



Leicester
City Council

Inclusive Provision for Children with SEND in the Early Years

Inclusive Provision for children with SEND in the Early Years

Introduction

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this, i.e., special educational provision. Early Years providers and schools must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

SEND Code of Practice 1:24

This document provides a set of expectations for High Quality Teaching and SEND provision. It sets out what settings are expected to provide from their Funded Early Education Entitlement (FEEE) for children with SEND. It also provides baseline criteria to support with decisions around possible applications for top up funding (i.e., through either Element 3 funding or an EHC plan).

This document aims to support:

- good inclusive practice
- early intervention and the graduated approach to meeting children's SEND
- consistent standards of good practice across all settings
- setting to setting moderation and challenge
- senior management teams, SENCos and practitioners in developing and implementing good practice
- appropriate decision making to ensure effective support including, where appropriate, top up funding
- information for parents and partner agencies on settings' inclusive practice

This document also fulfils the local authority's duty to set out in its Local Offer a description of the special educational provision it expects to be available for children and young people in its area who have SEN or disabilities.

This document replaces the 'Provision for SEND Pupils in Mainstream Settings/School' document that was issued to schools and settings in 2013.

This document was adapted from the 'Inclusive Provision in Mainstream Schools' document by the Early Years Support Team.

Outline

The description of inclusive good practice is broken down into the following sections:

1) Communication and Interaction: Speech, Language and Communication Needs	Page 4
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Each section contains the following:

- A description of the type of SEND and its associated features
- Impact on attainment
- Expected arrangements to meet needs including High Quality teaching and SEN Support

For each section, the involvement of children, their parents/carers in discussions and decisions about their individual support is seen as an integral and key element in setting based arrangements.

Further information about inclusive practice is available from the Early Years Meeting Individual Needs (MIN) good practice guide. (Due to be completed July 2017).

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Communication and Interaction - Speech, Language and Communication Needs (SLCN)

Identification	Expected arrangements to meet needs
<p>A child with delayed and/or disordered speech, language and communication development that is not due to factors such as:</p> <ul style="list-style-type: none"> • Learning English as an Additional Language (EAL) • Social deprivation and impoverished language experience • Sensory impairment • ASD <p>The child presents with greater difficulty than the majority of other children of their age in:</p> <ul style="list-style-type: none"> • paying attention and listening in a 1:1 situation and in groups • understanding words (nouns, verbs, describing words and concepts) • understanding sentences, instructions and questions • communicating their basic needs using words or non-verbal communication • expressing their ideas using words and sentences • using language and non-verbal communication to interact with adults and other children • using speech sounds, i.e. their spoken language is unclear <p>SLCN may also impact upon social & emotional development (and behaviour)</p>	<p><u>High Quality Teaching:</u></p> <ul style="list-style-type: none"> • Developing a positive relationship with the child, i.e., knowing them as an individual and ensuring all practitioners are aware of their individual needs • Differentiated EYFS curriculum presented according to the child’s needs taking into account: <ul style="list-style-type: none"> ○ Level (i.e., focusing on the child’s learning outcomes extending their current skills through a small steps approach.) ○ Pace (i.e., extra time for thinking and processing instructions, answering questions and completing activities) ○ Approach (i.e., multi-sensory which relates to the child’s everyday experience and takes into account the child’s interests with the use of practical age appropriate activities including use of ICT) ○ Output (i.e. a variety of ways to record learning, e.g., oral, photographic, video, etc.) • Making consistent use of visual cues to support children’s listening, attention and understanding, including objects, photographs/pictures, signs and symbols, • Using visual timetables and first and then (or now and next) boards to support routines and transitions including unexpected changes • Simplifying language, e.g. using key vocabulary, short sentences and chunking and sequencing instructions • Increasing use of commenting and modelling and reducing use of questions • Checking understanding and reinforcing as required through repetition, rephrasing, explaining and demonstration • Providing opportunities to develop speaking and listening skills, understanding of emotions, social skills and friendships with other children through small group activities • Providing opportunities for pre-teaching, overlearning, reinforcing and generalising in activities • Ensuring that the environment is organised, with well-defined areas and is labelled using photographs, pictures, symbols and words, i.e. a room layout that supports independent learning • Using appropriate ICT to reinforce skills • Supporting and differentiating play and learning both independently and with other children • Planning opportunities for practising skills and for making choices throughout the day/session • Supporting involvement and active engagement from parents/carers • Making consistent use of rewards and motivators appropriate to the child’s interests and level of development • Modelling, prompting and reinforcing children’s positive behaviour and interactions, addressing possible underlying issues e.g. social anxiety and/or difficulties in understanding and/or communication

Meeting the child's additional SLCN through:

- Teaching and reinforcing **key vocabulary** and developing word knowledge, e.g. using word webs
- Expanding on what children say by adding 1-2 words, e.g. if a child says "car", adult could say "Daddy's car"
- Providing appropriate areas in the room to support speaking and listening skills, i.e. a **quiet, distraction free area**

