

Ordinarily Available Provision



Leicestershire
SEND

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Please note, this document is designed to be used electronically



Introduction and Overview

The term ‘ordinarily available provision’ comes from the SEND Code of Practice and refers to **the support that mainstream settings should be able to provide for a child through their agreed funding and resource arrangements.**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision

Ordinarily Available Provision falls into the ‘universal’ offer as special educational provisions are made ‘ordinarily available’ by Early Years Providers. For some children their Special Educational Needs and Disabilities will be provided for through high quality, differentiated teaching. Non-statutory guidance **Birth to 5 Matters** and DfE **Development Matters** detail universal inclusive practice.

Early Years providers should read this document in the context of their responsibility to operate a Graduated Approach to assessing, planning for, providing for, and reviewing most children’s needs in their setting. **The Graduated Approach Booklet** for children with SEND in the early years is available.

Early identification and early intervention of SEND is vital to prevent escalation of needs. This document will support you to ensure children get the right support at the right time.

The Ordinarily Available Provision describes a wide range of activities, opportunities and approaches that are offered as basic good practice to meet a range of additional needs without the need for formal diagnosis or specialist support. This document cannot describe every intervention or strategy but indicates the type of arrangement that should be typically available.

Ordinarily Available Provision is not about treating everyone the same, but it is about making adaptations and small changes, so all children get the same opportunities.

For details of services and support please visit **Leicestershire County Council SEND Local Offer**



Communication and Language

SEND Code of Practice (2015)



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

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.



NB. This section is linked to the 'Speech, Language and Communication Needs' chapter and the 'Autistic Spectrum Condition (ASC)' chapter in the Graduated Approach Booklet

What does it look like?	Ordinarily Available Provision	Resources Available
<p>Attention and listening</p> <p>Child may have no or poor eye contact and may not respond to their name</p> <p>Child may be easily distracted, find attending to activities difficult and flit between one thing and another</p> <p>Child may not be able to listen and do something at the same time</p> <p>Child may appear to be in their own world or on their own agenda and it may be difficult to get them to engage in adult led interactions</p> <p>Child may engage in a limited range of activities</p>	<p>Environment:</p> <ul style="list-style-type: none"> ▶ Use calm colours to reduce distractions, support attention and concentration – all useful aspects to effective communication ▶ Carefully plan where areas are placed in the room. For example, have the book area in a corner away from the outside door. Be aware of throughfares ▶ Use of natural resources e.g. wood, metal, real leaves, mud can offer opportunities for more language to be used, sensory engagement to support listening & attention & something more interesting to talk about than plastic equipment ▶ Be aware of noise levels in the setting e.g. the use of soft furnishing or creating cosy areas. ▶ Ensure appropriate daily routines are in place to support the child. <p>Experiences and Opportunities:</p> <ul style="list-style-type: none"> ▶ Know about and follow the child’s current interests or motivators ▶ Offer a range of sensory experiences to engage the child ▶ The outdoor provision can be an experience that relaxes children and supports their communication <p>Strategies:</p> <ul style="list-style-type: none"> ▶ Identify the child’s attention levels ▶ Use the child’s name before communicating with them ▶ Use eye contact, gestures, tone of voice and nonverbal communications ▶ Get down to the child’s level ▶ Organise small groups or paired work ▶ Play high interest games e.g. bubble, balloon or ready steady go games. ▶ Use visuals or objects of reference to support attention skills ▶ Share key strategies with parents and carers to ensure a consistent approach ▶ Sing songs and rhymes 	<ul style="list-style-type: none"> ▶ People play ▶ Social communication groups ▶ Sensory circuits and sensory breaks ▶ Safe space ▶ Positive language and praising ▶ Every Child a Talker Child monitoring tool

