

Inclusive provision for children with SEND in Early Years

Easy read – Communication and interaction



For children with **communication and interaction** needs you will do everything you are doing for all children
AND –

An icon showing two stylized human figures. The figure on the left is pointing its right hand towards the figure on the right.	Follow the child's lead in their play, copying what they do and the sounds or words they use
An icon showing three stylized human faces. The top-left face is smiling (happy), the top-right face has a neutral expression, and the bottom face has a sad expression.	Talk to the child about emotions and help them to develop social interaction skills
An icon showing a stylized human face. The figure has their right index finger pressed against their lips, a common gesture for 'quiet' or 'silence'.	Provide a quiet area for individual or small group sessions
An icon showing two stylized human faces. The figure on the left is speaking, and a speech bubble is positioned below it. The figure on the right is listening.	If a child only says one word, e.g. 'car', you can say 'daddy's car' or "big car" etc. to extend their language



Arrange **play interaction and/or Fun Time sessions** for groups and/or 'basket tasks' for individual



Say '**first-then**' and use two pictures to encourage the child to try things he or she doesn't want to do








Give children **short clear tasks** they can do to develop their attention, e.g. inset puzzles, building a tower with a few bricks, threading a few beads.



Use **pictures**, photos and 'Social Stories ©' to teach behaviour e.g. lining up for dinner, listening to stories (ask your Area SENCO for help with this)



Provide **short activities** for children who cannot attend for long

	Use individual visual cues - objects for children with very low levels of understanding, and photos or pictures for more able children (ask your Area SENCO for help)
	Keep your language simple so the child can understand
10	Give the child at least 10 seconds to respond to your instructions
	Make comments instead of questions and remember 'what' questions are easier to understand than 'who and why' questions
	Teach new things one at a time e.g. 'big and not big' rather than 'big and little'
	Use other ways of communicating e.g. ICT, Picture Exchange Communication System (PECS), signing (ask your Area SENCO and/or Speech and Language Therapist for help)



Don't tell the child to say a word again. If they can't say it properly, **say it clearly** for them so they can hear the way it *should* sound.



Play games with **playful sounds**, e.g. transport or animal noises