SEN support - individual or small group support for at least 30 minutes per session. This could be broken down into smaller chunks. Before applying for element 3 the expectation is that the SENCO and/or practitioners would carry out the following (if appropriate):

- An assessment of the child's SLCN (e.g. observations, play-based assessment, examples of child's language, checklists) leading to an appropriately targeted intervention programme; this should be planned in partnership with the child and their family and as advised by an outside agency where involved
- Individual and small group interventions, such as Fun Time, to teach SLC skills, e.g. attention and listening skills, understanding, speaking, social interaction skills, alternative communication skills (such as signing)
- Support to generalise speech and language skills taught as part of individual/small group programmes
- Child's baselines and subsequent progress accurately monitored and provision regularly reviewed and adjusted in line with their progress over a sustained period (usually for at least 2 terms) through the use of EYFS, Next Steps and Early Years Child Passport

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 Communication and Interaction – Autism Spectrum Disorder (ASD)

Identification	Expected arrangements to meet needs
<p>A child who presents with greater difficulties than the majority of other children of their age in the following areas (the child may or may not have a diagnosis of ASD or be on the assessment pathway):</p> <ul style="list-style-type: none"> • Understanding social situations, responding to social cues and sensing other people’s feelings and intentions i.e. This impairs their ability to interact with adults and children • Understanding and using non-verbal and verbal communication (e.g. body language, gesture, eye contact) • Flexibility of thought and the imagination child may need rules and have limited ability to use imaginative thought, may have very rigid behaviour with obsessive interests or a liking for repetitive activities and/or may have difficulty in unstructured situations and with change/transitions High susceptibility to anxiety and stress • May have sensory issues (e.g. have a significant/unusual reaction to light, sound, taste, smell, touch or movement) 	<p><u>High Quality Teaching:</u></p> <ul style="list-style-type: none"> • Developing a positive relationship with the child, i.e., knowing them as an individual and ensuring all practitioners are aware of their individual needs • Differentiated EYFS curriculum presented according to the child’s needs taking into account: <ul style="list-style-type: none"> ○ Level (i.e., focusing on the child’s learning outcomes extending their current skills through a small steps approach.) ○ Pace (i.e., extra time for thinking and processing instructions, answering questions and completing activities) ○ Approach (i.e., multi-sensory which relates to the child’s everyday experience and takes into account the child’s interests with the use of practical age appropriate activities including use of ICT) ○ Output (i.e. a variety of ways to record learning, e.g., oral, photographic, video, etc.) • Making consistent use of visual cues to support children’s listening, attention and understanding, including objects, photographs/pictures, signs and symbols • Using visual timetables and first and then (or now and next) boards to support routines and transitions including unexpected changes • Simplifying language, e.g. using key vocabulary, short sentences and chunking and sequencing instructions • Increasing use of commenting and modelling and reducing use of questions • Checking understanding and reinforcing as required through repetition, rephrasing, explaining and demonstration • Providing opportunities to develop speaking and listening skills, understanding of emotions, social skills and friendships with other children through small group activities • Providing opportunities for pre-teaching, overlearning, reinforcing and generalising skills • Ensuring that the environment is organised, with well-defined areas and is labelled using photographs, pictures, symbols and words, i.e. a room layout that supports independent learning • Providing appropriate areas in the room to support speaking and listening skills, i.e. a quiet, distraction free area • Supporting and differentiating play and learning both independently and with other children • Planning opportunities for practising skills and for making choices throughout the day/session • Supporting involvement and active engagement from parents/carers • Making consistent use of rewards and motivators for pupils appropriate to the child’s interests and level of development • Modelling, prompting and reinforcing children’s positive behaviour and interactions, addressing possible underlying issues e.g. social anxiety and/or difficulties in understanding and/or communication

Meeting the child's additional communication and interaction needs through:

- Structured and consistent routines reinforced by visual cues, support for transitions and for managing unpredicted changes to the routine
- Providing explicit teaching of skills, particularly in the areas of social communication, social interaction and support to practice the skills being taught.
- Explicitly naming emotions and thoughts of others and prompting appropriate social interaction skills
- Offering access to a comforting quiet space at times of heightened anxiety
- Using awareness and planning to manage sensory issues, e.g., light, noise, texture, temperature, etc.

