

SEND

Early Years Best Practice Guide Special Educational Needs and Disabilities (SEND)

2024 - 2025



Haringey
LONDON

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Introduction

This guide provides information on what should be available to children in Haringey Early Years settings.

This guide should be read in conjunction with:

- Early Years Foundation Stage (EYFS) statutory framework 2024
- SEND Code of Practice 2014
- Haringey Early Years SENDCO Guide
- Haringey Early Years Banding Guidance

All documents can be found on the SENDCO Forms and Resources webpage at <https://new.haringey.gov.uk/sendco-space/sendco-forms-resources>.

The Graduated Response

Provision for children with additional needs should be based on the graduated response. This provision consists of Universal, Targeted and Personalised Provision:

Universal Provision

All children benefit from strong inclusive practice underpinned by the Early Years Foundation Stage (EYFS).

Targeted Provision

Some children need additional strategies and interventions delivered by the setting. Practitioners implement an evidence-based programme which is relevant and effective for the child. They access training to ensure they are knowledgeable and up-to-date about what works for children with different needs. This is part of the assess-plan-do-review cycle and is linked to targets which are recorded on a support plan.

Personalised Provision

A few children need a bespoke programme tailored to their needs. This programme is devised by a multi-disciplinary team, e.g. with therapists, psychologists and/or specialist teachers and implemented by the setting.

Meeting Children's Needs - Universal Provision

Enabling Environment (Universal)

- Learning areas are clearly defined with pictures and words throughout the environment, e.g., children know where to sit at story time/snack time by using mats with names/photographs.
- Visuals which support children's independence skills at the right developmental level e.g. visual timetables, visuals showing how many children can play at an activity at one time, labels on equipment, visuals explaining routines - wash your hands, line up, tidy up time etc.
- Many opportunities for developing language are provided such as writing materials, books, signs, and labels.
- Different types of environments are provided which are suited to the activity e.g., quieter spaces for puzzles and sharing books.
- Background noise levels are managed consistently so that everyone can hear one another with ease, e.g using rugs and carpets.
- Comfortable spaces and quiet areas for children to engage in smaller group activities or retreat to when overwhelmed (not just the book corner).
- Resources are limited to those required for the session e.g. not too many choices/ toys out
- Resources are developmentally appropriate and meet children's access needs e.g sensory resources, cause and effect toys, loop or spring scissors, floor-based activities
- Storage is accessible for all children including non-mobile children and encourages independence e.g., low open shelving.
- Transition times are managed effectively, so that noise levels are not excessive.
- Consideration is given to good lighting throughout the setting i.e., window blinds to reduce glare, marking steps.
- Bright colours with good contrast are used to provide clarity for activities and child eye level displays.
- A range of books and toys that positively represent all pupils such as toys with hearing aids and books with children with Down Syndrome

Positive Relationships (Universal)

Key person/practitioners:

- Observe children carefully
- Ensure parents are equal partners when identifying children's strengths and needs and are encouraged to support their child's learning
- Offer children choices throughout the day (e.g., "do you want milk or juice?") so they can learn to regulate their own bodies.
- Are positive role models to support children's communication and interaction e.g., speaking in short, clear sentences and getting down to children's level, short phrases, use of key words, using child's name
- Model language, comments not questions
- Provide toys and activities designed to support social inclusion throughout the day (e.g., turn-taking games, games that two children need to play).
- Use resources effectively that link to children's interests
- Use a multi-sensory approach to learning
- Use routine and repetition to reinforce learning
- Promote self-esteem using positive reinforcement e.g., work on feelings, specific praise
- Give children attention for displaying positive behaviours e.g. catch them being good
- Gain children's attention before instructions or information is given.
- Clearly repeat contributions from other children in group activities to reinforce meaning.
- Plan time for play opportunities and interaction with their key children, observing them closely to identify progress made and any barriers to learning
- Monitor levels of adult intervention to ensure independent learning is promoted
- Encourage and promote the use of the correct vocabulary to describe children's needs such as deaf not hearing impaired
- Use five-minute warnings before transitions e.g., use of sand timers
- Ensure all staff are aware of the health care plans and risk assessments.

