



7.3.4 The Four broad areas of need – inclusive practice

Cognition and Learning

Supporting children to access the learning environment through differentiated activities and intervention understanding how children learn best

Children who need support to learn and develop skills for problem solving, planning and organising, developing memory and processing skills, their imaginative and play skills to learn concepts

Things you could try:

- ✓ Using approaches that follow the child's lead such as intensive interactions, mirroring behaviours, repetitively modelling play skills using child's interests in the moment
- ✓ Using small social group time activities where children model responses eg turn taking, following instructions
- ✓ Using low arousal environment to introduce new resources and activities, using visuals to support the sequence of the play.
- ✓ Using back chaining simplifying activities as a way of the child learning how to complete a task or activity
- ✓ Using visuals to follow routines and transitions eg coat time routine
- ✓ Using activities that support children to think and problem solve and test their memory skills eg. Puzzles, Kim's Game
- ✓ Using repetitive activities where children can rehearse and learn through a continuous provision and through home learning activities
- ✓ Using first hand meaningful experiences which are developmentally appropriate for children to build on their knowledge and understanding of the activities eg home corner with familiar props
- ✓ Modelling play and how to use resources for the child to master the skills with the activity eg connecting bricks and making bridges
- ✓ Giving opportunities for the child to predict and think by saying ' I wonder.....'
- ✓ Providing spaces for the child to retreat so that he can have down time before re-engaging again
- ✓ Using planning boards with visuals or choice boards to support a child to develop planning skills
- ✓ Using motivators and the child's interest to engage the child and use as a reward for complete it an adult chosen activity
- ✓ Supporting children's processing by giving thinking time, repeating the same phrase and keeping language short and simple

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Communication and Interaction

Supporting the quiet child and children with a delay with their communication

Children who aren't communicating with adults or children or communicating well but not talking

Things you can try:

- ✓ Use simple turn taking games that do not involve talking eg rolling a ball, banging on a drum, pushing a vehicle
- ✓ Use music and movement that is dance like, which may offer an means of expression and creativity
- ✓ Encourage other communications, use Makaton, hand gestures and build self confidence by praising other achievements
- ✓ Have special times and provide opportunities for 1;1 play with the adult with the child's favourite activity/ interests
- ✓ Use other communications in play e.g. using puppets, telephones, microphones
- ✓ Use photographs of familiar people, events or pets in books to share together
- ✓ Use props , characters and musical instruments to make sounds at story time eg a train whistle
- ✓ Use materials and resources that use other senses , sight sound touch and smell
- ✓ Encourage smiling, waving, nodding raising a hand, pointing or using a teddy to wave in response to your communications
- ✓ Encourage the child to take part in noisy games and songs with predictable language and actions eg Sleeping Bunnies or Tommy Turtle
- ✓ Encourage choice making through gestures pointing using picture symbols or eye pointing
- ✓ Use a balloon to amplify sounds when playing with the child

Supporting children with speech sounds delay

Things you can try:

- ✓ Encourage mouth sounds and symbolic sounds in stories and songs eg. Moo like a cow or ding dong for a doorbell
- ✓ Encourage sounds in imaginative play eg a crying baby or 'choo- choo' for a train
- ✓ Involve the child in blowing and popping bubbles, drinking and blowing through a straw and making 'mmmm' sounds where their lips are closed
- ✓ Sing the 'Silly Soup' song and play around with sounds to the objects
- ✓ Model sounds and make the sounds in the mirror to watch lip patterns
- ✓ Play fishing games or posting with pictures and objects that have the sound you are encouraging your child to use. Eg 'F' and 'S' socks and Fish
- ✓ Play skittles with the pictures attached that include the initial sound or finishing sound on e.g. cat, carrot

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- ✓ Make a scrap book of photographs and pictures with your child which include some of the words and sounds

Supporting children who present with social communication differences

For example, echoing speech (immediate echolalia), repeating remembered phrases (delayed echolalia), communicating through physical ways.

Things you can try:

- ✓ Encourage early communication skills using simple reciprocal activities, that support attention and listening skills and taking turns eg blowing bubbles together or 'Row Row Your Boat'
- ✓ Use Makaton and visuals to support the child to understand what is happening and reduce their anxieties
- ✓ Bring interactive toys from a bag or box and sings songs eg 'What is in the bag today ?' Cue the child in to an irresistible surprise
- ✓ Follow the child's lead in their play, and comment on it, and add a simple idea
- ✓ Keep language simple and repetitive
- ✓ Model greetings and other social language (with words and actions) in the moment with peers/other adults
- ✓ Use positive directive language to support a child to understand what the appropriate action is e.g. 'hands down' 'feet on the floor' 'put toy in the box'
- ✓ Cue the child in with their name and wait for them to turn to you, before talking (don't expect eye contact as this can be difficult for some children)
- ✓ Repeat phrases with actions and routines to support the connection of language and actions.
- ✓ Set up simple activities e.g. Two sets of instruments or a doll and utensils to model actions and play
- ✓ Use a song board and props to support the child's understanding
- ✓ Acknowledge a child's use of echolalia (immediate or delayed) as a form of communication and give a response even if you are unsure of the meaning e.g. by smiling, gesturing, repeating the phrase back, not taking the words/phrase literally and model the language you think the message behind the echolalia could be. Ask parents if they've heard the child use the same phrases of echolalia before and in what scenarios to together unpick what they are communicating.

