# Plymouth Graduated Approach to Inclusion: Early Years Foundation Stage

# March 2020

# Plymouth Graduated Approach to Inclusion

# The framework

The Plymouth Graduated Approach to Inclusion framework (GATI) should be used as an electronic tool to support practitioners and setting leaders to identify, assess and record the needs of children requiring additional or special educational provision. This framework is designed to support the planning and recording of appropriate support and provides guidance for reviewing progress.

This tool should be shared and used in partnership with parents/carers. Sharing this tool with parents will ensure that there is consistency with the same information being readily available to families, practitioners, teachers and other professionals working with children with Special Needs and/or Disabilities (Please see Introduction for parents and carers on page 4 of this document and page 4 of the Schools Assess document) Assess Document

The framework provides a structure to support the use of Plymouth's Local Offer.  The Local Offer provides information in one place for children and young people with special educational needs or disabilities, their families and professionals, helping them to understand what services they can expect from a range of local agencies (including details of their entitlements). The Local Offer covers provision for children and young people from birth to 25 and includes information on education, health and social care services.  The Local Offer can be found at: Plymouth Local Offer

The Graduated Approach to Inclusion framework consists of 3 documents:

**The Early Years Graduated Approach to Inclusion: from age 2 to 5 in settings, with childminders and in school.**

**Schools**

**Part 1**:  **Assess,** supports schools with the **identification** of vulnerable pupils and those pupils with special educational needs. Assess Document

**Part 2**:  **Plan and Review** supports schools in **planning** and **reviewing** to meet the needs identified in part one, signposts to appropriate resources and websites. Planning Document

The aim of this framework is to ensure that levels of support at an early stage, which are part of a setting's universal offer, are implemented before a child progresses through to targeted or specialist levels of support (fig. 3).  This describes an approach which is graduated and designed to meet children's needs according to their complexity.

This framework is also designed to:

1.  Help educational settings understand and meet their duties across a range of legislation and guidance (see fig. 1)

2.  Support families and young people to understand how education settings offer support

3.  Support professionals in health, care and the voluntary sector to sign-post families and young people to the support they need

4.  Help setting staff, particularly SENCOs and leadership teams understand the common approach to meeting needs across the city.

**Figure 1**

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1.  DfE: **The special educational needs and disability code of practice: 0-25 -** see page 5 below for main early year's information relevant to this document.

    Full Code of Practice-
    [SEND Code of Pratice 0-25](#)

2.  **DfE: The EYFS Statutory guidance –**
    [EYFS Statutory Framework 2019](#)

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# Introduction for parents and carers

If you are a parent of an early years child (0 to 5) who has or may have a Special Educational Need or Disability the graduated approach to inclusion will help to guide you through how the setting or school,  working in partnership with you, should meet your child's needs.

The guide has been written to help settings, childminders and schools. By sharing with parents we are making sure the same information is available for families, teachers and other professionals working with your children.

This document is a detailed guide for early year's settings and child minders and uses language familiar to those who work in education which means it is not always easy to read. If you come across something you don't understand fully, ask the SENCO at your child's setting or Plymouth Information Advice and Support for SEND (PIAS). PIAS

The Local Offer is also a good place to go for more information Plymouth Local Offer

In Plymouth there is a strong commitment to working with parents and carers so you are actively involved in decisions around your child's SEND. This is the clear message of the SEND Code of Practice (2015) which sets out how parents and young people should be involved in identifying, understanding and taking decisions about special educational needs.

Parents will be able to use this document to support their understanding of what a setting is basing decisions on, for example, if and when any extra support will be given for your child's needs and what that support will look like in practice.

The guide will help you ask informed questions about your child's support and progress. Some sections of this document will be more useful to you as a parent than others.

**Section 1 (Following a graduated approach**) will help you understand how your child's setting should identify that your child has SEN and the stages to go through.

**Section 2 (Universal inclusive practice**) sets out good inclusive practice for all children.

**Section 3 (universal, targeted and specialist in the four broad areas of need)** the stages of practice and support the setting should work through to meet a child's needs if those needs cannot be met in everyday practice.

Not all of the guide will be relevant for every child but it could help you discuss what support is in place for your child. If you are wondering if your child needs an Education Health and Care Plan (EHCP) you could look at the suggestions for their type of need and compare this with your child's current support.  The process for settings, childminders and schools requesting assessment for an EHCP and how the local authority makes decisions about this can be found at EHCP.

If you have time to read the whole Graduated Approach to Inclusion: Early Years Foundation Stage you will get a good picture of how SEND should be handled by all settings and childminders across the city. We hope you will find it interesting and use it to help you work with your child's setting/school to help your child get the best out of their education.

# The Special Educational Needs and Disability Code of Practice: 0 – 25

### Chapter 5 Early Years providers

This chapter explains the action early years providers should take to meet their duties in relation to identifying and supporting all children with special educational needs (SEN), whether or not they have an Education, Health and Care (EHC) plan.

5.1    All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young people with a growing ability to communicate their own views and ready to make the transition into compulsory education.

5.10   Equality Act 2010

All early years providers have duties under the Equality Act 2010. In particular they must not discriminate against, harass or victimise disabled children and they must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children. To prevent them being put at substantial disadvantage. This duty is anticipatory – it requires thought to be given in advance to what a disabled children and young people might require and what adjustments might need to be made to prevent disadvantage. All publicly funded early years providers must promote equality of opportunity for disabled children

5.11    Medical conditions

All early years providers should take steps to ensure that children with medical conditions get the support required to meet those needs. This is set out in the EYFS framework

5.12   SEN in the Early Years

All early years providers are required to have arrangements in place to identify and support children with SEN or disability and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework. The EYFS framework also requires practitioners to review children's progress and share a summary with parents. In addition, the 'Early years outcomes' is an aid for practitioners, including childminders, nurseries and others such as inspectors, to help them to understand the outcomes they should be working towards

5.44    This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessments and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting at agreed times

5.45    The graduated approach should be led and coordinated by the setting SENCO working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance and the Early Support resources

5.48    Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, practitioners should consider involving appropriate specialists, for example health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists should be taken with the child's parents

5.49    Where despite the setting having taken relevant and purposeful action to identify assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an education health and care needs assessment (see chapter 9, Education Health and Care needs assessments and plans).

# How should this framework be used?

The tools in this framework should be implemented using an; **assess, plan, do, review** cycle (fig. 2), this should be underpinned by a person centred approach. Details about a person centred panning can be found at SENCO Guide.

**Fig 2.**



Assess, Plan, Do, Review Cycle

# Plymouth Early Help

All children receive Universal Services from health and education. However some children will need extra support in order to be healthy, safe and to achieve their potential.

*'Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. "Working Together to Safeguard Children' 2018 P13.*

We want all our children and young people, including those with Special Educational Needs and Disabilities (SEND), to achieve the best possible outcomes and receive the support they need when they need it most.

In Plymouth, we have built on the SEND pathway of support and the wider Early Help continuum to develop one, integrated, holistic graduated approach which is captured in the early help assessment tool (EHAT). This pathway will enable practitioners to work with children, young

people and their families ensuring they receive the right support when they need it most. The Assess, Plan, Do, Review process should be used for children with SEND to meet their needs and may be used to inform the EHAT process.  EHAT

Fig 3 describes the graduated approach for SEND in settings.  Whenever necessary it should be used as part of a wider early help offer that seeks to gain a holistic perspective of the child's needs.

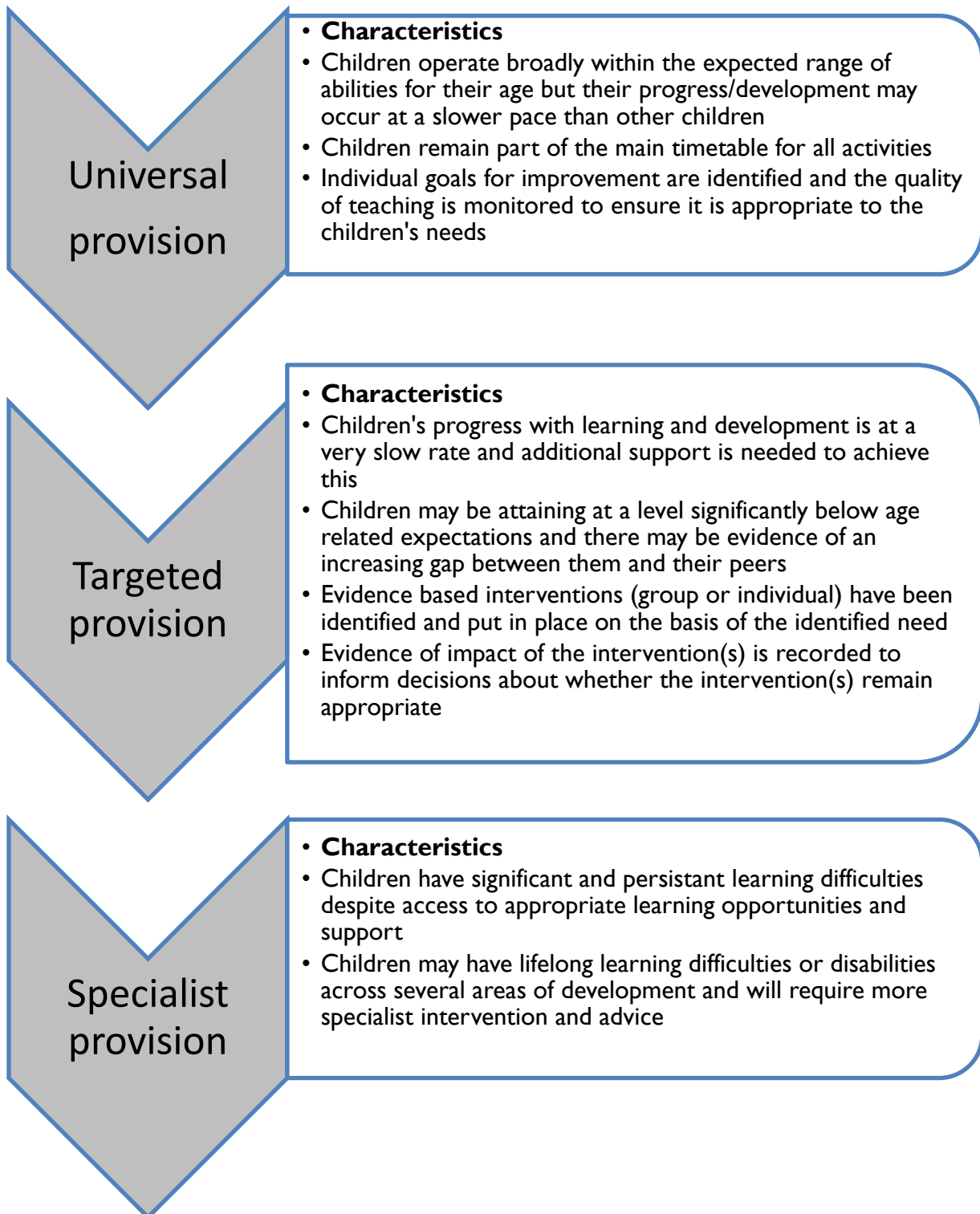# Adopting a Multi-agency Approach

This document provide a framework for assessment, planning and support in each of the four areas set out in the SEND Code of Practice (CoP). Many learners have needs across more than one category and certain conditions may not fall neatly in to one area of need. Guidance to help with assessing special educational needs and managing provision, is divided into universal, targeted and specialist levels.

