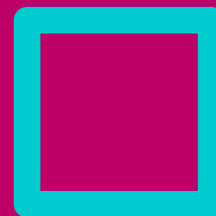


Early Years Ordinarily Available Provision

Date: November 2024



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What does Redbridge mean by Ordinarily Available Provision (OAP)?

- In Redbridge we aspire for all children to feel safe, heard, cared for and able to flourish to reach their full potential.
- This document is intended to support early years settings, to reflect and develop their inclusive provision to benefit all the children including those with SEND.
- The OAP provides a good practice, high quality teaching benchmark to further increase the experiences of our children in line with the curriculum and the SEND COP (1.24).
- It aims to clarify for all Redbridge early years providers what they should be able to provide within their own resources, activities, experiences, strategies and the environment. Before considering if additional support, SEN Inclusion Funding (SENIF) or Designated Support Grant (DSG) may be needed.
- It includes what providers should be doing as part of the requirement to identify and support children who may have SEND through early identification and the four stages of action referred to as the 'Graduated Approach'.
- If good practice and high-quality teaching is available to all children fewer children will likely require additional support.

Useful Links:

- Please refer to the [Early Years Flow Chart SEND Flowchart](#)

Introduction

The term Ordinarily Available Provision is derived from the SEND Code of Practice (2015) and reiterated in the SEND and Alternative Provision Improvement Plan March 2023 Green Paper. The term refers to the support that must be universally available for all children to support them with their developmental needs prior to more specialised input.



Legal definition of Special Educational Needs and Disabilities:

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age,
- or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

(Part 3, Section 20 Children and Families Act 2014 and SEND and Alternative Provision improvement).

How to use the Ordinarily Available Provision (OAP) document

- To ensure that settings are implementing OAP in all their practise.
- Once OAP is embedded and used, practitioners can identify children with emerging needs through the Graduated Approach.
- To demonstrate that the setting has taken 'relevant and purposeful action to identify, assess and meet the special educational needs of the child' (5.49 SEND COP.)
- Facilitate conversations between parents/carers and practitioners to support children's learning and development.
- Explore referrals to relevant professionals e.g. Area SENCo/Advisory Teacher with parental consent.
- To demonstrate the provision the setting has already provided for the children including the impact before applying for additional support.
- Whilst we acknowledge every child is unique and practitioners will find that some children's strategies may need to be personalised further, time and consistency are key. Working co-productively with parents will achieve the best outcomes for a child with SEND.



Special Educational Needs Flow Chart

Updated: October 2024

Following the **Assess Plan Do Review** Process and Early Identification/Intervention.

Create a welcoming environment for the child. Look at the registration form to gather information about the child's likes, dislikes, interests, comforts, additional languages-key words etc. Ensure strong bonds with the parent/child are made. If a child has attended another setting, ask for permission to contact the setting. Use the information to support the child to become comfortable in the nursery environment.

Once the child is settled into nursery conduct observations.
-Complete the child's **Starting Point Assessment** after about 6 weeks. Complete this alongside the parents. Starting Points can sometimes be an opportunity to discuss gaps in development. Parents can also highlight any concerns they have. Parents are key as they are a child's primary educator.

-**2-Year-Old Progress Check** is completed around the age of 2 years and 6 months. Complete this alongside parents and share information about strengths and difficulties. If there are concerns, please share the 2-Year-Old Progress Check and postcode with the Universal Health Visiting Team Redbridge0-19dutydesk@nelft.nhs.uk
-Put into place interventions that you feel will support the child. Please ensure that you have referred to the **Ordinarily Available Provision (OAP)** document before contacting your Area SENCo.
-Have sensitive conversations with parents about concerns that we have at nursery. Explain the role of the Area SENCO requesting parental consent if appropriate.

-To devise an Individual Support Plan (ISP), implement the plan for a minimum of 6 weeks, then review and update the plan in line with the progress the child has made (Contact Area SENCO for advice if needed).

