

# Ordinarily Available Inclusive Provision in Early Years Settings

**Peterborough City Council**

Provision that the local authority expects to be made available for Children and Young People with Special Educational Needs and/or Disabilities (SEND) in all Early Years settings.

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that ordinarily available to pupils of the same age”

*(SEND Code of Practice 2015, 6.15)*

## Glossary

<b>AATS</b>	Autism Advisory Teacher Service	<b>Outcome</b>	'An outcome can be defined as the benefit or difference made to an individual as a result of an intervention.' Code of Practice, p.163
<b>ADHD</b>	Attention Deficit and Hyperactivity Disorder	<b>PD</b>	Physical Disability
<b>ASD</b>	Autistic Spectrum Disorder (Autism)	<b>SALT</b>	Speech and Language Therapy
<b>CAMHS</b>	Child and Adolescent Mental Health Service	<b>SAMS</b>	Statutory Assessment Monitoring Service
<b>CLA</b>	Children who are Looked After	<b>SAPS</b>	Sensory and Physical Support Service
<b>COP</b>	Code of Practice	<b>SEN</b>	Special Educational Needs
<b>CP</b>	Child Protection	<b>SEND</b>	Special Educational Needs and Disability
<b>CYP</b>	Children and Young People	<b>SENC0</b>	Special Educational Needs Co-ordinator
<b>EAL</b>	English as an Additional Language	<b>SEMH</b>	Social Emotional Mental Health
<b>EHA</b>	Early Help Assessment	<b>SLD</b>	Severe Learning Difficulty
<b>EHCNA</b>	Education, Health, and Care needs assessment	<b>SMART</b>	Specific, Measured, Achievable, Realistic, Time bound (Outcomes/Targets)
<b>EHCP</b>	Education, Health, and Care Plan	<b>SpLD</b>	Specific Learning Difficulty
<b>EP</b>	Educational Psychologist	<b>TOD</b>	Teacher of the Deaf
<b>FSM</b>	Free school meals	<b>TVI</b>	Teacher of Vision Impairment
<b>DD</b>	Development Delay	<b>VI</b>	Vision Impairment
<b>GDD</b>	Global Development Delay	<b>SENIF</b>	Special Educational Needs Inclusion Funding
<b>OT</b>	Occupational Therapy	<b>CPD</b>	Continual Professional Development

## What are Peterborough's expectations?



### Children will:

- lead happy, healthy and fulfilled lives, having choice and control over decisions about their health, education, employment, friendships and relationships
- achieve in line with or better than expectation in their Early Years, school, further education and training
- successfully participate in the community and access meaningful occupation, employment and lifelong learning opportunities
- have a voice: a child may express themselves using their voice and in other ways.

### Early Years settings will:

- adhere to the Statutory Early Years Foundation Stage Framework when planning the delivery of curriculum, provision and developing policies and procedures
- promote equality of access for all children in their care
- have a robust strengths-based early identification and assessment system in place
- actively work with parents and carers as a key aspect of good practice, with clear and regular communication giving parents a voice and ensuring that the child is at the heart of the process

### Practitioners will:

- understand that behaviour is a communication, and will have developed an awareness about what a child is trying to communicate to them
- actively seek out training to maintain knowledge and skills as part of their ongoing Continuous Professional Development (CPD)
- ensure multi-agency working is embedded so that they and parents have the benefit of expert professional advice and support when a child already has an identified need or when a need becomes apparent

## Introduction and Overview

**This guidance document describes the provision that should be ordinarily available in Day Nurseries, Pre-schools and Childminder settings in Peterborough:**

Ordinarily available inclusive provision (OAIP) can be defined as the provision made for children whose special educational needs can be met from the resources generally available within the setting. OAIP is the range of activities, opportunities and strategies that are offered as basic good practice to meet a range of additional needs without the need for a formal diagnosis or specialist support.

OAIP will apply to all children without an education health and care plan (EHCP), but children with an EHCP will also benefit from this type of provision in addition to the provision written in their plan.

This is not a checklist and must be read in the context of the SEND Code of Practice (Chapter 5 Early Years Providers). Day Nurseries, Pre-schools and Childminder settings should read this in the context of their responsibility to operate a Graduated Approach (Assess, Plan, Do, Review), as set out in the SEND Code of Practice 2015.

This document provides a framework to support educational provision that should be “Ordinarily Available” for all children between Birth-five years of age and will enhance the support for those children who have Special Educational Needs and Disabilities.

Early Years providers should read this document in the context of their responsibility to operate a Graduated Approach to assessing, planning for, providing for, and reviewing children’s needs in their setting.

The statutory guidance set out in the “SEND Code of Practice: 0-25 years” (DFE, January 2015) provides the structure and framework for the identification and assessment of SEND.

For some children their Special Educational Needs and Disabilities will be provided for through high quality, differentiated teaching, whereas others may need some special arrangements, such as small group teaching, environmental adaptations, use of assistive technology, or some individualised and small group support and teaching at times each day or through the week, or assistance in play, social communication and interaction.

This document describes a wide range of approaches that can be expected to be ordinarily available for children, including those at SEN support. It cannot describe every intervention or strategy but indicates the type of arrangements that are typically available. It describes how the graduated approach and the Assess, Plan, Do and Review Cycle should be operated and describes approaches, strategies and arrangements that should be put in place by the Early Years education setting.

