



Ordinarily Available Provision

**Provision that the local authority expects
to be made available for Early Years
children with special educational needs
and/or disabilities**

**Information for Early Years professionals
and parents/carers**



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Introduction

Buckinghamshire is a needs-led county:

Any provision or support should be provided in line with the needs of the child and is not dependant on any formal diagnosis.

This document has been co-produced with EY SENCOs and families following extensive consultation with head teachers and partners.

For details of services and support please visit: www.bucksfamilyinfo.org/localoffer

Identifying SEND – Early Years Foundation Stage (EYFS) and the SEND Code of Practice 2014

“Where a child appears to be behind expected levels, or where a child’s progress gives cause for concern, practitioners should consider all the information about the child’s learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child’s needs. From within the setting practitioners should particularly consider information on a child’s progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them”

SEND Code of Practice 0-25

Categories of SEND and the EYFS Prime Areas

Special educational provision should be matched to the child’s identified SEN
Children’s SEN are generally thought of in the following four broad areas of need and support

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs
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Throughout this document we have referred to both the categories of SEND and the relevant Prime Area IE Communication and Language, Physical Development and Personal, Social and Emotional Development to ensure the focus of observations and assessments remain linked to the Early Year Foundation Stage (EYFS) where possible.

Section One: Expectations of all settings

This section outlines the expectations of all Early Years Settings and links to the Children and Families Act, Equality Act, Education Act and SEN Code of Practice.

Broadly speaking, much of this section will be an integral part of the setting's provision for all children. The document outlines some of the practices and adaptations that are part and parcel of quality first teaching. The provision and strategies outlined in this section may be required for children with SEN and / or disabilities but will undoubtedly be of benefit to many of the children in the setting.

	Expectations of all settings	Strategies and resources
Assessment	Assessment of all children should be an integral part of practice and that assessments should be rigorous to allow children with SEND to be identified early.	<p>A robust observation, assessment and planning system.</p> <p>Use of a range of assessment tools including the EYFS, but also could include the</p> <ul style="list-style-type: none"> • Early Years Developmental Journal • Solent Developmental Checklist • Mary Sheridan Book - Children's Developmental Progress from Birth to Five Years • The AET Progression Framework • Talking Point Progress Checker <p>Close liaison with parents about their assessments in the home environment.</p> <p>Cohort tracking to identify specific areas of development where groups of children could benefit from specific interventions.</p> <p>Reference is made to the Graduated Response Approach</p>
	Where assessments indicate a concern about a child's development differentiated support should be put in place to address the need.	<p>Guidance on strategies to be put in place could be obtained from</p> <ul style="list-style-type: none"> • Communication Carousel • I Can Talking Point Website • Occupational Therapy Website • Setting Early Years Key Contacts • Advice given by professionals for other children with similar needs • The Early Years SEND Telephone Consultation

Assessment continued	<p>A 6 weekly cycle of Assess, Plan, Do, Review is used to ensure that children with SEND are making progress.</p>	<p>Children's strengths and areas for development are observed and monitored in different settings and contexts for a short period of time to inform planning.</p> <p>Practitioners are aware of children's starting points so that expected progress can be measured. Accurate assessments are made across the Prime Areas of the EYFS and recorded in the assess section of the APDR.</p> <p>SMART Targets are written that detail the interventions that are to be put in place and a plan for their implementation is made.</p> <p>The targets are reviewed at approximately 6 weekly intervals and the cycle is repeated if necessary.</p> <p>The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes.</p>
	<p>Practitioners ensure that all 2-year olds receive a 2 year old check and that feedback is given to parents.</p>	<p>2-Year-old check Guidance on Buckinghamshire Early Years Website</p> <p>A Know How Guide to the progress check at age two NCB</p> <p>Liaison with the child's Health Visitor with parent's permission.</p> <p>Share with parents 'What to Expect When'</p>