-Continuation of SENIF needs to be requested each term with a written review and an updated ISP. Dates are circulated by SEYP.
-Enhanced SENIF can only be requested for up to 3 terms.
-Once a child has 2 terms of SENIF, you may need to consider if the child needs an Education Health Care Needs Assessment (EHCNA).
- Complete and submit an EHCNA.
-Send a copy of the finalised Education Health Care Plan (EHCP) to your Area SENCO & review after 6 months from the date of issue.

-If SEN Inclusion Funding (SENIF) (targeted or enhanced level) is required, complete the SENIF form, and submit with a reviewed and current ISP. SENIF can only be used for an additional support person.
-All children from the term after they turn 9 months of age and in receipt of the Free Early Education Entitlement (FEEE) funding could be eligible for SENIF. Please see the Early Years Entitlement April 2024.

-In agreement with the Area SENCO complete and submit an Initial Notification (IN) with a REVIEWED ISP to the SEND Early Years Panel (SEYP). Please attach relevant reports. Once the notification has been discussed and agreed a confirmation email will be sent to you.
Please attach relevant reports. Once the notification has been discussed and agreed a confirmation email will be sent to you.

-Consider and complete appropriate referrals to other professionals such as Speech and Language Therapy, Physiotherapist, and the local Children's Centre with parental permission.
-Discuss the child with your Area SENCO with parental permission.

Scenario

Identified Need:

Bobby is a little boy who is 2 ½ years of age. He started at the setting 2 months ago.

Settling observations and his starting points show that he has a delay with his Communication and Language Development.

What are the next steps?

SEND is everyone's responsibility therefore the OAP document needs to be accessible for all staff.

The practitioner needs to refer to the OAP document for support, guidance and ideas to provide good practice.

What pages would help you to meet Bobby's needs?

12,13,14

The Area SENCo/Specialist Advisory Teacher would expect OAP to be thoroughly embedded before seeking further support. Please refer to the Special Education Needs Flowchart for further steps.

Early Years Foundation Stage (EYFS)

The Early Years Foundation stage 2024 (EYFS) is a key document for all Early Years providers and sets out the standards which must be met to make sure that all children have the best start in life and help fulfil their potential. This framework is for all group and school-based early years providers in England (including maintained schools; non-maintained schools; independent schools; free schools; and academies) and all group-based providers on the early years register. NB childminders now have their own statutory framework to adhere to EYFS statutory framework for childminders.

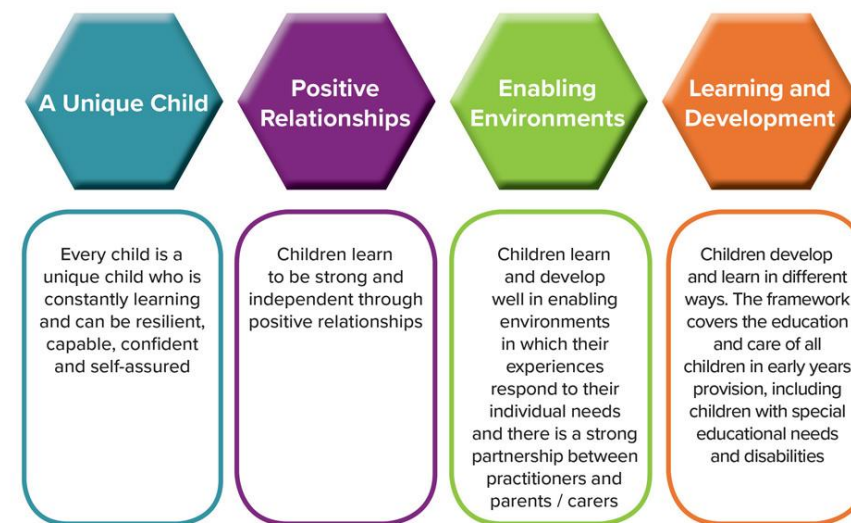
The EYFS seeks to provide:

- Quality and consistency in all early year's settings, so that every child makes good progress, and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learnt regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported (EYFS page 5).
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.18). The framework covers the education and care of all children including children with special educational needs and disabilities (SEND).

