

Sutton’s Graduated Response Toolkit for Early Years Foundation Stage

**Nurturing Children and Empowering Our Educational Settings and Families**

**Spring 2023**

## How to use this document

The Sutton Early Years Graduated Response (EYGR) is based on the statutory guidance laid out for schools and early years settings in the SEND Code of Practice: 0 – 25 years (January 2015). It is intended to support Early Years Practitioners and SENCOs to identify, assess, record and meet the needs of children with special educational needs. It supports the planning and recording of appropriate provision and provides guidance for reviewing progress.

There is no statutory requirement to use this toolkit; however, it has been developed to support Early Years settings to help improve practice in addressing SEND effectively. It is designed as a tool to help EY settings reflect on their practice, as outlined in the SEND Code of Practice: 0-25 years (January 2015).

# Graduated Response

### The Toolkit

This toolkit provides good practice guidance for planning to meet needs of EYFS children where a graduated response is required. Suggestions are provided for strategies and approaches to meet a range of needs by following a graduated approach.

Practitioners will start with the Early Years Statutory Framework to meet children’s needs. This toolkit provides step by step guidance for practitioners who are supporting children with additional needs.

**What is in the Toolkit?**

The toolkit is organised into 3 sections.

**Section 1: Following a Graduated Approach**

How to implement a graduated approach and what steps they should be taken supporting children with additional needs

**Section 2: Universal Provision**

An inclusion audit that sets out basic expectations for universal provision

**Section 3: Universal, Targeted and Specialist provision supporting the four areas of need.**

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):

Strategies and support in the 4 areas of need within the SEND Code of Practice (2015):

* **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:

### A Graduated Approach to Meeting Children’s Needs

A Graduated Approach is the cycle of Assess, Plan, Do and Review (APDR), to ensure that children’s needs are met. Further support can be offered when the child is not making expected progress with the support provided through universal provision. The cycle should be applied at each stage of the process.



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

**Universal Provision**

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| --- | --- | --- | --- | --- |
| **Identification of possible need** |  | **Next Steps** |  | **Evidence** |
|  |  |  |
| A child has been regularly observed and assessed as not meeting typical age-appropriate developmental milestones using a non-statutory guidance.  **Parent Partnership** | Additional observations and assessments to clarify areas of support and levels of development to inform strategies.  Provide differentiated learning opportunities focused on the areas of need. Ensure all practitioners are aware of this child’s specific needs, interventions and targets.  Monitor and review progress regularly, ideally on a half termly basis and plan next steps / targets. (APDR)  Ensure parents/carers are kept informed and are given appropriate ideas of what they can do at home.  Use Sutton’s Graduated Response Toolkit to support interventions and provide inclusive provision.  Consider training needs and practitioners’ development to support accelerated learning and development  Discuss observations with setting SENDCo | * Observations, individual records, assessments. * Record of conversation with parents/carers * Differentiated planning. * Two-year-old progress check. * Two-year-old Health check. * ECAT checklist. * Health Professionals’ Reports. * Transition documents. * All About Me. * Documentation and evidence from parents/carers and, where possible, the child’s voice. |

**Targeted Provision**

*Also include**Targeted* ***Provision*** *if additional support needs are identified.*

**Parent Partnership**

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| --- | --- | --- | --- | --- | --- | --- |
| **Identification of possible need** |  | | **Next Steps** | |  | **Evidence** |
| Child’s needs are better understood, and observation and assessment indicate that Targeted Support is required to improve child’s skills and progress. | |  | | Continue with universal support already provided.  Introduce Individualised planning and targeted intervention to  support identified needs.  The setting SENDCo should be monitoring the delivery of the targeted strategies and child’s progress.  Contact EYFS SEND Advisors to make them aware of the child and for advice and support This needs to be done with parental consent.  All requests for support should be made through Single Point of Access (SPA) emailed to [EYSEND@cognus.org.uk](mailto:EYSEND@cognus.org.uk)  Ensure parent/carers are fully informed of your observations, concerns and the support you are providing.  Parental permission must be gained to refer to other agencies.  Consider seeking advice from other services and agencies including GP, Health Visitor, Children’s Centre, Speech and Language Therapist, or other specialist services. |  | Continue the Graduated Approach of Assess, Plan, Do, Review.  Evidence of target setting through an Individual Plan (IP) to include detailed information about support offered and evaluation of the child’s progress.  Share the IP with parent/carers and discuss strategies for support at home. |

Multi-Agency Operational group may be consulted by the EYFS Advisors.

Use Sutton’s Graduated Response Toolkit to support more specific interventions and support for the individual child.

Consider training needs and practitioners’ development requirements to meet the needs of the children.

**Parent Partnership**

Liaise with the primary school re: the child’s transition to school.

Invite the school SENDCo to a Transition meeting (when appropriate).

**Specialist Provision**

***Also include*** Specialist ***Support if*** *additional needs are identified.*

**Parent Partnership**

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| **Identification of possible need** |  | **Next Steps** |  | **Evidence** |
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| The Graduated Approach indicates that specialist support is required. |  | Review Targeted Provision and continue with above to support child’s learning and development.  Identify activities that are additional to and different from those provided for other children.  Consider holding a multi-agency meeting to ensure all identified needs are being met.  Other agencies who may be involved:   * Early Years SEND Advisors * EY Operational Group * Speech and Language Therapy * Health Visitor Team * Paediatrician * Educational Psychologist * Sensory Impairment Team * Occupational Therapists * Portage * PlayWise Learning CIC * Children’s Centre   If advised by EY SEND Advisors, consider applying for an EHCNA. |  | As above.   * Reports from other agencies. * Application for additional funding (as advised by EY SEND Adviser). |

# Section 2 - Whole Setting Inclusion Audit

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 practitioners to meet the needs of all children.

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| **Whole Setting Inclusion Tick** | |
| All Statutory safeguarding procedures are in place and followed |  |
| 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 the EYFS, the SEND Code of Practice and the Equalities Act understood by all practitioners? |  |
| Are setting practitioners aware of the local procedures and processes, including the role of the EY SEND Advisors and what is available as part of Sutton’s Local Offer? |  |
| Are there clear policies and procedures in place to support inclusion and children with SEND that are also shared with parents? |  |
| Are reasonable adjustments made to practice including financial adjustments to support children with SEND? |  |
| Is income invested wisely and 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 / practitioners’ time / practitioners’ training and development? |  |
| Does the setting have an up-to-date inclusion information on the Local Offer? |  |
| Do staff receive supervision and support in their role? |  |
| **Role of the SENDCo** | |
| Is there an identified SENDCo who has received specialist training/attends SENDCo Network Meetings?  Please visit the link [*suttontraining.event-booking.org*](http://suttontraining.event-booking.org/) |  |
| Does the SENDCo work with practitioners to support children’s needs using Assess, Plan, Do, Review? |  |
| Does the SENDCo know how to access support and work effectively with outside agencies and other professionals to access support and guidance?  For example: EY Advisors / Children’s Centre / Health visitor? |  |
| Does the SENDCo oversee and support practitioners who are delivering targeted or specialist provision? |  |