		Expectations of all settings	Strategies and resources
Partnerships	The setting works in partnership with parents, carers and children in decision making.	<p>Parents and carers are aware of the range of communication channels available for sharing information about their child and their concerns will be recorded.</p> <p>Parents are aware of the needs of their child and the support and individually tailored interventions in place. They are involved in setting and reviewing targets for their child.</p> <p>Formal and informal events take place to seek views in relation to SEN provision in the school e.g. parent surveys, coffee mornings, stay and play sessions.</p> <p>Use of home school diary / book bag / text / emails to support communication directly with parents/carers.</p> <p>Use of electronic record systems (i.e. Tapestry)/ parent consultations, attendance at Assess, Plan, Do, Review (APDR) meetings.</p> <p>The SEN Support Plan is co-produced with parents and carers. Parents and carers are signposted to www.buckscc.gov.uk/send-ias. This is referenced on the settings website. Parents and carers can also be signposted to the Local Offer www.bucksfamilyinfo.org/localoffer.</p>	
	The setting recognises, and responds to, the need for pastoral support for children with SEND, bearing in mind the individual's social and emotional needs and other relevant context.	<p>There is a calm and purposeful environment for learning where children feel they belong and their contributions are valued.</p> <p>An identified safe space can be allocated.</p> <p>Language used in the classroom demonstrates unconditional positive regard.</p> <p>Whole setting approach is used to develop emotional literacy, wellbeing and resilience and promote positive attitudes to everyone.</p> <p>Peer awareness and sensitivity towards difference (including SEND) are raised at a whole setting level.</p>	
	Children feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.	<p>Key workers work at building a bond with both children and their parents and carers.</p> <p>Negative attitudes, beliefs and perceptions towards individuals and groups are addressed.</p> <p>The 'child's voice' is listened to and responded to.</p>	

		Expectations of all settings	Strategies and resources
The physical and sensory environment		The physical environment is adapted to meet the needs of children.	<p>The physical accessibility of the building and individual learning spaces are assessed. The accessibility plan is part of the setting's local offer and 'reasonable adjustments' are made according to individual needs.</p> <p>The furniture is the appropriate size/ height for the children.</p> <p>Extra-curricular activities and educational visits are planned to fully include children with SEND (in line with the Equalities Act 2010), 'Reasonable adjustments' are made.</p> <p>Children's' views are routinely sought and are used to inform planning for physical or sensory adaptations that they may require.</p> <p>Risk assessments for the child are completed.</p>
		Practitioners are aware of sensory needs and issues that may impact on children.	<p>Staff are aware of smells and noise in the room and any individuals who may be impacted by these. E.g. areas next to noisy or smelly environments.</p> <p>Adjustments are made to the acoustic environment such as soft furnishings, blankets on tables, creating a quiet corner etc.</p> <p>Children' sensory needs are known and used to plan necessary adjustments including movement breaks, sensory resources,</p> <p>Children who wear glasses and/or hearing aids are encouraged to wear them and are seated in the optimum position.</p> <p>Displays are meaningful and appropriate for all children.</p> <p>Practitioners are aware of lighting in the room e.g. use of natural light, who is facing the light, where you stand in relation to the light etc.</p>

	Expectations of all settings	Strategies and resources
Teaching , communication and learning strategies	Practitioners are aware of the additional needs of their children; understand the nature and impact of these and how to respond to them.	<p>Aspects of structured teaching are used according to children's needs e.g. visual timetables, clear concise instructions with visual prompts (e.g. First and Then boards, Countdown cards), particularly during transitions.</p> <p>Children are given time to process information before being asked to respond.</p> <p>Tasks are broken down into small manageable steps. These steps are shown explicitly.</p> <p>The pace and order of activities is relevant to maintain interest and attention of all children. Key information and strategies are shared with all relevant Practitioners e.g. One Page Profile.</p>
	Practitioners differentiate to provide suitable learning challenges and cater for different learning needs and styles.	<p>Modelling is used to aid understanding.</p> <p>Visual supports are used throughout the setting – including timetables, First and Then boards, Story and Song props etc.</p> <p>Children's interests are used to effectively promote engagement and extend focus of attention.</p> <p>Stories and rhymes are chosen carefully to suit the developmental level of the children.</p> <p>A small step approach is used and backward chaining where appropriate.</p>
	Use is made of Individualised and/or small group planning.	<p>Strategies are used to actively promote independent learning e.g. through pre-teaching, overlearning, appropriately differentiated resources.</p> <p>Seating and groupings take account of individual needs and routinely provide opportunities for access to role models, structured opportunities for conversation and sharing of ideas and access to additional adults where they are available.</p> <p>Use of additional adults is planned to maximise their impact on learning.</p> <p>Strategies are used to build and maintain positive relationships across the whole setting.</p>