SEN support - individual or small group support for at least 30 minutes per session. This could be broken down into smaller chunks. Before applying for element 3 the expectation is that the SENCO and/or practitioners would carry out the following (if appropriate):

- An assessment of child's communication, interaction and sensory needs (e.g. observations, play-based assessment, examples of child's behaviour, checklists) leading to an appropriately targeted intervention programme; this should be planned in partnership with the child and their family and as advised by an outside agency where involved
- Individual and small group interventions, e.g. Fun Time, play interaction, social stories, to teach communication and interaction skills, such as attention and listening skills, understanding, speaking, alternative communication skills (e.g. signing or PECS)
- Support to generalise speech and language skills taught as part of individual/small group programmes
- Use of an individual work station
- Individual support to provide meet and greet arrangements
- Child's baselines and subsequent progress accurately monitored and provision regularly reviewed and adjusted in line with their progress over a sustained period (usually for at least 2 terms) through the use of EYFS, Next Steps and Early Years Child Passport, ASD tracker

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Cognition and Learning – Learning Difficulties (LD)

Identification	Expected arrangements to meet needs
<p>A child who presents with greater difficulties than the majority of other children of their age in making progress across all areas of the curriculum despite effective teaching. The extent of learning difficulty can range from mild to severe and profound. These difficulties are not due to factors such as</p> <ul style="list-style-type: none"> • Learning English as an Additional Language (EAL) • Social deprivation (lack of opportunity) • Sensory impairment • Emotional difficulties <p>The child may present with difficulties in understanding, thinking, problem solving and retaining information, concepts and skills as well as difficulties in:</p> <ul style="list-style-type: none"> • Attention and listening • Understanding • Speaking • Pre reading and writing skills • Early number skills • Self-help skills • Making links between different areas of learning and generalising to everyday experience • Visual, practical and physical learning • Early reading skills • Number skills 	<p><u>High Quality Teaching:</u></p> <ul style="list-style-type: none"> • Developing a positive relationship with the child, i.e., knowing them as an individual and ensuring all practitioners are aware of their individual needs • Differentiated EYFS curriculum presented according to the child’s needs taking into account: <ul style="list-style-type: none"> ○ Level (i.e., focusing on the child’s learning outcomes extending their current skills through a small steps approach.) ○ Pace (i.e., extra time for thinking and processing instructions, answering questions and completing activities) ○ Approach (i.e., multi-sensory which relates to the child’s everyday experience and takes into account the child’s interests with the use of practical age appropriate activities including use of ICT) ○ Output (i.e. a variety of ways to record learning, e.g., oral, photographic, video, etc.) • Making consistent use of visual cues to support children’s listening, attention and understanding, including objects, photographs/pictures, signs and symbols • Using visual timetables and first and then (or now and next) boards to support routines and transitions including unexpected changes • Simplifying language, e.g. using key vocabulary, short sentences and chunking and sequencing instructions • Increasing use of commenting and modelling and reducing use of questions • Checking understanding and reinforcing as required through repetition, rephrasing, explaining and demonstration • Teaching and reinforcing key vocabulary and developing word knowledge, e.g. using word webs • Expanding on what children say by adding 1-2 words, e.g. if a child says “car”, adult could say “Daddy’s car” • Providing opportunities to develop speaking and listening skills, understanding of emotions, social skills and friendships with other children through small group activities • Ensuring that the environment is organised, with well-defined areas and is labelled using photographs, pictures, symbols and words, i.e. a room layout that supports independent learning • Providing appropriate areas in the room to support speaking and listening skills, i.e. a quiet, distraction free area • Supporting and differentiating play and learning both independently and with other children • Planning opportunities for practising skills and for making choices throughout the day/session • Supporting involvement and active engagement from parents/carers • Access to a comforting quiet space at times of heightened anxiety • Making consistent use of rewards and motivators for pupils appropriate to the child’s interests and level of development • Modelling, prompting and reinforcing children’s positive behaviour and interactions, addressing possible underlying issues e.g. social anxiety and/or difficulties in understanding and/or communication

Some children may experience difficulties in very specific areas. Specific learning difficulty includes dyslexia and dyscalculia, although diagnosis of these difficulties takes place when the child is older.

Practitioners in early years settings need to observe, monitor and record any information that may be relevant for a diagnosis in the future.

Meeting the child's additional learning needs through: increased opportunities for pre-teaching, overlearning, reinforcing and generalising skills

SEN support - individual or small group support for at least 30 minutes per session. This could be broken down into smaller chunks. Before applying for element 3 the expectation is that the SENCO and/or practitioners would carry out the following (if appropriate):

- An assessment of child's learning skills (e.g. observations, play-based assessment, examples of child's language, checklists) leading to an appropriately targeted intervention programme; this should be planned in partnership with the child and their family and as advised by an outside agency where involved
- Individual and small group interventions, to teach listening and attention, language, early literacy and numeracy and knowledge of the world
- Support to generalise speech and language skills taught as part of individual/small group programmes
- Child's baselines and subsequent progress accurately monitored and provision regularly reviewed and adjusted in line with their progress over a sustained period (usually for at least 2 terms) through the use of EYFS, Next Steps and Early Years Child Passport

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Social Emotional and Mental Health needs (SEMH)

