October 2017

Support Strategies for Children with SEND

Incorporating guidance and example documents on:

- **Observation and Assessment**
- **Understanding Childrens Behaviour**
- **Targeted Support**

Nottingham City Council

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Section One:
Good Practice: EYFS Observation and Assessment

This process should be well established in all settings ensuring children are in a stimulating and exciting environment that challenges and provides well planned learning experiences. These are building on their previous knowledge and is challenging the child's thinking and development enabling them to make progress.

How do you as a setting?

- Know the key worker understands the process and the judgments are good and based on good knowledge and observations

- Do your practitioners know when and how to raise concerns about children's development? Who they should talk to?

- Who checks the accuracy of the individual progress tracker? Is it the room leader / SENCO / Manager?

- Are parents clear who to talk to if they are worried about their child's development.

All the templates in this document are all available to download individually

Characteristics of Effective Learning EYFS 2012

Playing and Exploring – Engagement

Finding out and exploring	Playing with what I know	Being willing to have a go
I am curious about objects, events and people	I pretend with objects	I initiate activities
I use my senses to explore the world around me	I represent experience when I am playing	I seek challenges
I engage in open ended activities	I pretend to be someone else when I am playing	I have a 'can do' attitude
I show particular interests	I act out things with my friends, family and teachers	I take risks, engage in new activities and learn from 'trial and error'

Active Learning – Motivation

Being involved and concentrating	Keep on trying	Enjoy achieving what I set out to do
I can focus on an activity for a period of time	I keep on trying when something is challenging	When I meet a goal I am satisfied
I find some things fascinating	If something is difficult I try harder and try different approaches	I am proud of how I do things (not just the end result)
I am not easily distracted	I bounce back after activities	I enjoy challenge for my own sake, not just for praise and rewards.
I pay attention to details		

Creating and Thinking Critically – Thinking

Having my own ideas	Making links	Choosing ways to do things
I think of ideas	I notice patterns and make links between experiences	I plan how I will solve problems and I make decisions
I find ways to solve problems	I make predictions	I think about how well my activity is going
	were correct or not	sometimes
	I think about grouping, sequencing and cause and effect	I think about how well my approach worked

TES- Teaching Resources- EYFS 2012 Effective Learning- I Can statements

SAMPLE OBSERVATION FORM - TEMPLATE

Child's Name: **Date:**   **Age in Months:**   **Time:**

Context: **Observer:**

PRIME AREAS
Personal Social and Emotional Development-
Communication and Language
Physical Development

Child's comments-
Parent/carer comment-
What next?

Characteristics of effective learning		5
Engagement	Motivation	Thinking .

SPECIFIC AREAS
Literacy
Mathematics
Understanding the World
Expressive Arts and Design

Children and Adults– Early Years Team

MY TARGETS: CHILDS NAME:

	Date set	Date Achieved		Date set	Date Achieved		Date set	Date Achieved
Target 1			Target 1			Target 1		
Target 2			Target 2			Target 2		
Target 3			Target 3			Target 3		

Children and Adults– Early Years Team

Child's Name: | **DOB:** | **Date of Entry:**

Date of Assessment	Age in Months	Personal , Social & Emotional Dev			Communication & Language			Physical Development		Literacy		Mathematics		Understanding the World			Expressive Arts & Design	
		MR	SCA	MFB	LA	U	S	MH	HSC	R	W	N	SSM	PC	W	T	EUM	BI
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Please fill out child baseline in the boxes shaded.

For the top row please use   0 -11 months / 8 – 20 months / 16 – 26 months / 22 – 36 months / 30 – 50 months / 40 – 60+ months

For the bottom row please use   E (entering)   D (developing)   S (secure)

* For children under two only mark the prime areas.

0

Children and Adults – Early Years Team

Child's Name: A N Other **DOB:** 4/6/2014 **Date of Entry:** 2 October 2017

Date of Assessment	Age in Months	Personal , Social & Emotional Dev			Communication & Language			Physical Development		Literacy		Mathematics		Understanding the World			Expressive Arts & Design	
		MR	SCA	MFB	LA	U	S	MH	HSC	R	W	N	SSM	PC	W	T	EUM	BI
2 / 10 / 2017	40	30-50	30-50	30-50	30-50	30-50	30-50	40-60	40-60	30-50	30-50	30-50	30-50	30-50	30-50	40-60	40-60	40-60
Sig: A. Practitioner			E	D	D	D	S	D	E	E	D	D	S	S	D	D	E	E
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Please fill out child baseline in the boxes shaded.

