

# Practice Guidance for Early Years Setting SENDCOs in Torbay

January 2022



## Version control

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Date	Details	Updated by
January 2022		Judith Thomas

## About this guidance

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This practice guidance aims to support all practitioners working with children in the Early Years who have special educational needs and/or disabilities (SEND).

- It aims to outline the principles and requirements that are laid down in the statutory guidance, SEND Code of Practice (0-25) 2015.
- It aims to support Early Years settings in meeting the individual needs of all children in their care meeting the expectations of the Equality Act 2010.
- For further support and advice you can contact the Early Years Advisory Teacher for SEND contact details can be found on the website [www.torbay.gov.uk/senearlyyears](http://www.torbay.gov.uk/senearlyyears)

### Special Educational Needs Services

Early Years Advisory Teacher for SEND, Special Educational Needs Services

Children's Services

2nd Floor (Room SF332) Electric House Torbay Council

C/O Torquay Town Hall Castle Circus TORQUAY TQ1 3DR

Tel : 01803 208579

All the forms referred to in the guidance are available on the Torbay Council website. Please visit [www.torbay.gov.uk/senearlyyears](http://www.torbay.gov.uk/senearlyyears)

# Contents

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<b>Version control</b> .....	<b>2</b>
<b>About this guidance</b> .....	<b>2</b>
<b>Supporting Children with SEND: The Graduated Approach</b> .....	<b>4</b>
The Graduated Approach .....	4
<b>Supporting Children with SEND using the Graduated Approach Cycle</b> .....	<b>5</b>
Assess.....	5
Plan .....	6
Do.....	6
Review.....	7
<b>Identifying a child as needing SEN support</b> .....	<b>7</b>
Support from the Early Years Advisory Teacher (EYAT) for SEND.....	8
Case File .....	8
Writing reports .....	9
Requesting an Education, Health and Care needs assessment.....	9
<b>The Role of the Early Years Advisory Teacher (EYAT) for SEND</b> .....	<b>11</b>
<b>The Role of the Early Years Setting SENDCO</b> .....	<b>12</b>
<b>Pathway For Early Years Settings (PVI)</b> .....	<b>15</b>
What to do if a child is causing concern in your setting .....	15
<b>Targeted Interventions for SEN Support</b> .....	<b>16</b>
<b>Early Years Interventions</b> .....	<b>17</b>
Targeted SEN Support (in alphabetical order).....	17
<b>List of relevant forms for individual children</b> .....	<b>30</b>

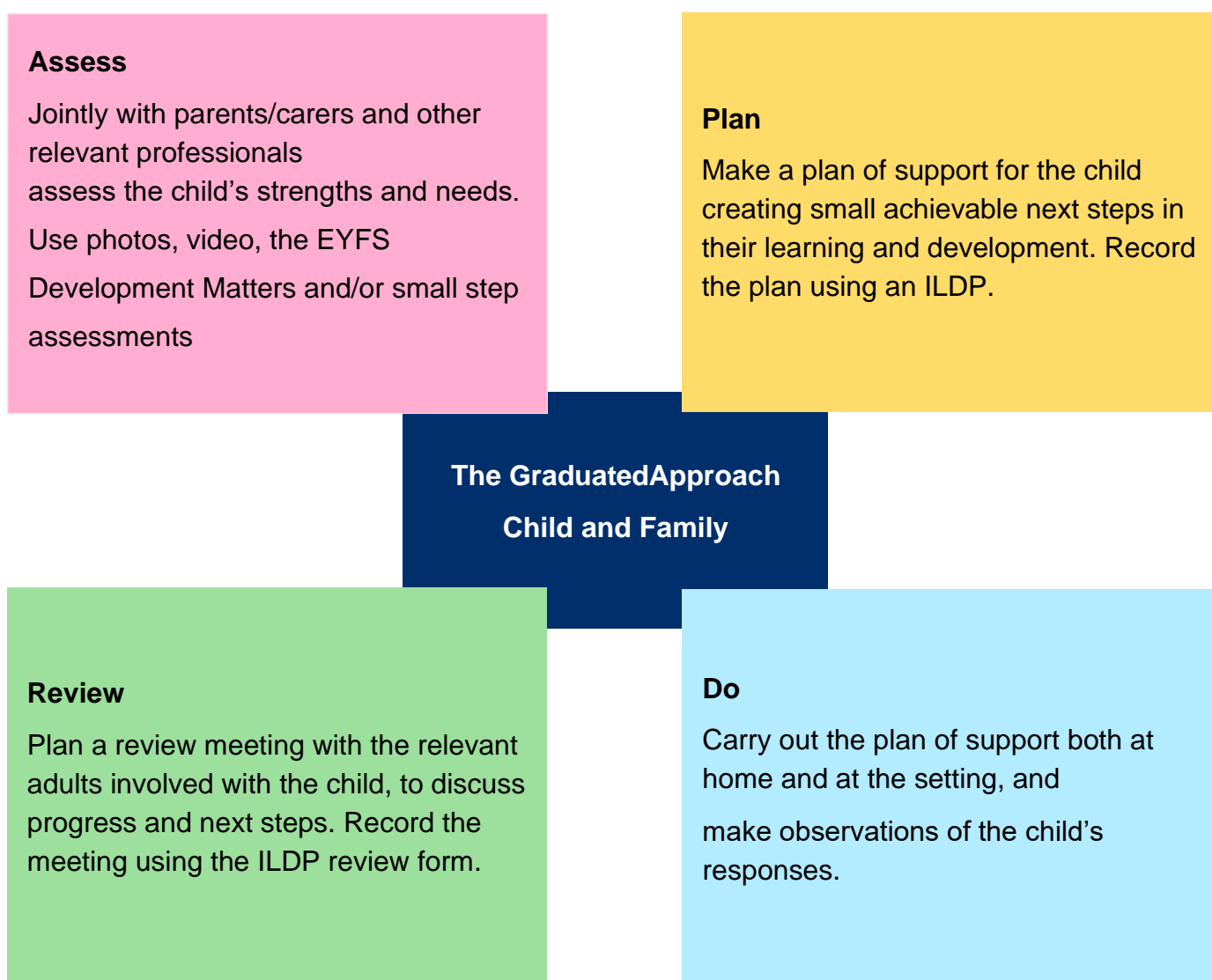
# Supporting Children with SEND: The Graduated Approach

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All children are individuals. They will progress at different rates and need different learning opportunities to reach their full potential. A child may just need time and support to develop rather than having special educational needs. Carefully differentiated learning opportunities within the Early Years Foundation Stage curriculum (EYFS) may allow a child to progress.

