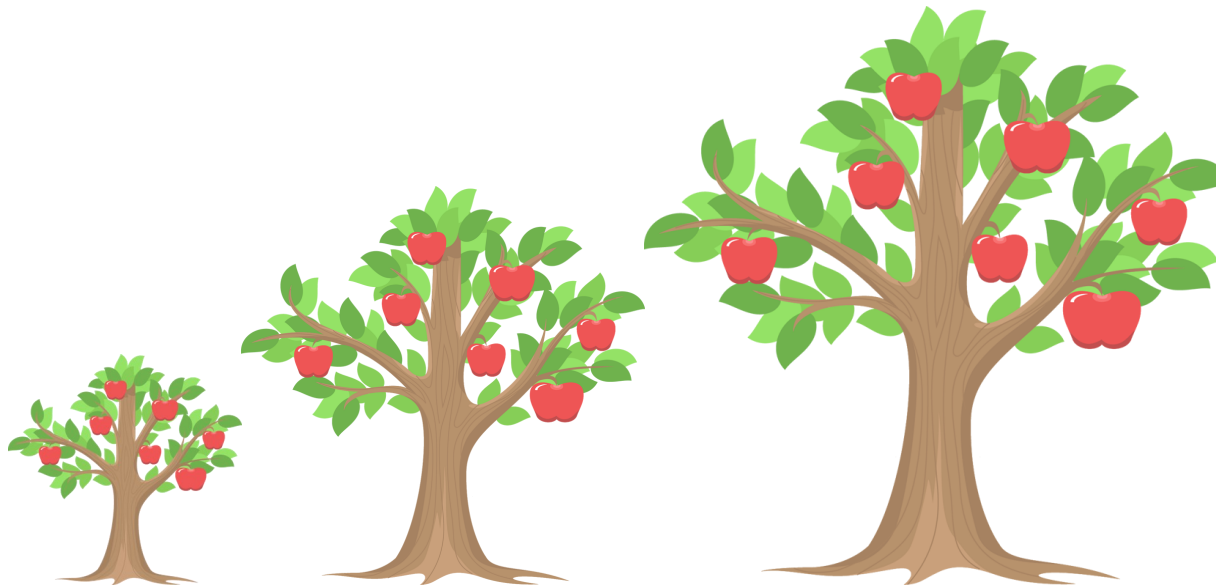


# Somerset's Graduated Response Tool Early Years Version

Ordinarily Available Provision for Children with Special Educational Needs



'Grow'

'Thrive'

'Flourish'



**Somerset**  
Council



Somerset Safeguarding  
Children Partnership

**SEND** Somerset's  
Local Offer

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# Key Links and Documents

<a href="#">SEND Code of Practice 2015 - SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)</a>
<a href="#">Statutory Frame Work for Early Years Framework (EYFS)</a>
<a href="#">Development Matters—Non-Statutory curriculum guidance for the early years foundation stage.</a>
Somerset Local Offer - <a href="#">Somerset's Local Offer</a>
<a href="#">Effective Support for Children and Young People with SEND and their Families in Somerset</a>
<a href="#">Somerset Parent Carer Forum</a> - enable children and young people and their families to have a voice, gain support and resources and supporting families to support each other.
<a href="#">SENDIAS</a> - information, advice and support for parent carers and children and young people in Somerset.
<a href="#">Children and Families Act 2014</a>
<a href="#">Special Educational Needs and Disability Regulations 2014</a>
<a href="#">Equality Act 2010 (legislation.gov.uk)</a>

# Glossary

<b>AAT</b>	Access and Assistive Technology	<b>EHCNA</b>	Educational Health Care Needs Assessment	<b>PORTAGE</b>	Portage is a home-visiting educational service for pre-school children with SEND and their families.
<b>ACS</b>	Autism and Communication Service	<b>EP</b>	Educational Psychologist	<b>SALT</b>	Speech and Language Therapy
<b>ADHD</b>	Attention Deficit and Hyperactivity Disorder	<b>FSM</b>	Free School Meals	<b>SEN</b>	Special Educational Needs
<b>ASD</b>	Autistic Spectrum Disorder (Autism)	<b>HI</b>	Hearing Impairment	<b>SEND</b>	Special Education Needs and Disability
<b>CAMHS</b>	Child and Adolescent Mental Health Service	<b>HQT</b>	'High Quality Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies '. <a href="#">EEF</a>	<b>SENCO</b>	Special Educational Needs Coordinator
<b>CLA</b>	Children who are Looked After	<b>Holistic Approach</b>	The process of using multiple sources to gather information and provide feedback to support and guide learning and assessment.	<b>SEMH</b>	Social Emotional Mental Health
<b>COP</b>	Code of Practice	<b>KS</b>	Key Stage	<b>SIT</b>	Somerset Inclusion Tool
<b>CP</b>	Child Protection	<b>LST</b>	Access to Inclusion Learning Support Team	<b>SLD</b>	Severe Learning Difficulty
<b>CYP</b>	Children and Young People	<b>MAISEY</b>	Multi-Agency Identification and Support in the Early Years	<b>SMART</b>	Specific, Measured, Achievable, Realistic, Time bound (Outcomes/ Targets)
<b>CYPss</b>	Children and Young Peoples' specialist service	<b>MLD</b>	Moderate Learning Difficulty	<b>SpLD</b>	Specific Learning Difficulty
<b>EAL</b>	English as an Additional Language	<b>OT</b>	Occupational Therapy	<b>SSE</b>	Support Services for Education
<b>ECAT</b>	Every Child a Talker	<b>Outcome</b>	'An outcome can be defined as the benefit or difference made to an individual as a result of an intervention.' Code of Practice, p. 163	<b>VI</b>	Vision Impairment
<b>EHA</b>	Early Help Assessment	<b>PD</b>	Physical Disability		

## Introduction

All children who are at the Early Years Foundation Stage (EYFS) of their education have an entitlement to access a minimum provision. The EYFS framework provides the guiding principles for practice in early years settings. The aim of this document is to promote and support access to high quality, inclusive provision for all children, whether or not they have SEN.

The Early Years version of the Somerset Graduated Response Tool, sets out the ordinarily available provision in Somerset early years settings at both Universal and SEN Support Levels.

When developing this document, a wide range of professionals were consulted with across sectors involved within early years provision, as well as referring to key documentation.

Within the school age version the acronym 'CYP' has been used to refer to Children and Young People. During the consultation period, it was deemed more appropriate to use the term child rather than the acronym 'CYP' due to the age range that we are referring to.



Establishing a minimum level of provision ensures;

- Clarity for EYFS practitioners
- A provision guarantee for children and their families
- Support for discussion of children between EYFS practitioners and support services
- Baselines against which the Local Authority can carry out its statutory duty to monitor provision for children with SEN.

One document cannot describe every possible intervention but the information in the pages that follow indicate what children and their families can expect from EYFS settings in Somerset.

## Early Years Framework

The Early Years Framework (EYFS) is mandatory for all early years providers in England and came into force from September 2021.

Early years childminder agencies are also under a duty to have regard to the EYFS.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Four guiding principles should shape practice in early years settings. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND). (DfE,

Statutory framework for the early years foundation stage, 2021, p6)

The pieces of Legislation behind this framework are:

- The Learning and Development requirements, through Section 39(1) (a) of the Childcare Act 2006.
- The Safeguarding and Welfare requirements, through Section 39(1) (b) of the Childcare Act 2006.

The Early Years Version of the Somerset Graduated Response Tool is designed to work alongside the Early Years Framework. It is important that the statutory guidance of the EYFS continues to be used and that the Somerset Graduated Response Early Years Version is a tool that supports the delivery of this curriculum and strategies to support meeting the needs of all children.



## How to use this document

Somerset's Graduated Response Tool sets out the barriers to learning that children and young people (CYP) may have and the strategies and provision that should be in place to support them. Strategies, interventions, and support should be put in place as a **Graduated Response**, meaning that Universal strategies and provision are the foundation for **all learners**. The **Early Years Version** sets out to do this for those who sit within the Early Years Age Group. Many children will have needs that do not 'fit' into one of the four categories of SEN and therefore a number of the four broad areas of need may need to be referred to when using the tool to identify barriers and support strategies.



### Universal Support

All children must have access to **high quality** provision that focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved through **identifying specific barriers**, followed by personalisation and differentiation using strategies in the **Universal** sections of this tool.

The **'Tools for identification of need'** column within each broad area of need contain screening and assessment suggestions.



### SEN Support

Where a child does not make expected progress despite trying a range of strategies in the Universal section of the tool, further **assessment** may be required. The **'Tools for identification of need'** column within each broad area of need contain assessment suggestions. The **SEN Support** sections of the Broad Areas of Need should be referred to when selecting strategies and intervention to put into place **in addition to** the strategies at the Universal level.

Where they are available, resources have been hyperlinked so that users can go directly to the relevant website. Hyperlinks are indicated by underlined text. We will endeavour to keep links up to date, however if you find a 'broken' link, do inform us via the link at the end of this document.

# Statutory SEND Information

## Legal duties of settings and schools in regards to Special Educational Needs

The SEND Code of Practice 2015 is a statutory document and is very clear in setting out the responsibilities of schools and settings in identifying and meeting the needs of all children and young people.

The Children and Families Act 2014, The Equality Act 2010 and the SEND regulations 2014 underpin the principles within The Code of Practice 2015. The key principles are :

- There **must** be regard given to the views, wishes and feelings of the child and parent carers
- **Child and parent carers participate** as fully as possible in decision making and are supported to participate
- The **early identification** of the child's needs and intervention to support them
- Greater **choice over and control for the child** and parent carers over support
- Collaboration between education, health and social care services
- **High quality provision** to meet the needs of the child and a focus on **inclusive practice** and removing barriers to learning
- **Successful preparation for adulthood**, including independent living and employment

Every school and setting is required to not only to identify the SEN of the CHILD, but also address it. Section 5 of the CoP 2015 clearly sets out the statutory duties of Early Years settings and providers in relation to identifying and supporting all children with special educational needs (SEN).

Section 5.32, which focuses on Early Years, refers directly to the four areas of need identified in Chapter 6, para.6.28 onwards. These four areas of need are;

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or physical needs.

“Individual children often have needs that cut across all these areas and their needs may change over time.” 5.33 Code of Practice

“Where a child appears to be behind expected levels, or where a child's progress gives cause for concern practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs.”

Code of Practice, 5.28

# Somerset Inclusion Tool (SIT)

## What is the Somerset Inclusion Tool?

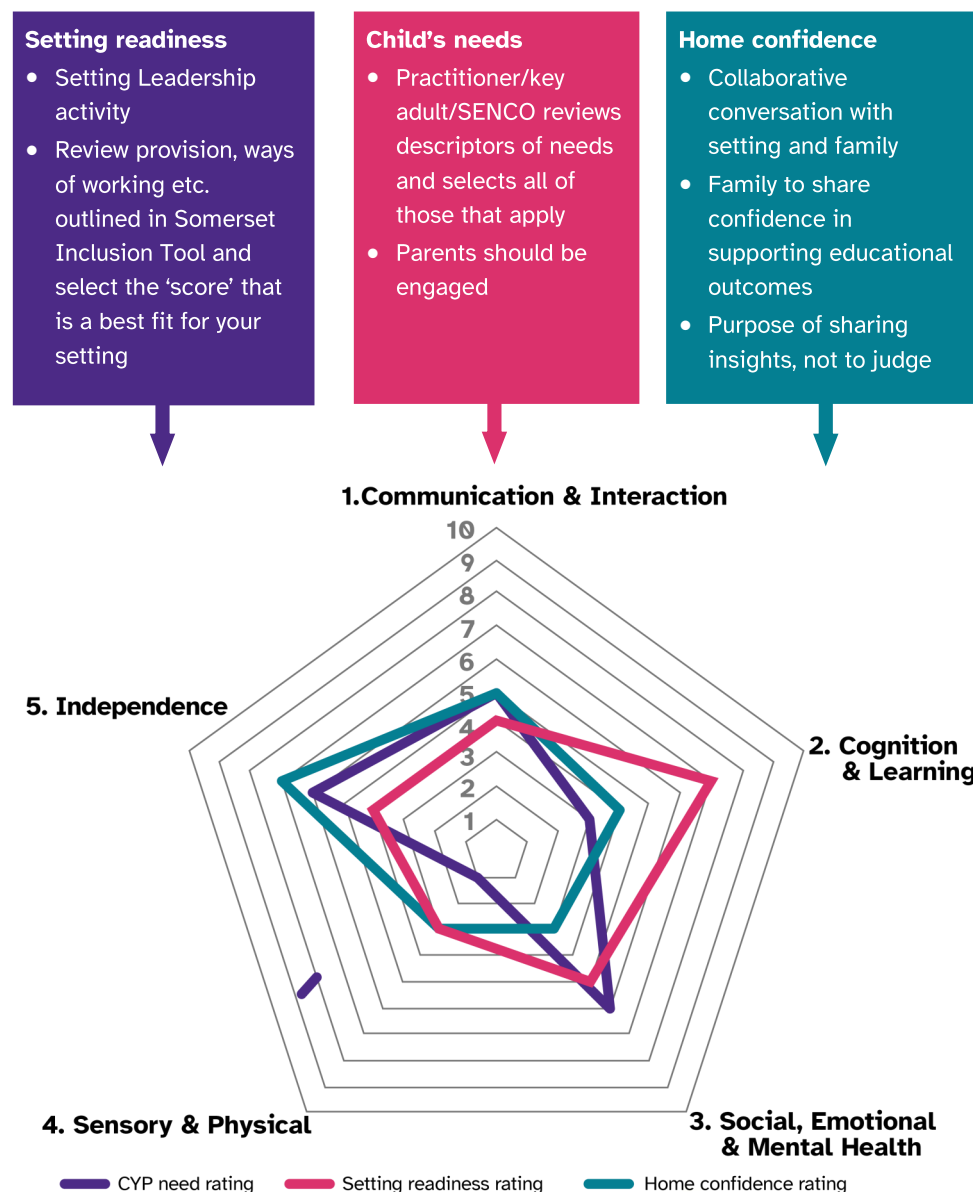
This is a tool that is used to;

- Help **all schools and settings** to ensure they are **ready to meet SEND needs** and to help Inclusion Services to better target and **tailor support to schools and settings**.
- Help schools and settings to **explore children’s emerging needs** early and access the right support at the right time.
- Help **strengthen conversations between professionals and families** about their child’s needs and the support in place for them.
- Better **monitor** children’s changing **needs and progress** and ensure we are being **ambitious** about their futures.

The intention is that all schools and settings will be using this tool to support the understanding of needs and early identification.

For Early Years there are separate criteria in place for Setting readiness and Child’s needs compared with the school age version. When writing the EY Somerset Graduated Response Tool (EY SGRT), we have ensured that the SIT works alongside the EY SGRT and that they complement each other.

The SIT will support settings to explore both setting and child emerging needs early. The EY SGRT provides a range of assessment tools and the strategies and provision to support settings to meet these needs effectively at both Universal and SEND Support level. The outcomes from the completing the SIT should inform setting strategic plan for development.





# What is the Graduated Response and

## The Graduated Response

The SEND Code of Practice outlines the requirement for educational settings to have arrangements in place to support children and young people with SEN. This includes a clear approach to identifying and responding to SEN. Code of Practice (CoP), Chapter 5.

The importance of **early identification** of the needs of children so that appropriate provision can be put in place at the earliest opportunity is central to the CoP.

In addition to the formal checks, early years practitioners working with children should monitor and review the progress and development of all children throughout the early years, (CoP 5.27).

