

## Chapter 5 - The Graduated Approach for Early Years

**Local Offer:** Relevant Early Years documents, including documents offering good practice guidance, can be found on the accompanying Lancashire Toolkit for SEND – Early Years page of the Local Offer.

### 5.1 Introduction

Every child deserves the best possible start in life and the support that enables them to meet their potential. Children develop quickly in the early years and a child’s experiences between birth and five have a major impact on their future life chances. Settings should ensure that all children are included and supported.

High quality teaching is key to children’s learning and development and forms the basis for any additional variations to provision for children with Special Educational Needs (SEN). Staff must have the highest expectations for all children, drawing on what they know about children’s learning and development, ensuring that their provision is differentiated for individual children when appropriate and inclusive of everyone’s needs.

High quality teaching is grounded in the Early Years Foundation Stage (EYFS) which provides a framework for all children and is based on 4 important principles:

- Every child is a unique child
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments
- Children develop and learn in different ways and at different rates

In planning and providing opportunities and experiences, it is essential that practitioners consider the different ways children learn, and that they reflect the characteristics of effective learning in their practice: playing and exploring; active learning; creating and thinking critically.

A practitioner’s ability to really connect with a child and understand how they learn stems from their relationship as a key person. Each child must be assigned a key person who will work closely with the child and their family. Observation, assessment and planning are key to meeting every child’s individual needs. The Early Years Outcomes can be used as a guide to making best-fit judgments as to whether a child is showing typical development for their age or may be at risk of delay or ahead for their age. The child’s progress is monitored and tracked on a regular basis within prime and specific areas of learning. For children with complex/specialist needs, this may include using the Lancashire Assessment, Tracking and Target Setting toolkit which is based on Development Matters statements and Early Support Developmental Journal.

Monitoring and tracking children’s progress in this way allows needs to be identified promptly, thereby leading to early intervention. This early intervention is essential in providing appropriate support; not just for the child but for their families too. Effective intervention strengthens the ability of families to support their children and improves outcomes for the family as a whole.

Early years settings should make information available to parents about how the setting supports children with SEN. This includes involving parents in identifying needs, deciding outcomes, planning provision reviewing progress and seeking expertise at whatever point it is needed. Parents know their children best and it is important that all practitioners listen to and work with parents. It is this close partnership working which is essential.



## 5.2. SEN Inclusion Funding

The [Inclusion Fund](#) provides support to early years settings to address the needs of individual children who have emerging and identified special educational needs and disabilities (SEND) and promote inclusion.

All early years providers in Lancashire who are eligible for 3/4 year old funded early education (FEE) can apply for additional funding through the Inclusion Fund.

<https://www.lancashire.gov.uk/practitioners/supporting-children-and-families/send/inclusion-fund/>

If a child accesses Disability Living Allowance (DLA), the parent may also be eligible to apply for the Disability Access Fund (DAF). The parent must nominate an educational setting to receive this one off non-transferable payment. This enables settings to provide resources, training etc. to meet the needs of the child in the setting. If the child moves to a different provider part way through the financial year, subsequent providers will not receive any funding if the DAF has already been paid.

<https://www.gov.uk/government/publications/early-years-business-sustainability-guides-for-providers/extra-sources-of-income-for-early-years-providers>

If a child is in a maintained nursery/nursery school and is at SEN Support level, the advice, support and guidance will be provided by the school SENCO. The Early Years Team will offer advice, support and guidance to children at complex/specialist level in a maintained nursery/nursery school.

As advised by relevant health care professionals or specialist teachers for sensory impairment, the local authority also provides specialist equipment

for young children eligible for their 2/3/4 year old EEF (Early Education Fund) to enable them to access their early education funded places.

[Contact the EEF Team: FEE234@lancashire.gov.uk](mailto:FEE234@lancashire.gov.uk)

## 5.3. Child Centred Planning Meeting

Child centred planning is essential in getting to know and understand a child's needs. It enables all practitioners to plan and provide effective practice and provision for the child. The meeting is a supportive meeting in which everyone, including the child if appropriate, has the opportunity to share their views and plans for moving forward. The strategies and interventions are agreed at the meeting, enabling all who support the child to work together to meet their needs and to achieve identified outcomes.

These meetings are held on a termly basis and will include the child's parents, the child if appropriate, and staff from the setting e.g. the child's key worker, the SENCO and the Health Visitor. It may also include: a specialist teacher, a member of the Early Years Team and/or partner agencies who support the child, e.g. Speech and Language Therapist, a Physiotherapist or an Occupational Therapist.

In the early years, the voice of the child is captured in many ways by the practitioners working with the child. The parent's voice is key and their participation is vital in ensuring all those involved are working towards shared outcomes.



#### 5.4. Specialist Teaching Service

The Specialist Teachers, Higher Level Teaching Assistants, Deaf Role Models and Sensory Technicians in the Specialist Teaching Service provide support to empower settings to meet the needs of children who have a range of special educational needs and disabilities.

The service offers a range of interventions for young children with identified, emerging or developing SEND from birth. Including:

- Portage
- Early Years Sensory Support
- Support to private, voluntary, independent and maintained eligible early years settings

The Specialist Teaching Service provides support to settings to understand and meet their responsibilities in relation to SEND through:

- New SENDCo Training
- Link visits
- SENDCo Network Meetings

Settings are also supported in the process of early identification and intervention for young children with emerging, developing or identified SEND through:

- Involvement of the Specialist Teacher

If a child has had no prior involvement with any other agencies or professionals, the early years setting may be the first to share any concerns.

The process of Observation, Assessment and Planning (OAP) supports practitioners to identify children's interest, strengths and needs and plan appropriately. Where concerns are identified, practitioners, with the support of the SENDCo, follow the Assess, Plan, Do, Review (APDR) process. After following the APDR process and assessments show that a

child would benefit from further support, a request for involvement from the Specialist Teacher can be made.

Requests for involvement of the Specialist Teacher for individual children can be made for a child of any age. They must be made with written parental consent by completing the Request for Involvement of Specialist Teacher (RIST) Form. Forms must be fully completed with requested additional information attached:

- EYFS tracking information
- At least one reviewed Targeted Learning Plan (TLP)
- Individual Provision Map

As part of the request for involvement the specialist teacher will spend time discussing progress and concerns, including those of parents/carers, and will give feedback on strategies and next steps. This will support the settings to work towards the outcomes identified for the child.

Contact details for Lancashire Inclusion Service Area Teams

- North - Fylde, Wyre and Lancaster  
Tel: 01524 581 200  
Email: [Inclusion.North@lancashire.gov.uk](mailto:Inclusion.North@lancashire.gov.uk)
- South - Chorley, South Ribble, West Lancashire and Preston  
Tel: 01772 531 597  
Email: [Inclusion.South@lancashire.gov.uk](mailto:Inclusion.South@lancashire.gov.uk)
- East - Hyndburn, Ribble Valley, Rossendale, Burnley and Pendle  
Tel: 01254 220553  
Email: [Inclusion.East@lancashire.gov.uk](mailto:Inclusion.East@lancashire.gov.uk)



### 5.5. The Graduated Approach in EYFS

Broad Category of Need	
<a href="#">Cognition and Learning</a>	<p>Learning difficulties cover a wide range of needs, including:</p> <ul style="list-style-type: none"> <li>• moderate learning difficulties (MLD)</li> <li>• severe learning difficulties (SLD)</li> <li>• profound and multiple learning difficulties (PMLD)</li> <li>• Specific learning difficulties (SpLD) which affect one or more specific aspects of learning, such as; dyslexia, dyscalculia and dyspraxia.</li> </ul>
<a href="#">Communication and Interaction</a>	<p>This includes:</p> <ul style="list-style-type: none"> <li>• Children with speech, language and communication needs (SLCN) who have difficulty in communicating with others.</li> <li>• Children and young people with an Autistic Spectrum Disorder (ASD)</li> </ul>
<a href="#">Social Emotional and Mental Health</a>	<p>Children and young people may experience a wide range of social and emotional difficulties, such as:</p> <ul style="list-style-type: none"> <li>• Becoming withdrawn or isolated</li> <li>• Displaying challenging, disruptive or disturbing behaviour</li> <li>• anxiety</li> <li>• depression</li> <li>• self-harming</li> <li>• substance misuse</li> <li>• eating disorders</li> <li>• attention deficit disorder (ADD)</li> <li>• attention deficit hyperactive disorder (ADHD)</li> <li>• attachment disorder</li> </ul>
<a href="#">Physical and Sensory – Visual Impairment</a>	
<a href="#">Physical and Sensory – Hearing Impairment</a>	
<a href="#">Physical and Sensory – Multi-Sensory Impairment</a>	
<a href="#">Physical and Sensory – Physical Difficulty</a>	