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| **Supporting and Developing Practitioners** | |
| Are all practitioners aware of the setting’s policies and procedures in relation to SEND and how to implement these? |  |
| Is there a practitioners’ training plan developed through practitioners’ appraisals which includes development in supporting children with SEND and inclusive practice? |  |
| Is practitioners’ training monitored to show evidence of impact into practice? |  |
| Is there a flexible approach to practitioners’ workloads that allows time for additional work in supporting children with SEND? |  |
| Do practitioners demonstrate universal inclusive approaches during sessions? |  |
| Are practitioners confident in working with all children and/or are they supported to develop confidence with children who have additional needs? |  |
| Are there opportunities for practitioners to have additional 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? |  |
| Setting practitioners 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? |  |
| **Working with Parents/Carers** | |
| Do the practitioners routinely share information about all children’s development, progress, strengths and areas of concern with parents? |  |
| Where a child does have an Individual Plan, is this reviewed with parents/carers every 6-8 weeks? |  |
| 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? |  |
| Are additional information and concerns about children’s development shared with parents in a timely and manageable way? |  |
| Are strategies used in the setting being developed with parents and shared with them to use at home? |  |
| Are parents/carers part of the planning process to ensure their child’s needs can be met? |  |

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| If appropriate, are parents given details of Sutton Information Advice Support service (SIASS)? |  |
| **Role of the Adult** | |
| Is there a robust Key Person system in place in the setting? |  |
| Are the characteristics of effective learning supported and modelled by all practitioners? |  |
| Are adults effectively deployed within the session in a way that actively supports children’s learning and development? |  |
| Do all practitioners respond sensitively to individuals and show empathy to a child’s immediate circumstances? |  |
| Do practitioners 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 home to setting, within the setting, to school and into Year 1 planned and understood by all partners? |  |
| Are all transitions supported by sharing key information including information from other agencies or services? |  |
| Are parents and children routinely involved in planning to meet the child’s needs? |  |
| Do the setting practitioners 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 environment to meet specific needs of individual children, including additional equipment, organisation, layout, including in response to advice from external agencies? |  |

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| **Routines and Rhythms of the day** | |
| Is the routine of the day flexible and responsive to different cohorts and different children’s needs? |  |
| Are practitioners 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 wellbeing and sense of security and appropriate to the child’s age and stage of development? |  |
| Does the setting make good use of visual timetables and / or use visual cues to support transitions and routines? |  |
| **Observation Assessment and Planning** | |
| 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 liaise 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 practitioners contribute to the observation and assessment of their key children and others where appropriate? |  |
| Does the continuous provision and planned adult-led activities reflect the interests of the children and the children’s learning targets? |  |
| Is differentiated planning provided for children regarding their identified needs? |  |
| Are specific activities and / or interventions provided, relating to targets set by other agencies or specialist services? For example: EY SEND Advisor, Speech and Language Therapists, Occupational Therapist. |  |

# 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 practitioners to consider the strategies and support they offer

individual children.

(Children can access all of these at the same time i.e. support is not solely linear or mutually exclusive.)

### Each area is divided into 3 levels of provision:

**Universal –** The majority of children will respond to simple, reasonable adjustments to meet their needs.

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

**Specialist –** A minority of children who have more complex needs, despite appropriate intervention and support, will need additional advice from specialist agencies. 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 support will have been effectively implemented and evaluated before higher levels of the graduated response are added.*

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). 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 practitioners are using the identified strategies to ensure consistency for the child. This should be monitored by the Manager/SENDCo; for example, through observation. 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. Within the section for each area of need, further website links are provided which are specific to that area.

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| **DfE (Universal, targeted and specialist)**  [*DfE Publications*](https://www.gov.uk/search/all?keywords&level_one_taxon=schools&organisations%5B%5D=department-for-education&public_timestamp%5Bfrom%5D&public_timestamp%5Bto%5D)  A range of documents relating to SEND, including general inclusive practice and specific areas of need |
| **Early Years Team**  Your SEND Early Years Advisors 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. Contact [*eysend@cognus.org.uk.*](mailto:eysend@cognus.org.uk) |
| **Sutton Local Offer Website**  [*https://www.sutton.gov.uk/w/about-sutton-s-local-offer-website?p\_l\_back\_url=%2Fsearch%3Fq%3Dlocal%2Boffer*](https://www.sutton.gov.uk/w/about-sutton-s-local-offer-website?p_l_back_url=%2Fsearch%3Fq%3Dlocal%2Boffer)  This website will explain Sutton’s local offer for children with SEND. |
| **Sutton Health and Care**  [*www.suttonhealthandcare.nhs.uk*](https://www.suttonhealthandcare.nhs.uk/)  (Health Visitors, speech and language therapy, occupational therapy, dietetics, physiotherapy) |
| **National Children’s Bureau (NCB) (Universal, targeted and specialist)**  [*https://www.ncb.org.uk/*](https://www.ncb.org.uk/) |
| **Education Endowment Foundation (Universal, targeted and specialist)**  [*EducationEndowmentFoundation.org.uk*](http://EducationEndowmentFoundation.org.uk/)Teaching-learning-toolkit Useful website linking to projects, evidence-based research on interventions, and a teaching and learning toolkit. |
| **The Sutton Trust-EEF Teaching and Learning Toolkit (Universal, targeted and specialist)** [*Educationendowmentfoundation.org.uk/teaching-learning-toolkit*](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-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. |
| **NASEN’s** [*SEND Gateway*](https://www.wholeschoolsend.org.uk/)**(Universal, targeted and specialist)**  You can search by area of need |
| **Foundation Years (Universal)**  [*http://www.foundationyears.org.uk/*](http://www.foundationyears.org.uk/) |
| **Early Support Developmental Journals (Targeted and specialist)**  [*https://www.ncb.org.uk/resources-publications/resources/early-years-developmental-journal*](https://www.ncb.org.uk/resources/all-resources/filter/transition-adulthood/early-years-developmental-journal) |
| **Council for Disabled Children (Specialist)**  [*http://www.councilfordisabledchildren.org.uk*](https://councilfordisabledchildren.org.uk/)  Supporting children with disabilities and special educational needs by influencing Government policy, working with local agencies to translate policy into practice and producing guidance and training |
| **PlayWise Learning CIC**  [*Home - PlayWise Learning CIC*](https://playwise.org.uk/)  PlayWise offers new, innovative and bespoke interventions for families either at home, community hub or in their learning setting. |

# Communication and Interaction

### Universal Provision Checklist

Once the 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 practitioners can check that they are providing appropriate and purposeful support for children, at a differentiated level, for their area of need.