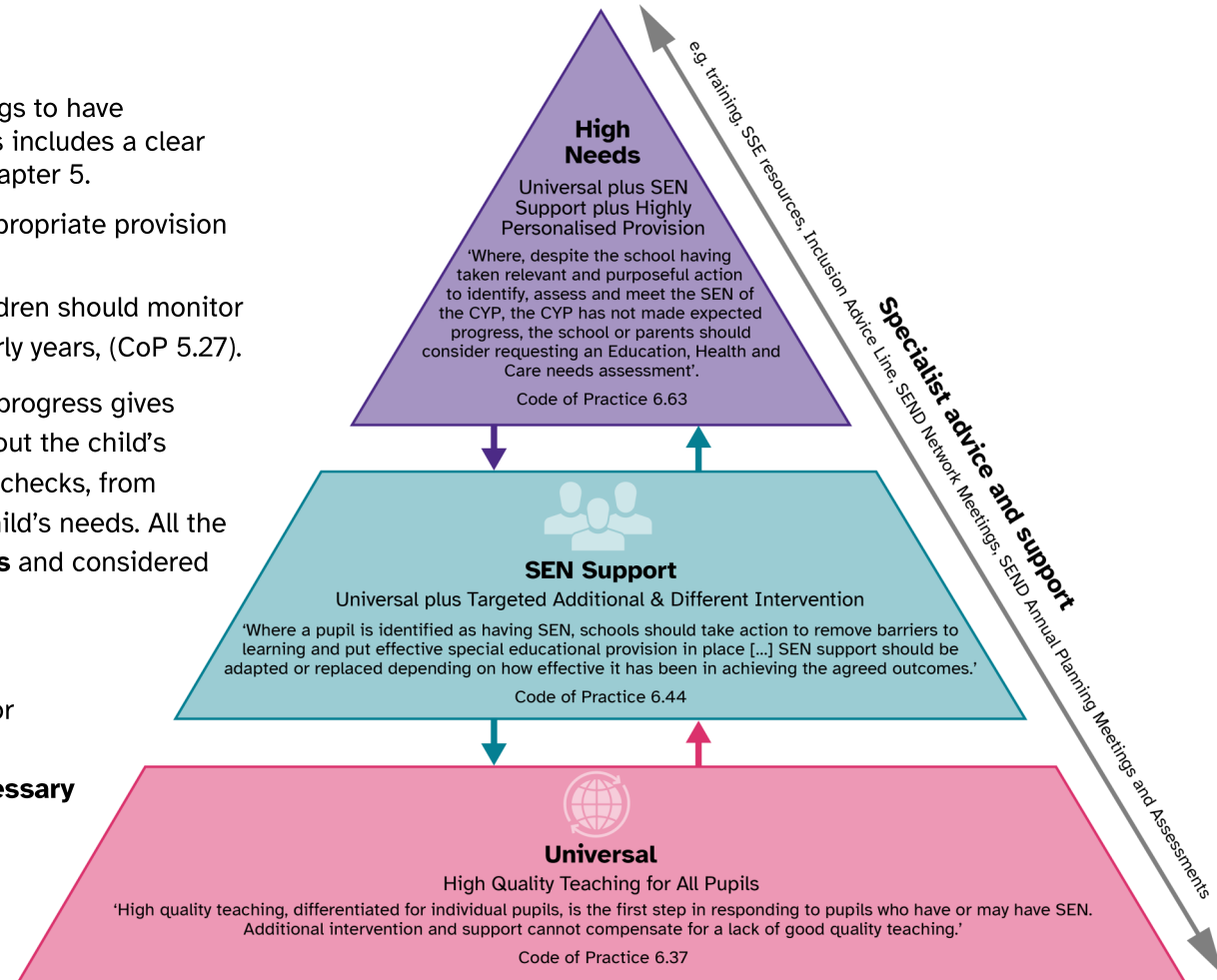
Where a **child appears to be behind expected levels**, or where a child's progress gives cause for concern, **practitioners should consider all the information** about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. All the information should be brought **together with the observations of parents** and considered with them. (CoP 5.28).

A **delay in learning and development** in the early years **may or may not indicate that a child has SEN**, that is, that they have a learning difficulty or disability that calls for special educational provision, but it is **particularly important in the early years that there is no delay in making any necessary special educational provision**. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child prepare for adult life, (CoP, 5.36).

The **graduated response should be led and coordinated by the setting SENCO** working with and supporting individual practitioners within the setting.

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**, 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**, (CoP, 5.48).

**There are templates to record the graduated response within the Somerset Graduated Response Tool supporting documents.**



For most children where there is a concern, the early years provider should work through a **graduated response** 'to ensure the relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person has been taken.' (CoP 9.14) and as per the Code of Practice 5.38. 'In a very small minority of cases of children or young people may demonstrate such significant difficulties that a school or other provider may consider it impossible or inappropriate to carry out its full chosen assessment procedure.' (CoP 9.3)

## What is the Graduated Response and the Assess, Plan, Do, Review Cycle?

The graduated response is 'a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.' Code of Practice 6.44.

Progress should be monitored at every stage of the graduated response process.

Please see the SEN Graduated Response Flowchart in the additional documents available on the [Local Offer](#).

### Assess, Plan, Do, Review

#### Assess

Identify a child as needing SEN Support, drawing on assessments, the individual development in comparison to peers, and child and parent carer input

#### Plan

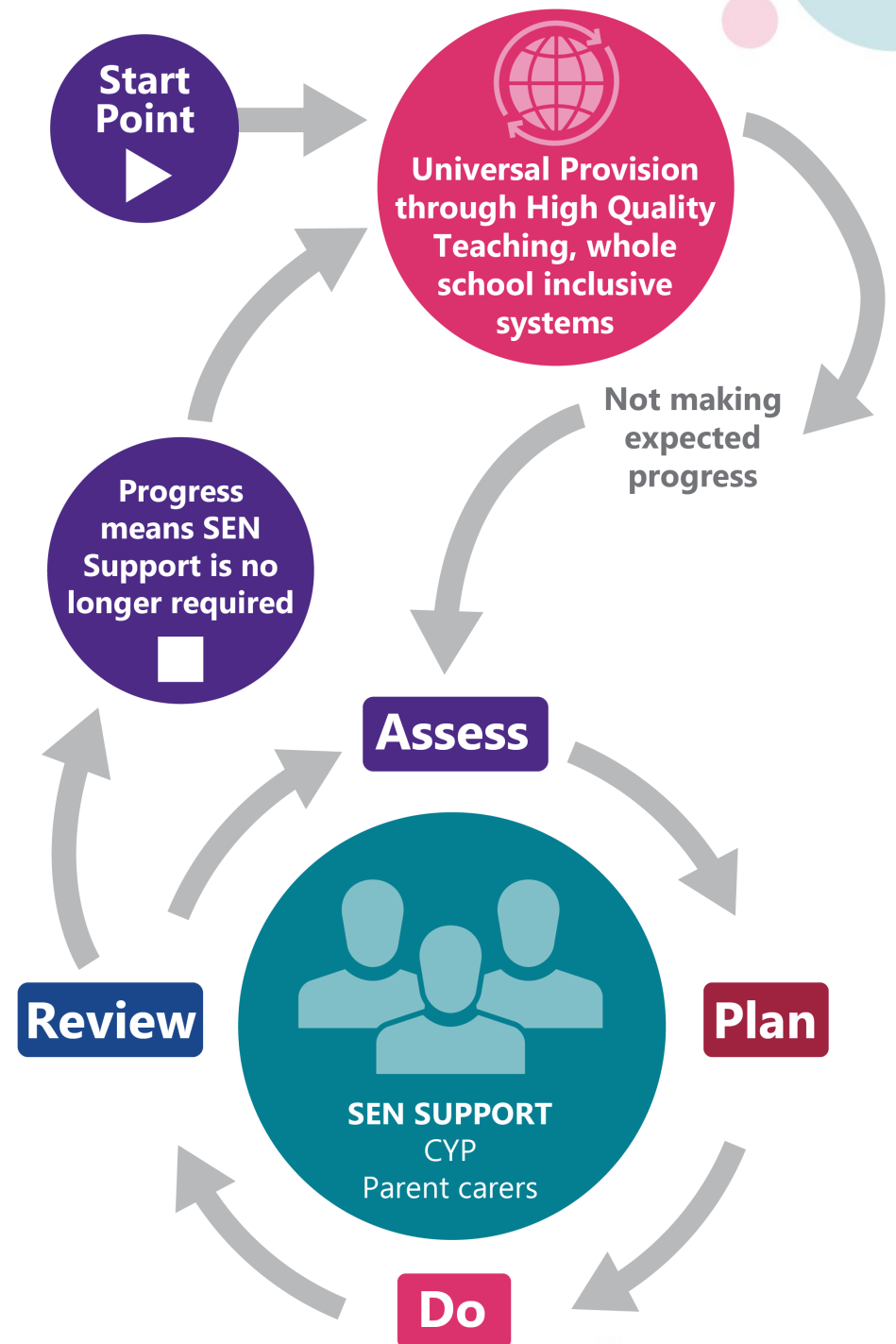
Setting, child and parent carers create a plan with appropriate support and intervention provided to meet the identified needs. Specific, Measurable, Accurate, Time-bound (SMART) targets are set and a review is arranged

#### Do

Professionals, parent carers and child carry out the agreed plan

#### Review

Professionals, parent carers and child review progress towards SMART targets. If there are still a SEN that are not being met, the cycle starts again with a reassessment of need updated SMART targets and provision



# Screening and Assessment tools as part of the APDR process

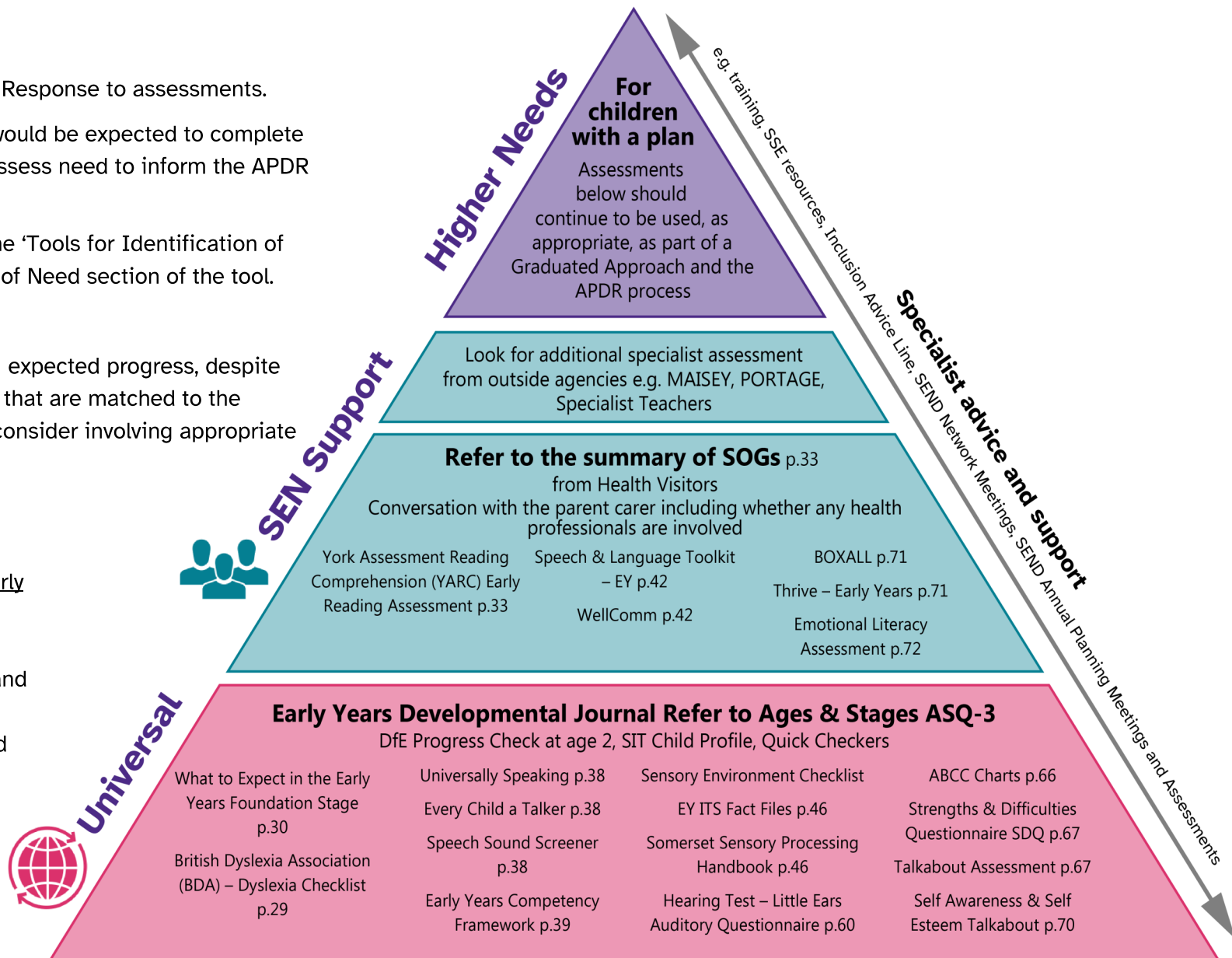
The pyramid here provides the Graduated Response to assessments.

This provides guidance for what settings would be expected to complete as part of a clear graduated response to assess need to inform the APDR process.

Links to these tools can be found within the 'Tools for Identification of Need' column within the four Broad Areas of Need section of the tool.

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 (CoP 5.48).

To access specialist support, [Somerset Early Help Assessment \(EHA\)](#) is the tool for practitioners to identify the needs of children/young people and their families and make 'request for services' involvement where required, if services already involved are not able to meet the identified needs.



## Education, Health and Care Plans (EHCPs)

Most children with SEN will have their needs met in their local mainstream setting. A few children will have an Education Health and Care Plan (EHCP). Most children with an EHCP will also attend their local mainstream setting.

Where children need frequent intervention using a range of strategies, that may be drawn from Universal or SEN support sections, then their needs may be considered to be high. These children may require a high level of adult support from a personalised programme of interventions across the day, following advice from multi-professionals. As this becomes more complex additional funding may be needed to allow the setting to meet the needs of the child. See section below on Funding for more information.

An EHCP may be required when the nature and extent of a child's special educational needs or disability means the support they require cannot be provided within resources normally available to mainstream settings. An EHCP will clarify the statutory requirements that the setting needs to provide to meet the child's needs in each area of development, clearly outlining the outcomes to work towards and strategies that are different from typically developing children or additional to what would normally be provided. The setting will be expected to make reasonable adjustments to meet the needs of the child and will be consulted, as part of the assessment process, to clarify that they are able to meet the child's needs with additional funding provided.

The Education, Health and Care Needs Assessment (EHCNA) is a twenty

week statutory process set out in the Code of Practice. Requests for statutory needs assessment could be considered after following a graduated response (see section above for more information). A request for statutory needs assessment could be considered where 'despite relevant and purposeful action to identify, assess, and meet the SEN of the child or young person' they have not made expected progress (Code of Practice, 6.63).

More information about the EHCNA processes in Somerset can be found here [Effective Support](#) and on the [Local Offer](#).

Children with an EHCP require the appropriate strategies and support outlined in the Universal and SEN Support sections within this Somerset Graduated Response Tool. Any special educational provision they require will be detailed in Section F of their EHCP. Strategies and approaches included in the Somerset Graduated Response Tool document will not usually be included in Section F as they are considered normally available in all settings. However, an intervention or strategy described in this document might also be included in Section F if it needs to be delivered in a specific or personalised way. Provision included in Section F will usually specify the frequency, duration, and nature of the support required.

## Funding

### What funding is available to meet the needs of all children with SEN?

Higher Needs funding can be applied for once the child reaches the age of eighteen months.

Settings can apply for High Needs Funding through the Early Years Audit process which takes place every half term. Higher needs Funding can be applied for at any of these audits prior to the child starting school and will roll over to the end of Reception year once agreed.

The setting submits the EY SEND Review form which they have completed with parents. Containing evidence of a graduated response using the plan-do-review cycle, along with relevant professional reports.

Applications for Early Years Higher Needs Funding are considered by a panel of professionals, which include Educational Psychologists, Area SENCOs, Speech and Language Therapists and Advisory Teachers from CYPss (Children and Young People specialist service). A funding band is allocated to reflect the child's identified needs, using the banding matrix which is used by the Statutory SEND team and specifically includes some additional exemplification relating to children 0-5.

Children with the most complex needs will be identified early through the MAISEY (Multi-Agency Identification and Support in the Early Years) process and offered a pre-school entry planning (PSEP) meeting to support their transition into a preschool setting.

Further information on this can be found through the Local Offer.

[MAISEY – Professional Choices](#)



**There are templates to record the graduated response within the [Somerset Graduated Response Tool supporting documents](#).**

## Expectations for Practitioners/Teachers, Governors, SENCOs and Setting Managers/Headteachers

These expectations are drawn from:

- [SEND Code of Practice 2015](#)
- [Statutory Framework for the Early years Foundation Stage](#)
- [Headteacher Standards 2020](#)
- [Teachers' Standards 2021](#)
- [Governance Handbook 2020](#)
- [Children and Families Act 2014 \(legislation.gov.uk\)](#)
- [Equality Act 2010 \(legislation.gov.uk\)](#)
- [UN Convention on the Rights of the Child - UNICEF UK](#)
- [UN Convention on the Rights of Persons with Disabilities: initial report on how the UK is implementing it - GOV.UK \(www.gov.uk\)](#)



# Expectations for Practitioners/Teachers, Governors, SENCOs and Setting Managers/Headteachers

## Settings

### Settings **MUST**

- Have arrangements in place to support children with SEN and disabilities
- Follow the welfare and safeguarding requirements of the EYFS and the learning and development requirements
- Not discriminate against harass or victimise disabled children
- Make reasonable adjustments including provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage
- Promote equality of opportunity for disabled children
- Work in partnership with parents to establish the support the child needs
- Cooperate with the local authority in the development and review of the Local Offer

*SEND Code of Practice: 0-25 years (2015, 5.7)*

### Settings **SHOULD**

- Adopt a graduated approach with four stages of action:
- Assess plan do and review
- SEN support should include planning and preparing for transition
- All those working with children and young people should be alert to emerging difficulties and respond early
- Consider involving appropriate specialists e.g. health visitors SLT
- Consider how best to use their resources to support the progress of children with SEN
- Encourage ambitions right from the start
- Seek to understand the interests, strengths and motivations of children and use this as a basis for planning support around them
- Support children so that they are included in social groups and develop friendships
- Regularly review and evaluate the quality and breadth of the support they offer or can access for children with SEN and disabilities

# Expectations for Practitioners/Teachers, Governors, SENCOs and Setting Managers/Headteachers

## Governors must

- Be aware of their legal duties in relation to children with SEN as per The SEND Code of Practice and Children and Families Act 2014 and have a good working understanding of these documents.
- The governing body have the legal duty to focus on the setting's systems and processes for supporting children with SEN rather than provision for the individual child.
- Ensure that there is a suitably qualified teacher/practitioner designated as Special Educational Needs Coordinator (SENCO).
- Ensure that SEN duties are undertaken effectively across the organisation including but not limited to: identification of needs, responding to SEN, a broad and balanced curriculum, record keeping of SEN provision and engagement and participation for all children.
- Ensure that funding provided to the setting to support children with SEN is appropriately allocated.
- Have a member of the board with specific oversight for the setting's SEN arrangements.
- Build a good working relationship with the SENCO and meet with the SENCO on a regular basis.
- Help to review the setting's policy on provision for children with SEN and the setting's approach to meeting the needs of those with SEN.
- Ensure that the setting website publishes the setting's SEN offer and link to [The Local Offer](#).

