



SEND Information Report Sept 2024

Guidance for Parents and Professionals.

We have an 'Ordinarily Available Provision' approach. This is not about treating everyone the same, but it is about making adaptations and small changes, so all children get the same opportunities.

It is important to remember that "Children who may struggle in their early learning are not 'low ability'. We do not know what their potential might be. Every child can make progress with the right support" Development Matters, Sept 2020, revised July 2021.

Chloe Higgins is our named Special Needs Co-ordinator,
Nursery Teacher and National SENCO Award gained.
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Introduction

Lark Hill Nursery School is an inclusive community: it is expected that the vast majority of children will have their needs met by our universal mainstream provision through an ethos of best practice and reasonable adjustments in line with the SEND Code of Practice (DfE Jan 2015)

Our ***Ordinarily Available Provision*** is the range of activities, opportunities and strategies that we offer as part of our teaching and evidence informed approaches to meet a range of additional needs without the need for a formal diagnosis or specialist support.

Here at Lark Hill Nursery School we place clear expectations of inclusion on ourselves;

We will:

- adhere to the Statutory EY (Early years) Foundation Stage Framework when planning the delivery of curriculum, provision and developing stringent policies and procedures
- promote equality of access for all children in our care
- have a robust strengths-based early identification and assessment system in place
- actively work with families as a key aspect of good practice, with clear and regular communication giving families a voice and ensuring that the child is at the heart of the process
- champion the child's voice: a child may express themselves using their voice, or in other ways. Behaviour is a communication and practitioners will have an active curiosity about what a child is trying to communicate to them
- co-ordinate multi-agency working, so that practitioners and families have the benefit of expert professional advice and support when a child already has an identified need or when a need becomes apparent
- actively seek out evidence informed training to maintain skills and knowledge as part of their ongoing CPD (continuing professional development).

1) Everyone is welcome.

We believe that all children are entitled to a broad and balanced curriculum and the overarching principles of the Early Years Foundation Stage guide and shape our practice. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children develop and learn in different ways and at different rates.

Statutory Framework for the Early Years Foundation Stage 2024

Identification of Special Educational Needs

Children with special educational needs may be identified in a number of ways including:

- A family might share with us that their child has a particular need when they apply for a place for their child or during a home visit or conversation before the child starts at Nursery.
- Other professionals might contact us (with permission from a family) to share information about a child's needs. We work closely with Family Help Coordinator, Health Visitors, Speech and language therapist, Occupational therapist, the Child Development Unit and Portage.
- When children have started Nursery and staff get to know the children our assessments, including Wellcomm assessment might help us to identify needs that we will discuss with the child's family

We always challenge ourselves to think about the language we use in relation to children's needs and do not want to use any language which suggests a child has a deficit. We would say a child's language is developing differently rather than their language is delayed.

Please read our SEND policy for further information about identifying Special Educational Needs and Disabilities. This is available from our website, or you can request a printed copy from Sarah or email her on sarah.allen@larkhill-nur.stockport.sch.uk

How we work with parents in identifying and planning to support children with Special Educational needs:

- When a family registers their child with us we ask about any specific needs their child has so we do forward planning to meet their child's needs and so staff can access additional training if needed.
- Every child has a One Page Profile which starts at the home visit and is a live document and reviewed to reflect what others love about the child, what is important to them and how best to support them.
- If we are concerned about a child's progress or development we will discuss this with parents and explore with them if the child's behaviour and understanding is similar at home. We will agree strategies that might support the child at home and nursery and agree a time to review the child's progress.
- Where appropriate we will meet with parents to discuss and review the provision that is in place to support their child.
- Parents can speak to their child's key person, the SENDCo who is also the Nursery Teacher if they have any concerns about their child's progress or development. A convenient time can be arranged by speaking to one of the nursery staff, or by emailing the SENDCo / Nursery Teacher.
- When children have a support plan we invite parents to review the plan with us at least once a term. We also share a summary of progress towards the child's targets regularly on Tapestry. The frequency of the summaries will vary according to the child's needs and the level of additional support that they have at Nursery.

How we adapt the curriculum so that we meet children's special educational needs:

- We have reviewed all our Nursery routines and do this regularly to ensure that appropriate adaptations are in place so that all children are included in all aspects of nursery life.
- We use Makaton and visual symbols to support verbal instructions given at group times and about the routine at Nursery.
- We have a quiet room that can be used for focused activities to support individual children or to give children time away from the busier Nursery environment.
- We also have a smaller space called our cosy corner which is used for 1 to 1 or small group activities.
- Children with SEND join the free flow provision at the Nursery and staff support and encourage interactions with other children.
- We aim to provide most of our support for children with SEND alongside their peer group not through activities where they are taken away from play with their peers.
- We work with other professionals such as speech and language therapists and occupational therapists who might offer advice about changes that we can make to support children at Nursery.