For the top row please use   0 -11 months / 8 – 20 months / 16 – 26 months / 22 – 36 months / 30 – 50 months / 40 – 60+ months

For the bottom row please use   E (entering)   D (developing)   S (secure)

* For children under two only mark the prime areas.

Children and Adults – Early Years Team

Stage	Listening and Attention	Understanding (Receptive Language)	Talking (Expressive Language)	Social Communication
0-11 months	Turns toward a familiar sound then locates range of sounds with accuracy. Listens to, distinguishes and responds to intonations and sounds of voices. Quietens or alerts to the sound of speech. Fleeting Attention – not under child's control, new stimuli takes whole attention.	Stops and looks when hears own name. *(by 12 months ⊠)*	Gradually develops speech sounds (babbling) to communicate with adults; says sounds like *'baba, nono, gogo'*. *(by 11 months ⊠)*	Gazes at faces and copies facial movements, eg. sticking out tongue. Concentrates intently on faces and enjoys interaction. Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. *(by 12 months ⊠)*
8-20 months	Concentrates intently on an object or activity of own choosing for short periods. Pays attention to dominant stimulus – easily distracted by noises or other people talking. Moves whole bodies to sounds they enjoy, such as music or a regular beat. Has a strong exploratory impulse.	Responds to the different things said when in a familiar context with a special person (e.g. *'Where's Mummy?', 'Where's your nose?'*). Understanding of single words in context is developing, e.g. *'cup', 'milk', 'daddy'*	Uses single words. *(by 16 months ⊠)* Frequently imitates words and sounds. Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. *teddy, more, no, bye-bye*)	Likes being with familiar adult and watching them. Developing the ability to follow an adult's body language, including pointing and gesture. Learns that their voice and actions have effects on others. Uses pointing with eye gaze to make requests, and to share an interest. *(by 18 months ⊠)*
16-26 months	Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Rigid attention – may appear not to hear.	Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.	Beginning to put two words together (e.g. *'want ball', 'more juice'*) *(by 24 months ⊠)* Uses different types of everyday words (nouns, verbs and adjectives, e.g. *banana, go, sleep, hot*) Beginning to ask simple questions.	Gradually able to engage in 'pretend' play with toys (supports child to imagine another's point of view). Looks to others for responses which confirm, contribute to, or challenge their understanding.
22-36 months	Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. *(by 36 months ⊠)* Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door.	Identifies action words by pointing to the right picture, e.g., *"Who's jumping?"* *(by 30 months ⊠)* Understands 'who', 'what', 'where' in simple questions (e.g. *Who's that/can? What's that? Where is.?*). Developing understanding of simple concepts (e.g. *big/little*)	Learns new words very rapidly and is able to use them in communicating. Uses action, sometimes with limited talk, that is largely concerned with the 'here and now' (e.g. reaches toward toy, saying *I have it*). Uses a variety of questions *(e.g. what, where, who)*. Uses simple sentences (e.g.' *Mummy gonna work*.') Beginning to use word endings (e.g. *going, cats*)	Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Enjoys being with and talking to adults and other children. Interested in others' play and will join in. Responds to the feelings of others.
30-50 months	Listens to others in one to one or small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity).	Understands use of objects (e.g. *"What do we use to cut things?"*) Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Beginning to understand 'why' and 'how' questions.	Beginning to use more complex sentences to link thoughts (e.g. using *and, because*). Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*. Uses a range of tenses (e.g. *play, playing, will play, played*)	Beginning to accept the needs of others, with support. Can initiate conversations. Shows confidence in linking up with others for support and guidance. Talks freely about their home and community. Forms friendships with other children.
40-60+ months	Sustains attentive listening, responding to what they have heard with relevant comments, questions or actions. Maintains attention, concentrates and sits quietly when appropriate. Two-channelled attention – can listen and do for short span. Integrated attention – can listen and do in range of situations with range of people; varies according to the demands of the task.	Understands humour, e.g. nonsense rhymes, jokes. Demonstrates understanding of "how?" and "why?" questions by giving explanations. Able to follow a story without pictures or props. Understands instructions containing sequencing words; first…after…last, and more abstract concepts – long, short, tall, hard soft, rough.	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Links statements and sticks to a main theme or intention. Uses language to imagine and recreate roles and experiences in play situations. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.	Has confidence to speak to others about their own wants, interests and opinions. Initiates conversation, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Shows awareness of the listener when speaking. Expresses needs / feelings in appropriate ways. Forms good relationships with adults and peers. Works as part of a group or class, taking turns