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| **Attention and Listening Tick** | |
| **EYFS Links: Communication & Language - Listening and Attention** | |
| Is background noise minimised? |  |
| Do practitioners regularly assess children’s level of listening and attention? |  |
| Are learning environments kept uncluttered and visual distractions reduced? |  |
| Is the provision (and are 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 areas where the children are not easily distracted. |  |
| Do practitioners use the child’s name and, if appropriate, physical/visual prompts to gain attention? |  |
| Are practitioners positioned at the child’s level when they talk and interact? |  |
| Do practitioners use positive praise for good listening behaviour? |  |
| Are visual supports/sounds used during group/story times? |  |
| Are phonic activities planned and delivered to encourage attention and listening skills?  For schools looking for further information click here: [*https://www.gov.uk/government/publications/choosing-*](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes)[*a-phonics-teaching-programme/list-of-phonics-teaching-programmes*](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes) |  |
| **Understanding Language and Communication** | |
| **EYFS Links: Communication and Language - Understanding** | |
| Is an appropriate level of language being used, i.e. practitioners’ comments and verbal responses match the length, or are no more than one or two words longer, than the child’s phrases and verbal responses? |  |
| Do practitioners talk slowly and clearly? |  |
| Do practitioners regularly assess children’s level of understanding, e.g., using the ECAT Monitoring Tool? |  |
| Are visual cues, gestures and objects used to support understanding? |  |
| Do practitioners offer children limited choices with visual cues? For example, ‘milk or water?’ |  |
| Are children given time to process and respond? This will vary according to the child’s age and stage of development. |  |

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| When teaching new vocabulary and concepts, are there opportunities for repetition and reinforcement and use of matching pictures/visuals to embed the meaning of new words? |  |
| Are instructions and information given in small ‘chunks’, in clear, simple language? |  |
| Do practitioners use more comments than questions and is the level of questioning differentiated to suit individual children? |  |
| Are key words emphasised using slight stress and/or appropriate non-verbal communication? |  |
| Do practitioners position themselves so they can be face to face with all children in a group? |  |
| Are clear expectations of routines activities established with visual cues, e.g., showing a nappy at nappy changing time, showing a cup at snack time or photos of the handwashing sequence? |  |
| Do practitioners check that information has been understood and offer repetition, especially for younger children? |  |
| **Expressive (spoken) Language and Communication** | |
| **EYFS Links: Communication & Language - Speaking** | |
| Do practitioners regularly assess children’s level of expressive (spoken) language? For example, using the ECAT Monitoring Tool |  |
| Are all communication attempts sensitively encouraged and responded to? |  |
| Do practitioners 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 practitioners ask relevant questions, which are mostly open-ended? |  |
| Do practitioners value and support children’s development of non-verbal communication? |  |
| Do practitioners talk with children in conversation every day? |  |
| Do practitioners engage more in conversation than direction every day? |  |
| **Intelligibility** | |
| **EYFS Links: Communication & Language - Speaking** | |
| When a child mixes their speech sounds, do practitioners model back the correction clearly, not telling the child they are wrong? |  |
| Do all practitioners model language (in context) clearly, using correct articulation? |  |

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| **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 in pictorial form? |  |
| Are social skills and social interaction modelled and encouraged? |  |
| Do practitioners reinforce and praise positive behaviour? |  |
| Do practitioners observe and see triggers of unwanted behaviour and then act to pre-empt challenging situations occurring? |  |
| Are children encouraged and praised for using words to manage conflict? |  |
| Do practitioners support children to understand the language of staying safe? |  |
| Are opportunities to learn turn-taking provided in a range of situations? |  |
| Do practitioners name feelings and emotions in context (to help children understand the language of emotions), e.g., “I can see you felt really angry when you threw that car”? |  |
| **Flexibility of Thought** | |
| **EYFS Links: Personal, Social and Emotional Development** | |
| Are there clear routines and expectations with accompanying visual support e.g., visual timetable, objects? |  |
| 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, now-next board? |  |
| Do practitioners use the language of ‘First, then’ and is this backed up with a visual cue or prompt? |  |
| Do practitioners model language for thinking? |  |
| Are children encouraged to make choices? |  |
| Do practitioners proactively make connections for children, e.g., “you have an aeroplane on your t-shirt and there is an aeroplane in the sky too”. |  |

The [*SEND Code of Practice*](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)states that where a child does not make sufficient progress through the usual approaches to teaching and learning, practitioners 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 Checklist

*(Referred to as ‘Additional to’ in the SEND Code of Practice 2015)*

There is an expectation that Universal strategies are in place before including Targeted strategies.

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| **Attention and listening** | |
| **EYFS Links: Communication & Language - Listening and Attention** | |
| Do practitioners say child’s name or gently touch them to gain attention before speaking to them? |  |
| Do practitioners try to gain eye contact before speaking? |  |
| Do practitioners plan simple, short (small) group listening and attention games, in which children are able to experience success in completing an activity? |  |
| Are small group activities planned and delivered to encourage attention and listening skills daily? |  |
| Are all practitioners supporting listening and attention in the continuous provision – explicitly modelling skills? |  |
| **Understanding language and Communication** | |
| **EYFS Links: Communication and Language - Understanding** | |
| Are stories shared in pairs/small groups instead of whole groups to support participation? |  |
| Are all practitioners aware of what vocabulary the child already knows? |  |
| Do practitioners use sentences that are no more than 2 words longer than those of the child? |  |
| Do practitioners slow down the speed of their speech according to the needs of different children, giving more processing time for children who may need it? |  |
| Do practitioners emphasise important words by slowing down and pausing before the word? For example, ‘popping the bubbles’. |  |
| **Expressive (spoken) Language and Communication** | |
| **EYFS Links: Communication & Language - Speaking** | |
| Are there communication-friendly spaces? [*Communication-Friendly Spaces Audit*](https://www.wigan.gov.uk/Docs/PDF/Business/Professionals/Raising-Attainment/Communication-Friendly-Spaces-Audit-of-Provision.pdf)of Provision |  |

Please refer to: [*ican.org.uk what-works-database*](https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/)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.