Meeting Children’s Needs: Targeted & Personalised Provision

For the provision to be effective, it needs to match the child’s needs. In Haringey for children in the EYFS, we think of children’s needs in the following areas:

- Cognition and learning including play
- Personal Social Emotional
- Hearing
- Communication and Language
- Vision
- Physical
- Social Communication
- Sensory
- Medical

You can read more about this in the Haringey Banding Document. Children often have more than one need, so you should consider all their needs when planning for them. Haringey SEND services provide an extensive range of training to support practitioners in selecting and implementing evidence-based interventions. You can find details of the training here: [EIT brochure \(5 August 2024\) \(haringey.gov.uk\)](#).

If you require more support, talk to your Area SENDCO or discuss at your educational psychology cluster group.

Cognition and Learning Including Play	
Enabling Environments (Targeted)	Positive Relationships (Targeted)
<p>Adapted and additional equipment is available e.g. toys suited for children’s developmental stage not age</p>	<p>Key persons/practitioners:</p> <ul style="list-style-type: none"> • Give additional uninterrupted time for exploration to ensure the consolidation of understanding. • Actively encourage to children to take risks and try something new, persevere and develop concentration. • Reinforce learning using multi-sensory experiences. • Actively promote engagement by playing alongside and copying the children’s actions e.g., making sandcastles. • Break down learning into small steps e.g. building up role play sequences one at a time • Support stories and songs through song/story sacks and sensory stories e.g in a targeted group as a duplicate. • Provide opportunities for ‘eager anticipation’ in small group play e.g., ‘ready steady go’ games. • Allow children additional time to process and think. • Provide lots of opportunities for repetition
Personalised	
<ul style="list-style-type: none"> • Implement personalised strategies recommended by an educational psychologist • Provide individual adult support for child to promote engagement in adapted activities. • Plan individually to move the child on to the next steps in their development 	

Speech and Language	
Enabling Environments (Targeted)	Positive Relationships (Targeted)
<ul style="list-style-type: none"> • Specific vocabulary and related Makaton signs/symbols are available for parents. • Carefully considered adjustments to the setting environment e.g., child may need to be supported by a key person to access a group activity, such as story time 	<p>Key persons/practitioners:</p> <ul style="list-style-type: none"> • Are responsive to, value and use the child's different methods of communication e.g. signing, symbols or objects • Introduce differentiated visual support using symbols, pictures or real objects. • Use language which is appropriate to a child's understanding e.g., Use stop accompanied by a hand gesture instead of 'no' or 'don't' until the child understands negatives • Ensure instructions given to the whole group are understood e.g., the child is individually spoken to, or shown visual supports for rules, signing, simplified language • Use specific interventions to support children's language such as What's in the Bag?' game, the Wellcomm or Early Talk Boost programmes.
Personalised	
<ul style="list-style-type: none"> • Implement personalised strategies recommended by a Speech and Language therapist • Provide a personalised total communication approach 	

Social Communication	
Enabling Environments (Targeted)	Positive Relationships (Targeted)
<ul style="list-style-type: none"> • Alternative arrangements for when noise levels are raised and could cause distress (use of musical instruments, loud noises, lunch times) • Carefully considered adjustments to the setting environment e.g., child may need to be supported by a key person to access a group activity, such as story time 	<p>Key persons/practitioners:</p> <ul style="list-style-type: none"> • Promote participation and independence e.g., using a choice board/now and next board. • Give clear signals to indicate when activities are finishing and what is happening next, giving instructions and requests in the right order e.g first we are putting our coats on next we are going outside • Plan opportunities for fun activities requiring co-operation to enable children to understand the purpose of communication. • Use specific interventions to support children's shared attention such as What's in the Bag?' game, Attention Building groups (Wow groups)
Personalised	
<ul style="list-style-type: none"> • Implement a programme advised by a Speech and language therapist • Use personalised interventions to support children's language e.g., Intensive Interaction • Provide a personalised curriculum led by the child's special interests 	

Personal social and emotional development

Tantrums

Tantrums are a typical part of a young child's development and show that they are gaining independence and confidence. This stage is usually short term. If challenging behaviours continue beyond the expected time scales, they may be related to an unidentified special educational need and appropriate action should be taken.