Notes on monitoring early communication and language

Observation and best-fit judgements

- **Judgements of a child's stage of development are made through a process of ongoing observational assessment.**
- **Observation involves noticing what children do and say in a range of contexts, and includes information from the family about what children do and say at home.**
- **For children learning English as an additional language, it is important to find out from families about how children use language in their mother tongue and how they communicate at home.**
- **The assessment is a 'best fit' match to a stage band. This involves considering what is known about the child, and matching it to the development described in the bands. This should be considered separately for each strand of communication and language.**
- **Within each band, a judgement will be made in two levels – either 'Emerging' when a child shows some development at that level, or 'Secure' when most of the statements reflect the child's current development.**
- **Development of speech sounds need not be assessed specifically, but it is useful to be aware of typical development which is described in the table to the right.**

Checkpoints

- **Alongside the 'best fit' judgement, certain 'Checkpoint' statements are included. Marked with a flag ⚐ and a specific age, these are particular statements which should be noted.**
- **Where a child has not reached a Checkpoint by the age indicated, this is not necessarily a sign of difficulty. The Checkpoint statements serve as an alert for close monitoring including discussion with the family, and perhaps further assessment or support.**

Guidance on typical development of speech sounds

Stage	Speech sounds *(Developing speech and being understood applies to all languages. Order of acquiring specific sounds – here in English – may vary with other languages)*
0-11 months	Babbles using a range of sound combinations, with changes in pitch, rhythm and loudness. Babbles with intonation and rhythm of home language ('jargon').
8-20 months	Speech consists of a combination of 'jargon' and some real words and may be difficult to understand.
16-26 months	Many immature speech patterns, so speech may not be clear. May leave out last sounds or substitute sounds (e.g. *'tap'* for *'cap'*). Uses most vowels, and *m,p,b,n,t,d,w,h*
22-36 months	Speech becoming clearer, and usually understood by others by 36 months although some immature speech patterns still evident. May still substitute sounds or leave out last sound. Emerging sounds including *k,g,f,s,z,l,y.*
30-50 months	Speech mostly can be understood by others even in connected speech. Emerging use of *ng, sh, ch, j, v, th, r* – may be inconsistent. Sound clusters emerging (e.g. *pl* in *play*, *sm* in *smile*) though some may be simplified (e.g. *'gween'* for *'green'*).
40-60+ months	Overall fully intelligible to others. May be still developing *r* and *th*. May simplify complex clusters (e.g. *skr, str*).

Making good progress

- **The goal of monitoring children's development is to plan and provide more accurate support for each child to make good progress.**
- **How well a setting helps children to make good progress can be determined by analysing the proportion of children who are at risk of delay, as expected, or ahead of expectations in each strand of language and communication. If children are making accelerated progress, the proportion of children at risk of delay should decrease over time.**
- **In considering whether a child is at risk of delay, as expected, or ahead in each strand of language and communication, it is necessary to consider the child's actual age in months in relation to the overlapping age bands. If a child is within two months of the end of the age band and development is not yet within the band or is judged to be 'Emerging', then a judgement of 'risk of delay' would be appropriate.**

Children and Adults – Early Years Team

PROGRESS CHECK AT 2

Child's name: Child's date of birth: Age:
Length of time child has been attending the setting: Date started: No. of hours per week in setting:
Attendance (good/periods of absence):   Other settings attended:
EAL / ISG / Premature Birth / CAF / Working with agencies (add details)   Date of summary:
My Family have noticed I am interested in:
How I like to learn (characteristics of effective learning)