How we support improving emotional and social development:

- Personal, Social and Emotional development is a high priority in our curriculum. We have a Key Person approach to support children's social and emotional development and feeling of belonging and all staff spend time getting to know all children. We offer small group ELSA (Emotional Literacy Support Sessions) for children who need them. We use the Box of Feelings to support children's awareness of their emotions and where appropriate we support children to develop their social skills. This might be through supporting them by playing alongside them or through small groups with a particular focus on turn-taking.
- Children are encouraged to share their opinions and these are listened and responded to as appropriate. When a child does not use language we observe them carefully to see what they are telling us. We consider the child's voice, whether verbal or non-verbal when planning for the children's needs.
- We believe that all children can learn how to treat others with care and consideration. We want all of our children to have self-respect and have growing self-esteem. We promote consideration and empathy for others. We encourage the children to develop the social skills of negotiation and problem solving. Our behaviour policy outlines our approach to supporting children's behaviour in Nursery.

How we modify teaching approaches

- All our staff have been trained in a variety of approaches which means that they can adapt and support a range of SEN and are constantly updating their knowledge.
- We use Makaton and visuals alongside verbal instructions to support children's understanding and processing.
- We plan 'In the moment' with adults supporting children's learning through activities that they have chosen. We also plan group times at every session and use visual supports, Makaton and props to ensure that all children can join in with these activities in a way that is appropriate for them.
- We seek advice when necessary from professionals including, the Early Years SEN consultant, Speech and Language therapist and Occupational Therapist to ensure that all children are supported to make progress.
- We support children within the main Nursery alongside their peers with occasional focused small group or 1:1 interventions in our quiet room if appropriate for an individual child.
- Attention Autism sessions might start 1 to 1 and then build into smaller group

How we assess and review children's progress so that the children stay on track to make at least good progress.

- We use our own learning pathway and skills framework (inspired by Birth to 5 Matters) to assess children's progress over time with a snapshot assessment completed each term. For children who have ASD we also use the Autism Education Trust Framework each term in liaison with families. We use Tapestry to share observations linked to children's targets or to share particular achievements and families also share the things that children have done at home. Each half term we complete a 'Celebrating my learning' for each child at Nursery which is a collection of observations and commentary on the progress the child has made with their targets.
- The Headteacher and SENDCO who is our Nursery Teacher meet each term to review assessments and to monitor progress.
- When a keyworker or parent expresses concern about a child's progress or development we will plan additional support for them that will be reviewed regularly. The plans for support might be in the form of an additional support plan, One Page Profile or provision map.
- We include preparation for adulthood, aims and aspirations for each child in our plans.
- We include sensory profiles within our support plans.
- When children have an additional support plan this will be reviewed at least once a term with new targets set. There are regular informal opportunities for parents to speak to their child's keyperson and a meeting with the SENDCo can be arranged at anytime.

Equipment or resources that we use to give extra support for children with SEND

- We use visual timetable, now/next boards, PODD boards, sand timers, countdowns and intensive interaction for children who need it.
- We have a quiet room where we can use a large gym ball, lycra and elastic (these can be used for the children to pull and push) which can support children with sensory processing needs.
- We have a variety of different types of scissors and TheraPutty that can be used for hand exercises.
- We have different types of 'chewlery' and weighted teddies which can be used for children who have sensory needs.
- Our Think Equal Policy includes our accessibility plan outlines steps we have taken to ensure that the nursery is accessible.
- We will respond to recommendations from professionals and parents about equipment that will support their child and will ensure this is available when required.

How we work together with other agencies to support children with SEND

- We have support from the Early Years SEN consultant who gives advice about meeting the needs of children attending the nursery.
- We work closely with other professionals including speech and language therapists, and occupational therapists. We follow advice and programmes provided by these professionals and share information with them about children's progress at nursery.
- We access courses provided by Children's Therapy services that are relevant to our children this has included courses about, introducing visuals, using PODD boards, sensory development and Makaton.
- Visiting professionals have also provided training on food play for staff and a programme for developing food play over several weeks.
- When children are involved with several outside agencies these agencies will be invited to be part of reviews either by providing information or attending meetings.
- We work closely with Family Hub and the Health Visiting team and can refer families to Family Hub Coordinator for support if appropriate.
- We signpost families to the Stockport local offer website which has details of organisations providing support in the local area.
- We provide information on Tapestry about SEN including information from charities.
- We work closely with Portage and speak to Portage workers, with parent's permission, about children's needs when they start Nursery. We have also done home visits with Portage workers so that information can be shared before the child starts Nursery.

What other activities are available for children with SEND

- All children are involved in all aspects of Nursery life. We will let families know about visits and visitors and parents are welcome to join us for many of these events.

How we evaluate our teaching and environment to ensure that it is inclusive:

- We have a provision map for the Nursery identifying the support that is available for children. This is reviewed at least once a year and as a result of advice received from professionals.
- The SENDCo who is our Nursery Teacher and Headteacher consider individual provision maps regularly and ensure that our teaching and environment are accessible and inclusive. We adapt our approaches as needed to meet the needs of individual children. Provision maps are a working document and in collaboration with key workers they are kept up to date to include what works and what does not for each child.
- The accessibility plan outlines how we ensure that the nursery is accessible.

