



Devon Graduated Response to SEND Support: EYFS

Following a Graduated Approach to meeting the needs of children

Introduction

This toolkit provides good practice guidance for planning to meet needs of EYFS children (2 years and above) where a graduated response is required. Suggestions are provided for strategies and approaches to meet a range of needs at progressive levels of graduated approach.

It is expected that practitioners will start with the EYFS areas of learning and development to meet children's needs in the first instance. When a graduated approach to support the inclusion of a child is required, practitioners may use this toolkit to support their practice and the child's needs.

The toolkit is organised into 3 sections. The first section supports settings to consider how to implement a graduated approach and what steps they should take to support children with additional needs. The second section supports settings consider the universal inclusive provision that the setting provides for all children to ensure they can be included. The third section supports settings to consider the strategies and support they offer individual children, where a need is identified in one or more of the 4 areas of need within the SEND Code of Practice (2015):

Section 1

- [Following a Graduated Approach](#)

Section 2

- [Universal Provision](#)

Section 3

- [Communication and interaction](#)
- [Cognition and learning](#)
- [Social, emotional and mental health](#)
- [Sensory and physical](#)

Links are made to the EYFS areas of learning and development throughout the document.

Section 1:

FOLLOWING A GRADUATED APPROACH TO MEETING CHILDREN’S NEEDS

Following a Graduated Approach is a way of considering the cycle of assess, plan, do and review to ensure that children’s needs can be met and further support can be offered when the child does not make progress despite additional support that is different from what is being provided at a universal level. The Assess Plan Do Review cycle should be applied at each stage of the process. The process is not linear nor does each step operate independently of the steps taken previously.



The table on the following two pages sets out the stages that you might go through when following a graduated approach to support children with additional needs.

Level of need	Action to be taken	Paperwork may include
<p><i>Initial concern – universal provision</i> (Identification of need)</p> <p>A child is causing concern and/or is assessed as below typical development against the age bands of the EYFS</p>	<p>Additional observations and assessments to clarify areas of concern and levels of development.</p> <p>Provide differentiated learning opportunities targeted at the areas of need on a daily basis and ensure all staff are aware of this child's specific needs /agreed approaches and/or targets.</p> <p>Monitor and review progress regularly on a short term basis and plan next steps/targets.</p> <p>Identify if the gap is closing towards typical development, by looking at whether the child's learning and development is accelerated rather than just making typical progress.</p> <p>Ensure parents are honestly informed through normal information sharing processes about their child's level of development, and given appropriate ideas of what they can do at home to support their child's next steps.</p> <p>Use Devon's Graduated Response Toolkit to support interventions and provide inclusive provision</p> <p>Consider training needs and staff development to support accelerated learning and development</p>	<p>Observations, individual records, assessments.</p> <p>Additional observation</p> <p>Record of conversation with parents.</p> <p>Differentiated planning.</p> <p>Two year old progress check.</p>
<p><i>Move to next stage if little or no progress is made in the short term (maximum 1 month)</i></p>		
<p>Concern persists.</p> <p>Lack of substantial progress despite support and gap towards typical development is the same or widening; and/or other concerns persist.</p>	<p>Continue with above to support child's learning and development.</p> <p>Individualised planning and targeted intervention to support identified needs and accelerate progress to close the developmental gap.</p> <p>Involve setting SENDCo.</p> <p>Ensure parents are fully informed of your concerns and the action you are taking.</p> <p>Parental permission must be gained to refer to other agencies.</p> <p>Consider seeking advice from other services and agencies including Early Years consultant, Health Visitor, Children's Centre, Speech and Language Therapist or other specialist services.</p> <p>Use Devon's Graduated Response Toolkit to support more specific interventions and support for individual child</p> <p>Consider training needs and staff development requirements to meet the needs of the child</p> <p>Children at this stage may be supported by Nursery Plus.</p>	<p>As above.</p> <p>Evidence of target setting, possible IEP.</p> <p>Detailed information about child's progress and impact of need on learning and development.</p> <p>If multi agencies involved follow Early Help process and paperwork maybe started. (EYC can support)</p> <p>Let's Talk More assessment and plan</p>
<p><i>Move to next stage if little or no progress despite targeted intervention</i></p>		

<p>Concern persists</p> <p>Little or no progress despite targeted support and developmental gap to typical development is significant.</p>	<p>Continue with above to support child’s learning and development. Identify activities that are additional to and different from those provided for other children. Contact EYC if there is unclear or unmet need Consider holding a TAC meeting and developing a plan if there is ongoing unmet need or there are issues that need to be addressed beyond the setting Consider referrals for integrated assessments at Specialist Children's Assessment Centre and/or referrals to specialist assessments through OT etc. All requests for assessments should be made through Single Point of Access (SPA) Liaise with the primary school re-the child’s transition to school. Invite the school SENDCo to TAC meeting. (when appropriate)</p> <p>Other agencies who may be involved: Early Years Consultant Children’s Centre Nursery Plus Speech and Language Therapist Health Visitor team Paediatrician Child Development Centre/Specialist Children’s Assessment Centre Portage/Early Support Advisory Teacher (usually for children with significant delay, support from birth within the home) Educational Psychologist Behaviour Support (transition to school only) Communication and Interaction team Babcock LDP SEND Support team (Hearing Impairment, Visual Impairment, Physical Difficulties)</p>	<p>As above. Reports from other agencies. Application for additional funding – Early Years SEN support funding Applications for additional support – Nursery Plus, Speech and Language Therapist, Educational Psychologist, Babcock LDP Learner Services etc.</p> <p>If multi agencies involved maybe lead professional for Early Help processes, paperwork and planning meetings.</p>
<p>Move to this stage on the advice of other agencies or parental request</p>		
<p><i>Identification of needs that will affect the child’s learning and development in the longer term.</i></p> <p>Request is made to the SPA to consider the child’s level of need.</p>	<p>Continue with above to support child’s learning and development. Continue to liaise with external agencies and follow any recommendations. Liaise with the primary school re-the child’s transition. Invite the school SENDCo to the TAC meeting.</p>	<p>As above. Help with EHC plan Liaise with the primary school as they apply for additional support.</p>

Section 2 - Universal Inclusive Provision for all children

This section sets out the basic expectations relating to effective inclusive practice which should be in place to ensure that a setting is prepared for children with additional needs and supports staff to meet the needs of all children