Children and Adults – Early Years Team

Personal, Social & Emotional Development

Self-confidence & Self-awareness			Managing Feelings & Behaviour			Making Relationships		
Birth- 11 Months	8-20 Months	16-26 Months	Birth- 11 Months	8-20 Months	16-26 Months	Birth- 11 Months	8-20 Months	16-26 Months
22-36 months	30-50 Months	40 – 60+ Months	22-36 months	30-50 Months	40 – 60+ Months	22-36 months	30-50 Months	40 – 60+ Months

Communication & Language

Listening & Attention			Understanding			Speaking		
Birth- 11 Months	8-20 Months	16-26 Months	Birth- 11 Months	8-20 Months	16-26 Months	Birth- 11 Months	8-20 Months	16-26 Months
22-36 months	30-50 Months	40 – 60+ Months	22-36 months	30-50 Months	40 – 60+ Months	22-36 months	30-50 Months	40 – 60+ Months

Children and Adults – Early Years Team

Physical Development

Moving & Handling			Health & Self-Care		
Birth- 11 Months	**8-20 Months**	**16-26 Months**	**Birth- 11 Months**	**8-20 Months**	**16-26 Months**
22-36 months	**30-50 Months**	**40 – 60+ Months**	**22-36 months**	**30-50 Months**	**40 – 60+ Months**

Is the child meeting developmental milestones?   Yes / No   If no, what are the concerns?

What are the activities and support strategies you intend to implement?

Next steps to support learning and development:

What you may like to do at home:

The child's voice (I like….I am good at…)

Parent (s) comments

I confirm that I have received a copy of this document.
- I have given my consent for the setting to send this form to my child's Health Visitor.
- I understand that this information is confidential; this means that it will be stored securely. I understand that my child's key person may need to speak to other professionals or agencies in order to meet the needs of my child. I am happy for this to happen.

Parent's signature	**Print**	**Date**
Key Persons Signature	**Print**	**Date**
Moderators Signature	**Print**	**Date**

Section Two:
Understanding Children's Behaviour

Social Emotional and Mental Health difficulties SEMH (behaviour) are identified in the SENCOP as an area of need. Practitioners see children interacting with other children and through observation can begin to identify the characteristic ways in which a child responds to others. All children are different and behave differently but there are some types of behaviour which can give cause for concern, these should make you think about how you can to begin to help them. Please note: Most children will display elements of these behaviours at various times. It is only if there becomes a sustained pattern of one form of interaction that you would become concerned. It is important that the setting is confident that its Personal Social and Emotional development provision is meeting the needs of all the children in the group. Children can be emotionally young and provision should reflect that some children are emotionally young and need that age appropriate support.

Observation is key to discover more about a child and their behaviour as they interact with the environment, routines and staff.
The Inclusion Development Programme BSED booklet is an excellent resource in supporting practitioners and settings to review their practice and ensure they are being reflective on their practice and adapt practices to meet the needs of the children in the setting. They have produced 3 reflective practice observations which enable the practitioners in a room to look at their practice and observe and identify routines or specific activities that are causing certain behaviours to occur. It then supports them to plan changes to routine or the activity which hopefully will minimise or reduce the difficult behaviour.

These observation forms are:
Step One: Identifying behavioural issues. This is for all practitioners in the room to complete scoring each routine or activity on a score 1-4 with 1 being a low anxiety and 4 being a high anxiety routine that has a negative effect on the practitioner or children. This will enable to room leader with staff to analyse this routine further with the staff using the 2nd form
Step Two: Understanding a routine
This form gives the opportunity to observe this routine and try and understand what the issues are and then as a group plan some changes to the routine, implement them and then review to see if it has impacted positively on the general behaviour.
Should observations identify one child in particular has behaviour that is causing a particular concern then the third observation form should be used to analyse this situation.
Step Three: Focus and analyse behaviour
This is for the key worker and other staff to undertake some specific observations throughout the day, to get a clearer picture of the issues and the times when things get difficult for the child. The form then asks questions regarding your observations and these enable you to analyse further what the issues actually are and begin to look for and plan solutions.