How we support children's transition into our Nursery, and the transition to Primary School:

- We offer all children a home visit so that the child can meet their keyperson in their own environment and begin to build a relationship before they start Nursery.
- Children then have a visit to Nursery with an adult and then start Nursery initially for a settling period with shorter sessions. The length of the settling period varies in order to meet individual children's needs and will be agreed between the keyperson and family.

- If a child attends another setting before they start Nursery we will contact the setting to find out more about the child's needs and interests and will visit the setting if possible.
- When a child has special educational need that has been identified before they start Nursery the SENDCo will speak to the family to find out more about the child's needs and support that they will need at Nursery.
- Transition to Reception is very important and when we know which schools children will be attending we organise our transition activities.
- We speak to Reception teachers from the schools that children will be attending and invite them to visit the children at Nursery.
- The SENDCo will speak to SENDCos from Primary Schools and share information about the support that children have received at Nursery.
- When appropriate we work with families to request an assessment for an Education Health and Care plan.
- When appropriate we will arrange transition meetings with Parents, Primary School staff and Primary Inclusion to plan for children's transition.

How do we encourage inclusive behaviours from the children

- We use the 'Think Equal' books throughout the year and the focus for Nursery is 'Being kind.' By developing an awareness of the needs of each other
- Staff help the children be aware of the needs of other children at Nursery.

The next **four sections** give more detailed information about how we support our young children in each of the categories of need, as described in the Code of Practice.

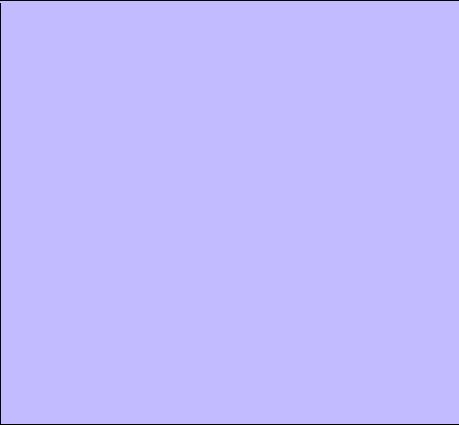
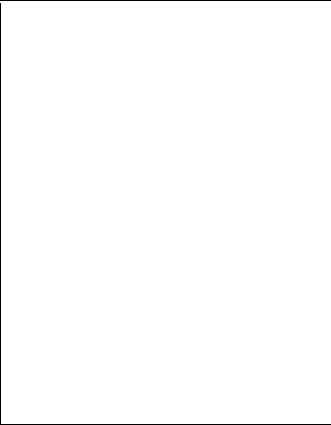
Communication and Language

What does it look like?	Ordinarily Available Provision	Resources Used
<p>Attention and listening</p> <p>Child may have no or poor eye contact and may not respond to their name</p> <p>Child may be easily distracted, find attending to activities difficult and flit between one thing and another</p> <p>Child may not be able to listen and do something at the same time</p> <p>Child may appear to be in their own world or on their own agenda and it may be difficult to get them to engage in adult led interactions</p> <p>Child may engage in a limited range of activities</p>	<p>Environment:</p> <ul style="list-style-type: none"> • Uses calm colours to reduce distractions, support attention and concentration – all useful aspects to effective communication • Carefully plan where areas are placed in the room. For example, have the book area in a corner away from the outside door. Be aware of throughfares • Use of natural resources e.g. wood, metal, real leaves, mud can offer opportunities for more language to be used, sensory engagement to support listening & attention & something more interesting to talk about than plastic equipment • Are aware of noise levels in the setting e.g. the use of soft furnishing or creating cosy areas. • Ensure appropriate daily routines are in place to support the child. <p>Experiences and Opportunities:</p> <ul style="list-style-type: none"> • Know about and follow the child's current interests or motivators • Offer a range of sensory experiences to engage the child • Free flow outdoor provision provides experience that relaxes children and offers opportunities to support their social communication. <p>Strategies:</p> <ul style="list-style-type: none"> • Identify the child's attention levels • Use the child's name before communicating with them • Use eye contact, gestures, tone of voice and nonverbal communications • Get down to the child's level • Organise small groups or paired work • Play high interest games e.g. bubble, balloon or ready steady go games • Use visuals or objects of reference to support attention skills • Share key strategies with parents and carers to ensure a consistent approach • Sing songs and rhymes 	<p>Speech therapist programme for individual children followed</p> <p>Small world play</p> <p>Attention Autism Groups</p> <p>Sensory circuits and sensory breaks</p> <p>Positive language and praising</p> <p>Wellcomm screening and planning tool</p>

