and individuals can be found on the [Autism and Social Communication Advisory Teams WIKI](#), under the resources for schools section (scroll along to sensory processing).
- [Dough Disco - YouTube](#)
- [Dough Gym](#)



Identified barrier and/or need

Hearing impairment; Children may mishear words or instructions and need reinforcement and reassurance before beginning task; Fluctuations in attention, may struggle concentrating; Difficulty in understanding peers in group discussions or in noisier environments; May have delayed language.

Provisions and/or strategies

Remove or reduce background noise.

Where appropriate, use hanging objects to support sounds to bounce back to child level.

Ensure staff work together with other professionals, for example Sensory Support Team.

Use appropriate seating and visual materials – see Individual Plan and One Page Profile for requirements.

Ensure instructions are specific and delivered clearly and at an appropriate volume.

Check instructions have been effectively communicated and understood, particularly when delivering new information, and/or using unfamiliar vocabulary. Provide gesture or visual cues to support this such as basic Makaton and re-visit the instruction with the child if not understood.

Repeat / rephrase pertinent comments made by other children ensuring the children accesses those comments.

Be aware the children may use lip-reading and visual cues to support their hearing. Ensure that they are face on when you are giving instructions. Try not to move around the room whilst talking.

Be aware of non-verbal communication including eye contact, body language and facial expressions.

Use visual reinforcement (pictures and other visual prompts), to support learning as well as pointing and gestures.

Use visual timetables and visual cues, such as sand timers, to support sharing.

Be aware that during physical games and activities, particularly in large open spaces, it will be more difficult to follow instructions. Therefore, planned activities may need to be adapted.

Consider that words spoken on an audio/visual recording may need a person to repeat what is being said.



Consider the environment, for example carpeting, soft furnishing, rubber feet on the table and chair legs etc. will reduce noise.

Seat away from any source of noise, for example window, corridor, fan heater, projector, the centre of the room etc.

Provide prompts for good listening behaviour: sitting still, looking and listening.

Encourage children to ask when not sure what to do.

Establish quiet spaces within the environment, particularly for specific listening work.

Ensure all staff and visitors who work with a child with HI are aware how best to support. They should be familiar with the child's one-page profile and Individual Plan.

Arrange for adults working directly with children with HI to have appropriate training i.e. British Sign Language (BSL) / Makaton / Say it, Sign It.

Work together with other professionals to share strategies and advice to support the children.

Staff employ techniques to monitor and support all CYP with noise levels.

CYP are given prior warning regarding fire alarms. If appropriate an alternative exit route is used.

Links and Resources

- [Makaton](#)



Identified barrier and/or need

Visual impairment; Deterioration in visual behaviours, for example handwriting, copying, moving text closer to eyes, identifying peers in playground, during low light.

Provisions and/or strategies

Work together with other professionals, for example Sensory Support Team, mobility officer to share strategies and advice to support the children and access to learning environment, for example use of ICT, alternative visual resources.

Staff to have a good understanding of child's level of vision, seek training through the Sensory Support Team.

Additional resources available for inclusive play, for example a bell in the ball so all can play together.

Ensure time for a child to map the room and allow this to occur daily or when in. Allow re-mapping to occur when furniture and resources change place to reduce confusion and potential injury.

Consider lighting and position at group time/lunchtime for children and how it supports their vision.

Provide uncluttered space and reduce display backgrounds to help the children focus on the appropriate object.

Use auditory reinforcements.

Use talking books & literature/books in Braille.

Labelling and pictures to denote the content of resources need to be in a style that is clear to the children.

Take account of mobility needs to ensure children can access the whole environment.

Provide access visual aids at an appropriate height for children.

Consider using talking equipment.

Provide access to quieter spaces within the environments.



Identified barrier and/or need

Tasting (gustatory) Differences; Children may have aversion to certain food tastes and textures; Children may also seek input from foods and food textures.

Provisions and/or strategies

Staff recognise the positive impact that recognising and planning for children's sensory differences and needs have on children's learning and emotional well-being.

Use visual supports to support with choices and awareness of what is for lunch, snack, dinner.

Have a consistent mealtime routine involving opportunities for positive adult role modelling and positive support for children.

Offer an element of choice, for example peas or carrots.

Allow and provide opportunities for the child to explore food texture with their hands.

Positive interactions between child and adult to build confidence.

Keep pressure to eat low, especially when trying new foods.