STEP ONE: IDENTIFYING BEHAVIOURAL ISSUES

Learning objective: To identify the areas in your setting that cause high anxiety levels for either children or practitioners, or have a negative impact on children's behaviour

You have been asked to consider these aspects of your environment.

- Arrivals
- Departures
- Food and drink (Snack)
- Food and drink (Dinner Time)
- Toileting and nappy changing
- Tidying up
- Outdoors.
- Group / Circle times

- Are there any parts of these activities which cause anxiety to children or practitioners, or have a negative impact on children's behaviour?

1.0.   Rate each aspect from 1 (low) to 4 (high). Make some notes here about why you made those decisions.

1.1. Arrivals	
Your rating	Reason(s)
1 2 3 4	

1.2. Departures	
Your rating	Reason(s)
1 2 3 4	

1.3. Food and drink (Snack)	
Your rating	Reason(s)
1 2 3 4	

1.4. Food and drink (Dinner Time)	
Your rating	Reason(s)
1 2 3 4	

1.5. Toileting and nappy changing	
Your rating	Reason(s)
1 2 3 4	

1.6. Tidying up	
Your rating	Reason(s)
1 2 3 4	

1.7. Outdoors	
Your rating	Reason(s)
1 2 3 4	

1.8. Group / Circle Time	
Your rating	Reason(s)
1 2 3 4	

2.0.   Make notes here about any other areas that impact on children's behaviour in your setting.

STEP TWO: UNDERSTANDING A ROUTINE THAT IS IMPACTING ON BEHAVIOUR

Learning objective: To identify how the environment in your setting impacts on children's behaviour and to review the environment and plan positive changes

1.0.You have now Identified a routine or activity in your setting that you think may be having a negative impact on children's behaviour. Complete some observations in that area. Make notes using the following table as a guide.

Note: Use Principles into Practice cards 3.1., 3.2 and 3.3 and the EYFS CD for extra support.

1.1. Routine or activity identified	
1.2. What are the issues?	
1.3. Who is the routine or activity impacting on? A particular child? A particular adult? All children? All adults?	
1.4. What do you think is causing it? The routine or activity is not meeting children's needs. Why is this? Why is the routine or activity not appropriate for the children (i.e. is it not developmentally appropriate or not planned to reflect their interests)?	

Are you expecting the children to wait for more than 5 minutes? Why is the routine or activity not well organised?	
1.5. How do the children in the group learn? Some children, for example, are more active learners or are explorers – are you meeting their needs? Should there be more learning taking place outdoors? Is the group size too big? Or is it too small? Is the area where the routine or activity takes place appropriate? (Is a listening activity taking part in a thoroughfare so children are distracted, for example?) Note any other issues.	
1.6. What can be done? Who needs to be involved in planning a solution? When will you do this?	

<table>
<tr><td></td><td>12</td></tr>
</table>

2.0. Do you think that there are any immediate actions that can be taken to improve the environment in your setting?
(Changes to the routine that might help the children through this routine?)

Make notes here about the changes that can be made immediately.

2.1. Are there changes that will need further reflection and planning?

Make notes here and discuss them with your colleagues. If you work alone make notes about what needs to be done.

STEP THREE: FOCUS AND ANALYSE

FOCUSING ON A PARTICULAR CHILD WHO'S BEHAVIOUR IS CAUSING CONSIDERABLE CONCERN

> **Learning objective:** To identify how the environment in your setting impacts on a particular child's behaviour and to review the environment and plan positive changes

You have looked generally at the environment and considered its impact on behaviour.

Now think about the child in your setting that has particular behavioural, emotional or social difficulties

3. **Observe the child in your group at different times of the day or session. Choose a child who's behaviour is causing some concerns to staff. Make notes about how the child acts in different situations and at different times using the questions below as a guide.**

You may need to do this over a period of time to get a true picture. You are looking at the impact of the environment on their behaviour.

3.1. **Answer these questions.**

3.1. What do my observations tell me about how this child behaves in certain situations and at certain times of the day?
3.2. Does the child's behaviour change when the child is indoors or outdoors?
3.3. Does it change with different practitioners?

3.4. Does it change with different activities or at large-group or small-group times?

3.5. Are there times of the day when the child's behaviour is worse than, better than or different from what I expected?

3.6. During which activities or at what times of the day does the child seem to be most interested and involved in learning?