When a child is experiencing difficulties, it may be necessary to offer different opportunities or use alternative approaches to learning. If the child is not making adequate progress and is identified as having special educational needs, action must be taken, as described in the SEND Code of Practice 2015, as 'The Graduated Approach'.

## The Graduated Approach



# Supporting Children with SEND using the Graduated Approach Cycle

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All documentation used to record the graduated approach cycle of support are identified in this document in bold italic type and can be found at [SEND Inclusion in Early Years - Torbay Council](#)

## Assess

This is when practitioners observe and identify a child as having additional needs. This is what is stated in the SEND 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. From within the setting, practitioners should particularly consider information on a child’s progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.” (SEND Code of Practice 2015).

Make judgements about the child’s development by referring to the Development Matters Checkpoints [Development Matters - GOV.UK \(www.gov.uk\)](#) and by asking the child’s parents/carers about their progress. Children with SEND will need assessment, support and interventions to be additional and different to those available at a universal level. It is important to discover, through your questioning and observations, what the barriers to learning and development, are for the child with SEND.

To help achieve this, use additional small step assessments to support your observations of the child in the developmental areas of concern, in particular the prime areas of learning. Small Step Assessments may be, for example, the Torbay Speech, Language and Communication Monitoring Tool [Speech, language and communication - Torbay Council](#) , The Derbyshire Small Steps Profiles or the Portage SEND Best Practice Assessment Checklists.

Since the revised Early years Foundation Stage curriculum, the Derbyshire Celebratory Checkpoints [EYFS Celebratory Checkpoints \(derbyshire.gov.uk\)](#) have been developed to help practitioners ask smaller step questions as part of the enquiry. They help support practitioners’ and parents’ understanding of where the child may be, developmentally within the Birth to 3 pathway and beyond. There is a useful guidance document explaining how best to use this resource. These Celebratory Checkpoints include foundational skills. These foundation skills underpin and support a child’s ability to learn, such as the Characteristics of Effective Learning or the Leuven’s scales of engagement and well-being.

Other examples of small step assessments can be found at [SEN Early Years Resources | Torbay FIS Directory](#)

## Plan

Based on your findings and observations together, practitioners and parents/carers then agree a plan of action that is additional and different from that provided as part of the setting's usual curriculum and strategies and reflects the child's motivations, interests and unique style of learning. Using a small step approach, an **'Individual Learning and Development Plan'** is written, the child's responses are monitored using the **'weekly tracking sheet'** and then reviewed ideally, on a regular, half termly basis. The small step approach is based on Portage Principles and aims to both remove barriers to learning and development and celebrate with the parents/carers the successes of the child. By breaking down a goal into small achievable steps success can be noticed for the child and linked back to the small step assessment.

This is what is stated in the SEND Code of Practice:

"Where it is decided to provide SEN support, and having formally notified the parents, the practitioner and the SENDCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home." (SEND Code of Practice 2015)

At this stage the setting SENDCO and parents/carers may want to request Early Years SEN funding to support the child's access to the setting. This can be done using the **'Activity Led Funding in Early Years (ALFEY) forms - Parts 1 and 2'** found on the Early Years Inclusion web page [SEND Inclusion in Early Years - Torbay Council](#) Use the small step assessment to show clearly how the child is progressing and the barriers to learning and development for that child. If a child is 3 or 4 years old and is in receipt of Disability Living Allowance, then the Disability Access Fund may also be applied for. Details of how to do this are on the same web page.

## Do

Setting SENDCOs should refer to the 'Targeted Interventions at SEN Support' section in this document, to support them with strategy ideas and interventions to put in place both at home and at the Early Years setting. There is also the Family Information Service website [SEN Early Years Resources | Torbay FIS Directory](#) to refer to for support and ideas.

This is what is stated in the SEND Code of Practice:

"The early years practitioner, usually the child's key person, remains responsible for working with the child on a daily basis. With support from the SENDCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN

support. The SENDCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support." (SEND Code of Practice 2015)

## Review

It is advisable to review individual small step targets set for child, every 5 or 6 weeks. The Setting SENDCO will need to arrange a meeting with the parents. When the plan is reviewed the Setting SENDCO will need to record the meeting using the '**Individual Learning and Development Plan Review**' form. Parents/carers should always contribute to these meetings and have a copy of the review meeting minutes

This is what is stated in the SEND Code of Practice:

"The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENDCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times." (SEND Code of Practice 2015)

It is advisable, where possible, to include all the relevant professionals involved with the child at planned review meetings, so that a coordinated approach is taken. At each ILDP review meeting it is important to consider if the child needs to access more support from outside agencies, such as speech and language therapy or other relevant specialist services.

## Identifying a child as needing SEN support

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Where the concern about the child persists, it might be appropriate to contact the Early Years Advisory Teachers in Torbay, for further support:

Judith Thomas [Judith.thomas@torbay.gov.uk](mailto:Judith.thomas@torbay.gov.uk)

Katie Mackle [Katie.mackle@torbay.gov.uk](mailto:Katie.mackle@torbay.gov.uk)

"In identifying a child as needing SEN support, the early years practitioner, working with the setting SENDCO and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's

progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENDCO should contact them, with the parents' agreement." (SEND Code of Practice 2015)

## Support from the Early Years Advisory Teacher (EYAT) for SEND

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The Setting SENDCO can email the EYAT for SEND and arrange an agreed telephone or video call to discuss the child of concern and the action taken so far. Following this consultation, the EYAT for SEND will provide some written advice, based on the shared discussion with the Setting SENDCO. It will be expected that the Setting SENDCO will then put into action the suggested recommendations.