Please click on the links below to take you to the correct section



## Early Years - Universal Support

## Cognition and Learning

### Impact on Learning What are their difficulties?

- Practitioners observe some evidence of delay in meeting expected milestones
- Some evidence of repetitive play, restricted interests and limited imaginative play
  - May move quickly from one activity to another and may need an adult to ensure learning through play occurs

### Action What should we do next?

- Practitioners should:
- Contact parents/carers and raise concerns as appropriate
  - Discuss any concerns with the SENDCO.
  - identify concerns/emerging needs through observations, tracking and developmental checks
  - Make use of Early Years SENCO Tool Kit resources to support practitioners to assess children's development and identify appropriate next steps  
<https://www.lancashire.gov.uk/media/919314/early-years-assessment-tracking-and-target-setting-tool.pdf>
  - Consider CPD needs of staff
  - Implement strategies of support

### Strategies What should we put in place?

- Use the child's interests to engage them in learning
- Consider the environment. Help the child to focus by keeping distractions to a minimum, e.g. support play in a quiet area within the setting
- Provide activities which encourage children to use all their senses
- Encourage the child to access all of the areas in the setting not just their preferred activities
- Use simple language at a level that the individual child is able to understand and respond to
- Support language with visual props e.g. story sacks, puppets etc.
- Use backward chaining
- Use a running commentary within activities
- Use Letters and Sounds materials to support children's listening and discrimination skills, phonological awareness and early phonic knowledge
- Use visual timetable or objects of reference
- Present new information in small chunks and keep language simple



Early Years - Targeted Support		Cognition and Learning
Impact on Learning What are their difficulties?	Action What should we do next?	Strategies What should we put in place?
<p>Observe persistent difficulties with meeting milestones (even with universal support strategies in place) with the following:</p> <ul style="list-style-type: none"> <li>• Frequent repetitive play, restricted interests and significant difficulties with imaginative play</li> <li>• Child has difficulties in retaining concepts over time</li> <li>• New learning needs to be broken down into small steps, and repetition and over learning is required for progress to occur and outcomes to be met</li> <li>• Significant difficulties with attention. Significant difficulties with attention and may move quickly from area to area and from activity to activity with limited engagement and learning taking place</li> <li>• Limited play interests</li> </ul>	<p>Practitioners should:</p> <ul style="list-style-type: none"> <li>• Key person, SENDCO and parents to share concerns and then begin the SEN Support Plan. Ensure close partnership working with parents. This includes sharing SEN support plans, and strategies and interventions to use in the setting and at home.</li> <li>• Plan differentiated activities and strategies to support the child</li> <li>• Follow 'Assess, Plan, Do and Review' model by monitoring and review the SEN Support Plan. Set SMART targets and review them, focussing on the child's progress and the impact of strategies and interventions used.</li> <li>• Are further specialist assessments needed? Seek external advice from appropriate educational agencies such as specialist teacher, Educational Psychologist (EP) (See chapter 14 – EP involvement). Ensure that any suggested specialist advice is incorporated into the child's SEN Support Plan.</li> <li>• Record child as having SEND on the SEND register</li> <li>• Identify any staff Continuing Professional Development (CPD) that is needed</li> </ul>	<p>Continue with relevant strategies from universal support plus:</p> <ul style="list-style-type: none"> <li>• Ensure plenty of repeated activities</li> <li>• Develop 'joint attention' by following the child's interests, joining them in their play</li> <li>• Small group or one to one activities focussing on the child's strengths and difficulties.</li> </ul>



- Make use of Early Years SENCO Tool Kit resources to support practitioners to assess children's development and identify appropriate next steps  
<https://www.lancashire.gov.uk/media/919314/early-years-assessment-tracking-and-target-setting-tool.pdf>
- If child's development continues to cause concerns and progress is slow refer to Early Years Team and complete RIST form
- Enhanced funding levels for 2 year old FEE (Funded Early Education) places are used to contribute to meeting the additional needs of children accessing 2 year old FEE
- DAF ( Disability Access Fund) payments are applied for and funding is used to contribute to meeting the additional needs of eligible children



Early Years – Specialist Support	Cognition and Learning	
Impact on Learning What are their difficulties?	Action What should we do next?	Strategies What should we put in place?
<p>Persistent and significant difficulties are observed with the areas within targeted support, even when strategies and SMART interventions have been implemented.</p> <ul style="list-style-type: none"> <li>• Persistent repetitive play, restricted interests and severe difficulties in imaginative play</li> <li>• Child has significant difficulties in retaining concepts over time</li> <li>• Child requires a very high level of individual support to access an individually tailored curriculum</li> </ul>	<p><b>See actions from targeted support</b></p> <p>If EHC Plan is not in place:            Review SEN Support Plan (at least termly)            Record parent views in the One Page Profile            Consider a request for EHC needs assessment (see chapter 11 on EHC needs assessments)</p> <p>If EHC Plan is in place:            Record young person as having an EHC Plan on SEND register.            Continue to plan, do and review against the specified outcomes and provision within the EHCP (breakdown outcomes into smaller steps), support plans reviewed at least once a term, annual review held at least once a year.</p>	<p>Continue with any relevant strategies from Universal and/or Targeted Support levels, plus:</p> <ul style="list-style-type: none"> <li>• Follow individual plans from external agencies such as; speech and language, occupational therapist, portage worker, specialist teacher and educational psychologist.</li> </ul>





## Early Years - Universal Support

## Communication and Interaction

Impact on Learning What are their difficulties?	Action What should we do next?	Strategies What should we put in place?
<p>Practitioners observe that the child has difficulties with:</p> <ul style="list-style-type: none"> <li>• receptive (what the child understands) and expressive (the language the child uses) language e.g. Limited vocabulary, limited spoken language, echolalia, unusual accent, pointing rather than speaking, speech is intelligible</li> <li>• Interacting with others; preferring to be alone</li> <li>• May avoid eye contact, is excessively shy, rather unresponsive to adults or clingy to parents.</li> <li>• Following simple instructions</li> <li>• May occasionally display inappropriate emotional reactions, sometimes unrelated to objects or events around them.</li> <li>• Some restricted play interests and/or child sticks to preferred activities e.g. vehicles, computer etc.</li> <li>• Sensory processing difficulties related to a Communication and Interaction difficulty e.g. ASD. E.g. Actions such as rocking, stroking, flapping and/or hands over ears, unable to sit still, fidgeting, mouthing objects, clumsy</li> </ul>	<p>Practitioners should:</p> <ul style="list-style-type: none"> <li>• Contact parents/carers and raise concerns as appropriate</li> <li>• Discuss any concerns with the SENDCO.</li> <li>• identify concerns/emerging needs through observations, tracking and developmental checks</li> <li>• Make use of Early Years SENCO Tool Kit resources to support practitioners to assess children's development and identify appropriate next steps <a href="https://www.lancashire.gov.uk/media/919314/early-years-assessment-tracking-and-target-setting-tool.pdf">https://www.lancashire.gov.uk/media/919314/early-years-assessment-tracking-and-target-setting-tool.pdf</a></li> <li>• Refer to Speech and language therapy</li> <li>• Consider CPD needs of staff e.g. ELKLAN, on-line and/or face to face signing courses, PECS training at an appropriate level</li> <li>• Implement strategies of support</li> </ul>	<ul style="list-style-type: none"> <li>• Cue in the child using their name.</li> <li>• Use a wide vocabulary and explain the meanings of words</li> <li>• Model language and extend sentences e.g. child says, "Dog." Adult says, "Brown dog."</li> <li>• Model and emphasise correct speech sound production, do not correct the child though</li> <li>• Use a wide range of communication strategies – gesture, sign, pictures and symbols</li> <li>• Use a running commentary during the child's play activities</li> <li>• Ensure daily routines are opportunities for developing language and communication e.g. nappy changing, meal times etc.</li> <li>• Use strategies &amp; materials associated with screening tools to support children in setting and at home to make progress and develop</li> <li>• Plan story times that encourage the children to join, e.g. use short, well-illustrated stories and props, story sacks etc.</li> <li>• Provide resources that are clearly labelled with pictures or objects of reference and display visual timetables</li> <li>• Present new information in small chunks and keep language simple</li> </ul>



- May continue the same activity or use the same materials when adult tries to change tasks.