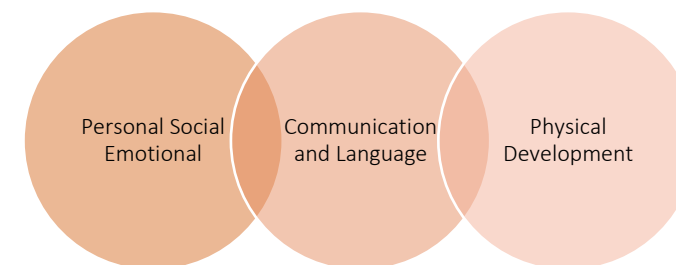
Links:

- [Development Matters](#)
- [Birth to 5 Matters](#)

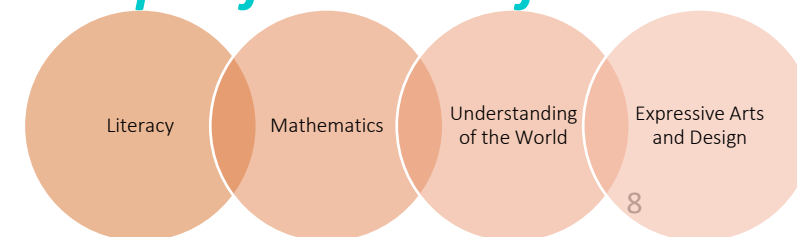
The Four Guiding Principles of the Early Years Foundation Stage



Prime Areas of the EYFS



Specific Areas of the EYFS



Legislation (please click each hyperlink for further information):

Relevance to OAP

[The SEND Code of Practice 2015](#)

Within Section 5 of the SEND Code of Practice it outlines the expectations of early years providers (p.80-90).

Those in group provision are expected to identify a SENCo. Childminders are encouraged to identify a person to act as a SENCo, and childminders who are registered with a childminder agency or who are part of a network may wish to share that role between them.

- All early year's providers must promote equality of opportunity for children with SEND.
- All early year's providers are required to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care
- All early year's providers should take steps to ensure that children with medical conditions get the support required to meet those needs
- All settings should adopt a graduated approach with four stages of action: assess, plan, do, and review.

Where (despite the setting having taken relevant and purposeful action to identify, assess, and meet the special educational needs of the child) the child has not made expected progress, the setting should consider requesting an Education, Health, and Care Needs assessment.

Children's special educational needs and disabilities are generally thought of in the following four broad areas of need and support (SEND COP 5.32.)

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

[Equality Act 2010](#)

- All early year's providers have duties under the Equality Act 2010. In particular, they must not discriminate against, harass, or victimise children with SEND, and they must make reasonable adjustments to prevent them being put at substantial disadvantage. These include 'Reasonable adjustments':
- To procedures, policies and staff training.
- By making alterations within the setting.
- Including the provision of auxiliary aids and services.
- This duty is an anticipatory duty, which means that settings should plan ahead and anticipate/consider what children with SEND might need and what adjustments should be made. A discussion with parents/carers and previous settings attended (if applicable) will be useful to inform the above. A transition plan should also be made to further support the child.
- Settings should have arrangements in place that include a clear approach to supporting and assessing children with SEND in collaboration with parents. This should be part of the setting's overall approach to supporting the development of all children and creating a sense of belonging.
- Inclusive practice may mean adaptations, differentiation, extra support, and seeking specialist advice to ensure equal opportunities for all.