Following a short period of time, if the child's needs continue to be of concern, the Setting SENDCO can make further contact with the EYAT for SEND and a visit to the setting can be arranged. The aim of these visits is to observe the child of concern, discuss the impact of the interventions of support already put in place and support setting SENDCOs with further inclusive practice, including targeted support strategies.

It might be relevant to make a request for the educational psychology service or the Portage Home Visiting Service, to become involved with the child. You will need to complete the referral form for this service found on the Torbay Council SEN website [www.torbay.gov.uk/educational-psychology-service](http://www.torbay.gov.uk/educational-psychology-service) and [Portage - Torbay Council](#)

## Case File

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The graduated approach should be led and coordinated by the setting SENDCO working with and supporting individual practitioners in the setting. A case file (either paper or digital) for the child should be set up and copies of ILDPs and reviews recorded in the file along with any letters, reports, observations and a tracking sheet logging all the activities undertaken.

- Tracking sheet
- Individual Learning & Development Plans (ILDP's)
- On Going Diary of ILDP Targets
- Individual Learning and Development Reviews
- Letters, Reports and/or Observations

This file will then become a clear chronological record of the early years setting's SEN Support for the child and can provide good evidence for a request for further support for the child including for some children, an Education, Health and Care Plan (EHC Plan) if it is needed.

Children receiving SEN Support must be on the setting's '**SEND Register**'.



## Transition meetings

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Sometimes parents/carers request a place at an early years setting for their child who has an identified need. In this case it is important to hold a transition meeting for the parents/carers and other practitioners already involved with the child, preferably before the child starts at the setting. In this way the setting SENDCO can carefully plan and provide the most appropriate level of support for the child to be successfully included.

Setting SENDCOs can use the '**Enhanced Transition Plan**'. This plan can also be used when the child moves onto another setting. It is also useful and meaningful for the parents, if a One Page Profile is completed about the child with SEND at regular intervals, to inform all the adults working with the child, how best to support them.

Similarly it is important to plan and arrange a transition meeting for young children with identified SEND who will be starting school, please refer to the **Enhanced Transition Planner** on the Early Years Inclusion web page [SEND Inclusion in Early Years - Torbay Council](#)

## Writing reports

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Setting SENDCOs may be asked to write a report on a child attending the setting for:

- Multi-agency meetings.
- Evidence for making a request for an EHC needs assessment.
- Sharing information about children with parents and other professionals.

On the website there are guidance notes for writing an '**Assessment Summary**' and the blank pro-forma. This is a guideline only and you may want to change the order, leave out bits or add things that you feel are important.

For each area of development describe the child's needs and any effective strategies that you have been able to put in place.

Be clear about the type and level of support you are giving in order for the child to be successfully included and make the relevant progress. For example, using picture prompts to support changes of activities; using Makaton with the child; giving hand over hand help to hold a cup; using a standing frame to access the water play. Describe what the child is good at and enjoys doing. Remain objective and factual at all times.

## Requesting an Education, Health and Care needs assessment

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"Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment". (SEND Code of Practice 2015)

For a few children, it may be appropriate to make a request for an EHC needs assessment. Guidance about how to do this is clearly set out on the Early Years Inclusion web page, in ***Making a Request for an Education, Health and Care Plan***. The Early Years Advisory Teacher for SEND will also support the Setting SENDCO, giving guidance about the process. Making a decision to make a request for an EHCP, ideally needs to be done in consultation with the educational psychologist and parents/carers. A referral to Torbay Educational Psychology service should be done before requesting an EHCP.

# The Role of the Early Years Advisory Teacher (EYAT) for SEND

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The Early Years Advisory Teacher for SEND will work in close partnership with the Special Educational Coordinators (SENDCOs) in Early Years Settings to enable them to follow the 'Graduated Approach' set out in the SEND Code of Practice 2015 and this will include:

- Supporting setting SENDCOs with early identification of concerns and assessment of need through observing children at play.
- Supporting setting SENDCOs to plan and implement appropriate intervention and support for individual children in consultation with parents/carers.
- Supporting setting SENDCOs to explain to parents/carers how any early intervention and support put in place will benefit their children and help them to reach their full potential.
- Reinforcing the need for setting SENDCOs to consult with parents/carers at each step and reassure them that confidentiality between parents/carers, the setting and other agencies will be respected at all times.
- Supporting setting SENDCOs with referral to other agencies e.g. educational psychology, health services and signposting parents/carers to universal support services.
- Informing setting SENDCOs about the importance of working with local impartial information, advice and support services, to promote effective work with parents of children in the early years
- Supporting setting SENDCOs to plan for children with SEN to transfer between early years provision and schools.
- Supporting the setting SENDCOs with requesting an EHC Plan for individual children and writing reports as part of this process
- Supporting setting SENDCOs to develop links with existing SENDCO networks to support smooth transitions to school nursery and reception classes
- Strengthening the links between the settings, parents, schools, social care and health services
- Developing and disseminating good practice
- Supporting the development and delivery of training both for individual settings and on a wider basis

# The Role of the Early Years Setting SENDCO

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The Early Years SENDCO has a key role in supporting colleagues and coordinating the response of the setting to children with SEN. The Early Years SENDCO role will vary depending on the size, structure and employer's requirements in the setting. The following is an overview of the typical role. Further details can be obtained from *The Role of the Early Years Special Needs Coordinator* (January 2022) [DfE external document template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

## **Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN, the Early Years SENDCO will:**

- Work with the manager of the setting to regularly review the SEN and disability policy and practice within the setting and agree how it will be implemented.
- Be responsible for the day-to-day operation of the setting's SEN policy, and for coordinating provision across the setting.
- Implement SEN support and the graduated approach of: assess, plan, do, review to meet the outcomes identified for the child
- Support individual practitioners in implementing the approach for individual children.
- Meet the requirements for record-keeping in a way that supports a participative decision-making process.
- Draw on a range of sources, including the views of the child, supported by reliable evidence of effectiveness, to inform their advice and support to colleagues on different approaches to improving children's progress.