- Extra time should be given for processing information, answering and completing tasks
- Create opportunities for the child to use language e.g. "1, 2, 3..." Wait for the child to say "Go."
- Use sabotage – put their favourite objects where they can't reach them and encourage the child to ask for it using symbol, gesture, sign or words.



Early Years -Targeted Support		Communication and Interaction
Impact on Learning What are their difficulties?	Action What should we do next?	Strategies What should we put in place?
<p>Observe persistent difficulties (even with universal support strategies in place) with the following:</p> <ul style="list-style-type: none"> <li>• Significant, frequent high levels of anxiety at times of change and transition (routine/environment/people)</li> <li>• Child may show more interest in objects than people</li> <li>• Child may lead adult by hand/arm to get whatever he/she wants</li> <li>• receptive (what the child understands) and expressive (the language the child uses) language e.g. Limited vocabulary, limited spoken language, echolalia, unusual accent, pointing rather than speaking, speech is intelligible</li> <li>• Interacting with others; preferring to be alone or difficulties with turn-taking and sharing that are not age appropriate, encouraging this may cause distress.</li> </ul>	<p>Practitioners should ensure:</p> <ul style="list-style-type: none"> <li>• Key person, SENDCO and parents meet to share concerns and then begin the SEN Support Plan. Ensure close partnership working with parents. This includes sharing SEN support plans, and strategies and interventions to use in the setting and at home.</li> <li>• Plan differentiated activities and strategies to support the child</li> <li>• Follow 'Assess, Plan, Do and Review' model by monitoring and review the SEN Support Plan (every 6 weeks). Set SMART targets and review them, focussing on the child's progress and the impact of strategies and interventions used.</li> <li>• Are further specialist assessments needed? Seek external advice from appropriate educational agencies such as specialist teacher, speech and language therapist and educational psychologist (EP) (See chapter 14 – EP involvement). Ensure that any suggested specialist advice is incorporated into the child's SEN Support Plan.</li> <li>• Record child as having SEND on the SEND register</li> </ul>	<p>Continue with relevant strategies from universal support, plus:</p> <ul style="list-style-type: none"> <li>• Modify their practice e.g. Reduce language and use key words for instructions and to comment, offer choices with reduced options to support children having difficulty making or expressing choices or preferences</li> <li>• Use signing throughout the day with the children and each other to provide children with opportunities for incidental learning</li> <li>• Plan small group/1:1 activities e.g. play games to encourage turn taking.</li> <li>• Use focused resources such as 'Early Language Builders', 'Ginger Bear' etc.</li> </ul>



- May avoid eye contact, is excessively shy, rather unresponsive to adults or clingy to parents.
- Following simple instructions
- May occasionally display inappropriate emotional reactions, sometimes unrelated to objects or events around them.
- Some restricted play interests and/or child sticks to preferred activities e.g. vehicles, computer etc.
- Sensory processing difficulties related to a Communication and Interaction difficulty e.g. ASD. E.g. Actions such as rocking, stroking, flapping and/or hands over ears, unable to sit still, fidgeting, mouthing objects, clumsy
- May continue the same activity or use the same materials when adult tries to change tasks.

- Identify any staff Continuing Professional Development (CPD) that is needed e.g. ELKLAN, on-line and/or face to face signing courses, PECS training at an appropriate level
- Make use of Early Years SENCO Tool Kit resources to support practitioners to assess children's development and identify appropriate next steps <https://www.lancashire.gov.uk/media/919314/early-years-assessment-tracking-and-target-setting-tool.pdf>
- If available use WellComm to screen and use appropriate strategies
- If relevant, complete initial sensory processing audit (e.g. Autism Education Trust's Sensory Assessment and/or environmental audit checklist) to highlight sensory issues impacting on communication and interaction with others
- If child's development continues to cause concerns and progress is slow refer to Early Years
- Enhanced funding levels for 2 year old Funded Early Education places are used to contribute to meeting the additional needs of children accessing 2 YEAR OLD FEE



Early Years –Specialist Support	Communication and Interaction	
Impact on Learning What are their difficulties?	Action What should we do next?	Strategies What should we put in place?
<p>Persistent and significant difficulties are observed with the areas within targeted support, even when strategies and SMART interventions have been implemented.</p> <ul style="list-style-type: none"> <li>• Diagnosis of Autistic Spectrum Disorder or Specific Language Impairment which impact on all aspects of the child’s development and ability to access the EYFS curriculum</li> <li>• No understanding of social boundaries in play or other activities, including social interaction</li> <li>• Unable to tolerate any social interaction other than in meeting own basic needs</li> <li>• Child may be frequently overwhelmed by sensory stimuli to the extent that learning is affected</li> <li>• Significantly restricted interests</li> <li>• Limited functional communication skills</li> <li>• Child has limited understanding of what is said or signed (age and first language to be taken into account)</li> </ul>	<p><b>See actions from targeted support</b></p> <p>If EHC Plan is not in place:</p> <ul style="list-style-type: none"> <li>• Review SEN Support Plan (at least termly)</li> <li>• Record parent views in the One Page Profile</li> <li>• Consider a request for EHC needs assessment (see chapter 11 on EHC needs assessments)</li> </ul> <p>If EHC Plan is in place:</p> <ul style="list-style-type: none"> <li>• Record young person as having an EHC Plan on SEND register.</li> <li>• Continue to plan, do and review against the specified outcomes and provision within the EHCP (breakdown outcomes into smaller steps), support plans reviewed at least once a term, annual review held at least once a year.</li> </ul>	<p>Continue with any relevant strategies from Universal and/or Targeted Support levels, plus:</p> <ul style="list-style-type: none"> <li>• Follow individual plans from external agencies such as speech and language, occupational therapist, portage worker, specialist teacher and educational psychologist.</li> </ul>



Early Years – Universal Support		Social, Emotional and Mental Health
Impact on Learning What are their difficulties?	Action What should we do next?	Strategies What should we put in place?
<p>Practitioners observe that the student has difficulties with:</p> <ul style="list-style-type: none"> <li>• separation from parent or carer which is greater in comparison to peers</li> <li>• following appropriate boundaries when encouraged and supported</li> <li>• participating in group activities</li> <li>• regulating own emotions and recognising those of others which may be evidenced by some difficulties in taking turns, sharing and social interaction (age to be taken into consideration)</li> <li>• Seeks frequent reassurance from adults</li> <li>• Reluctant to explore activities or try new ideas</li> <li>• Maintaining attention to tasks</li> </ul>	<p>Practitioners should:</p> <ul style="list-style-type: none"> <li>• Contact parents/carers and raise concerns as appropriate. Share positive experiences as well as reflecting on those which have presented challenges.</li> <li>• Discuss any concerns with the SENDCO.</li> <li>• identify concerns/emerging needs through observations, tracking and developmental checks</li> <li>• Make use of Early Years SENCO Tool Kit resources to support practitioners to assess children's development and identify appropriate next steps <a href="https://www.lancashire.gov.uk/media/919314/early-years-assessment-tracking-and-target-setting-tool.pdf">https://www.lancashire.gov.uk/media/919314/early-years-assessment-tracking-and-target-setting-tool.pdf</a></li> <li>• Consider CPD needs of staff</li> <li>• Implement strategies of support</li> </ul>	<ul style="list-style-type: none"> <li>• Use the enabling environments strategies from Development Matters in the Early Years Foundation Stage (EYFS) <a href="https://foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf">https://foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf</a></li> <li>• Ensure there is a quiet, calm space available at all times for the child to access, e.g. large cushions, cosy area</li> <li>• Model the behaviour that they expect from each other and the children within the setting</li> <li>• If transitions are difficult, follow the same routine and have a specific person to meet and greet, use a transition object.</li> <li>• Use visual support to help the child understand the daily routine, e.g. objects of reference to show the child what is going to happen next, such as nappy for changing</li> <li>• Model simple play scenarios and language that can be used through play, including turn taking.</li> <li>• Use a consistent behaviour policy that is predictable.</li> <li>• Offer choices</li> </ul>



- Short and clear instructions and allow time for processing
- Use rewards and praise – Tell the child what you want them to do, remind of rules/expectations.
- Build good relationships with key staff and timetable time for this e.g. play with the child's favourite toys, have a set time each session.