## Did you know?

Any governing body that subscribes to SSE's Governor Services package can access a toolkit on their resource page. There is also specific SEN Governor training available.

For more information please visit: [SSE Governance Services](#)



## Expectations for Practitioners/Teachers, Governors, SENCOs and Setting Managers/Headteachers

### Setting Managers and Headteachers must

- Ensure the setting holds ambitious expectations for all children with SEN.
- Establish and sustain culture and practices that enable children to access the curriculum and learn effectively.
- Ensure the setting works effectively in partnership with parent carers and professionals, to identify the additional needs and SEN of children, providing support and adaptation where appropriate.
- Ensure the setting fulfils its statutory duties with regard to the SEND Code of Practice 2015.
- Promote positive and respectful relationships across the setting community and a safe, orderly and inclusive environment.
- Ensure that responsibilities are met under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensure a suitably qualified and experienced SENCO is in place and allowed sufficient non-contact time to carry out their duties.
- Have a clear approach to early identification of SEN and response to identified needs.
- Ensure setting SEN Information Report is produced and published online in accordance with section 69 of the Children and Families Act 2014.
- Ensure the SENCO is able to support and advise you and the governing body in determining strategic development of SEN policy and provision.
- Ensure the SENCO and governors are aware of the SEN budget and how it is being used and value for money is secured.

### Did you know?

You must accept school applications from children with SEN (and Looked After Children) and make reasonable adjustments for children with disabilities.

## Expectations for Practitioners/Teachers, Governors, SENCOs and Setting Managers/Headteachers

### Practitioners must

- Be aware that practitioners are responsible and accountable for the progress and development of the children in their group, including where children access support from assistants or specialist staff.
- Have a clear understanding of the needs of all children they work with, including those with SEN, and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Set goals that stretch and challenge children of all backgrounds, abilities and dispositions.
- Have a secure understanding of how a range of factors can inhibit childrens' ability to learn and how best to overcome these.
- Manage groups effectively, using approaches which are appropriate to childrens' needs in order to involve and motivate them.
- Remain responsible for working with children on a daily basis. Where interventions involve time away from the main group, the lead practitioner retains responsibility for the child.
- Work closely with assistants to inform the planning and to assess the impact of interventions and link them to provisions/teaching.
- Work closely with parent carers and child to identify strengths, barriers and support strategies.
- Follow a graduated response to identifying barriers and implementing support strategies.
- Keep provision under review and keep clear records of progress.

## Expectations for Practitioners/Teachers, Governors, SENCOs and Setting Managers/Headteachers

### SENCOs must

- Be able to support and advise the Setting Manager and governing body in determining the strategic development of SEN policy/provision in the setting.
- Have day-to-day responsibility for the operation of SEN policy and specific support to children with SEN, including those with an EHCP.
- Be a qualified teacher and working towards a National Award in Special Educational Needs Coordination within three years of becoming a SENCO if they are within a maintained nursery school.
- Ensure all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN.
- Ensure that parents are closely involved throughout and that their insights inform action taken by the setting.
- Provide professional guidance to colleagues and work closely with staff, parent carers and other agencies.
- Be aware of the Local Offer provision and provide support to families to ensure children with SEN receive appropriate support.
- Ensure your setting keeps its record of children with SEN up to date.
- Compile an annual report for governors about the provision for, and progress of, children with SEN.
- Have knowledge of the SEN budget and how it is used.
- Advise on the graduated approach to providing SEN support and monitor APDR cycles and evidence of progress, including small step progress.
- Liaise with potential next providers of education to ensure a child and their parent carers are informed about options and a smooth transition is planned.
- Work with the Headteacher and SEN Governor to ensure that the school meets requirements under the Equality Act 2010 with regard to reasonable

### Did you know?

As a SENCO you are able to access the range of support available via the Early Years SENCO Team.

## Expectations for Whole Setting Inclusion

These expectations are drawn from [The Code of Practice 2015](#), and [EEF SEND in Mainstream Guidance Report 2020](#). They outline the expectations that will promote inclusion for all children and young people, including those with SEN, that are not detailed within the Broad Areas of Need section of this document.

<b>Assessment</b>	<p>Practitioners ensure that formative assessment and feedback are a feature of lessons. Assessment is used to reflect on child progress, and to identify, and act upon, possible barriers to learning.</p> <p>All schools and settings should have a clear approach to <b>early identification</b> of SEN.</p> <p>Schools and settings should use a holistic approach to assessment including, but not limited to, formative assessment, observation, checklists, diagnostic tools and child and parent carer voice.</p> <p>A regular cycle of Assess, Plan, Do, Review should be used to ensure that children with SEN are making progress.</p>
<b>Partnership with child and parent carers</b>	<p>The setting works in partnership with parent carers and the child in decision making.</p> <p>Parent carers and the child are supported to engage in decision making and supported to share their views.</p> <p>Tips, supports and resources are shared with parent carers.</p> <p>Parent carers are signposted to support available through <a href="#">The Local Offer</a>.</p>
<b>Positive and supportive environment for all children</b>	<p>Promote positive relationships, active engagement, and wellbeing for all children.</p> <p>Learners feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.</p> <p>Remove barriers to participation.</p> <p>Provision should address the needs identified by the school.</p>
<b>Staff skills and learning</b>	<p>All practitioners, including Teaching Assistants, (TA) make a positive contribution to learner progress. The Education Endowment Foundation (EEF) guide might be useful for TA CPD <a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>.</p> <p>There is a plan for on-going Continuing Professional Development (CPD) in relation to understanding and meeting the needs of children.</p> <p>Staff collaborate and have effective links with other relevant outside agencies and specialists for support, training, and supervision.</p>
<b>Transition and transfer</b>	<p>Support is in place for routine and life transitions when required.</p> <p>Procedures are in place for ensuring smooth progression through settings, particularly during all transition phases, including on entry and exit.</p> <p>Children and parent carers participate in decisions around transition and transfer.</p>

## Quick Checker

The Quick Checker can be used to support conversations between EYFS practitioners and parent carers at the initial concern stage (see SEN Graduated Response Flowchart). The Quick Checker is not a diagnostic tool but it is designed to identify barriers within the four broad areas of SEN.

### Quick Checker for Cognition and Learning

There are concerns about the child's:	Y/N
Ability to actively explore the world around them, exploring objects in an orderly way to investigate cause and effect using all their senses and later commenting and asking questions	
Ability to take a hands-on approach to problem solving, as well as trial and error.	
Ability to sort objects into simple categories, (size, colour, shape) and match shapes to a hole.	
Engagement in imaginative pretend play.	
Ability to imitate actions they have observed, for example clapping or waving.	
Ability to listen and attend or remain focused on an activity for a sustained period of time (at least 30 seconds by 8 - 20 months and more than 10	
Ability to remember where objects belong and shows an understanding of what some objects are used for and objects that go together.	
Lack of interest in number (counting and numbers), shape, size and colour.	
Lack of interest and enjoyment in stories, rhymes and action songs.	
Lack of interest in building and creating.	

## Quick Checker

### Quick Checker for Communication and Interaction

There are concerns about the child's:	Y/N
<b>Expressive language</b>	
Difficulty with speech sound or articulation skills.	
Difficulty using speech sounds accurately.	
Ability to use and express their ideas with clearly voiced and fluent speech, including, stammering, using phrases and sentences.	
<b>Receptive language</b>	
Ability to understand and process language including auditory memory and vocabulary, appropriate for their age and stage of development, for example, remembering and join in with rhymes.	
Attention and/or listening skills—their ability to engage successfully with language.	

There are concerns about the child's:	Y/N
<b>Social and non-verbal communication</b>	
Difficulties with non-verbal communication such as eye contact, copying facial movements, interpreting facial expression, non-verbal cues and prompts, body language and proximity.	
Rigidity of thought, for example, ability to manage changes in routine, literal understanding and use of language.	
Difficulty with social understanding and interaction, for example building and maintain friendships.	
Poor awareness of other, needs of listener and what's appropriate, for example, not giving context, detail, speed of speech, tone of voice.	
Poor conversation skills, turn taking, taking on board other's ideas, following another's topic of conversation, using a monologue, dominating the conversation.	

## Quick Checker

### Quick Checker for Sensory and Physical: Physical Needs

There are concerns about the child's:	Y/N
Physical skills/needs which are affecting their learning and/or access to the curriculum.	
Medical needs are affecting their learning and/or access to the curriculum.	
Physical skills/needs effect their stamina and endurance levels impacting on quantity and quality of work achieved (such as fatigue).	
Physical skills/needs affecting their ability to access the setting site/facilities.	
Physical skills/needs impact on ability to use typical equipment such as standard chairs, pencils, scissors etc.	
Physical skills/needs requiring them to have assistance with personal care/medical interventions, moving and handling.	
Physical skills/needs requiring additional equipment to access the curriculum.	
Physical skills/needs requiring additional equipment to access the setting environment.	
Physical skills/needs requiring additional support/equipment to evacuate the building safely in the case of an emergency.	
Physical skills/needs impacting on their ability to complete activities of daily living such as toileting, dressing, use of cutlery, use of scissors, writing etc.	

### Quick Checker for Sensory and Physical: Hearing Impairment (Hearing Loss)

There are concerns which may be related to hearing impairment about the child:	Y/N
Having noticeable delays or gaps in attention and listening, play, communication and understanding spoken interaction.	
Showing some of the following: poor speech intelligibility, difficulty with recognising and responding to phonics, limited vocabulary both receptive and expressive, and immature grammatical structures in spoken language.	
Being distractible in the setting/class, having poor listening skills in a busy environment, and asking you to repeat often.	
Having low levels of confidence and low levels of attention.	
Volume of voice which might vary considerably. This may be due to group size, distance from keyworker/board/teacher, reverberant rooms or poor light levels.	
Watching intently and being dependent on visual cues from their keyworker, teacher or peers.	
Having difficulty in responding to questions, instructions, starting work after keyworker/teacher input or discussion, recalling information, social and academic interaction with peers.	
Having a diagnosed hearing loss but continuing to experience difficulties even with consistent wearing and management of hearing aids.	

## Quick Checker

### Quick Checker for Sensory and Physical: Vision Impairment (Vision Loss)

There are concerns which may be related to vision loss about the child:	Y/N
Holding printed resources and/or objects very closely or at an unusual angle.	
Struggling to find a picture of an object on a page or a toy in a busy background.	
Having difficulty at snack/mealtimes locating position of food on plate or accessing their drink.	
Struggling to locate their own belongings.	
Having difficulty in locating a key adult or peers from a distance.	
Having difficulty with lower visual field and tripping over, or having difficulty with steps/stairs/uneven ground.	
Struggling in outdoor play and/or P.E., especially demonstrating poor spatial awareness.	
Having difficulty orientating in an unfamiliar environment.	
Having difficulty accessing, or not paying attention to board work or story time.	
Failing to respond to non-verbal instructions.	

There are concerns which may be related to vision loss about the child:	Y/N
Having difficulty interpreting facial expressions, social cues and can get too close.	
Having difficulty in making eye contact or recognising familiar faces.	
Being withdrawn or demonstrating behavioural issues.	
Appearing isolated in the setting, playground and/or outside area.	
Having difficulty looking at and reaching for toys at the same time (look, look-away-reach pattern).	
Overgeneralising concepts or categories based on visual details, for example labelling all four-legged animals as the same animal.	
Needing the addition of light and/or movement to an object to elicit a visual response.	
Being overly attracted to lights.	
Having strong colour preferences or favoured objects.	
Turning their head more frequently in one direction.	



## Quick Checker

### Quick Checker for Social, Emotional and Mental Health

There are concerns about the child's:	Y/N
Ability to plan, attend and organise themselves. (e.g. Birth to three Begin to show 'effortful control'. For example waiting for a turn , 3 - 4 Select and use activities and resources with help when needed, reception 'show resilience and perseverance in the face of challenge')	
Ability to co-regulate themselves. (e.g. Birth to three—be increasingly able to talk about and manage their emotions, 3 - 4year olds—be able to talk about their feelings using words like 'Happy', 'sad', 'angry' or worried, and reception 'identify and moderate their own feelings socially and emotionally).	
Ability to manage age appropriate change/transitions.	
Level of hyper vigilance and their disproportionate 'fight, flight, freeze' response.	
Developing and maintaining warm relationships with trusted adults and then other peers.	
Behaviour at home that may not be seen within the Early Years setting/preschool/school.	
Low confidence and/or self-esteem.	
Unpredictability of behaviour with lack of obvious triggers.	
Engagement and interaction with the curriculum and wider early years provision.	
Failure to make anticipated progress across the Prime Areas of Learning.	

## Inclusion for each Broad Area of Need

We have separated this section by the four areas of need set out in the Code of Practice.

Many learners may have needs across more than one category and certain conditions may not fall neatly into one area of need. When reviewing and managing special educational provision the four broad areas of need may be helpful as a guide to ensure you can provide support across these areas.

Whilst there is a wealth of suggestions and strategies, this is not an exhaustive list of the barriers that you might see and the provision that could be used to support children.

Children and young people say:

**When I had an assessment for what would make my life in my setting easier, they were quite willing to put procedures in place.**

**The education was brilliant, because I got all of the right help.**

**There needs to be a broader and better understanding of SEND in order to give people a better experience.**



# Cognition and Learning

## SEND Code of Practice

‘Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children and young people are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children and young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.’ Code of Practice, 6.30 and 6.31.

Children and young people say:

**It feels like something is pushing me down.**

**Embrace our difference.**

**I have a really hard time lining up numbers.**

**I would look at pictures and pretend I was reading.**



# Cognition and Learning

Cognitive learning development is our ability to think, solve problems, make decisions, and make sense of the world around us. During the preschool years, children have a self-centred view of the world. They mainly use their imagery and memory skills meaning they are able to learn and memorise how to do new things.

Over this time period we are likely to see progress and development in the following areas:

- 1) Information processing - making sense of the world.
- 2) Exploring—looking carefully and asking questions.
- 3) Thinking—making predictions.
- 4) Listening and attention—focussing for longer periods of time and developing shared attention.
- 5) Memory—recalling events and following routines and expectations.
- 6) Problem solving—matching, sorting, making links and understanding cause and effect.

Settings can support this development through promoting the

Characteristics of Effective Learning.

The Characteristics of Effective Teaching and Learning provide a structure to use when reflecting on not just what is being learned, but on the quality of that process. They are the skills and attitudes that children need to be successful and lifelong learners.

The best preparation we can give them by using the characteristics in their early years is to promote positive dispositions by providing living experiences of making choices, innovating, taking responsibility, facing challenge, thinking flexibly and critically, and learning how to learn so that they will be able to respond to their unfolding futures.

Play and self-initiated activities are ideal opportunities to build

Characteristics of Effective Teaching and Learning. In play, children can follow their own innate curiosity and drives to find things out, to relate to others, and to be in charge of their own actions.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

Three characteristics of effective teaching and learning are:


- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

(DfE Statutory Framework for the early years foundation stage 2021, 1.15 p.16)

# Cognition and Learning

Support for a child within the broad areas of need.