Some learners will need assessment and advice from a range of professionals. Schools should consider involving specialists, including those secured by the school itself or from outside agencies (CoP 6.58). A school should always consider involving professionals where a learner continues to make little or no progress, or where they continue to work at levels substantially below those expected, despite evidence based SEN support delivered by appropriately trained staff. This way of working is referred to as a multi-agency approach and is usually coordinated by the SENCO.

Professionals may include, but are not limited to:

- specialist teachers or support workers e.g. teachers with a mandatory qualification for children with hearing and/or visual impairment
- educational psychologists
- Child and Adolescent Mental Health Service (CAMHS) professionals
- therapists, including speech and language therapists, occupational therapists and physiotherapists
- a range of medical professionals e.g. paediatricians
- social workers in appropriate cases.

**Fig 3.**

**Universal provision**

- **Characteristics**
- Children operate broadly within the expected range of abilities for their age but their progress/development may occur at a slower pace than other children
- Children remain part of the main timetable for all activities
- Individual goals for improvement are identified and the quality of teaching is monitored to ensure it is appropriate to the children's needs

**Targeted provision**

- **Characteristics**
- Children's progress with learning and development is at a very slow rate and additional support is needed to achieve this
- Children may be attaining at a level significantly below age related expectations and there may be evidence of an increasing gap between them and their peers
- Evidence based interventions (group or individual) have been identified and put in place on the basis of the identified need
- Evidence of impact of the intervention(s) is recorded to inform decisions about whether the intervention(s) remain appropriate

**Specialist provision**

- **Characteristics**
- Children have significant and persistant learning difficulties despite access to appropriate learning opportunities and support
- Children may have lifelong learning difficulties or disabilities across several areas of development and will require more specialist intervention and advice

# Groups to which this framework is applicable

The Graduated Approach to Inclusion: Early Years Foundation Stage (EYFS) is designed to support children from 2 - 5 years in nursery settings, with childminders and in reception classes (as well as other children in school operating in the foundation stage) in relation to the following groups:

1. Children with special educational needs and disabilities (SEND)
2. Children with medical conditions
3. Children in danger of missing education (schools only)
4. Young carers
5. Children supported by children's social care.

## 1. Pupils with SEND

### What is a special educational need?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (Children & Families Act, Part 3, section 20).

### What is a disability?

A person is disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities

- 'substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed

- 'long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection.

The Act provides for certain people to be deemed to meet the definition of disability without having to show that they have an impairment that has (or is likely to have) a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities.

## 2. Children with medical conditions

### Information for settings

For further information about how to support please see the EYFS Statutory Guidance

### Information for schools

### At what point does a pupil's medical condition require a medical plan?

#### DfE guidance

Supporting pupils at school with medical conditions indicates that pupils' medical conditions can include both physical and/or social, emotional and mental health needs. Medical conditions would be included within the scope of this document as part of a graduated approach depending on the short and/or long term nature of the pupil's conditions. Multi-agency work with medical professionals is indicated as appropriate according to individual need. Individual healthcare plans can help to ensure that schools effectively support pupils with medical conditions (including mental health). They provide clarity about what needs to be done, when and by whom. They are often essential, such as in cases where conditions fluctuate or where there is a high risk that emergency intervention will be needed, the plans are helpful in the majority of cases where a pupils medical conditions are long-term and complex.

In particular, long-term absences due to health problems affecting children's educational attainment impact on their ability to integrate with their peers and affect their general wellbeing and emotional health. Reintegration back into school should be properly supported so that children with medical conditions fully engage with learning and do not fall behind when they are unable to attend. Short-term and frequent absences, including those for appointments connected with a pupil's medical condition (which can often be lengthy), also need to be effectively managed and appropriate support put in place to limit the impact on the child's educational attainment and emotional and general wellbeing.

## 3. Children in danger of missing education (information for schools only)

### How is a pupil in danger of missing education defined?

Children missing education are vulnerable; it is essential that all services work together to identify and re-engage these children back into appropriate education provision as quickly as possible. It is important to establish the reasons for the child being at risk of missing out on education at the earliest possible stage; the list below is not exhaustive but provides examples of reasons for children being in danger of missing from education:-

- Emotionally based school non attendance
- At risk of permanent exclusion

- Challenging behaviour
- Reduced timetable
- Low attendance
- Medical needs which prevents them from attending school
- Have unidentified/unmet SEND needs

## When does a pupil become 'at risk of permanent exclusion'? (information for schools only)

Work between the local authority and schools has identified a number of early signs that can identify if a child is in danger of permanent exclusion.  These can include risk taking behaviour, unmet SEND, disabilities which impact on behaviour in school and children in need of help and protection, including those in care.  In these instances schools must only use permanent exclusion as a last resort and when nothing else will do.

Schools must ensure that in carrying out their duties they have had due regard to relevant, overlapping guidance. For example, guidance relating to behaviour management, exclusion, social emotional and mental health and guidance on the role of the designated teacher for looked after and previously looked after children.

Further information can be found in the Social, Emotional, and Mental Health section of this document.

## 4. Young carers

'A young carer means a person under 18 who provides or intends to provide care for another person' [Children and Families Act section 96 2014]. This support is practical or emotional and ongoing care is given to another person.

'A young carer becomes vulnerable when their caring role risks impacting upon their emotional or physical wellbeing or their prospects in education and life' [Care Act Statutory Guidance 6.48 2014]

The Department for Education (DfE) recognises young carers as a vulnerable group within the review of support for 'children in need'

Plymouth takes a graduated approach to supporting young carers and further information about the support offered to young carers, parents and professionals can be found at: Support for Young Carers

## Children with EAL

It is important to establish if a child who has English as an additional language (EAL) and is causing concern, is demonstrating expected EAL patterns of development or whether their delay or difficulties are beyond their EAL needs.

## 5. Children Supported by Children's Social Care

Children supported by Children's Social Care are children in need of help or protection, including looked after children, as well as those who have left care through adoption, Special Guardianship or Child Arrangement Orders.

Children who require support from Children's Social care may have experienced trauma including abuse and neglect and lived in complex family circumstances.  This can have significant consequences for education and increases the prevalence of social, emotional and mental health needs.

(DfE Help, protection, education: concluding the Children in Need review June 2019)

The Timpson Review (DfE 2017) also identified that this group of children and young people are more likely to be excluded from school.

### Other vulnerable learners

The Plymouth Graduated Approach to inclusion framework can be used to support all groups of vulnerable learners

# How should this framework be used?

This framework  provides a point of reference for staff when deciding which level of the graduated response children are working at so that an effective assess, plan, do, review cycle can be implemented.  Therefore, this framework will compliment any statutory framework or statutory guidance relevant to meeting the needs of a particular group of children.

In particular, this framework can be used as an audit tool for individual children or for setting/school practice, so that staff can check they are providing appropriate and purposeful support for children at different levels. It may identify gaps in provision or new ideas for working with individual children.  It is expected that practitioners will start with the EYFS areas of learning and development to meet children's needs in the first instance.  When a graduated approach to support the inclusion of a child is required, practitioners should use this toolkit to support their practice, the child's needs and discussions with parents.

It can also:

- provide clarity and transparency when describing to families or professionals the provision the setting/school provides for individual pupils
- be used by Plymouth Local Authority to determine whether settings/schools are making appropriate provision to meet the needs of all pupils and to help determine whether settings/schools have taken sufficient, relevant and purposeful action before requesting additional resources.

**This framework aims to build on the good practice that is already evident in the early years' sector by developing robust systems and processes, and improving staff skills for responding to pupils' needs.**

**The Early Years Graduated Approach framework is set out in three sections;**

**Section 1**: Following a graduated approach – Partnership with Parents

**Section 2:** Universal provision for all children

**Section 3:** Universal, targeted and specialist provision specific to the four areas of need

# Section 1:

# FOLLOWING A GRADUATED APPROACH TO MEETING CHILDREN'S NEEDS

Following a Graduated Approach is a way of considering the cycle of assess, plan, do and review to ensure that children's needs can be met and further support can be offered when the child does not make progress despite additional support that is different from what is being provided at a universal level. The Assess Plan Do Review cycle should be applied at each stage of the process. The process is not linear nor does each step operate independently of the steps taken previously. The table on the following two pages sets out the stages that you might go through when following a graduated approach to support children with additional needs.

The Pre Request Guidance is a tool to help settings/schools and parents to start thinking and talking about the needs of the child concerned. It should be used alongside the Early Years Graduated Response at a universal level. It also sign posts to other assessments/developmental journals that can be considered. It may highlight that a particular area of need requires further interventions or further investigation.

It has been developed across the four areas of need (Code of Practice 2017). It is by no means an exhaustive list and care should be noted, it is not written in developmental stages. This guidance may be attached to any future request for involvement of services as it will indicate the child's journey and how support was allocated prior to needing any other services. The link for the pre-request guidance is found at EARLY YEARS PRE-REQUEST GUIDANCE

# Partnership with parents

The table on pages 15 and 16 sets out a framework for discussion in order to enable successful working with parents.

| Level of need | Action to be taken | Paperwork may include |
|---|---|---|
| *Initial concern – universal provision*<br><br>(Identification of need)<br><br><br>A child is causing concern and/or is assessed as below typical development against the age bands of the EYFS.<br><br><br>Inform SENCO of concerns/discuss next steps. | Observe and assess to clarify areas of concern and levels of development.<br><br>Provide differentiated learning opportunities targeted at the areas of need on a daily basis. Ensure all staff are aware of this child's specific needs /agreed approaches and/or targets.<br><br>Monitor and review progress regularly on a short term basis and plan next steps/targets.<br><br>Identify if the gap is closing towards typical development, by looking at whether the child's learning and development is accelerated rather than just making typical progress.<br><br>Ensure parents are honestly informed through normal information sharing processes about their child's level of development, and given appropriate ideas of what they can do at home to support their child's next steps.<br><br>Use Plymouth's Graduated Response Toolkit to support interventions and provide inclusive provision.<br><br>Consider training needs and staff development to support accelerated learning and development. | Observations, individual records, assessments.<br><br>Additional observation.<br><br>Record of conversation with parents.<br><br>Differentiated planning.<br><br><br>Two year old progress check Integrated review and ASQ.<br><br><br>Use of tools to gain detailed assessment information e.g. Every Child A Talker (ECAT), Play skills checklist, STARC chart (link to SENCO guide tools list here) |
| *Move to next stage if little or no progress is made in the short term (maximum 1 month)* | | |
| **Concern persists.**<br><br><br>Lack of substantial progress despite support and gap towards typical development is the same or widening; and/or other concerns persist. | Continue with above to support child's learning and development.<br><br>Individualised planning and targeted intervention to support identified needs and accelerate progress to close the developmental gap.<br><br>Ensure setting SENCO involved e.g. discussing next steps. | As above.<br><br><br>Evidence of target setting,<br><br>Possible IEP.<br><br>Detailed information about child's progress and impact of need on learning and development. |

| | | |
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| | Ensure parents are fully informed of your concerns and the action you are taking. | Complete an Early Help Assessment Tool (EHAT) to gain a holistic picture of the child. |
| | Parental permission must be gained to refer to other agencies. | |
| | Hold a Team Around Me (TAM) meeting and develop a plan if there is ongoing unmet need or there are issues that need to be addressed beyond the setting. | |
| | **Discuss the Early Years Pre-request Guidance at the TAM** EARLY YEARS PRE-REQUEST GUIDANCE | |
| | | If multi agencies involved, follow Early Help process and paperwork and settings coordinate TAMs. |
| | Consider seeking advice from other services and agencies including Health Visitor, and Children's Centre, LIVEWELL Southwest Speech and Language Therapists or other specialist services. | |
| | Use Plymouth's Local Offer and Graduated Response Toolkit to support more specific interventions and support. | |
| | | Every Child a Talker (ECAT) monitoring tool. |
| | Consider training needs and staff development requirements to meet the needs of the child and which SEND professionals can support? | |
| *Move to next stage if little or no progress despite targeted intervention (maximum 3 months)* | | |