## Early Years – Targeted Support

## Social, Emotional and Mental Health

Impact on Learning What are their difficulties?	Action What should we do next?	Strategies What should we put in place?
<p>Observe persistent difficulties with meeting milestones (even with universal support strategies in place) with the following:</p> <ul style="list-style-type: none"> <li>• separation from parent or carer</li> <li>• following appropriate boundaries when encouraged and supported</li> <li>• participating in group activities</li> <li>• regulating own emotions and recognising those of others which may be evidenced by some difficulties in taking turns, sharing and social interaction (age to be taken into consideration)</li> <li>• Seeks frequent reassurance from adults</li> <li>• Reluctant to explore activities or try new ideas</li> <li>• Maintaining attention to tasks</li> <li>• Displays unusual behaviours for age that need adult intervention</li> <li>• Some elements of physical aggression to others, themselves or objects</li> </ul>	<p>Practitioners should:</p> <ul style="list-style-type: none"> <li>• Key person, SENDCO and parents to share concerns and then begin the SEN Support Plan. Ensure close partnership working with parents. This includes sharing SEN support plans, and strategies and interventions to use in the setting and at home.</li> <li>• Plan differentiated activities and strategies to support the child.</li> <li>• Check there is not an unrecognised speech and language or learning difficulty and plan as appropriate.</li> <li>• Complete observation and analysis of the frequency of incidents using ABC.</li> <li>• Implement individual behaviour management plan</li> <li>• Complete a CAF</li> <li>• Follow 'Assess, Plan, Do and Review' model by monitoring and review the SEN Support Plan (every 6 weeks). Set SMART targets and review them, focussing on the child's progress and the impact of strategies and interventions used.</li> <li>• Are further specialist assessments needed? Seek external advice from appropriate educational agencies such as specialist teacher, CAMHS, GP,</li> </ul>	<p>Continue with relevant strategies from universal support, plus:</p> <ul style="list-style-type: none"> <li>• Try and ignore unwanted behaviours where possible. Distract the child with something positive to do</li> <li>• Small group work about feelings, what makes us happy? What can we do when we're sad?</li> <li>• Support the child to build friendships model good language to use</li> <li>• Individual reward system in place</li> </ul>





Educational Psychologist (EP) (See chapter 14 – EP involvement). Ensure that any suggested specialist advice is incorporated into the child’s SEN Support Plan.

- Record child as having SEND on the SEND register
- Identify any staff Continuing Professional Development (CPD) that is needed
- Make use of Early Years SENCO Tool Kit resources to support practitioners to assess children's development and identify appropriate next steps  
<https://www.lancashire.gov.uk/media/919314/early-years-assessment-tracking-and-target-setting-tool.pdf>
- If child's development continues to cause concerns and progress is slow refer to Early Years Team and complete RIST form
- Enhanced funding levels for 2 YEAR OLD FEE places are used to contribute to meeting the additional needs of children accessing 2 YEAR OLD FEE
- DAF payments are applied for and funding is used to contribute to meeting the additional needs of eligible children



Early Years – Specialist Support	Social, Emotional and Mental Health	
Impact on Learning What are their difficulties?	Action What should we do next?	Strategies What should we put in place?
<p>Persistent and significant difficulties are observed with the areas within targeted support, even when strategies and SMART interventions have been implemented.</p> <ul style="list-style-type: none"> <li>• Unable to sustain attention to tasks</li> <li>• Unpredictable and extremes of behaviour which affect the safety of the child or others</li> <li>• Completely withdrawn</li> <li>• Severe and persistent difficulties in regulating emotions</li> </ul>	<p><b>See actions from targeted support</b></p> <p>If EHC Plan is not in place:</p> <ul style="list-style-type: none"> <li>• Review SEN Support Plan (at least termly)</li> <li>• Record parent views in the One Page Profile</li> <li>• Consider a request for EHC needs assessment (see chapter 11 on EHC needs assessments)</li> </ul> <p>If EHC Plan is in place:</p> <ul style="list-style-type: none"> <li>• Record young person as having an EHC Plan on SEND register.</li> <li>• Continue to plan, do and review against the specified outcomes and provision within the EHCP (breakdown outcomes into smaller steps), support plans reviewed at least once a term, annual review held at least once a year.</li> </ul>	<p>Continue with any relevant strategies from Universal and/or Targeted Support levels, plus:</p> <ul style="list-style-type: none"> <li>• Follow individual plans from external agencies such as; speech and language, occupational therapist, portage worker, specialist teacher, CAMHS and educational psychologist.</li> </ul>



Early Years – Universal Support		Physical and Sensory – Visual Impairment
Impact on Learning What are their difficulties?	Action What should we do next?	Strategies What should we put in place?
<p><b>A recognised visual impairment is an assessed visual deficit, which is not fully corrected by glasses/lenses.</b></p> <p>Practitioners observe that the student has difficulties with:</p> <ul style="list-style-type: none"> <li>• Holding books and objects close to eyes</li> <li>• Unusual head postures, squinting, closing one eye</li> <li>• Access to whole class presentations, including interactive whiteboard and information on walls.</li> <li>• Practical activities and demonstrations</li> <li>• general understanding of everyday situations</li> <li>• Clumsiness, tripping over obstacles, bumping into edges of furniture.</li> <li>• Peer relationships and friendships – understanding personal space</li> <li>• Tiredness due to excessive concentration needed.</li> </ul>	<p>Practitioners should:</p> <ul style="list-style-type: none"> <li>• Contact parents/carers and raise concerns. If child does not have recognised visual impairment but appears to be having difficulties- Have they seen an optician? Does there need to be a GP referral to orthoptist or ophthalmologist?</li> <li>• A child with poor vision in one eye but normal in the other eye (monocular) they will generally not be classed as having VI but some general advice can be sought from a Qualified Teacher for the Visually Impaired (QTVI)</li> <li>• Find out about the actual eye condition- they often have specialist websites with specific advice.</li> <li>• A child with a recognised VI but no EHCP would be entitled to support from QTVI up to 10 hours per year as per the NATSIP Criteria (QTVI to assess)</li> <li>• QTVI to do Functional Visual Assessment and provide advice about resources that would help, provision and strategies.</li> <li>• Set targets and track progress.</li> <li>• Discuss any concerns with the SENDCO.</li> </ul>	<p>If a child has a recognised visual impairment and has support from QTVI follow advice from the specialist.</p> <p>Strategies that may need to be implemented:</p> <ul style="list-style-type: none"> <li>• Cue in the young person using their name.</li> <li>• Be aware that children with VI may miss out on non-verbal communications and gestures- these should be verbalised and made explicit.</li> <li>• Use of magnifiers and low vision aids</li> <li>• Take advice from specialist teacher related to font style and size</li> <li>• Intersperse short spells of visual activity with less demanding activities</li> <li>• Use multi-sensory activities when possible- use of objects and real experiences</li> <li>• Avoid standing in front of windows – your face becomes difficult to see</li> <li>• Ensure child has their own text or monitor</li> <li>• Plan and support opportunities for information sharing and liaison between school staff, Specialist teachers, parents, and other agencies, as required</li> </ul>



- identify concerns/emerging needs through observations, tracking and developmental checks
- Make use of Early Years SENCO Tool Kit resources to support practitioners to assess children's development and identify appropriate next steps  
<https://www.lancashire.gov.uk/media/919314/early-years-assessment-tracking-and-target-setting-tool.pdf>
- Consider CPD needs of staff – making setting VI friendly
- Implement strategies of support

- Provide recommended equipment.