Legislation (please click the hyperlink for further information):	Relevance to OAP:
The Children and Families Act (2014)	<p>“A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.” The Children and Families Act (Part 3, Section 20 (1)).</p>
The United Nations Convention on the Rights of the Child (UNCRC)	<p>Article 29 (goals of education) Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment their parents to be reunited with them.</p> <p>Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.</p> <p>The London Borough of Redbridge is committed to becoming a UNICEF-accredited “Child Friendly Borough”. The UNICEF Child Friendly Cities and Communities programme brings together UNICEF UK and local government to put children's rights at the heart of children's public services.</p>
Useful Links	<ul style="list-style-type: none"> • Early Years Foundation Stage Statutory Framework for group and school based providers (2024) • Early Years Foundation Stage Statutory Framework for childminders (2024) • Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan (2023) • Development Matters Non-statutory curriculum • Birth to 5 Matters Non-statutory curriculum

Communication and Interaction



6.32 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. (SEND COP)



Social Communication

- I may prefer to play alone (solitary play) and have difficulty with understanding social situations.
- I may avoid situations where language is involved.
- I may struggle to understand and express my emotions.
- I may struggle to follow familiar routines.
- I may struggle with transitions.
- I may find making choices difficult.
- My concentration may be fleeting.
- I may have a disordered pattern of communication development e.g., the child or young person is not following the usual expected developmental pattern.

Enabling Environment:

- Different cultures have different social rules. Speak to parents about what is expected in their culture and that a child with English as an Additional Language (EAL) may present as having SEND but just needs time to hear and learn the new language.
- All adults are aware of, plan appropriately and support with transitions.
- Ensure that the language used is consistent at the setting and at home.
- When children feel comfortable and safe, they are more likely to communicate.
- Minimise visual distractions and background noise.
- Allow time to process what has been said.
- Be aware of the child's sensitivity to sensory stimuli.

Strategies and Activities:

- Teach social rules through playing games e.g. turn taking.
- Thoughts are given to the size of the small social groups which promote children's learning and communication.
- Small groups sessions are held for short and regular interventions.
- Interact during child-initiated play to support and model language.
- Say the child's name to gain their attention and ensure you are at their level facing them when communicating.
- Visuals are used-objects of reference, photographs, symbols, Now and Next board, sand timers, Makaton signing, facial expressions, body language and gestures.
- Intensive Interaction (see link below)
- Follow the child's lead and make the activity and reason for communication motivating, interesting and having the 'WOW' factor.
- Role model play
- Use toys like bubbles, noisy or pop-up toys that are of the child's interest to encourage simple interaction and turn taking.
- Praise the child for 'good listening' or 'good looking' or for taking turns in an activity.
- Repeat activities particularly in small groups as this can offer reassurance and build confidence.
- Value and recognise all forms of communication including non-verbal.

Useful Links

- [Easy Peasy App](#)
- [IdentiPlay example](#)
- [Intensive Interaction](#)
- [Speech and Language Building Blocks](#)

Receptive Language (understanding)

- I find it difficult to follow simple directions and may not seem to listen when spoken to – e.g ‘go and get you coat’
- I may find it difficult to answer simple what, where and why questions.
- I struggle to understand gestures and nonverbal cues or may demonstrate understanding only when I follow your gaze, pointing or reaching for a target item.
- I find it difficult to engage in conversation with my peers or adults.
- I struggle to identify age-appropriate vocabulary and concepts.
- I may appear to be listening but then do not follow instructions or participate.
- I may have difficulty listening when there is any kind of background noise.
- I will wait to see what other children are doing before I act. e.g. following the routine.
- I may give inappropriate responses to questions or instructions.
- I struggle with joint attention.

Enabling Environment:

- Staff understand the importance of interacting with children at their level.
- Staff promote and praise positive behaviours to encourage repetition.
- Staff practice and provision audit is reflected and evaluated on a regular basis to ensure children are making the necessary progress.
- Parent partnership – staff find out from parents the words that children use for things that may be important to them. Encourage the use of the first language at home.