	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
<p><b>Universal</b></p> 	<p>Many children show a slower rate of progress than their peers. This could be due to a range of factors for example developmental delay or the impact of life events. Often their rate of progress will increase over time through high quality provision at a Universal level.</p> <p>It is important to check hearing and vision prior to consideration of, or assessment for cognition and learning barriers.</p> <p><b>Information Processing</b></p> <ul style="list-style-type: none"> <li>• Difficulties with following/predicting a simple daily routine</li> <li>• Difficulties in following instructions and the setting routine</li> <li>• Difficulties in recognising letters, sounds and numbers</li> <li>• Long term-difficulties in acquiring pre-reading / pre-writing skills</li> <li>• Slow progress with early learning, language acquisition, play and personal independence skills</li> <li>• The child may also engage in repetitive play and not engage in spontaneous play</li> </ul>	<p><u>SIT Pupil Profile</u></p> <p><u>Early years Developmental Journal</u></p> <p><u>DfE Progress Check at age 2</u></p> <p>Refer to information from the Health Visitor Checks regarding their <u>Ages and Stages Questionnaire ASQ-3</u></p> <p><u>Dyslexia checklists - British Dyslexia Association</u> (<a href="http://bdadyslexia.org.uk">bdadyslexia.org.uk</a>)</p>	<ul style="list-style-type: none"> <li>• The view of the child around how they feel has been sought in a child friendly way</li> <li>• Close home/setting/parent carer links/relationship (not just ICT based) so that staff are aware of any changes in home circumstances and environmental factors that might impact on developmental progress. Also to ensure that information is shared appropriately</li> <li>• Understanding strengths and interests</li> <li>• Knowledge and understanding of barriers to learning</li> <li>• Knowing the child's starting point and next steps to develop learning</li> <li>• Support using a multisensory approach with a lot of opportunities for overlearning and repetition</li> <li>• Support with learning is sequential and builds on what the child knows</li> <li>• Model, scaffold to independence</li> <li>• Use of effective questioning to enable engagement and to assess</li> <li>• Regular assessment informing next steps</li> <li>• Opportunities to talk through learning at home with parent carers</li> <li>• Visuals – transitions within sessions</li> <li>• Environmental audit – transition into and from settings, changes in staff</li> <li>• Tracking using developmental journal</li> <li>• Using interests</li> <li>• Now next/visual support prompts</li> <li>• Provide a simple narrative using key words e.g. "baby sleeps"</li> <li>• Avoid split attention</li> <li>• Give processing time (wait time)</li> <li>• Ask them to repeat the instruction (parrot)</li> <li>• Provide a calm, quiet environment when giving instruction</li> <li>• Accompany talk with show where possible</li> </ul>

# Cognition and Learning

Support for a child within the broad areas of need.




	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
<p><b>Universal</b></p> 	<p><b>Listening and Attention</b></p> <ul style="list-style-type: none"> <li>• Poor ability to focus and concentrate</li> <li>• Significant difficulties with listening and attention and focus on an activity</li> <li>• Fleeting attention to activities of their choosing in younger children</li> <li>• Difficulties with participation and engagement for a high proportion of their day</li> <li>• Listening and attention for less than 5 minutes to an adult-led task of interest for children 4-5 years old</li> <li>• Showing little interest in people, objects or the world around them</li> <li>• The child may not show much enthusiasm or enjoyment in activities like other children typically may</li> </ul>	<p><u>What to expect in the Early Years Foundation Stage</u>—use of the check points to gauge progress</p> <p>Refer to information from the Health Visitor Checks regarding their <u>Ages and Stages Questionnaire ASQ-3</u></p>	<ul style="list-style-type: none"> <li>• Nursery rhymes and stories</li> <li>• First hand experiences in practical activities</li> <li>• Start and finish boxes</li> <li>• Use a range of resources and activities that are both familiar and new to the child. This could include musical instruments, sensory play activities, messy play activities, treasure baskets, photographs, different types of mirrors, use of ICT equipment where appropriate and use of all EYFS resources</li> <li>• Ensure that play and learning provided are of interest to the individual child and match their interest. (Discuss with parent carers what the child plays with at home and use observations and review planning to support this)</li> <li>• Use of same favourite toys as in home setting where possible</li> <li>• Adults to model how to play and show interest in activities when playing with the children</li> <li>• Use the child’s name to ensure that you have their attention before speaking/engaging with the child</li> <li>• Play alongside the child and copy what the child does to show interest in the activity then model ways to extend and develop the play (child holding doll, adult then holds doll and feeds doll using a spoon)</li> <li>• Integrate a range of resources into the child’s interest e.g. add small world people/mark making as part of playing with a train</li> <li>• Use specific motivators that the child is interested in and include in play situations (often this might be food or specific types of play e.g. spinning/rocking/wheel movement)</li> <li>• Making links explicit e.g., practical activities linked to theme or ‘story’</li> </ul>

# Cognition and Learning

Support for a child within the broad areas of need.




	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
<b>Universal</b> 	<p><b>Memory</b></p> <ul style="list-style-type: none"> <li>Difficulties in memory skills and retaining concepts over time</li> <li>Difficulty in recalling where familiar things are kept</li> </ul> <p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>Difficulties in engaging with materials and objects e.g. filling and emptying containers</li> <li>Difficulties in extending play sequences or use of imaginative language</li> <li>The child may appear rigid with their play and cannot change how they play with activities</li> <li>The child may also engage in repetitive play and not engage in spontaneous play</li> <li>They may appear unable to express or explore their own ideas and thinking</li> </ul>	<p><u><a href="#">Dyslexia checklists - British Dyslexia Association</a></u> (<a href="http://bdadyslexia.org.uk">bdadyslexia.org.uk</a>)</p> <p><u><a href="#">Early years Developmental Journal</a></u></p> <p><u><a href="#">DfE Progress Check at age 2</a></u></p> <p>Refer to information from the Health Visitor Checks regarding their <u><a href="#">Ages and Stages Questionnaire ASQ-3</a></u></p>	<ul style="list-style-type: none"> <li>Provide objects of reference rather than abstract ideas</li> <li>Allow time for the child to engage and become immersed in an experience. If a child is engaging with something, try not to move the child on too quickly</li> <li>Be patient with repetitive play, the child may need to repeat many times to learn/understand something</li> <li>Provide open ended play opportunities and play experiences e.g. outdoor exploration, building dens, using fabric, building blocks</li> <li>Always offer choices even if you know the child will choose something to give them opportunities to explore other options</li> <li>Provide a range of familiar resources but include “new” experiences in small doses</li> <li>Use visual support such as now and next, choice boards to support the development of play routines</li> <li>Use specific and meaningful praise when the child persists to achieve something new</li> <li>Ensure that you are using physical reassuring cues e.g. facial expressions, body language, gestures to encourage effort and engagement in play</li> </ul>

# Cognition and Learning

Support for a child within the broad areas of need.




	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
<b>Universal</b> 	<p><b>Thinking Making Predictions</b></p> <ul style="list-style-type: none"> <li>They may appear unable to express or explore their own ideas and thinking</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>Little or no problem solving skills</li> <li>Difficulties with matching, sorting or categorising</li> <li>Difficulties with sequencing, matching and naming</li> <li>Difficulty in understanding cause and effect</li> <li>Difficulty in applying learning to different situations and/or activities, for example they may be able to do one shape sorter but cannot do another one with different shapes</li> <li>They may appear frustrated with new activities and give up easily as a result of this</li> </ul>	<p><a href="#">Early years Developmental Journal</a></p> <p><a href="#">DfE Progress Check at age 2</a></p> <p>Refer to information from the Health Visitor Checks regarding their <a href="#">Ages and Stages Questionnaire ASQ-3</a></p>	<ul style="list-style-type: none"> <li>Extend the child’s thinking in appropriate moments by saying “I wonder what would happen if ...”</li> <li>Making links explicit e.g., practical activities linked to theme or ‘story’</li> <li>Extend the child’s thinking in appropriate moments by saying “I wonder what would happen if ...”</li> <li>Use specific and meaningful praise when the child persists to achieve something new</li> </ul>



# Cognition and Learning

Support for a child within the broad areas of need.




	Tools for identification of need	What can help? (Strategies and provision)
<p style="text-align: center;"><b>SEN Support</b></p>  <p>Despite Universal strategies being implemented the child continues to have difficulties and is making limited or no progress.</p> <p>Further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through the APDR process, in co-production with parent carers, to include both continuation of Universal strategies in addition to further support and input from outside agencies if appropriate after the first cycle of APDR.</p>	<p>Refer to the summary of <a href="#">Schedule of Growing Skills - GL Assessments</a> where completed by Health visitors.</p> <p><a href="#">York Assessment Reading Comprehension (YARC)</a>, <a href="#">Early Reading (Ages 4-7)</a>, at a cost</p>	<p><b>General</b></p> <p>Targeted interventions in small groups or one-to-one using evidence-based learning principles such as:</p> <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Cumulative or over-learning</li> <li>• Practicing little and often</li> <li>• Opportunities for application of skills</li> <li>• Engagement through interests and strengths</li> <li>• Smaller groups or 1:1 support</li> <li>• Highly motivating activities in a quiet space with limited distractions</li> </ul> <ul style="list-style-type: none"> <li>• <a href="#">Ruth Miskin Phonics/Read write Inc phonics - Ruth Miskin Training - Ruth Miskin Phonics Training</a> Reception Children</li> <li>• <a href="#">Letters and Sounds - Letters and sounds - GOV.UK (www.gov.uk)</a></li> <li>• <a href="#">PhonicsPlay</a></li> <li>• <a href="#">Phase 1 Letters and Sounds</a></li> <li>• <a href="#">Herts Phonological Awareness Pack- Primary and Secondary</a></li> <li>• <a href="#">Teach your Monster to Read- iPad based</a></li> <li>• <a href="#">Precision Teaching Early Years Resources</a></li> <li>• <a href="#">NELI—Nuffield Early Language Intervention—for children in Reception</a></li> <li>• <a href="#">Attention Autism Approach</a></li> </ul>

# Cognition and Learning

Support for a child within the broad areas of need.



	Tools for identification of need	What can help? (Strategies and provision)
<p><b>SEN Support</b></p>  <p>Despite Universal strategies being implemented the child continues to have difficulties and is making limited or no progress.</p> <p>Further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through the APDR process, in co-production with parent carers, to include both continuation of Universal strategies in addition to further support and input from outside agencies if appropriate after the first cycle of APDR.</p>	<p>Refer to the summary of <a href="#">Schedule of Growing Skills - GL Assessments</a> where completed by Health visitors.</p>	<ul style="list-style-type: none"> <li>• iXL- reception to Y13- online interactive and adaptive maths programme <a href="#">IXL   Maths and English Practice</a></li> </ul> <p>Working Memory</p> <ul style="list-style-type: none"> <li>• Small group or 1:1 memory games such as those found here: <a href="#">Memory Games Ideas.pdf (bradford.gov.uk)</a></li> <li>• Early Years Advisory Service Plan Do Review work</li> <li>• SEPs School Entry Plan Meeting SEND Support</li> </ul>

# Cognition and Learning

## Key Documents

Early Years Framework: Statutory framework for the early years foundation stage

What to expect in the EYFS Framework

SEND Guidance for Early Years on the Code of Practice Early Years Guide to the 0-25 SEND Code of Practice

Early Developmental Journal from the Council for Disabled Children  
Toolkit for monitoring progress

Somerset Sensory Processing Handbook

## Further Training

Additional Training can be found through—Early Years Area SENCOs and Inclusion Advisers Resources | Support Services for Education

Attention Autism Approach Training Practical Help with Autism | Gina Davies Autism Centre

Dingley's Promise Somerset – Offer Training for Early Years Settings:  
Dingley's Promise – Early Years Specialist

## Further Reading

Understanding Neurodiversity 0 A Guide to SpLD Microsoft Word - A Guide to SpLD 2nd ed.docx (bdadyslexia.org.uk)

Early Years Toolkit | EEF (educationendowmentfoundation.org.uk)

EEF document - Phonics | EEF (educationendowmentfoundation.org.uk)

Book Trust—Bookstart Additional Needs Packs

Book Trust—HomeTime for children aged 5 and under—Fun stories and activities for parent carers to use at home

## Useful Resources

Early Years Area SENCOs and Inclusion Advisers Resources | Support Services for Education

Letters and Sounds: Principles of High Quality Phonics

Teach your Monster to read: Free Phonics, Reading and Mathematics Games

Mastering Memory Boosting Working Memory Programs for children age two to eleven

Learning to Talk: Better Health—Start for Life, Tips to help with speech development

# Cognition and Learning

## Who else can help?

Early Years Area SENCOs and Inclusion Advisers

Downs Syndrome Organisation

British Dyslexia Association: Signs of Dyslexia

Council for Disabled Children Early Years SEND Resources

NASEN—An online gateway for Early Years Resources Early Years | Nasen

The Foundation Years Knowledge Hub and SEND

Children's language development and parenting advice - BBC Tiny Happy People

Cerebra - Working with you and your amazing child

## Useful Signpost points:

www.ipsea.org.uk - A useful site for free, legally based Special Education advice

www.widgit.com/resources - Symbolled resources for different topics and areas of life, including resources for fire safety and about visiting the doctors/dentists

www.special-needs-kids.co.uk - An information directory for parents and carers

www.iassnetwork.co.uk - Advice and support for parents of children and young people with SEN

www.oneplaceforspecialneeds.com/main/library\_social\_stories.html - A really useful set of social stories to share with children, covering topics ranging from coping with a new baby in the family to getting a haircut to making friends. The National Autistic Society website also provides guidance on writing your own personalised social stories

dyspraxiafoundation.org.uk - Dyspraxia Foundation website

https://www.mencap.org.uk/ and https://www.cerebra.org.uk/ for learning disabilities and difficulties support

Learning Disability - Down's Syndrome - Williams syndrome | Mencap

Inclusion Advice Line—0300 1232224 Monday—Friday 9am—5pm

## Who else can help and support?

Talk to your child's key adult, they may be able to offer support and advice.

Every setting has a SENCo and you can arrange to discuss your concerns with them.

## Communication and Interaction

### SEND Code of Practice:

‘Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.’ Code of Practice, 6.28. and 6.29.

Children and young people say:

**I can't follow vague instructions and unplanned events are a nightmare.**

**Ask and listen. Be curious about who I am.**

**I struggle with strong smells, sounds and lights.**


**I have worked with the learning support staff to make things easier for myself.**



# Communication and Interaction

Support for a child within the broad areas of need.




	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
<b>Universal</b> 	<p>The child may:</p> <p><b>Receptive and Expressive language</b></p> <p>Difficulties with the use of language</p> <ul style="list-style-type: none"> <li>Limited vocabulary</li> <li>Difficulty putting words into sentences correctly</li> <li>Immature speech sounds for example, 'gar' for 'car'</li> <li>Difficulties in understanding sentences with more than one element in context, including every day language without visual references</li> <li>Disorganised, age appropriate, word order and sentence structure</li> </ul> <p>Difficulties with listening and attention,</p> <ul style="list-style-type: none"> <li>Over reliance on others</li> <li>Acting out/withdrawing behaviours</li> <li>Difficulty understanding non-literal language/ vocabulary, for example, understanding jokes and sarcasm, idioms, synonyms</li> <li>Maintaining attention on self-chosen activities for very short periods of time</li> <li>Maintaining attention on adult-led activities for very short periods of time</li> <li>Unable to join in with familiar rhymes and songs</li> </ul>	<p><a href="#">SIT Pupil Profile</a></p> <p><a href="#">Early years Developmental Journal</a></p> <p><a href="#">DfE Progress Check at age 2</a></p> <p><a href="#">Every Child A Talker Monitoring Tool</a></p> <p><a href="#">Microsoft Word - CMT.doc (leicestershire.gov.uk)</a></p> <p><a href="#">Universally Speaking</a></p> <p><a href="#">Speech Sound screener</a></p> <p><a href="#">Early-Years-Speech-Screen-booklet.pdf (kentcht.nhs.uk)</a></p> <p><a href="#">Coventry Grid (ASC)</a> A tool used to identify needs associated with autism and differentiating between these and</p>	<p><b>Receptive and Expressive language</b></p> <ul style="list-style-type: none"> <li>The view of the child around how they feel has been sought in a child friendly way</li> <li>Close home/setting/parent carer links/relationship (not just ICT based) so that staff are aware of any changes in home circumstances and environmental factors that might impact on developmental progress. Also to ensure that information is shared appropriately</li> <li>Personalised learning targets in agreement with the child if possible</li> <li>Flexible grouping strategies, including ones where the child can work with peers of a range of abilities</li> <li>Simplifying language</li> <li>Allow time for child to process and respond (10 second rule)</li> <li>Sequential instruction giving</li> <li>Checking back for understanding</li> <li>Cue child into what you are saying</li> <li>Modelling - adults to model and scaffold appropriate language and conversation skills</li> <li><a href="#">Somerset Inclusive Communication</a>—signs and symbols to support language skills</li> </ul>

# Communication and Interaction

Support for a child within the broad areas of need.




	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
<b>Universal</b> 	<p><u>Difficulties with understanding language</u></p> <ul style="list-style-type: none"> <li>For example, may cue in to certain words, difficulty remembering length of sentence, limited vocabulary</li> </ul> <p><b>Social and non-verbal communication</b></p> <ul style="list-style-type: none"> <li>Some difficulty interpreting non-verbal cues and facial expression</li> <li>Some inconsistent use of eye contact and non-verbal prompts</li> <li>Some difficulty initiating conversation with adults and peers</li> <li>Some difficulty maintaining conversation</li> <li>Difficulties with listening and attention</li> <li>Difficulties with processing and understanding language</li> <li>Unaware of knowing appropriate conversation starters</li> <li>Unaware of knowing when it is their turn to speak (turn taking)</li> <li>Difficulties understanding or showing awareness of the listener</li> </ul>	<p><u>Ages and stages— Speech and Language UK</u></p> <p><u>Child’s Progress Checkers - Speech and Language UK</u></p> <p><u>Autism Education Trust - Early Years Competency Framework</u></p> <p><u>Autism Education Trust - Early Years Standards Framework</u></p> <p><u>Sensory Environment Assessment Checklist for Early Years</u></p> <p>Health Visitor Checks <u>Ages and Stages Questionnaire ASQ-3</u></p> <p><u>Early Years Integrated Therapies Fact File</u></p>	<p>Setting environment:</p> <p><b>Physical:</b></p> <ul style="list-style-type: none"> <li>quiet space to work</li> <li>alternative seating (quiet area or near a buddy)</li> <li>limiting visual clutter</li> <li>considering where pegs, lunch boxes, bags, individual drawers and personal items are kept – avoid crowds and easy access, keep classroom easy to move around</li> </ul> <p><b>Structural:</b></p> <ul style="list-style-type: none"> <li>clear routine</li> <li>verbal and written instructions – visual cues</li> <li>clear and not distracting</li> <li>visual timetables and vocabulary – keywords, now and next instructions</li> <li>intervention groups</li> <li>wristbands and other alerts</li> <li>turn taking and communication skills</li> <li>social skills groups</li> <li>narrative pack</li> <li>short, direct teaching</li> <li>session planning based on child’s interest</li> <li>high levels of paired talk</li> <li>vocabulary work</li> <li>key words</li> <li>precision of language – good modelling of language and not correcting</li> <li>using and practising scripts to help with new social situations and what to say/do</li> <li>give the child a meaningful role in the school, rewards, visuals, motivators</li> <li>While class social stories can be used, with group working as a team for emotional regulation</li> <li>Use of Comic strip conversations</li> </ul>

# Communication and Interaction

Support for a child within the broad areas of need.