## Ordinarily available inclusive provision (OAIP)

This document identifies the range of activities, experiences, support, and strategies offered as basic good practice, available in Peterborough early years settings. This support is available to all children regardless of need.

Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information, to plan a challenging and enjoyable experience for each child in all areas of learning and development within the EYFS.

Practitioners are responsible each day for differentiating the curriculum to accommodate the needs of the children within their setting.

Practitioners must use their knowledge of the child to plan for their interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.

Through planning, practitioners will guide children, helping them to learn. Practitioners must reflect on the different rates at which children are

developing and adjust their practice accordingly. They will be responsible for differentiating the curriculum to accommodate children's needs.

Practitioners need to be equipped with the knowledge and skills to implement the assess, plan, do, review cycle (The Graduated Approach) as laid out in the SEND Code of Practice

Practitioners need to have a clear understanding of children's developmental needs and individual support plans (assess, plan, do, review) are formed through parent and carer partnerships. These support plans are consistently implemented where needed throughout the setting and reviewed at the agreed date set with parents.

Any assessment information is recorded so that learning and development is clear, this should indicate starting points, areas of strength and areas for development. Practitioners use observations and assessment information to help them plan more effectively for the needs of the child. The assessment information must highlight areas in which a child is progressing well, areas in which some additional support might be needed, and focus on any areas where there is a concern that a child may have a developmental delay which may indicate a special educational need or disability. Any next steps must describe the activities and strategies the provider intends to adopt to address any issues or concerns

All practitioners must engage in high quality, continuing professional development to ensure that their practice and knowledge are up to date and current as this will support improved outcomes for all children. Practitioners are also equipped with the skills to implement the assess, plan, do and review cycle effectively



## The Graduated Approach

In Peterborough where a child is identified as having SEN, Day Nurseries, Pre-schools and Childminder settings should take action to remove barriers to learning and introduce effective special educational provision in place using The Graduated Approach (four stages of action: assess, plan, do and review." (The SEND Code of Practice 2015)

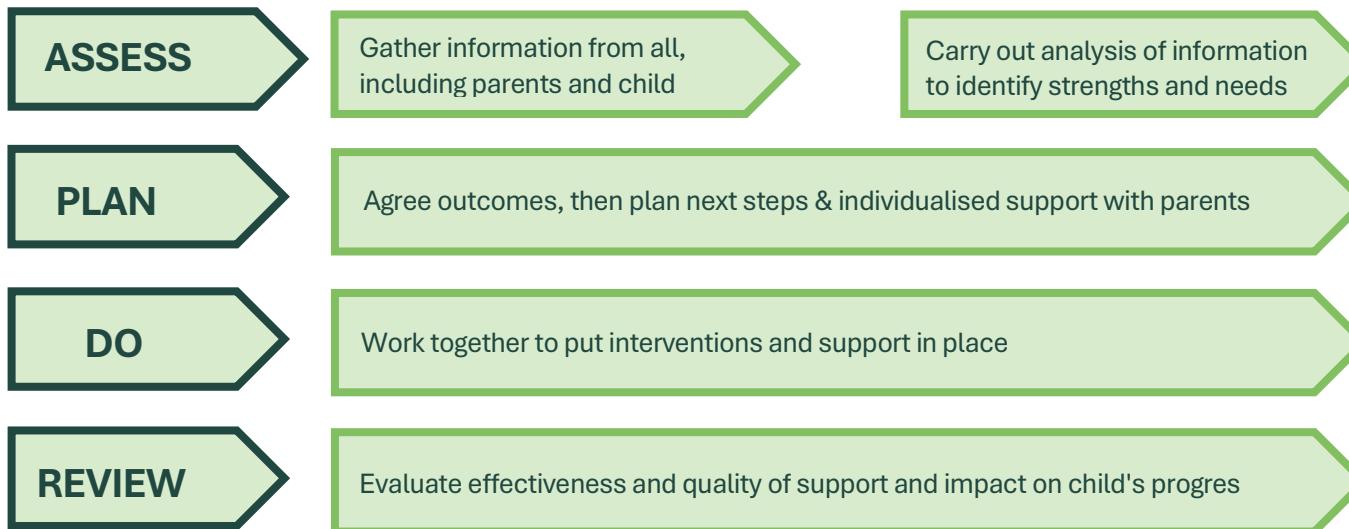
The Graduated Approach refers to the ongoing process of Assess/Plan/Do/Review (A/P/D/R) used in all settings. All Early Years settings have a responsibility to implement the graduated approach when working with young children with emerging additional needs and SEND.