What does it look like?	Ordinarily Available Provision	Resources Available
<p>Receptive language (understanding)</p> <p>Child may struggle to understand language and could mimic with no understanding (out of context)</p> <p>Over reliance on non-verbal communication</p> <p>Struggles to follow simple instructions</p> <p>Not responsive to their name</p> <p>Difficulty making choices</p> <p>May have high levels of anxiety, withdrawal, challenging behaviour, low levels of wellbeing</p> <p>Avoids tasks and activities where there is a reliance on understanding language</p> <p>Struggles to follow routines without support – waits and copies what others do</p> <p>Children may find following verbal instructions difficult</p>	<p>Environment</p> <ul style="list-style-type: none"> ▶ Use visual support strategies ▶ Use quiet spaces to support concentration ▶ Reduce distractions in the environment ▶ Use real objects to generate new vocabulary and make learning more meaningful <p>Experiences and Opportunities:</p> <ul style="list-style-type: none"> ▶ Provide opportunities for real life, first-hand experiences (cultural capital) to facilitate new vocabulary through a multi-sensory approach ▶ Utilise all daily routines as opportunities to interact ▶ Re-visit words and experiences to embed vocabulary in a variety of contexts ▶ Children need a reason to communicate, plan resources and opportunities to support this <p>Strategies:</p> <ul style="list-style-type: none"> ▶ Simplify language when necessary to aid understanding ▶ Use objects of reference, photos or visuals to support the child’s understanding ▶ Intentionally plan new words to introduce and share these words with parents to encourage use at home too. ▶ Follow the child’s lead, comment on their play or interests. ▶ Avoid asking too many questions. Adults should ask one question to every four comments made. ▶ Offer choices with a visual support even when you may already know what they want e.g. ‘do you want an apple or banana?’ ▶ All practitioners try to use the same word/phrase rather than using a range of words to describe the same activity e.g. Dinner time; Decide whether it will be called ‘dinner’, ‘lunch’, or ‘sandwiches’. ▶ As receptive and expressive skills develop, ask open-ended questions to encourage conversation e.g. “What did you do on holiday?” rather than “Did you go to the seaside?” ▶ Story sacks, props, puppets, nursery rhyme bags all add meaningful context to words 	<ul style="list-style-type: none"> ▶ Choice boards ▶ Communication friendly environments ▶ Purposeful displays ▶ Tents ▶ Tables covered with cloths ▶ Book Nooks ▶ Sofas and bean bags ▶ Ideas and activities to support ▶ Speaking and listening ▶ Every child a talker (ECAT) ▶ Modelling/instructions/ commentary ▶ Creating opportunities to communicate

What does it look like?	Ordinarily Available Provision	Resources Available
<p>Expressive Language (expressing themselves or talking)</p> <p>Child may have less expressive communications, such as facial expressions</p>	<ul style="list-style-type: none"> ▶ Use the 10 second rule to give children time to process, understand the words and gestures used. ▶ Emphasise key words in your comment or instruction e.g. Here's the car. The ball is in the bucket ▶ Children usually understand nouns first (objects) then verbs (doing words) and then adjective (describing words) this can help in the type of words we use with children ▶ Model the correct language to children without expectation for the child to repeat the phrase e.g. Child: 'Cat runned away' Adult: 'Yes, the cat ran away'. 	

What does it look like?	Ordinarily Available Provision	Resources Available
<p>Social Communication</p> <p>Child may avoid situations where language is involved</p> <p>Child may demonstrate aspects of solitary play</p> <p>Child may find emotional vocabulary learning a challenge</p>	<p>Environment:</p> <ul style="list-style-type: none"> ▶ When children feel comfortable and safe, they are more likely to communicate. ▶ Be aware that different cultures may have different social rules. Make sure you speak to parents about what is expected in their culture ▶ Be aware that a child with EAL may present as having SEND but just needs time to immerse in the new language ▶ Minimise visual distractions and background noise. <p>Experiences and Opportunities:</p> <ul style="list-style-type: none"> ▶ Small group work with the child for short and regular interventions ▶ Use co-operative play and adult led or child-initiated tasks involving turn taking ▶ Interact in the child-initiated moments as they arise to support and model language <p>Strategies:</p> <ul style="list-style-type: none"> ▶ Routines are very important for children with social interaction difficulties. Make the routine clear (e.g. by using a visual) and warn children in advance of any changes during the session ▶ Ensure you are face-to-face when communicating and use children’s names to gain attention. ▶ Children may find it challenging to stay in the group for a long period of time so have realistic expectations for individual children. ▶ Follow the child’s lead and make the context and reason for communication motivating and interesting ▶ Use high interest toys like bubbles, noisy or pop-up toys to encourage simple interaction and turn taking. ▶ Praise the child for ‘good listening’ or ‘good looking’ or for taking turns in an activity. ▶ Repeat and revisit activities particularly in small groups as this can offer reassurance and build confidence ▶ Value and recognise all forms of communication including non-verbal. 	<ul style="list-style-type: none"> ▶ Language Support ▶ Social communication groups ▶ Listen and learn: Speech, language and communication strategy

Cognition and Learning

SEND Code of Practice (2015)



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

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.