	Tools for identification of need	<b>What can help?</b> (Strategies and provision)
<p><b>SEN Support</b></p>  <p>Despite Universal strategies being implemented the child continues to have difficulties and is making limited or no progress.</p> <p>Further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through the APDR process, in co-production with parent carers, to include both continuation of Universal strategies in addition to further support and input from outside agencies if appropriate after the first cycle of APDR.</p>	<p>Speech and Language Toolkit—Early Years</p> <p><a href="#">WellComm - GL Assessment (gl-assessment.co.uk)</a> , at a cost</p> <p><a href="#">Speech Link</a>, package, for 4-8year olds, to identify and support children with mild to moderate SLCN and those new to English, at a cost</p>	<p>To include Universal support plus:</p> <ul style="list-style-type: none"> <li>• Explicit modelling language</li> <li>• Small group or individual language sessions</li> <li>• Providing an additional method of communication e.g. use of ICT, symbol communication (for example, Makaton, Picture Exchange Communication System (PECS))</li> <li>• Black Sheep Press Materials</li> <li>• Attention Autism</li> <li>• Early Years Talk Boost</li> <li>• <a href="#">Ages and stages—Speech and Language UK</a></li> <li>• TEACCH – Structured teaching and ensuring classroom set up/ workstation are in place</li> </ul> <p><b>Social Stories</b> <a href="http://www.autism.org.uk">www.autism.org.uk</a></p> <p>Social stories are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.</p> <p>Whole class social stories can be used, with group working as a team for emotional regulation</p> <p>Comic Strip Conversations by Carol Grey</p> <p><b>ELKLAN</b> – primary and secondary (training first) Autism and Communication Service - <a href="http://www.supportservicesforeducation.co.uk/Services/3326">www.supportservicesforeducation.co.uk/Services/3326</a> <a href="http://www.elklan.co.uk">www.elklan.co.uk</a></p> <p>Elkklan writes and delivers accredited courses for education and other staff working with those with speech, language and communication needs and for parents.</p>



# Communication and Interaction

Support for a child within the broad areas of need.


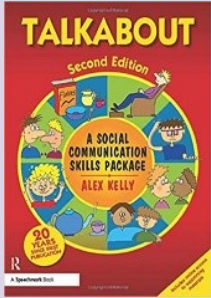


	Tools for identification of need	<b>What can help?</b> (Strategies and provision)
<p style="text-align: center;"><b>SEN Support</b></p>  <p>Despite Universal strategies being implemented the child continues to have difficulties and is making limited or no progress.</p> <p>Further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through the APDR process, in co-production with parent carers, to include both continuation of Universal strategies in addition to further support and input from outside agencies if appropriate after the first cycle of APDR.</p>	<p>Refer to the summary of <a href="#">Schedule of Growing Skills - GL Assessments</a> where completed by Health visitors.</p> <p><a href="#">WellComm - GL Assessment (gl-assessment.co.uk)</a></p> <p><a href="#">Speech Link</a>, package, for 4-8year olds, to identify and support children with mild to moderate SLCN and those new to English, at a cost</p>	<p><b>SCERTS (Social Communication, Emotional Regulation, Transactional Support) model</b></p> <p>This comprehensive, multidisciplinary, educational approach designed for learners with autism and social emotional learning differences</p> <p>This virtual workshop will be informative and interactive, participants will have chance to ask questions and share ideas throughout the sessions.</p> <p><a href="#">Introduction to SCERTS: A virtual workshop for professionals in Somerset   Support Services for Education</a></p> <ul style="list-style-type: none"> <li>• For four to five year olds, the Nuffield Early Language Intervention (NELI) <a href="#">NELI: The Nuffield Early Language Intervention   Elklan Training Ltd</a> (TARGETS vocabulary, narrative, listening and phonological awareness, evidence based programme)</li> <li>• ICAN Inclusion by design <a href="#">Educational Support for Children with Developmental Language Disorder (DLD) (ican.org.uk)</a></li> <li>• Inclusive Communication</li> <li>• Word Aware - <a href="http://thinkingtalking.co.uk/word-aware/">http://thinkingtalking.co.uk/word-aware/</a> - an evidence-based approach to improving children’s vocabulary knowledge</li> </ul> <p><b>PECS – Picture Exchange Communication System</b></p> <p><a href="http://www.mypecs.com/">http://www.mypecs.com/</a></p> <p>Used to teach individuals with autism and special needs to initiate functional communication primarily through picture symbols</p>

# Communication and Interaction

Support for a child within the broad areas of need.



	Tools for identification of need	What can help?
<p style="text-align: center;"><b>SEN Support</b></p> <div style="text-align: center;">  </div> <p>Despite Universal strategies being implemented the child continues to have difficulties and is making limited or no progress.</p> <p>Further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through the APDR process, in co-production with parent carers, to include both continuation of Universal strategies in addition to further support and input from outside agencies if appropriate after the first cycle of APDR.</p>	<p><u><a href="#">Wellcomm—Complete Speech and Language Toolkit</a></u></p> <p><u><a href="#">Somerset Speech and Language Toolkit—Early Years</a></u></p> <p><u><a href="#">Speech Link</a></u>, package, for 4-8year olds, to identify and support children with mild to moderate SLCN and those new to English, at a cost</p>	<p><u><a href="#">Early Talkbooks Early Years Version (3-4 year olds)</a></u> - Early Talk Boost is a targeted intervention aimed at 3-4 year old children who need help with talking and understanding words, helping to boost their language skills to narrow the gap between them and their peers.</p> <p><u><a href="#">NELI—Nuffield Early Language Intervention</a></u>—for children in Reception</p> <p><b>Autism Education Trust (AET):</b> <u><a href="#">Progression Framework</a></u></p> <p><b>Socially Speaking:</b> Pragmatic Social Skills Programme for Pupils with Mild to Moderate Learning Disabilities by Alison Schroeder and Jacqueline Jomain</p> <p><b>Talkabout (also Talkabout for Children)</b>  <u><a href="#">Talkabout: A Social Communication Skills Package: Amazon.co.uk: Kelly, Alex: Books</a></u>            A social communication skills package. Beginning with a basic assessment procedure to evaluate the client's self-awareness, as well as the awareness of others, it is divided into six levels, and provides professionals with a framework for the development of social skills</p> <div style="text-align: center;">  </div>

# Communication and Interaction

## Key Documents

[Early Years Framework](#): Statutory framework for the early years foundation stage

[What to expect in the EYFS Framework](#)

[SEND Guidance for Early Years on the Code of Practice](#) Early Years Guide to the 0-25 SEND Code of Practice

[Early Developmental Journal from the Council for Disabled Children](#) Toolkit for monitoring progress

## Further Training

Training Modules and Support Resources—Autism Education Trust—[Autism Early Years Development Programme](#).

- AET: [Early Years making sense of Autism](#)
- AET: [Early Years Good Autism Practice](#)

[Children and Young People's Therapy - Children and Young People's Therapy Service - Somerset NHS Foundation Trust \(somersetft.nhs.uk\)](#) - Language Development Video

[Speech and Language UK](#) Free training for early years professionals

Speech and Language UK [Early Talk 0-5](#)

Training on Social Stories—Autism and Communication Service ELKLAN -[speech, language and communication training](#)

Speech, Language and Communication Framework (SLCF) - [Free online professional development tool](#)

## Further Reading

[“Developing Baseline communication skills” by Catherine Delamain and Jill Spring.](#)

[National Autistic Society—Comic strip conversations by Carol Grey](#)

[Every Child A Talker Guidance](#)

## Useful Resources

[Early Years Area SENCos and Inclusion Advisers Resources | Support Services for Education](#)

Autism Education Trust (AET): [Progression Framework Resource](#)

Autism Education Trust (AET): [Early Years Standards Framework Resources](#)

Autism Education Trust (AET): [Early Years Competency Framework](#)

Autism & Communication Service Download: [Early Years Additional Strategies and Resources](#)

Autism & Communication Service Download: [SLCN Resource Toolkit for Practitioners](#)

Autism & Communication Service Download: [Autism Toolkit](#)

Speech and Language UK: [Universally Speaking check lists](#)

[Signs & Symbols](#): Support Services for Education

Speech and Language UK: [Early Talk Boost Resources](#)

[Chatter Matters](#) for baby, pre-school & toddler

## Communication and Interaction

### Who else can help and support:

Talk to your child's key adult, they may be able to offer support and advice.

Every setting has a SENCo and you can arrange to discuss your concerns with them.

Early Years Area SENCOs and Inclusion Advisers

Somerset Autism and Communication Service

### Useful Signpost points:

Children and Young People's Therapy

Children and Young People's Fact Files

Children's Autism Outreach Team (CAOT) birth up to thirteen years support for children and their families with an Autism diagnosis

Children and Young People Therapy Service (CYPTS) telephone advice line: Tel: 0303 033 3002 – Monday to Thursday 09.00 – 12.00

ICAN - <https://ican.org.uk/>

NAPLIC - <https://www.naplic.org.uk/>

RADLD - <https://radld.org/>

The Michael Palin Centre - <https://michaelpalincentreforstammering.org/>

British Stammering Association - <https://stamma.org>

NAS – National Autistic Society - <https://www.autism.org.uk/>

AFASIC - <https://www.afasic.org.uk/>

Autism and Communication Team– referral via an EHA available on Professional Choices

Inclusion Advice Line—0300 1232224 Monday—Friday 9am—5pm

## Sensory and Physical

### SEND Code of Practice:

'Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link). Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.' Code of Practice, 6.34 and 6.35.

Children and young people say:

**My setting wanted to know what helped me best and put in extra-curricular activities for me.**

**They did building works in order for my needs to be accommodated.**

**Listen to us, our parents and our carers. We can help you understand how to support our learning.**



# Sensory and Physical - Physical Needs

Support for a child within the broad areas of need.




	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
<b>Physical access to the setting</b>			
<p><b>Universal</b></p>	<p>The child may:</p> <ul style="list-style-type: none"> <li>• Seek adult support to move around the setting</li> <li>• Refrain from moving between areas of the setting</li> <li>• Tires and struggles by the end of the session</li> <li>• Struggles to open doors</li> <li>• Requires additional support to evacuate a building in case of emergency</li> <li>• Is unable to participate in activities like their peers</li> <li>• Requires physical support to negotiate the setting site</li> <li>• Have ongoing delayed motor skills e.g. difficulties standing alone, pulling up on furniture and bouncing up and down</li> <li>• Be reluctant to crawl or crawls in an unusual way</li> </ul>	<p><a href="#">SIT Pupil Profile</a></p> <p><a href="#">Early years Developmental Journal</a></p> <p><a href="#">DfE Progress Check at age 2</a></p> <p><a href="#">Early Years Integrated Therapies Fact File</a></p> <p><a href="#">Somerset Sensory Processing Handbook</a></p>	<ul style="list-style-type: none"> <li>• The view of the child around how they feel has been sought in a child friendly way</li> <li>• Close home/setting/parent carer links/relationship (not just ICT based) so that staff are aware of any changes in home circumstances and environmental factors that might impact on developmental progress. Also to ensure that information is shared appropriately</li> <li>• Provide alternative areas for specific tasks to be carried out</li> <li>• Provide different types of chairs/tables to ensure a child is suitably supported</li> <li>• Allow alternative routes around the setting</li> <li>• Consider changing room locations to increase accessibility</li> <li>• Consider changing door handles</li> <li>• Consider handrails on steps</li> <li>• Consider use of step to access toilet/basin</li> <li>• Consider arrangements for lunch and break times eg queuing earlier, leaving activities early or later.</li> <li>• Plan to reduce physical exertion around the setting, e.g. consider location of cloakroom pegs, lockers etc</li> </ul> <p>A range of strategies can be found in the <a href="#">Children and Young People's Therapy Service (CYPTS) Early Years Fact Files</a> Please see:</p> <ul style="list-style-type: none"> <li>• Helping a baby to develop rolling and sitting (p.58)</li> <li>• Helping a baby to develop standing and stepping (p.60)</li> <li>• Helping a baby to develop their balance (p.62)</li> </ul> <p>Create a <a href="#">Personal Emergency Evacuation Plans (PEEP)</a></p>

# Sensory and Physical - Physical Needs

Support for a child within the broad areas of need.




	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
<p><b>Universal</b></p> 	<p><b>Toileting and self-care</b></p> <p>The child may:</p> <ul style="list-style-type: none"> <li>• Require adult assistance with cleaning themselves</li> <li>• Require adult support to change their clothes</li> <li>• Be unable to get on and/or off toilet</li> <li>• Demonstrate poor balance on the toilet</li> <li>• Be unable to reach sink</li> <li>• Be unable to use taps/dry hands</li> </ul>	<p><a href="#">Early years Developmental Journal</a></p> <p><a href="#">DfE Progress Check at age 2</a></p> <p><a href="#">Early Years Integrated Therapies Fact File</a></p> <p><a href="#">Somerset Sensory Processing Handbook</a></p>	<p>Provide adaptations and commercially available equipment such as:</p> <ul style="list-style-type: none"> <li>• Installation of rails</li> <li>• Provision of bath-steps or stools</li> <li>• Change taps to leavers</li> <li>• Provide toilet seat with arms</li> <li>• Toilet seat insert</li> </ul> <p>Consider appropriateness of a Person and Intimate Care Plan</p> <p>Follow guidance for <a href="#">Personal and Intimate Care Plan</a></p> <p>A range of strategies can be found in the <a href="#">Children and Young People's Therapy Service (CYPTS) Early Years Fact Files</a> Please see:</p> <ul style="list-style-type: none"> <li>• Dressing Skills (p.47-51)</li> <li>• Fasteners (p.52-53)</li> <li>• Using both hands together (p.86-87)</li> </ul> <p>Please see training on <a href="#">page 53</a>.</p>

# Sensory and Physical - Physical Needs

Support for a child within the broad areas of need.




	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
<p><b>Universal</b></p> 	<p><b>Sitting and seating</b></p> <p>The child may:</p> <ul style="list-style-type: none"> <li>• Appears to be fidgeting/leaning in their chair</li> <li>• Appears to be distracted/taking longer to complete tasks in comparison to their peers</li> <li>• Complain of pain</li> <li>• Demonstrate poor quality of work, such as poor handwriting</li> <li>• Needs longer time to eat</li> <li>• Struggles to maintain posture throughout the school day</li> <li>• Struggles to sit on and get up from the chair</li> </ul>	<p><u><a href="#">Early years Developmental Journal</a></u></p> <p><u><a href="#">DfE Progress Check at age 2</a></u></p> <p><u><a href="#">Early Years Integrated Therapies Fact File</a></u></p> <p><u><a href="#">Somerset Sensory Processing Handbook</a></u></p>	<p>Allow different types of chairs and tables across the school site:</p> <ul style="list-style-type: none"> <li>• Main room - some chairs should have arm rests and tables should be in the height to accommodate the arm rests under the table. Use of block step to improve stability</li> <li>• Dining area - some tables and chairs (with back rest and arm rests) should be available, especially for younger child</li> <li>• Hall—some chairs in different heights, with backrest and some with arm rests should be available</li> <li>• Use of cushions such as wobble or wedge cushions.</li> <li>• Trial a writing slope</li> </ul> <p>Differentiation and modification of school day including</p> <ul style="list-style-type: none"> <li>• Rest periods</li> <li>• Consider alternative workstations to allow flexibility for work whilst sitting on the carpet or work in standing</li> <li>• Consider working/playing in different areas of the setting—allow different positions e.g. high kneeling, standing etc</li> <li>• Allowing additional time for activities</li> <li>• Regular mobility/movement breaks</li> </ul> <p>A range of strategies can be found in the <u><a href="#">Children and Young People’s Therapy Service (CYPTS) Early Years Fact Files</a></u> Please see:</p> <ul style="list-style-type: none"> <li>• Helping a baby to develop rolling and sitting (p.58)</li> <li>• Helping a baby to develop their balance (p.62)</li> <li>• Developing cutlery skills (p.40)</li> <li>• Finger Feeding (p.54)</li> <li>• Learning to ride a tricycle (p.65)</li> </ul>



# Sensory and Physical - Physical Needs

Support for a child within the broad areas of need.