3.7. At what times of the day or in which situations does the child seem most relaxed?

3.8. What do I know from the mother and father about how the child behaves at home in different situations or environments?

3.9. What do I know about how and where this child learns best? For example, is the child more interested in activities outside? Does he or she prefer to draw and paint on the floor rather than at a table?

4.0.   Reflect on what you have observed; make an assessment of the child's behaviour and which aspects of the environment may be impacting on it.

4.1.   Plan how you can support this child's learning. This may include a discussion with colleagues. Plan activities or reorganise aspects of the environment to meet the child's needs.

Consider how you can explore children's own feelings about the way you organise things and include their ideas.

5.0.   List two things that you can change in the physical environment or the organisation of your setting to support this child.

5.1.	
5.2.	

6.0.   Implement the changes and then decide when and how you will review their effectiveness. How will you know that the changes have had a positive impact? What are you hoping to achieve? Make notes below.

 Continue with the strategies, changes you have decided to implement. If there are continuing difficulties please email your Early Years Support Officer with this action plan and background information.

All Template forms in section two can be downloaded from: www.nottinghamcity.gov.uk/earlyyears/equality-and-inclusion/support-strategies-for-children-with-send/

Section Three: Targeted Support

Targeted Support: When concerns are raised about a child's development either from the parent / carer or from your assessments which are showing delay to all or some of the prime areas action needs to be undertaken. Some children you know very well and by looking at the child's individual progress tracker and from your knowledge it will be apparent what are the main areas of concern and what the child's interests are. However sometimes it is necessary to undertake some further observations to gather more specific information which helps you understand where the area of need is.

Observation Formats
- **Tracking observation** - this tracks the child's movement in the room and the time they stay at each activity; this can give you rich information about their characteristics of learning enabling you to use their interests in order to extend their concentration and listening skills.
- **Interval / Timed observation**- this enables you to see over an extended period of time the range of activities the child has engaged in, note the child's activity every 5 mins for 1 hour gives you a good idea as to the child's activity
- **STAR observation** - this enables you to reflect on a child's behaviour and begin to analyse what are the triggers for a child behaving in a particular way. It also helps you analyse what benefits the child is getting from how the adults behave in response to the behaviour.

Developing a Targeted Support Plan
From your knowledge of the child and using their individual progress tracker you should be able to identify the 3 / 4 areas of need. These are likely to be some of the aspects of the prime areas. Develop some strategies to support each area of child's identified needs and make suggestions what activities could be provided to support this.

Child's Areas to develop	Strategies for staff to implement	Specific activities to involve child	Review - Is there progress
Understanding	All staff to get down to child's level use their name, get eye contact and give a simple verbal instruction using gesture.	Join in child's play and add a simple commentary to what he is doing	

Examples of strategies and ideas of activities for various areas of development are available on the downloads. Allow all staff and parents to contribute to this plan as their ideas will support the child's development and inclusion. All staff need to be aware of this targeted support plan

and general strategies should be undertaken by all involved with the child. This plan should be implemented for 6 - 8 weeks and then it should be reviewed looking to see if progress has been