Identification	Expected arrangements to meet needs
<p>A child who presents with greater social and emotional difficulties than the majority of other children of their age which show themselves in ways such as:</p> <ul style="list-style-type: none"> • Being withdrawn or isolated • Being disruptive and/or aggressive • Showing behaviour which is immature or not appropriate for their age • Inability to control or express emotions appropriately • Difficulties in interacting with children and/or adults • Difficulties in attending to activities/tasks (some children may at a later stage receive a diagnosis of attention deficit hyperactive disorder this is generally not diagnosed in the early years) <p>The behaviour that you see may be due to one or more of the following factors:</p> <ul style="list-style-type: none"> • Difficulties with learning • Difficulties with communication • Difficulties with interaction • Mental Health issues e.g. anxiety • Physical difficulties or conditions that are undiagnosed • Specific disorders e.g. ASD or ADHD • The effects of trauma, abuse or neglect • Attachment difficulties • Environmental factors such as housing or family circumstances <p>These behaviours may start suddenly, happen</p>	<p><u>High Quality Provision:</u></p> <ul style="list-style-type: none"> • Developing a positive relationship with the child, i.e., knowing them as an individual and ensuring all practitioners are aware of their individual needs • Differentiated EYFS curriculum presented according to the child's needs taking into account: <ul style="list-style-type: none"> ○ Level (i.e., focusing on the child's learning outcomes extending their current skills through a small steps approach.) ○ Pace (i.e., extra time for thinking and processing instructions, answering questions and completing activities) ○ Approach (i.e., multi-sensory which relates to the child's everyday experience and takes into account the child's interests with the use of practical age appropriate activities including use of ICT) ○ Output (i.e. a variety of ways to record learning, e.g., oral, photographic, video, etc.) • Making consistent use of visual cues to support children's listening, attention and understanding, including objects, photographs/pictures, signs and symbols, first and then board as appropriate • Using visual timetables and first and then (or now and next) boards to support routines and transitions including unexpected changes • Simplifying language, e.g. using key vocabulary, short sentences and chunking and sequencing instructions • Increasing use of commenting and modelling and reducing use of questions • Checking understanding and reinforcing as required through repetition, rephrasing, explaining and demonstration • Providing opportunities to develop speaking and listening skills, understanding of emotions, social skills and friendships with other children through small group activities • Ensuring that the environment is organised, with well-defined areas and is labelled using photographs, pictures, symbols and words, i.e. a room layout that supports independent learning • Providing appropriate areas in the room to support speaking and listening skills, i.e. a quiet, distraction free area • Supporting and differentiating play and learning both independently and with other children • Planning opportunities for practising skills and for making choices throughout the day/session • Supporting involvement and active engagement from parents/carers • Making consistent use of rewards and motivators for pupils appropriate to the child's interests and level of development • Modelling, prompting and reinforcing children's positive behaviour and interactions, addressing possible underlying issues e.g. social anxiety and/or difficulties in understanding and/or communication

often, be intense and enduring as well as volatile and are likely to affect the child's learning.

Meeting the child's additional SEMH needs through:

- Tactical ignoring
- Using calm body language
- Telling the child what you want them to do (i.e., clear and simple statement of behaviour)
- 'Catching' the child behaving appropriately and praise
- Praising appropriate behaviour of child sitting nearby (proximity praise)
- Distracting the child onto tasks/away from inappropriate behaviour
- Simplifying tasks or changing activities
- Increasing access to a comforting quiet space at times of heightened anxiety

SEN support - individual or small group support for at least 30 minutes per session. This could be broken down into smaller chunks. Before applying for element 3 the expectation is that the SENCO and/or practitioners would carry out the following (if appropriate):

- An assessment of child's SEMH needs (e.g. observations, play-based assessment, examples of child's language, checklists) leading to an appropriately targeted intervention programme; this should be planned in partnership with the child and their family and as advised by an outside agency where involved
- Individual and small group interventions, to teach listening and attention, language, understanding emotions, learning how to respond to feelings appropriately, raising self-esteem
- Support to generalise speech and language skills taught as part of individual/small group programmes
Individual support to provide meet and greet arrangements
- Child's baselines and subsequent progress accurately monitored and provision regularly reviewed and adjusted in line with their progress over a sustained period (usually for at least 2 terms) through the use of EYFS, Next Steps and Early Years Child Passport

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Physical and Sensory: Hearing Impairment (HI)