Whole Setting Inclusion	
Is there an Ethos of respect which promotes inclusion for all	
Do setting practices promote the learning and development of all children	
Are the statutory requirements of EYFS, SEN Code of Practice and Equalities act understood by all staff	
Are setting staff aware of the local procedures and processes including the role of the EYC, local offer website etc.	
Are there clear policies and procedures in place to support inclusion and children with SEND	
Are reasonable adjustments made to practice including financial adjustments to support children with SEND	
Is the budget is used to promote inclusion through universal resources that promote diversity and inclusion	
Are elements of the budget allocated to support groups of children's progress through additional resources / staff time / staff training and development	
Does the setting have an inclusion plan which reflects how the setting meets the needs of all children including physical, curriculum and information access	
Role of the SENDCo	
Is there an identified SENDCo who has received specialist training/attends SENDCo forums	
Does the SENDCo support staff to support children's needs if they are uncertain how to include them or approach their learning	
Does the setting SENDCo support staff to identify, assess, plan for and implement strategies to support children with SEND	
Does the SENDCo know how to access additional support and guidance if there is a concern about a child with SEND	
Does the SENDCo work effectively with outside agencies and other professionals i.e. EYC / Children's Centre / Health visitor etc.	
Does the SENDCo support the staff to identify and support children with more complex needs	
Does the SENDCo oversee and support staff who are working with children on a 1:1 basis when this is appropriate	
Supporting and Developing Staff	
Are all staff are aware of the setting's policies and procedures in relation to SEND and how to implement these	
Is there a staff training plan developed through staff appraisals which includes development in supporting children with SEND and inclusive practice	
Is staff training monitored to show evidence of impact into practice	
Is there a flexible approach to staffing that allows time for additional work in supporting children with SEND	
Do staff demonstrate universal inclusive approaches during sessions	
Are staff confident in working with all children and/or are they supported to develop	

confidence with children who have additional needs	
Are there opportunities for staff to have support and supervision when working with children with high levels of need	
Working with Other agencies and services	
Does the leadership of the setting understand the range of services which can support them with inclusive practice and meeting the needs of children with SEND	
Does the setting leader, SENDCo and staff understand and follow a graduated approach to meeting the needs of children (See Above)	
Setting staff act on advice from support services to ensure general inclusive practice and specific support for children is provided	
Is parental consent always gained when discussing concerns relating to a child with outside agencies	
Are records of discussions with other agencies and services maintained and available to parents if requested	
Does the setting engage with the Early Help process, paperwork and systems where appropriate and participate in Team around the Family meetings	
Partnership with parents	
Do the staff routinely share information about all children's development, progress, strengths and areas of concern with parents	
Does the setting treat parents as partners in their children's learning through shared information and open access to children's records	
Does the setting signpost parents to appropriate support as needed	
Are records of conversations with parents recorded where a concern regarding a child's development is raised	
Is additional information and concerns about children's development shared with parents in a timely and manageable way	
Are strategies being used in the setting developed with parents and shared with them to use at home	
Is information shared with parents to support them to meet their child's needs at home	
Where children have more significant needs are parents part of the planning process to ensure these needs can be met	
Role of the Adult	
Is the Key Person role clearly defined throughout the setting	
Does the allocation of the key person reflect child's preferences and match adult skills to child's needs	
Is there an ethos of positive relationships that are explicitly modelled at all levels and between all members of staff, parents and children	
Are the characteristics of effective learning supported and modelled by all staff	
Are adults effectively deployed within the sessions in a way that actively support children's learning and development	
Do all staff respond sensitively to individuals and show empathy to a child's immediate circumstances	
Do staff provide tailored approaches to meeting children's needs in a flexible and reflective way	

Induction and Transition	
Is there a well-planned and clear induction process appropriate to the age and needs of the child and family	
Are transitions at all points including within the setting, to school and into yr. 1 planned and understood by all partners	
Is key information communicated to all staff	
Is individual information used to support planning that relates to children's interests	
Are parents and children routinely involved in planning to meet the child's needs	
Does the setting routinely provide transition information to future settings /school / class for all children including information from other agencies or services	
Do the setting staff have a timely and considered approach to planning for effective transitions where children are likely to need additional support and preparation to move on to the next phase	
Does the setting develop individual transition plans for children with SEND which reflect the parents' and child's views	
Does the setting engage in actively gathering information from previous settings or provision to inform planning to meet individual children's needs	
Learning Environments	
Is the environment safe, secure and accessible	
Are considerations given to the physical environment including sensory impact	
Is there a flexible approach to the use of indoor and outdoor spaces to support the needs of children	
Are opportunities for children to experience risk and challenge provided on a regular basis	
Does the setting make reasonable adjustments to the physical and emotional environment to ensure children can be effectively included	
Does the setting make reasonable adjustments to the environment to meet specific needs of individual children including additional equipment, organisation, layout, including in response to advice from external agencies	
Routines and Rhythms of the day	
Is the routine of the day flexible and responsive to different cohorts and different children's needs	
Are staff able to make decisions about adjusting the routine of the day in response to groups or individual children's behaviours and responses at any point in the day	
Do the routines and rhythms of the day support children's emotional well-being and sense of security and consistency	
Are routines and expectations appropriate to the child's age and stage of development	
Observation Assessment and Planning	
Does the setting follow a graduated approach to identifying, assessing and meeting the needs of children with additional needs and SEND	
Are there clear systems and processes and record keeping regarding children's learning and development, starting points, progress, areas of strength and areas for development	
Does the setting complete the progress check for all 2 year olds	
Does the setting carry out an integrated review process with the Health Visiting team if a need is identified at the progress check	
Are observation and assessment processes carried out through a range of approaches to gather information	

Do all staff contribute to the observation and assessment of all children	
Does the continuous provision and planned adult led activities reflect the interests of the children and the children's learning targets	
Is individualised planning provided for children as necessary	
Are specific targets developed for children focussing on their identified areas of need	
Are specific activities or interventions provided for children with specific areas of need	
Are specific activities and / or interventions provided relating to targets set by other agencies or specialist services i.e. Nursery Plus, Speech and Language Therapists, Occupational Therapist etc.	

Section 3 - Universal, Targeted and Specialist provision supporting the four areas of need

This section focuses on meeting the needs of individual children relating to the four areas of need and to support staff to consider the strategies and support they offer individual children.

Each area is divided into 3 levels of provision:

Universal – simple, reasonable adjustments to meet a child’s identified needs.

Targeted - specific support for children with specific needs including small group and individual targeted intervention approaches, such as language groups.

Specialist – Support for children who have significant and persistent needs despite appropriate intervention and support. This is usually provided at an individual level and will be highly personalised.

It is expected that in almost all cases, whole setting inclusive provision and universal levels of the Provision Guidance will have been effectively implemented and evaluated before higher levels of the graduated response are considered.

Most strategies in the toolkit apply to all ages/stages within the EYFS (which can be adapted as required to meet children’s individual needs). Where a strategy is more appropriate for a specific age band/age range this is indicated in brackets after the statement. For example, some strategies are more appropriate for older children in the EYFS, who are in Reception classes at Primary School.

It is important to ensure all staff are using the identified strategies to ensure consistency for the child. This should be monitored by Manager/SENDCo, for example through observation and/or video. Strategies should be used to support the successful achievement of individual learning outcomes for the child and shared regularly with parents/carers.

Useful websites and internet resources relating to all aspects of Inclusion

Below are links to websites and internet resources to support general inclusive practice and to offer ideas for all areas of need within the SEND Code of Practice. In each area of need section further website links are provided which are specific to that area.