What does it look like?	Ordinarily Available Provision	Resources Used
<p>Receptive language (understanding)</p> <p>Child may struggle to understand language and could mimic with no understanding (out of context)</p> <p>Over reliance on non-verbal communication</p> <p>Struggles to follow simple instructions</p> <p>Not responsive to their name Difficulty making choices</p> <p>May have high levels of anxiety, withdrawal, challenging behaviour, low levels of wellbeing</p> <p>Avoids tasks and activities where there is a reliance on understanding language</p> <p>Struggles to follow routines without support – waits and copies what others do</p> <p>Children may find following verbal instructions difficult</p>	<p>Environment</p> <ul style="list-style-type: none"> • Use visual support strategies Use quiet spaces to support concentration X Reduce distractions in the environment • Use real objects to generate new vocabulary and make learning more meaningful <p>Experiences and Opportunities:</p> <ul style="list-style-type: none"> • Provide opportunities for real life, first-hand experiences (cultural capital) to facilitate new vocabulary through a multi-sensory approach • Utilise all daily routines as opportunities to interact • Re-visit words and experiences to embed vocabulary in a variety of contexts • Children need a reason to communicate, we plan resources and opportunities to support this <hr/> <p>Strategies:</p> <ul style="list-style-type: none"> • Simplify language when necessary to aid understanding • Use objects of reference, photos or visuals to support the child's understanding • Intentionally plan new words to introduce and share these words with parents to encourage use at home too. • Follow the child's lead, comment on their play or interests. • Avoid asking too many questions. Adults should ask one question to every four comments made. • Offer choices with a visual support even when you may already know what they want e.g. 'do you want an apple or banana?' • All practitioners try to use the same word/phrase rather than using a range of words to describe the same activity. • As receptive and expressive skills develop, we ask open-ended questions to encourage conversation e.g. "What did you do on holiday?" rather than "Did you go to the seaside?" • Story sacks, props, puppets, nursery rhyme bags all add meaningful context to words 	<p>Speech therapist programme for individual children followed</p> <p>PODD boards Communication friendly environments</p> <p>Tables covered with cloths to create dens</p> <p>Sofas</p> <p>Ideas and activities to support speaking and listening</p> <p>Wellcomm assessment and big book of ideas activities for small groups</p> <p>Modelling/instructions/commentary</p> <p>Creating opportunities to communicate</p>

What does it look like?	Ordinarily Available Provision	Resources Used
<p data-bbox="91 280 544 344">Expressive Language (expressing themselves or talking)</p> <p data-bbox="91 384 544 480">Child may have less expressive communications, such as facial expressions</p>	<ul data-bbox="595 177 1807 609" style="list-style-type: none"> <li data-bbox="595 177 1807 264">• Use the 10 second rule to give children time to process, understand the words and gestures used. <li data-bbox="595 288 1807 376">• Emphasise key words in your comment or instruction e.g. Here's the car. The ball is in the bucket <li data-bbox="595 400 1807 488">• Children usually understand nouns first (objects) then verbs (doing words) and then adjective (describing words) this can help in the type of words we use with children <li data-bbox="595 512 1807 609">• Model the correct language to children without expectation for the child to repeat the phrase e.g. Child: 'Cat runned away' Adult: 'Yes, the cat ran away'. 	<p data-bbox="1807 185 2141 328">Speech therapist programme for individual children followed</p> <p data-bbox="1807 368 2141 576">Visuals, PODD Books and Communication books and Communication App on iPadsto offer additional support</p>

What does it look like?	Ordinarily Available Provision	Resources Used
<p data-bbox="91 911 394 943">Social Communication</p> <p data-bbox="91 983 544 1046">Child may avoid situations where language is involved</p> <p data-bbox="91 1086 544 1150">Child may demonstrate aspects of solitary play</p> <p data-bbox="91 1190 544 1254">Child may find emotional vocabulary learning a challenge</p>	<p data-bbox="544 719 763 751">Environment:</p> <ul data-bbox="595 775 1807 1102" style="list-style-type: none"> <li data-bbox="595 775 1807 815">• When children feel comfortable and safe, they are more likely to communicate. <li data-bbox="595 839 1807 927">• Are aware that different cultures may have different social rules. Make sure we speak to parents about what is expected in their culture <li data-bbox="595 951 1807 1038">• Are aware that a child with EAL may present as having SEND but just need time to immerse in the new language and we must proactively support this. <li data-bbox="595 1062 1807 1102">• Minimise visual distractions and background noise. <p data-bbox="544 1110 1032 1142">Experiences and Opportunities:</p> <ul data-bbox="595 1166 1807 1318" style="list-style-type: none"> <li data-bbox="595 1166 1807 1206">• Small group work with the child for short and regular interventions <li data-bbox="595 1230 1807 1270">• Use co-operative play and adult led or child-initiated tasks involving turn taking <li data-bbox="595 1294 1807 1318">• Interact in the child-initiated moments as they arise to support and model language <p data-bbox="544 1326 707 1358">Strategies:</p> <ul data-bbox="595 1366 1807 1455" style="list-style-type: none"> <li data-bbox="595 1366 1807 1455">• Routines are very important for children with social interaction difficulties. Routines are clear (e.g. by using a visual) and we warn children in advance of any changes during the session 	<p data-bbox="1807 735 2141 879">Speech therapist programme for individual children followed</p> <p data-bbox="1807 919 2141 1222">Autism Education Trust Toolkit Assessment termly and have a dialogue with families about the similarities and differences in the child at Home and Nursery to help identify useful strategies of support.</p> <p data-bbox="1807 1262 2141 1294">Attention Autism Groups</p> <p data-bbox="1807 1334 2141 1366">Wellcomm</p>