Strategies and Activities:

- Use a range of visual communication methods to support understanding – visual timetable, Makaton, symbols, photographs adult modelling, objects and labels.
- Use appropriate displays, artefacts, objects, photographs and books that remind children of what they may have experienced to reinforce vocabulary and understanding.
- Resources are organised to assist independence e.g. labels are clear with corresponding resource so that child can make links.
- Reduce distractions. e.g. Keep music off but use to enhance learning opportunities.
- Language rich environment – including books with scripts from other cultures.
- Every Child a Talker (ECAT) Skills:
- Consistent use open ended questions.
- Model, extend and repeat key vocabulary
- Check children’s understanding
- Allow thinking time
- Identi play - Modelling of play sequences
- Makaton
- Song Bags/board
- Opportunities to make choices
- Turn taking and interactive activities
- Letters and Sounds – consider sound walks/recordings of familiar sounds/matching sound to object games.
- Use of ‘my first word’ books. (especially books with sounds to accompany photo).
- Small social groups – giving child opportunities to participate

Useful Links

- [Speech and Language UK](#)
- [Makaton](#)
- [Letters and Sounds phase one](#)
- [Tiny Happy People](#)

Expressive Language (expressing themselves and talking)

- I am nonverbal and struggle to express my needs.
- My language is limited. I communicate using single words.
- I struggle to speak in sentences.
- I may have less expressive communications, such as facial expressions.
- I struggle to pronounce certain letters or words.
- My speech is not clear and you may struggle to understand what I am saying.
- I may have a stammer or stutter that has persisted over a period of time.

Enabling Environment:

- Be aware of individual's communication needs.
- Understand the importance of interacting with children at their level.
- Interpret nonverbal communication.
- Be responsive to all attempts at communication.
- Be observant to ensure all communication is acknowledged.
- Modifying communication environment to make the most of individuals communication.
- Modify own communication skills to engage with the child.
- Identifies individual's unique repertoire of communication skills and support the individual to develop it further.
- Know different factors that affect communication.

Strategies and Activities:

- Use a range of visual communication methods to support understanding – visual timetable, objects, Makaton signs, symbols, photographs and labels.
- Give children time to process, understand the words and gestures used. Emphasise key words in your comment or instruction e.g. Here's the car. The ball is in the bucket.
- Children usually understand nouns first (objects) then verbs (doing words) and then adjective (describing words) this can help in the type of words we use with children.
- Model the correct language to children without expectation for the child to repeat the phrase e.g. Child: 'Cat runned away' Adult: 'Yes, the cat ran away'.
- Face-to-face: Get down to the child's level and be face to face with the child when talking so that the child can watch your mouth to imitate how to produce words.
- Model back to the child utterances that they have said incorrectly in the correct way (e.g. child: "Me want that one"; adult: "I want a red apple please").
- Books: Look at books together that the child is interested in and talk about the pictures and/or the story.

Useful Links

- [Michael Palin Centre for Stammering](#)
- [Speech and Language Communication Framework \(Communication Trust\)](#)
- [Every Child A Talker](#)
- [National Literacy Trust](#)
- [Herefordshire Children's Speech and Language Therapy Resources](#)

Cognition and Learning



6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment (SEND COP)

Cognition and Learning

- I may struggle to remember information.
- I may struggle to stay on task.
- I may learn at a slower pace than my peers.
- I need lots of practice and repetition to learn new skills.
- I am unable to use my skills consistently.
- I may find it difficult to explore my environment independently.
- I may struggle to copy an adult.
- I may not like my play 'interrupted' by either adults or peers.
- I may struggle with pretend play.
- I may need help extending my play ideas.
- I need lots of support from adults.
- I need help to problem solve.
- Sometimes adults find my behaviour challenging.
- I may appear isolated as I struggle to join or work in a group.
- I need a lot of encouragement and motivation to join in.

Enabling Environment:

- How noise levels are managed
- Consider if the environment is overstimulating i.e. display boards are too bright and colourful.
- Tasks are broken down into small manageable steps.
- Peer and adult modelling.
- Consider the child's position on the carpet.
- Extend on the child's interests in line with your planning.
- A calm and collaborative climate for learning.
- Well organised learning space.
- Have mutual respect between children and practitioners.
- Spaces for emotional regulation and self-regulation.