<p>DfE (Universal, targeted and specialist) DfE Publications A range of documents relating to SEND, including general inclusive practice and specific areas of need</p>
<p>Babcock LDP (Universal, targeted and specialist) A range of resources and support for a range of areas of need. ➤ Early Years Team http://www.babcock-education.co.uk/ldp/earlyyears Your area Early Years Consultant is your first point of call for all inclusion questions and support. They can support with all areas of need and recommend other relevant referrals where appropriate. ➤ Sensory, Physical, ICT, Communication and Interaction, Behaviour Support Teams Babcock LDP Learner Services SEND Support Practical guidance and ideas for classroom strategies for supporting children with specific difficulties ➤ Educational Psychology Team Babcock LDP Education Psychology</p>
<p>Devon County Council Local Offer Website Devon's Local Offer</p>
<p>Virgin Care (Universal, targeted and specialist) www.Devon.IntegratedChildrensServices.co.uk</p>
<p>National Children's Bureau (NCB) (Universal, targeted and specialist) https://www.ncb.org.uk/</p>
<p>Education Endowment Foundation (Universal, targeted and specialist) https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/ Useful website linking to projects, evidence based research on interventions and teaching and learning toolkit</p>
<p>The Sutton Trust-EEF Teaching and Learning Toolkit (Universal, targeted and specialist) www.educationendowmentfoundation.org.uk/toolkit An accessible summary of educational research which provides guidance for schools and settings on how to use their resources to improve the attainment of disadvantaged pupils.</p>
<p>NASEN's SEND Gateway (Universal, targeted and specialist) You can search by area of need</p>
<p>Foundation Years (Universal) http://www.foundationyears.org.uk/</p>
<p>Early Support Developmental Journals (Targeted and specialist) https://www.ncb.org.uk/resources-publications/resources/early-years-developmental-journal</p>
<p>Council for Disabled Children (Specialist) http://www.councilfordisabledchildren.org.uk Supporting children with disabilities and special educational needs by influencing Government policy, working</p>

with local agencies to translate policy into practice and producing guidance and training

Contact a Family

[Contact a Family](#)

Communication and Interaction

Universal Provision Checklist

Once level of need and key areas for support have been identified, the differentiated provision section should be used as a starting point. The guidance has been designed to be used as an audit tool for practice, so that staff can check that they are providing appropriate and purposeful support for children at a differentiated level for their area of need.

Attention and listening	
EYFS Links: Communication & Language- Listening and Attention	
Is background noise minimised?	
Are learning environments kept uncluttered and visual distractions reduced?	
Is the provision (and planned activities) linked to the child's needs and interests?	
Are learning environments arranged to ensure easy concentration and little distraction? For example, protected learning zones where the children are not easily distracted	
Do practitioners use the child's name and, if appropriate, physical/visual prompts to gain attention?	
Are adults down at the child's level?	
Are clear expectations of activities established with visual cues? (40-60)	
Do staff use positive praise for good listening behaviour. Are visual supports used to back up good listening? (Reception)	
Do staff check that information has been understood and offer repetition, especially for younger children?	
Is an appropriate level of language being used? I.e. adult's comments and verbal responses match the length or is no more than one or two words longer than the child's phrases and verbal responses.	
Are instructions provided in manageable chunks, e.g. one step at a time?	
Is the opportunity to take turns provided to maintain pupil's interest?	
Are opportunities to learn turn taking provided in a range of situations?	
Are visual supports/sounds used during group/story times?	
Are activities planned and delivered to encourage attention and listening skills?	

Understanding language and communication	
EYFS Links: Communication and Language- Understanding	
Are adults down at the child's level?	
Is language matched to the child's level of understanding?	
Do adults talk and sing slowly and clearly?	
Do staff regularly assess children's level of understanding? E.g. using the Babcock C&L Monitoring Tool	
Are visual cues, gestures and concrete objects used to support understanding?	
Do staff offer children limited choices with visual cues? For example, 'milk or water?'	
Is processing time provided i.e. give the child at least 7-10 seconds to respond?	
When teaching new vocabulary and concepts are there opportunities for repetition and reinforcement to embed the meaning of new words?	

Is Information given in small 'chunks' in clear, simple language?	
Is the level of questioning differentiated to suit individual children?	
Are key words emphasised using slight stress and/or appropriate non-verbal communication?	
Do staff avoid the use of ambiguous terms, ensuring all language is clear?	
Do adults position themselves so they can be face to face can with all children in a group?	

Expressive (spoken) language and communication	
EYFS Links: Communication & Language- Speaking	
Are all communication attempts sensitively encouraged and responded to?	
Do adults follow what the child wants to do or talk about every day?	
Is adult talk linked to what the child is doing/experiencing?	
Is language clearly modelled by practitioners, using slow clear speech?	
Are interesting activities/photos used as communication prompts?	
Is language modelled back to the child and expanded? e.g. child says "truck" adult says "big truck"	
Are more comments used than questions (4 comments before one question)?	
Do staff ask relevant questions, which are mostly open ended?	
Do staff value and support children's development of non-verbal communication?	
Do staff talk with children in conversation every day?	
Do staff do more conversation than direction every day?	

Intelligibility	
EYFS Links: Communication & Language- Speaking	
When a child makes a mistake, do adults model back the correction clearly, not telling the child they are wrong?	
Do all staff model language (in context) clearly, using correct articulation?	

Social development, interaction and play	
EYFS Links: Personal, Social and Emotional Development	
Are visual supports used to define areas and structure the day, e.g. visual timetable, drawers labelled with pictures and print and social stories?	
Are social skills and social interaction modelled and encouraged?	
Do staff reinforce and praise positive behaviour?	
Is Do staff observe and see triggers of unwanted behaviour and then act to pre-empt challenging situations occurring?	
Do staff understand and manage health and safety considerations, e.g. lack of awareness of danger about running away/off site or using certain equipment?	

Flexibility of thought	
EYFS Links: Personal, Social and Emotional Development	
Are there clear routines and expectations with accompanying visual support e.g. visual timetable?	
Is there advance warning and preparation for changes to routines?	
Are strategies used to support the child to manage time limited tasks, such as transitions and unexpected events e.g. use of timer, first-next board?	
Do staff use the language of 'First, Then' and is this backed up with a visual cue or prompt?	
Do staff say the child's name before giving instructions?	