Early Years – Targeted Support	Physical and Sensory – Visual Impairment	
Impact on Learning What are their difficulties?	Action What should we do next?	Strategies What should we put in place?
<p><b>A recognised visual impairment is an assessed visual deficit, which is not fully corrected by glasses/lenses.</b></p> <p>Observe persistent difficulties with meeting milestones (even with universal support strategies in place) with the following:</p> <ul style="list-style-type: none"> <li>• Shows signs of poor hand eye co-ordination and over- and under-reaching</li> <li>• Children or young people may tire easily or be easily distracted from tasks</li> <li>• Move close to items to view them or hold them at an angle</li> <li>• Adopts a noticeable head tilt or position</li> </ul>	<p>Practitioners should:</p> <ul style="list-style-type: none"> <li>• Key person, SENDCO and parents to share concerns and then begin the SEN Support Plan. Ensure close partnership working with parents. This includes sharing SEN support plans, and strategies and interventions to use in the setting and at home.</li> <li>• If child does not have recognised visual impairment but appears to be having difficulties- Have they seen an optician? Does there need to be a GP referral to orthoptist or ophthalmologist?</li> <li>• A child with poor vision in one eye but normal in the other eye (monocular) they will generally not be classed as having VI but some general advice can be sought from a Qualified Teacher for the Visually Impaired (QTVI)</li> <li>• Plan differentiated activities and strategies to support the child</li> <li>• Ensure that equipment and resources are in place to allow student to access the curriculum- advised by QTVI (Qualified Teacher of Visual Impairment)</li> <li>• QTVI to ensure school understand all the medical reports and implications of eye condition.</li> </ul>	<p>Continue with relevant strategies from universal support, plus:</p> <ul style="list-style-type: none"> <li>• Resources specific to the needs of the young person e.g. large print books, iPad to access distant information at desk-top level (Screen sharing apps) modified worksheets and resources.</li> <li>• May need one to one support to access activities</li> <li>• Additional support from specialists such as Habilitation officers for independent mobility and life skills training.</li> </ul>



- Children who require additional support for over 75% of curriculum and require alternative resources and technology will require an EHCP.
- Follow 'Assess, Plan, Do and Review' model by monitoring and review the SEN Support Plan (every 6 weeks). Set SMART targets and review them, focussing on the child's progress and the impact of strategies and interventions used.
- Are further specialist assessments needed? Seek external advice from appropriate educational agencies such as specialist teacher, Educational Psychologist (EP) (See chapter 14 – EP involvement). Ensure that any suggested specialist advice is incorporated into the child's SEN Support Plan.
- Record child as having SEND on the SEND register
- Identify any staff Continuing Professional Development (CPD) that is needed
- Make use of Early Years SENCO Tool Kit resources to support practitioners to assess children's development and identify appropriate next steps  
<https://www.lancashire.gov.uk/media/919314/early-years-assessment-tracking-and-target-setting-tool.pdf>
- If child's development continues to cause concerns and progress is slow refer to Early Years Team and complete RIST form
- Enhanced funding levels for 2 year old FEE places are used to contribute to meeting the additional needs of children accessing 2 year old FEE



- DAF payments are applied for and funding is used to contribute to meeting the additional needs of eligible children



Early Years – Specialist Support	Physical and Sensory – Visual Impairment	
Impact on Learning What are their difficulties?	Action What should we do next?	Strategies What should we put in place?
<p><b>A recognised visual impairment is an assessed visual deficit, which is not fully corrected by glasses/lenses.</b></p> <p>Persistent and significant difficulties are observed (with the areas within targeted support) even when strategies and SMART interventions have been implemented. The pupil has a severe or significant visual impairment.</p>	<p><b>See actions from targeted support</b></p> <p>If EHC Plan is not in place:</p> <ul style="list-style-type: none"> <li>• Review SEN Support Plan (at least termly)</li> <li>• Record parent views in the One Page Profile</li> <li>• Consider a request for EHC needs assessment (see chapter 11 on EHC needs assessments)</li> </ul> <p>If EHC Plan is in place:</p> <ul style="list-style-type: none"> <li>• Record young person as having an EHC Plan on SEND register.</li> <li>• Continue to plan, do and review against the specified outcomes and provision within the EHCP (breakdown outcomes into smaller steps), support plans reviewed at least once a term, annual review held at least once a year.</li> </ul>	<p>Continue with any relevant strategies from Universal and/or Targeted Support levels, plus:</p> <ul style="list-style-type: none"> <li>• Follow individual plans from external agencies such as; ophthalmologist and QVTI specialist teacher</li> <li>• Additional support from specialists such as Habilitation officers for independent mobility and life skills training.</li> </ul> <p>In addition children may require:</p> <ul style="list-style-type: none"> <li>• Braille, tactile resources</li> <li>• Alternative and specialist resources and technology to access the curriculum.</li> <li>• Modified and differentiated curriculum</li> <li>• Mobility training</li> <li>• Independent and life skills training</li> </ul>





Early Years – Universal Support	Physical and Sensory – Hearing Impairment	
Impact on Learning What are their difficulties?	Action What should we do next?	Strategies What should we put in place?
<p>A child has: A diagnosed hearing loss which is confirmed by letter from the audiology clinic. They might wear hearing aids. OR They are waiting for assessments from an audiologist/hearing clinic after referral from the GP or school. OR Conductive hearing losses (not usually permanent) are very common in young children/8 out of 10 children will experience glue ear before the age of 10 and 1 in 5 pre-school children can have it at any one time so all staff need to be aware.</p> <p>Practitioners observe that the student has difficulties with:</p> <ul style="list-style-type: none"> <li>• Following instructions</li> <li>• Saying they have understood when they clearly haven't</li> <li>• Missing key points in their learning</li> </ul>	<p>Practitioners should:</p> <ul style="list-style-type: none"> <li>• Contact parents/carers and raise concerns. Have they noticed any difficulties with their hearing at home?</li> <li>• If child has not got a diagnosed hearing loss then parents should be encouraged to see their GP to get a referral to audiology.</li> <li>• If they already have a hearing loss diagnosed ask when the next routine appointment is and possibly suggest that they get an earlier review.</li> <li>• If a child gets a diagnosis from the audiology clinic they will be asked to sign a referral form which will go to the Learner Support Team who will liaise with school. A Teacher of the Deaf (ToD) will assess their needs using the NATSIP Criteria (The National Sensory Impairment Partnership) They will determine how many visits the CYP will get from The ToD</li> <li>• Set targets and track progress.</li> <li>• Discuss any concerns with the SENDCO.</li> <li>• identify concerns/emerging needs through observations, tracking and developmental checks</li> </ul>	<p>Strategies that may need to be implemented:</p> <ul style="list-style-type: none"> <li>• Staff should promote deaf awareness within the setting using resources such as NDCS Look, Smile, Chat</li> <li>• Good positioning for whole group or small group work, away from external noise sources and can see the staff member speaking and other children in the group. Look at the child when speaking.</li> <li>• Daily checking of child's speech processors/hearing aids/BAHA's and radio aid system by a trained member of staff</li> <li>• Use of visual clues and practical equipment to aid understanding.</li> <li>• Asking the child to repeat back instructions to ensure they have fully grasped what they need to do.</li> <li>• Ensure that you have child's full attention before talking.</li> <li>• Reiteration of the comments made by others during play or group activities.</li> <li>• Use gestures to support speech</li> </ul>



- Not retaining new vocabulary
- Failing to grasp the meaning of new vocabulary
- Difficulties with attention and concentration especially in the presence of background noise
- Limited communication in high noise environments such as the dinner hall
- Speaking more loudly or more quietly than is usual or expected
- Asking for lots of repetition.
- Difficulties in social situations – missing the point or not fully understanding the rules of games.
- Difficulties in maintaining friendships
- Becoming very tired very easily due to listening fatigue

- Make use of Early Years SENCO Tool Kit resources to support practitioners to assess children's development and identify appropriate next steps <https://www.lancashire.gov.uk/media/919314/early-years-assessment-tracking-and-target-setting-tool.pdf>
- Consider CPD needs of staff – making setting HI friendly
- School should request Deaf Awareness Training from a a QTOD
- Key staff should become NDCS members and access resources
- Implement strategies of support

- Scaffold support using visual prompts where possible.
- Staff to be aware of the effects of tiredness due to the demands of listening and concentrating and understanding.
- Models of good language applied to any grammatically incorrect comments and incorrect facts.
- Increased use of visual aids and practical equipment to aid understanding.