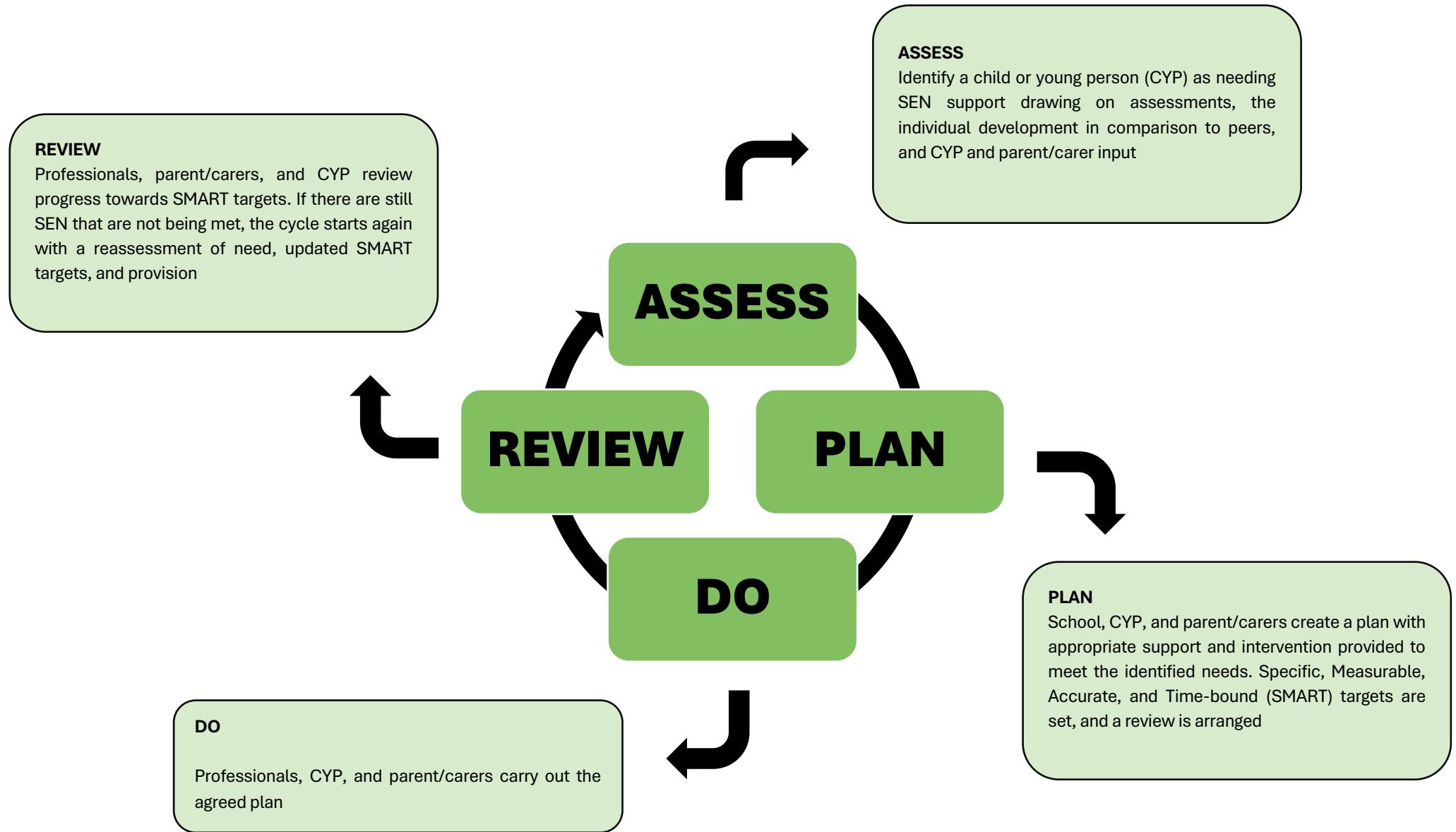
Support for children at both Universal offer and SEN Support level is tailored to the needs of the individual child.

By taking this approach, earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what support will help to secure good progress and good outcomes for them.

Most children in Peterborough will be taught through high quality teaching at a universal level. However, some children require a more targeted offer to support their emerging additional needs and may need specialist support to ensure their special educational needs are met.

### The “Assess, Plan, Do, Review” (APDR) cycle can be summarised as follows:





## Inclusive Practice: Supporting Young Children with SEND

“Every child deserves the best possible start in life, and the support that enables them to fulfil their potential”

Early Years Foundation Stage (EYFS)

Practitioners are required to think about the needs, interests and stage of development for all the children in their setting and use this information to develop their provision and support their planning. Practitioners have a responsibility to identify children's emerging needs and work with parents to support them.

In addition to the requirements of the EYFS, settings need to comply with the Equality Act, 2010 and have regard to the SEND Code of Practice 0-25 (SEND CoP, 2015).

The SEND Code of Practice (2015) identifies that settings should adopt a graduated approach to meet young children's special educational needs. The graduated approach consists of four stages: assess, plan, do, review (APDR) and sits alongside the process of observation, assessment and planning used within early years settings. These descriptors set out what can be reasonably expected of Day Nurseries, Pre-Schools and Childminders as they make provision for children with SEND from within the ordinarily available provision.

## Ordinarily Available Inclusive Provision – Environment

Leaders and Childminders need to understand their statutory responsibilities under the [SEND Code of Practice](#) and the [Equality Act](#). Policies and practices are effectively implemented in line with statutory requirements and are reviewed and evaluated regularly. These statutory requirements are set out in the EYFS framework, which also requires practitioners to review children's progress and share a summary with their parents. The system of record-keeping for learning and development is clear, indicating starting points, progress, areas of strength and areas for development.

- Ensure there are high aspirations for all children alongside a clear vision for the education of all children regardless of status or ability.
- Keep updated with developments in practice for SEND provision and evaluate practice in line with these developments, this may be through a focus improvement plan.
- Setting admission and transition policies actively welcome and engage parents and carers of all children regardless of status or ability. Transitions are based on individual's needs.
- The setting has a named setting SENCO who has completed the Level 3 SENCo Award. The SENCo will work within the senior leadership team or alongside the setting manager, and they ensure that there is a clear detailed vision for children with SEND.
- The provision ensures that the owner/management committee/governors are appropriately informed about provision for children with SEND and are given opportunities to gain

knowledge of quality SEND provision, so that they can provide support and where appropriate and offer challenge.