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- Ensure we are face-to-face when communicating and use children's names to gain attention.
 - Children may find it challenging to stay in the group for a long period of time so we have realistic expectations for individual children.
 - Follow the child's lead and make the context and reason for communication motivating and interesting
 - Use high interest toys like bubbles, noisy or pop-up toys to encourage simple interaction and turn taking.
 - Praise the child for 'good listening' or 'good looking' or for taking turns in an activity.
 - Repeat and revisit activities particularly in small groups as this can offer reassurance and build confidence
 - Value and recognise all forms of communication including non-verbal.
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Cognition and Learning

What does it look like?	Ordinarily Available Provision	Resources Used
<p>Through observation children may have:</p> <p>Poor memory skills</p>	<p>Use visual support materials to aid understanding. We choose materials based on the child's level of understanding – objects of reference, photographs and then symbols</p>	<p>Using pictures and symbols</p> <p>Photos and Symbols</p>
<p>An inability to retain basic play skills and concepts and need lots of practise and repetition</p> <p>Difficulty recalling known skills</p> <p>Difficulties with joint attention</p> <p>Fleeting / poor concentration</p>	<p>Visual schedules help children to follow the structure of the day and also sequences e.g. getting dressed, going to the toilet</p> <p>First/then or now/next systems help children to access activities they wouldn't usually experience, and this also extends attention and focus</p>	<p>Objects of reference – aim to make them meaningful to the child</p> <p>Destination photos – take photos of the place and show the child where you are going (timelines)</p> <p>Now and next / first and then</p> <p>Communication books</p>
<p>Difficulty or inability to make a choice</p> <p>Repetitive play skills</p> <p>Difficulties with understanding</p> <p>Limited play experience and inability to explore toys/ activities</p> <p>Difficulty generalising skills Over reliance on adults</p> <p>A reluctance to take risks or problem solve</p>	<p>Support for receptive language skills (understanding) we..</p> <p>We use simple clear language</p> <p>Gain the child's attention by saying their name or using a gentle physical prompt</p> <p>Get down to the child's level when talking to them</p> <p>Chunk instructions into smaller parts and give them one at a time</p> <p>Reduce the number of questions asked and increase simple commentary alongside play. Use the ratio one question to 4 comments</p> <p>Increase the use of gestures</p>	<p>Ideas and activities to support</p> <p>ShREC – modelling / instructions / commentary</p>

What does it look like?	Ordinarily Available Provision	Resources used
<p>Lack of confidence to approach new tasks and experiences due to limited understanding</p> <p>Unwanted behaviour</p> <p>Child may appear isolated and disconnected from others</p> <p>Difficulty sequencing</p> <p>difficulties understanding and recalling routines</p> <p>misinterpretation of social contexts</p>	<p>Support for attention and concentration we... We consider positioning during group/carpet sessions. Carpet mats can help a child to focus Offer wobble cushions/fiddle toys/weighted lap toys can aid concentration during group times Reduce the group size for some carpet activities e.g. story time, for those children who need it. Use shorter, more interactive/sensory stories and use visual props to extend attention and help the child to stay focussed Reduce distractions when playing with the child e.g. cover some activities up with a cloth or sheet e.g. computer/water tray Break tasks down into small steps so the learning is more achievable e.g. thread one bead, then two Basket work helps children to focus on short task and brings a clear structure to activities. Start with one task and increase over time. This gives children chance to practise listening and attention skills and also develop confidence to try new activities Use the phrase "one more then finished" to extend concentration on activities</p> <p>Support to develop play skills Copy children's play and pause to see if the child responds Model and extend play and then introduce a new action e.g. stirring the tea during a tea party Have two sets of toys/activities to model play sequences. This will help the child to copy play sequences Use the child's interests to help to broaden experiences e.g. Peppa Pig/cars. Use this interest in other activities e.g. put Peppa pig in the sand tray, use colouring sheets with Peppa on. Appropriate toys/activities need to be available for the child's developmental stage. Use some hand over hand techniques to support the teaching of new skills e.g. putting a finger in messy play materials Use motivating object/resources e.g. bubble machine, to entice the child towards a new activity/area of the room Create a calm, quiet and distraction free area to introduce and model new skills Allow lots of opportunities to practise skills e.g. doing different jigsaws with large knobs, building with different bricks and materials so that learning and skills are generalised</p>	<p>Carpet spots</p> <p>weighted toys</p> <p>Sensory stories</p> <p>Sand timer to support sustaining concentration</p> <p>Sensory circuits and sensory breaks</p> <p>Positive language and praising</p>

Support to develop learning in social situations we...

Play people games without toys to help the child to copy and respond to adults

Include the child in Attention Autism groups. Groups are adapted by reducing the number of children and the number of activities.

Plan in independent time periods for children who are over reliant on adults. Give children a visual cue to show that the practitioner is busy at the moment but will be available soon.

Create opportunities for paired and shared play and turn taking activities e.g. "my turn, your turn". Plan fun and motivation activities e.g. rolling a ball, popping bubbles, banging a tambourine

Teach a strategy to initiate interaction with peers e.g. show how to give a high 5 to another child

Adults can anticipate what might happen in a social situation and give this a narrative e.g. "Tommy has tapped you, he wants to play chase"

Support to develop positive approaches to learning we...