	Use of steps-to-success or similar to promote independence, scaffold and support children.	There are opportunities to develop peer awareness/ sensitivity and support for different needs both in and out of the setting.
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	Expectations of all settings	Strategies and resources
Practitioner skills and training	All practitioners make a positive contribution to children's progress.	<p>Additional adults are deployed proactively in the setting and their impact on children is monitored carefully to ensure progress is supported.</p> <p>Additional support is used to promote independent learning as far as possible.</p> <p>Strategies used in interventions are integrated into setting practice so that children can sustain progress.</p>
	The setting and all practitioners are reflective.	<p>Barriers to Learning</p> <p>AET Standards</p> <p>AET Competency Framework</p> <p>Communication and Interaction Audit</p>
	There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the children.	<p>There is a planned programme of ongoing CPD in relation to SEND for the whole setting. (This could include courses from the EY Training Guide)</p> <p>Attendance at the Early Years SENCO Liaison groups.</p> <p>EY SENCO Qualification?</p> <p>Best practice is shared within the setting and with other setting in the county via side by side principles.</p>
	Practitioners collaborate and have effective links with other relevant outside agencies and specialists.	<p>Practitioners know when to refer for extra support or advice.</p> <p>The setting is aware of and regularly communicates with any other professionals who are involved with each child. Consent is gained to share information with other professionals if this is appropriate.</p> <p>Advice received from other professionals is used to inform teaching and learning.</p>

	Expectations of all settings	Strategies and resources
Resources	<p>Resources are allocated appropriately to ensure additional needs are met.</p> <p>Quality and impact of support is scrutinised.</p>	<p>Resources are within easy reach of children to promote independence.</p> <p>Children have easy access to sensory equipment that they require, e.g., pencil grips, wobble cushions, fidget toys, ear defenders, and weighted blankets.</p> <p>Resources are clear and uncluttered, labelled using text and images. Print size and font is appropriate.</p> <p>Activities and resources are differentiated to meet individual needs For example a range of different types of scissors, puzzles, books, outdoor equipment etc.</p>
	<p>Specific resources are allocated and strategies are provided to overcome potential barriers to learning. Increased use of ICT resources.</p>	<p>Additional/adapted resources are available for those children who require it. Liaising with parents, Occupational Therapist (OT) regarding specific equipment needs.</p> <p>Additional ICT support may need to be provided to children and young people with visual and hearing impairments and liaison with involved professionals will be necessary.</p>

	Expectations of all settings	Strategies and resources
Transitions	Support is in place for all transitions that children experience.	<p>Transitions include:</p> <ul style="list-style-type: none"> • Changing from structured to unstructured times • Moving from inside to outside the setting and back again • Moving from one activity to the next • Changes of practitioners – permanent and temporary • Special events: visitors, visits and celebrations • Life events: birth of a sibling, change in parenting arrangements e.g. change in parents' relationship status, loss and bereavement or contact visits <p>Practitioners are aware of those who will need additional support for all or most transitions, and plan for these transitions. This includes children who:</p> <ul style="list-style-type: none"> • Have insecure attachment, including but not limited to Looked After Child, Child in Need, Child Protection and children from armed forces families. • Have social communication difficulty including Autism • Suffered trauma, loss or bereavement • Are anxious <p>Support may include:</p> <ul style="list-style-type: none"> • Safe space available within the setting • Visual timetables are used, events are removed when finished. • Children are pre-warned of any changes and prior to transition and shown visually how long until the transition. • Opportunities for periods of 'down time'. This might include self-directed free choice or use of a safe space. <p>Plans are made for unstructured times</p>
	Procedures are in place for ensuring smooth transitions into the setting and between setting rooms and into new settings or into Reception class.	<p>Information is actively sought and shared about children to support successful transitions and manage change both within the school and beyond.</p> <p>This information is available for the children's parents and carers, other practitioners within the setting and receiving or previous settings as required.</p> <p>Practitioners are aware of children who need additional support while transitions and adjustments are made, e.g. additional visits to a new setting/room with a familiar trusted adult, creating social stories, a photo book, home visits.</p>

Section Two: Expectations of all settings

We have separated this section by the four areas of need set out in the Code of Practice.