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| Do practitioners respond to any attempt at communication? (This may be verbal or non-verbal.) |  |
| Do practitioners sometimes interpret/repeat back what the child has said? |  |
| Do practitioners use more comments than questions, encouraging a natural conversational style of interaction? |  |
| Do practitioners use open-ended questions, so they have more than one possible answer? |  |
| Do practitioners use language games in 1-1 / in small groups/pairs to support speaking skills? |  |
| **Social Development, Interaction and Play** | |
| **EYFS Links: Personal, Social and Emotional Development** | |
| Is there explicit teaching of social skills and rules of social interaction, with modelling and use of key phrases, e.g. “Can I join in?” |  |
| Is there support for social interaction, for example, negotiation skills, turn-taking (age appropriate)? |  |
| Do practitioners encourage recognition of the child’s own emotions and those of others and link physical feelings to emotions? |  |
| Do practitioners facilitate social skills groups or groups to support emotional regulation? |  |
| Do children have personalised social stories to support understanding and choices? (A social story is an individualised story that is around the child and helps them to understand a social situation/event.) |  |
| **Flexibility of Thought** | |
| **EYFS Links: Personal, Social and Emotional Development** | |
| Do practitioners teach strategies to deal with stressful events and identify strategies if the child needs to be withdrawn e.g., a selection of anxiety-reducing activities, an area the child can go to calm down? |  |
| Are activities/routines broken down into manageable steps with a clear start and finish? |  |

# Specialist Provision Checklist

*(Referred to as ‘Different from’ in the SEND Code of Practice 2015)*

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

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| **Attention and Listening** | |
| **EYFS Links: Communication & Language - Listening and Attention** | |
| **Follow the specific advice and strategies provided by a speech and language therapist.** |  |
| Do practitioners provide individual listening and attention programmes? E.g., intensive interaction, special time, attention bucket activities. |  |
| **Communication and Language** | |
| **EYFS Links: Communication & Language - Speaking** | |
| Is a Picture Exchange Communication System (PECS) used? |  |
| Are other forms of communication/augmentative communication used frequently and consistently? |  |
| Is social language and the language of self-help taught explicitly? |  |
| **Flexibility of Thought** | |
| **EYFS Links: Personal, Social and Emotional Development** | |
| Are individual ‘now-next’ boards in place and used consistently by all practitioners? |  |
| Is an individual visual timetable available and the child supported to use it? |  |

# Further SEND Support: Useful websites and Internet Resources

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

|  |
| --- |
| **For a pack of useful NHS SALT information sheets to share with parents please contact your SEND adviser** |
| **Sutton Speech and Language Services (Specialist**)  [*Children's Speech and Language Therapy | Sutton Health and Care*](https://www.suttonhealthandcare.nhs.uk/childrens-speech-and-language-therapy) |
| **Words for Life (Universal)**  [*www.wordsforlife.org.uk*](https://wordsforlife.org.uk/) |
| **I-CAN (Universal & Targeted)**  [*http://www.ican.org.uk*](https://ican.org.uk/evidence) |
| **Communication Help Point (Universal & Targeted)**  [*www.communicationhelppoint.org.uk*](http://www.communicationhelppoint.org.uk/) |
| **Talking Point (Universal & Targeted)**  [*www.talkingpoint.org.uk*](https://ican.org.uk/i-cans-talking-point/) |
| **DfE (Targeted)**  [*https://www.gov.uk/government/publications/what-works-interventions-for-children-and-young-people-with-speech-lan-*](https://www.gov.uk/government/publications/exploring-interventions-for-children-and-young-people-with-speech-language-and-communication-needs-a-study-of-practice)[*guage-and-communication-needs*](https://www.gov.uk/government/publications/exploring-interventions-for-children-and-young-people-with-speech-language-and-communication-needs-a-study-of-practice)  The Better Research Programme reviews intervention for children and young people with speech, language and communication needs |
| Let’s Talk Makaton (Targeted and Specialist)  [*https://www.makaton.org/*](https://makaton.org/) |
| **The Autism Education Trust – Early Years Programme (Targeted & Specialist)**  [*http://www.aettraininghubs.org.uk/early-years/*](http://www.aettraininghubs.org.uk/early-years/) |
| **National Autistic Society (Targeted & Specialist)**  [*http://www.autism.org.uk/*](http://www.autism.org.uk/) |
| **Dyspraxia Foundation (Targeted & Specialist)**  [*http://www.dyspraxiafoundation.org.uk/groups/speech-language/*](https://dyspraxiafoundation.org.uk/groups/speech-language/) |
| **Afasic (Specialist)**  [*http://www.afasic.org.uk/professionals/*](http://www.afasic.org.uk/professionals/) |
| **Picture Exchange Communication System (Specialist)**  [*www.pecs.org.uk*](https://pecs-unitedkingdom.com/) |

# Cognition and Learning

### Universal Provision Checklist

Once the 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 as an audit tool for inclusive practice, so that practitioners can check that they are providing appropriate and purposeful support for children.

|  |  |
| --- | --- |
| **Thinking Skills Tick** | |
| **EYFS Links: Characteristics of Effective Teaching and Learning** | |
| Are resources provided to support children to explore cause and effect? |  |
| Are children supported to use their 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? For example, how to switch a toy on. |  |
| Are children encouraged to show curiosity about the world, by asking questions and thinking about why things happen? |  |
| Through good role modelling, are children supported to notice similarities, differences and patterns? |  |
| Do adults talk through solving a problem with the children? |  |
| **Access to Learning** | |
| Is the learning environment visually supportive? |  |
| Are visual timetables consistently used to support independent learning?  Are they:   * at child’s height, * personalised |  |
| Do practitioners use pupil’s name to gain attention 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 practitioners check for understanding? |  |
| Is new learning linked with what the child already knows? |  |
| Are children given appropriate processing time before answering a question? |  |
| Is new vocabulary clearly explained, linked to real objects/experiences, where possible? |  |

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| **Reading** | |
| **EYFS Links: Literacy – Reading** | |
| Has the child’s hearing and vision been checked recently? |  |
| Is there a print-rich environment in the setting that is age and developmentally appropriate? |  |
| Are books provided throughout the continuous provision and easily accessible? |  |
| Are the child’s interests used to develop curiosity in books? |  |
| Are comprehension skills taught through sharing books, asking questions and making comments? |  |
| Are there regular opportunities for 1-1 or **small** group stories? |  |
| Consider sharing a reading list shared with parents/carers? |  |
| **Phonics/Spelling** | |
| **EYFS Links: Literacy – Comprehension, Word Reading and Writing** | |
| Are there phonic opportunities provided in the continuous provision? |  |
| Are early phonics skills taught through stories, songs and rhyme? |  |
| Are oral blending and segmenting skills modelled by practitioners, when children are  developmentally ready? |  |

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| **Recording** | |
| **EYFS Links: Physical development** | |
| Are children supported to develop gross motor skills? For example, crawling, climbing, throwing, jumping, lifting, pushing and pulling? |  |
| Are children supported to develop fine motor skills? For example, painting, weaving, cutting, modelling with dough, threading |  |
| **EYFS Links: Literacy – Writing** | |
| Are mark making/writing opportunities provided in all areas of the provision, including outside? |  |
| Do practitioners model mark making/writing and encourage children to use it in their play? |  |
| Do practitioners encourage children to give meaning to their marks? |  |
| Are resources high quality, readily available and regularly replenished? |  |

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| **Maths** | |
| **EYFS Links: Mathematics** | |
| Are quality maths resources provided throughout the continuous provision, inside and outside? |  |
| Are appropriate maths skills modelled throughout the daily routine? For example, cooking, setting the table routine songs, role play and construction area. |  |
| Are misconceptions (for example incorrect number order) noted and correct skills modelled? |  |

The [*SEND Code of Practice*](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)states that where a child does not make sufficient progress through the usual approaches to teaching and learning, practitioners 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, below.