Model and teach new skills in small groups before whole group sessions

Give positive praise which is relevant to the child for all attempts not just successes

Provide breaks in learning for children who have sensory needs and may not be able to attend for longer periods.

Sensory boxes may help with self-regulation and enable a child to re-engage with learning tasks

Teach the child a phrases to obtain help and assert themselves e.g. 'help me please'

Share success with other children and adults (if this is appropriate). This could be a smile, thumbs up or a sticker: whatever motivates the child.

Ensure parents are fully involved in supporting the child by sharing approaches, strategies and successes

Social, emotional and mental health

What does it look like?	Ordinarily Available Provision	Resources Used
<p>Children who find it difficult to regulate their behaviours and emotions</p>	<p>We offer...</p> <p>Calm spaces – both indoors and outside</p> <p>Movement and sensory regulation opportunities – indoors and outside</p> <p>‘Professional love’ – a key person who can recognise needs and de-escalate emotions and behaviours</p> <p>Zones of regulation, emotion coaching and conflict resolution used.</p>	<p>Staff training on attachment</p> <p>Group ELSA (Emotional Literacy Support) sessions</p>
<p>Children who may be withdrawn, overactive and or have poor concentration</p>	<p>We offer...</p> <p>Planned sensory – indoors and outside</p> <p>Visuals – objects of reference, photos, timers, now/next, schedules, task list, photos of adults who are looking after the child each day</p> <p>Key person bonds</p> <p>Whole setting approach to develop professional curiosity to further explore the child’s presentation – why are they withdrawn/overactive/have poor concentration?</p> <p>We follow the child’s interests</p> <p>Provide opportunities for the child to learn in a way that best suits their needs – join them in their play/space rather than large/whole class groups</p> <p>Allow a child to join towards the end of a session and build up the time engaged slowly</p> <p>Joint attention activities</p> <p>Meet and greet with key person</p> <p>Use of a comfort object from home to help them feel safe and secure</p>	<p>Group ELSA (Emotional Literacy Support) sessions</p> <p>Attention Autism Groups</p> <p>Activities to help listening and awareness of sound</p> <p>Positive behaviour visuals</p>

What does it look like?	Ordinarily Available Provision we offer ...	Resources Used
<p>Children who may have triggers that they respond to</p>	<p>Practitioners understand patterns of behaviour and that behaviour is a form of communication Trauma informed approach and restorative repair Understanding anxiety in children Provide structure during unstructured times Use of transitional objects</p>	<p>Behaviour and relationships policy Group ELSA (Emotional Literacy Support) sessions</p>
<p>Children who may present a spikey, inconsistent developmental profile</p>	<p>Developmentally appropriate expectations Developmentally appropriate resources</p>	<p>Link to small steps guidelines here Every child a talker (ECAT) – modelling / instructions / commentary etc Help for EY providers gov pages link https://help-for-early-years-providers.education.gov.uk/ Group ELSA (Emotional Literacy Support) sessions</p>

What does it look like?	Ordinarily Available Provision	Resources Used
<p>Children who may present with extreme emotions</p>	<p>We provide calm spaces Positive behaviour and relationships policy – supports adults to de-escalate behaviours Consistent approach to managing emotions and behaviours which are shared with parents To explicitly label emotions – “I can see that you look cross, would you like help?” Direct teaching of calming/self-regulation strategies (yoga, mindful breathing)</p>	<p>Group ELSA (Emotional Literacy Support) sessions. Social Stories + personal social stories PSED Books to explore with children Box of feelings resource box</p>

What does it look like?	Ordinarily Available Provision we offer...	Resources Used
Children who may present with eating or sleeping difficulties	Rest/calm breaks A smaller space to eat in a calm/quiet area	Parent advice sheets Weekly 'Learning at Home and Nursery' posts Care Diary on Tapestry to share information with families
Children who may find following instructions difficult	Offer choices Know the child – what are their motivators/interests? Visuals (now/next, timer, task lists) Simplified language – now/next Adults match their language to the child's level of understanding Individualised reward system linked to the child's interests X Give an element of control – controlled choices Give the child responsibility for certain tasks	Wellcomm
Children who may seek or reject reassurance from an adult	Seek the child's voice – what do they want? Use the child's own self-regulation strategies as a starting point and facilitate these Use transitional objects	Group ELSA (Emotional Literacy Support) sessions.
Children who may partake in self-harm activities	Substitute self-harming behaviours – e.g. biting – replace with Chewelry, or throwing – play a ball game Complete a sensory profile	Refer to 'Sensory Circuits', 'Sensory processing 101' and 'Understanding your child's sensory signal' books
Children who may struggle to make and maintain friendships	Use buddy systems Parallel play Cue cards/visuals Turn taking games Den building Daily Invitations to play Team/group tasks/games	Group ELSA (Emotional Literacy Support) sessions. Attention Autism groups