Identification	Expected arrangements to meet needs
<p>A hearing impairment (HI) is an impairment that affects a child’s ability to access auditory information (speech and sounds around them). HI can be in one or both ears and can be mild, moderate, severe or profound. A permanent or long standing HI would have an impact on a child’s attention & listening, language and communication and access to learning.</p> <p>A hearing loss is significant when a child:</p> <ul style="list-style-type: none"> • Has hearing loss which is not aided • Has a fluctuating hearing loss • Requires audiological equipment to support their listening e.g. hearing aid/s, cochlear implant, FM radio systems, etc. • Has difficulty adapting to environments with high levels of background noise. • Misses out on incidental learning • Has difficulty with developing language and communication skills. • Has difficulty with social interaction <p>A child with a hearing impairment may have difficulties with:</p> <ul style="list-style-type: none"> • Attention and listening • Language and communication • Early reading and number skills • Making links across different areas of the curriculum and learning from everyday experiences • Developing relationships with adults/peers. • Taking part in group discussions • Understanding new vocabulary • Learning new concepts • Clarity of speech 	<p><u>High Quality Teaching:</u> Developing a positive relationship with the child, i.e., knowing them as an individual and ensuring all practitioners are aware of their individual needs</p> <ul style="list-style-type: none"> • Differentiated EYFS curriculum presented according to the child’s needs taking into account: <ul style="list-style-type: none"> ○ Level (i.e., focusing on the child’s learning outcomes extending their current skills through a small steps approach.) ○ Pace (i.e., extra time for thinking and processing instructions, answering questions and completing activities) ○ Approach (i.e., multi-sensory which relates to the child’s everyday experience and takes into account the child’s interests with the use of practical age appropriate activities including use of ICT) ○ Output (i.e. a variety of ways to record learning, e.g., oral, photographic, video, etc.) • Making consistent use of visual cues to support children’s listening, attention and understanding, including objects, photographs/pictures, signs and symbols • Using visual timetables and first and then (or now and next) boards to support routines and transitions including unexpected changes • Simplifying language, e.g. using key vocabulary, short sentences and chunking and sequencing instructions • Increasing use of commenting and modelling and reducing use of questions • Checking understanding and reinforcing as required through repetition, rephrasing, explaining and demonstration • Teaching and reinforcing key vocabulary and developing word knowledge, e.g. using word webs • Expanding on what children say by adding 1-2 words, e.g. if a child says “car”, adult could say “Daddy’s car” • Providing opportunities to develop speaking and listening skills, understanding of emotions, social skills and friendships with other children through small group activities • Providing opportunities for pre-teaching, overlearning, reinforcing and generalising in language activities • Ensuring that the environment is organised, with well-defined areas and is labelled using photographs, pictures, symbols and words, i.e. a room layout that supports independent learning • Supporting and differentiating play and learning both independently and with other children • Planning opportunities for practising skills and for making choices throughout the day/session • Supporting involvement and active engagement from parents/carers • Making consistent use of rewards and motivators for pupils appropriate to the child’s interests and level of development • Modelling, prompting and reinforcing children’s positive behaviour and interactions, addressing possible underlying issues e.g. social anxiety and/or difficulties in understanding and/or communication

Meeting the child's additional sensory needs through:

- Providing appropriate areas in the room to support speaking and listening skills, i.e. a **quiet, distraction free area** where background noise is reduced, there are good room acoustics and the child is seated near the practitioner so they can improve listening and make sure the child can see lip patterns.
- Use of hearing equipment in the setting

SEN support - individual or small group support for at least 30 minutes per session. This could be broken down into smaller chunks. Before applying for element 3 the expectation is that the SENCO and/or practitioners would carry out the following (if appropriate):

- Regular liaison with a qualified Teacher of the Deaf to support the child and practitioners to understand the impact of the child's hearing loss on the child's communication, language & learning and support to the child to become independent in their use of audiological (hearing) equipment through training, regular checks and monitoring. Support offered to settings from Hearing Support Team through planned group work, and 1:1 support in accordance with National guidelines (National Sensory Impairment Partnership Eligibility Criteria); ranging from annual, termly and weekly and multiple weekly visits.
- Advice to the setting on room acoustics in accordance to the child's audiological needs.
- An assessment of child's SLCN (e.g. observations, play-based assessment, examples of child's language, checklists) leading to an appropriately targeted intervention programme; this should be planned in partnership with the child and their family and as advised by an outside agency where involved
- Individual and small group interventions, e.g. Fun Time, to teach SLC skills, e.g. attention and listening skills, understanding, speaking, social interaction skills, alternative communication skills, such as signing and/or lip reading
- Support to generalise speech and language skills taught as part of individual/small group programmes
- Child's baselines and subsequent progress accurately monitored and provision regularly reviewed and adjusted in line with their progress over a sustained period (usually for at least 2 terms) through the use of EYFS, Next Steps and Early Years Child Passport

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Physical and Sensory: Visual Impairment (VI)