Many children may have needs across more than one category and certain conditions may not fall neatly into one area of need. When reviewing and managing special educational provision, the four broad areas of need may be helpful as a guide to ensure you can provide support across these areas.

EYFS Prime Area of Communication and Language

SEND CoP Communication and Interaction

This provision should be *in addition* to the expectations in section one.

Approaches and strategies	Additional resources & advice available once strategies have been implemented & reviewed
<ul style="list-style-type: none">• Whole setting awareness and understanding of communication and interaction needs.• Children will access strategies and resources typically available in the settings, with an emphasis on appropriate multi-sensory strategies, a communication friendly environment and differentiation of activities.• Practitioners are skilled in adjusting the pace and order of activities to maintain interest and attention.	<ul style="list-style-type: none">• SALT Communication Carousel on SALT website• Autism Education Trust resources• Autism Toolbox• Letters and Sounds• Training• Speech and Language Therapy (SALT)• EY SEND Telephone Consultation

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the children
Difficulties saying what they want and being understood	<ul style="list-style-type: none"> • Modelling language • Repeating back what they have said so that they hear a clear model • Small group or individual language sessions (could include Chatter Monkeys and Little Talkers etc) • Language programme devised by a SALT. For example, Chatter Monkeys and Little Talkers. • Allow time for child to process and respond. Slowing down your responses to encourage them to do the same. • Use of a variety of language rich activities e.g. rhymes, songs, poems, pretend play. • All attempts to speak/communicate are supported • Providing an additional method of communicating e.g., symbol communication (e.g. Makaton, PECS & symbols), use of ICT • Reduce pressure to speak and provide alternative means of contribution such as; pictures and gestures
Difficulties understanding what is being said to them	<ul style="list-style-type: none"> • Consider how much information a child can process when giving instructions e.g. awareness of complexity of vocabulary and amount of information carrying words. • Reduce your language to meet the needs of the child. Use match plus one i.e. child says 'car' you say 'fast car' • Ask children to repeat instructions to clarify their understanding • Provide visual prompts. For example; objects of reference, first and then boards, timetables, story and song props etc. • Give extra time to process what has been said. • Think about the environment and limiting any distractions. • Check you have engaged the child's attention before talking to them; use their name first before giving them an instruction • Check that hearing has been tested

	<ul style="list-style-type: none"> • Pre-teaching of topic vocabulary. • Instructions should be given in order of completion.
Child/Young person does not understand or use social rules of communication	<ul style="list-style-type: none"> • Modelling / role play • Small group sessions (for example PALS) • Social stories • Prompts – symbols, signing systems • First (you are doing this) and Next (you are going to be doing that) boards
Difficulties with language Difficulties with communication	<ul style="list-style-type: none"> • Use the child's name first to draw their attention followed by key word Instructions e.g. Jamie, stop. • Use positive language, telling them what you want them to do • Simple instructions, using literal language (avoiding sarcasm and figures of speech) • If Appropriate use of symbol communication such as Picture Exchange Communication System (PECS) • Much of what we communicate is non-verbal so be very aware of your own body language • Awareness of appropriate tone of voice (calm, not too loud) • Awareness of rate of speech (slow down) • Awareness of appropriate environment (noise, room, temperature, lighting, room layout) • Awareness of use of language (some children may need a language-rich environment, others may need it to be kept simple)

Difficulties with social imagination	<ul style="list-style-type: none"> • Role play and drama, use of props (e.g. puppets) • Modelling • Story telling • Photos used to talk through what might be happening • Playing And Learning Socialise Programme • Social stories
Difficulty with social communication and developing relationships	<ul style="list-style-type: none"> • Small group / 1 to 1 tasks and activities to cover turn taking and social skills • Clear communication of expectations • Develop group work skills by targeted sessions to address specific skills, e.g. turn-taking, conversation, feelings... • Opportunities for supported play with peers • Modelling successful play and social interactions • Giving support to respond to conflict in relationships and resolve difficult situations • Giving support to develop understanding of emotions of child and peers • Good peer role models • Clear boundaries
Anxiety in busy unpredictable environments	<ul style="list-style-type: none"> • Preparation for change of activity, environment or routine • Small group / 1 to 1 tasks and activities • Calm learning environment • Clear communication of expectations • Visual timetable • Use of social stories