Ensure that there are alternatives available at mealtimes and foods that suit a sensory preferences.

Plan carefully how the child will access meals and snacks to reduce stress and any pressure to eat.

Staff recognise the positive impact that recognising and planning for children's sensory differences and needs have on children's learning and emotional well-being.

Use visual supports to support with choices and awareness of what is for lunch, snack, dinner.

Have a consistent mealtime routine involving opportunities for positive adult role modelling and positive support for children.

Offer an element of choice, for example peas or carrots.

Allow and provide opportunities for the child to explore food texture with their hands.



Positive interactions between child and adult to build confidence.

Keep pressure to eat low, especially when trying new foods.

Ensure that there are alternatives available at mealtimes and foods that suit a sensory preferences.

Plan carefully how the child will access meals and snacks to reduce stress and any pressure to eat.

Links and Resources

- [Encouraging Eating](#)
- [Sensory Resource](#)
- [Sensory](#)
- A sensory checklist for the classroom and individuals can be found on the [Autism and Social Communication Advisory Teams WIKI](#), under the resources for schools section (scroll along to sensory processing).



Identified barrier and/or need

Smelling (olfactory) Differences; Children may have a strong aversion to smells or indeed seek smells out.

Provisions and/or strategies

Staff recognise the positive impact that recognising and planning for children's sensory differences and needs have on children's learning and emotional well-being.

Set up a 'no scent' zone, free from air fresheners, flowers, perfumes etc.

Staff should consider the perfume/ aftershave and other products that have a smell that they wear.

Do the cleaning materials used have a strong smell?

Provide scented playdough, pens and toys to support sensory seeking

Allow the child opportunities to bake and cook to create different smells.

Staff are aware of smells from the outdoor environment, for example refuse collection and these are mitigated where possible.

Links and Resources

- [Sensory Resource](#)
- [Sensory](#)
- A sensory checklist for the classroom and individuals can be found on the [Autism and Social Communication Advisory Teams WIKI](#), under the resources for schools section (scroll along to sensory processing).



Identified barrier and/or need

Touch (tactile) differences.

Provisions and/or strategies

Staff recognise the positive impact that recognising and planning for children's sensory differences and needs have on children's learning and emotional well-being.

Consider the proximity of others perhaps consider use of a carpet tile at group.

Allow the child to be at the front or the back of a line.

Approach the child within their visual field.

Consider the challenges that children may face with different floor surfaces; they may find it challenging to sit on the carpet.

There are opportunities for children to engage in sensory play, for example sand, water, oats, gloop.

Links and Resources

- [Sensory Resource](#)
- [Sensory](#)
- A sensory checklist for the classroom and individuals can be found on the [Autism and Social Communication Advisory Teams WIKI](#), under the resources for schools section (scroll along to sensory processing).



Identified barrier and/or need

Proprioceptive Differences; Children may seek extra input for their proprioceptive sense.

Provisions and/or strategies

Staff recognise the positive impact that recognising and planning for children's sensory differences and needs have on children's learning experience.

Offer opportunities for the child to run, jump, join in weight bearing activities such as crawling, pushing and pulling games.

Recognise that children may seek further input via leaning.

Children may rock on their chair or place the legs on their feet to seek "grounding", what opportunities are on offer to support this. For example children may benefit from move and sit cushions or wedges to give feedback to sit comfortably.

Use timers to support the start and finish of the activity.

Provide sensory circuits to support children.

Links and Resources

- [Sensory Resource](#)
- [Sensory](#)
- A sensory checklist for the classroom and individuals can be found on the [Autism and Social Communication Advisory Teams WIKI](#), under the resources for schools section (scroll along to sensory processing).
- [Sensory Motor Circuits.pdf](#)
- [Sensory Circuits](#)
- [More information regarding sensory circuits](#)



Identified barrier and/or need

Vestibular differences.

Provisions and/or strategies

Staff recognise the positive impact that recognising and planning for children's sensory differences and needs have on children's learning and emotional well-being.

Give the child daily opportunities to perform gentle stretches, rocking back and forth, slowly marching; consider Yoga activities.

Links and Resources

- [Sensory Resource](#)
- [Sensory](#)
- A sensory checklist for the classroom and individuals can be found on the [Autism and Social Communication Advisory Teams WIKI](#), under the resources for schools section (scroll along to sensory processing).