- The Progress check at 2 must be undertaken for all children on roll between the ages 2 and 3. This is done in collaboration with the parent. A written summary is provided for parents where their child's progress is less than expected. It is good practice to liaise with the local health visiting team regarding 2-year checks, where appropriate an integrated review could be completed within the setting with parents, health team and setting.
- The setting has an agreed SEND development plan with identified priorities for the improvement of provision.
- Admission and induction processes are clear, well planned and appropriate for the needs of the child and the family, making adaptations where necessary.



## Ordinarily Available Inclusive Provision – Environment

### The environment will:

- be set out in a familiar way so children know where to access resources
- be calm and purposeful to support learning where children feel they are supported, valued and have a sense of belonging
- use signals, prompts, and visuals that are consistent for routine times of day in a manner that is understood by the child, such as objects of reference, photos or symbols
- video opportunities for individual/peer engagement and social skills learning in a distraction free space
- have an identified quiet space for downtime to help children self-regulate
- have resources that reflect children's culture, and that are available
- be carefully planned as to where areas are in the room. For example, the book area in a corner away from the outside door. Throughfares will be considered
- have time for planned, timed, and structured activities for named children – individually and in small groups
- have an outdoor provision as this can be an experience that relaxes children and supports their communication
- have resources that are interesting, motivating, exciting, developmentally appropriate, and that are of good quality, open-ended, and that stimulate the senses
- utilise calm colours to reduce distractions, and support attention and concentration – all useful aspects to effective communication
- demonstrate consideration has been given to appropriate noise, temperature, lighting, and layout
- have personal care and toileting areas that are accessible by the child, and will provide support for teaching self-help skills
- have real objects to generate new vocabulary and make learning more meaningful
- have communication systems (such as Choice boards) where the child can see them, with reduced background noise and lighting
- have familiar practitioners for key times to ensure consistency in approach. Such times can include play, toileting, snacks, arrival and departure
- make use of natural resources such as wood, metal, leaves, and mud, and give children something interesting to talk about other than plastic equipment
- be arranged in a way that gives children easy access to sensory equipment



## Ordinarily Available Inclusive Provision – Practitioners

### Practitioners will:

- seek and/or follow guidance from the Sensory and Physical Support service where there are children with multi-sensory needs, regarding their learning environment
- use a whole setting approach to develop self-awareness and recognition of own feelings and knowing how to manage them
- ensure appropriate daily routines are in place to support the child
- understand that when children feel comfortable and safe, they are more likely to communicate.
- be aware that different cultures may have different social rules; they will speak to parents about what is expected in their culture
- be aware that a child with EAL may present as having SEND but needs time to immerse in the new language
- promote positive attitudes towards everyone - sensitivity towards difference (including SEND) are part of the setting ethos
- use advice and guidance following discussion and observation from Early Childhood Specialist Inclusion, therapist (SALT, OT, Physio), teacher of the deaf, visually impaired, Physical Development or Caverstede Early Years SEND Hub
- offer enhanced support for transition into the setting and when leaving for school
- personalise and support everyday transitions and significant times for children, such as moving into another room
- become skilled at adjusting the pace and order of activities to maintain interest and attention
- be trained and skilled in supporting children with general and specific learning challenges.
- engage in high quality continuing professional development and learning to support improved outcomes for all children
- have a level 3 SENCo Award qualification in group settings (if they are the SENCo)
- be supported by a deputy SENCo, or room based SENCo's (if they are the SENCo)
- talk to the child's family about what they enjoy at home and observing play in the setting
- plan activities and experiences that interest the child, follow their lead in talking about these, and introduce new vocabulary
- consider the individual needs, interests, and development of each child in their care; and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development
- be responsible for differentiating the curriculum to accommodate the needs of the children within their group
- stimulate children's interests, responding to each child's emerging needs, and guiding their development through warm, positive interactions coupled with secure routines for play and learning
- reflect on the different rates at which children are developing and adjust their practice appropriately
- be equipped with the skills and knowledge to implement the assess, plan, do, review cycle as laid out in the SEND Code of Practice
- utilise a combination of methods to reinforce and strengthen meaning for the child. This could be via objects, pictures, gestures, singing and rhymes, or spoken word

## Ordinarily Available Inclusive Provision – Practitioners (continued)

### Practitioners will:

- have a clear understanding of children's needs and individual plans that are informed by parent and carer partnerships, ensuring these are consistently applied throughout the setting
- offer supervision arrangements at unstructured times to support individual children
- reflect on the environment to inform any necessary adjustments
- use observations and assessment information to plan effectively
- understand the importance of supporting children to understand their sensory needs and to begin to develop self-regulation strategies
- understand the behaviour individual children display is a form of communication; will carry out in depth assessments to clarify any concerns, and discuss the child's difficulties with their parent
- involve other professionals in the child's care as necessary
- access resources and toolkits to enable the setting to provide targeted support. See the CPFT's [Speech & Language](#), [Occupational Therapy](#), and [Psychology](#) toolkits
- be aware of smells and noise in the room and any children who may be impacted by these
- show awareness of lighting in the room; use of natural light, who is facing the light, where they stand or sit in relation to light to enable better facilitation of group time and story time
- listen to the voices of individual children and embed this in their practice to builds up the child's self-esteem, independence, confidence, and attention-span
- provide an interesting and challenging curriculum which captures the voice and views of the child
- be a keyworker to build positive and trusting relationships with child and family
- plan resources and opportunities to support children needing a reason to communicate
- be sensitive to children's needs and help them understand where their familiar resources are when there are changes in the environment. Sally Thomas (Early Years Consultant) recommends an “80% familiar, 20% new” approach as some children need familiarity within their environment to feel safe and secure
- use a total communication approach to help children to understand changes and transitions throughout their day