<p>Sensory and physical needs relating to communication and interaction</p>	<ul style="list-style-type: none"> • Staff are aware that for some children, a sensory or physical disability could impact on their learning language and social interaction • Staff understand the importance of supporting children to understand their sensory needs and to begin to develop self-regulation strategies • Nurturing groups • Implement strategies and programs on the advice of relevant professionals, e.g. SALT • Support for social interactions during unstructured time e.g. free choice/free flow
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EYFS Overriding Principles: Learning and development

SEND CoP Cognition and Learning

This provision should be *in addition* to the expectations in section one.

Approaches and strategies	Additional resources & advice available once strategies have been implemented & reviewed
<ul style="list-style-type: none"> Differentiation to ensure the development of skills across the prime and specific areas of the EYFS A range of different strategies and approaches to meet the needs of individual children. Effective use of IT equipment to support learning Practitioners are trained and skilled in supporting children with general and specific learning challenges 	<ul style="list-style-type: none"> Advice or support of SENCO, Key Contact, SEN Telephone Consultation Training Working together with professionals, setting and parents. Speech and Language Therapy

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the children
<p>Limited attention span compared to developmentally appropriate milestones</p> <p>Difficulties with learning e.g. despite appropriate differentiation and interventions making less progress over time across the curriculum and working below age related expectations</p>	<ul style="list-style-type: none"> Regular, short breaks Allowing plenty of time for movement Differentiation, Chunking, breaking tasks down Visual timetables and other visual support to help explain activities Backward chaining – chain parts of the task together (e.g. support the child to complete all but the last part of a task and then let them complete the task independently – gradually increase the part of the task the child completes} Asking the child to repeat back the activity they are going to do Use of timers and countdowns, so they know they only have to focus for a comfortable amount of time

- Individualised timetables, work structures and work boxes
- Assessment through observation
- Clear and simple instructions, breaking down longer instructions and giving one at a time
- Visual timetable
- Visual cues and prompts
- Give time before response is needed
- Pre-teaching – e.g. adult shares books with child before small group story.
- Shared next steps – all adults including parents are aware of outcomes
- Differentiated activities and resources to support learning at a developmentally appropriate level.
- Planned multi-sensory teaching that take account of different learning styles
- Support to manage self-esteem – celebration of strengths, reinforcement of success
- Flexible grouping which enables the child to work with good role models that focuses on functional skills and area of need

EYFS Prime Areas Personal, Social and Emotional Development (PSED)

SEND CoP Social, Emotional and Mental Health Difficulties (SEMH)

This provision should be *in addition* to the expectations in section one.

Approaches and strategies	Additional resources & advice available once strategies have been implemented & reviewed
<p>Practitioners should be aware of children's social and emotional needs and develop strategies to support them.</p> <ul style="list-style-type: none">• Use of whole setting approaches to promote wellbeing and resilience• A behaviour policy underpinned by a clear ethos and values• Support for children to understand their own and others' emotions• Key person to build positive and trusting relationship	<ul style="list-style-type: none">• Use of Early Help Assessment• Consultation with the MASH (Multi Agency Safeguarding Hub)• Health Visitor – ASQ + SE• Playing and Learning to Socialise (PALS) – to explicitly teach rules and routines,• Build self-esteem and develop social and emotional skills• Use of social stories• Small group or 1 to 1 interventions• Use of effective choices to allow children to have a sense of control• Use of distraction techniques and giving responsibility• Explicitly teaching self-regulation strategies• Developing attachment aware strategies to practitioners (training available from Virtual School)• Use of STAR (setting, triggers, action, result or ABC (antecedent, behaviour, consequence) approach to investigate behaviour/interactions between child and staff supporting• Attend training –Seeing Beyond Behaviour and Leading Behaviour Management in your Setting