Early Years – Targeted Support	Physical and Sensory – Hearing Impairment	
Impact on Learning What are their difficulties?	Action What should we do next?	Strategies What should we put in place?
<p>The child or young person:</p> <ul style="list-style-type: none"> <li>• has hearing aids or cochlear implants</li> <li>• is likely to have a personal radio aid system</li> <li>• is unable to access the EYFS curriculum through personal amplification alone</li> </ul> <p>In addition, the child or young person may be observed showing persistent and moderate difficulties with the following (even with universal support strategies in place):</p> <ul style="list-style-type: none"> <li>• Perception of some speech sounds</li> <li>• Delayed language development in one or more areas</li> <li>• finds it difficult to access tasks independently</li> <li>• Accessing speech in TV programmes, DVDs and YouTube clips where lip</li> </ul>	<p>Practitioners should:</p> <ul style="list-style-type: none"> <li>• Key person, SENDCO and parents to share concerns and then begin the SEN Support Plan. Ensure close partnership working with parents. This includes sharing SEN support plans, and strategies and interventions to use in the setting and at home.</li> <li>• Plan differentiated activities and strategies to support the child</li> <li>• Follow 'Assess, Plan, Do and Review' model by monitoring and review the SEN Support Plan (every 6 weeks). Set SMART targets and review them, focussing on the child's progress and the impact of strategies and interventions used.</li> <li>• QTOD to complete extra assessments to ensure needs are met and progress is being made by the young person</li> <li>• Are further specialist assessments needed? Seek external advice from appropriate educational agencies such as specialist teacher. Ensure that any suggested specialist advice is incorporated into the child's SEN Support Plan.</li> <li>• Record child as having SEND on the SEND register</li> </ul>	<p>Continue with relevant strategies from universal support, plus:</p> <ul style="list-style-type: none"> <li>• May need one to one support from a member of staff to help with:</li> <li>• Ensuring that the child understands the activity and is able to use some of the relevant vocabulary.</li> <li>• notes on a white board to ensure CYP understands the vocabulary (specific vocabulary and carrier language), concepts, and has followed the gist of the lesson</li> <li>• opportunities to play in quieter environments for some of the day</li> <li>• Promotion of deaf identity, confidence and self-esteem</li> </ul>



pattern is not present (e.g. 'hidden narrators' and voiceover)

- Accessing speech where there is competing background noise, including music

- Identify any staff that require Continuing Professional Development (CPD) from the QTOD regarding the child's individual needs
- Ensure key staff know how to complete basic troubleshooting of all audiological equipment. (as advised by the QTOD)
- Consideration of the listening environment and adaptations which can be made to improve the acoustics.
- Make use of Early Years SENCO Tool Kit resources to support practitioners to assess children's development and identify appropriate next steps  
<https://www.lancashire.gov.uk/media/919314/early-years-assessment-tracking-and-target-setting-tool.pdf>
- If child's development continues to cause concerns and progress is slow refer to Early Years Team and complete RIST form
- Enhanced funding levels for 2 year old FEE places are used to contribute to meeting the additional needs of children accessing 2 year old FEE
- DAF payments are applied for and funding is used to contribute to meeting the additional needs of eligible children



Early Years – Specialist Support	Physical and Sensory – Hearing Impairment	
Impact on Learning What are their difficulties?	Action What should we do next?	Strategies What should we put in place?
<p>The child or young person has a diagnosed permanent bilateral hearing loss</p> <p>The child or young person will also have observed persistent and significant difficulties with one or more of the following:</p> <ul style="list-style-type: none"> <li>• Delayed language development</li> <li>• An inability to access the EYFS curriculum through personal amplification alone</li> <li>• A requirement for high levels of targeted intervention to facilitate access to EYFS</li> <li>• Support with social and emotional aspects of learning</li> <li>• A need for communication support throughout the day</li> <li>• A requirement for alternative modes of communication</li> <li>• Additional learning difficulties and disabilities</li> <li>• Difficulty establishing friendships with hearing peers</li> </ul>	<p><b>See actions from targeted support</b></p> <ul style="list-style-type: none"> <li>• Organise training and advice from QTOD about the bespoke strategies to be used in consideration of hearing loss, listening attention skills and retention of information specific to the individual child.</li> </ul> <p>If EHC Plan is not in place:</p> <ul style="list-style-type: none"> <li>• Review SEN Support Plan (at least termly)</li> <li>• Record parent views in the One Page Profile</li> <li>• Consider a request for EHC needs assessment (see chapter 11 on EHC needs assessments)</li> </ul> <p>If EHC Plan is in place:</p> <ul style="list-style-type: none"> <li>• Record young person as having an EHC Plan on SEND register.</li> <li>• Continue to plan, do and review against the specified outcomes and provision within the EHCP (breakdown outcomes into smaller steps), support plans reviewed at</li> </ul>	<p>Continue with any relevant strategies from Universal and/or Targeted Support levels, plus:</p> <ul style="list-style-type: none"> <li>• A personalised curriculum may be needed tailored to the young person’s needs (this may require consultation with all professionals involved with the young person) Seek advice from QTOD and implement strategies as appropriate.</li> <li>• 1:1 interventions on specific language targets as directed by the QTOD or SALT</li> </ul>



• May need to focus their visual attention for long periods of time (e.g. to watch a signer or lip read)

least once a term, annual review held at least once a year.



## Early Years – Universal Support

## Physical and Sensory – Multi-Sensory Impairment

Impact on Learning What are their difficulties?	Action What should we do next?	Strategies What should we put in place?
<p><b>Multi-sensory Impairment (MSI) or Deafblindness</b></p> <p>MSI is considered to be a unique and separate disability. Even if the student is not totally blind and profoundly deaf they could still be considered to have MSI.</p> <p>When the hearing and vision senses are both affected this can have a significant impact on learning as they are distance senses and the learner cannot compensate as easily as if it were a single sensory impairment.</p> <p>Practitioners observe that the student has difficulties with:</p> <ul style="list-style-type: none"> <li>• Accessing information- both distant and near information</li> <li>• Communication</li> <li>• Mobility.</li> <li>• Observe difficulties with hearing, vision, touch and how these impact on</li> </ul>	<p>Practitioners should:</p> <ul style="list-style-type: none"> <li>• Seek student's views on their learning progress, regular self- evaluation.</li> <li>• Contact parents to express concerns- if child does not have recognised MSI but appears to be having these difficulties- have they seen an optician, does there need to be a GP referral to orthoptist or ophthalmologist/ audiologist</li> <li>• A child with mild VI and mild HI may not require an EHCP but should have an assessment by the QTMSI</li> <li>• They may also need support from QTVI and QTHI</li> <li>• All professionals should work together as multi-disciplinary team to ensure that the child's needs are being met in a holistic plan.</li> <li>• A child with a recognised MSI but no EHCP would be entitled to support from QTMSI for up to 10 hours per year as per the NATSIP Criteria (QTMSI to assess)</li> <li>• QTVI to do Functional Visual Assessment and provide advice about resources that would help, provision and strategies.</li> <li>• QTHI to do assessment and provide advice about resources that would help, provision and strategies.</li> </ul>	<p>If a child has a recognised multi-sensory impairment and has support from QTMSI/ QTVI/ QTHI follow advice from the specialists. Find out about the actual syndrome or condition- they often have specialist websites with specific advice.</p> <p>Strategies that may need to be implemented:</p> <ul style="list-style-type: none"> <li>• Positioning during activities- both for teaching staff and student</li> <li>• Cue in the young person using their name.</li> <li>• Using signs and picture clues- within close proximity and small visual frame</li> <li>• Be aware that MSI students may miss out on non-verbal communications and gestures- these should be verbalised and made explicit.</li> <li>• Use of magnifiers and low vision aids</li> <li>• FM systems, Radio aids and sound field systems</li> <li>• Daily checking of <i>child's</i> speech processors/hearing aids/BAHA's and radio aid system by a trained member of staff</li> <li>• For most children and young people, class or subject teacher will be able to use resources and strategies available in the classroom</li> </ul>



learning needs: See list of difficulties for VI and HI for impact on learning and also consider the holistic needs of the child. Are there PD difficulties alongside MSI- see PD section.

- How does the learner get about- mobility difficulties
- How does the learner communicate- See communication and Interaction for advice, also HI section.
- What is the best route for learning; generally they will have one sensory channel that works better than the other.

- Set targets and track progress.

Assessment -

Gather any assessment data (tutor assessment) related to area of concern.

Observe young person to see difficulties in a range of contexts and how the difficulty impacts on learning.