	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
<p><b>Universal</b></p> 	<p><b>Pre-Handwriting and fine motor skills</b></p> <p><b>Mark Making &amp; Pencil Control</b></p> <ul style="list-style-type: none"> <li>Difficulties tracing shapes and patterns</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Difficulties manipulating small objects e.g. beads</li> <li>Difficulties using scissors</li> <li>Difficulty with using cutlery</li> <li>Difficulty with the sawing action</li> </ul>	<p><u>Early years Developmental Journal</u></p> <p><u>DfE Progress Check at age 2</u></p> <p><u>Early Years Integrated Therapies Fact File</u></p> <p><u>Somerset Sensory Processing Handbook</u></p>	<ul style="list-style-type: none"> <li>Use a variety of formats such as sand, foam to make shapes and begin letters</li> <li>Consider alternative ways of pre-writing tablet apps such as Cursive Writing Wizard for fun and motivating activities</li> <li>Use of a writing slope to place the table on</li> <li>Enlarged worksheets to account for larger/less clear handwriting</li> <li>Reduce expectations of volume of work produced</li> <li>Allow additional time for activities including fine motor skills</li> <li>Consider using a chunky stylus such as an iCrayon when doing letter tracing tasks on a tablet to develop pencil control</li> <li>Use chunky crayons, pencils paintbrushes</li> <li>Use switches and a variety of switch toys <a href="http://www.inclusive.co.uk">www.inclusive.co.uk</a></li> <li>Use larger beads and threads for bead threading activities</li> </ul> <p>A range of strategies can be found in the <u>Children and Young People’s Therapy Service (CYPTS) Early Years Fact Files</u> Please see:</p> <ul style="list-style-type: none"> <li>Developing cutlery skills (p.40)</li> <li>Finger Feeding (p.54)</li> <li>Fasteners (p.52)</li> <li>Pre-writing activities (p.71)</li> </ul>

# Sensory and Physical - Physical Needs

Support for a child within the broad areas of need.




	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
<b>Universal</b>  	<b>Mobility in the setting</b>  The child may: <ul style="list-style-type: none"> <li>Require occasional, low-level support to mobilise in the setting</li> <li>Have difficulty sitting on the floor and/or getting up from the floor</li> <li>Require physical support to move around the setting</li> <li>Require physical support to change positions</li> <li>Struggle to coordinate movements in any physical activity</li> <li>Fall, trip frequently in the playground</li> <li>Have difficulty navigating around the setting e.g. bumping into furniture/people</li> <li>Have difficulties throwing/catching</li> <li>Have poor timing and sequencing of movement</li> <li>Have difficulties learning new motor skills eg swimming, riding a bike./trike</li> <li>Have difficulties with balance</li> </ul>	<a href="#">Early years Developmental Journal</a>  <a href="#">DfE Progress Check at age 2</a>  <a href="#">Early Years Integrated Therapies Fact File</a>  <a href="#">Somerset Sensory Processing Handbook</a>	<ul style="list-style-type: none"> <li>Consider position on the floor - dedicated spot/cushion with firm surface to lean against</li> </ul> <p>A range of strategies can be found in the <a href="#">Children and Young People's Therapy Service (CYPTS) Early Years Fact Files</a> Please see:</p> <ul style="list-style-type: none"> <li>Helping a baby to develop rolling and sitting (p.58)</li> <li>Helping a baby to develop standing and stepping (p.60)</li> </ul> <ul style="list-style-type: none"> <li>Whole group Wake and Shake or similar</li> </ul>

# Sensory and Physical - Physical Needs

Support for a child within the broad areas of need.




	Tools for identification of need	What can help? (Strategies and provision)
<p style="text-align: center;"><b>SEN Support</b></p>  <p>Despite Universal strategies being implemented the child continues to have difficulties and is making limited or no progress.</p> <p>Further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through the APDR process, in co-production with parent carers, to include both continuation of Universal strategies in addition to further support and input from outside agencies if appropriate after the first cycle of APDR</p>		<b>Physical access to the school</b>
	<p><a href="#"><u>Early years Developmental Journal</u></a></p>	<p>To include Universal support plus:</p> <ul style="list-style-type: none"> <li>Follow professional advice for adaptations and commercially available equipment such as: installation of rails, provision of bath-steps or stools</li> <li>For children with physical needs that require additional individualised SEN Support, please contact Children and Young People’s specialist service <a href="mailto:CYPspecialistservice@somerset.gov.uk">CYPspecialistservice@somerset.gov.uk</a> to be directed to the appropriate team.</li> </ul>
	<p><a href="#"><u>DfE Progress Check at age 2</u></a></p>	
	<p><a href="#"><u>Early Years Integrated Therapies Fact File</u></a></p>	
<p><a href="#"><u>Somerset Sensory Processing</u></a></p>	<b>Toileting and self-care</b>	
<p><a href="#"><u>Early years Developmental Journal</u></a></p>	<p>To include Universal support plus:</p> <ul style="list-style-type: none"> <li>Create Personal and Intimate Care Plan approved by the child and parent carers</li> <li>For children with physical needs that require additional individualised SEN Support, please contact Children and Young People’s specialist service <a href="mailto:CYPspecialistservice@somerset.gov.uk">CYPspecialistservice@somerset.gov.uk</a> to be directed to the appropriate team.</li> <li>Consider a referral to the continence team or school nurse. School Nurses cover Level 1 continence i.e. Primary Night time wetting, Bladder and Bowel Team cover most other aspects relation to school. For further information see the <a href="#"><u>Paediatric Continence</u></a> on the local offer website.</li> </ul>	
<p><a href="#"><u>DfE Progress Check at age 2</u></a></p>		
<p><a href="#"><u>Early Years Integrated Therapies Fact File</u></a></p>		
<p><a href="#"><u>Somerset Sensory Processing Handbook</u></a></p>		

# Sensory and Physical - Physical Needs

Support for a child within the broad areas of need.



	Tools for identification of need	What can help? (Strategies and provision)
<p><b>SEN Support</b></p>  <p>Despite Universal strategies being implemented the child continues to have difficulties and is making limited or no progress.</p> <p>Further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through the APDR process, in co-production with parent carers, to include both continuation of Universal strategies in addition to further support and input from outside agencies if appropriate after the first cycle of APDR.</p>		<p><b>Sitting and seating</b></p> <p>To include Universal support plus:</p> <ul style="list-style-type: none"> <li>Referral to the CYP's specialist service Occupational Therapy team via Somerset Direct on 0300 123 2224 to be made if further advice and support needed. For further information: <a href="https://www.somerset.gov.uk/occupational-therapy-service">Occupational Therapy Service (somerset.gov.uk)</a></li> <li>Follow professional advice for reasonable adaptations and commercially available equipment</li> <li>Consider referral to Physiotherapy in CYPTS if strategies have not supported progress. Further information and referral criteria can be found on the service <a href="#">website</a>.</li> </ul>
	<p><u>Schedule of Growing Skills - GL Assessments</u></p>	<p><b>Pre-Handwriting and fine motor skills</b></p> <p>To include Universal support plus:</p> <ul style="list-style-type: none"> <li>Recording work                             <ul style="list-style-type: none"> <li>Access to dedicated tablet for recording work</li> <li>Refer to CYPTS Fact Files for advice on modifications for recording mark making/recording</li> <li>Daily dedicated practice using specialist resources</li> </ul> </li> </ul>
	<p><u>Early years Developmental Journal</u></p> <p><u>Early Years Integrated Therapies Fact File</u></p>	<p><b>Mobility in the Setting</b></p> <p>To include Universal support plus:</p> <ul style="list-style-type: none"> <li>Regular programme of motor coordination activities individually or in small groups such as Learn to Move</li> <li>Consider a referral CYPTS OT and Physiotherapy should further advice and support be needed. More information and referral criteria can be found on their <a href="#">website</a>.</li> <li>For children with physical needs that require additional individualised SEN Support, please contact Children and Young People's specialist service <a href="mailto:CYPspecialistservice@somerset.gov.uk">CYPspecialistservice@somerset.gov.uk</a> to be directed to the appropriate team.</li> </ul>
	<p><u>Early years Developmental Journal</u></p> <p><u>Early Years Integrated Therapies Fact File</u></p>	

# Sensory and Physical—Physical Needs

## Key Documents

Early Years Framework: Statutory framework for the early years foundation stage

What to expect in the EYFS Framework

SEND Guidance for Early Years on the Code of Practice Early Years Guide to the 0-25 SEND Code of Practice

Early Developmental Journal from the Council for Disabled Children  
Toolkit for monitoring progress

## Further Training

Access and Assistive Technology (AAT) team: Training links on SSE Website  
Children and Young People's specialist service (CYPss) OT offer CYP specific Moving and Handling Training. This will require a referral to CYPss OT Team plus prior attendance at the generic Moving and Handling Training Course. Training links on the SSE Website.

Personal and Intimate Care Guidance document: Toileting power point.pptx ([sharepoint.com](#))

## Further Reading

DfE Help for Early Years Providers—Physical Needs

Bowel and bladder problems - Home - ERIC

Developmental coordination disorder (DCD) - <https://canchild.ca/en/diagnoses/developmental-coordination-disorder>

## Useful Resources

Integrated Therapy Service (ITS) for Children and Young People Fact Files for Early Years  
ITS Supporting Checklist

## Sensory and Physical—Physical Needs

### Who else can help?

[Early Years Area SENCOs and Inclusion Advisers Resources | Support Services for Education](#)

#### Toileting and self-care

[Children and Young People's Continence Service - Paediatric Continence Service \(somersetft.nhs.uk\)](#)

### Useful Signpost points:

Bowel and bladder problems - [Home - ERIC](#)

Cerebral Palsy - [Cerebral palsy - NHS \(www.nhs.uk\)](#)

<http://www.movementmattersuk.org/dcd-dyspraxia-adhd-spld/developmental-disorders-documentation.aspx>

Juvenile Idiopathic Arthritis (JIA) - <https://jia.org.uk/shop/managing-jia-in-school/>

Muscular Dystrophy - [Muscular dystrophy - NHS \(www.nhs.uk\)](#)

Rheumatoid Arthritis: - <https://nras.org.uk/>

Spina Bifida: - <https://www.nhs.uk/conditions/spina-bifida/>

### Useful links for physical activity:

<https://www.sasp.co.uk/disability-sport>

<https://cpsport.org/>

[www.shinecharity.org.uk/spina-bifida/spina-bifida](http://www.shinecharity.org.uk/spina-bifida/spina-bifida)

[www.musculardystrophyuk.org](http://www.musculardystrophyuk.org)

### Who else can help and support:

Talk to your child's key adult, they may be able to offer support and advice.


Every setting has a SENCO and you can arrange to discuss your concerns with them.



# Sensory and Physical – Vision Impairment

Support for a child within the broad areas of need.




	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
<p><b>Universal</b></p> 	<p>The child may:</p> <ul style="list-style-type: none"> <li>• Hold toys and/or reading materials very close or at an unusual angle</li> <li>• Adopt a poor or unusual posture when looking at objects/toys</li> <li>• Not respond to non-verbal instructions such as facial expressions</li> <li>• Lack confidence in group activities</li> <li>• Be hesitant when walking or bump/knock into things, experience frequent falls</li> <li>• Walk with an unusual gait</li> <li>• Have difficulty finding dropped items</li> <li>• Have poor hand-eye co-ordination</li> <li>• Have a short attention span when engaging in an activity</li> <li>• Tilt their head excessively to one side, up or down</li> <li>• Use excessive head movements, especially when reading</li> <li>• Squint or frown when looking at other people/objects in the room</li> <li>• Show a heightened sensitivity to light or glare</li> </ul>	<p><u>SIT Pupil Profile</u></p> <p><u>Early years Developmental Journal</u></p> <p><u>DfE Progress Check at age 2</u></p>	<ul style="list-style-type: none"> <li>• The view of the child around how they feel has been sought in a child friendly way.</li> <li>• Close home/setting/parent carer links/relationship (not just ICT based) so that staff are aware of any changes in home circumstances and environmental factors that might impact on developmental progress. Also to ensure that information is shared appropriately.</li> <li>• Class teacher/keyworker/ SENCO to discuss with parents their child’s diagnosis</li> <li>• Signposting to:             <ul style="list-style-type: none"> <li>• Environmental Access Audit</li> <li>• Team information</li> <li>• Early Mobility (Habilitation)</li> <li>• Classroom/Setting Accessibility</li> <li>• Tips for working with children with a vision impairment in an Early Years Setting</li> <li>• Eye/Visual Conditions</li> </ul> </li> </ul> <p><b>Please see following page for further strategies.</b></p>

# Sensory and Physical – Vision Impairment

Support for a child within the broad areas of need.




	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
<p><b>Universal</b></p> 	<p>These barriers have been repeated from previous page to support signposting to strategies and provision.</p> <p>The child may:</p> <ul style="list-style-type: none"> <li>• Hold toys and/or reading materials very close or at an unusual angle</li> <li>• Adopt a poor or unusual posture when looking at objects/toys</li> <li>• Not respond to non-verbal instructions such as facial expressions</li> <li>• Lack confidence in group activities</li> <li>• Be hesitant when walking or bump/knock into things, experience frequent falls</li> <li>• Walk with an unusual gait</li> <li>• Have difficulty finding dropped items</li> <li>• Have poor hand-eye co-ordination</li> <li>• Have a short attention span when engaging in an activity</li> <li>• Tilt their head excessively to one side, up or down</li> <li>• Use excessive head movements, especially when reading</li> <li>• Squint or frown when looking at other people/objects in the room</li> <li>• Show a heightened sensitivity to light or glare</li> </ul>	<p><u>Early years Developmental Journal</u></p> <p><u>DfE Progress Check at age 2</u></p>	<p>Reasonable adjustments are made to enable ALL children to engage in the activities on offer and the curriculum, the following need to be considered:</p> <ul style="list-style-type: none"> <li>• Offering activities that engage all the senses.</li> <li>• Enlarging of resources and use of matt laminates to reduce glare</li> <li>• Removing unnecessary text on worksheets</li> <li>• Providing ‘clutter free’ early reading books</li> <li>• Ensuring good overall glare-free levels of light</li> <li>• Describing activities with more verbal instructions.</li> <li>• Following medical advice about the wearing of glasses and/or occlusion (patching)</li> <li>• Awareness and risk assessment of impact of vision impairment for safety e.g. physical activities, fire practice, offsite or unfamiliar visits</li> <li>• Follow tips and strategies for providing a visual accessible learning environment.</li> <li>• Contact Vision Support Team for a pre-referral conversation if the need continues to be unmet.</li> </ul> <p>Please see training on <u>page 58</u>.</p>



# Sensory and Physical – Visual Impairment

Support for a child within the broad areas of need.



	Tools for identification of need	What can help? (Strategies and provision)
<p><b>SEN Support</b></p>  <p>Despite Universal strategies being implemented the child continues to have difficulties and is making limited or no progress.</p> <p>Further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through the APDR process, in co-production with parent carers, to include both continuation of Universal strategies in addition to further support and input from outside agencies if appropriate after the first cycle of APDR.</p>	<p>Refer to the summary of <u>Schedule of Growing Skills - GL Assessments</u> where completed by Health visitors.</p>	<p>Children requiring SEND support would demonstrate the attributes listed above but to a greater extent. The specific observations of possible needs and the impact of these to be discussed with an appropriate professional. The child will need a report from an eye professional and from any other associated professions.</p> <p>To include Universal support plus: An <u>EHA referral</u> should be made to the Vision Support Team for further advice and support. Information about the Vision Support Team (including Habilitation Specialists) can be found on the <u>SSE Website</u>.</p> <p>The Vision Support Team can:</p> <ol style="list-style-type: none"> <li>1. Carry out a Functional Vision Assessment (FVA) and a Habilitation Assessment to provide strategies and recommendations</li> <li>2. Deliver one to one teaching to children and staff and/or provide guidance and advise on the following: <ul style="list-style-type: none"> <li>• Understanding of Vision Awareness and its functional implications</li> <li>• Monitoring visits to observe EYFS/curricular access and support the implementation of any recommendations</li> <li>• Use of specialist equipment to enable curricular access</li> <li>• Modification of curricular resources</li> <li>• Enhanced transition planning</li> <li>• Adaptations to the physical and sensory environment</li> <li>• Mobility and Independence</li> <li>• Independent Living Skills</li> <li>• Appropriate risk assessments</li> </ul> </li> </ol>

# Sensory and Physical—Vision Impairment

## Key Documents

Early Years Framework: Statutory framework for the early years foundation stage

What to expect in the EYFS Framework

SEND Guidance for Early Years on the Code of Practice Early Years Guide to the 0-25 SEND Code of Practice

Early Developmental Journal from the Council for Disabled Children

Toolkit for monitoring progress

## Further Training

SSE Vision Support Team Training: Training can be accessed through the SSE website

## Further Reading

Book Start—Booktouch—A guide to enjoying books and reading with blind or partially sighted children

## Useful Resources

SSE Vision Support Team Resources Links to Information and Resources

- Environmental Access Audit
- Team information
- Early Mobility (Habilitation)
- Classroom/Setting Accessibility
- Tips for working with children with a vision impairment in an Early Years Setting
- Eye/Visual Conditions

RNIB advice-for education-professionals/guidance-teaching-and-learning has some excellent curriculum resources and help sheets

Somerset VST: For information about activities, advice and support for children and young people with vision impairments please join our Somerset Vision Support Team Facebook page.