## **Advising and supporting colleagues**

The Early Years SENDCO will:

- Support practitioners to assess their skills and competencies, identify any gaps and implement next steps in professional development
- Ensure all practitioners in the setting understand:
  - Their responsibilities to children with SEN
  - How to work actively and effectively within the Assess Plan Do Review SEN support in Early Years cycle.
  - The setting's approach to identifying and meeting SEN
  - How the setting: responds to any cause for concern and identifies and responds to special educational needs.
  - How the setting works in partnership with parents to identify a child as having SEN.
  - How the practitioner and the SENDCO agree, in consultation with the parent and the child, the outcomes they are seeking for the child.
- Identify and use training and other sources of support available to help explain the duties to colleagues.
- Link with others who have a role in supporting the development and delivery of training both for individual settings and on a wider basis.

## **Ensuring parents are closely involved throughout and that their insights inform action taken by the setting.**

The Early Years SENDCO will:

- Make sure parents receive the information, advice and support that they need in order to participate in the SEN decision-making process.
- Ensure parents are closely involved throughout and that their insights inform action taken by the setting.
- Involve parents in the discussion of any early concerns, in identifying any SEN, and agreeing:
  - The outcomes being sought for the child
  - The interventions and support to be put in place
  - The expected impact on progress, development, behaviour
  - Date for review

## **Liaising with professionals or agencies beyond the setting**

The Early Years SENDCO will:

- Understand the local offer, including the provision that the Local Authority expects to be available from providers of all relevant early years education.
- Understand the support available including:
  - education
  - health and social care services for disabled children and children with SEN
  - services assisting providers to support young children with medical conditions
  - childcare for disabled children and children with SEN
  - services providing parents and children with information, advice and support on SEN and disability
  - support groups who can support parent carers of disabled children.
- Link with the local authority to liaise over individual children and links on wider strategic issues such as securing sufficient expertise and experience on SEN and disability locally
- Understand how funding supports settings in meeting children's SEN and disability
- Liaise with professionals or agencies beyond the setting, including, but not limited to:
  - SEN support or learning support services including 'local offer'<sup>4</sup>
  - sensory support services or specialist teachers
  - Therapies such as speech and language therapy, occupational therapy and physiotherapy
  - support available to parents to aid their child's development at home, including such services as Portage
  - Independent Advice and Support Services (SENDIASS)
  - Local voluntary agencies that provide support to children and their families.
  - Social Care Services

- Area SENDCO, inclusion officer, or equivalent where available

### **Continually develop own practice**

Effective practitioners reflect on their own practice and undertake continuous professional development. The Early Years SENDCO will:

- understand:
  - own responsibilities to children with SEN, their carers/parents
  - the setting's approach to identifying and meeting SEN
  - how to determine reliability of evidence of the effectiveness of provision
- assess own skills and competencies, identify any gaps and next steps in professional development.
- identify and use training and other sources of support to address own development needs.
- keep up-to-date with meeting the setting's needs.

### **Relevant skills and knowledge**

There is a range of resources and advice, information and training available, for example:

- The Local Offer
- The Communication Trust and Consortium - supports everyone who works with children and young people in England to support their speech, language and communication.
- The Autism Education Trust for children on the autism spectrum.
- National Sensory Impairment Partnership, Natsip, for children with vision impairment, hearing impairment and multi-sensory impairment.
- Nasen hosts an online portal, of Early Years SEND Resources which provides access to information, resources and training to meet the needs of children with SEN and disabilities to support early years practitioners