Identified barrier and/or need

Interoceptive Differences.

Provisions and/or strategies

Staff recognise the positive impact that recognising and planning for children's sensory differences and needs have on children's learning and emotional well-being.

There are prompts for the interoceptive sense – adults in everyday practice talk about internal feelings both physical and emotional.

Consider building mindful activities into daily routine.

Links and Resources

- [Sensory Resource](#)
- [Sensory](#)
- A sensory checklist for the classroom and individuals can be found on the [Autism and Social Communication Advisory Teams WIKI](#), under the resources for schools section (scroll along to sensory processing).



Medical Needs

Identified barrier and/or need

Physical disability.

Provisions and/or strategies

Check that the children is under the care of health professionals and has up to date assessment information.

Formulate a Health Care Plan and consider a Wiki.

Refer to relevant professionals if needed for further assessment and advice. To complete an assessment (Risk Management Plan) of potential hazards for the child in the environment.

Consider the adaptations needed to ensure that the child can access learning with their peers as much as possible.

For Early Years settings ensure that Provider Insurance Company is aware that child is attending and how the setting is meeting their needs.

Work together with other professionals to share strategies and advice to support the children.

Complete a list of all professionals involved on a Multi-Agency Record for the child with contact details of the professionals.

Ensure that transition arrangements have been put into place prior to the children start at the setting. This would include ensuring that the necessary adaptations are in place, such as:

- Undertaking appropriate moving and manual handling training
- Use of support equipment, for example work chairs, walkers, standing frames, hoists
- Ensuring that appropriate accessibility plans are in place, for example Personal Emergency Evacuation Plan
- Undertaking appropriate care training and, where applicable, use of school's hygiene suites
- Procuring and knowing how to use/maintain (where necessary) with operated life-skills / curriculum equipment

Use adapted equipment to facilitate access specific activities throughout the school day, for example cutlery, crockery, scissors.



Maintain progress, this would include having a detailed handover with the children's previous key person/ teacher to have a clear understanding of their strengths, developing coping strategies and any particular areas of need which may relate more broadly to their development or emotional wellbeing (such as opportunities to develop confidence or developing and maintaining friendships).

Keep a focus on promoting independence and resilience within planning and differentiation. Provide accessible 'stretch' opportunities.



Identified barrier and/or need

Severe and complex medical needs including a life-threatening diagnosis or condition.

Provisions and/or strategies

Ensure that you have the equipment that you need, for example support equipment such as lockable medicine cabinets, first aid bags, fridge. Some medications such as inhalers, blood glucose testing and adrenaline pens should be immediately available.

Ensure parents and staff have access to the medication policy to be reviewed and updated regularly. Gain parent's permission to administer medication.

Ensure that transition arrangements have been put into place prior to the children's entry to the school/setting. This would include ensuring that the necessary adaptations are in place.

Having a good understanding of any documents related to managing medical needs in school/setting.

Accessing training prior to transition, such as rotated medication, care training, or manual handling.

Consider how you establish and maintain good communication links with parents and sharing information in a timely manner.

Identifying what additional support may be required, for example diet, toileting, use of equipment, cooking, mealtimes and to take part in outings ensuring that you feel supported and equipped to support the children, their family and your class through any losses (by discussing with your SENCO/lead professional or having accessed bereavement training or policies for example).

Review and update individual support plans (Health & Care Plan and or risk management plan) with your SENCO to ensure that they reflect the level of need being presented and are informative for other members of staff (cover teachers for example).

It may also be helpful to discuss use of ICT equipment with your SENCO to support communication and learning.

Provide achievable opportunities for children to experience success and be as independent as possible (providing scaffolding opportunities to take part in paired or small group work, for example give children the opportunity, where appropriate, to be involved in managing their own health needs.



Consider fatigue levels and how this impacts on the child's ability to engage. Make plans for rest and sleep as required.

Understanding of how medical conditions can impact on the child's ability to learn.

Consider how you could promote regular home school contact when/if a child is not in provision to maintain a 'sense of belonging' with peers and school/setting community.

Absence from provision due to medical needs may require a reintegration plan to address learning gaps and support the child to feel safe and secure. This should be considered as part of the child's individual plan.

Links and Resources

- [Supporting Pupils at School with Medical Conditions](#)
- [EYFS Statutory Framework Page 27 – Managing and Administering Medication section](#)
- [Health and Safety on Educational Visits](#)