Sensory processing	
EYFS Links: Physical Development	
<i>Please refer to the 'Physical Needs' section (p. 26 onwards) for sensory processing guidance</i>	

The [SEND Code of Practice](#) states that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on 'additional to' or 'different from' interventions. If pupils are still attaining at a level significantly below typical developmental levels and there is evidence of an increasing gap between them and their peers, despite differentiated provision being appropriate to their needs then please refer to [Targeted Provision](#)

Targeted Provision Bank

Attention and listening
EYFS Links: Communication & Language- Listening and Attention
Individual adult support for listening and attention in the continuous provision – explicitly modelling skills
Adults to say child’s name or gently touch them to gain attention before speaking to them
Adult to gain eye contact before speaking
Simple, short listening and attention games 1-1 with their Key Person, developing into working with one other child
Simple, short (small) group listening and attention games

Understanding language and communication
EYFS Links: Communication and Language- Understanding
Visual timetables to support understanding of routines
Sharing stories in pairs/small groups with simple questions to support understanding
Pre-teaching of new vocabulary/concepts (with real objects) to prepare the child
Extra practice/repetition of new vocabulary/concepts
Individual adult support for language understanding in the continuous provision – supporting child to understand using repetition, gesture, visual cues, etc.
Adults to be aware of what vocabulary the child already knows and to use these words mainly
Adults plan to extend vocabulary using new words alongside familiar ones
Adults know the average length of sentence for each child and uses sentences that are no more than 2 words longer than those of the child
Adults slow down the speed of their speech according to the needs of different children, giving more processing time for children who may need it
Adults patiently wait while maintaining interest in what the child is thinking
Time is planned for the Key Person to have uninterrupted attention for the child
The adult says the important words or few words that the child might say if they could
Adults emphasize important words by slowing down and pausing before the word e.g. ‘popping thebubbles’
Important words are repeated in a real situation e.g. ‘washing my hands’, ‘washing the boat’, Words are repeated at different times of the day.

Expressive (spoken) language and communication

EYFS Links: Communication & Language- Speaking

Individual speech and language programme (provided by Speech and Language Therapy)
Individual adult support for speaking/communicating in the continuous provision – supporting child to communicate with others by modelling, repeating, extending, etc.
Adults respond to any attempt at communication, this maybe verbal or non-verbal
Adults sometimes interpret/repeat back what the child has said
Ensure the child feels an equal partner within interactions with adults
Adults repeat back what the child has said and add a word/phrase
Verbal choices are made explicit by using language alongside visual clues
More comments than questions are used, encouraging a natural conversational style of interaction
When questions are used they are open, so they have more than one possible answer, adults refrain from asking 'testing' questions
Language games in 1-1, in small groups/pairs to support speaking skills
Pre-teaching of new vocabulary/concepts (alongside real objects)

Social development, interaction and play

EYFS Links: Personal, Social and Emotional Development

Explicit teaching of social skills and rules of social interaction, with modelling and use of key phrases, e.g. "Can I join in?"
Support for social interaction, for example negotiation skills, turn-taking (age appropriate)
Encourage recognition of child's own emotions and those of others. Link physical feelings to emotions
Social Skills (small) group or emotions group
Simple turn taking games
Personalised social stories to support understanding and choices

Flexibility of thought

EYFS Links: Personal, Social and Emotional Development

Use of 'Now-then' boards
Teach strategies to deal with stressful events and identify strategy if pupil needs to be withdrawn e.g. a selection of anxiety reducing activities e.g. area child can go to calm down? (40-60)
Break activities/routines down into manageable steps with a clear start and finish
Personalised Social Stories

Sensory processing

EYFS Links: Physical Development

Please refer to the 'Physical Needs' section (p. 26 onwards) for sensory processing guidance

Please refer to: <http://www.thecommunicationtrust.org.uk/whatworks> for more evidence based interventions for communication and interaction needs.

Please refer to **Specialist Provision** for pupils with more complex difficulties or disabilities, across several areas of development.

Specialist Provision Bank

Specialist provision should be implemented if children have significant and persistent learning difficulties, despite access to appropriate learning opportunities and support such as provision identified in the targeted provision section.

Attention and listening

EYFS Links: Communication & Language- Listening and Attention

Individual listening and attention programme

Communication and Language

EYFS Links: Communication & Language- Speaking

Use of a Picture Exchange System

Other forms of communication/augmentative communication used frequently and consistently

Social language and the language of self-help is taught explicitly

Social development, interaction and play

EYFS Links: Personal, Social and Emotional Development

Personalised social stories to support understanding and choices

Individual PSED support programme

Flexibility of thought

EYFS Links: Personal, Social and Emotional Development

Individual 'Now-then' boards

Individual visual timetable and support to use it

Sensory processing

EYFS Links: Physical Development

Please refer to the 'Physical Needs' section (p. 26 onwards) for sensory processing guidance

Further SEND Support: Useful websites and Internet Resources

This section offers links to websites and/or internet resources to support need in this area.

Words for Life (Universal) www.wordsforlife.org.uk
I-CAN (Universal & Targeted) http://www.ican.org.uk/evidence Accessible research papers on a range of issues affecting children and young people with speech, language and communication needs in education.
The Communication Trust (Universal & Targeted) http://www.thecommunicationtrust.org.uk/whatworks Evidence based interventions for communication and interaction needs.
Communication Help Point (Universal & Targeted) www.communicationhelppoint.org.uk
Talking Point (Universal & Targeted) www.talkingpoint.org.uk
Inclusion Development Programme (Universal & Targeted) http://www.idponline.org.uk/
DfE (Targeted) https://www.gov.uk/government/publications/what-works-interventions-for-children-and-young-people-with-speech-language-and-communication-needs The Better Research Programme reviews intervention for children and young people with speech, language and communication needs.
Let's Talk Makaton (Targeted & Specialist) https://www.makaton.org/
The Autism Education Trust – Early Years Programme (Targeted & Specialist) http://www.aettraininghubs.org.uk/early-years/
National Autistic Society (Targeted & Specialist) http://www.autism.org.uk/
Dyspraxia Foundation (Targeted & Specialist) http://www.dyspraxiafoundation.org.uk/groups/speech-language/
AAC Knowledge (Specialist) http://www.aacknowledge.org.uk/ Brings together information and research evidence about augmentative and alternative communication (AAC) in one place.
Afasic (Specialist) http://www.afasic.org.uk/professionals/
Picture Exchange Communication System (Specialist) www.pecs.org.uk

Cognition and learning

Universal/Differentiated Provision Checklist

Once level of need and key areas for support have been identified, the differentiated provision section should be used as a starting point. The guidance has been designed to be used as an audit tool for practice, so that staff can check that they are providing appropriate and purposeful support for children at a differentiated level for their area of need.

Reading	
EYFS Links: Literacy – Reading	
Have hearing and vision been checked recently?	
Is there a print rich environment in the setting/school?	
Are books provided throughout the continuous provision and children encouraged to access these?	
Are the child's interests used to develop curiosity in books?	
Are comprehension skills taught through discussing books shared, asking questions, making comments?	
Are there regular opportunities for 1-1 or small group stories read by an adult?	

