




Inclusive provision for children with SEND in Early Years

Easy read – High quality teaching

For all children you will -

	<p>Get to know each child well.</p> <p>Make sure everyone knows what they like and don't like and what they need.</p> <p>Complete a personal profile to record</p>
	<p>Assess what the child needs. Think about their experience and what they have learnt at home before they came to nursery.</p>
	<p>Think about each child in your planning and make changes to meet their developmental stage.</p> <p>Changes in level (tasks broken down into smaller steps) - you may place nearly all of the pieces of a puzzle for one child so they only have to put one piece. You may place only one piece to show another child what to do.</p> <p>Changes in pace – some children may think and act slower than others so you will wait for them.</p> <p>Changes in approach – think about all the child's senses. Young or delayed children need to hold, touch and move things around rather than sit and listen.</p>



Have lots of different toys and **resources** available to suit all children, e.g. different puzzles (inset and interlocking), paintbrushes in different sizes



Use **visual cues** (objects, photographs/pictures, signs and symbols), including:

- good listening, looking, sitting pictures
- first and then boards
- visual timetables
- choice boards
- to help children move from one activity to another

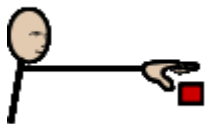


Label different **areas** of the rooms with photos/pictures and words

Have activities at different levels/heights to suit all children and to encourage different physical positions



Have **quiet**, calm areas and safe spaces available



Keep resources where children can **help themselves**



Keep checking the child **understands** you and help by showing them, repeating what you say, using simpler language etc.



Wait after you give a child an instruction to give them time to process information



Give children opportunities to **practise** skills frequently in different ways to help learning



Use a **positive behaviour management approach** –

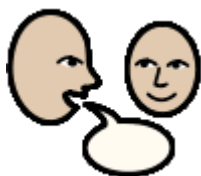
- **use positive and inclusive language** - tell the child what you want them to do e.g. ‘Walk’ rather than ‘Don’t run’
- **have clear and consistent routines**, supported with visual cues e.g. a visual timetable
- **have clear and simple picture rules** and talk to the children about them regularly.
- **use rewards** and link them to the child’s interests and level of development
- **use calm body language and tone of voice**
- **praise and catch the child being ‘good enough’** - notice the good behaviour more than the undesirable behaviour. Use ‘proximity praise’ - praise the child sitting nearby e.g. “Wow, Jake is being very careful with the sand”
- **use distraction** - move the child’s attention to something else



Plan activities to develop understanding of **emotions** e.g. use of persona dolls

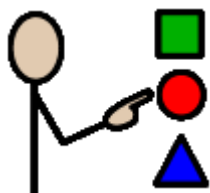


Plan small group activities to develop **social skills** and develop speaking and listening skills



Adapt and simplify adult language

- use the child's name first to gain their attention
- use and emphasise important key words
- speak in short sentences and phrases
- give instructions in 'chunks', one at a time
- use commenting, pausing and modelling and only ask occasional questions



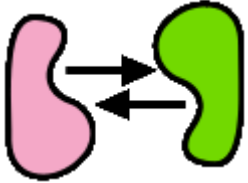
Make sure children have opportunities for making **choices** throughout the day/session



Make sure you say **hello** to every child as they arrive



Use **small groups** activities to teach children how to interact with each other – how to share and take turns etc.



Draw up a plan to make sure every child has **opportunities** throughout the day to interact with an adult and with other children and to talk about their interests and their learning.