## Ordinarily Available Inclusive Provision – Strategies to support

You could support my communication and language development by:

- Creating a good listening environment, e.g., quiet, distraction free areas such as dens, reducing background noise and using music as a focused activity.
- Talking about the sounds that we hear around us.
- Developing my listening skills by taking me on listening walks, using Chat, Play, share rhyme sheets, playing listening games.
- Planning activities and experiences that are interesting to me.
- Play alongside or interactively with me to extend my focus.
- Provide me with new challenge such as new resources, other children, new activities to extend my focus time.
- Using an auditory/visual cue to gain my attention, e.g., a tambourine.
- Using my name to gain my attention.
- Interacting at my height level.
- Keeping instructions short and simple.
- Using what I enjoy engaging my attention.
- Using visual prompts such as pictures, photographs, puppets to move my attention.
- Showing me that you enjoy playing with me, joining me in my learning and routines.
- Keeping listening times short and interactive.
- Giving me chances to practise attention and listening skills by playing looking and listening games, e.g., Kim's game, What's that noise? in a small group.
- Providing one to one and small group story, action song and rhyme times
- Noticing when I cannot hear sounds and providing appropriate support.
- Talking to my family about what I enjoy at home and observing my play in the setting.
- Planning activities and experiences that interest me.
- Follow my lead in talking about these and introduce new vocabulary.
- Ensuring the setting resources are interesting, motivating, exciting and developmentally appropriate. Making sure they are good quality, open-ended and stimulate all my senses.
- Using lots of non-verbal communication with me
- Get down to my eye-level to gain my attention and interest
- Use facial expressions and intonation of voice when you interact with me
- Make sure all adults in the setting are consistent in their approach which should also be shared with parents
- Allow me additional time to process and understand what is being communicated to me
- Help me learn and enjoy new songs, rhymes and stories with actions
- Starting by using nouns in the environment when identifying objects and through simple stories
- Using a multi-sensory approach
- When I say a noun, copy back that noun and add a descriptive word (adjective) e.g. if I say 'bus', you say 'big bus'
- Playing lots of listening games with actions with me
- Using simple language at my level of understanding
- Using questions which I understand. Adults need to understand the developmentally appropriate sequence of questioning (Blanks word levels – see link below)

- Giving me time to process a question and formulate a response – wait and watch. Ten seconds is a good guide.
- Using gesture or visuals such as objects of reference, pictures, first and then boards, visual timetables, social stories.
- Limiting the number of questions used – try commenting or repeating back what I have said and perhaps adding a word instead of only using questions. I don't want to feel every conversation is a test!
- Following my lead and interests
- Actively listening
- Giving me additional time to respond
- Not presuming what I am going to say or am interested in. Not jumping in and speaking for me or finishing my sentences
- Tuning into what I am saying and trying to communicate
- Having a good understanding of the different ways of communicating
- Taking onboard information received from my parents/carers e.g. using the same signs and words for things
- Being responsive, understanding and interested in me. Being ready to listen to me and show me you are listening.
- Respecting my opinion.
- Taking time to get to know me and my interests
- Understanding my behaviour may be a form of my communication and possible frustration
- Giving only one instruction at a time
- Asking me questions to extend my conversations
- Scaffolding and modelling language skills
- Prioritising talking within the setting
- Using interesting objects or events as motivators/provocations to stimulate conversation
- Teaching specific and new vocabulary
- Using correct words, pronunciation and grammar when talking with me
- Joining words together into phrases and sentences
- Introducing me to early phonological games, such as I spy, sound treasure hunts, odd one out etc
- Identifying sounds, I can hear
- Helping me take notice by changing your tone of voice, body language, facial expressions.
- Meeting and greeting me.
- Using my name and maybe also a toy to gain my attention.
- Rewarding me when I look at you, maybe with a motivating toy such as bubbles, spinning tops, puppets.
- Providing a quiet, distraction free environment
- Playing alongside me with a parallel set of resources then copying my actions.
- Sitting alongside me and copying what I am doing.
- Turn it into a turn taking, interactive game.
- When I show interest in continuing the game, invite another child to join in.
- Instigating early games e.g. ready steady go, peek a boo.
- Playing with me in play of my choosing, following my interests. Gradually introduce me to new areas of play by ensuring the resources and play opportunities are interesting and motivating for me.
- Offering me choices to develop my sense of preference.
- Offering me objects, pictures, photographs and symbols to support expressing no without using words.
- Giving me time to formulate a response and indicate no and being accepting of that response
- Being flexible with routines and experience
- Paying attention to my choice and being flexible in your responses.