Phonics/spelling	
EYFS Links: Literacy – Reading and Writing	
Are there phonic opportunities provided in the continuous provision, e.g. listening games, musical instruments, etc.	
Are early phonics skills taught? E.g. Letters and Sounds Phase 1	
Are oral blending and segmenting skills taught and modelled by staff? (40-60)	

Recording	
EYFS Links: Physical development	
Does provision support pre-handwriting skills, for example shoulder and wrist strength, pincer grip, etc.?	
Are children supported to develop gross and fine motor skills?	
EYFS Links: Literacy – Writing	
Are mark making/writing opportunities provided in all areas of the provision, including outside?	
Do adults model mark making/writing and encourage children to use it in their play?	
Do adults model and encourage children to give meaning to their marks?	

Maths	
EYFS Links: Mathematics	
Are maths resources provided throughout the continuous provision, inside and outside?	
Are 'hands on' resources used e.g. real objects, counters, <i>Numicon</i> , number lines, etc?	
Are misconceptions (e.g. incorrect number order) noted and correct skills modelled?	

Access to Learning	
EYFS Links	
Is there a visually supportive learning environment?	
Are visual timetables used, personalised if necessary and/or 'now and next' prompts to support organisation and independent learning?	
Is self-esteem supported?	
Do staff use pupil's name and establish eye contact before giving instructions?	
Are instructions clear and simple? Are longer instructions broken down and given one at a time?	
Are tasks clearly explained, modelled or scaffolded? Do staff check for understanding?	
Is new learning linked with what the child already knows?	
Are children given appropriate processing time before answering a question?	
Are multiple examples of new concepts provided with examples taken from real life rather than talking in the abstract?	
Is new vocabulary clearly explained, linked to real objects/experiences where possible and reinforced?	

Thinking skills	
EYFS Links: Understanding the World / Characteristics of Effective Learning	
Are children supported to explore objects in an orderly way to investigate cause and effect?	
Are children supported to use understanding of cause and effect? For example, straightening a wobbly tower	
Are children encouraged to organise and categorise objects by simple criteria?	
Do practitioners encourage children to try to work out problems by thinking first? For example, how to switch something on	
Are children supported to show flexibility in trying different ways of tackling problems?	
Are children encouraged to show curiosity about the world by asking questions and thinking about why things happen?	
Are children supported to notice similarities, differences and patterns? E.g. by staff members explaining and modelling this. (40-60+)	

The [SEND Code of Practice](#) states that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on 'additional to' or 'different from' interventions.

If children are still attaining at a level significantly below typical developmental levels and there is evidence of an increasing gap between them and their peers, despite universal provision being appropriate to their needs then please refer to [Targeted Provision](#)

Targeted Provision Bank

Reading

EYFS Links: Literacy – Reading

One-to-one or small group work on pre-reading skills

One-to-one or small group story sessions, with modelling of reading skills?

Use of structured reading programmes when appropriate (40-60)

Phonics

EYFS Links: Literacy – Reading & Writing

Small group listening and attention activities

Small group games to listen to and identify sounds

Targeted phonics activities in small groups (e.g. Letters and Sounds) (30-50+)

Recording

EYFS Links: Literacy – Physical development

One-to-one or small group work on gross motor and pre-writing skills

Use of ICT to support recording where appropriate (30-50+)

EYFS Links: Literacy – Writing

Adults model mark making/writing and encourage children to use it in their play

Staff model and encourage children to give meaning to their marks?

Maths

EYFS Links: Mathematics

One-to-one or small group counting and number recognition games (according to age of child)

Access to Learning

EYFS Links

New learning is linked with what the child already knows

Pre teaching key concepts/ vocabulary

Thinking skills

EYFS Links: Characteristics of Effective Learning

Adult to model and support key learning skills such as exploring, having a go, persevering, etc.

Children are supported to develop flexibility and try different ways of tackling problems.

Please refer to **Specialist Provision** for children with more complex difficulties or disabilities, across several areas of development.

Specialist Provision Bank

Reading

EYFS Links: Literacy – Reading

One-to-one or small group support with pre-reading skills

One-to one stories

One-to-one teaching using specific reading programme when appropriate (e.g. Reading Recovery) (40-60+)

Phonics

EYFS Links: Literacy – Reading & Writing

One-to one group listening and attention activities

One-to-one targeted phonics activities (e.g. Letters and Sounds) with frequent over learning

Recording

EYFS Links: Literacy – Physical Development

One-to-one support with pre-writing skills

Use of ICT to support recording where appropriate (30-50+)

Maths

EYFS Links: Literacy – Mathematics

One-to-one counting and number recognition games (according to age of child)

Access to Learning

EYFS Links:

One-to-one support/modelling by adult to access learning opportunities in the continuous provision

Further SEND Support: Useful websites and Internet Resources

This section offers links to websites and/or internet resources to support need in this area.

Phonics (Universal)

<https://www.gov.uk/government/collections/phonics>

Collection of government documents regarding the relative value of a variety of phonic programmes.

Letters and Sounds (Universal)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters and Sounds - DFES-00281-2007.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf)

Phonics Programme

British Dyslexia Association (Targeted)

<http://www.bdadyslexia.org.uk/information-and-activities/teachers-and-schools.html>

Dyscalculia and Dyslexia Interest Group (Targeted)

<http://www.lboro.ac.uk/departments/mec/activities/maths-statistics-support/thedyscalculiaanddyslexiainterestgroup/>

The Dyspraxia Foundation (Targeted)

<http://www.dyspraxiafoundation.org.uk/dyspraxia-children/secondary-school-guidelines/>

Down's Syndrome Association (Targeted & Specialist)

<http://www.downs-syndrome.org.uk/>

Social, emotional and mental health

Universal/Differentiated Provision Checklist

Once level of need and key areas for support have been identified, the differentiated provision section should be used as a starting point. The guidance has been designed to be used as an audit tool for practice, so that staff can check that they are providing appropriate and purposeful support for children at a differentiated level for their area of need.

Social Development	
EYFS Links: Personal, Social & Emotional Development	
Are there structured routines and clear guidelines in place?	
If there are heightened emotions, is a quiet space provided for the child to calm down? Naughty chairs and time out are not appropriate or effective for young children.	
Are behavioural expectations reinforced using visual prompts?	
Are specific strategies used to teach social understanding e.g. social stories, explicit modelling	
Are warning signals (visual as well as auditory) given to help with transition times?	
Is there a clear setting behaviour policy?	
Does the setting have a consistent approach when using rewards and sanctions?	
Are positive intervention strategies in place, e.g. praise of desirable behaviour?	
Do staff adopt a flexible approaches to a range of different behaviours?	
Do staff use choice and motivation to promote desired behaviour?	
Do staff phrase instructions/directions to tell children what to <i>do</i> , rather than what <i>not</i> to do? Eg Replace “Don’t climb on the table” with “feet on the floor”	
Is there clear communication, and a shared approach, with parents/carers?	
Are explicit activities used to develop relationships, emotions, social skills, self confidence and self-esteem?	
Is there a range of opportunities for social and emotional development, e.g. circle time, feelings puppets, box of feelings, etc.?	