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the children
<p>Displaying behaviour that challenges.</p> <p>Desire to follow own agenda</p>	<ul style="list-style-type: none"> • A consistent message but flexible approach • Reasonable adjustments are made • Explore and try to understand the basis for the behaviour and recognise that behaviour is a method of communication (Use of STAR/ABC/ Iceberg to explore the purpose of the behaviour and what the child is trying to communicate) • Consideration of the timetable and transitions • Supported transitions • Explore the sensory needs of the child • Explore communication needs of the child • Help the child to self-regulate • Have a safe space for children to regulate • Risk assessment • Communication with home/family e.g. what is going on at home, other agencies' involvement? • Regular review of Assess, Plan, Do, Review (APDR) or behaviour plan
<p>Behaviours may reflect:</p> <ul style="list-style-type: none"> • Anxiety • Low self esteem • Poor attachment • Presenting as significantly unhappy or stressed 	<ul style="list-style-type: none"> • Focus on reducing anxiety and thereby behaviours • Flexible and creative use of rewards and consequences e.g. 'catch them being good' • Positive reinforcement of expectations through verbal scripts and visual prompts • Calming scripts to de-escalate, including for example, use of sand timers for 'thinking time'

<p>Difficulties following and accepting adult direction</p>	<ul style="list-style-type: none"> • Look for patterns and triggers to identify what may be causing behaviours • Positive scripts - positive language to re-direct, reinforce expectations e.g. use of others as role models • Calming scripts to de-escalate, including for example, use of sand timers for 'thinking time' • Limited choices to engage and motivate • Flexible and creative use of rewards and consequences e.g. 'catch them being good' reward systems • Visual timetable/supports and use of visual cues e.g. sand timers to support sharing
<p>Presenting as significantly unhappy or stressed</p>	<ul style="list-style-type: none"> • Key worker and adults to check in at the start and end of the day • Safe place/quiet area in the setting • Feedback is used to collaborate and plan with parent /carer, to ensure consistency between the home and setting • Use of social stories to identify triggers and means of overcoming them • Build rapport and trust in a reliable adult

EYFS Prime Areas Physical Development

SEND CoP Sensory and/or Physical Needs

This provision should be *in addition* to the expectations in section one.

Approaches and strategies	Additional resources & advice available once strategies have been implemented & reviewed
<ul style="list-style-type: none">• All staff are aware of children's sensory/ physical disability and implications in all teaching and learning environments• Favourable seating arrangements for group activities• Practitioners should encourage children to wear appropriate sensory equipment and use physical aids• Practitioners should ensure that all children have understood all instructions• All practitioners should ensure that information is delivered in an accessible way	<ul style="list-style-type: none">• Sensory, Physical & Down Syndrome Team• Specialist Speech and Language therapist• Portage• Occupational Therapy• Children with Disabilities Team• Physiotherapy• Paediatrician

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the children
Hearing impairment	<ul style="list-style-type: none"> • Allow the deaf child to see your face and lips when speaking • Ensure you are not standing with your back to a light source, as a shadow cast across your face can obstruct the deaf child's view. • Manage visual distraction, especially with younger children. For instance, think about what you are going to wear, because brightly coloured clothing or large jewellery may be distracting • Ensure child has heard the task/request • Allow additional time to ensure mastery of new concepts/learning • Give more time to process information • Create opportunities for 1 to 1 and group work in good listening environments • Provide deaf awareness training for staff • Adapt your environment to improve acoustics • Use of visual aids • Speak clearly and at your normal pace and make sure you have the child's attention before you start talking • When speaking directly to the deaf child always get down to their eye level so they can focus on your speech and tune in
Vision impairment	<ul style="list-style-type: none"> • Practitioners to work together with parents and other professionals to share strategies and advice to support the child • Adults talk clearly to the children • The environment has a consistent layout with clear routes and areas of learning that are obvious to the children