Seek advice about making a VI and deaf friendly school- professional development

Discuss concerns with SENDCO

- Try out different paper or Smartboard colours to try to find best contrast
- Dark pens, dark lined exercise books.
- Take advice from specialist teacher related to font style and size
- Intersperse short spells of visual activity with less demanding activities
- Eliminate inessential copying from the board
- Where copying is required, ensure appropriate print size photocopy is available
- Use multi-sensory activities when possible- use of objects and real experiences
- Alternative ways of recording work
- Avoid standing in front of windows – your face becomes difficult to see
- Ensure child or young person has own text or monitor
- Staff to be aware of the effects of tiredness due to the demands of listening/looking and concentrating and understanding.
- Models of good language applied to any grammatically incorrect comments and incorrect facts.
- Plan and support opportunities for information sharing and liaison between school staff, Specialist teachers, parents, and other agencies, as required
- Provide recommended equipment.





## Early Years – Targeted Support

## Physical and Sensory – Multi-Sensory Impairment

Impact on Learning What are their difficulties?	Action What should we do next?	Strategies What should we put in place?
<p><b>Multi-sensory Impairment (MSI) or Deafblindness</b></p> <p>Observe persistent difficulties (even with universal support strategies in place) with the following:</p> <ul style="list-style-type: none"> <li>• Additional to impact at First Concerns: The child or young person has:</li> <li>• A need to type some work in order to access their own work</li> <li>• A need for accessibility settings and/or specialist software to access computers</li> <li>• A need for supervision or support in unfamiliar or hazardous situations</li> <li>• Copying from the board- even when sitting close</li> <li>• Shows signs of poor hand eye co-ordination and over- and under-reaching</li> <li>• Children or young people may tire easily or be easily distracted from precision tasks</li> <li>• Move close to items to view them or hold them at an angle</li> </ul>	<p>Teachers, SEN team, young person and parents discuss difficulties and plan appropriate interventions/strategies to meet identified needs. Ensure the young person's voice and aspirations are the focus.</p> <p>Encourage child with MSI to be their own advocate and understand what their needs and strengths are- celebrate their differences and offer alternative ways of completing learning tasks.</p> <p>Complete a SEN Support Plan. SMART targets set and evaluated on a regular basis.</p> <p>Record young person as SEN Support on SEND register</p> <p>Ensure that equipment and resources are in place to allow student to access the curriculum- advised by QTMSI/QTVI/QTHI</p> <p>Are further specialist assessments needed? Do you need Risk assessments /Personal Safety Plan/ Environmental audit</p>	<p>Continue with any relevant strategies from Universal level, plus:</p> <ul style="list-style-type: none"> <li>• Staff (teacher/support staff) to facilitate small group interventions and aid learning and organisation within the classroom environment</li> <li>• Pre and post teaching of vocabulary and curriculum content in relevant and accessible way</li> <li>• Resources specific to the needs of the young person e.g. touch typing, large print books, iPad to access distant information at desk-top level (Screen sharing apps) modified worksheets and resources.</li> <li>• May need one to one support from TA to help with information access, modifying work, revisiting work to consolidate learning, implement specific strategies linked to developing compensatory skills.</li> </ul>



- Adopts a noticeable head tilt or position
- Students struggle to access work without additional support from TA for the majority of their work- to modify and enable access to lesson

Seek external advice from appropriate educational agencies such as specialist teacher, Educational Psychologist (EP) (See chapter 14 – EP involvement)

Identify any staff Continuing Professional Development (CPD) that is needed- Visual and hearing awareness training and training on child's specific needs in relation to eye condition and hearing impairment.

QTMSI to ensure school understand all the medical reports and implications of conditions and syndromes.

Students who require additional support from TA for over 75% of curriculum and require modified and differentiated work and alternative resources and technology will require an EHCP.



## Early Years – Specialist Support

## Physical and Sensory – Multi-Sensory Impairment

Impact on Learning What are their difficulties?	Action What should we do next?	Strategies What should we put in place?
<p><b>Multi-sensory Impairment (MSI) or Deafblindness</b></p> <p>Persistent and significant difficulties are observed and student has severe or significant visual impairment and severe to profound hearing impairment.</p> <p>See targeted support for list of difficulties. (VI and HI sections)</p> <p>In addition students may have:</p> <ul style="list-style-type: none"> <li>• deteriorating visual impairment</li> <li>• deteriorating hearing impairment</li> <li>• A requirement for alternative modes of communication</li> <li>• Inability to access any auditory information.</li> <li>• Additional learning difficulties and disabilities</li> <li>• problems with lighting levels</li> <li>• severe peripheral vision loss</li> <li>• colour vision difficulties</li> <li>• Inability to access any visual medium-requiring non-sighted methods of learning.</li> </ul>	<p>Follow action from targeted support.</p> <p>In addition:</p> <p>If EHC Plan is in place:</p> <p>Record young person as having an EHC Plan on SEND Register</p> <p>Continue to plan, do and review against the specified outcomes and provision within the EHCP (breakdown outcomes into smaller steps), support plans should be reviewed at least once a term, annual review held at least once a year.</p> <p>Does the learner require appropriately trained support staff- intervener, Communication support worker with BSL skills if necessary- at a higher level than the learner.</p> <p>Seek advice from QTMSI about syndromes and difficulties- staff training to understanding learning implications and how to enable student to access curriculum.</p>	<p>Continue with any relevant strategies from Universal and/or Targeted Support levels, plus:</p> <ul style="list-style-type: none"> <li>• Create a personalised curriculum tailored to the young person’s needs (this may require consultation with all professionals involved with the young person)</li> <li>• Seek advice from QTMSI/ QTVI/ QTHI and implement strategies as appropriate.</li> <li>• Seek outside agencies to offer professional advice; SENSE , NDCS, BATOD, RNIB</li> <li>• Seek advice from other professionals such as SLT, OT, Physio</li> <li>• Additional support from specialists such as Habilitation officers for independent mobility and life skills training.</li> </ul> <p>In addition students may require:</p> <ul style="list-style-type: none"> <li>• Braille, tactile resources</li> <li>• Alternative and specialist resources and technology to access the curriculum.</li> <li>• Radio aids, sound field systems</li> <li>• BSL, deafblind manual alphabet</li> </ul>



- Only able to access very large print
- Difficulties with independent mobility
- Socially isolated and struggling with maintaining peer relations

Increased input from TA to access mainstream curriculum and wider school curriculum.

Child may have complex needs alongside MSI, Physical difficulties, learning difficulties- see these sections for impact on learning, actions and strategies that may be required.

CYP may require additional time and modified examination papers- this should be part of their normal way of working.

If EHC Plan is not in place:

Review SEN Support Plan (at least termly)

Consider a request for EHC needs assessment (see chapter 11 on EHC needs assessments)

Consider if the YP requires a Deafblind Guidance Assessment- carried out by Social Care to ensure the YP is able to access all the services at home, school and in the community that would be available to peers of a similar age.

The guidance would make recommendations about how to support YP to access services.

- AAC- Augmentative and alternative communication
- Modified and differentiated curriculum
- Mobility training
- Independent and life skills training
- Training in age appropriate social skills