NB. This section is linked to the 'Learning Disability' chapter in the Graduated Approach Booklet



What does it look like?	Ordinarily Available Provision	Resources Available
<p>Through observation children may have:</p> <p>Poor memory skills</p> <p>An inability to retain basic play skills and concepts and need lots of practise and repetition</p> <p>Difficulty recalling known skills</p> <p>Difficulties with joint attention</p> <p>Fleeting / poor concentration</p> <p>Difficulty or inability to make a choice</p> <p>Repetitive play skills</p> <p>Difficulties with understanding</p> <p>Limited play experience and inability to explore toys/ activities</p> <p>Difficulty generalising skills</p> <p>Over reliance on adults</p> <p>A reluctance to take risks or problem solve</p> <p>...continued over</p>	<p>Use visual support materials to aid understanding. Choose materials based on the child's level of understanding – objects of reference, photographs and then symbols</p>	<ul style="list-style-type: none"> ▶ Using pictures and symbols ▶ Remember photos are a good place to start for visuals. For further sources of visuals, try looking at websites such as Twinkl and Widget.
	<p>Visual schedules help children to follow the structure of the day and also sequences e.g. getting dressed, going to the toilet</p> <p>First/then or now/next systems help children to access activities they wouldn't usually experience, and this also extends attention and focus</p> <p>Choice boards or books help children to choose activities and communicate what they would like to do.</p>	<ul style="list-style-type: none"> ▶ Objects of reference – aim to make them meaningful to the child ▶ Destination photos – take photos of the place and show the child where you are going ▶ Now and next / first and then ▶ Visual schedules and timetables ▶ Choice board
	<p>Support for receptive language skills (understanding)</p> <ul style="list-style-type: none"> ▶ Use simple clear language ▶ Gain the child's attention by saying their name or using a gentle physical prompt ▶ Get down to the child's level when talking to them ▶ Chunk instructions into smaller parts and give them one at a time ▶ Reduce the number of questions asked and increase simple commentary alongside play. Use the ratio one question to 4 comments ▶ Increase the use of gestures 	<ul style="list-style-type: none"> ▶ Ideas and activities to support ▶ Every child a talker (ECAT) – modelling / instructions / commentary

What does it look like?	Ordinarily Available Provision	Resources Available
<p>continued...</p> <p>Lack of confidence to approach new tasks and experiences due to limited understanding</p> <p>Unwanted behaviour</p> <p>Child may appear isolated and disconnected from others</p> <p>Difficulty sequencing</p> <p>difficulties understanding and recalling routines</p> <p>misinterpretation of social contexts</p>	<p>Support for attention and concentration</p> <ul style="list-style-type: none"> ▶ Consider positioning during group/carpet sessions. Carpet mats can help a child to focus ▶ Wobble cushions/fiddle toys/weighted lap toys can aid concentration during group times ▶ Reduce the group size for some carpet activities e.g. story time ▶ Use shorter, more interactive stories and use visual props to extend attention and help the child to stay focussed ▶ Reduce distractions when playing with the child e.g. cover some activities up with a cloth or sheet e.g. computer/water tray ▶ Break tasks down into small steps so the learning is more achievable e.g. thread one bead, then two ▶ Basket work helps children to focus on short task and brings a clear structure to activities. Start with one task and increase over time. This gives children chance to practise listening and attention skills and also develop confidence to try new activities ▶ Use the phrase “one more then finished” to extend concentration on activities 	<ul style="list-style-type: none"> ▶ Carpet mat / spots ▶ Fidget toys ▶ Wobble cushions and weighted lap buddy ▶ Basket tasks ▶ An electronic timer/sand timer can be helpful to use as an aid to extend concentration

What does it look like?	Ordinarily Available Provision	Resources Available
	<p>Support to develop play skills</p> <ul style="list-style-type: none"> ▶ Copy children’s play and pause to see if the child responds ▶ Model and extend play and then introduce a new action e.g. stirring the tea during a tea party ▶ Have two sets of toys/activities to model play sequences. This will help the child to copy play sequences ▶ Use the child’s interests to help to broaden experiences e.g. Peppa Pig/cars. Use this interest in other activities e.g. put Peppa pig in the sand tray, use colouring sheets with Peppa on. ▶ Appropriate toys/activities need to be available for the child’s developmental stage. This may mean taking toys from other rooms ▶ Use some hand over hand techniques to support the teaching of new skills e.g. putting a finger in messy play materials ▶ Use motivating object/resources e.g. bubble machine, to entice the child towards a new activity/area of the room ▶ Create a calm, quiet and distraction free area to introduce and model new skills ▶ Allow lots of opportunities to practise skills e.g. doing different jigsaws with large knobs, building with different bricks and materials so that learning and skills are generalised 	<ul style="list-style-type: none"> ▶ Home learning packs – to develop play skills ▶ Copy Me Box

