

Inclusive provision for children with SEND in the early years

Cognition and learning – Learning difficulties (LD)

Identification	Expected arrangements to meet needs
<p>A child who presents with greater difficulties than the majority of other children of their age in making progress across all areas of the curriculum despite effective teaching.</p> <p>The extent of learning difficulty can range from mild to severe and profound. These difficulties are not due to factors such as:</p> <ul style="list-style-type: none"> • Learning English as an additional language (EAL) • Social deprivation (lack of opportunity) • Sensory impairment • Emotional difficulties <p>The child may present with difficulties in understanding, thinking, problem solving and retaining information, concepts and skills as well as difficulties in:</p> <ul style="list-style-type: none"> • Attention and listening • Understanding • Speaking • Pre reading and writing skills • Early number skills • Self-help skills • Making links between different areas of learning and generalising to everyday experience 	<p>High Quality Teaching:</p> <ul style="list-style-type: none"> • Developing a positive relationship with the child, i.e., knowing them as an individual and ensuring all practitioners are aware of their individual needs • Differentiated EYFS curriculum presented according to the child’s needs taking into account: <ul style="list-style-type: none"> ○ Level (i.e., focusing on the child’s learning outcomes extending their current skills through a small steps approach) ○ Pace (i.e., extra time for thinking and processing instructions, answering questions and completing activities) ○ Approach (i.e., multi-sensory which relates to the child’s everyday experience and takes into account the child’s interests with the use of practical age appropriate activities including use of ICT) ○ Output (i.e. a variety of ways to record learning, e.g., oral, photographic, video, etc.) • Making consistent use of visual cues to support children’s listening, attention and understanding, including objects, photographs/pictures, signs and symbols • Using visual timetables and first and then (or now and next) boards to support routines and transitions including unexpected changes • Simplifying language, e.g. using key vocabulary, short sentences and chunking and sequencing instructions • Increasing use of commenting and modelling and reducing use of questions • Checking understanding and reinforcing as required through repetition, rephrasing, explaining and demonstration • Teaching and reinforcing key vocabulary and developing word knowledge, e.g. using word webs • Expanding on what children say by adding 1-2 words, e.g. if a child says “car”, adult could say “Daddy’s car” • Providing opportunities to develop speaking and listening skills, understanding of emotions, social skills and friendships with other children through small group activities • Ensuring that the environment is organised, with well-defined areas and is labelled using photographs, pictures, symbols and words, i.e. a room layout that supports independent learning • Providing appropriate areas in the room to support speaking and listening skills, i.e. a quiet, distraction free area • Supporting and differentiating play and learning both independently and with other children

- Visual, practical and physical learning
- Early reading skills
- Number skills

Some children may experience difficulties in very specific areas. Specific learning difficulty includes dyslexia and dyscalculia, although diagnosis of these difficulties takes place when the child is older.

Practitioners in early years settings need to observe, monitor and record any information that may be relevant for a diagnosis in the future.

- Planning opportunities for practising skills and for making choices throughout the day/session
- Supporting involvement and active engagement from parents/carers
- Access to a comforting quiet space at times of heightened anxiety
- Making consistent use of **rewards** and motivators for pupils appropriate to the child's interests and level of development
- Modelling, prompting and reinforcing children's **positive behaviour and interactions**, addressing possible underlying issues e.g. social anxiety and/or difficulties in understanding and/or communication

Meeting the child's additional learning needs through:

- increased opportunities for pre-teaching, overlearning, reinforcing and generalising skills

SEN support - individual or small group support for at least 30 minutes per session. This could be broken down into smaller chunks. Before applying for element 3 the expectation is that the SENCO and/or practitioners would carry out the following (if appropriate):

- An assessment of child's learning skills (e.g. observations, play-based assessment, examples of child's language, checklists) leading to an appropriately targeted intervention programme; this should be planned in partnership with the child and their family and as advised by an outside agency where involved
- Individual and small group interventions, to teach listening and attention, language, early literacy and numeracy and knowledge of the world
- Support to generalise speech and language skills taught as part of individual/small group programmes
- Child's baselines and subsequent progress accurately monitored and provision regularly reviewed and adjusted in line with their progress over a sustained period (usually for at least 2 terms) through the use of EYFS, Next Steps and Early Years Child Passport