made. If progress has been made continue with the strategies and keep the child's progress under review. Should progress be limited the SENDCOP Jan 2015 states:
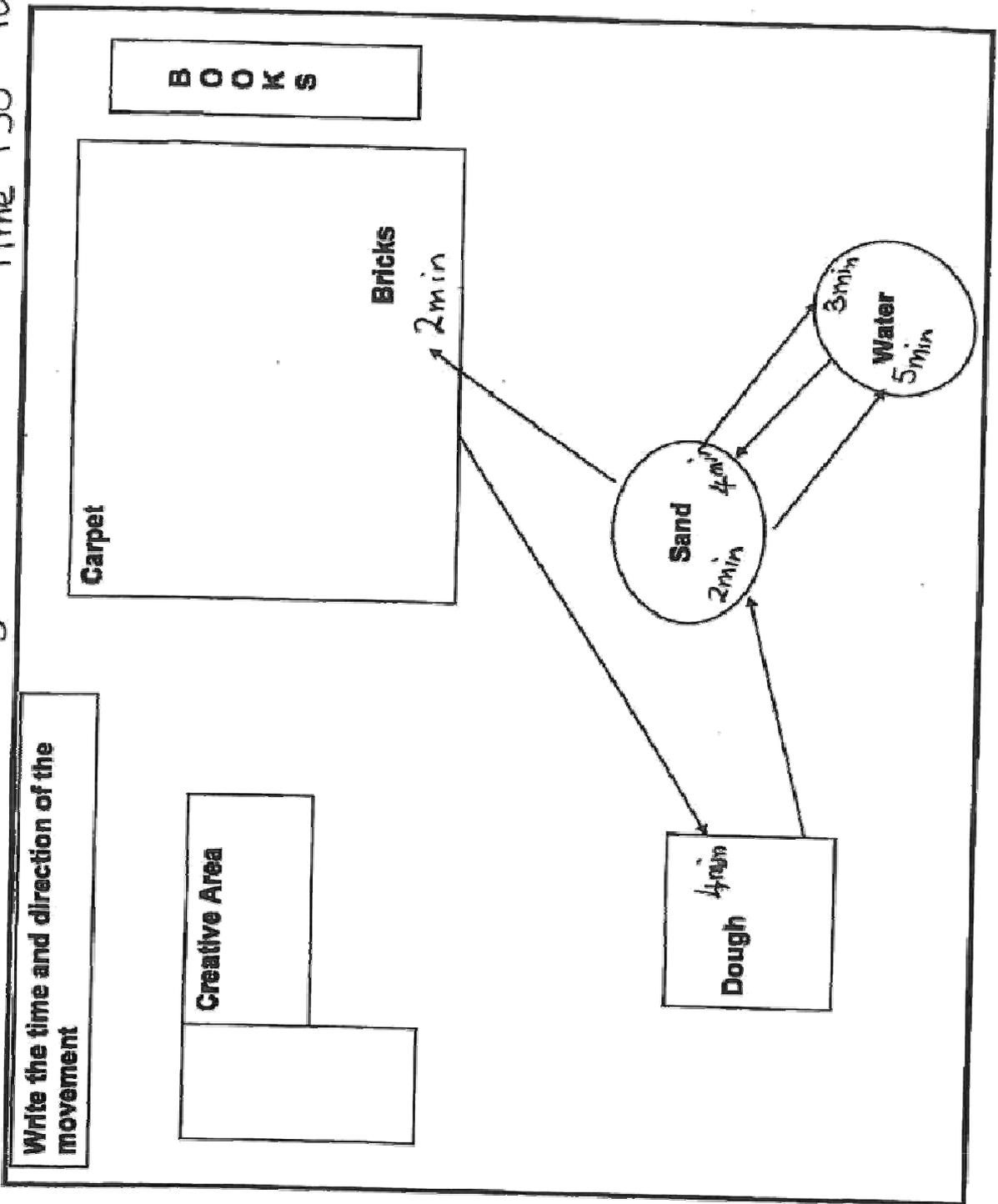
'Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision, the setting should make that provision. In all cases, early identification and intervention can significantly reduce the need for more costly interventions at a later stage.' 5.31 page 85

Look to developing an Individual Provision Map for the child and looking for specific targets and activities to involve the child in that are additional to and different from those usual differentiated activities available for all children.

(See section Meeting the Statutory Requirements of the SENCOP 2015)

Example of Tracking Observation

Example of a tracking observation – Time 9:35 – 10:00

Write the time and direction of the movement

BOOKS

Carpet

Bricks
2 min

Creative Area

Sand
2 min
4 min

Water
3 min
5 min

Dough
4 min

Interval Observation

Interval observation – observe briefly what target child is doing at every 5, 10, 15, mins depending what you need to observe	
Time	**Child's Activity**

STAR Observation

What behaviours are we observing :				
DATE / TIME	**S – setting** Where the behaviour was happening / situation ?	**T – triggers** What immediately precedes the behaviour ?	**A – actions** What does the child actually do?	**R – results** What happened next ?