Enabling Environments (Targeted)

- Settling in and transition programmes that support children and families including transitional objects, home boxes etc
- A variety of additional calm spaces inside and outside
- Sensory baskets/toys to support self-regulation
- Dedicated time for whole staff to reflect on when children have become emotionally overwhelmed and adult responses to behaviour which challenges

Positive Relationships (Targeted)

Key persons/practitioners:

- Carefully consider additional adjustments e.g., children may need to be near their key person
- Plan alternative activities or additional support when children find it difficult to engage during group time
- Are aware of potential triggers e.g tiredness and put in place preventative strategies to reduce unwanted behaviours
- Engage children in games of chance or 'surprise' to introduce the concept of unpredictability and support the development of self-regulation e.g. snack time as a picnic outside
- Use ABC charts to identify triggers and make changes to provision as a result
- Work closely with parents to implement consistent strategies

Personalised

- Implement recommendations from an Educational Psychologist.
- Put an individual risk assessment in place which is regularly reviewed and shared with the whole team.
- Provide a personalised curriculum led by the child's special interests.
- Provide additional staffing e.g., key person support to promote engagement in adapted activities.
- Provide access to a personalised safe space e.g., pop-up tent, table den

Sensory

Enabling Environments (Targeted)

Adapted and additional equipment is available e.g., 'move and sit' cushion, sensory cushions,

Positive Relationships (Targeted)

Key persons/practitioners:

- Are aware of times when noise levels are raised and could cause distress and make themselves available.
- Respond to children's sensory needs e.g., finding alternative ways for the child to engage in messy play, such as wearing gloves, paint in 'zippy bags'
- Introduce fiddle toy, wobble cushion, carpet tiles as required

Personalised

- Implement recommendations from an Occupational Therapist
- Provide access to a personalised safe space e.g., pop-up tent, table den
- Conduct a sensory audit analysis, and provide personalised sensory opportunities provided at planned times throughout the day.

Vision	
Enabling Environments (Targeted)	Positive Relationships (Targeted)
<ul style="list-style-type: none"> • Reasonable adjustments” are made to both the environment and learning activities in consultation with a Teacher from the Sensory Support Team i.e., using non-visual approaches, tactile/textured materials • Personal Emergency Evacuation Plans are in place. • The use of glasses and patching is supported and positive attitudes to these are encouraged. • Practitioners ensure that children with any sensory impairment are seated appropriately e.g., children are seated at the front of a small group facing the adult. • All learning materials and computer fonts e.g., Comic Sans or Arial and have good clarity and contrast and a good size. 	<p>Key persons/practitioners:</p> <ul style="list-style-type: none"> • Use language, which is clear and consistent, providing additional information to support learning with visual activities. • Liaise with parents to support the checking and use of any equipment. • Complete risk assessments, with parents, for outside activities and on trips/visits show an awareness of the impact of sensory needs. • Routinely incorporate specific adjustments for children with Sensory Support needs into planning e.g., viewing books/objects/pictures from close range, large print books etc. • Place additional emphasis on using facial expressions, intonation, and gesture to support meaning and check that the child has fully understood information and instructions given.
Personalised	
<ul style="list-style-type: none"> • Implement recommendations from a qualified teacher of the visually impaired • Provide additional time to prepare modified or adapted resources and set up specialist equipment to support access to learning. • Follow the advice from a Habilitation Specialist to develop mobility skills i.e., short cane, sighted guide. • Use communication systems access information recommended by a member of the Sensory Support Team. E.g Braille • Presenting materials in an individualised format including audio, large print, real objects. • Using specialist ICT equipment following assessment e.g high visibility keyboards 	