- Supporting me to interact with the children I choose and accepting when I don't want to play.
- Taking my preferences into account when allocating keyworkers.
- Supporting me and using resources such as objects of reference, pictures, gesture, first and then boards, visual timetables, social stories.
- Having a well-planned regular routine.
- Modelling turn taking in conversation (send and receive communication)
- Supporting me with early interaction by gaining my attention, being at my level, giving me time to respond, following my lead, repeating back and expanding what I say
- Using your voice expressively, playing games such as peek- a boo, finger rhymes, singing songs.
- Playing alongside me, then copying my play. After a while change your play. When I respond with joint attention you can introduce simple turn taking. This could be taking turns to place a brick to build a tower, passing a car back and forward or rolling a ball. It is important to choose something I find motivating.
- Introducing the language of turn taking, "my turn, your turn, X's turn". This will help me to learn to wait during conversations.
- Being respectful and tuning in to me.
- Modelling and promoting positive relationships that are trusting and caring.
- Being reliable and consistent
- Thinking carefully about transitions so that my needs are considered and well supported.
- Assessing and adjusting the physical environment to ensure I am physically and emotionally safe.
- Making sure your expectations of me are appropriate and match my developmental stage.
- Not expecting me to sit and maintain attention for too long
- Keeping my routines consistent and predictable
- Discussing routines with my family and trying to be consistent
- Giving me a verbal or visual warning before I need to do something different
- Making sure all staff use the same language around routines.
- When giving instructions use visual prompts to support me such as gestures or picture prompts.
- Introducing the language 'now' and 'next'
- Making me a visual timetable and using it throughout the day to support me.
- Using visual timers such as a large egg timer to help me understand when I need to change what I am doing
- Considering how important is it that I comply and 'picking your battles'
- Telling me what to do rather than asking me. e.g. 'Put the cars in the box thank you' rather than 'can you put the cars in the box please'
- Telling me individually and specifically what you want me to do e.g. 'Sarah put the dolls in the bed' not 'it's tidy up time'
- Using simple language with me with not too many parts to the instruction.
- Checking if I have understood what you want.
- Giving me a choice e.g. pick up the bricks or the books.
- Modelling what you would like me to do.
- Giving specific praise when I do what you have asked me to do

## Ordinarily Available Inclusive Provision – Strategies to support

You could support my social and emotional development by:

- Ensuring that my transition into the setting is individualised for my needs and life experiences e.g. I have never been away from my mum and so it would be good if we could visit and spend time together in the setting
- Giving me time to get to know my Key Person
- Using information from home to support me e.g. my favourite toy or book.
- Allowing me to bring my comforter from home to support my wellbeing and having a special place in the setting where it is safe
- Being ready for my arrival and greeting me warmly, keeping the arrival routine consistent.
- Having activities ready for me that I will enjoy.
- Having pictures of my family to look at.
- Developing a setting book for me to take home with photos of practitioners and the setting.
- Finding out what calms me e.g. rocking, cuddling or singing.
- Making sure your expectations of me are appropriate and match my developmental stage
- Not expecting me to sit and maintain attention for too long
- Keeping my routines consistent and predictable
- Discussing routines with my family and trying to be consistent
- Giving me a verbal or visual warning before I need to do something different
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- Using simple language with me with not too many parts to the instruction.
- Checking if I have understood what you want.
- Giving me a choice e.g. pick up the bricks or the books
- Modelling what you would like me to do
- Giving specific praise when I do what you have asked me
- Having age-appropriate expectations of me.
- Providing enough resources for me and my friends
- Ensuring I have sufficient space to play alongside others, some areas may need to be made bigger
- Playing alongside me with your own set of resources, then sensitively join my play
- Supporting my joint play e.g. working with another child to fill a bucket
- Supporting me to take turns with an adult and then one other child, modelling the language such as 'my turn' 'your turn'.
- Using a visual prompt such a red and a green laminated card, one side green (your turn), one side red (wait)
- Using visual timers to help me to understand when my turn is ending
- Playing games such as 'ready, steady go'

- Planning activities for turn taking that motivate me by using my interests
- Keeping turn taking sessions short and finishing with success.
- Gradually withdrawing adult support in turn taking games and including more children in the group
- Using everyday opportunities for promoting sharing e.g. at snack time cutting up fruit or sharing out a lump of playdough.
- Making sure I am not hungry, tired, hot, or cold.
- Considering your own emotional response before attempting to calm me, take a breath.
- Using the word 'stop' and a hand gesture rather than using the word 'no!'
- Acknowledging, validating and labelling my feelings e.g. 'you feel very cross your tower was broken.'
- Supporting me to recognise my emotions and how others may be feeling through labelling/naming - e.g. facial expressions, noting how others are behaving
- Using stories and everyday opportunities to discuss my feelings
- Not expecting me to be able to explain why I have done something inappropriate but supporting me to find a better way to express myself.
- Supporting me to calm before talking about what has happened
- Helping me to 'put it right' rather than insisting on saying sorry
- Time in not time out. Helping me to be included.
- Keeping an ABC chart or STAR chart to record my behaviour
- Telling me what to do not what not to do
- Having a calm space where I can go to when I need to.
- Introducing strategies to calm as part of the everyday routine e.g. mindfulness, breathing exercises, sensory/calming bottles, a regulation/quiet space
- Giving me regular movement breaks and access to the outdoors
- Allowing me objects to fiddle with if you want me to sit still.
- Developing consistency in practitioner responses by developing a support plan. Developing and sharing this with parents. If necessary, this should include a positive handling plan.
- Finding out about me and finding some time to talk to me individually every day.
- Showing me that you care e.g. 'I thought about you when I saw a tractor because I know you like them'
- Giving me special 'jobs' to build my self-esteem and so I see myself as capable.
- Allowing me the opportunity to be independent and show you what I can do
- If I don't like to be centre of attention, finding other ways to include me
- Ensuring I can see myself reflected in the setting, e.g. through books, photos, my achievements, or resources.
- Valuing my efforts not just my achievements
- If you need to talk to my parents in my hearing, keeping it positive
- Catching me when I'm getting it right and letting me know. Rewarding me with what I value, e.g. a high five, a hug or specific praise