| | | |
|---|---|---|
| **Concern persists** | Continue with above to support child's learning and development. | As above. |
| | Identify activities that are **"additional to and different from"** those provided for other children. | Reports from other agencies. |
| Little or no progress despite targeted support and developmental gap to typical development is significant. | Contact Gateway if there is unclear or unmet need. | |
| | Consider holding a TAM meeting and developing a plan if there is ongoing unmet need or there are issues that need to be addressed beyond the setting | Application to the Early Years Inclusion Fund can only be made with SEND professional support. _ |
| | Consider referrals for further assessments.  All requests for assessments should be made through Gateway. | |
| | Applications for the following agencies go direct: | |
| | LIVEWELL Southwest - Speech and Language, Therapist (ring and speak to confirm referral relevant) | If multi agencies involved, setting coordinate TAMs and complete paperwork. |
| | Infant Mental Health (ring and speak to confirm referral relevant) | |

| | Liaise with the primary school re-the child's transition to school.  Invite the school SENCO to TAM meeting (when appropriate). | |
| --- | --- | --- |
| | Other agencies who may be involved: | |
| | Children's Centre | |
| | LIVEWELL Southwest - Speech and Language Therapist | |
| | Health Visitor team | |
| | Paediatrician | |
| | Child Development Centre/Specialist Children's Assessment Centre | |
| | **Early Years Inclusion Service** | |
| | Portage (usually for children with significant delay, support within the home) | |
| | Specialist support workers | |
| | Advisory Teacher for Additional Needs (ATAN) | |
| | Educational Psychologist | |
| | Communication and Interaction Team Early Years | |
| | Hearing Impairment (HI), Visual Impairment (VI). | |
| | Occupational therapy (OT) | |
| **Move to this stage on the advice of other agencies or parental request** | | |
| *Identification of needs that will affect the child's learning and development in the longer term.*<br>Discussions at TAMs with the lead professional to consider the child's level of need. | Continue with above to support child's learning and development.<br>Continue to liaise with external agencies and follow any recommendations.<br>Ensure settings (where child is moving setting ) or school are invited to TAM<br>Ensure meeting is held with setting/primary school to plan an Enhanced Transition to meet the child's needs. | As above.<br>TAM may consider requesting Statutory Assessment for an EHC plan. |

# Section 2:

# Universal Inclusive Provision for all children

This section sets out the basic expectations relating to effective inclusive practice which should be in place to ensure that a setting is prepared for children with additional needs and supports staff to meet the needs of all children.

Settings must ensure all staff are confident to deliver high quality teaching as defined below:

High Quality Teaching is the key to children's learning and development and forms the basis for any additional to or different provision for children with SEN. High quality teaching is based on the highest expectations for individual children, draws on what staff know about children's learning and development, is differentiated for individual children and uses a range of pedagogic approaches.

(Early Years Toolkit 2018)

| **Whole Setting Inclusion** | |
|---|---|
| There is an Ethos of respect which promotes inclusion for all | |
| Setting practices promote the learning and development of all children, leading to increased independence | |
| The statutory requirements of EYFS, SEN Code of Practice and Equalities act are understood by all staff | |
| Setting staff are aware of the local procedures and processes including the local offer and the SENCO guide and the NASEN website etc. | |
| There are clear policies and procedures in place to support inclusion and children with SEND | |
| Setting staff recognise that all parties share the same concerns and work collaboratively towards shared outcomes to ensure the child makes the best possible progress | |
| Reasonable adjustments are made including to daily practice such as routines, staffing and the environment as well as ensuring additional funding such as EYPP and DAF are used effectively to support children with SEND | |
| The budget is used to promote inclusion through universal resources that promote diversity and inclusion | |
| Elements of the budget are allocated to support groups of children's progress through additional resources / staff time / staff training and development | |
| The setting has an inclusion plan which reflects how the setting meets the needs of all children including physical, curriculum and information access | |

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| Procedures are in place and medical plans written to ensure all professionals are aware of actions to be taken on a daily basis and in an emergency | |

| **Role of the SENCO** | |
|---|---|
| There is an identified SENCO who has received specialist training/attends SENCO briefings | |
| The SENCO supports staff to support children's needs if they are uncertain how to include them or approach their learning | |
| The setting SENCO supports staff to identify, assess, plan for and implement strategies to support children with SEND and review the impact of those strategies regularly | |
| The SENCO knows how to access additional support and guidance if there is a concern about a child with SEND | |
| The SENCO works effectively with outside agencies and other professionals i.e. Children's Centre, Health visitor, ATAN, Educational Psychologist, etc. | |
| The SENCO supports the staff to identify and support children with more complex needs | |
| The SENCO oversees and supports staff who are working with children on a 1:1 basis when this is appropriate | |
| **Supporting and Developing Staff** | |
| Staff are all aware of the setting's policies and procedures in relation to SEND and how to implement these and will ask for support when necessary | |
| There is a staff training plan developed through staff appraisals which includes development in supporting children with SEND and inclusive practice | |
| Staff training is monitored to show evidence of impact into practice | |
| There is a flexible approach to staffing that allows time for additional work in supporting children with SEND | |
| Staff do demonstrate universal inclusive approaches during all sessions | |
| Staff are confident in working with all children and/or they are supported to develop confidence with children who have additional needs | |
| There are opportunities for staff to have support and supervision when working with children with high levels of need | |
| **Working with Other agencies and services** | |
| The leadership of the setting understands the range of services which can support them with inclusive practice and meeting the needs of children with SEND | |
| The setting leader, SENCO and staff understand and follow a graduated approach to meeting the needs of children (See Above) | |

| | |
|---|---|
| Setting staff act on advice from support services to ensure general inclusive practice and specific support for children is provided | |
| Parental consent is always gained when discussing concerns relating to a child with outside agencies unless anonymised for guidance | |
| Records of discussions with other agencies and services are maintained and available to parents if requested | |
| The setting engages with the Early Help process and systems where appropriate and participate in Team Around Me meetings | |

## Partnership with parents

| | |
|---|---|
| Staff routinely share information about all children's development, progress, strengths and areas of concern with parents | |
| The setting treats parents as partners in their children's learning through shared information and open access to children's records | |
| The setting signposts parents to appropriate support as needed | |
| Records of conversations with parents are recorded where a concern regarding a child's development is raised | |
| Additional information and concerns about children's development are shared with parents in a timely and manageable way | |
| Strategies being used in the setting are developed with parents and shared with them to use at home | |
| Information is shared with parents to support them to meet their child's needs at home | |
| Where children have more significant needs parents are part of the planning process to ensure these needs can be met | |
| Parents are sign posted to PIAS and the Plymouth Local Offer | |

## Role of the Adult

| | |
|---|---|
| The key person role is clearly defined throughout the setting | |
| The allocation of the key person does reflect child's preferences and match adult skills to child's needs | |
| There is an ethos of positive relationships that are explicitly modelled at all levels and between all members of staff, parents and children | |
| All staff are involved in delivering support to children with SEN and are fully aware of procedures for early identification of need and making appropriate provision and requests for support | |
| The characteristics of effective learning are supported and modelled by all staff | |

| | |
|---|---|
| Adults are effectively deployed within the sessions in a way that actively supports children's learning and development | |
| All staff respond sensitively to individuals and show empathy to a child's immediate circumstances | |
| Staff provide tailored approaches to meeting children's needs in a flexible and reflective way | |
| **Induction and Transition** | |
| There are well-planned and clear induction processes appropriate to the age and needs of the child and family | |
| Transitions at all points including within the setting and to school (and into yr. 1 where relevant) are planned and understood by all partners | |
| Key information is communicated to all staff | |
| Individual information is used to support planning that relates to children's interests | |
| Parents and children are routinely involved in planning to meet the child's needs | |
| The setting routinely provides transition information to future settings /school / class for all children including information from other agencies or services | |
| The setting staff have a timely and considered approach to planning for effective transitions where children are likely to need additional support and preparation to move on to the next phase | |
| The setting develops individual transition plans for children with SEND which reflect the parents' and child's views | |
| The setting engages in actively gathering information from previous settings or provision to inform planning to meet individual children's needs | |
| **Learning Environments** | |
| The environment is safe, secure and accessible | |
| Considerations are given to the physical environment including sensory impact | |
| There is a flexible approach to the use of indoor and outdoor spaces to support the needs of children | |
| Opportunities for children to experience risk and challenge are provided on a regular basis | |
| The setting makes reasonable adjustments to the physical and emotional environment to ensure children can be effectively included | |
| The setting makes reasonable adjustments to the environment to meet specific needs of individual children including additional equipment, organisation, layout, including in response to advice from external agencies | |
| **Routines and Rhythms of the day** | |

| | |
|---|---|
| The routine of the day is flexible and responsive to different cohorts and different children's needs | |
| Staff are able to make decisions about adjusting the routine of the day in response to groups or individual children's behaviours and responses at any point in the day | |
| The routines and rhythms of the day support children's emotional well-being and sense of security and consistency | |
| Routines and expectations are appropriate to the child's age and stage of development | |
| **Observation Assessment and Planning** | |
| The setting follows a graduated approach to identifying, assessing and meeting the needs of children with additional needs and SEND | |
| There are clear systems and processes and record keeping regarding children's learning and development, starting points, progress, areas of strength and areas for development | |
| The setting completes the progress check for all 2 year olds | |
| The setting carries out an integrated review process with the Health Visiting team if a need is identified at the progress check | |
| Observation and assessment processes are carried out through a range of approaches to gather information | |
| All staff contribute to the observation and assessment of all children | |
| The continuous provision and planned adult led activities reflect the interests of the children and the children's learning targets | |
| Individualised planning is provided for children as necessary | |
| Specific targets are developed for children focussing on their identified area(s) of need | |
| Specific opportunities are identified and activities or interventions planned to provide for children with specific area(s) of need | |
| Specific activities and / or interventions are provided relating to targets set by other agencies or specialist services i.e. Plymouth Early Years Inclusion Service, Speech and Language Therapists, Occupational Therapist etc. | |
| Risk assessments and health and safety planning is in place according to need e.g. a child's understanding of danger, a child's behaviours. | |

# Section 3:

# Universal, Targeted and Specialist provision supporting the four areas of need

This section focuses on meeting the needs of individual children relating to the four areas of need and will support staff to consider the strategies and support they offer individual children

**Each area is divided into 3 levels of provision:**

**Universal** – simple, reasonable adjustments to meet a child's identified needs.

**Targeted** - specific support for children with specific needs including small group and

**Individual** targeted intervention approaches, such as language groups.

Specialist support for children who have significant and persistent needs despite appropriate intervention and support.  This is usually provided at an individual level and will be highly personalised

It is expected that in almost all cases, whole setting inclusive provision and universal levels of the Provision Guidance will have been effectively implemented and evaluated before higher levels of the graduated response are considered

Most strategies in the toolkit apply to all ages/stages within the EYFS (which can be adapted as required to meet children's individual needs).  Where a strategy is more appropriate for a specific age band/age range this is indicated in brackets after the statement.  For example, some strategies are more appropriate for older children in the EYFS, who are in Reception classes at Primary School.

It is important to ensure all staff are using the identified strategies to ensure consistency for the child.

This should be monitored by manager/SENCO, for example through observation and/or video.