Emotional Development and Mental Health	
EYFS Links: Personal, Social & Emotional Development – Managing Feelings & Behaviour	
Are trigger points identified and potential triggers minimised as much as possible?	
Are positive behaviour management techniques consistently used across the setting e.g: using the language of choice, volume matching and emphasising the positive?	
Do staff use positive reinforcement meaningfully?	
Do staff support children to learn appropriate language to describe feelings with use of pupp stories, role-play, etc. to develop this? Are negative feelings normalised, e.g. it is okay to be angry (some children may need support to show this in an appropriate way)?	
Are parents/carers actively involved and consistent strategies developed for the setting and home?	
Are self-regulation techniques taught and is their implementation supported e.g. calming strategies? (as appropriate to stage of development)	

Targeted Provision Bank

Social Development
EYFS Links: Personal, Social & Emotional Development
Visual timetables and visual behavioural expectations for individual/small group
Adult to support and model social skills in child initiated play
Behaviour Care Plan for children who may need physical intervention
Thrive (or similar) individual assessments and action plans
Adult to support and model social skills at transition times
PSED small group activities to develop social skills, e.g. use of stories, puppets, simple scenarios, role play, etc.
Small group games/activities to support social and emotional development
Forest School or similar
Social Stories

Emotional Development and Mental Health
EYFS Links: Personal, Social & Emotional Development – Managing Feelings & Behaviour
Access to a safe space or place with some protection (e.g. pop up tent or corner partially enclosed by furniture) to calm down when needed
Individual plans (IEPs) or Behaviour Plans which reflect developmentally appropriate SMART (Specific, Measureable, Achievable, Realistic and Timed) targets that support the child's progress
Adult to support and model managing feelings and behaviour in child initiated play
Thrive (or similar) individual assessments and action plans
Use of specific strategies to teach social understanding e.g. social stories for individuals/small groups
Teaching of self –regulation techniques (such as calming strategies) to individuals/small group (as appropriate to age/stage)
Access to regular, frequent small group/individual support, to calm down (when needed and/or before trigger points) through sensory activities, listening to music, relaxation exercises, etc.
Counselling and Mentoring (appropriate to age and stage of child)
Orientation by key adult to prepare for a session or change and/or debrief if after session (with use of visual prompts)
Complete 'Strengths and Difficulties questionnaire' (2-4 years): http://www.sdqinfo.com/py/sdqinfo/b3.py?language=Englishqz(UK)
Use to plan targeted support to meet individual/group needs
Small group activities for managing and controlling behaviour, e.g. puppets, stories, role play

Please refer to **Specialist Provision** for children with more complex difficulties or disabilities, across several areas of development.

Specialist Provision Bank

Specialist provision should be implemented if children have significant and persistent learning difficulties despite access to appropriate learning opportunities and support such as provision identified in the enhanced provision section.

Social Development

EYFS Links: Personal, Social & Emotional Development

Modification of the social environment to avoid triggers and reduce stress

Identified key adult to support during the session

Regular involvement of external agencies to support and monitor

Emphasis on social emotional learning

Emotional Development and Mental Health

EYFS Links: Personal, Social & Emotional Development – Managing Feelings & Behaviour

Individual education plans (IEPs), Behaviour Care Plans, Pastoral Support Plans

IEP/ Behaviour plan/Care plan regularly reviewed with pupil and parent

Regularly reviewed behaviour targets and/or Thrive (or similar) action plan

Emphasis on social emotional learning

Regular involvement of external agencies to support and monitor

Personalised curriculum and possibly timetable (with individual visual timetable or 'Now, then' board)

Daily support to meet and greet and/or to teach appropriate behaviours

Identified key adult(s)

Daily mentoring with supportive adult, the focus of which depends on the pupil's identified needs e.g. to explore feelings of anger or worry

Increased parent/carer involvement through more frequent review meetings, planning interventions to be carried out at home and setting, etc.

Regularly reviewed behaviour targets and/or Thrive (or similar) action plan with emphasis on social emotional learning

Regular involvement of external agencies to support and monitor progress through TAC/Multi-Agency response

Complete and evaluate a series of regular behaviour observations, e.g. using charts such as Antecedent, Behaviour, Consequence (ABC) diaries to look for behavioural patterns, taking into account environmental factors such as time of day, lesson, peers, staff, environment, time of day, etc.

Reduced or alternative timetables with multi-agency agreement

Access to regular, frequent small group and one to one support to calm down when needed; e.g. sensory activities, listening to music, relaxation exercise

NB: Programmes developed and techniques used may require training on a formal or informal basis from support services e.g. Thrive

Further SEND Support: Useful websites and Internet Resources

This section offers links to websites and/or internet resources to support need in this area.

DfE (Universal & Targeted)

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

DfE advice on identifying children and young people with mental health difficulties and planning appropriate provision. Reviews several approaches and links to further helpful organisations.

Young Minds (Universal & Targeted)

<http://www.youngminds.org.uk>

Provides advice and information on programmes to support positive mental health and emotional well being in young children.

Early Help 4 Mental Health (Universal & Targeted)

<http://www.youngdevon.org/parents/mentalhealth>

Minded (Universal & Targeted)

<https://www.minded.org.uk/>

Delivered through an online, interactive, e-portal, the MindEd Core Content programme provides all adults with a duty of care for with children and young people with simple steps for mental health 'first aid' and advice about when to refer to more specialist help, to help speed up the detection and diagnosis of mental health issues

Inclusion development programme (Universal & Targeted)

<http://www.idponline.org.uk/>

Nurture Group Network (Targeted)

<http://www.nurturegroups.org/>

Information and guidance on the development of nurture groups to support children with social, emotional and mental health needs.

Youth in mind (Targeted)

<http://www.sdqinfo.com/>

Strengths and Difficulties Questionnaire, which can be used to assess social and emotional need.

The Thrive Approach (Universal & Targeted)

<https://www.thriveapproach.com/contact-us/get-in-touch/>

Physical and Sensory Needs

Universal/ Differentiated Provision Checklist: Sensory Needs

Due to the diverse range of needs in this area, this section has been further sub-divided into:

Sensory needs

Physical needs

Medical needs

Once level of need and key areas for support have been identified, the differentiated provision section should be used as a starting point. The guidance has been designed to be used as an audit tool for practice, so that staff can check that they are providing appropriate and purposeful support for children at a differentiated level for their area of need.

Visual Impairment	
Is the learning environment clearly organised and uncluttered?	
Is background noise kept to a minimum?	
Does the indoor environment have good levels of lighting?	
When on the carpet/in a group, are children sat at the front with their back to the windows?	
Is any print used in a large bold format which is simple and uncluttered? – good contrast	
Do staff ensure that there is minimum glare on the whiteboard or interactive whiteboard (if used) by turning off overhead lighting, pulling blinds or changing the background colour on the board?	
Has the child developed a good routine for wearing their glasses or do they constantly take them off?	
Do staff say the child's name before talking to them? Children with VI are unlikely to follow non-verbal communication	
Are children given extra time to complete activities and 'down time' to reduce the effects of visual fatigue?	
Do staff regularly check understanding by eliciting information, rather than yes/no responses or repetition as 80% of all learning is visual? Don't assume that vision impaired children have all the concepts in place	
Is the child included in all areas of the curriculum?	
Do staff anticipate the child's differing access needs in advance of learning opportunities and trips/visits?	