Physical and Sensory

Supporting children with physical and sensory needs

Children who have sensory needs and differences and sensory processing difficulties often need resources and strategies to support them to make sense of their world and help them regulate.

The children who have a delay with their fine and gross motor skills or a physical

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disability will require activities. Resources and the environment differentiating to meet their specific needs.

Things you can try to support motor skills

- ✓ Provide seating which supports a child e.g. captain's chair or specialist seating (set up by an OT) to support the child's sitting position to support them to focus at a table top
- ✓ Have a range of differentiated tools which a child can be successful in manipulating and be creative with eg looped scissors large roller brushes
- ✓ Provide spaces where a child can exercise and master movements e.g. change to upright easel to work on their core strength
- ✓ Provide challenge for children to exercise and strengthen muscles e.g. pulling marbles from dough, lifting heavily buckets or pushing and pulling a wheel barrow
- ✓ Use motor skills programmes e.g. movers and creators

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Things you can try to support sensory differences

(Each child has their own sensory profile and if a child becomes agitated by a resource or activity, change it)

- ✓ Use calming techniques for children who become overwhelmed with their sensory environment eg. A tent or quiet corner
- ✓ Have low arousal spaces where children find it easier to focus on their play
- ✓ Have a set of ear defenders and a cap to wear if a child needs to filter sound and lights
- ✓ Use firm hugs or roll them in a blanket to have some deep pressure feedback
- ✓ Draw a pizza on their back or downward pressure on their body
- ✓ Use weighted bean bags, toys and cushions for the child to have over their lap when sitting (check weights to child's size and weight)
- ✓ Offer chewlery or chew buddies
- ✓ Offer crunchy materials e.g. a tough spot with corn flakes
- ✓ Offer vibrating resources that are handheld and for draping /sitting on
- ✓ Use small trays to offer messy experiences, start with dry texture or offer them in a zipped-up bag for the child to manipulate

Supporting children with sensory needs (Vision and hearing impaired / Deaf children)

Things you can try:

- ✓ Consider and review the environment in relation to the child's specific needs e.g. cover the table with soft cloths or cork to reduce sounds, make wider thoroughfares
- ✓ Differentiate and adapt stories to be multi-sensory e.g. props, sounds and textures
- ✓ Use signing to support. Communications e.g. BSL, Makaton
- ✓ Provide space that are calm and have low arousal for then child
- ✓ Limit the noise levels in areas where the child is working
- ✓ Seat the child near to the lead adult at social group times, use their name to cue them in and keep communication simple
- ✓ Give warnings of changes and transitions these could be done visually and with sounds

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- ✓ Give opportunities for the child to map out the classroom and areas when new resources or changes happen
- ✓ Have visuals that are 3D for a child with a vision impairment, including their coat peg
- ✓ Model play and how to use toys and equipment using the child's first hand experiences . Give opportunities to repeat and consolidate learning which may take longer for a child with a sensory impairment
- ✓ Plan the play ahead so that you can pre-teach activities or rules to games
- ✓ Consider the background for the child to work on e.g. some children need a contrasting colour on the table top
- ✓ Use hand under hand technique for the child to explore messy play

Social, emotional and mental health

Things you could try:

- ✓ Labelling the child's and your emotions e.g. 'You look happy when we go to the park'
- ✓ Making the child aware of the matching facial expression to the emotions using pictures, photographs stories and songs
- ✓ To have consistent approaches and responses to individual children's behaviours
- ✓ To understand the function of the child's behaviour
- ✓ To give the child attention using encouragement and praise, rather than the child seeking attention from an adult in an inappropriate way
- ✓ To label the appropriate behaviour and praise the child 'you took turns with Harry on the bike, well done!'
- ✓ Providing opportunities where the child will be successful and reduce the triggers which cause the behaviours
- ✓ Giving clear information and instructions to the child so the child isn't confused or anxious
- ✓ Modelling making mistakes and how to rectify them
- ✓ Giving warnings of changes and transitions so that the child can hold this in their mind
- ✓ Ensuring the child has safe spaces and places where they can self regulate or have down time from the hubbub with resources that help them to calm e.g. gel timers , rescue box
- ✓ Giving limited choices so that the child knows what's expected e.g. 'its carpet time you can choose a chair or a cushion'
- ✓ Offering ways of how the child can transition to the next activity / event e.g. 'you can hop or jump to the garden
- ✓ Using non verbal gestures e.g. thumbs up, smile when you see the child making good choices / appropriate behaviours
- ✓ Using musical instruments or visuals to support changes or to help the child cue into the adult or focus
- ✓ Using environmental signs which support expected behaviours and following rules e.g. Red Cross (not safe) on the store cupboards

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- ✓ Using visuals to support the child's understanding of who and when the adults (including parent/careers) are there to play and who's on pick up and drop off routine
- ✓ Providing opportunities where the child has responsibilities, time to work successfully with another child collaboratively for short periods e.g. making a junk model
- ✓ Using proximal praise e.g. when the children are sitting down exaggerate your response to the children who are sitting and looking ready
- ✓ Providing choices of seating and fiddle toys to support the child's focus at carpet times
- ✓ Using visual rules and sand timers to support turn taking
- ✓ Using breathing exercises and relaxation techniques e.g. yoga pretzels
- ✓ Using stories and social stories to support the child's understanding of their emotions
- ✓ Providing therapeutic play opportunities e.g. using the garden, clay, water, paint and sand
- ✓ Providing other ways of communicating their feelings, views and creativity through creative medias
- ✓ Using photographs and images to discover likes and dislikes