# Sensory and Physical—Vision Impairment

## Who else can help?

[Early Years Area SENCos and Inclusion Advisers Resources | Support Services for Education](#)

## Useful Signpost points:

[Welcome to Somerset Sight | Somerset Sight](#) Somerset Sight have a shop in Taunton for resources, a mobile advisory service which provides low vision aids, advice and guidance and the organisation runs many fun events for children with vision impairment

[Guide Dogs UK Charity For The Blind And Partially Sighted](#)

[Families First Service - RSBC](#) Royal Society for Blind Children (RSBC) – their Families First service has practitioners who look to support the wellbeing and confidence of children and their families

[Parents and Carers Archives - Habilitation VI UK](#) This provides information aimed at mobility and independent living skills

[Musgrove Park Hospital - ECLO service - RNIB Sightline](#)

[Bristol Eye Hospital | ECLO](#) These are the weblinks for Eye Clinic Liaison Officers (ECLOs) at a couple of Somerset hospitals. ECLOs can offer a range of assistance which may include guidance, emotional support, eye condition information, details of available benefits and helpful organisations, sight loss registration and employment matters

[Play Therapy Pods - Newlife Charity](#) A service that loans sensory toys for twelve weeks at a time

[Living Paintings](#) A [free postal library](#) of Touch to See books for children with a vision impairment

[Nystagmus Network – Supporting people living with nystagmus](#)

[Nystagmus The Way We See It - YouTube](#)

[LOOK – Supporting Visually Impaired Young People to Thrive \(look-uk.org\)](#)

[Welcome | Moorvision](#)

[The Amber Trust - Home](#) The Amber Trust provides free resources and ideas to engage children with vision impairment with music

## Useful links for physical activity:

[Activity Finder - British Blind Sport](#) British Blind Sport aims to encourage children and adults with vision impairment of all ages to take part in activities and play sport at every level

[Somerset Cricket Foundation](#) Somerset Cricket Board offer a number of inclusive cricket sessions around Somerset (including Frome, Yeovil, Chard) for different ages

## Who else can help and support:

### Who else can help and support?


Talk to your child's key adult, they may be able to offer support and advice.

Every setting has a SENCo and you can arrange to discuss your concerns with them.

# Sensory and Physical – Hearing Impairment

Support for a child within the broad areas of need.




	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
<b>Universal</b> 	<p>It is important to check whether a recent hearing assessment has taken place.</p> <p>The child may:</p> <ul style="list-style-type: none"> <li>• Have immature grammar e.g. “me want apple“</li> <li>• Have immature speech sounds e.g. “ bish “ for fish, “gar” for car</li> <li>• Make less than expected progress in phonics</li> <li>• Make less than expected progress in the curriculum</li> <li>• Lose focus or are more often distracted in comparison to peers</li> <li>• Vary in response to hearing their name e.g. good if familiar voice, when close or can see you, in quiet environment</li> <li>• Not turn their head and smile, look up, and respond verbally to name</li> <li>• Give answers or comments which are not relevant, and show have missed information</li> <li>• Often asks for repetition of instructions</li> <li>• Have difficulty in starting a task after instructions (e.g. looks at other children or asks for help)</li> </ul>	<p><a href="#">SIT Pupil Profile</a></p> <p><a href="#">Early years Developmental Journal</a></p> <p><a href="#">DfE Progress Check at age 2</a></p> <p><a href="#">Hearing Test   Little Ears Auditory Questionnaire (medel.com)</a></p> <p><a href="#">Signs of childhood deafness   Identifying deafness in children (ndcs.org.uk)</a></p>	<ul style="list-style-type: none"> <li>• The view of the child around how they feel has been sought in a child friendly way.</li> <li>• Close home/setting/parent carer links/relationship (not just ICT based) so that staff are aware of any changes in home circumstances and environmental factors that might impact on developmental progress. Also to ensure that information is shared appropriately.</li> </ul> <p>Improve the listening environment by:</p> <ul style="list-style-type: none"> <li>• Reducing background noise</li> <li>• Reducing reverberation (echo) by introducing soft furnishings, blinds, display boards</li> <li>• Ensuring electrical, plumbing and heating sources are quiet</li> <li>• Installing carpet, stoppers on chair and table legs, close doors between rooms</li> <li>• Consider the introduction of a Soundfield System allowing all children to hear well wherever they are in a room/class and whichever direction the keyworker/teacher faces</li> <li>• Organise setting/class routines and seating to optimise keyworker/teacher’s voice and minimise other noise</li> <li>• Child sits close to keyworker/teacher, face of the keyworker/teacher is well lit</li> <li>• All staff have ‘deaf awareness’ strategies, e.g. Repetition of contributions from others when required.</li> <li>• Visual cues alongside speech to give meaning</li> <li>• Access to quiet spaces to work and small group support</li> <li>• Ensure that the child can clearly see your face, sit at the same level or angle.</li> <li>• Establish good eye contact</li> </ul> <p>Please see training on <a href="#">page 63</a>.</p>

# Sensory and Physical – Hearing Impairment

Support for a child within the broad areas of need.




	<b>What will you see?</b> (Barriers)	Tools for identification of need	<b>What can help?</b> (Strategies and provision)
<b>Universal</b> 	<ul style="list-style-type: none"> <li>• Use limited vocabulary, do not pick up new curriculum words or names readily</li> <li>• Use non-specific language e.g. “that one” “over there” “it’s big”</li> <li>• Have difficulty expressing needs clearly or are difficult to understand if context is unknown</li> <li>• Use gestures, show or point alongside speech to help them get message across</li> <li>• Are very quiet in or withdraw from group social situations</li> <li>• Have issues with friendship group and socialising with peers</li> <li>• Have difficulty joining in playground games or age appropriate conversation</li> </ul>	<p><u>Early years Developmental Journal</u></p> <p><u>DfE Progress Check at age 2</u></p>	<ul style="list-style-type: none"> <li>• Ensure that there is enough light so that they can see your face/book/resource clearly</li> <li>• Highlight expressions on faces within books, encourage them to name the emotion where it is clear</li> <li>• Use of ‘touch and feel’ books</li> </ul> <p>Conduct a risk assessment. Be aware of possible impact of hearing difficulties for safety in other environments consider:</p> <ul style="list-style-type: none"> <li>• Explicit teaching of fire practice</li> <li>• Allocate watchful adult /hand holding</li> <li>• All unfamiliar environments</li> <li>• Planning if fire alarms are not heard in all areas including toilet</li> <li>• Make sure any adults working with the child, including forest school leaders, swimming and physical activity coach and temporary/supply staff are aware of hearing loss</li> </ul> <ul style="list-style-type: none"> <li>• Consider ways to include in games/sports at distance e.g. instructions and demonstration before physical activity/game, visual ‘flag’ to start races or alert child to stop and start at distance.</li> <li>• To support child with hearing-aids <u><a href="https://www.ndcs.org.uk">Top tips for caring for hearing aids at home (ndcs.org.uk)</a></u></li> </ul> <p>Consider specific strategies for children with different types of hearing loss:                      Strategies for <u><a href="#">supporting children with unilateral hearing loss</a></u>                      Strategies for <u><a href="#">supporting children with conductive hearing loss</a></u>  <u><a href="#">Supporting children with Glue Ear</a></u></p> <p>Contact Hearing Support Team for pre-referral conversation if necessary if the needs continues to be unmet.</p>

# Sensory and Physical- Hearing Impairment

Support for a child within the broad areas of need.



	Tools for identification of need	What can help?
<p><b>SEN Support</b></p>  <p>Despite Universal strategies being implemented the child continues to have difficulties and is making limited or no progress.</p> <p>Further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through the APDR process, in co-production with parent carers, to include both continuation of Universal strategies in addition to further support and input from outside agencies if appropriate after the first cycle of APDR.</p>	<p><u>Schedule of Growing Skills - GL Assessments</u></p> <p>Refer to the summary of <u>Schedule of Growing Skills - GL Assessments</u> where completed by Health visitors.</p>	<p>A child requiring SEND support would have been prescribed hearing aids and may demonstrate the attributes listed above but to a greater extent. The specific observations of possible needs and the impact of these to be discussed with a qualified Teacher of the Deaf.</p> <p>To include Universal support plus:</p> <p>For child with a hearing impairment that requires SEND Support, an <u>EHA referral</u> should be made to the Hearing Support Team for further advice and support. Information about the Hearing Support Team can be found on the <u>SSE Website</u>.</p> <p>Following acceptance of an EHA, the Hearing Support Team can provide the following which can inform your APDR process:</p> <ul style="list-style-type: none"> <li>• Assessment and recommendations to support auditory access to the EYFS/curriculum related to known hearing loss</li> <li>• Training from the Hearing Support Team (HST) in relation to the specific hearing needs</li> <li>• Enhanced Transition planning support</li> <li>• Monitoring visits to observe EYFS/curricular access and support the implementation of HST recommendations.</li> <li>• Advice on modification of curricular materials</li> <li>• Advice and training on specialist equipment</li> <li>• Provision of Specialist Equipment (assistive listening devices/radio aids)</li> <li>• Signposting to voluntary agencies and other sources of information</li> <li>• Multi-agency working e.g. with the Health Visiting Team to review core development reviews at 10-12 months and 27-30 months, alongside Schedule of Growing Skills where applicable</li> </ul>

# Sensory and Physical - Hearing Impairment

## Key Documents

Early Years Framework: Statutory framework for the early years foundation stage

What to expect in the EYFS Framework

SEND Guidance for Early Years on the Code of Practice Early Years Guide to the 0-25 SEND Code of Practice

Early Developmental Journal from the Council for Disabled Children  
Toolkit for monitoring progress

## Further Training

Somerset Hearing Support Team: Training via SSE Website

## Further Reading

The Communication Trust: Communicating Phonics Section 4 pages 81-85

National Deaf Children's Society Tips for teaching deaf children with a mild hearing loss - YouTube

Bookstart—Bookshine—A guide to enjoying reading with deaf children

Use of Success from the Start: A developmental resource for deaf children aged 0-3 years

## Useful Resources

National Sensory Impairment Partnership (NatSIP) Self Audit Tools for the setting environment

Settings can use the questionnaires below when they have concerns about a child's hearing ability.

### Preschool

Hearing Test | Little Ears Auditory Questionnaire (medel.com)

1.k.-Preschool| SIFTER fillable.pdf (successforkidswithhearingloss.com)

### Primary

SoundSkills-TEAP-Form.pdf

S.I.F.T.E.R.pdf (soundskills.co.nz)

## Sensory and Physical - Hearing Impairment

### Who else can help?

Somerset Hearing Support Service works with the child from birth up to sixteen years old/twenty five years old (with an EHCP).

Early Years Area SENCos and Inclusion Advisers Resources | Support Services for Education

### Useful Signpost points:

The National Deaf Children's Society (NDCS) work with families and professionals to overcome the social and educational barriers that hold deaf children back.

Deaf Education Through Listening and Talking (DELTA) is a charity that supports families with deaf babies, children and the practitioners in Health and Education that work with them.

British Association Teachers Of the Deaf (BATOD) is the sole professional association for Teachers of the Deaf in the UK.

The Elizabeth Foundation help young deaf children to listen and talk.

The Ewing Foundation is a national charity, promoting inclusion and achievement for deaf children through listening and speaking.

The National Sensory Impairment Partnership (NatSIP) supports colleagues from the frontline workforce who are new to working with a child with sensory impairment as well as a wealth of research, information and resources to support children with sensory impairment.

PHONAK is an international hearing aid manufacturer.

National Association for Special Educational Needs (nasen): video specific to hearing impairment.

### Who else can help and support?

Discuss concerns with parent carers and encourage them to make a GP appointment for referral to audiology.

Talk to your child's key adult, they may be able to offer support and advice.

Every setting has a SENCo and you can arrange to discuss your concerns with them.



## Social, Emotional and Mental Health (SEMH)

### SEND Code of Practice:

'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools'. Code of Practice, 6.32 and 6.33.

Children and young people say:

**It's important to have the right level of support.**

**It helps me when I can go out of the room to calm down**


**Just because you can't see it doesn't mean that it isn't there.**



# Social, Emotional and Mental Health (SEMH)

Support for a child within the broad areas of need.




	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
<p><b>Universal</b></p> 	<p>You may see behaviours listed below, this may be infrequent and respond to provision that is expected for all children. It is likely that a lot of children will display these behaviours at some point during their time in Early Years or School, but it does not mean they have a SEN.</p> <p><b>Ability to plan, organise, co-regulate themselves and manage change.</b></p> <ul style="list-style-type: none"> <li>• Child ‘flitting’ around the environment</li> <li>• Child unable to articulate what they would like to play with/do, even with visual supports.</li> <li>• Lack of engagement in circle times and/or small group work.</li> <li>• Disliking transitions within the day, even if supported through reminders.</li> <li>• Impulsive behaviours.</li> </ul>	<p><u>SIT Pupil Profile</u></p> <p><u>Early years Developmental Journal</u></p> <p><u>DfE Progress Check at age 2</u></p> <p><u>Health Visitor Checks Ages and Stages Questionnaire ASQ-3</u></p> <p><u>ABCC (antecedent, behaviour, consequences and communication) charts</u> See behaviour support documents. An observational tool that allows you to record information about a particular behaviour. The aim of using an ABCC chart is to better understand what the behaviour is</p>	<ul style="list-style-type: none"> <li>• The view of the child around how they feel has been sought in a child friendly way.</li> <li>• Close home/setting/parent carer links/relationship (not just ICT based) so that staff are aware of any changes in home circumstances and environmental factors that might impact on developmental progress. Also to ensure that information is shared appropriately.</li> </ul> <p>Due to the complex nature of SEMH needs the strategies below are applicable to many of the barriers to the left:</p> <ul style="list-style-type: none"> <li>• Ongoing communication between home and school</li> <li>• Parent carer toolkit for advice for parent/ carers <u>Somerset children &amp; young people : Health &amp; Wellbeing Toolkit (cypsomersethealth.org)</u></li> <li>• <u>Educational Psychology SEMH Toolkit</u> Supporting emotional wellbeing and promoting positive behaviour and mental health within educational settings using evidence-based practice</li> <li>• Emotion coaching</li> <li>• Role modelling how to manage emotions, navigate change.</li> <li>• Visual Timetables</li> <li>• Now and next boards</li> <li>• My first emotions toolkit.</li> <li>• Enabling learning environment where children can access learning independently</li> <li>• Warm relationships with children, commenting and supporting relationships.</li> <li>• Clear routines</li> <li>• PACE approach embedded within the curriculum</li> </ul>

# Social, Emotional and Mental Health (SEMH)

Support for a child within the broad areas of need.




	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
<p><b>Universal</b></p> 	<p><b>Level of hyper vigilance and their disproportionate ‘fight, flight freeze’ response.</b></p> <ul style="list-style-type: none"> <li>• Verbal and physical aggression</li> <li>• Inappropriate language</li> <li>• Self-sabotaging behaviours</li> <li>• Hiding under tables, curled up in corners</li> <li>• Agitated, fidgety, age-inappropriate behaviours</li> <li>• Withdrawn, won’t be coaxed out even with trusted adult</li> <li>• Distress at change</li> </ul> <p><b>Attendance at preschool or early years setting</b></p> <ul style="list-style-type: none"> <li>• Reluctance to separate from parent carers</li> <li>• Sporadic attendance at preschool</li> <li>• Frequent late start to setting session times</li> <li>• Parent carers report challenges in getting the child into the setting</li> <li>• Child regularly citing illness/pain (i.e. tummy ache, headache)</li> </ul>	<p><u>Strengths &amp; Difficulties Questionnaire</u> Double-sided version with impact supplement</p> <p><u>Talkabout assessment</u> A brief assessment for self and other awareness, self-esteem, friendship, and/or social skills</p>	<ul style="list-style-type: none"> <li>• Spaces within the provision to support their emotional needs (dark den, blanket over table, sensory spaces)</li> <li>• Sensory audit (unpicking the triggers for freeze response)</li> <li>• Maslow’s hierarchy of need</li> <li>• Strong knowledge of families within the setting, developing and building positive relationships</li> <li>• Group ELSA sessions</li> </ul> <ul style="list-style-type: none"> <li>• Adaptive setting model dependent on the needs of the child</li> <li>• Trusted relationships with keyperson – “we’ll call if there’s a problem”</li> <li>• Staff in the setting actively seek to promote consistent, regular attendance in order to support the child’s familiarity with routines as well as building strong attachments with other key adults</li> <li>• Memorable items from home, photos from family, small box personal to the child</li> <li>• Phased transition</li> <li>• All-about-me books</li> <li>• Home visits with a keyperson if appropriate</li> <li>• Transitional objects</li> <li>• Interest-led play, greeted with items they enjoy</li> <li>• Interest and knowledge of friendship groups</li> <li>• Settling in policy</li> </ul>

# Social, Emotional and Mental Health (SEMH)

Support for a child within the broad areas of need.