## Ordinarily Available Inclusive Provision – Strategies to support

You could support my physical and sensory development by:

- Not always making me sit on a chair to carry out tabletop activities.
- Placing activities at a range of heights encourages me to use different positions to access them; you could use easels, low tables and up turned boxes.
- Supporting me to sit in a range of positions on the floor such as cross legged, long leg sitting and side sitting (not 'W' sitting)
- Provide me with something to lean against if needed, such as a piece furniture.
- When I'm sitting in a chair, making sure that my feet are flat on the floor and I am well supported to allow me to access tabletop activities.
- Offering a range of activities that encourage me to move around in a variety of ways, such as obstacle courses using everyday items or floor-based play activities such as a car mat.
- Providing me with plenty of activities to develop and practice my balance and proprioception.
- Large climbing equipment and creating obstacle courses using everyday items in your setting are great for this.
- Taking me to places with a range of surfaces, such as grass, bark and tarmac and with some slopes and uneven surfaces.
- Providing a range of ride on toys so I have plenty of opportunities to practice.
- Consider the type of ride on toy provided based on my needs. For example, a kiddie coupe style car could be used if I still need support in sitting whilst a balance bike will challenge my balance more.
- Letting me use big, slow-moving items such as balloons (adult supervision needed) and bubbles. Provide large balls and bats and reduce the sizes as my skills improve.
- Providing me with objects or toys that I like and placing them within my reach (indoors and out).
- Providing me with containers that I can drop objects into.
- Providing collections of interesting objects for me to explore (treasure baskets/bags, loose parts collections)
- As my skills develop, providing me with opportunities to pick up and manipulate smaller objects. Activities like playdough, peg boards, threading big beads or cotton reels or picking up objects with tongs and large tweezers would all help.
- Providing me with a range of simple cause and effect toys – toys that light up or make noises are great but so are things like shape sorters, large inset puzzles or car/ball ramps.
- Model how to use these. You might have to guide my hand to the objects to start with. Allow me plenty of time to enjoy and repeat these types of activities.
- Providing opportunities to use these tools. I need to learn through doing. I need to explore the resources - it doesn't matter what I make.
- Adapt and simplify activities and provide alternative equipment, such as chunky chalks or big brushes.
- Allow me to use these in a range of positions - standing at an easel, lying on the floor etc. Drawing in the air with ribbons or scarves is great too.

- Offering me increasingly challenging building materials. I need to start with objects that I put on top of each other, such as stacking toys, wooden blocks or washing up sponges (with adult supervision). I could then move on to bigger interlocking equipment, like Duplo. You will need to show me how to use them.
- Not forgetting to let me try building with crates and boxes outside
- Making sure I am sitting at a table with my feet supported and the table at comfortable height, so my shoulders are relaxed and I'm not bent over.
- Introducing a variety of appropriate finger foods first. Expect it to get messy and don't rush me
- Making sure the bowl/plate is not slipping around – a mat or damp cloth underneath might help.
- If possible, sitting and eating with me so that I can copy you.
- Introducing cutlery – chunky child-size cutlery is easier for me.
- If you are still feeding me, let me hold a spoon too and have a go. At first help guide the loaded spoon to my mouth, hand over hand, until I get better at it.
- Introducing a fork next. At first load the food on to it for me, then let me try stabbing soft foods like cooked vegetables
- Asking my parents/carers to let me practice this at home mealtimes too, without distractions such as the TV.
- Letting me practice manipulating a fork and knife by putting some cutlery in the playdough area
- Letting me start by using a cup with two handles to help me hold the cup steady. After this I can progress to a one handled cup and then on to holding a beaker using both hands.
- Only filling my cup halfway to allow me to control the cup when bringing this up to my mouth.
- Offering less and less help and gradually allowing me to hold and bring the cup to my mouth and then tip it to drink from it.
- Encouraging me to sit in a well-supported position so that I have better control of my arms and body to slowly tip the cup to drink from it.
- Making sure I can reach the sink, soap and towels. Do I need a step? Is the soap dispenser fixed, or does it move around when I try to use it? Are the paper towels easy to pull out of the holder, or would some in a basket be easier? (I might prefer this to a noisy hand-dryer)
- Checking if I find it difficult to twist the taps. I might need more practice at the fine motor skills above to strengthen my wrists and fingers. Hand exercises like dough gym will help. Check the taps aren't too stiff either.
- Demonstrating what to do lots of times.
- Providing simple visual instructions above the sink to remind me of the order I need to do things
- Making the bathroom a pleasant place to be. Is it too smelly/crowded/dark/noisy? Is there a scary hand-dryer/noisy flush?
- Considering if I am ready to use the toilet or potty. Do I have dry nappies for long periods of time? Do I poo at regular times? Can I tell when I need to go? To use the toilet or potty I need to be able to sit on a chair first (see information above)
- I need to be able to sit on the toilet with my feet on a stable base, if I can't reach the floor can I have a sturdy step? If I need to use an adult toilet, a seat insert might make me feel safer.
- Can I tell you when I need to go (using words or a sign) or access the toilet whenever I want? All my grown-ups should use the same words to describe going to the toilet, so that I don't get confused.
- Asking my parent/carer to dress me in loose fitting clothes with minimum fastenings - tops with easy openings, elasticated waists, shoes with Velcro fastenings.