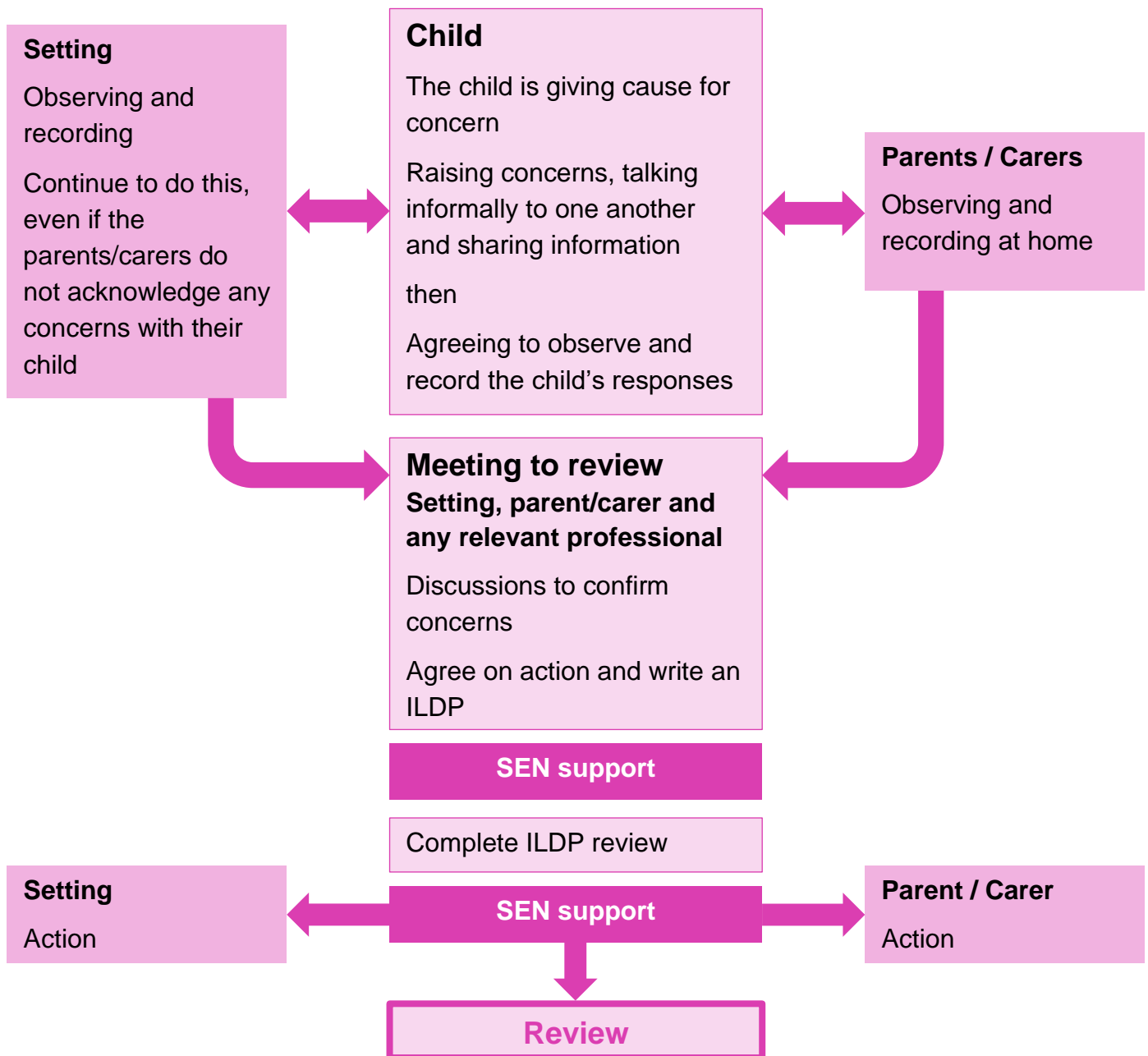
### **Acknowledgements**

This job role description has been designed by early years experts and stakeholders supported by the Department for Education (DfE). This group comprised:

- Nasen
- The Communication Trust
- Action for Children
- Eastern Partnership UK (SEND)
- Julie Revels - Specialist SEND Consultant
- Christopher Robertson - Chair, National SENDCO Forum Advisory Group

# Pathway For Early Years Settings (PVI)

## What to do if a child is causing concern in your setting



### Discuss with the Early Years Advisory Teacher

Contact the EYAT for SEND by email [Judith.thomas@torbay.gov.uk](mailto:Judith.thomas@torbay.gov.uk)

EYAT Early Years [katie.mackle@torbay.gov.uk](mailto:katie.mackle@torbay.gov.uk)

for further advice and support regarding the child of concern, inclusion and processes of support.

## Targeted Interventions for SEN Support

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The following pages describe interventions considered to be good practice in supporting young children with SEND and vulnerabilities in their learning in the early years. They should be used to specifically support identified areas of difficulty.

The 0-25 SEND Code of Practice describes SEND in four broad areas of need and support, which can be broadly linked to areas of the Early Years Foundation Stage framework:

The Four Areas of SEND Need	The EYFS Curriculum	
Communication & Interaction	Communication and Language	The Characteristics of Effective learning running through all 7 Areas of Learning
Social, Emotional and Mental Health	Personal, Social and Emotional Development	
Cognition & Learning	Literacy Mathematics Understanding the World Expressive Arts and Design	
Physical & Sensory	Physical Development	

A fuller explanation of the four areas of SEND need is given in Chapter 6, 'Schools', in the 0-25 SEND Code of Practice from paragraph 6.28. It is recognised that individual young children are likely to have needs that cut across all these areas and their needs may change over time. Importantly, underpinning the areas of learning and development in the EYFS are the Characteristics of Effective Learning. Through these we are able to see how children approach their learning and exploration through play.

The Early Years Guide to the SEND Code of Practice [SEND: guide for early years settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/early-years-guide-to-the-send-code-of-practice) asks setting SENDCOs to plan for young children's needs using 'well-evidenced interventions targeted at areas of difficulty and where necessary, using specialist equipment or software.' (p 15).

The following information lists interventions/strategies. They are listed in alphabetical order and web links have been given where available. Of course, this is not a finite list but represents the range of targeted support that is currently in practice in Torbay's early years settings to date. The boxes are ticked to indicate which areas of SEND each intervention is mainly supporting.



# Early Years Interventions

## Targeted SEN Support (in alphabetical order)

<b>Key</b> U = universal T = targeted S = Specialist	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical needs
<p><b>Attention Autism</b></p> <p>Attention Autism is appropriate for children with social interaction and communication difficulties.</p> <p>Attention Autism is a four step programme focusing on gaining young children’s engagement in adult-led group activities. Minimal language is used to meet the children’s level of attention control in order to introduce them to new experiences and progress their learning through sustaining their attention skills.</p> <p>Monitor responses at each stage and slowly move forward or back the steps, depending on the child’s level of engagement.</p> <p>Use the Leuven Scales of involvement and well-being and/or the Listening and Attention Levels and Strategies to monitor progress found on</p> <p><a href="http://www.ginadavies.co.uk">www.ginadavies.co.uk</a>  <a href="http://fis.torbay.gov.uk/kb5/torbay/fsd/advice.page?id=DV6CqHnfGtU">http://fis.torbay.gov.uk/kb5/torbay/fsd/advice.page?id=DV6CqHnfGtU</a></p>	✓			✓
<p><b>Autism Education Trust Competency Framework</b></p> <p>Is a self-evaluation tool available for all practitioners and parents to support the assessment, planning and intervention for children from birth to 5 years with ASD.</p> <p>There are 37 competencies in the framework that are divided into 4 areas:</p> <ul style="list-style-type: none"> <li>▪ A unique child</li> <li>▪ Positive Relationships</li> <li>▪ Enabling Environments</li> <li>▪ Learning and Development</li> </ul> <p>Each competency statement is linked to resources</p>	✓	✓	✓	✓