Plan: Physical and sensory

Hearing Impairment	
Is the background noise reduced to improve the acoustic environment?	
Is background noise kept to a minimum during group activities?	
Is the learning environment clearly organised with minimal visual distractions?	
Does the indoor environment have good levels of lighting?	
Are staff aware if the child has hearing aids and do they know when these aren't working?	
When practitioners are talking do they ensure the child can see their lips to support lip reading?	
Is the child fully included in all areas of the curriculum?	
Do staff identify children's contributions to activities & repeat these?	

Do staff members stand still, gets down to the child's level and face the child when speaking to them?	
Has the child developed a good routine for wearing their hearing aids or do they keep taking them out?	
Do children have opportunities to meet and socialise with deaf peers to develop a positive deaf identity?	
Do staff use visual cues and resources to support all aspects of teaching and learning?	
Do staff anticipate the child's differing access needs in advance of learning opportunities and trips/visits?	

Multi Sensory Impairment	
Have the above considerations for VI & HI been considered?	
Is the pupil able to communicate their needs, wants & ideas? They may communicate in different ways.	
Has the impact of the combined sensory loss being taken into account?	
Has a coordinated approach been implemented to meet the child's needs?	

The [SEND Code of Practice](#) states that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on 'additional to' or 'different from' interventions. If children are still attaining at a level significantly below typical developmental levels and there is evidence of an increasing gap between them and their peers, despite universal provision being appropriate to their needs then please refer to [Targeted Provision](#)

Targeted Provision Bank: Sensory Impairment

Visual Impairment

Pupil has timely access to appropriate modified resources.
Staff have had appropriate training to meet the child's specific needs.
The pupil's specific social and emotional needs are being met.
The pupil has access to appropriate support during sessions.
The pupil has support to promote age appropriate independence.
The child has access to a differentiated EYFS curriculum

Hearing Impairment

The pupil has timely access to appropriate vocabulary both pre & post teaching.
The pupil has access to sign supported English.
Staff have had appropriate training to meet the pupil's specific needs.
Staff are aware of the equipment that needs to be used e.g. Radio aids, Soundfields, Cochlear implants.
Staff make use of the hand held soundfield mikes (where appropriate).
Staff are aware of how to check the equipment is working and troubleshoot any problems.
The pupil has access to cued speech if needed.
The pupil has access to a specialist Speech and Language Therapist.
Pupil's specific social and emotional needs are met.
The pupil has appropriate support in sessions.
The pupil has support to promote age appropriate independence.
The child has access to a differentiated EYFS curriculum

Multi Sensory

See above for VI and HI considerations
Combination of VI and HI are taken into account.
All sensory channels (vision, hearing and touch) have been planned for in accessing the curriculum

Please refer to [Specialist Provision](#) for children with more complex difficulties or disabilities, across several areas of development.

Specialist Provision Bank: Sensory Impairment

Specialist provision should be implemented if children have significant and persistent learning difficulties despite access to appropriate learning opportunities and support such as provision identified in the enhanced provision section.

Visual Impairment

Alternative means of reading and recording work are provided including large print, Braille and Touch typing

Hearing Impairment

Alternative means of communicating are used e.g. British Sign Language and/or Cued Speech

Pupil has access to Deaf Inclusion worker/deaf role model

Multi Sensory Impairment

Augmentative access to communication has been accessed

Access to sensory based curriculum

Universal/Differentiated Provision Checklist: Physical Needs

Once level of need and key areas for support have been identified, the differentiated provision section should be used as a starting point. The guidance has been designed to be used as an audit tool for practice, so that staff can check that they are providing appropriate and purposeful support for children at a differentiated level for their area of need.

Fine Motor skills development	
Is the child seated in their optimum position for learning e.g. feet flat, bottom back in the chair, table at elbow height and face on to their work? (As appropriate to stage of learning)	
Have pre-writing skills supported through lots of fine motor resources, activities, finger gym, dough gym, etc?	
Are tasks adapted to support physical needs so that they can be achieved (depending on the learning objective)?	
Is more time allowed to complete activities?	
Is the purpose of the activity considered (with recording by the child only included where this links to the learning intention)?	
Gross Motor development	
Do staff consider the position of resources in the environment for children with reduced mobility (whilst still fostering independence)?	
Have barriers to mobility around the learning environment been reduced? Physical Difficulties Resources	
Is accessibility of the environment increased by ensuring the space is clutter free?	
Is the child able to sit on a seat rather than the floor if this is necessary?	
Are tasks adapted/modified in line with children's physical needs or mobility difficulties?	
Is personal autonomy encouraged?	
Do staff target the development of independence?	
Do staff allow more time for movement for children with reduced mobility?	
Sensory Processing	
Are all staff aware of the seven senses - sight/visual, sound/auditory, touch/tactile, taste/gustatory, smell/olfactory, balance/vestibular, body awareness / proprioception?	
Are all staff aware of how each sense can be hypo (under-sensitive) or hyper (over-sensitive)? Are staff aware of the potential impact this can have on all other areas of learning?	
Are all staff aware of the child's sensory needs and are these taken into account in all provision? Do staff plan for a sensory supportive environment taking into consideration lighting, colour, seating, organisation, a quiet area?	
Do staff prepare the child for new or unusual sensory experiences?	
Do staff gather and share information with parents about the child's sensory development and potential needs?	

Social and emotional development	
Is there access to a place to rest?	
Are all staff aware of the child's social and emotional needs and are consistent strategies used?	
Are trips and extra-curricular activities inclusive and accessible without the need for a parent to accompany the child?	

The [SEND Code of Practice](#) states that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on 'additional to' or 'different from' interventions. If children are still attaining at a level significantly below typical developmental levels and there is evidence of an increasing gap between them and their peers, despite universal provision being appropriate to their needs then please refer to [Targeted Provision](#)

Targeted Provision Bank: Physical Needs

Fine Motor Skills Development

Provide fine motor resources for targeted play/adult led activities, e.g. threading, play dough, construction, weaving, etc.

Provide alternative equipment, e.g. different scissors, writing slope, pencil grips, chunky pencils, etc.

Alternative methods of recording, e.g. scribe, magnetic letters, photos, symbols, IT (laptop, tablet). (particularly for older EYFS children)

Adult assistance with some of the task providing the child meets the learning objective.

Use fine motor workouts, finger gym, dough gym, etc. in small groups or individually. Further suggestions are provided on Babcock LDP PD website www.babcock-education.co.uk/ldp/physicaldifficulties (Documents/resources – Fine motor) - particularly suitable for older EYFS children.

Gross Motor Development

Use alternative equipment e.g. punch ball balloons or light balls for PD/PE.