Identification	Expected arrangements to meet needs
<p>A Visual Impairment (VI) is an impairment of sight, which cannot be fully corrected, and is likely to have an impact on the child’s development and means of access to learning. A child may wear glasses, but this will not fully correct their vision. VI refers to medical conditions that result in reduced vision through to blindness and can be temporary or permanent, occurring from birth or at any time. Patching or monocular vision is not deemed a visual impairment. If a child is patched, we recommend that you seek the advice of your EY specialist as a child’s vision can be seriously reduced when patched, leading to health and safety considerations.</p> <p>The VI is significant when the child needs:</p> <ul style="list-style-type: none"> • Enlarged text on trays, displays, board work etc. • A curriculum that is provided via touch. • Constant supervision for health and safety. • Direct 1:1 to support social skills. • Additional opportunities to practise skills. <p>A child with a VI may have difficulties with:</p> <ul style="list-style-type: none"> • Learning and physically developing at the same pace as their peers. • Making links between differing areas of learning. • Physical tiredness. • Making and maintaining relationships. • Managing their equipment and physical safety. • Early literacy and pre-writing skills • General self-confidence and self-esteem. 	<p><u>High Quality Teaching:</u></p> <ul style="list-style-type: none"> • Developing a positive relationship with the child, i.e., knowing them as an individual and ensuring all practitioners are aware of their individual needs • Differentiated EYFS curriculum presented according to the child’s needs taking into account: <ul style="list-style-type: none"> ○ Level (i.e., focusing on the child’s learning outcomes extending their current skills through a small steps approach.) ○ Pace (i.e., extra time for thinking and processing instructions, answering questions and completing activities) ○ Approach (i.e., multi-sensory which relates to the child’s everyday experience and takes into account the child’s interests with the use of practical age appropriate activities including use of ICT) ○ Output (i.e. a variety of ways to record learning, e.g., oral, photographic, video, etc.) • Making consistent use of visual cues to support children’s listening, attention and understanding, including objects, photographs/pictures, signs and symbols • Using visual timetables and first and then (or now and next) boards to support routines and transitions including unexpected changes • Simplifying language, e.g. using key vocabulary, short sentences and chunking and sequencing instructions • Increasing use of commenting and modelling and reducing use of questions • Checking understanding and reinforcing as required through repetition, rephrasing, explaining and demonstration • Teaching and reinforcing key vocabulary and developing word knowledge, e.g. using word webs • Providing opportunities to develop speaking and listening skills, understanding of emotions, social skills and friendships with other children through small group activities • Providing opportunities for pre-teaching, overlearning, reinforcing and generalising in language activities • Ensuring that the environment is organised, with well-defined areas and is labelled using photographs, pictures, symbols and words, i.e. a room layout that supports independent learning • Supporting and differentiating play and learning both independently and with other children • Providing appropriate areas in the room to support speaking and listening skills, i.e. a quiet, distraction free area. • Giving opportunities for practising skills and for making choices throughout the day/session • Supporting involvement and active engagement from parents/carers • Making consistent use of rewards and motivators for pupils appropriate to the child’s interests and level of development • Modelling, prompting and reinforcing children’s positive behaviour and interactions, addressing possible underlying issues e.g. social anxiety and/or difficulties in understanding and/or communication

Meeting the child's additional sensory needs through:

- Adapting the nursery environment to take account of sources of light, to avoid glare and visual clutter etc.
- Using relevant equipment, e.g. specialist IT equipment, patches, modified toys or books, in the setting, following advice received from Teacher of the Visually Impaired
- Providing consumable materials, e.g. braille paper, and other tactile resources e.g. collage items
- Build visual fatigue rest breaks into the day and a shaded outdoor area as appropriate.

SEN support - individual or small group support for at least 30 minutes per session. This could be broken down into smaller chunks. Before applying for element 3 the expectation is that the SENCO and/or practitioners would carry out the following (if appropriate):

- Regular liaison with a qualified Teacher of the Visually Impaired to support the child and practitioners to understand the impact of the child's vision loss on the child's communication, language & learning and support to the child to become independent in their use of any additional or modified equipment through training, regular checks and monitoring. Support offered to settings by the VI Teacher through training, planned group work and 1:1 support ranging from annual, termly, weekly and multiple weekly visits.
- An assessment of child's learning and needs (e.g. observations, play-based assessment, examples of child's language, checklists) leading to an appropriately targeted intervention programme; this should be planned in partnership with the child and their family and as advised by an outside agency where involved
- Individual and small group interventions, e.g. Fun Time, to teach SLC skills, e.g. attention and listening skills, understanding, speaking, social interaction skills, alternative communication skills, such as signing
- Support to generalise speech and language skills taught as part of individual/small group programmes
- An accessible quiet space/ work station for 1:1 instruction
- Planning shared with Vision Support team so that resources to be obtained or modified are in time for the activities planned.
- Child's baselines and subsequent progress accurately monitored and provision regularly reviewed and adjusted in line with their progress over a sustained period (usually for at least 2 terms) through the use of EYFS, Next Steps and Early Years Child Passport

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Physical and Sensory: Multi-Sensory Impairment (MSI)