What does it look like?	Ordinarily Available Provision	Resources Available
	<p>Support to develop learning in social situations</p> <ul style="list-style-type: none"> ▶ Play people games without toys to help the child to copy and respond to adults ▶ Include the child in social communication groups. Groups can be adapted by reducing the number of children and the number of activities. Include children who are good role models within each session ▶ Plan in independent time periods for children who are over reliant on adults. Give children a visual cue to show that the practitioner is busy at the moment but will be available soon e.g. practitioner may wear a special hat ▶ Create opportunities for paired and shared play and turn taking activities e.g. “my turn, your turn”. Plan fun and motivation activities e.g. rolling a ball, popping bubbles, banging a tambourine ▶ Teach a strategy to initiate interaction with peers e.g. show how to give a high 5 to another child ▶ Adults can anticipate what might happen in a social situation and give this a narrative e.g. ‘Tommy has tapped you, he wants to play chase’ 	
	<p>Support to develop positive approaches to learning</p> <ul style="list-style-type: none"> ▶ Model and teach new skills in small groups before whole group sessions ▶ Give positive praise which is relevant to the child for all attempts not just successes ▶ Provide breaks in learning for children who have sensory needs and may not be able to attend for longer periods. ▶ Sensory boxes may help with self-regulation and enable a child to re-engage with learning tasks ▶ Teach the child a phrase to obtain help e.g. ‘help me please’ ▶ Share success with other children and adults (if this is appropriate). This could be a smile, thumbs up or a sticker: whatever motivates the child. ▶ Ensure parents are fully involved in supporting the child by sharing approaches, strategies and successes 	<ul style="list-style-type: none"> ▶ People play ▶ Social communication groups ▶ Sensory circuits and sensory breaks ▶ Safe space ▶ Positive language and praising

Social, Emotional and Mental Health

SEND Code of Practice (2015)



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

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.



NB. This section is linked to the 'Social, Emotional and Mental Health' chapter in the Graduated Approach Booklet



What does it look like?	Ordinarily Available Provision	Resources Available
Children who find it difficult to regulate their behaviours and emotions	<ul style="list-style-type: none"> ▶ Calm spaces – consider indoors and outside ▶ Movement and sensory regulation breaks – indoors and outside ▶ Sensory/calm box available for free and independent access (may include puppets, persona dolls, worry dolls, emotion stones) ▶ ‘Professional love’ – a key person who can recognise needs and de-escalate emotions and behaviours ▶ Zones of regulation and emotion coaching 	<p>Books to explore for practitioners:</p> <ul style="list-style-type: none"> ▶ Heather Geddes; Attachment in the Classroom (2006), London, Worth Publishing. ▶ Niels Rygaard; Severe attachment disorder in childhood a practical guide (2006), New York, Springer-Verlag. ▶ John Bowlby; A Secure Base (1988), Oxford, Routledge
Children who may be withdrawn, overactive and or have poor concentration	<ul style="list-style-type: none"> ▶ Planned sensory breaks – indoors and outside ▶ Visuals – objects of reference, photos, timers, now/next, schedules, task list, photos of adults who are looking after the child each day ▶ Key person bonds ▶ Whole setting approach to develop professional curiosity to further explore the child’s presentation – why are they withdrawn/overactive/have poor concentration? ▶ Follow the child’s interests ▶ Provide opportunities for the child to learn in a way that best suits their needs – join them in their play/space rather than large/whole class groups ▶ Allow a child to join towards the end of a session and build up the time engaged slowly ▶ Joint attention activities ▶ Meet and greet with key person ▶ Have a welcome box with favourite activities ▶ Use of a comfort object from home to help them feel safe and secure ▶ WOW boards – ‘what I did well today’ 	<ul style="list-style-type: none"> ▶ Social communication group ▶ Activities to help listening and awareness of sound ▶ Positive behaviour visuals from Leicestershire County Council ▶ LCC Promoting Positive Behaviour in the Early Years