	<ul style="list-style-type: none"> • Talking books and tactile resources • Say name before instruction and name the other children so they know who they are talking to. • Resources organised to allow independence • Give warnings of changes • Use a multisensory approach • Support to promote full social inclusion and to develop social skills
Physical disability	<ul style="list-style-type: none"> • Staff to work together with other professionals to share strategies and advice to support the child. • Moving and handling training accessed where appropriate • Provision of small support equipment e.g. adapted pencils, pens, ruler, cutlery and scissors • Accessibility planning • Ensure environment is accessible for specialist equipment e.g. Walkers, standing frame, specialist seating and hoisting. Ensure use of specialist equipment • Enable access to ICT equipment e.g. computers, iPads • Staff training for care and hygiene support • Risk assessments and Personal Emergency Evacuation Plan
Severe and complex medical needs including a life-threatening diagnosis or condition	<ul style="list-style-type: none"> • Reasonable adjustments in line with the Equality Act 2010 • Support equipment such as lockable medicine cabinets, first aid bags, fridges • Medication / care training • Clear bereavement training and policies • Regular home setting contact when/if child is not in setting to maintain 'sense of belonging' with peers and setting community

Physical sensitivity including hyper and hypo responses and possible sensory difficulties	<ul style="list-style-type: none"> • Practitioners to work together with other professionals to share strategies and advice to support the child's sensory diet
Sensitivity to sensory stimuli	<ul style="list-style-type: none"> • Sensory reduction planning • Staff training through CPD • Sensory Breaks • Sensory resources • Flexibility with uniform policy • Consideration to the environment e.g. noise, room temperature, visual stimuli, proximity • Flexible approach to transitions • Access to safe place

Section Three: Glossary and other commonly use terminology

Glossary and common abbreviations used within the Early Years Access and Inclusion Team

Name/Abbreviation	What does it mean/stand for?	Additional information
Full Funded Entitlement (FFE)	Where a setting is able to claim the full amount of funding for a child attending fewer hours due to SEND and with parental agreement	Early Years funding and SEND pages
Funded provider	Nursery, pre-school, childminder or out of school club which provides early education for 2, 3 and 4 year olds in receipt of funding	Early Years Funding Entitlement Early Years
Funded childminder	A childminder who provides care and early education for funded children. The same SEND provision is provided as for funded nurseries and pre-schools	SEND and Inclusion Early Years
Buckinghamshire Community Childminding Network (BCCN)	A service which aims to provide support for families and children who have significant additional needs or are considered vulnerable. They support by funding quality, flexible home-based childcare.	BCCN website
2 year old Funded Entitlement (2FE)	Up to 15 hours/week term time for eligible children including those in receipt of DLA	Buckinghamshire County Council Two Year Old Funding
Disability Living Allowance (DLA)	Help with the extra costs for a child who needs much more looking after than a child of the same age who does not have a disability	Disability Living Allowance (DLA) for children - GOV.UK
Education, Health and Care Needs Assessment (EHCNA)	A request can be made by professionals or parents if they feel a child has complex long term needs. A school/setting should demonstrate that they have taken purposeful, relevant	Early Years SEND and Inclusion Forms

	and sustained action to meet a child or young person's special educational needs before making a request for an Education, Health and Care (EHC) Needs Assessment	
Education, Health and Care Plan (EHCP)	Education, Health and Care Plans are for children and young people from birth up to age 25. EHC Plans provide statutory protection in respect of educational provision. They are intended to be holistic and centered on the child or young person's needs and because they are person-centered and contain an 'All About Me' section	Early Years SEND and inclusion forms
High Needs Block Funding (HNBF)	For some children with severe and complex SEN, settings may require additional resources in order to ensure the child is fully included and makes progress	Requesting HNBF
Disability Access Fund (DAF)	The Disability Access Fund is a one-off payment of £615 per child per year to the provider nominated by the parent and is to be used to support the inclusion of eligible 3 & 4-year-olds through reasonable adjustments	Early Years funding page
Learning Support Assistant (LSA)	A learning support assistant, also known as teaching assistant, supports teachers and helps children with their educational and social development inside and outside of the classroom	
Special Education Needs Officer (SENO)	Once a request is made for an EHCNA a SENO is assigned to the child and their family. They work as part of the integrated SEN team	Bucks SEND integrated service