Strategies and Activities:

- Use a range of visual communication methods to support understanding – visual timetable, Makaton signs, symbols, objects, photographs and labels.
- Children are given time to process information before being asked to respond.
- Encourage the child to make choices
- Differentiated activities- making the activity accessible for the child
- Follow the child's lead in play.
- Build on the child's schemas.
- Use Sand/egg timers to support understanding the concept of time.
- Have a carpet spot
- Have fidget toys to support attention, listening and regulation.
- Left and right-handed children are able to use appropriate equipment comfortably.

Useful Links

- [Supporting the Cognition and Learning of Children with SEND in the EYFS](#)
- [Visual Perceptual Skills – General](#)
- [Backward Chaining](#)
- [The Importance of Role Play in Early Years](#)
- [Schemas](#)

Social, Emotional and Mental Health



6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. (SEND COP)

Social Emotional & Mental Health (SEMH)

- I may be withdrawn and/or appear isolated.
- I may have difficulty participating in activities with my peers.
- I may seek adult attention.
- I may prefer the company of adults rather than my peers.
- I may struggle with keeping to task.
- I may struggle with leaving my carers or attaching myself to adults.
- I may struggle making friends.
- I may find it difficult to follow and/or accept adult guidance.
- I may struggle with routine and transitions.

Enabling Environment:

- Reduce or enhance sensory stimulation.
- Consider the seating positions according to the child's needs e.g. they be better placed near an adult or away from certain peers or away from the window.
- Activities are varied to maintain interest and attention of all children.
- Making reasonable adjustments in response to the child's needs. E.g. think of how to support the child in any changes to normal routine or transitions.

Requirements:

- School Behaviour policies should be flexible to accommodate different SEMH needs in accordance with the expectations of reasonable adjustments as set out in the Equality Act 2010.

Strategies and Activities:

- Ensure that advice is consistently implemented and reviewed for effective impact.
- Review Support Plans regularly.
- Trusted Key Person in place who forms a genuine and meaningful professional relationship with the child & family.
- Specific support for unstructured times within the day.
- Use of emotional vocabulary within context and in the now.
- Follow the child's interests to develop confidence.
- Consider staff expertise. There could be staff that the child responds better to. Could their strategies or approach be used by everyone else?
- Consider what the child is trying to communicate. Could there be any unmet communication or social, emotional needs? Have you discussed concerns with parents to get a bigger picture?
- Have a Visual Timetable.
- Activities should include sensory and tactile play.
- Differentiate activities.
- Offer opportunities to involve other children in play e.g. circle time and mealtimes.
- Monitor what you observe using ABCC (antecedent, behaviour, consequence, communication) chart.
- Use choices to allow the child to have some control with the same end result e.g. would you like to sit on the chair or on the mat?
- Have strategies to regulate themselves e.g. calming box, fidget toys.
- Plan for sensory and movement breaks.

Useful Links

- [Trying Together](#)
- [PACEY Every Mind Matters](#)
- [Information about Behaviour](#)

Physical and Sensory



6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. (SEND COP)

Physical Needs

These could include but are not limited to:

- Cerebral Palsy
- Talipes
- Achondroplasia
- Spina bifida
- Hypermobility
- Duchenne muscular Dystrophy
- Loss of limb
- Hirschsprung's disease
- Degenerative disease
- Rheumatoid arthritis

Enabling Environment:

- Consider making reasonable adjustments to ensure access to all areas of the setting e.g. ensure that there is space to move around the room with a walker or wheelchair.
- Keep rooms tidy and clutter free to help children with visual and physical difficulties.
- Use soft furnishings to lessen echoing e.g. curtains and carpets.

Strategies and Activities:

- Allow opportunities for rest throughout the day. Set up a quiet area using beanbags, cuddly toys, books, calm down box and blankets.
- Ensure children can be included and have access to all activities at a level that is developmentally appropriate. e.g. by putting toys in a Tuff tray on the floor.
- Place toys in a tray on the table to prevent them falling off.
- Provide steps for children to access the toilets.
- Put bright strips on steps to highlight them.
- Use Dycem matting to stop bowls, plates and toys slipping off or Sellotape paper to tables to stop them falling off.
- Offer the opportunity to sit on a chair at group times.
- Use a range of different sizes of tools e.g. scissors that have loop handles or are spring assisted, have a variety of sizes of crayons and pens and toys.
- Complete a risk assessment and have evacuations plans in place for children with physical difficulties (PEEP).
- Look at the Local Offer, so you are aware of local support groups and activities to signpost parent and carers to.