## Early Years – Universal Support

## Physical and Sensory – Physical Difficulty

Impact on Learning What are their difficulties?	Action What should we do next?	Strategies What should we put in place?
<p>The physical difficulties may be obvious or they may be more subtle but still affect the child's access to learning and responses.</p> <p>Practitioners observe that the child has difficulties with:</p> <ul style="list-style-type: none"> <li>• Mobility</li> <li>• Fine and gross motor difficulties</li> <li>• Whole body movements</li> <li>• Moving around objects and people</li> <li>• Difficulties in PE and playground- Catching, throwing, balance, safety.</li> <li>• Hand/ eye co-ordination/ fine motor control</li> <li>• Self-help skills</li> <li>• Working at a slower pace due to fatigue</li> <li>• Completing work in timescales and keeping up with peers</li> <li>• Uses equipment such as sloping board/ pencil grip</li> </ul>	<p>Practitioners should:</p> <ul style="list-style-type: none"> <li>• Discuss concerns with parents- if child does not have recognised physical difficulty but appears to be having these difficulties- have they seen their GP, does there need to be a referral to occupational therapy or a GP referral to physiotherapy. Is the child under the care of a paediatrician?</li> <li>• Plan and support opportunities for information sharing and liaison between school staff, Specialist teachers, parents, and other agencies, as required</li> <li>• Provide recommended equipment.</li> <li>• Carry out a risk assessment</li> <li>• Discuss any concerns with the SENDCO.</li> <li>• identify concerns/emerging needs through observations, tracking and developmental checks</li> <li>• Make use of Early Years SENCO Tool Kit resources to support practitioners to assess children's development and identify appropriate next steps</li> </ul> <p><a href="https://www.lancashire.gov.uk/media/919314/early-years-assessment-tracking-and-target-setting-tool.pdf">https://www.lancashire.gov.uk/media/919314/early-years-assessment-tracking-and-target-setting-tool.pdf</a></p>	<p>Strategies that may need to be implemented:</p> <ul style="list-style-type: none"> <li>• Strategies that may need to be implemented:</li> <li>• If a child has a physical difficulty and has support from a physiotherapist, occupational therapist or specialist teacher, follow advice from the specialist.</li> <li>• Find out about the actual condition- there are often specialist websites with specific advice.</li> <li>• Consider the child's routes to the different areas within the setting</li> <li>• Use chunky pens, pencils and paint brushes if the child has fine motor difficulties</li> <li>• Take advice from occupational therapist or specialist teacher related to seating and height of tables/ chairs.</li> <li>• The child may need to write much larger letters than their peers in order to form the letters.</li> <li>• Alternative ways of recording work. Consider the use of laptops and iPads plus photographs and video.</li> <li>• Provide additional resources e.g. Sloping board/ pencil grip/scissors.</li> </ul>



- Consider CPD needs of staff – making setting PD friendly
- Implement strategies of support



Early Years – Targeted Support		Physical and Sensory – Physical Difficulty
Impact on Learning What are their difficulties?	Action What should we do next?	Strategies What should we put in place?
<p>Has physical needs and uses specialist aids relating to their disability, e.g. seating</p> <p>Observe persistent difficulties with meeting milestones (even with universal support strategies in place) with the following:</p> <ul style="list-style-type: none"> <li>• Motor control – marked fine and gross motor skills delay. Some children may be just starting to stand and walk owing to their condition.</li> <li>• Spatial awareness issues- bumps into things, difficulty moving around people and objects.</li> <li>• Fine motor control – hand eye coordination. Difficulty with writing, cutting, picking up small objects</li> <li>• Lack of or slow progress in EYFS due to physical difficulties.</li> <li>• Difficulties impact on their self-esteem and social relationships</li> <li>• Some difficulties in physically accessing practical activities.</li> </ul>	<p>Practitioners should:</p> <ul style="list-style-type: none"> <li>• Key person, SENDCO and parents to share concerns and then begin the SEN Support Plan. Ensure close partnership working with parents. This includes sharing SEN support plans, and strategies and interventions to use in the setting and at home.</li> <li>• Plan differentiated activities and strategies to support the child</li> <li>• Seek advice from other agencies ie. physiotherapy, occupational therapy, GP, Paediatrician, specialist medical consultants, specialist nurse, specialist teacher</li> <li>• Ensure that equipment and resources are in place to allow pupil to access the curriculum- advised by physiotherapist/occupational therapist/ specialist teacher</li> <li>• If moving and handling is involved for any transfers then staff involved need to have attended moving and handling training and have a current certificate.</li> <li>• Are further specialist assessments needed?</li> </ul>	<p>Continue with relevant strategies from universal support, plus:</p> <ul style="list-style-type: none"> <li>• Follow specialist advice.</li> <li>• Resources specific to the needs of the young person i.e. ICT programs/ Apps; fine motor control programmes; physiotherapy/ occupational therapy programmes</li> <li>• Will need one to one support from adult to deliver the above support programmes and help with information access and modifying the curriculum</li> <li>• adult support in setting including self-care needs such as dressing and undressing, and toileting</li> <li>• Allow additional time to complete tasks</li> <li>• Provide hand rails on stairs and consider rails (and a step for small children) within toilets or access to disabled toilet</li> <li>• Ensure child or young person is able to reach and use facilities e.g. hand basins/taps/coat pegs /lockers</li> </ul>



- Working at a markedly slower pace due to fatigue
- Poor engagement
- A need for supervision or support in unfamiliar or hazardous situations

- Risk assessments for within the school building and grounds.
- Risk assessments for any trips off site.
- Moving and Handling assessment and plan.
- PEEP (Personal Emergency Evacuation Plan) needed
- An evacuation chair may be needed and should be identified through the risk assessment. Staff will need to be trained to use it.
- Follow 'Assess, Plan, Do and Review' model by monitoring and review the SEN Support Plan (every 6 weeks). Set SMART targets and review them, focussing on the child's progress and the impact of strategies and interventions used.
- Are further specialist assessments needed? Seek external advice from appropriate educational agencies such as specialist teacher, Educational Psychologist (EP) (See chapter 14 – EP involvement). Ensure that any suggested specialist advice is incorporated into the child's SEN Support Plan.
- Record child as having SEND on the SEND register
- Identify any staff Continuing Professional Development (CPD) that is needed
- Make use of Early Years SENCO Tool Kit resources to support practitioners to assess children's development and identify appropriate next steps  
<https://www.lancashire.gov.uk/media/919314/early-years-assessment-tracking-and-target-setting-tool.pdf>

- Provide option for child or young person to sit on a chair rather than on the floor at story time
- Supervision or support needed for medical conditions and self-help skills.





- If child's development continues to cause concerns and progress is slow refer to Early Years Team and complete RIST form
- Enhanced funding levels for 2 year old FEE places are used to contribute to meeting the additional needs of children accessing 2 year old FEE
- DAF payments are applied for and funding is used to contribute to meeting the additional needs of eligible children



Early Years – Specialist Support	Physical and Sensory – Physical Difficulty	
Impact on Learning What are their difficulties?	Action What should we do next?	Strategies What should we put in place?
<p>Persistent and significant difficulties are observed (with the areas within targeted support) even when strategies and SMART interventions have been implemented. The child has severe or significant physical difficulties.</p>	<p><b>See actions from targeted support</b></p> <ul style="list-style-type: none"> <li>• Create personalised access to the curriculum tailored to the young person’s needs (this may require consultation with all professionals involved with the young person)</li> <li>• Seek advice from Specialist PD teacher and implement strategies as appropriate.</li> <li>• Additional support from specialists such as physiotherapist, occupational therapist, specialist nurse, paediatrician, specialist hospital consultants</li> </ul> <p>Make sure that risk assessments, moving and handling plans, PEEP plans and any environmental audits are in place.</p> <ul style="list-style-type: none"> <li>• Environmental audits are generally carried out before transition to a new setting</li> <li>• Ensure that staff involved with moving and handling have attended certified training and that certificates are still valid.</li> </ul> <p>If EHC Plan is not in place:</p> <ul style="list-style-type: none"> <li>• Review SEN Support Plan (at least termly)</li> </ul>	<p>Continue with any relevant strategies from Universal and/or Targeted Support levels, plus:</p> <ul style="list-style-type: none"> <li>• Implement strategies from specialist advice, as appropriate.</li> </ul> <p>In addition students may require:</p> <ul style="list-style-type: none"> <li>• Wheelchair, classroom support chair, standing frame, walking frame, hoist, changing bed and changing room facilities.</li> <li>• May need to be hoisted onto changing bed, from chair to chair, or chair to floor.</li> <li>• Specialist equipment to aid feeding, including peg feeding.</li> <li>• Daily physiotherapy and occupational therapy.</li> <li>• May need specialist speech therapy advice for feeding/ swallowing and/or communication difficulties.</li> <li>• May need specialist nurse advice and training to catheterise.</li> <li>• Alternative and specialist resources and technology to access the curriculum.</li> </ul>



- Record parent views in the One Page Profile
- Consider a request for EHC needs assessment (see chapter 11 on EHC needs assessments)

If EHC Plan is in place:

- Record young person as having an EHC Plan on SEND register.
- Continue to plan, do and review against the specified outcomes and provision within the EHCP (breakdown outcomes into smaller steps), support plans reviewed at least once a term, annual review held at least once a year.
- Monitor child's condition and seek advice from specialists involved if their condition deteriorates or there is a marked change. An interim review can be convened if there are concerns that need to be addressed before the next Annual Review.

- Modified and differentiated curriculum
- Adapted and specialist resources may be required to access learning.
- Self-help, independent and life skills teaching. Support may be needed from occupational therapy for this.