Physical and/or sensory

What does it look like?	Ordinarily Available Provision	Resources Used
<p>Physical Needs</p> <p>these could include, but are not limited to:</p> <p>Cerebral palsy</p> <p>Talipes</p> <p>Achondroplasia</p> <p>Spina bifida</p> <p>Hypermobility</p> <p>Duchenne muscular dystrophy</p> <p>Loss of limb</p> <p>Hirschsprung's disease</p> <p>Degenerative disease</p> <p>Rheumatoid arthritis</p>	<p>Environment and Resources, we...</p> <p>Enable access to IT equipment e.g. Ipads.</p> <p>Ensure there is space to move around with a walker or in a wheelchair- re-arrange the room to make access easier</p> <p>Keep a tidy, clutter free room to help children with visual and physical difficulties</p> <p>Use soft furnishings to lessen echoing, (curtains, carpets)</p> <p>For children with visual difficulties use contrast e.g., paper and crayons, place toys on a plain background that contrasts and makes the toy stand out e.g., black background for a yellow toy</p> <p>Allow opportunities of rest throughout the day – big bed, sofas, cuddly toys, quiet books, materials to feel, blankets.</p> <p>Make reasonable adjustments to allow access to toys such as lowering the sand tray</p> <p>Provide steps for children to access the toilets</p> <p>Place grab handles near steps, toilets.</p> <p>Put bright strips on steps to highlight visually</p> <p>Use Dycem matting to stop bowls/plates/toys slipping off or Sellotape paper to table/floor to stop it falling off</p> <p>Offer the opportunity to sit on a chair at group times</p> <p>Accept children going for a rest any time. Have short bursts of rest throughout the day and provide a safe space for them to do this.</p> <p>Ensure the children can be included in all activities at an appropriate level. Use a range of sizes of toys, different apparatus such as different type of scissors (loop handles, spring, assisted), have a variety of sizes of crayons/ pens, stick paper to the table to stop it slipping, put the paper on the floor,</p> <p>Have evacuations plans in place for children with physical difficulties Look at the Local Offer, so you are aware of local support groups and activities to signpost parent/carers to</p>	<p>We would seek advice from the family and all of the health professionals working with the child to ask what support is needed.</p> <p>Think Equal Books</p> <p>Squiggle while you wiggle</p> <p>Gross and fine motor activities</p>

What does it look like?	Ordinarily Available Provision	Resources Used
<p>Physical Needs</p> <p>Child may not be meeting physical milestones</p> <p>Child may be very clumsy, often falling over</p> <p>Child may have spatial awareness difficulties</p>	<p>Through interactions, environment and routine we..</p> <p>Develop the child's core stability, for example wobble cushion, exercises and games.</p> <p>Provide physical activities to support development of gross motor skills, for example throwing, catching, hopping, scooting, riding a trike etc. In addition, offer opportunities for a child to cross the mid-line such as waving scarves, ribbons, pom poms etc.</p> <p>Develop fine motor skills, for example hand and arm exercises such as dough disco, specialist scissors, pegboards, threading, play dough, pincer grips activities, such as pegs onto washing line or sorting with tweezers.</p>	<p>Advice from Physiotherapy and OT plans</p>
	<p>Sensory circuit activities</p> <p>Clutter free environment</p> <p>Defined spaces (colour or surface change)</p> <p>A mix of floor and raised activities</p> <p>Use bright tape on steps to define edges</p>	<p>We would seek advice from the family and all of the health professionals working with the child to ask what support is needed.</p> <p>Sensory circuits</p> <p>Newlife Charity – www.newlifecharity.co.uk</p>

What does it look like?	Ordinarily Available Provision	Resources Used
<p>Hearing Impairment needs these could include, but are not limited to:</p> <p>Hearing loss which is not aided (such as glue ear or single sided hearing loss)</p> <p>Has a fluctuating hearing loss</p> <p>Requires equipment to support their listening, for example hearing aids,</p>	<p>We...</p> <p>Consider body language including facial expressions, practitioner positioning at children's level, eye contact, face to face</p> <p>Gain the child's attention prior to giving an instruction</p> <p>Use visuals (objects or reference, photographs of objects of reference and signs and symbols) together with speech to support child</p> <p>Give warning regarding fire alarms. If appropriate use an alternative exit route</p>	<p>We would seek advice from the family and all of the health professionals working with the child to ask what support is needed.</p>

<p>cochlear implant etc</p> <p>Has difficulty adapting to environments with high levels of background noise</p> <p>Find it difficult to listen in background noise</p>	<p>Stand still and get to their level when giving instructions to support children who may be lip reading. move or reduce background noise</p> <p>Have quiet spaces</p> <p>Consider the environment, for example carpeting, soft furnishing, rubber feet on the table and chair legs etc. will reduce noise.</p>	
<p>May have delayed language and communication skills</p> <p>May not have enough hearing to fully access spoken language</p> <p>May mishear and misunderstand</p>	<p>Repeat verbal instructions: sensitively provide reinforcement and reassurance where necessary.</p> <p>Identify areas of strength and needs in terms of communication and language for the child you are considering</p>	WellComm groups
<p>May have difficulties with social interactions</p>	<p>Social communication groups – children can sit at a table/ on the floor/ outside/face to face/on a chair (dependent on need of child)</p> <p>Parallel play</p> <p>Turn taking games</p> <p>Den building</p> <p>Invitations to play</p> <p>Modelled interactions from adults</p>	<p>Social stories</p> <p>ShREC approach</p>