What does it look like?	Ordinarily Available Provision	Resources Available
Children who may have triggers that they respond to	<ul style="list-style-type: none"> ▶ Behaviour tracking charts such as ABC charts ▶ Practitioner understanding of patterns of behaviour and that behaviour is a form of communication ▶ Trauma informed approach and restorative repair ▶ Positive touch ▶ Understanding anxiety in children ▶ Provide structure during unstructured times ▶ Use of transitional objects 	<p>Link to behaviour/ABC charts, behaviour plans and examples here</p> <p>Promoting positive behaviour in the early years on LCC website link here</p> <p>kids inspire the benefits of positive touch</p> <p>Sunrise Wellbeing Centre – mental health in the early years</p>
Children who may present a spikey, inconsistent developmental profile	<ul style="list-style-type: none"> ▶ Developmentally appropriate expectations ▶ Developmentally appropriate resources 	<p>Link to small steps guidelines here</p> <p>Every child a talker (ECAT) – modelling / instructions / commentary etc</p> <p>Help for EY providers gov pages link https://help-for-early-years-providers.education.gov.uk/</p>

What does it look like?	Ordinarily Available Provision	Resources Available
<p>Children who may present with extreme emotions</p>	<ul style="list-style-type: none"> ▶ Provide calm spaces ▶ Staff training on managing challenging behaviour ▶ Role of adult – change of adult to support de-escalation ▶ Consistent approach to managing emotions and behaviours which are shared with parents ▶ Nurture groups ▶ Social stories ▶ Explicitly label emotions – “I can see that you look cross, would you like help?” ▶ Direct teaching of calming/self-regulation strategies (yoga, meditation, breathing) 	<ul style="list-style-type: none"> ▶ Little Parachutes website – social stories https://www.littleparachutes.com/ ▶ Books to explore with children ▶ There are also books that talk more generally about a range of different emotions and are a useful way to introduce key emotions vocabulary <ul style="list-style-type: none"> ▶ How are you feeling? – also contains strategies that might be helpful when experiencing different emotions ▶ Colour monster – a monster who is feeling confused about his emotions and uses colour to help him to explore them. ▶ Films and TV shows can also be a useful way of talking to children about different feelings – Inside Out (Disney) is a good example of this. ▶ ‘My Huge Bag of Worries’ by Virginia Ironside, ▶ ‘Ish’ and ‘Dot’ by Peter Reynolds are helpful to explore making mistakes and being proud of our own work/creations ▶ Beautiful Oops! By Barney Saltzberg ▶ ‘Only One You’ by Linda Kranz ▶ Therapeutic stories are also a useful way to support children to develop their emotional literacy skills: Read a story and talk about the feelings of the characters. Here are some examples: Angry Arthur, Owl Babies

What does it look like?	Ordinarily Available Provision	Resources Available
Children who may present with eating or sleeping difficulties	<ul style="list-style-type: none"> ▶ Rest/calm breaks ▶ Home-setting communication book ▶ A smaller space to eat in a calm/quiet area 	<ul style="list-style-type: none"> ▶ NHS Sleep advice ▶ Healthy Tots ▶ Healthy Together
Children who may find following instructions difficult	<ul style="list-style-type: none"> ▶ Offer choices ▶ Know the child – what are their motivators/interests? ▶ Visuals (now/next, timer, task lists) ▶ Simplified language – now/next ▶ Adults match their language to the child’s level of understanding ▶ Individualised reward system linked to the child’s interests ▶ Give an element of control – controlled choices ▶ Give the child responsibility for certain tasks 	<ul style="list-style-type: none"> ▶ Supporting Early Language Development ▶ Using pictures and symbols on LCC website here
Children who may seek or reject reassurance from an adult	<ul style="list-style-type: none"> ▶ Seek the child’s voice – what do they want? ▶ Use the child’s own self-regulation strategies as a starting point and facilitate these ▶ Use transitional objects 	
Children who may partake in self-harm activities	<ul style="list-style-type: none"> ▶ Substitute self-harming behaviours – e.g. biting – replace with Chewelry, throwing – play a ball game ▶ Complete a sensory profile 	<ul style="list-style-type: none"> ▶ Sensory processing resource pack
Children who may struggle to make and maintain friendships	<ul style="list-style-type: none"> ▶ Social communication groups ▶ Use buddy systems ▶ Parallel play ▶ Cue cards/visuals ▶ Turn taking games ▶ Den building ▶ Invitations to play ▶ Team/group tasks/games 	<ul style="list-style-type: none"> ▶ Social communication groups

Physical and/or Sensory

SEND Code of Practice (2015)



6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.