Useful Links

- New Life- Charity for Disabled Children
- Council for Disabled Children
- Department of Education- Physical Development

Physical Needs

- My physical development is delayed.
- I am clumsy and I regularly fall over.
- I lack spatial awareness.

Enabling Environment:

- Equipment e.g. walkers, a standing frame or a chair must be accessible and checked by health professionals periodically.
- Consider making reasonable adjustments to ensure access to all areas of the setting e.g. ensure that there is space to move around the room with a walker or wheelchair.
- Keep rooms tidy and clutter free to help children with visual and physical difficulties.
- Use soft furnishings to lessen echoing e.g. curtains and carpets.

Strategies and Activities:

- Allow opportunities for rest throughout the day. Set up a quiet area using beanbags, cuddly toys, books, calm down box and blankets.
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- Complete a risk assessment and have evacuations plans in place for children with physical difficulties (PEEP).
- Look at the Local Offer, so you are aware of local support groups and activities to signpost parent and carers to.

Useful Links

- [NHS Physical activity Guideline](#)
- [Easy ways to eat well and move more](#)

Visual Impairment

These could include, but are not limited to:

- Impairment of sight, which cannot be fully corrected.
- Visual impairment may result in the appearance of delayed physical and cognitive responses.
- The child may be physically tired.
- They may find it difficult to make and maintain friendships.
- They may need enlarged texts around the environment.
- They may struggle with early literacy and pre-writing skills.

Enabling Environment:

- Children with a visual difficulty need contrasting resources, big bright and bold activities e.g. paper and crayons, bright toys, place toys on a plain background that contrasts and makes the toy stand out.
- A child will need time to learn the layout of the room and relearn it when furniture is moved. Avoid resources changing place to reduce confusion and potential injury.
- Use recordable devices e.g. talking tins.
- Use blinds at the windows to reduce glare.
- When laminating resources use matt laminating sheets to reduce the glare.
- Put yellow tape on steps to define the edges.

Strategies and Activities:

- Provide a wide range of books such as audiobooks, sound books, flap books, texture books and books with large print
- What resources do you have for inclusive play e.g. a bell in a ball so children can play together, musical toys
- Adults to ensure they don't stand with their backs to the windows when talking to the child.
- For children who wear glasses ask for a spare pair to be kept at the setting.
- Have toys and dolls who wear glasses or patches in the home corner.
- Ensure the child sits at the front of the group when engaging in group activities such as circle time.

Useful Links

- [Royal National Institute for Blind People –Early Years](#)
- [Supporting your Child with Vision Impairment in the Early Years](#)
- [Visual Impairment](#)

Hearing Impairment

these could include, but are not limited to:

- Hearing loss which is not aided (such as glue ear or single sided hearing loss)
- Has a fluctuating hearing loss
- I need my equipment to support my listening e.g. hearing aids, cochlear implant
- I have delayed language and communication skills
- My hearing is limited therefore I cannot fully access spoken language
- I mishear and misunderstand

Enabling Environment:

- Remove or reduce background noise e.g. music on a radio.
- Consider making quiet spaces.
- Consider the environment e.g. carpeting, soft furnishing, putting rubber feet on table and chair legs.