What does it look like?	Ordinarily Available Provision	Resources Used
<p>Visual impairment needs these could include, but are not limited to:</p> <p>Impairment of sight, which cannot be fully corrected</p> <p>Visual impairment may result in the appearance of delayed physical and cognitive responses.</p> <p>May be physically tired</p> <p>May find it difficult to make and maintain friendships</p> <p>May need enlarged texts around the environment</p> <p>May struggle with early literacy and pre-writing skills</p>	<p>For children with visual difficulties we think about contrast e.g., paper and crayons, place toys on a plain background that contrasts and makes the toy stand out e.g., black background for a yellow toy</p> <p>Provide additional resources for inclusive play, for example a bell in the ball so all can play together.</p> <p>Ensure time for a child to map the room and allow this to occur when the child attends.</p> <p>Allow re-mapping to occur when furniture and resources change place to reduce confusion and potential injury</p> <p>Use recordable devices</p> <p>Use blinds to reduce glare</p> <p>Adults to ensure they don't stand with their backs to the windows when talking to the child</p> <p>For children who wear glasses ask for a spare pair to be kept at the setting</p> <p>Have toys and dolls who wear glasses or patches in the home corner</p>	<p>We would seek advice from the family and all of the health professionals working with the child to ask what support is needed.</p>

What does it look like?	Ordinarily Available Provision	Resources Used
<p>Medical Needs these could include, but are not limited to:</p> <ul style="list-style-type: none"> Epilepsy Diabetes Tracheostomy Gastrostomy Oxygen dependent Severe allergies Haemophilia Osteogenesis imperfecta Severe asthma Children with cancer Children with life-limiting conditions Metabolic disorders Prada-Willi syndrome Incontinence conditions Catheterised conditions Cystic fibrosis Hydrocephalus Heart conditions Birth Trauma Children may tire easily and appear unwell. Knowing the child and the condition is vital. 	<p>Through the environment and routine, we..</p> <p>Consider fatigue levels and how these impact on children’s ability to engage XMake plans for rest and sleep.</p> <p>A Health Care Plan must be in place and signed by a health professional</p> <p>Robust procedures in place for the administration of medicines.</p> <p>Equipment e.g. walkers, standing frame or chair must be accessible and checked by health professionals periodically</p> <p>Accessibility of the building e.g. ramps, wider doors, lifts/stairs.</p> <p>Staff medical training e.g., EpiPen training, NG Tube training.</p> <p>Put yellow tape on steps to define the edges.</p> <p>Use support padding on posts within the indoor/outdoor environment. Severe and complex medical needs including a life-limiting diagnosis or condition:</p> <p>Make reasonable adjustments in line with the Equality Act 2010</p> <p>Support equipment such as medicine cabinets, first aid bags, fridges.</p> <p>Regular home setting contact when/if child is not in setting to maintain ‘sense of belonging’ with peers and setting community</p>	<p>We would seek advice from the family and all of the health professionals working with the child to ask what support is needed.</p>

What does it look like?	Ordinarily Available Provision	Resources Used
<p>Sensory Need these could include, but are not limited to:</p> <p>Can appear withdrawn</p> <p>Can display stimming or self- stimulatory behaviour</p> <p>Can have limited listening and attention skills</p> <p>Can be very repetitive in their language and actions</p> <p>Can display Pica activities X Can be sensitive to touch or sounds</p> <p>May respond to pressure such as weighted blankets</p> <p>May self-soothe through rocking or head banging</p> <p>May avoid textures such as messy play</p> <p>Children may appear to have periods of 'sensory overload' when they are being overstimulated.</p>	<p>Environment and resources, we</p> <p>Completed a sensory environment audit</p> <p>Complete a sensory profile document for relevant sensory needs- collaborate with parents and carers to assess sensory needs. Followed by sensory reduction planning.</p> <p>offer sensory breaks.</p> <p>Sensory adaptations and resources.</p> <p>Consider the environment e.g. noise, room temperature, visual stimuli, proximity.</p> <p>Flexible approach to transitions.</p> <p>Access to safe place.</p> <p>Identify strategies to help support child's sensory needs</p> <p>Incorporate sensory breaks, circuits</p> <p>Provide a sensory box for calming- filled with motivating objects/distracting fidgets/regulating objects</p> <p>Create calming spaces - allow children's pushchairs into room if that is a safe space for them.</p> <p>Offer distractions that are highly motivating and divert focus</p> <p>Offer alternatives which are safe to mouth e.g. Chewelry</p> <p>Are aware of contents of items like paint, playdough – are these safe if accidentally mouthed?</p> <p>Incorporate motivating objects into messy play learning/ begin with small objects</p> <p>Teaching 'high five' followed by an activity that is highly motivating/ favoured activity</p>	<p>Sensory Audits</p> <p>Transition plans</p> <p>Attention Autism groups</p>