NB. This section is linked to the 'Physical Disability', 'Hearing Impairment', 'Vision Impairment', 'Medical Needs' and 'Sensory Needs' chapters in the Graduated Approach Booklet

What does it look like?	Ordinarily Available Provision	Resources Available
<p>Physical Needs</p> <p>these could include, but are not limited to:</p> <ul style="list-style-type: none"> ▶ Cerebral palsy ▶ Talipes ▶ Achondroplasia ▶ Spina bifida ▶ Hypermobility ▶ Duchenne muscular dystrophy ▶ Loss of limb ▶ Hirschsprung's disease ▶ Degenerative disease ▶ Rheumatoid arthritis 	<ul style="list-style-type: none"> ▶ Enable access to IT equipment e.g. computers, tablets. ▶ Ensure there is space to move around with a walker or in a wheelchair-re-arrange the room to make access easier ▶ Swap rooms, so that stairs are not a problem ▶ Keep a tidy, clutter free room to help children with visual and physical difficulties ▶ Use soft furnishings to lessen echoing, (curtains, carpets) ▶ For children with visual difficulties use contrast e.g., paper and crayons, place toys on a plain background that contrasts and makes the toy stand out e.g., black background for a yellow toy ▶ Allow opportunities of rest throughout the day - set up a quiet area for children to go to rest, beanbag, cuddly toys, quiet books, materials to feel, blankets. ▶ Make reasonable adjustments to allow access to toys such as putting toys in a Tuff spot on the floor ▶ Toys in a tray on table to prevent things falling off ▶ Provide steps for children to access the toilets ▶ Place grab handles near steps, toilets. ▶ Put bright strips on steps to highlight visually ▶ Use Dycem matting to stop bowls/plates/toys slipping off or Sellotape paper to table/floor to stop it falling off ▶ Offer the opportunity to sit on a chair at group times ▶ Accept children going for a rest any time. Have short bursts of rest throughout the day and provide a safe space for them to do this. ▶ Ensure the children can be included in all activities at an appropriate level. Use a range of sizes of toys, different apparatus such as different type of scissors (loop handles, spring, assisted), have a variety of sizes of crayons/pens, stick paper to the table to stop it slipping, put the paper on the floor, ▶ Set up a communication book to pass between setting and home - this could be visual as well as written ▶ Have evacuations plans in place for children with physical difficulties ▶ Look at the Local Offer, so you are aware of local support groups and activities to signpost parent/carers to 	<ul style="list-style-type: none"> ▶ Books to explore - <ul style="list-style-type: none"> ▶ The Same But Different - Molly Potter ▶ Don't call me special - Pat Thomas ▶ Having a Disability - Louise Spilburg ▶ Amazing - Steve Anthony (wheelchair user) ▶ What Happened to You? James Catchpole (mobility issues) ▶ The Christmasaurus by Tom Fletcher ▶ Brave Huxley Book by Dan Hipkiss ▶ Additional children's book ideas