Strategies should be used to support the successful achievement of individual learning outcomes for the child and shared regularly with parents/carers

## Useful websites and internet resources relating to all aspects of Inclusion

Below are links to websites and internet resources to support general inclusive practice and to offer ideas for all areas of need within the SEND Code of Practice.  In each area of need section further website links are provided which are specific to that area

| |
|---|
| **DfE (Universal, targeted and specialist)**<br><br>DfE Publications<br><br>A range of documents relating to SEND, including general inclusive practice and specific areas of need |
| **The Early Years developmental Journal**<br><br>Council for disabled children - Early years developmental journal. |
| **Plymouth Information Advice and Support**<br><br>PIAS |
| **The Education Endowment Foundation** EEF  Early Years toolkit |
| **The Early Years Foundation Stage Inclusion Development Program (i.e. learning)**<br>www.idponline.org.uk |
| **The national sensory impairment partnership**<br><br>**Natsip for children with vision impairment, hearing impairment and multisensory impairment**<br><br>www.natsip.org.uk/ |
| **The Autism Education Trust for children on the autistic spectrum**<br>www.autismeducationtrust.org.uk/resources.aspx |
| **The Communications Trust**<br><br>www.thecommunicationtrust.org.uk |
| **SEN and Disability in the early years: toolkit**<br><br>Council for disabled children - Early years - SEN and disability toolkit |
| **Plymouth City Council Local Offer Website**<br><br>Plymouth online directory |
| **Communication Trust**<br><br>www.thecommunicationtrust.org.uk - what works |
| **National Children's Bureau (NCB) (Universal, targeted and specialist)**<br><br>www.ncb.org.uk |

**Education Endowment Foundation (Universal, targeted and specialist)**

Education Endowment Foundation

Useful website linking to projects, evidence based research on interventions and teaching and learning toolkit

**The Sutton Trust-EEF Teaching and Learning Toolkit (Universal, targeted and specialist)**

Education Endowment Foundation Toolkit

An accessible summary of educational research which provides guidance for schools and settings on how to use their resources to improve the attainment of disadvantaged pupils.

**NASEN**'s **SEND Gateway** **(Universal, targeted and specialist)**

You can search by area of need

**Foundation Years (Universal)**

www.foundationyears.org.uk

**Early Support Developmental Journals (Targeted and specialist)**

www.ncb.org.uk Early Years Developmental Journal

**Council for Disabled Children (Specialist)**

http://www.councilfordisabledchildren.org.uk

Supporting children with disabilities and special educational needs by influencing Government policy, working with local agencies to translate policy into practice and producing guidance and training

**Contact a Family**

Contact a Family

# Communication and Interaction Universal Provision Checklist

Once level of need and key areas for support have been identified, the differentiated provision section should be used as a starting point. The guidance has been designed to be used as an audit tool for practice, so that staff can check that they are providing appropriate and purposeful support for children at a differentiated level for their area of need.

Please refer to page 12 of this document for children with EAL.

| **Attention and listening** |
| --- |
| **EYFS Links: Communication & Language- Listening and Attention** |
| Is background noise minimised? |
| Are learning environments kept uncluttered and visual distractions reduced? |
| Is the provision (and planned activities) linked to the child's needs and interests? |
| Are learning environments arranged to ensure easy concentration and little distraction? For example, protected learning zones where the children are not easily distracted |
| Do practitioners use the child's name and, if appropriate, physical/visual prompts to gain attention? |
| Are adults down at the child's level? |
| Are clear expectations of activities established with visual cues? (40-60) |
| Do staff use positive praise for good listening behaviour?  Are visual supports used to back up good listening?  (Reception) |
| Do staff check that information has been understood and offer repetition, especially for younger children? |
| Is an appropriate level of language being used? I.e. adult's comments and verbal responses match the length or is no more than one or two words longer that the child's phrases and verbal responses. |
| Are instructions provided in manageable chunks, e.g. one step at a time? |
| Is the opportunity to take turns provided to maintain pupil's interest? |
| Are opportunities to learn turn taking provided in a range of situations? |
| Are visual supports/sounds used during group/story times? |
| Are activities planned and delivered to encourage attention and listening skills? |

## Expressive (spoken) language and communication

### EYFS Links: Communication & Language- Speaking

| |
|---|
| Are all communication attempts sensitively encouraged and responded to? |
| Do adults follow what the child wants to do or talk about every day? |
| Is adult talk linked to what the child is doing/experiencing? |
| Is language clearly modelled by practitioners, using slow clear speech? |
| Are interesting activities/photos used as communication prompts? |
| Is language modelled back to the child and expanded? e.g. child says "truck" adult says "big truck" |
| Are more comments used than questions (4 comments before one question)? |
| Do staff ask relevant questions, which are mostly open ended? |
| Do staff value and support children's development of non-verbal communication? |
| Do staff talk with children in conversation every day? |
| Do staff use more conversation than direction every day? |

## Intelligibility

### EYFS Links: Communication & Language- Speaking

| |
|---|
| When a child makes a mistake, do adults model back the correction clearly, not telling the child they are wrong? |
| Do all staff model language (in context) clearly, using correct articulation? |
| Are staff aware of typical development of speech sounds (refer to ECAT) and that the speech sound system may not be in place until age 6 |

## Understanding language and communication

### EYFS Links: Communication and Language- Understanding

| |
|---|
| Are adults down at the child's level? |
| Is language matched to the child's level of understanding? |
| Do adults talk and sing slowly and clearly? |
| Do staff regularly assess children's level of understanding? E.g. using the Babcock C&L Monitoring Tool |
| Are visual cues, gestures and concrete objects used to support understanding? |

| |
|---|
| Do staff offer children limited choices with visual cues?  For example, 'milk or water?' |
| Is processing time provided i.e. give the child at least 7-10 seconds to respond? |
| When teaching new vocabulary and concepts are there opportunities for repetition and reinforcement to embed the meaning of new words? |
| Is Information given in small 'chunks' in clear, simple language? |
| Is the level of questioning differentiated to suit individual children? |
| Are key words emphasised using slight stress and/or appropriate non-verbal communication? |
| Do staff avoid the use of ambiguous terms, ensuring all language is clear? |
| Do adults position themselves so they can be face to face can with all children in a group? |

## Social development, interaction and play
## EYFS Links: Personal, Social and Emotional Development

| |
|---|
| Are visual supports used to define areas and structure of the day, e.g. visual timetable, drawers labelled with pictures and print and social stories? |
| Are social skills and social interaction modelled and encouraged? |
| Do staff reinforce and praise positive behaviour? |
| Do staff observe and see triggers of unwanted behaviour and then act to pre-empt challenging situations occurring? |
| Do staff understand and manage health and safety considerations, e.g. lack of an awareness of danger about running away/off site or using certain equipment? |

## Flexibility of thought
## EYFS Links: Personal, Social and Emotional Development

| |
|---|
| Are there clear routines and expectations with accompanying visual support e.g. Visual timetable? |
| Is there advance warning and preparation for changes to routines? |
| Are strategies used to support the child to manage time limited tasks, such as transitions and unexpected events e.g. use of timer, now-next board? |
| Do staff use the language of 'now, next' and is this backed up with a visual cue or prompt? |
| Do staff say the child's name before giving instructions? |

| Are staff consistently at the child's eye level? |
|---|
| Do staff use consistent language for equipment and routines e.g. all say "apron" rather than some using "overall" |

| **Sensory processing** |
|---|
| **EYFS Links: Physical Development** |
| *Please refer to the 'Physical Needs' section (p. 33 onwards) for sensory processing guidance* |

The **SEND Code of Practice** states that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on 'additional to' or 'different from' interventions.

If pupils are still attaining at a level significantly below typical developmental levels and there is evidence of an increasing gap between them and their peers, despite differentiated provision being appropriate to their needs then please refer to **Targeted Provision.**

# Targeted Provision Bank

| **Attention and listening** |
|---|
| **EYFS Links: Communication & Language- Listening and Attention** |
| Individual adult support for listening and attention in the continuous provision – explicitly modelling skills |
| Adults to say child's name or gently touch them to gain attention before speaking to them |
| Adult to gain eye contact before speaking (remembering some children find eye contact difficult0 |
| Simple, short listening and attention games 1-1 with their Key Person, developing into working with two other children |
| Simple, short (small) group listening and attention games |
| Instructions are clear and simple |
| Staff check for understanding e.g. Give me the cup (choice from two different objects then increasing in difficulty). See Elklan Language Builders 0 – 3. |

| **Understanding language and communication** |
|---|
| **EYFS Links: Communication and Language- Understanding** |
| Visual timetables to support understanding of routines |

| |
|---|
| Sharing stories in pairs/small groups with simple questions to support understanding |
| Pre-teaching of new vocabulary/concepts (with real objects) to prepare the child |
| Extra practice/repetition of  new vocabulary/concepts |
| Individual adult support for language understanding in the continuous provision – supporting child to understand using repetition, gesture, visual cues, etc. |
| Adults to be aware of what vocabulary the child already knows and to use these words mainly |
| Adults plan to extend vocabulary using new words alongside familiar ones |
| Adults know the average length of sentence for each child and use sentences that are no more than 2 words longer than those of the child |
| Adults slow down the speed of their speech according to the needs of different children, giving more processing time for children who may need it |
| Adults patiently wait (10 second rule) while maintaining interest in what the child is thinking |
| Time is planned for the Key Person to have uninterrupted attention for the child |
| The adult says the important words or few words that the child might say if they could |
| Adults emphasise important words by slowing down and pausing before the word e.g. 'popping  the …….bubbles' |
| Important words are repeated in a real situation e.g. 'washing my hands', 'washing the boat', Words are repeated at different times of the day. |

| |
|---|
| **Expressive (spoken) language and communication** |
| **EYFS Links: Communication & Language- Speaking** |
| Individual speech and language programme (provided by Speech and Language Therapy) |
| Individual adult support for speaking/communicating in the continuous provision – supporting child to communicate with others by modelling, repeating, extending, etc. |
| Adults respond to any attempt at communication, this maybe verbal or non-verbal |
| Adults sometimes interpret/repeat back what the child has said |
| Ensure the child feels an equal partner within interactions with adults |
| Adults repeat back what the child has said and add a word/phrase |
| Verbal choices are made explicit by using language alongside visual clues |
| More comments than questions are used, encouraging a natural conversational style of interaction |

| |
|---|
| When questions are used they are open, so they have more than one possible answer, adults refrain from asking 'testing' questions |
| Language games in 1-1, small groups/pairs to support speaking skills |
| Pre-teaching of new vocabulary/concepts (alongside real objects) |

## Social development, interaction and play
## EYFS Links: Personal, Social and Emotional Development

| |
|---|
| Explicit teaching of social skills and rules of social interaction, with modelling and use of key phrases, e.g. "Can I join in?" |
| Support for social interaction, for example negotiation skills, turn-taking (age appropriate) |
| Encourage recognition of child's own emotions and those of others. Link physical feelings to emotions |
| Social Skills (small) group or emotions group |
| Simple turn taking games |
| Personalised social stories to support understanding and choices |

## Flexibility of thought
## EYFS Links: Personal, Social and Emotional Development

| |
|---|
| Use of 'now-next' boards |
| Teach strategies to deal with stressful events and identify strategies e.g. pupil needs a safe space to calm down and/or selection of anxiety reducing activities (40-60) |
| Break activities/routines down into manageable steps with a clear start and finish |
| Personalised Social Stories |

## Sensory processing
## EYFS Links: Physical Development

| |
|---|
| *Please refer to the 'Physical Needs' section (p. 26 onwards) for sensory processing Guidance* |

Please refer to: http://www.thecommunicationtrust.org.uk/whatworks for more evidence based interventions for communication and interaction needs

Please refer to **Specialist Provision** for pupils with more complex difficulties or disabilities, across several areas of development.