Hearing	
Enabling Environments (Targeted)	Positive Relationships (Targeted)
<ul style="list-style-type: none"> • “Reasonable adjustments” are made to both the environment and learning activities in consultation with a Teacher from the Sensory Support Team i.e. story sacks, seating to remove glare • Personal Emergency Evacuation Plans are in place. • The use of hearing aids is supported and positive attitudes to these are encouraged • Practitioners ensure that children with any sensory impairment are seated appropriately e.g., children are seated at the front of a small group facing the adult. • Quiet areas are available for small group or individual learning or language activities. 	<p>Key persons/practitioners:</p> <ul style="list-style-type: none"> • Use clear language, providing additional information to support learning with visual activities. • Complete risk assessments, with parents, for outside activities and on trips/visits show an awareness of the impact of sensory needs. • Implement the advice of a Qualified Teacher of the Deaf to ensure the child has access to signs or alternative means of communication as appropriate. • Place additional emphasis on using facial expressions, intonation, and gesture to support meaning and check that the child has fully understood information and instructions given. • Facilitate effective communication with peers. • Plan listening and communication activities in a way that will avoid fatigue. • Support children in recognising when amplification is not working and are encouraged to alert their key person. • Liaise with parents to support the checking and use of any equipment.
Personalised	
<ul style="list-style-type: none"> • Implement recommendations from a teacher of the deaf • Provide additional time to prepare modified or adapted resources and set up specialist equipment to support access to learning. • Following the advice from the deaf communication specialist to develop signing skills • Use communication systems access information recommended by a member of the Sensory Support Team. e.g British sign language 	

Physical

Enabling Environments (Targeted)	Positive Relationships (Targeted)
<ul style="list-style-type: none"> • “Reasonable adjustments” are made to both the environment and learning activities in consultation with a therapist or Vale Outreach team • Additional adapted equipment e.g., desk slope, extra chunky writing materials, lightweight balls, “, iPad in a “hugged” case: supportive computer software. • Personal emergency evacuation plan in place as needed. 	<p>Key persons/practitioners:</p> <ul style="list-style-type: none"> • Provide additional time for play and exploration of resources for fine and gross motor skills, planned ICT time • Help children to explore and play so that they have the opportunities to develop the Characteristics of Effective Learning. • Plan a range of group activities to promote gross and fine motor skills, as advised by health professionals incorporated into daily routines. • Routinely incorporate specific adjustments for children with Physical Disability, into the planning e.g., large sheets of paper, more space for physical play, chunky graphic tools. • Adjust routines to support independence with personal care e.g., more time for dressing, planned access to cloakrooms.

Personalised

- Implement recommendations from a Physiotherapist, Occupational Therapist or Vale Manual Handling Team
- Use moving and handling equipment for transfers or personal care e.g., hoist and sling, handling belts.
- Provide level access e.g., use of temporary ramps or identify alternative routes around the setting.
- Provide specialist equipment to access play and learning e.g., switch operated toys.
- Provide alternative or parallel activities are available to take account of the specific needs e.g. Physical access

Medical

Enabling Environments (Targeted)	Positive Relationships (Targeted)
<ul style="list-style-type: none"> • A risk assessment inside and outside e.g., the banning of certain common foods due to allergies e.g., peanuts. 	<p>Key persons/practitioners:</p> <ul style="list-style-type: none"> • Write health care plans and risk assessments with the support of specialist nurses and parents e.g., epilepsy or diabetes • Provide additional support to implement health care plans

Personalised

- Implement recommendations from a specialist nurse or paediatrician
- Provide alternative or parallel activities are available to take account of the specific needs e.g. Physical access