# Targeted Provision Checklist

*(Referred to as ‘Different from’ in the SEND Code of Practice 2015)*

There is an expectation that Universal strategies are in place before including Targeted.

|  |  |
| --- | --- |
| **Thinking Skills** | |
| **EYFS Links: Characteristics of Effective Teaching and Learning** | |
| Do practitioners demonstrate how to explore and investigate objects? |  |
| Do practitioners demonstrate flexibility and model different ways of tackling problems? |  |
| **Access to Learning** | |
| **EYFS Links: Characteristics of Effective Teaching and Learning** | |
| Is new learning linked with what the child already knows? |  |
| Do practitioners pre teach key concepts/vocabulary? |  |
| Are children given protected spaces to explore and investigate objects? |  |
| Are children given sufficient time to explore and opportunities to revisit resources? |  |
| **Reading** | |
| **EYFS Links: Literacy – Reading** | |
| Are books differentiated to capture child’s interests and levels of development? |  |
| Are there daily modelled one-to-one or small group story sessions? For example, using interactive resources like story sacks and puppets. |  |
| Is a structured reading programme used when appropriate? |  |
| **Phonics** | |
| **EYFS Links: Literacy –Comprehension, Word Reading & Writing** | |
| Is there a protected environment where the child can explore pitch and sound? |  |
| Are small group listening and attention activities planned and delivered? |  |
| Are targeted phonics activities planned and delivered in small groups? |  |
| **Recording** | |
| **EYFS Links: Literacy – Physical development** | |
| Is individualised or small group work on gross motor and fine motor skills planned and delivered? |  |
| **EYFS Links: Literacy – Writing** | |
| Do practitioners model mark making/writing and encourage children to use it in their play? |  |
| Do practitioners model and encourage individual children, to give meaning to their marks? |  |

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| --- | --- |
| **Maths** | |
| **EYFS Links: Mathematics** | |
| Do individualised or small group maths games take place daily? |  |

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

# Specialist Provision Checklist – Cognition and Learning

# In addition to the Universal and Targeted support, settings should be implementing the advice provided by outside professionals.

# 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*](https://www.gov.uk/government/collections/phonics)  Collection of government documents regarding the relative value of a variety of phonic programmes. |
| **British Dyslexia Association (Targeted)**  [*https://www.bdadyslexia.org.uk/advice/educators*](https://www.bdadyslexia.org.uk/advice/educators) |
| **Dyscalculia and Dyslexia Interest Group (Targeted)**  [*https://www.bdadyslexia.org.uk/dyscalculia*](https://www.bdadyslexia.org.uk/dyscalculia) |
| **The Dyspraxia Foundation (Targeted)**  [*https://dyspraxiafoundation.org.uk/wp-content/uploads/2016/12/Early-year-s-dyspraxia-factsheet.pdf*](https://dyspraxiafoundation.org.uk/wp-content/uploads/2016/12/Early-year-s-dyspraxia-factsheet.pdf) |
| **Down’s Syndrome Association (Targeted & Specialist)**  [*http://www.downs-syndrome.org.uk/*](https://www.downs-syndrome.org.uk/) |

# Social Emotional and Mental Health

### Universal Provision Checklist

Once the 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 as an audit tool for inclusive practice, so that practitioners can check that they are providing appropriate and purposeful support for children.

|  |  |
| --- | --- |
| **Social Development** | |
| **EYFS Links: Personal, Social & Emotional Development –Building Relationships** | |
| Are there clear routines in place which remain stable each day (with flexibility when needed)? |  |
| Are visual timetables consistently used to support social and emotional development?  Are they placed where they can be seen by all children? |  |
| Are specific strategies used to teach social understanding? |  |
| Do practitioners support children to play with others and model the skills involved? |  |
| Are there opportunities for children to play with others in all areas of provision? |  |
| Are there a range of opportunities for social development? For example, circle time, snack, mealtimes simple turn-taking games and role-play? |  |
| **Emotional Development and Mental Health** | |
| **EYFS Links: Personal, Social & Emotional Development – Self Regulation and Managing Self** | |
| Do practitioners understand the importance of supporting children’s mental health and emotional well-being? |  |
| Do practitioners name feelings and emotions in context (to help children understand the language of  emotions)? For example, “I can see you felt really angry when you threw that car”. |  |
| Do practitioners talk about their own feelings? For example, “I am feeling a bit sad today because…………………… |  |
| Are opportunities provided to support children to develop an understanding of the impact of their actions on other children’s feelings? For example, through daily interactions, circle time and role play |  |
| Is a quiet space provided for a child to calm down (if needed) with minimal distractions? |  |
| Do practitioners use positive reinforcement meaningfully? |  |

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| Are behaviour expectations phrased positively i.e., telling children what to do, rather than what *not* to do? For example, replace ‘don’t run’ with ‘walking feet in doors’ |  |
| Are behaviour expectations reinforced using visual prompts? |  |
| Are transition times supported with auditory and visual prompts? |  |
| Is there a clear behaviour policy and consistently implemented by all practitioners? |  |
| Do practitioners offer children choices which give the child a sense of ownership, but within carefully considered boundaries? |  |
| **Confidence and self-awareness** | |
| **EYFS Links: Personal, Social & Emotional Development – Managing Self** | |
| Are children given opportunities to discuss their own preferences, interests and abilities? |  |
| Do practitioners encourage children to talk and have conversations with them? |  |
| Do children have opportunities to go on visits? |  |
| Are children encouraged to develop independence when selecting resources in their environment? |  |
| **Toileting and Self-Care** | |
| **EYFS Links: Managing Self** | |
| Is there a toileting policy and do practitioners actively promote toilet training in partnership with parents/carers? |  |
| Is independence in toileting and self-care encouraged as developmentally appropriate? |  |
| Do practitioners share with parents/carers self-care and toileting practices and age-appropriate expectations? (ERIC and Bowel and Bladder websites) |  |
| Are self-care routines, such as hand washing and toileting supported by visual displays, which adults refer to regularly? |  |
| Do adults encourage child to access snacks and drinks independently? |  |
| Do adults encourage and support children with independent dressing and undressing, for example, coats, shoes, aprons and PE kits? |  |
| Do adults encourage children to be responsible for their belongings and provide a personal space to keep them in? For example, basket, tray, coat peg. |  |
| Is there a policy in place for administering medicines in line with your insurance policy and in consultation with parents/carers? |  |