<p><b>Key</b></p> <p>U = universal</p> <p>T = targeted</p> <p>S = Specialist</p>	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical needs
<p>It is hoped that by working through this resource it will help practitioners to improve their skills, knowledge and understanding of children with ASD, to enable them to work effectively and improve outcomes for children.</p> <p>A certificate of competency is given out from the AET for successful completion of the framework.</p> <p>This framework found on <a href="http://www.autismeducationtrust.org.uk">www.autismeducationtrust.org.uk</a></p>				
<p><b>BLAST</b></p> <p>BLAST works on the underpinning skills for language, communication and literacy – turn taking, discrimination, listening, attention and social communication as well as developing basic language skills. BLAST 1 is designed for all children in nursery aged from 3-4. It is a group based intervention delivered on a regular basis, using familiar stories, songs and short activities.</p> <p>The BLAST assessment is carried out pre and post intervention <a href="http://www.blastprogramme.co.uk">www.blastprogramme.co.uk</a></p>	✓	✓	✓	
<p><b>Calming Basket/Box/Area</b></p> <p>A basket/box/area with various calming items for a child to explore when they are feeling dysregulated. A dark den could be used or covered/screened area. It would be used with an adult once the child has been attuned to, their feelings validated and the process of calming and soothing has started.</p> <p>The contents of the basket/box/area will depend on the age of the child their individual preferences and what you know and have observed works to calm them.</p> <p>Through working with a trusted adult and being shown again and again strategies to use, to help to calm down, the child will begin to develop the skill of self-calming.</p> <p>For further ideas also look in <a href="https://www.foundationyears.org.uk/wp-content/uploads/2011/10/SEAD_Guidance_For_Practioners.pdf">https://www.foundationyears.org.uk/wp-content/uploads/2011/10/SEAD_Guidance_For_Practioners.pdf</a></p>			✓	✓

<b>Key</b> U = universal T = targeted S = Specialist	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical needs
<b>Choice Board</b> To teach choice making, start offering two items simultaneously to the child with a clear preference for one over the other. Start by using real objects/toys. Once the concept of choosing is understood, you can begin to offer more choices of things that the child likes to do or have and move on to pictures or photos. Encouraging the child to make visual choices about calming strategies can be very helpful e.g. lie down, swing or book. For more information about choice making and resources sign up to Widgit Online or go to <a href="http://www.do2learn.com">www.do2learn.com</a>	✓	✓	✓	
<b>Early Talk Boost</b> The ICAN Early Talk Boost intervention is designed for children aged 3-4 with delayed language development. The intervention is delivered 2/3 times per week during circle/story time by a trained early years practitioner to a group of up to 8 children over a 9 week period. The intervention incorporates a familiar sequence of stories, songs and short activities. The ICAN Early Talk Boost Tracker is carried out individually with each child pre and post the intervention. Each child will achieve a score that will indicate a level of need that is RAG rated. <a href="http://www.ican.org.uk">www.ican.org.uk</a>	✓		✓	
<b>Emotion Coaching</b> Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically. Five key steps are involved in Emotion Coaching: 1. Becoming aware of the child's emotions			✓	✓

<b>Key</b> U = universal T = targeted S = Specialist	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical needs
2. Recognising the emotion as an opportunity for intimacy and teaching 3. Listening empathetically, validating the child's feelings 4. Helping the child find words to label the emotion 5. Setting limits and explore strategies to solve the problem at hand.  Monitor the child's well-being and involvement using the Leuven's Scales and referring to the EYFS Early Years Outcomes for PSED in <ul style="list-style-type: none"> <li>▪ Managing Feelings and Behaviour</li> <li>▪ Self-Assurance and Self Confidence</li> <li>▪ Positive Relationships</li> </ul> <a href="https://www.bathspa.ac.uk/education/research/emotion-coaching/">https://www.bathspa.ac.uk/education/research/emotion-coaching/</a>				
<b>Gesture And Body Language</b> The use of non-verbal gestures has been shown to enhance communication and should be used to supplement verbal speech by both the practitioner and the child. <a href="http://fis.torbay.gov.uk/kb5/torbay/fsd/advice.page?id=lbhRP1wWCZo">http://fis.torbay.gov.uk/kb5/torbay/fsd/advice.page?id=lbhRP1wWCZo</a>	✓		✓	
<b>ICAN Early Talkers</b> A set of activity cards addressing four areas of speech, language and communication skills. The packs are 'Babbling with Babies', 'Toddler Talk' and 'Chatting with Children'.  By using this resource, it is possible to devise weekly small group or individual sessions (between 10-15 minutes) focusing on attention and listening, understanding, speaking and social communication for children whose SLC skills are identified as requiring support  The children's SLC skills can be assessed according to the Early Years Outcomes statements within Communication and Language at the beginning of the term and again at the end of	✓	✓	✓	

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<p>the term. The children’s engagement levels during the groups can be assessed weekly using the Leuven scale.</p> <p><a href="http://talkingpoint.org.uk/resources/early-talkers-box-set">http://talkingpoint.org.uk/resources/early-talkers-box-set</a></p>				
<p><b>Identiplay</b></p> <p>Identiplay is an approach that helps establish a shared focus. By doing this, it helps develop imitation skills, which in turn builds children’s confidence as they practice a new skill.</p> <p>The idea is to set up a parallel play scenario with toys that meet the child’s play development and motivation. Have two of each item with a clearly defined play area for the child and yourself. Play alongside each other, with the adult taking the opportunity to model play actions and mirror the play actions of the child, using similar toys. Note how the child looks to the adult in the play.</p> <p>The adult needs to provide a very simple narrative to match the play actions to provide the child with structure, consistency and an understanding of what is happening. In time the routine allows for the adult to build in change and develop flexibility, adding to the familiar, for the child.</p> <p>Using the Autism Observation Profile will help monitor progress with Face watching</p> <p>Imitation skills Initiation</p> <p>Proximity to others Communication skills Play skills</p> <p><a href="http://fis.torbay.gov.uk/kb5/torbay/fsd/advice.page?id=DV6CqHnfGtU">http://fis.torbay.gov.uk/kb5/torbay/fsd/advice.page?id=DV6CqHnfGtU</a></p>	✓	✓	✓	✓