	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
<b>Universal</b> 	<p><b>Developing and maintaining warm relationships with trusted adults and then other peers</b></p> <ul style="list-style-type: none"> <li>• Not forming positive relationships</li> <li>• Showing controlling behaviours of both adults and peers</li> <li>• Physical aggression directed towards others.</li> <li>• Isolates themselves from other adults and peers</li> <li>• Lacks resilience</li> <li>• Dislikes being spoken to when boundaries need to be enforced</li> <li>• Rejects offers of help or support by a trusted adult</li> </ul> <p><b>Behaviour at home that may not be seen at preschool</b></p> <p>A change in behaviour at home, for example emotional at the end of the day which may present as challenging behaviours, withdrawal, difficulties with sleep, eating, self-care and independence</p>	<p><u>Coventry Grid (ASC)</u></p> <p>A tool used to identify needs associated with autism and differentiating between these and attachment needs.</p>	<ul style="list-style-type: none"> <li>• Settling in sessions – flexible approach in agreement with parents</li> <li>• Keyperson chosen after child has started, assigned when child gravitates towards an adult</li> <li>• Holding a key-family approach across the setting – parent carers know that all adults in the setting will support child’s development</li> <li>• Keygroup approach- children coming together a set-times in the day</li> <li>• Modelling/teaching ways of building and starting relationships (role-play making tea, passing a block)</li> <li>• Shared snack and lunch times – shared conversation is modelled by adults.</li> <li>• Worry box/worry monster/ book of worries</li> <li>• Have jobs for the child to complete to add in extra movement opportunities</li> </ul> <ul style="list-style-type: none"> <li>• Settling in meetings for parent carers to build the whole picture of a child</li> <li>• Close home/school ties that encourage information to be shared on a day-by-day basis.</li> <li>• Clear process to support sharing of information by parent carers</li> <li>• Positive transition of information to school when children make those transitions</li> </ul>

# Social, Emotional and Mental Health (SEMH)

Support for a child within the broad areas of need.




	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
<b>Universal</b> 	<p><b>Engagement and interaction with the curriculum and wider early years provision</b></p> <ul style="list-style-type: none"> <li>• Avoiding circle times, small group or 1-2-1 sessions</li> <li>• Flitting around the learning environment, not showing engagement or interest in provocations for learning</li> <li>• Not using resources in an age-appropriate way (i.e. using mark making tools to draw on walls, putting soft toys in sand/water)</li> <li>• Refusal to comply to adult requests</li> <li>• Withdrawal from the setting</li> <li>• Shouting</li> <li>• Running away</li> </ul> <p><b>Unpredictability of behaviour with lack of obvious triggers</b></p> <ul style="list-style-type: none"> <li>• Behaviour does not seem to follow particular patterns</li> <li>• Lack of predictable triggers</li> <li>• Behaviours seem to vary or change on a regular basis.</li> </ul>	<p><u>Early years Developmental Journal</u></p> <p><u>DfE Progress Check at age 2</u></p> <p><u>Strengths &amp; Difficulties Questionnaire</u> Double-sided version with impact supplement</p>	<ul style="list-style-type: none"> <li>• Interest profile – what are they motivated by and embed.</li> <li>• Enabled environments that are creative and engaging.</li> <li>• Speaking to the family.</li> <li>• Provision of a safe/quiet space for use when the child is feeling overwhelmed</li> </ul> <ul style="list-style-type: none"> <li>• ABCC chart—begin to unpick the behaviours and plot a trigger. The use of this plots themes, triggers but gathers evidence prior to any action around behaviour, (parent carer involvement needed). All members of staff are able to contribute to this.</li> </ul>

# Social, Emotional and Mental Health (SEMH)

Support for a child within the broad areas of need.




	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
<b>Universal</b> 	<p><b>Low confidence and/or self esteem</b></p> <ul style="list-style-type: none"> <li>Does not want to have a go</li> <li>Shuns new provocations/resources in the learning environment</li> <li>Refusal to contribute to circle times, small group sessions.</li> <li>Negative self-talk</li> <li>Difficulty accepting praise</li> <li>Unable to find joy in completing a task (i.e. finishing a puzzle, making a picture)</li> </ul> <p><b>Failure to make anticipated progress across the prime areas of learning</b></p> <ul style="list-style-type: none"> <li>Lack of interest. Willing to participate in circle times, small group work</li> <li>Refusal to have a go at a newly modelled skill</li> <li>Development across the prime areas is minimal</li> </ul>	<p><u>Self Awareness and Self Esteem Talkabout Assessment</u></p>	<ul style="list-style-type: none"> <li>Attunement</li> <li>Precise praise</li> <li>Intentional ‘overheard/ praise</li> <li>WOW moments</li> <li>Plan for challenge and then celebrate the resilience and their successes</li> <li>Forest school</li> <li>Helping hands badge—responsible for jobs</li> <li>Warm trusted relationships</li> </ul> <ul style="list-style-type: none"> <li>Developmental journals, tracking the small steps</li> <li>Parent carer conversations—on-going and informative</li> <li>Evidence gathering</li> <li>Multi-professional working</li> <li>Targeted play opportunities</li> <li>Clear outcomes assigned to simple tasks.</li> </ul>

# Social, Emotional and Mental Health (SEMH)

Support for a child within the broad areas of need.




	Tools for identification of need	What can help?
<p><b>SEN Support</b></p>  <p>Despite Universal strategies being implemented the child continues to have difficulties and is making limited or no progress.</p> <p>Further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through the APDR process, in co-production with parent carers, to include both continuation of Universal strategies in addition to further support and input from outside agencies if appropriate after the first</p>	<p><u>BOXALL Profile</u> For four to eighteen years. An assessment tool for social emotional and behavioural difficulties for children. It identifies the levels of skills the children possess to access learning, at a cost</p> <p><u>Thrive Early Years</u>, at a cost</p> <p>Refer to the summary of <u>Schedule of Growing Skills - GL Assessments</u> where completed by Health visitors.</p>	<p>To include Universal support plus:</p> <ul style="list-style-type: none"> <li>• A continuation of collaboration between home and school which adds to the Universal provision already in place</li> <li>• Where appropriate complete an Early Help Assessment (<u>Professional Choices</u>) and or Pastoral Support Plan to gather information and refer onto other support agencies</li> </ul> <p>Early Years Settings should provide developmentally appropriate provision:</p> <ul style="list-style-type: none"> <li>• Outdoor activities e.g. forest school, scooters/bikes, football, trim trails, digging, gardening, running</li> <li>• SEMH Group or (1-2-1) interventions with trusted adult e.g. Talkabout, Socially Speaking, Time to Talk, Emotional Literacy Support Assistant, Nurture Groups, SEAL</li> <li>• Parent and family advisor</li> <li>• Circle of Friends</li> <li>• Teach child specific behavioural skills (e.g. how to ask for help)</li> <li>• 'Help me' card/signal</li> <li>• 'Co-regulation support' signal</li> <li>• Activities to support emotional regulation e.g. Zones of Regulation (Kuypers) and the Incredible 5-point Scale (Dunn-Buron)</li> <li>• A one-page profile created by parent carers or teaching staff, along with the child, to give a snapshot of a child's likes, dislikes, strengths and areas where they might need a bit more support</li> <li>• Model, coach and reinforce skills for collaborative group work</li> <li>• Personalised Now and Next boards</li> <li>• Planned, regular 'meet and greet' that involves key adult(s) which is recorded on a support plan and is provided with a specific outcome in mind</li> <li>• Elements of Universal provision would be considered SEN support when it is personalised to the child and is delivered on a one to one or small group basis</li> </ul>

# Social, Emotional and Mental Health (SEMH)

Support for a child within the broad areas of need.



	Tools for identification of need	What can help? (Strategies and provision)
<p><b>SEN Support</b></p>  <p>Despite Universal strategies being implemented the child continues to have difficulties and is making limited or no progress.</p> <p>Further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through the APDR process, in co-production with parent carers, to include both continuation of Universal strategies in addition to further support and input from outside agencies if appropriate after the first cycle of APDR.</p>	<p><u>BOXALL Profile</u> For four to eighteen years. An assessment tool for social emotional and behavioural difficulties for children. It identifies the levels of skills the children possess to access learning, at a cost</p> <p><u>Thrive Early Years</u>, at a cost</p> <p>Refer to the summary of <u>Schedule of Growing Skills - GL Assessments</u> where completed by Health visitors.</p> <p><u>Emotional literacy Assessment (GL)</u> Measure child's ability to understand and express feelings and highlight areas for intervention., at a cost</p>	<ul style="list-style-type: none"> <li>• Team Around the Family Early Help Assessment (EHA) and Supporting Documents –Professional Choices</li> <li>• Individual Visual timetable/Now and Next boards</li> <li>• Buddying</li> <li>• Therapy (play, art, Lego etc)</li> <li>• Parent and Family Support Advisor (Level 2) Family Intervention Service Worker (Level 3)</li> <li>• Use of scripts, consistent language. (Comic strip conversations, social stories (Carol Gray) <a href="http://www.autism.org.uk">www.autism.org.uk</a>)</li> <li>• Low stakes tasks to build resilience –split tasks into smaller chunks so that the child can complete tasks more frequently</li> <li>• Adapt/personalise the environment – create a space that they can personalise (put up their drawings, choose which resources will go in it, what colour fabric to drape over etc)</li> <li>• Controlled choices within focused time e.g. “would you like to sit with X or with Y?”</li> <li>• Social skills support with adult intervention</li> <li>• Personalised transition support –music, important job, snack time either side of break, pre-warning, visual timetable</li> <li>• Support the process of relationship repair –the relate –rupture –repair cycle</li> <li>• <u>Talkabout—Developing Self Awareness and Self –Esteem Group</u></li> <li>• Individual Behaviour Plans—including trigger points and de-escalation techniques to be created and shared with parent carers and all adults working with the child</li> </ul>



# Social, Emotional & Mental Health (SEMH)

## Key Documents

Early Years Framework: Statutory framework for the early years foundation stage

What to expect in the EYFS Framework

SEND Guidance for Early Years on the Code of Practice Early Years Guide to the 0-25 SEND Code of Practice

Early Developmental Journal from the Council for Disabled Children  
Toolkit for monitoring progress

Somerset Sensory Processing Handbook

## Further Training

Somerset Educational Psychology Service (EPS): E-Learning training on variety of subjects for settings

Information, advice, and resources on emotionally based school avoidance Emotionally Based School Avoidance (EBSA) – Information, Guidance & Resources | Support Services for Education,

EPS traded offer - Information for Somerset Schools | Support Services for Education

**ACES Adverse Childhood Experiences Training** <https://choices.somerset.gov.uk/025/health/parenting/adverse-childhood-experiences-aces-webinar-for-parents-and-carers/>

**Trauma informed tool**—Trauma Informed Practice for Early Year Practitioners

## Further Reading

Development Matters: Non-statutory curriculum guidance for the early years foundation stage

## Useful Resources

Somerset Autism and ADHD Pathway

ADHD Foundation: Neurodiversity Early Years and Key Stage 1 Resources  
Swanson, Nolan, and Pelham Rating Scale (SNAP-IV) a Teacher and Parent Rating Scale used to measure the core symptoms of ADHD.

Motional: Online tool for identifying, assessing, and improving the emotional health and wellbeing of children.

Anna Freud: Early Years. Resources and guidance to support staff working in early years settings

Beacon House website with attachment-based resources

I-THRIVE: an essential framework for communities who are supporting the mental health and wellbeing of children and families.

NHS mindfulness website: relaxation resources and signposting.

Twinkl mindfulness resources

# Social, Emotional and Mental Health

## Who else can help?

Early Years Area SENCos and Inclusion Advisers Resources | Support Services for Education

Somerset Health Visiting Service: Health and wellbeing, Information and advice.

Somerset Educational Psychology Service

Education Safeguarding Partnership—if you are concerned that a child’s behaviour may indicate a safeguarding concern.

Mental Health in Schools Team (MHST) Ages five to sixteen. Low intensity CBT interventions and support to schools to adopt a Whole Schools Approach to mental health and wellbeing. Access via a request for help through the setting’s Designated Mental Health Lead. For Schools who are not part of the MHST service please see Young Somerset’s Wellbeing Service (below).

Single Point of Access for Child and Adolescent Mental Health Service (CAMHS SPA) Professionals can use this number if they need advice or guidance in how to support a young person and their family but are uncertain about which service may best meet their needs.: 0300 124 5012. Eligibility for CAMHS and recommended interventions.

Family Intervention Service (FIS) is a specialist county-wide service. It offers support to children people from birth up to eighteen years and their families where multiple complex issues are present.

## Useful Signpost points:

Somerset Children & Young People Health & Wellbeing: Supporting Parents in the Early Years

Home-Start is a voluntary organisation offering support, friendship, and practical help to families at home with children under seven.

SIDAS Somerset Integrated Domestic Abuse Service: Somerset Integrated Domestic Abuse Service is Somerset’s main specialist service which provides support to men, women and children who are affected by domestic abuse

Somerset Phoenix Project: Working alongside professionals and supporting children, young people and families affected by sexual abuse

We Hear You – WHY: WHY provides emotional support to patients, families, friends and carers who have been affected by cancer or any other life-threatening condition. 01373 455255.

Somerset Young Carers: Somerset County Council provides support, advice and respite breaks for children under eighteen who have substantial caring responsibilities at home. Referrals come through an Early Help Assessment. To find out more phone Somerset County Council on 0300 123 2224.

Young Victims: The Young Victims Service (YVS) provides help and support to young people (aged five to eighteen) who have been victims of crime, anti-social behaviour or domestic abuse. [young.victims@n-somerset.gov.uk](mailto:young.victims@n-somerset.gov.uk) and 01275 88 44 88.

**2BU** Welcome for LGBTQ+ young people (2bu-somerset.co.uk) Provides support

# Social, Emotional and Mental Health

## Who else can help?

to young people living in Somerset, who may find that being Lesbian, Gay, Bisexual Transgender, or questioning your sexuality or gender identity can be difficult.

CRUISE Home - Cruse Bereavement Support Cruse offers support to grieving children, young people and adults. 0808 808 1677.

PROMISEworks A local charity making a big difference in Somerset by offering mentoring services to disadvantaged children across the county. Age 5+.

Delivering inspirational mentoring for Somerset's most vulnerable, disaffected and disadvantaged young people.

SARSAS Somerset and Avon Rape and Sexual Abuse Support SARSAS provides support to people who have experienced rape or any kind of sexual assault or abuse at any time in their lives, 0808 801 0456 or 0808 801 0464

Somerset Big Tent houses resources and is a one-stop shop for services supporting children from age 5 and above, with their mental health and wellbeing. All services are vetted before being included on their website.

## GPs, Health Visitor and health services

If you speak to **your GP** about **your mental health** concerns, they can: ask questions about **your** feelings and thoughts that may help you better understand what you are going through and what support is available.

## Who else can help and support?

Talk to your child's key adult, they may be able to offer support and advice.

Every setting has a SENCo and you can arrange to discuss your concerns with them.

# Complex Medical Needs

## Supporting children with Medical Needs

The Children and Families Act 2014 and the Equalities Act 2010, place legal duties on settings to support children with medical conditions. This support might be specified in a healthcare plan which is written by the setting with the help of the child's parents and relevant medical professionals and clearly outlines how the child's medical needs will be supported while they are attending the setting and an escalation plan for any deterioration in their health condition.

If medical procedures such as monitoring medical readings or providing health treatments are required while the child is within the setting, then relevant healthcare professionals will provide training to identified staff within the setting to ensure that the child's needs can be safely met.

## Medical Needs and Disability

Some children with medical conditions may be considered disabled. A child with a medical condition that is physical or mental and that has a 'long term and substantial adverse effect on their ability to carry out day to day activities' may be defined as disabled by the Equality Act 2010. This means they may also be covered under the SEND Code of Practice legislation. In this instance, the processes set out in this document should be followed, for example, the graduated response.

## Medical Needs without SEND

A child may have an isolated medical need and not necessarily have special educational needs or a disability however they may need enhanced support to ensure they are safe and kept as healthy as possible within the setting. This will usually be provided by the setting making reasonable adjustments which may involve enhanced staffing.

## Funding for support

If a child has a Special Educational Need or Disability which needs a high level of support within the setting, applications for funding should be made for consideration through the EY moderation process using the My Early Years SEND review form and sent to [EYHNFundingApplications@somerset.gov.uk](mailto:EYHNFundingApplications@somerset.gov.uk)

If a child has an isolated health condition for which a very high level of support is needed to carry out medical monitoring and medical interventions, then the setting could apply for some medical needs funding. Please email [somersetcb.dcosomerset@nhs.net](mailto:somersetcb.dcosomerset@nhs.net) with details and the Designated Clinical Officer team will respond and inform you of next steps.

## Feedback



This document was co-produced and was available to parent carers and professionals during the Summer 2023 Term. Feedback has been obtained from settings, parent carer forum, professionals and organisations during this period. Somerset County Council would like to acknowledge these valuable contributions.

If you have any feedback for the document, please provide it via this [link](#). This document will be updated periodically based on the feedback provided.



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