# Specialist Provision Bank

**Specialist Provision** should be implemented if children have significant and persistent learning difficulties despite access to appropriate learning opportunities and support such as provision identified in the enhanced provision section. Specialists will guide the priorities in a child's learning and the Early Years Developmental Journal will support staff to carry out the day to day provision for children with more complex difficulties or disabilities, across several areas of development.

| **Attention and listening** |
| --- |
| **EYFS Links: Communication & Language- Listening and Attention** |
| Individual listening and attention programme |

| **Communication and Language** |
| --- |
| **EYFS Links: Communication & Language- Speaking** |
| Use of a Picture Exchange System (PECs) |
| Language programmes that use symbols, signs and speech to enable people to communicate |
| Social language and the language of self-help is taught explicitly |

| **Social development, interaction and play** |
| --- |
| **EYFS Links: Personal, Social and Emotional Development (PSED)** |
| Personalised social stories to support understanding and choices |
| Individual PSED support programme |

| **Flexibility of thought** |
| --- |
| **EYFS Links: Personal, Social and Emotional Development** |
| Individual 'now-next' boards |
| Individual visual timetable and support to use it |
| **Sensory processing** |
| **EYFS Links: Physical Development** |
| *Please refer to the 'Physical Needs' section (p. 26 onwards) for sensory processing guidance* |

# Further SEND Support: Useful websites and Internet Resources

This section offers links to websites and/or internet resources to support need in this area

| |
|---|
| **Words for Life (Universal)**<br>www.wordsforlife.org.uk |
| **I-CAN  (Universal & Targeted)**<br>http://www.ican.org.uk/evidence<br>Accessible research papers on a range of issues affecting children and young people with speech, language and communication needs in education. |
| **The Communication Trust (Universal & Targeted)**<br>http://www.thecommunicationtrust.org.uk/whatworks<br>Evidence based interventions for communication and interaction needs. |
| **Communication Help Point (Universal & Targeted)**<br>www.communicationhelppoint.org.uk |
| **Talking Point (Universal & Targeted)**<br>www.talkingpoint.org.uk |
| **Inclusion Development Programme (Universal & Targeted)**<br>http://www.idponline.org.uk/ |
| **DfE    (Targeted)**<br>https://www.gov.uk/government/publications/what-works-interventions-for-children-and-young-people-with-speech-language-and-communication-needs<br>The Better Research Programme reviews intervention for children and young people with speech, language and communication needs. |
| **Let's Talk Makaton  (Targeted & Specialist)**<br>https://www.makaton.org/ |
| **The Autism Education Trust – Early Years Programme  (Targeted & Specialist)**<br>http://www.aettraininghubs.org.uk/early-years/ |
| **National Autistic Society  (Targeted & Specialist)**<br>http://www.autism.org.uk/ |

| |
|---|
| **Dyspraxia Foundation  (Targeted & Specialist)**<br><br>http://www.dyspraxiafoundation.org.uk/groups/speech-language/ |
| **AAC Knowledge (Specialist)**<br><br>http://www.aacknowledge.org.uk/<br><br>Brings together information and research evidence about augmentative and alternative communication (AAC) in one place. |
| **Afasic (Specialist)**<br><br>http://www.afasic.org.uk/professionals/ |
| **Picture Exchange Communication System (Specialist)**<br><br>www.pecs.org.uk |

# Cognition and learning

# Universal / Differentiated Provision Checklist

Once the level of need and key areas for support have been identified, the differentiated provision section should be used as a starting point. The guidance has been designed to be used as an audit tool for practice, so that staff can check they are providing appropriate and purposeful support for children at a differentiated level for their area of need

| Access to Learning |
| --- |
| **EYFS Links** |
| There is a visually supportive learning environment? |
| Visual timetables are used to support organisation and independent learning |
| Emotional literacy and self-esteem is supported |
| Staff use the  pupil's name and establish eye contact before giving instructions |
| Instructions are clear and simple. Longer instructions are broken down and given one at a time. Staff know which Blank level the child is working at. |
| Tasks are clearly explained and scaffolded through questions and prompts |
| Staff check understanding is appropriate for age/stage |
| New learning is linked with what the child already know |
| Children are given appropriate processing time before answering a question (refer to Blank Levels) |
| A single new concept is taught with examples taken from real life rather than talking in the abstract e.g. teaching "hot" by using warm water in a hot water bottle. |
| New vocabulary is linked to real objects and experiences where possible and reinforced |
| Opportunities are given to repeat  with support |

| Thinking skills |
| --- |
| **EYFS Links: Understanding the World / Characteristics of Effective Learning** |
| Opportunities are planned to explore new objects and to investigate cause and effect |
| Children are supported to use understanding of cause and effect?  For example, straightening a wobbly tower |
| Opportunities are offered to categorise objects by simple criteria |

| |
|---|
| Staff support children trying different ways to do things such as tackling a problem |
| Practitioners encourage children to try to work out problems by thinking first e.g. why is something not working? How to switch something on |
| Staff provide opportunities for children to show curiosity about the world by providing new, interesting and exciting resources, experiences and visits/visitors |
| Children are encouraged to  show curiosity about the world by asking questions and thinking about why things happen |
| Children are supported to notice similarities, differences and patterns? For example, by staff explaining and modelling this.  (40-60+) |
| Staff model categorising objects by simple criteria |
| Children are supported to categorise objects by simple criteria |
| Staff model different ways of trying to tackle a problem |

## Reading

## EYFS Links: Literacy – Reading

| |
|---|
| Adults check children have pre-requisite skills for reading to develop listening/attention, language skills and talking (BLAST) |
| Hearing and vision have been checked recently |
| There is a print rich environment in the setting/school |
| Books are provided throughout the continuous provision and children are encouraged and supported to access these |
| The child's interests are used to develop curiosity in books |
| Comprehension skills are taught through discussing books, asking questions and making comments? |
| Are there regular opportunities for 1-1 or small group stories read by an adult? |
| Is there access to pre-reading skills, matching, symbols/letters etc. |
| Do adults encourage anticipation? For example, what happens next? |
| Where appropriate, are structured reading programmes used? (40 – 60) |

## Phonics/spelling

## EYFS Links: Literacy – Reading and Writing

| |
|---|
| There are opportunities to develop phonological awareness provided in the continuous provision, e.g. listening games, musical instruments, etc. |

| |
|---|
| Early phonological awareness skills are taught e.g. Letters and Sounds Phase 1 |
| Oral blending and segmenting skills are taught and modelled by staff (40-60) e.g. letters and sounds |
| There is systematic synthetic phonics programme taught for phonics (40-60) |

## Recording

### EYFS Links: Physical development

| |
|---|
| Provision does support pre-handwriting skills, for example shoulder and wrist strength, pincer grip, etc. |
| Children are supported to develop gross and fine motor skills including bilateral coordination |

### EYFS Links: Literacy – Writing

| |
|---|
| Mark making/writing opportunities are provided in all areas of the provision, including outside |
| Adults do model mark making/writing and encourage children to use it in their play |
| Adults do model and encourage children to give meaning to their marks |
| Staff model and encourage children to give meaning to their marks |

## Maths

### EYFS Links: Mathematics

| |
|---|
| Maths resources are provided throughout the continuous provision, inside and outside |
| Hands on' resources are used e.g. real objects, counters, *Numicon*, number lines, etc. |
| Misconceptions (e.g. incorrect number order) are noted and correct skills modelled |
| Children sequence events/patterns in everyday situations |

The **SEND Code of Practice** states that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on 'additional to' or 'different from' interventions.

If children are still attaining at a level significantly below typical developmental levels and there is evidence of an increasing gap between them and their peers, despite universal provision being appropriate to their needs then please refer to **Targeted Provision.**

# Targeted Provision Bank

## Access to Learning

### EYFS Links

| |
|---|
| Children are supported to succeed by learning being broken down into small achievable steps |
| Visual timetables are personalised  and/or 'now and next' prompts are used to support organisation and independent learning |
| Staff are aware of the blank level a Child is working at and are aware that questions may not be appropriate. Processing time is given (refer to Blank Levels) |
| Pre teaching is used for key concepts and vocabulary with real objects |
| Repetition/rehearsal and overlearning of tasks is available |

## Thinking skills

### EYFS Links: Understanding the World / Characteristics of Effective Learning

| |
|---|
| Staff support children to be flexible to try different ways of tackling problems |
| Practitioners encourage children to try to work out problems by thinking first e.g. why is something not working? How to switch something on |
| Staff model curiosity about the world by modelling thinking and asking questions about functions of objects or why something happens e.g. what is ice made of? What happens if ice sits on a radiator? Staff provide choices and expand thinking. |
| Children are encouraged to  show curiosity about the world by asking questions and thinking about why things happen |
| Children are supported to notice similarities, differences and patterns? For example,  by staff explaining and modelling this.  (40-60+) Staff provide additional arrangements and opportunities to develop learning. |

## Reading

### EYFS Links: Literacy – Reading

| |
|---|
| One-to-one or small group work on pre-reading skills |
| One-to-one or small group story sessions, with modelling of reading skills |

## Phonics

| EYFS Links: Literacy – Reading & Writing |
| --- |
| Small group listening and attention activities |
| Small group games to listen to and identify sounds |
| Targeted phonics activities in small groups (e.g. Letters and Sounds) (30-50+) |

| Recording |
| --- |
| **EYFS Links: Literacy –  Physical development** |
| One-to-one or small group work on gross motor and pre-writing skills |
| Use of ICT to support recording where appropriate (30-50+) |
| **EYFS Links: Literacy – Writing** |
| Adults model mark making/writing and encourage children to use it in their play |

| Maths |
| --- |
| **EYFS Links: Mathematics** |
| Real objects small group counting and number recognition games (according to age of child) |

# Specialist Provision Bank

**Specialist Provision** should be implemented if children have significant and persistent learning difficulties despite access to appropriate learning opportunities and support such as provision identified in the enhanced provision section. Specialists will guide the priorities in a child's learning and the Early Years Developmental Journal will support staff to carry out the day to day provision for children with more complex difficulties or disabilities, across several areas of development.

| Reading |
| --- |
| **EYFS Links: Literacy – Reading** |
| One-to-one or small group support with pre-reading skills |
| One-to one stories using prompts/alternative communication/props etc. |
| One-to-one teaching using specific reading programme when appropriate (e.g. Reading Recovery) (40-60+) |

| Phonics |
| --- |
| **EYFS Links: Literacy – Reading & Writing** |

| One-to one group listening and attention activities |
| --- |
| One-to-one targeted phonics activities (e.g. Letters and Sounds) with frequent over learning |

| **Recording** |
| --- |
| **EYFS Links: Literacy – Physical Development** |
| One-to-one support with mark making skills |
| **Maths** |
| **EYFS Links: Literacy – Mathematics** |
| One-to-one counting and number recognition games (according to age of child) using real objects with day to day opportunities for learning. |