Seek advice on alternative equipment/ resources from OT / Physio / Advisory Teacher for Physical Difficulties (if already involved).

Advice on balance and physical skills is provided on the Virgincare website: [ICS Early Years Toolkit](#)

Access Fun Fit groups. (Reception)

Sensory Processing

Are staff gathering information and using observation to identify the child's sensory development needs within one or more area? (sight/visual, sound/auditory, touch/tactile, taste/gustatory, smell/olfactory, balance/vestibular, body awareness? proprioception)

Is the child's response hypo (under-sensitive) or hyper (over-sensitive)?

Are staff using strategies to support the child's sensory needs?

Are tasks adapted to meet the child's needs?

Do staff consider the positioning of the child at a table or on the carpet?

Do staff provide opportunities for the additional practice of new skills?

Are parents encouraged to target the same skills at home?

Social and Emotional Development

Provide specific input for development of age appropriate social skills, e.g. Thrive/SEAD

Please refer to **Specialist Provision** for children with more complex difficulties or disabilities, across several areas of development.

Specialist Provision Bank: Physical Needs

Specialist provision should be implemented if children have significant and persistent difficulties despite access to appropriate learning opportunities and support such as provision identified in the targeted provision section.

Fine Motor skills development

Individual alternative equipment, e.g. different scissors, writing slope, pencil grips, chunky pencils, etc.

Alternative means of recording work provided including ICT and/or a scribe). (particularly for older EYFS children)

Gross Motor development

Physio/Occupational Therapy programme used on a daily basis

Risk Assessment of Handling Requirements in place

Staff trained in Moving and Handling of Children and Young People with Physical Difficulties

Moving and Handling Plan in place

Personal Emergency Evacuation Plan in place

Sensory Processing

Are staff working with outside agencies (e.g. Occupational Therapy) to provide specific strategies and activities to support the child's development and self-regulation?

Are specialist resources being used?

Checklist: Medical Needs

The checklist has been designed to be use as an audit tool for setting/school practice, so that staff can check that they are providing appropriate and purposeful support for children for their area of need.

Plans

Has a risk assessment of the child's needs in the setting/school been completed to identify actions needed?

Where a child needs support or assistance with toileting (due to medical needs), has an Individual Personal Care Plan been put in place and agreed between the child, parents/carers and setting/school? (Dependent on age)

Has an Individual Healthcare Plan been put in place if the child needs additional assistance with a specific area of healthcare, which is not covered by an existing policy?

Adaptations

Have specific times for the pupil to have rest breaks during the day been identified?

Has an individual timetable for the child been developed if appropriate?

Is social and emotional support provided either as part of a group or individually?

Has the frequency of any intervention been discussed to try and minimise the amount of time the child is not in the main learning environment?

Training

Have sufficient staff been trained to ensure there is always one trained member of staff available to carry out the care identified in the Healthcare Plan?

Has the Community Nurse/Health Visitor/School Nurse been consulted on specific training to meet identified healthcare needs?

Further SEND Support: Useful Websites and Internet Resources

This section offers links to websites and/or internet resources to support need in this area.

<p>Physical (Universal) British Heart Foundation https://www.bhf.org.uk/</p>
<p>Physical (Universal) NHS Change for Life http://www.nhs.uk/Change4Life/Pages/be-more-active.aspx</p>
<p>Physical (Universal) Jabadao – National Centre for Physical Play www.jabadao.org</p>
<p>Royal National Institute of Blind People (RNIB) (Targeted & Specialist) http://www.rnib.org.uk/services-we-offer-advice-professionals-education-professionals/education-resources Links to useful resources and a document listing teacher-reviewed resources for blind and partially sighted learners. (Reception and older)</p>
<p>National Deaf Children’s Society (NDCS) (Targeted & Specialist) http://www.ndcs.org.uk/ Reviews technology, including apps, which may be helpful for children with a hearing impairment.</p>
<p>Sensory and Physical (Universal & Targeted) CALL Scotland http://www.callscotland.org.uk/home/ Useful information sheets and webinars about using ICT to overcome barriers to learning.</p>
<p>Sensory and Physical (Specialist) Communication Matters http://www.communicationmatters.org.uk/ Communication Matters aims to increase understanding, awareness and knowledge of the needs of people with complex communication needs.</p>
<p>Sensory and Physical (Targeted & Specialist) Abilitynet https://www.abilitynet.org.uk/ Adapting technology. Resources, information and webinars.</p>
<p>Symbol software and resources (Targeted & Specialist) Widgit Software https://www.widgit.com/ No matter what your level of language or reading, everybody should have fair and equal access to information.</p>
<p>Sensory and Physical (Universal & Targeted) sen/ict directory http://www.senict.com/ A directory of resources</p>
<p>Cognition and Learning (Targeted & Specialist) Down Syndrome Education International http://www.dseinternational.org/en-gb/ DSE works to improve early intervention and education for children with Down syndrome everywhere.</p>
<p>Physical (Targeted & Specialist) Whizz Kidz http://www.whizz-kidz.org.uk Provider of mobility equipment, support and life skills for children with disabilities.</p>

Plan: Physical and sensory

<p>Physical (Specialist) Hemi – Help http://www.hemihelp.org.uk Providing support and information to people with hemiplegia and their families in the UK</p>
<p>Physical (Specialist) Cerebra http://www.cerebra.org.uk Supporting children with neurological conditions through research, information and direct, on-going support</p>
<p>Physical (Targeted & Specialist) Muscular Dystrophy UK http://www.musculardystrophyuk.org Providing support and information to people with muscular dystrophy and their families in the UK</p>
<p>Physical (Targeted & Specialist) Dyspraxia Foundation http://dyspraxiafoundation.org.uk/</p>
<p>Physical (Targeted) Scope http://www.scope.org.uk Providing support and information to people with disability and their families in the UK (includes early years section)</p>
<p>Medical (Targeted & Specialist) Young Epilepsy http://www.youngpilepsy.org.uk Supporting children and young people with epilepsy and associated conditions</p>
<p>Scope (Targeted & Specialist) http://www.scope.org.uk/support/professionals/teachers Disability resources for education staff</p>
<p>Muscular Dystrophy (Targeted & Specialist) www.muscular-dystrophy.org</p>
<p>Contact a Family (Targeted & Specialist) www.cafamily.org.uk Basic information on most disabilities</p>
<p>English Federation of Disability Sport (EFDS) (Targeted & Specialist) www.efds.co.uk Supporting disabled people to be physically active.</p>
<p>SENSE</p> <p>Sense is a national charity that supports people who are deafblind, have sensory impairments or complex needs, to enjoy more independent lives.</p>

On behalf of the Local Authority by Babcock LDP in conjunction with schools

Email: specialeducation0-25-mailbox@devon.gov.uk

Web: <https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

Tel: 01392 383000

n developed for use by Devon schools and is based on the Wiltshire City Council tool. We express our sincere thanks and acknowledgement to Wiltshire City Council for ring this with us.