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NAME	D.O.B. xx/xx/xx	Date strategies started	
Child's Areas to develop	**Strategies for staff to implement**	**Specific activities to involve child**	**Reviewed after 6-8 weeks**
Social Interaction	• Play alongside Chris and copy his actions when interested do different actions to see if he copies • Use matching items to encourage Chris to mimic (copy) your play in a co-operative way	• Play simple turn-taking games with Chris ie rolling ball to each other, cars down a ramp, filling a bucket with sand, • Use bubbles to engage Chris with you and look at you to request 'more	
Behaviour	• Ensure there are enough resources available to ensure reduction in conflict • All staff to use 'hands down' as a prompt to stop Chris pushing or hitting		
Listening and attention / Understanding	• Staff to get down to Chris's level to get his attention, eye contact and use simple concise language using lots of natural gesture. Keep it simple always use his name 'Chris …. • Give Chris a choice using objects ie offer - brush or bucket and ask 'Chris do you want to play with the sand or the paint?' Hoping for a look, point verbal response.	• ECAT talk basket with objects that interest Chris. Look to monitor his understanding (where's the …)	
Speaking	• Add a simple commentary to his play ie 'down goes the car – crash….	• ECAT talk basket with objects that interest Chris. Look to monitor his expression (encourage him to be the 'teacher' • Follow Chris's lead – have fun together develop vocabulary ie we're jumping – whoosh up it goes	
Self Care - routines	• Provide object clues (objects of reference) to clue Chris in about what's going to happen. Ie nappy for nappy time etc • Provide dinners with food on different plates to allow Chris to try different flavours and textures. Have food that he will eat as an alternative		
Date of Review of strategies	Continue Strategies Y / N Undertake an I.P.M Y / N		

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TARGETED SUPPORT PLAN: Strategies and Activities
Playskills Example/Ideas

NAME:		D.O.B:	Date strategies started:
Child's Areas to develop	**Strategies for staff to implement**	**Specific activities to involve child**	**Review – Is there progress**
	• When the child comes to activities all adults needs to encourage and show the child what to do with the activity. This might be hand over hand, offering a toy ie cup to their mouth, giving the child an item and showing them how to do it.	Staff to actively involve the child in an activity. Physically prompt, model, demonstrate what the child has to do giving the child opportunity to have a go, try it again.	
	• When playing alongside the adult should copy the child's action. When the child acknowledges that you are 'playing too' – do a different action to try and encourage them to copy you so extending their play • Sometimes might need to take the activity to the child Adult to make the activity interesting adding sounds and simple naming to support him	Staff follow the child's lead in their play. Add simple sounds and actions to their play	
	• Add an additional sequence to the child's play taking what they do and adding a different element to their play skills	Demonstrate/ model simple play sequences and add another action i.e playing with doll add feeding dolly, Train round track, add going through the tunnel washing dolls add a towel etc	
Date of Review of strategies	**Continue Strategies Y / N Undertake an I.P.M Y / N**		

NAME:	D.O.B:	Date strategies started:	
Child's Areas to develop	**Strategies for staff to implement**	**Specific activities to involve child**	**Review – Is there progress**
	• Involve child in small group activities with 1 or 2 other children doing simple turn taking games. Ie cars down ramp, rolling ball to each other. Support by saying …………'s turn …………'s turn	• Cars down a ramp / rolling a ball / marbles down marble run / filling a bucket with water (sand) etc.	
	• Copy what they are doing if they are at an activity. Then Intrude in their play, play alongside and demonstrate different ideas (ie do something different)	• i.e. if chalking- copy the child and add different actions and sounds	
	• Simple lap games, have child facing you do these action songs, perhaps pausing for the child to indicate they want more – this could be by bouncing, looking or pulling at you. Say 'more' you want some more? Then continue song	• Songs such as Horsey- Horsey / to market to market to buy a fat pig / round and round the garden /'this is the way the gentlemen rides'	
	• With child play games that you can make exciting and giving opportunity for the child to indicate they want more. This happens when you pause –asking for more might be by looking at you or pulling or taking your hand , giving good eye contact	• In a quiet area spend time engaging child in playing peek a boo / tickling game / bubbles with the child	
Date of Review of strategies	Continue Strategies Y / N Undertake an I.P.M Y / N		

All Template forms can be downloaded from:
www.nottinghamcity.gov.uk/earlyyears/equality-and-inclusion/support-strategies-for-children-with-send/