# Targeted Provision Checklist

*(Referred to as ‘Additional to’ in the SEND Code of Practice 2015)*

There is an expectation that Universal strategies are in place before including Targeted strategies.

|  |  |
| --- | --- |
| **Social Development** | |
| **EYFS Links: Personal, Social & Emotional Development – Building Relationships** | |
| Are visual timetables in place for individual children and referred to throughout the day? |  |
| Do practitioners support and model social skills with individual children in child-initiated play? |  |
| Are individualised plans written in collaboration with parents/carers which support the child’s learning and development? |  |
| Is additional support available for children at transition times? |  |
| Are small group activities planned to develop social skills? For example, use of stories, puppets, simple scenarios, role play. |  |
| Are practitioners using specific strategies to teach social understanding for example, social stories for individuals/ small groups? |  |
| **Emotional Development and Mental Health** | |
| **EYFS Links: Personal, Social & Emotional Development – Self Regulation** | |
| Is there access to a quiet cosy place with some protection to calm down, when needed? |  |
| Is there small group work to develop emotional vocabulary for specific children, for example, practitioners modelling emotional vocabulary in context, role play, puppets? |  |

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| Do practitioners support children to self-regulate? For example, through sensory activities, listening to music, relaxation exercises, |  |
| **Confidence and Self-awareness** | |
| **EYFS Links: Personal, Social & Emotional Development – Managing Self** | |
| Do practitioners support children to develop confidence in new situations and key transitions? For example, moving rooms or meeting a new key person and children. |  |
| **Toileting and Self-Care** | |
| **EYFS Links: Managing Self** | |
| Have adult ratios been increased to support those children with additional toileting needs? |  |
| Are social stories about toileting shared with children that have additional toileting needs? |  |
| Are you working in partnership with parents/carers to develop a toileting plan? |  |
| Are children encouraged to try different foods? |  |
| Do practitioners break tasks down into small steps (backward chaining) to support independence? You teach the child the last step first, working backwards, for example, pulling the zip up on a coat. |  |
| Is training available for medical needs such as asthma, EpiPen, diabetes? |  |
| Is there a medical care plan in place to support children with ongoing health conditions? |  |

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

# Specialist Provision Checklist

*(Referred to as ‘Additional to’ in the SEND Code of Practice 2015)*

Specialist provision should be implemented if children have significant and persistent learning difficulties, despite access to Universal and Targeted provision.

|  |  |
| --- | --- |
| **Social Development** | |
| **EYFS Links: Personal, Social & Emotional Development –Building Relationships** | |
| Has modification of the social environment and daily routine been adapted and reviewed considering specialist advice? |  |
| Have visual timetables or ‘Now/Next’ boards in place for identified individual children, been reviewed considering specialist advice? |  |
| Have you enhanced ratios to support the child? |  |
| Is there regular involvement of external agencies to support and monitor? |  |
| Is there increased parent/carer involvement with the setting and outside agencies as appropriate? |  |
| **Emotional Development and Mental Health** | |
| **EYFS Links: Personal, Social & Emotional Development – Self Regulation** | |
| Do Individual Plans (IPs) follow the Graduated Approach in line with Code of Practice? Are they shared termly with parents/carer? |  |
| Is there regular involvement from external agencies to support and monitor progress through a multi-agency response? |  |
| Is there an experienced adult with whom the child has a positive relationship, who can consistently reinforce, appropriate behaviours? |  |
| Is a positive handling plan in place with training if required? |  |

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| **Confidence and Self-awareness** | |
| **EYFS Links: Personal, Social & Emotional Development – Managing Self** | |
| Is there increased parent/carer involvement through more frequent review meetings, planning interventions to be carried out at home and setting, etc? |  |
| **Toileting and Self-Care** | |
| **EYFS Links: Managing Self** | |
| Is individual support provided from Community Nurses/Health visitor team for toileting needs? |  |
| Is play with food encouraged for children with sensory aversions to food on the advice of specialists? |  |
| Is advice from an occupational therapist and/or dietician incorporated into individual planning? |  |
| Is a health care plan in place for children with swallowing difficulties (dysphagia)? |  |
| Is staff training available for specific medical needs, such as, catheterisation, peg feeding, epilepsy? |  |

NB: Programmes developed, and techniques used may require training on a formal or informal basis

# 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*](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. |
| **ELSA**  [*https://www.elsa-support.co.uk/*](https://www.elsa-support.co.uk/) |
| **Young Minds (Universal & Targeted)**  [*http://www.youngminds.org.uk*](https://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)**  [*https://www.local.gov.uk/early-help-4-mental-health*](https://www.local.gov.uk/case-studies/early-help-4-mental-health) |
| **Minded (Universal & Targeted)**  [*https://www.minded.org.uk/*](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. |
| **Nurture Group Network (Targeted)**  [*http://www.nurturegroups.org/*](https://www.nurtureuk.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/*](http://www.sdqinfo.com/)  Strengths and Difficulties Questionnaire, which can be used to assess social and emotional need. |

# Physical and Sensory Needs

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

* **Physical needs**
* **Sensory processing**
* **Sensory impairment**
* **Medical needs**

# Physical and Sensory Needs: Physical Needs

### Universal Provision Checklist

Once the 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 practitioners can check that they are providing appropriate and purposeful support for children at a differentiated level for their area of need.

|  |  |
| --- | --- |
| **Gross Motor Development Tick** | |
| **EYFS Links: Gross Motor Skills** | |
| Are babies provided with daily tummy time? |  |
| Are there a wide range of resources to support children’s developing gross motor skills both indoors and outdoors? |  |
| Are there opportunities for children to develop shoulder, elbow and wrist strength? For example, carrying buckets full of sand, pushing wheelbarrows, opportunities for mark making on a large scale. |  |
| Are resources and activities provided for children to develop core strength and balance, such as balance bikes, crawling through tunnels? |  |
| Are children encouraged to complete activities standing up? For example, painting, cooking. |  |
| Are activities provided for children to use cross lateral movements and cross the midline? For example, crawling, touching left leg with right arm, waving ribbons, riding a scooter. |  |

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| **Fine Motor Skills Development** | |
| **EYFS Links: Fine Motor Skills** | |
| Are there a wide range of resources to match children’s fine motor skill levels indoors and outdoors? For example, grasping, turning, pinching, manipulating. |  |
| Have pre-writing skills been supported through lots of fine motor activities? For example, finger gym, malleable materials, scrunching paper, screwing and unscrewing nuts and bolts. |  |
| Are practitioners aware of prewriting symbols? |  |

The [*SEND Code of Practice*](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)states that where a child does not make sufficient progress through the usual approaches to teaching and learning, practitioners 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 Checklist