- Breaking the task down into single steps, such as pulling trousers down, using toilet paper, flushing, washing hands and teaching them to me one at a time, starting with the last step so that I can successfully finish the task. This is called backward chaining <https://www.nhsggc.org.uk/kids/life-skills/self-care/dressing-myself/>
- Making sure I know where my shoes and coat are. Do I have a special peg or box with a picture on, where my things are always kept? Show me how to put them back there.
- Encouraging me to help in the process of undressing / dressing, for example by pushing my arm through a sleeve. Ask my parent/carer to let me practice at home too.
- Making sure I am well supported and balanced so that my hands are free to use. It may help if I can sit on a chair, floor or lean on a wall to put my shoes on. Allow plenty of time.
- Learning to take my shoes and coat off is easier than putting
- Putting a sticker or mark inside my shoes so I know which way round they go
- If doing my coat zip is hard, teaching me to connect the zip whilst the coat is on my lap/the floor and stepping into it, before pulling it up. Chunky zips are easier. A piece of ribbon or a key ring attached to the zip tab might help me pull it up.
- Carefully watching me to see if there is anything in particular that overwhelms me – how do I react to noise, smell, touch, light, colour, tastes? Which areas of the environment do I avoid or feel comfortable in? <https://www.cpft.nhs.uk/occupational-therapy-toolkit/>
- Creating a calming space for me so that I can take myself away from the noise and bustle of the room. A quiet corner with a few cushions, a blanket and a fabric drape to make it cosy is ideal. A pop-up tent or a table with a cover over it to create a den also works.
- Taking my needs into account when deciding what to put in the calm den – put in some sensory resources, but not lots of toys. [Supporting Children with Sensory Differences in the Early Years](#)
- I may bite because I am frustrated or cross or want attention. I may not be able to use speech to tell you how I feel.
- You can help me by making make a note of when I bite and seeing if there is a pattern
- If I bite for no apparent reason or put non-food items in my mouth I may just like the sensation. Try giving me safe objects to bite instead, such as a piece of raw carrot, a teether or 'Chewelry'.
- Letting me move around and experience equipment I can push, rock, roll on, and spin may help me sit still later.
- I may like to be hugged, lean on you, wrap myself in a blanket or have a weighted toy, cushion or blanket on my lap.
- Providing me with a selection of fidget toys to hold whilst I am sitting listening.
- If I need glasses, encouraging me to keep them on. Making sure they are clean.
- Keeping the floor uncluttered. Training the adults and other children to tidy up as they go along – 'pick it, play with it, put it away'
- Trying to keep the resources and furniture in the same place as much as possible, so that I know where they are. Show me where they are if you have moved them.
- Following the advice of the Specialist advisory teacher, if they are involved. They may want you to follow a special programme with me.
- Checking if the lighting levels are OK for me and see if you can adjust them if necessary. Outdoors, providing shade for me and placing some of my favourite activities there. Encouraging my friends to join me. Wearing a sun cap or sunglasses outdoors may help me cope with bright sun

- Turning off background music. Considering where the noisiest parts of the room are and avoid talking to me or reading stories there (don't talk to me next to a fan heater or a noisy kitchen for instance).
- Asking my parents to take me to my GP, if you think I am having trouble hearing.
- If I have hearing aids my parent/carer will tell you how to check these are working twice a day, how to change the batteries if necessary and help me to keep my moulds and tubes clean.
- Asking other people to keep quiet when I need to listen (Don't move chairs about or make snack when it's storytime for instance)
- Coming close to me when you talk to me and getting face to face. Make sure I know you are talking to me – you might need to tap me on the shoulder.
- Not assuming I have heard instructions you have given to the whole group. Tell me separately if needed.
- Using facial expressions, signs, gestures and real-life objects to support my understanding of communication.
- Using visual aids to help me understand what you are saying. You could use simple actions or pictures to demonstrate what you want me to do.
- A visual timetable or showing me an object (such as a plate for snack time) will help me understand what is going to happen next and what I need to do. Having regular routines will help this.

## Resources:

### Early Years SEND Development Toolkit:

**EARLY YEARS SEND TOOLKIT**  
Assessment, Tracking & Target Setting 2025

[CLICK TO DOWNLOAD](#)

**BIRTH TO FIVE MATTERS**

[CLICK TO DOWNLOAD](#)

**SOLENT NHS DEVELOPMENT CHECKLIST**

[CLICK TO DOWNLOAD](#)

**EARLY SUPPORT DEVELOPMENT JOURNAL**

[CLICK TO DOWNLOAD](#)

**COUNCIL FOR DISABLED CHILDREN CHECKLIST**

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