Bucks Family Information Service (BFIS)	A website with information about what is available in Buckinghamshire for children and young people aged 0 to 25 with special educational needs and disabilities (SEND)	BFIS website
Education Psychology Service (EPS)	Educational Psychologists (EPs) undertake a range of work aimed at promoting inclusion, psychological well-being and raising standards for children and young people aged 0 to 19 years, across the full range of abilities	Buckinghamshire Educational Psychology Service
Occupational Therapist (OT)	Occupational therapy (OT) helps people who struggle to do everyday tasks because of poor motor skills. For children, that includes tasks that are part of learning and functioning well at school. OT works on the skills kids need to do the things they struggle with, from zipping their coat to writing and typing	Buckinghamshire Occupational Therapy Service
Special Educational Need Support Plan (SENSP)	The SEN support plan is the plan that the early years setting, will use to ensure a child or young person's needs are met	Early Years SEND and inclusion forms
Special Education Needs and Disabilities Information, Advice and Support (SENDIAS)	All local authorities, by law, have to provide children and young people with SEN or disabilities, and their parents, with information, advice and support.	Buckinghamshire SENDIAS Service website
Ordinarily Available Provision (OAP)	A benchmark / baseline / common set of expectations about what provision should be made for the majority of children and young people with SEN, within the structure for funding early education settings, schools, academies, free schools and colleges of further education	

Self-Evaluation Form (SEF)	Schools carry out a Self-Evaluation to provide information about their performance, progress and improvements	Childcare Business Support page
Speech and Language Therapy (SaLT)	Speech and language therapists provide treatment, support and care for children and adults who have difficulties with communication, or with eating, drinking and swallowing	Buckinghamshire Children's Speech and Language Therapy
Early Years SENCO Liaison groups (EYSLG)	Early Years (EY) SENCO Liaison Groups are free to attend and open to EY SENCOs in settings and schools with EYFS provision in Buckinghamshire. The groups provide an opportunity to share practice and discuss the latest developments in SEND both locally and nationally	SENCO liaison groups
SEN Integrated Service + Hubs	The SEND Integrated Service provides specialist Special Educational Needs and Disabilities (SEND) support through locally-based teams across Buckinghamshire. Formerly the SEN Team	Bucks SEND Integrated service page
Autistic Spectrum Disorder (ASD)	Autism is a lifelong developmental disability that affects how people perceive the world and interact with others	NHS website
Attention Deficit Hyperactive Disorder (ADHD)	A behavioural disorder that includes symptoms such as inattentiveness, hyperactivity and impulsiveness	NHS website
Attention Deficit Disorder (ADD)	A range of behavioural disorders occurring primarily in children, including such symptoms as poor concentration, and learning difficulties	NHS website

Special Education Needs and Disabilities Code of Practice (SEND COP)	SEND Code of Practice: for 0 to 25 years All schools must have regard to the Special Educational Needs and Disability (SEND) Code of Practice when taking decisions relating to pupils with SEN or disabilities. The code applies equally to maintained schools, academies, and free schools	SEND Code of Practise
ICAN	A communication charity offering help for parents who are concerned about their child, supporting early years and school professionals through training, support and information, running outreach programmes in the community and developing intervention programmes	ICAN website
Inclusion and Development Programme (IDP)	The Inclusion Development Programme (IDP) is part of the government's strategy to improve outcomes for children with special educational needs. It is intended to support specialist advice and guidance to make quality first teaching more effective and the aspirations for the outcomes of these groups of pupils greater	IDP online
National Autistic Society (NAS)	The National Autistic Society is a UK charity for autistic people (including those with Asperger syndrome) and their families. They provide information, support and pioneering services, and campaign for a world that works for autistic people	NAS website

Autism Education Trust (AET)	The AET is a not for profit programme led by two national autism charities – the National Autistic Society and Ambitious about Autism. Established and supported by the Department for Education, the AET promotes and supports partnerships throughout the education system to improve educational access, experience and outcomes for children and young people with autism	AET website
Multi-agency Safeguarding Hub (MASH)	Multi-agency safeguarding hubs are structures designed to facilitate information-sharing and decision-making on a multi-agency basis often, though not always, through co-locating staff from the local authority, health agencies and the police	Buckinghamshire MASH website
Multi Agency Referral Form (MARF)	A form to be used by anyone who has a concern about the safeguarding of a child. If you are a member of the public you can report any concerns anonymously using the online form	Buckinghamshire Safeguarding Children Partnership website