*(Referred to as ‘Additional to’ in the SEND Code of Practice 2015)*

There is an expectation that Universal strategies are in place before including Targeted.

|  |  |
| --- | --- |
| **Gross Motor Development** | |
| **EYFS Links: Gross Motor Skills** | |
| Are tasks adapted/modified in line with children’s physical needs? |  |
| Do practitioners support independence and encourage children to ‘have a go’? |  |
| If children are sitting in a w position (on bottom with both knees bent and legs turned out away from body), are they encouraged to try other ways of sitting? For example, long sitting, side sitting, crisscross sitting or sitting on a small bench. |  |
| **Fine Motor Skills Development** | |
| **EYFS Links: Fine Motor Skills** | |
| Are fine motor resources provided for targeted activities? For example, threading, play dough, construction, weaving. |  |
| Are children with additional physical needs given more time to complete activities if needed? |  |

# Specialist Provision Checklist

*(Referred to as ‘Different from’ in the SEND Code of Practice 2015)*

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.

|  |  |
| --- | --- |
| **Gross Motor Development** | |
| **EYFS Links: Gross Motor Skills** | |
| Is a Physio/Occupational Therapy programme implemented as recommended? |  |
| Are adapted/specialist resources; chairs, frames, needed/used? |  |
| Is a positive handling plan in place with training if required? |  |
| **Fine Motor Skills Development** | |
| **EYFS: Fine Motor Skills** | |
| Is individual alternative equipment available? For example, brushes, rollers, different scissors, writing slope, pencil grips, chunky pencils or resources appropriate for their stage of development. |  |

# Physical and Sensory Needs: Sensory Processing

### Universal Provision Checklist

Once the 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 practitioners can check that they are providing appropriate and purposeful support for children at a differentiated level for their area of need.

|  |  |
| --- | --- |
| **Sensory processing Tick** | |
| Are all practitioners aware of the seven senses - sight/visual, sound/auditory, touch/tactile, taste/gustatory, smell/olfactory, balance/vestibular, body awareness/proprioception? |  |
| Are all practitioners aware of how each sense can be hypo (under-sensitive) or hyper (over-sensitive)? Are practitioners aware of the potential impact this can have on all other areas of learning? |  |
| Are all practitioners aware of children’s sensory needs and are these taken into account in all provision? Do practitioners plan for a sensory supportive environment taking into consideration lighting, colour, seating, organisation, a quiet area? |  |
| Do practitioners prepare children for new or unusual sensory experiences? |  |
| Do practitioners gather and share information with parents about children’s sensory development and potential needs? |  |

The [*SEND Code of Practice*](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)states that where a child does not make sufficient progress through the usual approaches to teaching and learning, practitioners 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 Checklist

*(Referred to as ‘Additional to’ in the SEND Code of Practice 2015)*

There is an expectation that Universal strategies are in place before Including Targeted.

|  |  |
| --- | --- |
| **Sensory processing** | |
| Are practitioners gathering information and using observations 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). |  |
| Are all practitioners aware of the child’s response to stimuli and whether it is hypo (under-sensitive) or hyper (over-sensitive)? |  |
| Are practitioners using strategies to support the child’s sensory needs? For example, a movement activity before the child is expected to undertake a listening activity. |  |
| Are tasks/routines adapted to meet the child’s needs? For example, adapting story time into smaller groups with developmentally appropriate books. |  |
| Do practitioners consider the positioning of the child at a table or on the carpet? For example, near the door may be noisy or have a draught. |  |

# Specialist Provision Checklist

*(Referred to as ‘Different from’ in the SEND Code of Practice 2015)*

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.

|  |  |
| --- | --- |
| **Sensory processing** | |
| Are practitioners working in close partnership with specialist agencies such as occupational health, following individual targets and strategies? |  |
| Is there regular involvement from external agencies to support and monitor? |  |

# Physical and Sensory Needs: Sensory Impairment

### Universal Provision Checklist

Once the 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 practitioners can check that they are providing appropriate and purposeful support for children at a differentiated level for their area of need.

|  |  |
| --- | --- |
| **Visual Impairment Tick** | |
| Is the learning environment clearly organised and uncluttered? |  |
| Is background noise kept to a minimum? |  |
| Does the indoor environment have good levels of natural lighting? |  |
| Do you consider good contrast for activity tables? For example, a red object on a yellow table. |  |
| When on the carpet/in a group, are children sat at the front with their back to the windows? |  |
| Is print used in a large bold format which is simple and uncluttered, showing a good contrast? |  |
| Do practitioners 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? |  |
| Are children who need glasses supported to develop a good routine for wearing their glasses throughout the day? |  |
| Do practitioners say the child’s name before talking to them as children with VI are unlikely to follow non- verbal communication? |  |
| Are children given enough time to complete activities and ‘down time’ to reduce the effects of visual fatigue? |  |
| Are practitioners aware that 80% of all learning is visual and that VI children may not have all the concepts in place? |  |
| **Hearing Impairment** | |
| Is the background noise reduced to improve the acoustic environment? |  |
| Is the room acoustically friendly? For example, use rugs, tablecloths, curtains, cushions |  |
| If a child has hearing aids/cochlear implants are practitioners aware what to do when these are not working? |  |
| When practitioners are talking, do they ensure the child can see their lips to support lip reading? |  |
| Do practitioners stand still, get down to the child’s level and face the child when speaking to them? |  |

|  |  |
| --- | --- |
| Are children who need hearing aids/cochlear implants supported to develop a good routine for wearing them throughout the day? |  |
| Do practitioners use visual cues, Makaton, British Sign Language / other resources to support all aspects of teaching and learning? |  |
| Has the child been issued with a Radio Aid from the Sensory Impairment Service and is this being used appropriately? |  |
| Have practitioners received training from the Sensory Impairment Service regarding the needs of a Deaf child in the classroom and management around their hearing technology? |  |
| **Multi-Sensory Impairment** | |
| Are practitioners aware that the child may communicate their needs, wants & ideas in different ways? |  |
| Has the impact of the combined sensory loss been planned for? |  |
| Has a coordinated approach been implemented to meet the child’s needs? |  |

The [*SEND Code of Practice*](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)states that, where a child does not make sufficient progress through the usual approaches to teaching and learning, practitioners 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 Checklist

*(Referred to as ‘Additional to’ in the SEND Code of Practice 2015)*

There is an expectation that Universal strategies are in place before including Targeted.