# Further SEND Support: Useful websites and Internet Resources

This section offers links to websites and/or internet resources to support need in this area

| **Phonics (Universal)** |
| --- |
| https://www.gov.uk/government/collections/phonics |
| Collection of government documents regarding the relative value of a variety of phonic programmes. |

| **Letters and Sounds (Universal)** |
| --- |
| https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf |
| Phonics Programme |

| **British Dyslexia Association (Targeted)** |
| --- |
| http://www.bdadyslexia.org.uk/information-and-activities/teachers-and-schools.html |

| **Dyscalculia and Dyslexia Interest Group (Targeted)** |
| --- |
| http://www.lboro.ac.uk/departments/mec/activities/maths-statistics-support/thedyscalculiaanddyslexiainterestgroup/ |

| **The Dyspraxia Foundation (Targeted)** |
| --- |
| http://www.dyspraxiafoundation.org.uk/dyspraxia-children/secondary-school-guidelines/ |

| **Down's Syndrome Association (Targeted & Specialist)** |
| --- |
| http://www.downs-syndrome.org.uk/ |

# Social, emotional and mental health

# Universal/Differentiated Provision Checklist

Once key areas for support have been identified, the universal/differentiated provision section should be used as a starting point. Firstly the guidance should be used as an audit tool of practice, so that staff can check that they are providing appropriate and purposeful support

**Developing your behaviour toolkit NHS University Hospitals Plymouth NHS trust**
http://behaviourtoolkit.atwebpages.com/preschool.pdf

Trauma Informed Practice link and adverse childhood experiences

| Social Development |
|---|
| **EYFS Links: Personal, Social & Emotional Development** |
| There is a whole setting culture where staff are trained in approaches including Five to Thrive, Conflict resolution and R Time and Thrive (where practitioners are trained) |
| All staff are aware of and use The National Strategies Early Years resources Inclusion Development Programme – Supporting children with Behavioural, Emotional and Social difficulties |
| All staff are aware of Adverse Childhood Experiences (ACEs) |
| There are structured routines and clear guidelines in place? |
| There is a quiet space provided for the child to co regulate their emotions with adult support when there are heightened emotions<br>**Naughty chairs and time out are not appropriate or effective for young children.** |
| Behavioural expectations are reinforced using visual prompts |
| Specific strategies are used to teach social understanding e.g. social stories, explicit modelling |
| Warning signals (visual as well as auditory) are given to help with transition times |
| There is a clear setting behaviour policy which staff are fully trained and supported to adhere to<br>The following link is to EY Safeguarding webpage for behaviour policy guidance<br>Safeguarding and welfare - Childcare Providers<br><br>**It is important to bear in mind that many of these children are operating to an earlier age phase than their chronological age** |
| Staff phrase instructions/directions to tell children what to *do* e.g. "walk please", "feet on the floor" |

| |
|---|
| Positive intervention strategies are in place, e.g. praise of specific desirable behaviour |
| Staff use choice and motivation to promote desired behaviour |
| The setting have a consistent approach when using rewards e.g. instant, realistic |
| Staff are careful to ensure all children are praised equally and fairly |
| There is clear communication and a shared approach with parents/carers |
| Explicit activities are used to develop relationships, emotions, social skills, self confidence and self-esteem |
| A range of opportunities for social and emotional development e.g. circle time, feelings puppets, box of feelings, etc. |
| Opportunities are used by staff to support social and emotional skills during child initiated play e.g. modelling social interactions, mediated play? |
| Resources are available to encourage gender equal play? |

## Emotional Development and Mental Health

## EYFS Links: Personal, Social & Emotional Development – Managing Feelings & Behaviour

| |
|---|
| Trigger points are identified and potential triggers minimised as much as possible |
| Thrive Approach trained staff, use the approach and train others |
| Staff who are trained to use Vital Relational Functions (Thrive Approach) consistently using them to support children |
| Positive behaviour management techniques are consistently used across the setting e.g. using the language of choice, matching the intensity of emotions and emphasising the positive |
| Staff support children to learn appropriate language to describe feelings with use of real opportunities, puppets, pets, stories, role-play, etc. |
| Feelings are accepted and supported to be experienced in an appropriate way including anger, frustration, sadness, excitement |
| Emotions are openly described e.g. I can see you are angry about.... It is okay to be angry…. |
| Consistent strategies are developed for the setting and home. Parent/carers are actively involved |
| Staff are supported to understand, model and deliver effective positive responses that promote a sense of wellbeing to all children as well as colleagues |
| Training is regularly accessed/delivered to ensure all staff are aware of the causes and implications of SEMH needs, particularly recent brain development research, executive function and the importance of physical movement and the outdoors in early years development? |

| The learning environment is calm and ordered? |
| --- |

The SEND Code of Practice states that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on 'additional to' or 'different from' interventions.

If children are still attaining at a level significantly below typical developmental levels and there is evidence of an increasing gap between them and their peers, despite universal provision being appropriate to their needs then please refer to Targeted Provision

# Targeted Provision Bank

| Social Development |
| --- |
| **EYFS Links: Personal, Social & Emotional Development** |
| Visual timetables and visual behavioural expectations for individual/small group |
| All staff support the development of play skills; play alongside, develop simple interactions building up to interactive games with you then a peer. |
| Adults support and model social skills in child initiated play |
| Behaviour Care Plan for children who may need physical intervention |
| Thrive (or similar) individual assessments and action plans |
| Staff identify times in the routine when the child struggles and uses visual routines, now and next boards and count down buttons to prepare. |
| Adults support the child at transition times e.g. transitional objects |
| Adults support and model social skills at transition times |
| Expected changes to routine are planned for and preparation work is carried out with the child. |
| Small group PSED activities are planned to develop social skills, e.g. use of stories, puppets, simple scenarios, role play, etc. |
| Small group games/activities are planned to support social and emotional development |
| Effective use is made of environments which provide opportunities to be outside and in nature e.g. Forest School or similar |
| Links to hearing, visual impairment and Communication and Interaction Team Early Years (CITEY) are made where necessary |
| Social Stories are developed and used to support children's understanding |

| Emotional Development and Mental Health |
|---|
| **EYFS Links: Personal, Social & Emotional Development – Managing Feelings & Behaviour** |
| Access to a safe space or place with some protection (e.g. pop up tent or corner partially enclosed by furniture) to support the child to co –regulate or self-regulate their emotions when needed |
| Access to regular, frequent small group/individual support and spaces (as above) to support the child/ children to anticipate trigger points and prevent overload e.g. access to a quiet space with sensory activities, listening to music, relaxation exercises, I am special box with personal items of importance e.g. photos, objects etc. |
| Staff are available for and aware of children who check in and need "special time" |
| Teaching of co-regulation then self–regulation techniques (such as calming strategies) to individuals/small group (as appropriate to age/stage) |
| Individual plans, education or behaviour plans which reflect developmentally appropriate SMART (Specific, Measureable, Achievable, Realistic and Timed)  targets that support the child's progress are in place |
| Adults support and model managing feelings and behaviour in child initiated play |
| Thrive (or similar) individual assessments and action plans are in place |
| Specific strategies are used to teach social understanding e.g. social stories for individuals/small groups |
| Specific interventions to support attachments and relationships are in place e.g. VIG |
| Specialist Counselling and Mentoring  e.g. CAMH's, Jeramiah's journey are accessed where necessary (appropriate to age and stage of child) |
| Orientation by key adult to prepare for a session or change and/or debrief after session (with use of visual prompts) |
| Careful assessment to identify and address any unmet learning needs are made |
| Staff are able to build secure secondary attachments to help children to feel safe and secure. |
| Small group activities for managing and controlling behaviour are in place e.g. puppets, stories, role play |

Please refer to **Specialist Provision** for children with more complex difficulties or disabilities, across several areas of development

# Specialist Provision Bank

**Specialist Provision** should be implemented if children have significant and persistent learning difficulties despite access to appropriate learning opportunities and support such as provision identified in the enhanced provision section. Specialists will guide the priorities in a child's learning

and the Early Years Developmental Journal will support staff to carry out the day to day provision for children with more complex difficulties or disabilities, across several areas of development

**Specialist provision**

| Social Development |
| --- |
| **EYFS Links: Personal, Social & Emotional Development** |
| Triggers of anxiety and stress in social environments are identified, leading to the modification of the social environment to avoid triggers and reduce stress |
| An identified key adult supports during the session |
| Regular involvement of external agencies support and monitor development |
| Emphasis is put on emotional literacy learning |

| Emotional Development and Mental Health |
| --- |
| **EYFS Links: Personal, Social & Emotional Development – Managing Feelings & Behaviour** |
| Individual education plans (IEPs), Behaviour Care Plans, Pastoral Support Plans are regularly reviewed with child and parent |
| External agencies support and monitor progress through TAM, TAC/EHAT Multi-Agency response |
| A personalised curriculum and timetable (with multi-agency agreement where necessary) with an individual visual timetable or 'now, next' board |
| Daily mentoring with an identified supportive adult, the focus of which depends on the pupil's identified needs e.g. meet and greet, to explore feelings e.g. anger or worry |
| Increased parent/carer involvement through more frequent review meetings, planning interventions to be carried out at home and setting. |
| Emphasis on social emotional learning |
| Complete and evaluate a series of regular behaviour observations , e.g. using charts such as Antecedent, Behaviour, Consequence,  Communication(ABCC) diaries to look for behavioural patterns, taking into account environmental factors such as time of day, lesson, peers, staff, environment, etc. |
| Access to regular, frequent small group and one to one support to co regulate then self-regulate when needed; e.g. sensory activities, listening to music, relaxation exercise |

**NB:** Programmes developed and techniques used may require training on a formal or informal basis from support services e.g. Thrive

# Further SEND Support: Useful websites and Internet Resources

This section offers links to websites and/or internet resources to support need in this area.

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**DfE (Universal & Targeted)**

https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

DfE advice on identifying children and young people with mental health difficulties and planning appropriate provision.  Reviews several approaches and links to further helpful organisations

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**Young Minds (Universal & Targeted)**

http://www.youngminds.org.uk

Provides advice and information on programmes to support positive mental health and emotional wellbeing in young children

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**https://www.livewellsouthwest.co.uk/childrens-services**

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**Minded (Universal & Targeted)**

https://www.minded.org.uk/

Delivered through an online, interactive, e-portal, the MindEd Core Content programme provides all adults with a duty of care for children and young people with simple steps for mental health 'first aid' and advice about when to refer to more specialist help, to help speed up the detection and diagnosis of mental health issues

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**Inclusion development programme (Universal & Targeted)**

http://www.idponline.org.uk/

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**Nurture Group Network (Targeted)**

http://www.nurturegroups.org/

Information and guidance on the development of nurture groups to support children with social, emotional and mental health needs

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**Youth in mind (Targeted)**

http://www.sdqinfo.com/

Strengths and Difficulties Questionnaire, which can be used to assess social and emotional need

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**The Thrive Approach (Universal & Targeted)**

https://www.thriveapproach.com/contact-us/get-in-touch/

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# Physical and Sensory Needs

## Universal / Differentiated Provision Checklist: Sensory Needs

Due to the diverse range of needs in this area, this section has been further sub-divided into:

**Sensory needs - https://www.plymouthonlinedirectory.com/plymouthlocaloffer/patss**

**Physical needs**

**Medical needs**

Once level of need and key areas for support have been identified, the differentiated provision section should be used as a starting point. The guidance has been designed to be used as an audit tool for practice, so that staff can check that they are providing appropriate and purposeful support for children at a differentiated level for their area of need

| Visual Impairment |
|---|
| Is the learning environment clearly organised and uncluttered? |
| Is glare from windows, lights, surfaces and resources reduced wherever possible? |
| Do staff ensure that there is minimum glare on the whiteboard or interactive whiteboard (if used) by turning off overhead lighting, pulling blinds or changing the background colour on the board? |
| When on the carpet/in a group, are children sat at the front with their back to the windows? |
| Is there good contrast around the setting e.g. walls/doors? |
| Is there good lighting – evenly distributed? |
| Is any print used in a large bold format which is simple and uncluttered? – good contrast |
| If the child should wear glasses, are they wearing them appropriately? |
| Is background noise kept to a minimum? |
| Do you say the child's name before addressing them? Children with VI are unlikely to follow non-verbal communication |
| Do you use verbal/audio cues to gain attention? |
| Do staff anticipate the child's differing access needs in advance of learning opportunities and trips/visits? |
| Are children given extra time to complete activities and 'down time' to reduce the effects of visual fatigue? |

| |
|---|
| Do staff regularly check understanding by eliciting information, rather than yes/no responses or repetition as 80% of all learning is visual? Don't assume that vision impaired children have all the concepts in place |
| Is the child included in all areas of the curriculum? |
| Do you use alternative ways of recording – various ICT programmes as well as Laptops/IPad? |
| Have you planned transitions? E.g. Additional familiarisation visits |
| Do you communicate positively with parents? |
| Do you provide advice and signposting for parents? |
| Have you accessed Introduction to Visual Impairment training? |

## Hearing Impairment

### Communication

| |
|---|
| Do you have the child's attention before you start talking? |
| Is the child fully included in all activities including social times? |
| Do you speak clearly, at your normal pace and avoid shouting and whispering? |
| Do you make sure that your face is clearly seen and use gesture and facial expressions to help children understand what you are saying? |
| Do you encourage children to speak one at a time and raise their hand before speaking? |
| Do you repeat or rephrase what you have said if a deaf child has not understood? |
| Do you make sure activities which require listening are kept to a minimum and provide support for children to ensure their access? |
| Do you provide quiet spaces for your deaf children to socialise with peers? |

### Environment

| |
|---|
| Have you made sure the rooms are as acoustically friendly as possible? |
| Is the background noise reduced to improve the acoustic environment? |
| Is the classroom and the learning environment clearly organised with minimal visual distraction? |
| Have you made sure that the classroom /area is as acoustically friendly as possible? |
| Do you make sure that there is good lighting and that your face is not in shadow? |
| Do you make sure that you face a pupil when talking and allow an adequate distance for lip-reading purposes? |
| Do you make sure that you don't carry on talking when facing away from the pupil? |

## Hearing Impairment

| |
|---|
| Do you make good use of the interactive whiteboard or PowerPoint so that you can use visual backup and still face the class? |
| Do you make sure that when you are giving important information the deaf pupil has a good view of you? |
| Do you make sure a deaf child is not seated near noisy equipment or next to an open window? |
| Is background noise kept to a minimum during group activities? |

### Teaching

| |
|---|
| Deafness is a not a learning disability. Do you have high expectations of your deaf pupils? |
| Do you write or display key words somewhere obvious such as on the interactive whiteboard? |
| Is the child fully included in all area of the curriculum? |
| Do staff anticipate the child's needs in advance of learning opportunities? |
| Are staff using visual approaches to phonics? |
| Are the children in a quiet environment for group work? |
| Do you support the use of the Assistive Listening Devices (ALD), if one has been supplied? |
| Do you give context to what you are saying by using visual aids? |
| Do you allow time for a deaf child to look at a visual clue or demonstration before you start talking again? |
| Do you cue in children when there is going to be a new topic of conversation so that they can understand the context? |
| Do you manage the contributions of children so that the deaf child can play a full and equal part? |
| Do you regularly use a Soundfield system if your classroom has one? |
| Do you use the FM system - if one has been supplied? |
| Is the learning environment clearly organised with minimal visual distractions? |
| Does the indoor environment have good levels of lighting? |
| Are staff aware if the child has hearing aids and do they know when these aren't working? |
| When practitioners are talking do they ensure the child can see their lips to support lip reading? |
| Is the child fully included in all areas of the curriculum? |
| Do staff identify children's' contributions to activities and repeat these? |

## Multi-Sensory Impairment

| |
|---|
| Have the above considerations for VI & HI been considered? |
| Is the pupil able to communicate their needs, wants & ideas?  They may communicate in different ways. |
| Has the impact of the combined sensory loss being taken into account? |
| Has a coordinated approach been implemented to meet the child's needs? |

The **SEND Code of Practice** states that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on 'additional to' or 'different from' interventions.

If children are still attaining at a level significantly below typical developmental levels and there is evidence of an increasing gap between them and their peers, despite universal provision being appropriate to their needs then please refer to **Targeted Provision**

# Targeted Provision Bank: Sensory Impairment

| Visual Impairment |
|---|
| Staff have had appropriate training to meet the child's specific needs |
| Is there an individual plan/1page profile in place and regularly reviewed? |
| Has there been an assessment for specialist equipment (e.g. hand held magnifier)? |
| Are barriers to learning being reduced e.g. seating position in group time, good contrast, regular breaks after visually demanding tasks |
| The child has timely access to appropriate modified resources. E.g. large print books, own copy of resources |
| The child has access to a differentiated EYFS curriculum |
| The child's specific social and emotional needs are being met |
| The child has access to appropriate support during sessions |
| The child has support to promote age appropriate independence. E.g. how to clean their glasses |
| The child has been given mobility training e.g. familiarisation with indoor and outdoor spaces |
| The child has been supported to develop independent living skills such as dressing and self-care? |
| Additional support has been given to develop social an emotional skills e.g. social group/ games |
| The setting liaise with relevant health professionals |
| The setting provide an enhanced home/setting links/communication |

| |
|---|
| The setting provide additional advice and signposting for parents |

## Hearing Impairment

| |
|---|
| Setting staff liaise with other professionals |
| Setting staff signpost parent/carers to other professionals or organisations |
| Barriers to learning are understood and reduced to support positive experiences |
| Staff provide subtitles with audio visual resources? |
| The child has timely access to appropriate vocabulary both pre and post teaching |
| The child has access to sign supported English |
| Staff have had appropriate training to meet the child's specific needs |
| Staff are aware of the equipment that needs to be used e.g. Radio aids, Soundfields, Cochlear implants |
| Staff are aware of how to check the equipment is working and troubleshoot any problems |
| The child has access to cued speech if needed |
| The child has access to a specialist Speech and Language Therapist |
| Children have opportunities to meet and socialise with deaf peers (where possible) to develop a positive deaf identity |
| The child's specific social and emotional needs are met |
| The child has appropriate support in sessions |
| The child has support to promote age appropriate independence |
| The pupil has opportunities to develop self-advocacy skills |
| The child has access to a differentiated EYFS curriculum where necessary |
| Transitions - including within the setting and to school are planned, supporting the family to share all the necessary information and wherever possible ensure the 'child's voice' is heard |
| Parents are supported to make an informed choice about a new setting / school |

## Multi-Sensory

| |
|---|
| See above for VI and HI considerations |
| Combination of VI and HI are taken into account |
| All sensory channels (vision, hearing and touch) have been planned for in accessing the curriculum |

Please refer to **Specialist Provision** for children with more complex difficulties or disabilities, across several areas of development.

# Specialist Provision Bank: Sensory Impairment

**Specialist Provision** should be implemented if children have significant and persistent learning difficulties despite access to appropriate learning opportunities and support such as provision identified in the enhanced provision section. Specialists will guide the priorities in a child's learning and the Early Years Developmental Journal will support staff to carry out the day to day provision for children with more complex difficulties or disabilities, across several areas of development

| Visual Impairment |
|---|
| Has there been multi-agency consultation around revisiting of universal and targeted advice and support? |
| Are you aware of and accessing available training? – contact VI advisory teacher team |
| Does the child need direct teaching of Braille by a qualified Teacher of the Visual Impairment (QTVI) |
| Does the child need alternative means of reading and recording work including large print, Braille and touch typing |
| Does the student require pre-braille/tactile learning? |
| Does the child need specialist equipment – e.g. Braillenote, Embosser? |
| Does the child need to be assessed by QTVI? |
| Does the child need a functional assessment (mobility and living skills)? |
| Does the child need to follow a visual stimulation programme (0-7years)? |
| Have you invited QTVI to a TAM? |
| Has the environmental audit been carried out and actioned e.g. lines to highlight steps/edges |
| Does the child require additional familiarisation visits for transition |
| Has the child been registered as severely sight impaired? |

| Hearing Impairment |
|---|
| Alternative means of communicating are used e.g. British Sign Language and/or Cued Speech |
| Access to Teacher of the Deaf from birth for children who need specific and specialist intervention including pre and post cochlear implantation |
| Supporting ALD best practice |
| Support for CYP and their families to promote deaf identity |
| Liaising with other professionals supporting deaf children |

| |
|---|
| Assessing the needs of the pupil for specialist equipment |
| Checking and supporting the use of specialist equipment |
| Ensuring that specialist equipment is working optimally and troubleshooting issues that arise |
| Teaching / supporting the use of sign language, cued speech and visual phonics |
| Conducting assessments:<br>• Functional listening assessments<br>• Speech discrimination<br>• Language assessments<br>• Sign language assessment |

| **Teaching/Training for children, families, setting staff:** |
|---|
| Deaf awareness |
| Peer awareness training where relevant |
| Cochlear implants |
| BTE hearing aids |
| BAHA hearing aids |
| Assistive Listening Devices |
| Sign Language training |
| Healthy Minds |
| Modelling of good practice |
| Access to a sensory based curriculum |
| Acoustic / environmental audit |
| Pupil has access to Deaf Inclusion worker/deaf role model |

## Multi-Sensory Impairment

| |
|---|
| Augmentative access to communication has been accessed |
| Access to sensory based curriculum |

## Useful Visual Impairment websites:-

| |
|---|
| Plymouth Online Directory |
| Plymouth Online Directory Sensory Support |
| https://www.plymouthhospitals.nhs.uk/rei-patient-info |
| https://www.improvinglivesplymouth.org.uk/our-services/sensory-solutions |
| https://www.guidedogs.org.uk/services-we-provide |
| https://nystagmusnetwork.org/ |
| https://www.partsight.org.uk/ |
| https://www.rnibbookshare.org/cms/ |
| https://www.calibre.org.uk/ |
| https://www.sense.org.uk/ |
| https://www.livingpaintings.org/ |
| https://www.doorwayonline.org.uk/ |
| https://www.moorvision.org/ |
| https://www.rsbc.org.uk/ |

# Universal/Differentiated Provision Checklist: Physical Needs

Once level of need and key areas for support have been identified, the differentiated provision section should be used as a starting point. The guidance has been designed to be used as an audit tool for practice, so that staff can check that they are providing appropriate and purposeful support for children at a differentiated level for their area of need.

| Fine Motor skills development |
|---|
| Is the child seated in their optimum position for learning e.g. feet flat, bottom back in the chair, table at elbow height and face on to their work? (As appropriate to stage of learning) |
| Have pre-writing skills been supported through lots of fine motor resources, activities, finger gym, dough gym, etc.? |
| Are tasks adapted to support physical needs so that they can be achieved (depending on the learning objective)? |
| Is more time allowed to complete activities? |

| Is the purpose of the activity considered (with recording by the child only included where this links to the learning intention)? |
| --- |

## Gross Motor development

| Do staff consider the position of resources in the environment for children with reduced mobility (whilst still fostering independence)? |
| --- |
| Is accessibility of the environment increased by ensuring the space is clutter free? |
| Have barriers to mobility around the learning environment been reduced? |
| Is the child able to sit on a seat rather than the floor if this is necessary? |
| Are tasks adapted/modified in line with children's physical needs or mobility difficulties? |
| Is personal autonomy encouraged? |
| Do staff target the development of independence? |
| Do staff allow more time for movement for children with reduced mobility? |
| Have staff sought occupational therapy advice where relevant? |

## Sensory Processing

| Are all staff aware of the seven senses - sight/visual, sound/auditory, touch/tactile, taste/gustatory, smell/olfactory, balance/vestibular, body awareness / proprioception? |
| --- |
| Are all staff aware of how each sense can be hypo (under-sensitive) or hyper (over-sensitive)? Are staff aware of the potential impact this can have on all other areas of learning? |
| Are all staff aware of the child's sensory needs and are these taken into account in all provision? Do staff plan for a sensory supportive environment taking into consideration lighting, colour, seating, organisation, a quiet area? |
| Do staff prepare the child for new or unusual sensory experiences? |
| Do staff gather and share information with parents about the child's sensory development and potential needs? |

## Social and emotional development

| Is there access to a place to rest? |
| --- |
| Are all staff aware of the child's social and emotional needs and are consistent strategies used? |
| Are trips and extra–curricular activities inclusive and accessible without the need for a parent to accompany the child? |

The **SEND Code of Practice** states that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on 'additional to' or 'different from' interventions. If children are still attaining at a level significantly below typical developmental levels and there is evidence of an increasing gap between them and their peers, despite universal provision being appropriate to their needs then please refer to Gateway.