Strategies and Activities:

- Staff wear radio aids if advised to by medical professional(s).
- Consider your body language including facial expressions, the practitioner being at the children's level and being face to face.
- Gain the child's attention prior to giving an instruction.
- Use visuals, objects of reference, photographs of objects of reference, Makaton signs and symbols, together with speech to support the child.
- Give warnings as regarding regular fire alarm practices. If appropriate use an alternative exit route.
- Stand still and get down to their level when giving instructions to support children who may be lip reading.
- Repeat verbal instructions. Sensitive provide reinforcement and reassurance where necessary.
- Identify areas of strength and needs in terms of communication and language for the child.
- Include the child in social situations. They can sit at a table, on the floor, face to face or on a chair.
- Encourage parallel play.
- Play turn taking games.
- Modelled interactions from adults

Useful Links

- [Senses Deafness and Hearing Loss](#)
- [Deaf Friendly Early Education and Childcare](#)
- [NHS Hearing Tests for Children](#)
- [Deafness and Me](#)

Medical Needs

These could include, but are not limited to:

- Epilepsy
- Diabetes
- Tracheostomy
- Gastrostomy
- Oxygen dependent
- Severe allergies
- Haemophilia
- Osteogenesis imperfecta
- Severe asthma
- Children with cancer
- Children with life-limiting conditions
- Metabolic disorders

- Prada-Willi syndrome
- Incontinence conditions
- Catheterised conditions
- Cystic fibrosis
- Hydrocephalus
- Heart conditions
- Birth Trauma
- Children may tire easily and appear unwell. Knowing the child and the condition is vital

Enabling Environment:

- Equipment e.g. walkers, a standing frame or a chair must be accessible and checked by health professionals periodically.
- Make reasonable adjustments in line with the Equality Act 2010 e.g. the accessibility of the building, ramps, wider doors, lifts and stairs must all be considered.

Requirements:

- A Health Care Plan (HCP) must be in place and signed by a health professional.
- There needs to be robust procedures in place for the administration of medicines.
- Staff will need specific medical training e.g. EpiPen, Nasal Gastric Tube training.
- Medicines will need to be locked in a cupboard or fridge.
- Have rest and sleep as part of their routine.

Strategies and Activities:

- Consider fatigue levels and how these impact on the child's ability to engage.
- Use support padding on posts within the indoor and outdoor environments.
- Have regular setting to home contact when or if the child is not in the setting, to maintain a sense of belonging.

Useful Links

- [Supporting pupils with medical conditions at school](#)

Sensory Needs

These could include, but are not limited to:

- I may appear withdrawn.
- I may display stimming or self-stimulatory behaviour.
- I may have limited listening and attention skills.
- I may be repetitive in my language and actions.
- I may display Pica activities.
- I may be sensitive to touch or sounds.
- I respond to pressure such as weighted blankets.
- I may self-soothe through rocking or head banging.
- I may avoid textures such as messy play.
- I am clumsy and I regularly fall over.
- I lack spatial awareness.
- Children may appear to have periods of 'sensory overload' when they are being overstimulated.

Enabling Environment:

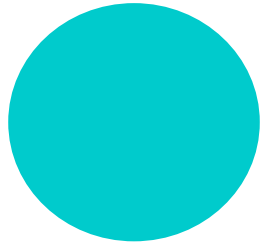
- Complete a sensory environment audit e.g. noise, room temperature, visual stimuli, proximity and make sensory adaptations and appropriate resources.
- Displays are meaningful and visually accessible to reduce sensory overload.
- Be flexible within your policies.
- Have access to a safe place.
- Create calming spaces, allow children's pushchairs into the room if that is a safe space for them. Pop up tents, large bean bags to sink into.
- Offer distractions that are highly motivating and divert focus.

Strategies and Activities:

- Have flexible approaches to transitions.
- Complete a sensory profile document for relevant sensory needs, collaborate with parents and carers to assess sensory needs.
- Offer sensory breaks.
- Identify strategies to help support child's sensory needs.
- Provide a sensory box for calming, filled with motivating objects, distracting fidgets, regulating objects.
- Offer alternatives which are safe to chew e.g. 'Chewy chew'
- Be aware of contents of items like paint and playdough. Are these safe if accidentally mouthed?
- Incorporate motivating objects into messy play, begin with small objects

Useful Links

- [Sensory Trust Inclusive Play](#)
- [Sensory differences](#)
- [Sensory Awareness](#)



thank you

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