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<p><b>Leuvens Scales of Well Being and Involvement</b></p> <p><b>Well-being and Involvement in Care - A process-oriented Self-evaluation Instrument for Care Settings (Sics)</b></p> <p>The '<u>Well-being and Involvement in Care - A process-oriented Self-evaluation Instrument for Care Settings (Sics)</u>' manual explains the importance of young children's well-being and engagement in their play and learning. If a child has a high level of well-being and high engagement in their environment, then it follows that their social and emotional skills will be robust. It walks practitioners through how to observe and assess well-being and engagement using the Leuvens Five Point Scale and prompts changes in the early years environment to support these skills in young children. The accompanying '<u>Sics – checklist</u>' gives further practical support and provides templates for practitioners to use.</p> <p>The Torbay Educational Psychology and Advisory Teacher Service has created a simplified version of these resources for ease of use <a href="#"><u>leuven s scales of well-being 1.docx (live.com)</u></a></p>		✓	✓	
<p><b>Lego Based Therapy</b></p> <p>LEGO based therapy is appropriate for children with social interaction &amp; communication difficulties. It is an intervention based on collaborative play using construction materials (magnetic blocks, Mr Potato Head etc).</p> <p>LEGO based therapy aims to develop social competence through the development of social skills. Collaborative play provides opportunities for children to practice skills such as turn-taking, listening, sharing ideas, communication, compromise, problem solving and shared attention.</p>	✓	✓	✓	

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<p>Groups of 3 children and a trainer facilitator aim to build together within set roles. Each child plays the role of ‘architect’ ‘supplier’ and ‘builder’.</p> <p>Pictorial instructions in the form of a photo are used to support directions.</p> <p>The children show improvement in their ability to wait their turn, listening skills and negotiation skills, with a small number of peers assisted by an adult. A small step assessment such as the Early Years Developmental Journal looking at C&amp;L and PSED skills will support monitoring and development of skills in these areas.</p> <p><a href="http://www.bricks-for-autism.co.uk">www.bricks-for-autism.co.uk</a></p>				
<p><b>Makaton</b></p> <p>The Makaton Language Programme supports children with speech, language and communication difficulties.</p> <p>The Makaton Language Programme is a multi-modal communication system involving speech, sign, natural body language and facial expression and symbols.</p> <p>There is a Core Vocabulary aimed at meeting functional communication needs.</p> <p>Early Years practitioners and parents/carers must work together to choose the vocabulary to teach the child and the resources to use together. <a href="http://www.makaton.org">www.makaton.org</a></p>	✓	✓	✓	
<p><b>Picture Exchange Communication System</b></p> <p>PECS is specifically designed for children with ASD and/or significant communication difficulties. The aim is for the child to communicate requests and intent through picture cards. The child may have little or no spoken language.</p> <p>The intervention is a specific, manualised intervention covering 6 phases.</p> <p>Children are taught the approach with the aim of them giving a picture of a desired item to a communicative partner in exchange</p>	✓	✓	✓	

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for that item as a mode of expressive communication or 'speaking'. The child then goes on to use PECS as a way of commenting  <a href="http://www.pecs-unitedkingdom.com/documents/infobrochure-UK-web.pdf">www.pecs-unitedkingdom.com/documents/infobrochure-UK-web.pdf</a>				
<b>Portage: a small steps approach</b> Portage is a home education programme. Portage aims to work closely with parents/carers and their young children in the home environment. Children have a significant delay in 2 more areas of their learning and development.  The Portage Model focusses on Child led play: Structured Teaching & Family Focus. There are 12 principles that envelop these 3 interactive elements of intervention. Following joint observation and planning with the parent/carer, the approach aims to break play and learning activities down into small achievable steps for fail safe learning.  A set of strategies can be used to achieve a small step approach to learning by changing what we expect the child to do when attempting something new, changing the prompts and instructions we use, the materials and context and finally how we measure the child's success levels when aiming for achievement.  Progress is measured through achieving set small step SMART targets and in engaging in planned play, set out in open ended activity charts.  <a href="http://www.portage.org.uk/support">www.portage.org.uk/support</a>	✓	✓	✓	✓
<b>Positions For Play</b> Home activities for Parents of Young Children by Rachael Diamant  This intervention is aimed at supporting practitioners with knowing how to safely support and position young children with		✓		✓



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<p>physical difficulties, in order for them to access play and learning opportunities. There are 10 developmental skill positions covered. Each play position is clearly illustrated, with clear guidance about what to do, what the benefits are with practical play ideas.</p> <p>Practitioners and parents should work closely with a physiotherapist, occupational therapist to gain support and advice about the child's fine and gross motor skills and 'good practice'. Positions for Play can be used in conjunction with this advice.</p>				
<p><b>Sensory Bag</b></p> <p>This activity is for young children with difficulties with</p> <ul style="list-style-type: none"> <li>▪ Attention and listening skills</li> <li>▪ Language skills</li> <li>▪ Social interaction needs</li> <li>▪ Turn taking skills</li> </ul> <p>It is a collection of stimulating toys or objects to explore, kept in a special looking box or bag. Use objects that are otherwise not freely available to the child to increase intrigue and motivation.</p> <p>Follow a set pattern each time – using a place to be, a song sung each time you open the lid or open the bag, use simple language and keep it short and successful.</p> <p>Monitor a child's progress by noting the number of toys explored in the box or bag each time or the length of time of the individual play session.</p> <p>Monitor involvement using the Leuven's Scales.</p> <p>Monitor attention skills using the Listening and Attention Scales.</p> <p>Parents/carers can be given the Discovery Treasure Box guidance found on the following website</p> <p><a href="http://fis.torbay.gov.uk/kb5/torbay/fsd/advice.page?id=DV6CqHnfGtU">http://fis.torbay.gov.uk/kb5/torbay/fsd/advice.page?id=DV6CqHnfGtU</a></p>	✓	✓	✓	