# Targeted Provision Bank: Physical Needs

| Fine Motor Skills Development |
| --- |
| Provide fine motor resources for targeted play/adult led activities, e.g. threading, play dough, construction, weaving, etc. |
| Provide alternative equipment, e.g. different scissors, writing slope, pencil grips, chunky pencils, etc. |
| Alternative methods of recording, e.g. scribe, magnetic letters, photos, symbols, IT (laptop, tablet). (Particularly for older EYFS children) |
| Adult assistance with some of the task providing the child meets the learning objective |
| Use fine motor workouts, finger gym, dough gym, etc. in small groups or individually. |

| Gross Motor Development |
| --- |
| Use alternative equipment e.g. punch ball balloons or light balls for PD/PE |
| Seek advice on alternative equipment/ resources from OT |
| Advice on balance and physical skills is provided https://www.plymouthonlinedirectory.com/kb5/plymouth/directory/lopage.page?id=rw94OrXwrdc |
| Access Fun Fit groups. (Reception) |

| Social and Emotional Development |
| --- |
| Provide specific input for development of age appropriate social skills, e.g. THRIVE/SEAD  https://www.foundationyears.org.uk/wp-content/uploads/2011/10/SEAD_Guidance_For_Practioners.pdf- |

Please refer to **Specialist Provision** for children with more complex difficulties or disabilities, across several areas of development.

# Specialist Provision Bank: Physical Needs

**Specialist Provision** should be implemented if children have significant and persistent learning difficulties despite access to appropriate learning opportunities and support such as provision identified in the enhanced provision section. Specialists will guide the priorities in a child's learning and the Early Years Developmental Journal will support staff to carry out the day to day provision for children with more complex difficulties or disabilities, across several areas of development.

| Fine Motor skills development |
|---|
| Individual alternative equipment, e.g. different scissors, writing slope, pencil grips, chunky pencils, etc. |
| Alternative means of recording work provided including ICT and/or a scribe).  (particularly for older EYFS children) |

| Gross Motor development |
|---|
| Physio/Occupational Therapy programme used on a daily basis |
| Risk Assessment of Handling Requirements in place |
| Staff trained in Moving and Handling of Children and Young People with Physical Difficulties |
| Moving and Handling Plan in place |
| Personal Emergency Evacuation Plan in place |

| Sensory Processing |
|---|
| Staff work with outside agencies (e.g. Occupational Therapy) to provide specific strategies and activities to support the child's development and self-regulation |
| Specialist resources being used |

# Checklist: Medical Needs

The checklist has been designed to use as an audit tool for setting/school practice, so that staff can check that they are providing appropriate and purposeful support for children for their area of need.

| Plans |
|---|
| A risk assessment of the child's needs in the setting/school has been completed to identify actions needed |

Where a child needs support or assistance with toileting (due to medical needs), an Individual Personal Care Plan has been put in place and agreed between the child, parents/carers and setting/school? (Dependent on age)

An Individual Healthcare Plan has been put in place if the child needs additional assistance with a specific area of healthcare, which is not covered by an existing policy

Does the child feel they have some control over when and how their self-care needs will be met?

## Adaptations

Specific times have been identified for the pupil to have rest breaks during the day

An individual timetable for the child has been developed if appropriate

Social and emotional support is provided either as part of a group or individually

Interventions are planned to take place in the main environment and only take place away from the main environment when absolutely necessary

## Training

Sufficient staff been trained to ensure there is always one trained member of staff available to carry out the care identified in the Healthcare Plan

Community Nurse/Health Visitor/School Nurse been consulted on specific training to meet identified healthcare needs

# Further SEND Support: Useful Websites and Internet Resources

This section offers links to websites and/or internet resources to support need in this area

**Physical (Universal)**

**British Heart Foundation**  https://www.bhf.org.uk/

**Physical (Universal)**

**NHS Change for Life** http://www.nhs.uk/Change4Life/Pages/be-more-active.aspx

**Physical (Universal)**

**Jabadao – National Centre for Physical Play** www.jabadao.org

**Royal National Institute of Blind People (RNIB) (Targeted & Specialist)**

http://www.rnib.org.uk/services-we-offer-advice-professionals-education-professionals/education-resources

Links to useful resources and a document listing teacher-reviewed resources for blind and partially sighted learners. (Reception and older)

**National Deaf Children's Society (NDCS) (Targeted & Specialist)**

http://www.ndcs.org.uk/

Reviews technology, including apps, which may be helpful for children with a hearing impairment

**Sensory and Physical   (Universal & Targeted)**

**CALL Scotland** http://www.callscotland.org.uk/home/

Useful information sheets and webinars about using ICT to overcome barriers to learning.

**Sensory and Physical  (Specialist)**

**Communication Matters**  http://www.communicationmatters.org.uk/

Communication Matters aims to increase understanding, awareness and knowledge of the needs of people with complex communication needs

**Sensory and Physical  (Targeted & Specialist)**

**Abilitynet**  https://www.abilitynet.org.uk/

Adapting technology. Resources, information and webinars

**Symbol software and resources  (Targeted & Specialist)**

**Widgit Software** https://www.widgit.com/

No matter what your level of language or reading, everybody should have fair and equal access to information

**Sensory and Physical  (Universal & Targeted)**

**sen/ict directory**  http://www.senict.com/

A directory of resources

**Cognition and Learning (Targeted & Specialist)**

**Down Syndrome Education International**  http://www.dseinternational.org/en-gb/

DSE works to improve early intervention and education for children with Down syndrome everywhere

**Physical (Targeted & Specialist)**

**Whizz Kidz** http://www.whizz-kidz.org.uk

Provider of mobility equipment, support and life skills for children with disabilities

**Physical (Specialist)**

**Hemi – Help** http://www.hemihelp.org.uk

Providing support and information to people with hemiplegia and their families in the UK

**Physical (Specialist)**

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|---|
| **Cerebra** http://www.cerebra.org.uk <br><br> Supporting children with neurological conditions through research, information and direct, on-going support |
| **Physical (Targeted & Specialist)** <br><br> **Muscular Dystrophy UK** http://www.musculardystrophyuk.org <br><br> Providing support and information to people with muscular dystrophy and their families in the UK |
| **Physical (Targeted & Specialist)** <br><br> **Dyspraxia Foundation** http://dyspraxiafoundation.org.uk/ |
| **Physical (Targeted)** <br><br> **Scope** http://www.scope.org.uk <br><br> Providing support and information to people with disability and their families in the UK (includes early years section) |
| **Medical (Targeted & Specialist)** <br><br> **Young Epilepsy** http://www.youngepilepsy.org.uk <br><br> Supporting children and young people with epilepsy and associated conditions |
| **Scope (Targeted & Specialist)** <br><br> http://www.scope.org.uk/support/professionals/teachers <br><br> Disability resources for education staff |
| **Muscular Dystrophy (Targeted & Specialist)** <br><br> www.muscular-dystrophy.org |
| **Contact a Family (Targeted & Specialist)** <br><br> www.cafamily.org.uk <br><br> Basic information on most disabilities |
| **English Federation of Disability Sport (EFDS) (Targeted & Specialist)** <br><br> www.efds.co.uk <br><br> Supporting disabled people to be physically active. |
| **SENSE** <br><br> Sense is a national charity that supports people who are deafblind, have sensory impairments or complex needs, to enjoy more independent lives. |

# Appendices

# Appendix 1

**Early Years Tools**

- Child Development Books e.g. Carolyn Meggitt
- Every Child A Talker (ECAT) child monitoring sheet
- Play skills checklist
- Early Years Developmental Journal
- Developmental Matters
- First Words Checklist
- Blank Levels
- Concepts lists
- ELKLAN information e.g. play and language and attention
- Autism Education Trust Competencies framework and standards framework
- Communication Trust Toolkit
- Iceberg theory, Starc Charts and behaviour reporting systems
- Five to Thrive,
- National Strategies Early Years – Inclusion Development Programme. BSED, Autism, SLCN

**Thrive Approach**

**Margot Sutherland**

Emotional Literacy Support Assistant (ELSA)

https://www.elsa-support.co.uk/

Inclusion Development Programme

https://www.idponline.org.uk/eybesd/elearning/launch.html#

# Appendix 2

## Glossary of terms

| | |
|---|---|
| ABCC chart | Antecedent, Behaviour, Consequence, Communication |
| ACEs | Adverse Childhood Experiences |
| AET | Autism Education Trust |
| ATAN | Advisory Teacher for Additional Needs |
| BSED | Behavioural, social and emotional development |
| CAMHS | Child Adolescent Mental Health service |
| CC | Children's Centre |
| CITEY | Communication Interaction Team Early Years |
| CoP | SEND Code of Practice: 0 – 25 |
| DfE | Department for Education |
| EAL | English as an Additional Language |
| ECAT | Every Child A Talker |
| EHAT | Early Help Assessment Tool |
| EHC plan | Education Health Care Plan |
| ELSA | Emotional Literacy Support Assistant |
| EYFS | Early Years Foundation Stage |
| IEP | Individual Education Plan |
| ICT | Information and Communication Technology |
| IMHT | Infant Mental Health Team |
| HI | Hearing Impaired |
| 1:1 | One adult to one child support |
| OT | Occupational Therapy |
| PD | Physical Development |
| PE | Physical Exercise |
| PIAS | Plymouth Information and Advice for SEND |
| PCC | Plymouth City Council |
| PD | Physical Development |
| PECS | Picture Exchange Communication System |
| PLO | Plymouth Local Offer |
| POD | Plymouth Online Directory |
| PPCV | Plymouth Parent Carer Voice |
| 1 Page profile | Document identifying strengths, things people can do to help and |

| | things people admire about me |
|---|---|
| R Time | Structured programme to develop relationships<br><br>http://rtime.info/uk/ |
| SEAD | Social, Emotional Aspects of Development<br><br>https://www.foundationyears.org.uk/wp-content/uploads/2011/10/SEAD_Guidance_For_Practioners.pdf |
| SEMH | Social Emotional Mental Health |
| SENCO | Special Educational Needs Coordinator |
| SEND | Special Educational Needs and Disability |
| STARC Chart | Setting, Trigger, Action, Response, Communication |
| SLCN | Speech Language and Communication Need |
| SMART | Specific, Measureable, Achievable, Relevant, Time limited |
| TAC | Team Around Child |
| TAM | Team Around Me |
| VI | Visual Impairment |
| VIG | Video Interaction Guidance |