Identification	Expected arrangements to meet needs
<p>Multi-sensory impairment (MSI) refers to combined visual and hearing impairments which cause difficulties with communication, access to learning and mobility.</p> <p>A child with MSI may have difficulties with:</p> <ul style="list-style-type: none"> • Accessing learning at the same pace as other children of their age. • Linking different areas of learning • Physical tiredness. • Making and maintaining friendships. • Managing their equipment and physical safety. • Speech and language skills. • General self-confidence and self-esteem. 	<p><u>High Quality Teaching:</u></p> <ul style="list-style-type: none"> • Developing a positive relationship with the child, i.e., knowing them as an individual and ensuring all practitioners are aware of their individual needs • Differentiated EYFS curriculum presented according to the child’s needs taking into account: <ul style="list-style-type: none"> ○ Level (i.e., focusing on the child’s learning outcomes extending their current skills through a small steps approach.) ○ Pace (i.e., extra time for thinking and processing instructions, answering questions and completing activities) ○ Approach (i.e., multi-sensory which relates to the child’s everyday experience and takes into account the child’s interests with the use of practical age appropriate activities including use of ICT) ○ Output (i.e. a variety of ways to record learning, e.g., oral, photographic, video, etc.) • Making consistent use of visual cues to support children’s listening, attention and understanding, including objects, photographs/pictures, signs and symbols • Using visual timetables and first and then (or now and next) boards to support routines and transitions including unexpected changes • Simplifying language, e.g. using key vocabulary, short sentences and chunking and sequencing instructions • Increasing use of commenting and modelling and reducing use of questions • Checking understanding and reinforcing as required through repetition, rephrasing, explaining and demonstration • Providing opportunities to develop speaking and listening skills, understanding of emotions, social skills and friendships with other children through small group activities • Providing opportunities for pre-teaching, overlearning, reinforcing and generalising in language activities • Ensuring that the environment is organised, with well-defined areas and is labelled using photographs, pictures, symbols and words, i.e. a room layout that supports independent learning • Supporting and differentiating play and learning both independently and with other children • Giving opportunities for practising skills and for making choices throughout the day/session • Supporting involvement and active engagement from parents/carers • Making consistent use of rewards and motivators for pupils appropriate to the child’s interests and level of development • Modelling, prompting and reinforcing children’s positive behaviour and interactions, addressing possible underlying issues e.g. social anxiety and/or difficulties in understanding and/or communication

Meeting the child's additional sensory needs through:

- Providing appropriate areas in the room to support speaking and listening skills, i.e. a **quiet, distraction free area** where background noise is reduced, there are good room acoustics and the child is seated near the practitioner so they can improve listening.
- Use of relevant equipment, e.g. specialist IT equipment, patches, modified toys or books, in the setting, following advice received from the MSI Teacher.
- Providing consumable materials, e.g. braille paper, and other tactile resources e.g. collage items
- Building visual fatigue rest breaks into the day and a shaded outdoor area as appropriate.
- Adapting the nursery environment to take account of sources of light and sound, to avoid glare and reverberation (echo), visual and auditory clutter and contrast, as well being aware of the effect different surfaces may have e.g. moving from a hard surface to soft.

SEN support - individual or small group support for at least 30 minutes per session. This could be broken down into smaller chunks. Before applying for element 3 the expectation is that the SENCO and/or practitioners would carry out the following (if appropriate):

- Regular liaison with an MSI Qualified Teacher to support the child and staff to understand the impact of the child's sensory needs on the child's communication, language & learning and support to the child to become independent in their use of any additional or modified equipment through training, regular checks and monitoring. Support offered to settings by the MSI Teacher through training, planned group work and 1:1 support ranging from annual, termly and weekly visits; the child may need a trained Intervenor.
- An assessment of child's learning and needs (e.g. observations, play-based assessment, examples of child's language, checklists) leading to an appropriately targeted intervention programme; this should be planned in partnership with the child and their family and as advised by an outside agency where involved
- Individual and small group interventions, e.g. Fun Time, to teach SLC skills, e.g. attention and listening skills, understanding, speaking, social interaction skills, alternative communication skills, such as signing and/or lip reading
- Support to generalise speech and language skills taught as part of individual/small group programmes
- An accessible quiet space/ work station for 1:1 instruction
- Planning shared with MSI teacher so that resources to be obtained or modified are in time for the activities planned
- Child's baselines and subsequent progress accurately monitored and provision regularly reviewed and adjusted in line with their progress over a sustained period (usually for at least 2 terms) through the use of EYFS, Next Steps and Early Years Child Passport

Inclusive Provision for children with SEND in the Early Years

Physical and Sensory: Physical (Phy)