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<p><b>STAR - Setting, Triggers, Actions and Responses – analysis of emotional responses</b></p> <p>This tool is useful for practitioners and parents to unpick a child’s emotional responses and actions to situations and guide where and when to make changes to the environment or the adult’s responses.</p> <p>The aim is for practitioners and parents to identify areas of change in both the trigger to a child’s emotional responses/’action’ and the setting in which the child’s dysregulation occurs. By making changes in these two areas, the aim is to see reduced occurrences of the child dysregulating and managing to maintain emotional regulation with support.</p> <p>Equally, it can be helpful to complete a STAR chart for occasions when the child demonstrates regulated emotions, in order to enable parents/practitioners to see under what conditions, the child can maintain emotional regulation. This can then provide clear ways for moving forward with support.</p> <p>Monitor young children’s well-being and involvement through using the Leuven’s Scales, re-asses the child’s actions in a situation that has been problematic using the STAR <a href="http://fis.torbay.gov.uk/kb5/torbay/fsd/advice.page?id=DV6CqHnfGtU">http://fis.torbay.gov.uk/kb5/torbay/fsd/advice.page?id=DV6CqHnfGtU</a></p>	✓		✓	
<p><b>Social Stories</b></p> <p>Social Stories can be used with children with social interaction and communication difficulties to help them understand a social situation and to keep them safe.</p> <p>A social story needs to have a title, introduction, body and conclusion and should use patient and supportive language.</p> <p>It should be made up of descriptive sentences and may also have coaching sentences. A descriptive sentence accurately describes the context, such as where the situation occurs, who is there, what happens and why</p>	✓		✓	

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<p>The users' carers will measure an increase in the users' positive responses to social situations through:</p> <ul style="list-style-type: none"> <li>▪ Observation notes</li> <li>▪ STAR charts</li> <li>▪ Leuven Scales of Well Being (1-5)</li> </ul> <p>Continue to add or amend the social story depending on the users' responses to it.</p> <p><a href="http://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx">www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx</a></p>				
<p><b>Symbols to Support Language</b></p> <p>(Objects, Objects of Reference, photographs, coloured pictures, black and white line drawings, written and spoken word)</p> <p>Using symbols as cues to enhance verbal language.</p> <p>Appropriate for children with difficulties understanding verbal language and with listening and attention difficulties.</p> <p>Using a symbol to accompany verbal language will provide a visual cue for the child to support their understanding and their responses.</p> <p>The 'Symbol Ladder' will support the user in deciding the developmental level of abstract/concrete symbols that are most appropriate for the child.</p> <p>Early Years practitioners and parents/carers must observe and record the child's responses to the symbols of choice, looking for their understanding of the request/comment.</p> <p><a href="http://fis.torbay.gov.uk/kb5/torbay/fsd/advice.page?id=lbhRP1wWCZo">http://fis.torbay.gov.uk/kb5/torbay/fsd/advice.page?id=lbhRP1wWCZo</a></p>	✓	✓	✓	
<p><b>Talking Tables</b></p> <p>Activities to support all areas of communication developed by Educational Psychologist Fleur Griffiths.</p> <p>The approach involves an adult sitting at a table with enticing objects peeping out of his/her apron. Children can choose to come and join the table, taking one of the 4 seats available.</p>	✓	✓	✓	

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<p>Techniques to prompt sharing of ideas include drawing, using puppets, ‘treasures’ and toys from home.</p> <p><a href="http://www.tes.co.uk/article.aspx?storycide=2072766">www.tes.co.uk/article.aspx?storycide=2072766</a></p>				
<p><b>Thrive Principles</b></p> <p>The Thrive Approach supports children’s emotional and social development. Helping them to develop healthy secure attachments and build emotional resilience.</p> <p>Within Early Years we focus on the building blocks of being, doing and thinking. Each of these are split into three sections:</p> <ul style="list-style-type: none"> <li>▪ Being - safety, being special, having needs met</li> <li>▪ Doing - experimenting and exploring, learning about options, exploring and learning about body limits.</li> <li>▪ Thinking – expressing a view, understanding cause and effect, problem solving</li> </ul> <p>Parents and practitioners work together to ascertain at which building block the child’s emotional needs lie and select the most appropriate strategies and activities to support the child. Individual action plans should be amended and updated as necessary. <a href="http://www.thriveapproach.com">www.thriveapproach.com</a></p>	✓		✓	
<p><b>VERVE Video, Endorse, Respect, Vitalise, Eye Contact</b></p> <p>VERVE is appropriate for young children needing support to develop social communication skills and should be used in conjunction with their key adults.</p> <p>VERVE assesses the child’s</p> <ul style="list-style-type: none"> <li>▪ Self-regulation</li> <li>▪ Attention skills</li> <li>▪ Play skills</li> </ul>	✓	✓	✓	✓

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<ul style="list-style-type: none"> <li>▪ Communicative intent</li> <li>▪ Understanding</li> <li>▪ Talking</li> </ul> <p>and assesses the adult's use of a range of skills to support this. Video is used to support observation of these skills and look for progress and changes of behaviours.</p> <p>Monitoring progress: Look for the child's ability to make eye gaze with the interacting adult and for the adult to offer periods of silence when the child is not looking at their face. The aim is to develop SILENCE, FACE WATCHING and PROXIMITY</p> <p>Evidencing progress through video.</p> <p><a href="http://www.vervechildinteractions.org">www.vervechildinteractions.org</a> <a href="http://www.keenacummins.co.uk">www.keenacummins.co.uk</a></p>				
<p><b>Visual Timetables</b></p> <p>A visual timetable or timeline using objects, pictures, photos or symbol pictures can be used to break down steps of an activity or routine throughout the day. It is like using a diary or making a list using pictures with words to aid understanding for the child and reduce anxiety about what is happening next.</p> <p>Parents/carers can also use a mobile phone to create a timeline by taking photos of each step.</p> <p>Widgit symbols and charts are available through signing up to WidgitOnline <a href="http://www.widgitonline.com">www.widgitonline.com</a></p> <p>Other tips about making a visual timetable can be found on <a href="http://www.do2learn.com">www.do2learn.com</a></p>	✓	✓	✓	✓

## List of relevant forms for individual children

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All the forms named in this practice guidance are listed below. Copies can be viewed and downloaded from the Torbay Council Website SEND Inclusion in Early Years webpage [www.torbay.gov.uk/send-inclusion-in-early-years](http://www.torbay.gov.uk/send-inclusion-in-early-years)

- Individual Learning and Development Plan
- Individual Learning and Development Review
- Activity Led Funding for Early Years Part 1 & 2
- Assessment Summary
- SEND Register
- Enhanced Transition Plan
- Enhanced Transition Planner
- Making a Request for an Education, Health and Care Plan (guidance)

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This document can be made available in other languages and formats.  
For more information please contact **\*\*insert your team email or phone no  
here\*\***

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