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| --- | --- |
| **Visual Impairment** | |
| Has the child had access to appropriate modified resources? |  |
| Have practitioners had appropriate training to meet the child’s specific needs? |  |
| Does the child have access to appropriate support during sessions, if appropriate? |  |
| Do practitioners carry out the necessary risk assessment in advance of certain learning opportunities including trips/visits? |  |
| Is there an accessibility plan to include all areas? |  |
| Is support from the VI service being sought and implemented? |  |
| **Hearing Impairment** | |
| Does the child have access to sign-supported language? |  |
| Do practitioners make use of specialist equipment to support learning where appropriate? |  |
| Does the child have access to cued speech if needed? |  |
| Does the child have access to a specialist Speech and Language Therapist? |  |
| Is support from the HI Service being sought and implemented? |  |
| **Multi-Sensory** | |
| See above for VI and HI considerations. |  |
| Have all sensory channels (vision, hearing and touch) 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 Checklist

*(Referred to as ‘Different from’ in the SEND Code of Practice 2015)*

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

|  |  |
| --- | --- |
| **Visual Impairment** | |
| Are alternative means of reading and recording work provided, including large print, Braille and touch typing? |  |
| **Hearing Impairment** | |
| Are alternative means of communicating used, e.g., British Sign Language, Makaton and/or cued speech? |  |
| Does the child have access to the Sensory Impairment Team? |  |
| **Multi-Sensory Impairment** | |
| Is the advice given by the sensory impairment team and other professionals been implemented? |  |
| Is there access to a sensory-based curriculum? |  |

# 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. Within the section for each area of need, further website links are provided which are specific to that area.

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| --- |
| **DfE (Universal, targeted and specialist)**  [*DfE Publications*](https://www.gov.uk/search/all?keywords&level_one_taxon=schools&organisations%5B%5D=department-for-education&public_timestamp%5Bfrom%5D&public_timestamp%5Bto%5D)  A range of documents relating to SEND, including general inclusive practice and specific areas of need |
| **Early Years Team**  Your SEND Early Years Advisors 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. Contact [*eysend@cognus.org.uk.*](mailto:eysend@cognus.org.uk) |
| **Sutton Local Offer Website**  [*https://www.sutton.gov.uk/w/about-sutton-s-local-offer-website?p\_l\_back\_url=%2Fsearch%3Fq%3Dlocal%2Boffer*](https://www.sutton.gov.uk/w/about-sutton-s-local-offer-website?p_l_back_url=%2Fsearch%3Fq%3Dlocal%2Boffer)  This website will explain Sutton’s local offer for children with SEND. |
| **Sutton Health and Care**  [*www.suttonhealthandcare.nhs.uk*](https://www.suttonhealthandcare.nhs.uk/)  (Health Visitors, speech and language therapy, occupational therapy, dietetics, physiotherapy) |
| **National Children’s Bureau (NCB) (Universal, targeted and specialist)**  [*https://www.ncb.org.uk/*](https://www.ncb.org.uk/%20%20) |
| **Education Endowment Foundation (Universal, targeted and specialist)**  [*EducationEndowmentFoundation.org.uk*](http://educationendowmentfoundation.org.uk/)Teaching-learning-toolkit Useful website linking to projects, evidence-based research on interventions, and a teaching and learning toolkit. |
| **The Sutton Trust-EEF Teaching and Learning Toolkit (Universal, targeted and specialist)** [*Educationendowmentfoundation.org.uk/teaching-learning-toolkit*](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-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. |
| **NASEN’s** [*SEND Gateway*](https://www.wholeschoolsend.org.uk/)**(Universal, targeted and specialist)**  You can search by area of need |
| **Foundation Years (Universal)**  [*http://www.foundationyears.org.uk/*](http://www.foundationyears.org.uk/) |
| **Early Support Developmental Journals (Targeted and specialist)**  [*https://www.ncb.org.uk/resources-publications/resources/early-years-developmental-journal*](https://www.ncb.org.uk/resources/all-resources/filter/transition-adulthood/early-years-developmental-journal) |
| **Council for Disabled Children (Specialist)**  [*http://www.councilfordisabledchildren.org.uk*](https://councilfordisabledchildren.org.uk/)  Supporting children with disabilities and special educational needs by influencing Government policy, working with local agencies to translate policy into practice and producing guidance and training |
| **PlayWise Learning CIC**  [*Home - PlayWise Learning CIC*](https://playwise.org.uk/)  PlayWise offers new, innovative and bespoke interventions for families either at home, community hub or in their learning setting. |

# Further SEND Support: Useful Websites and Internet Resources

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

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

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| **Physical (Specialist)**  **Cerebra** [*https://www.cerebra.org.uk*](https://cerebra.org.uk/)  Supporting children with neurological conditions through research, information and direct, on-going support |
| **Physical (Targeted & Specialist)**  **Muscular Dystrophy UK** [*https://www.musculardystrophyuk.org*](https://www.musculardystrophyuk.org/)  Providing support and information to people with muscular dystrophy and their families in the UK |
| **Physical (Targeted & Specialist)**  **Dyspraxia Foundation** [*https://dyspraxiafoundation.org.uk/*](https://dyspraxiafoundation.org.uk/) |
| **Physical (Targeted)**  **Scope** [*https://www.scope.org.uk*](https://www.scope.org.uk/)  Providing support and information to people with disability and their families in the UK (includes early years section) |
| **Medical (Targeted & Specialist)**  **Young Epilepsy** [*https://www.youngepilepsy.org.uk*](http://www.youngepilepsy.org.uk/)  Supporting children and young people with epilepsy and associated conditions |
| **Scope (Targeted & Specialist)**  [*https://www.scope.org.uk*](https://www.scope.org.uk/)  Disability resources for education practitioners |
| **Muscular Dystrophy (Targeted & Specialist)**  [*www.muscular-dystrophy.org.uk*](https://www.muscular-dystrophy.org.uk/) |
| **English Federation of Disability Sport (EFDS) (Targeted & Specialist)**  [*www.efds.co.uk*](https://www.activityalliance.org.uk/)  Supporting disabled people to be physically active. |
| **SENSE**  [*www.sense.org.uk*](https://www.sense.org.uk/)  Sense is a national charity that supports people who are deafblind, have sensory impairments or complex needs, to enjoy more independent lives. |
| **ERIC**  [*www.eric.org.uk*](https://www.eric.org.uk/)  Tackling the challenges of bowel and bladder conditions for young children. |

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# Appendix 1

# Sutton’s Statement on Alternative Provision

The London Borough of Sutton (LBS) are responsible for arranging suitable education for permanently excluded pupils, and for other pupils who – because of illness or other reasons – would not receive suitable education without such arrangements being made.

* The Governing bodies of our maintained schools and academies are responsible for arranging suitable full-time education from the sixth day of a fixed period exclusion.
* Our maintained schools and academies may also direct pupils off-site for education, to help improve their behaviour.
* Statutory guidance sets out the Government’s expectations of local authorities and maintained schools who commission alternative provision and pupil referral units. The Government expects those who are not legally required to have regard to the statutory guidance to still use it as a guide to good practice.
* In terms of Early Years pupils, the above legislation applies to all five years old pupils who are of statutory school age.

**Sutton EYFS** Graduated Response Toolkit