Identification	Expected arrangements to meet needs
<p>Physical impairments in a young child may be due to physical, neurological or metabolic causes and only need adaptations to the Early Years Foundation Stage (EYFS) curriculum: others may lead to more complex learning and social needs e.g. Developmental Co-ordination Disorder D.C.D (Dyspraxia) which affects fine and gross motor co-ordination. The young child with physical impairment may have more difficulty than the majority of other children of their age in:</p> <ul style="list-style-type: none"> • Motor skills and spatial skills leading to problems moving around the setting. • Gross motor movement; difficulties in ‘planning’ movement resulting in awkward and clumsy body movements • Sitting up/sitting still due to weak core strength; delayed / immature body awareness and balance. • Making transitions from one position to another. • Running, jumping, skipping, kicking, throwing, catching, etc. • Fine motor movements shown by, e.g. delayed pincer grip and poor manipulation of items due to delayed hand strength. • Handling tools, e.g. scissors, tongs, paint brush pens. • Spatial awareness resulting in positioning mark making on paper and difficulties forming letter shapes • Oral/verbal dyspraxia e.g. difficulty in eating, dribbling, sounds and speech production, organising thought into spoken words phrases and sentences 	<p><u>High Quality Teaching:</u></p> <ul style="list-style-type: none"> • Developing a positive relationship with the child, i.e., knowing them as an individual and ensuring all practitioners are aware of their individual needs • Differentiated EYFS curriculum presented according to the child’s needs taking into account: <ul style="list-style-type: none"> ○ Level (i.e., focusing on the child’s learning outcomes extending their current skills through a small steps approach.) ○ Pace (i.e., extra time for thinking and processing instructions, answering questions and completing activities) ○ Approach (i.e., multi-sensory which relates to the child’s everyday experience and takes into account the child’s interests with the use of practical age appropriate activities including use of ICT) ○ Output (i.e. a variety of ways to record learning, e.g., oral, photographic, video, etc.) • Consistently using visual cues to support children’s listening, attention and understanding, including objects, photographs/pictures, signs and symbols • Using visual timetables and first and then (or now and next) boards to support routines and transitions including unexpected changes • Simplifying language, e.g. using key vocabulary, short sentences and chunking and sequencing instructions • Increasing use of commenting and modelling and reducing use of questions • Checking understanding and reinforcing as required through repetition, rephrasing, explaining and demonstration • Providing opportunities to develop speaking and listening skills, understanding of emotions, social skills and friendships with other children through small group activities • Ensuring that the environment is organised, with well-defined areas and is labelled using photographs, pictures, symbols and words, i.e. a room layout that supports independent learning • Providing appropriate areas in the room to support speaking and listening skills, i.e. a quiet, distraction free area • Supporting and differentiating play and learning both independently and with other children • Giving opportunities for practising skills and for making choices throughout the day/session • Supporting involvement and active engagement from parents/carers • Making consistent use of rewards and motivators appropriate to the child’s interests and level of development • Modelling, prompting and reinforcing children’s positive behaviour and interactions, addressing possible underlying issues e.g. social anxiety and/or difficulties in understanding and/or communication

Meeting the child's additional physical needs through:

- Reasonable adjustments to the nursery environment and building adaptations including accessible toilets, rise and fall changing beds ramps, height adjustable furniture, grab bars, door handles, lifts, etc.
- Practitioners taking responsibility for putting into place and acting upon relevant information and advice around individual children including:
 - Well-organised areas with clear routes around the setting.
 - Ensuring safe movement around the setting
 - Adapting and simplifying activities that use fine and/or gross motor skills
 - Extra time for completing tasks
 - Access to medical support, if appropriate
 - Careful consideration of timetabling activities and location of rooms
 - Supporting the use of low-tech aids and equipment recommended by health professionals, e.g. supporting a range of seating positions such as side sitting and back support and additional resources such as correct size furniture and seating wedges according to the child's needs.
 - Time for free play or rest breaks after focused activities to take account of tiredness and muscle fatigue.
 - Exercises and activities to strengthen upper body, hands and fingers e.g. posture, warm ups, dough disco, hand exercises and massages.
 - Alternative equipment e.g. training scissors, range of sizes of pens, crayons, brushes.

SEN support - individual or small group support for at least 30 minutes per session. This could be broken down into smaller chunks. Before applying for element 3 the expectation is that the SENCO and/or practitioners would carry out the following (if appropriate):

- An assessment of child's learning and physical needs (e.g. observations, play-based assessment, examples of child's language, checklists) leading to an appropriately targeted intervention programme; this should be planned in partnership with the child and their family and as advised by an outside agency where involved
- Individual programmes of physical and self-help skills as advised by relevant specialists
- Staff trained in manual handling and position changes, e.g. from chair to standing frame
- Individual and small group interventions, e.g. Fun Time, to teach skills, e.g. attention and listening skills, understanding, speaking, social interaction skills, alternative communication skills, such as signing
- Support to generalise physical skills taught as part of individual/small group programmes
- Child's baselines and subsequent progress accurately monitored and provision regularly reviewed and adjusted in line with their progress over a sustained period (usually for at least 2 terms) through the use of EYFS, Next Steps and Early Years Child Passport