What does it look like?	Ordinarily Available Provision	Resources Available
<p>Physical Needs</p> <p>Child may not be meeting physical milestones</p>	<ul style="list-style-type: none"> ▶ Develop the child’s core stability, for example wobble cushion, exercises and games. ▶ Provide physical activities to support development of gross motor skills, for example throwing, catching, hopping, scooting, riding a trike etc. In addition, offer opportunities for a child to cross the mid-line such as waving scarves, ribbons, pom poms etc. ▶ Develop fine motor skills, for example hand and arm exercises such as dough disco, specialist scissors, pegboards, threading, play dough, pincer grips activities, such as pegs onto washing line or sorting with tweezers. <p>(These are from West Sussex http://schools.local-offer.org/wp-content/uploads/2020/12/WSX-OAIP-Nov-2021.pdf)</p>	<ul style="list-style-type: none"> ▶ Early Movers ▶ Active Tots Physical Activity Guide
<p>Physical Needs</p> <p>Child may be very clumsy, often falling over</p> <p>Child may have spatial awareness difficulties</p>	<ul style="list-style-type: none"> ▶ Sensory circuit activities ▶ Clutter free environment ▶ Defined spaces (colour or surface change) ▶ A mix of floor and raised activities ▶ Use bright tape on steps to define edges 	<ul style="list-style-type: none"> ▶ Sensory circuits ▶ Contact Charity – www.contact.org.uk ▶ Newlife Charity – www.newlifecharity.co.uk
<p>Hearing Impairment needs</p> <p>these could include, but are not limited to:</p> <ul style="list-style-type: none"> ▶ Hearing loss which is not aided (such as glue ear or single sided hearing loss) ▶ Has a fluctuating hearing loss ▶ Requires equipment to support their listening, for example hearing aids, cochlear implant etc 	<ul style="list-style-type: none"> ▶ Consider body language including facial expressions, practitioner positioning at children’s level, eye contact, face to face ▶ Gain the child’s attention prior to giving an instruction ▶ Use visuals (objects or reference, photographs of objects of reference and signs and symbols) together with speech to support child ▶ Give warning regarding fire alarms. If appropriate use an alternative exit route ▶ Stand still and get to their level when giving instructions to support children who may be lip reading. 	<ul style="list-style-type: none"> ▶ The Ling Ling Bird hears with his magic ears – Tanya Saunders (cochlear implant) ▶ Freddie and the Fairy by Julia Donaldson

What does it look like?	Ordinarily Available Provision	Resources Available
<p>Has difficulty adapting to environments with high levels of background noise</p> <p>Find it difficult to listen in background noise</p>	<ul style="list-style-type: none"> ▶ Remove or reduce background noise ▶ Establish quiet spaces ▶ Consider the environment, for example carpeting, soft furnishing, rubber feet on the table and chair legs etc. will reduce noise. 	
<p>May have delayed language and communication skills</p> <p>May not have enough hearing to fully access spoken language</p> <p>May mishear and misunderstand</p>	<ul style="list-style-type: none"> ▶ Repeat verbal instructions: sensitively provide reinforcement and reassurance where necessary. ▶ Audio books ▶ Identify areas of strength and needs in terms of communication and language for the child you are considering 	<ul style="list-style-type: none"> ▶ Every child a talker (ECAT) – modelling / instructions / commentary etc
<p>May have difficulties with social interactions</p>	<ul style="list-style-type: none"> ▶ Social communication groups – children can sit at a table/ on the floor/ outside/face to face/on a chair (dependent on need of child) ▶ Parallel play ▶ Turn taking games ▶ Den building ▶ Invitations to play ▶ Modelled interactions from adults ▶ Link to SEMH section – Ordinarily available group document/pages 	<ul style="list-style-type: none"> ▶ Supporting Self-Esteem

What does it look like?	Ordinarily Available Provision	Resources Available
<p>Visual impairment needs</p> <p>these could include, but are not limited to:</p> <ul style="list-style-type: none"> ▶ Impairment of sight, which cannot be fully corrected ▶ Visual impairment may result in the appearance of delayed physical and cognitive responses. ▶ May be physically tired ▶ May find it difficult to make and maintain friendships ▶ May need enlarged texts around the environment ▶ May struggle with early literacy and pre-writing skills 	<ul style="list-style-type: none"> ▶ For children with visual difficulties think about contrast e.g., paper and crayons, place toys on a plain background that contrasts and makes the toy stand out e.g., black background for a yellow toy ▶ Provide additional resources for inclusive play, for example a bell in the ball so all can play together. ▶ Ensure time for a child to map the room and allow this to occur when the child attends. Allow re-mapping to occur when furniture and resources change place to reduce confusion and potential injury ▶ Use recordable devices e.g., talking tins ▶ Use blinds to reduce glare ▶ Adults to ensure they don't stand with their backs to the windows when talking to the child ▶ For children who wear glasses ask for a spare pair to be kept at the setting ▶ Have toys and dolls who wear glasses or patches in the home corner 	<ul style="list-style-type: none"> ▶ VISTA – training and resources ▶ Poppy Has Visual Impairment ▶ Off to the Park – Chettham Stephen (visual impairment)

What does it look like?	Ordinarily Available Provision	Resources Available
<p>Medical Need</p> <p>these could include, but are not limited to:</p> <ul style="list-style-type: none"> ▶ Epilepsy ▶ Diabetes ▶ Tracheostomy ▶ Gastrostomy ▶ Oxygen dependent ▶ Severe allergies ▶ Haemophilia ▶ Osteogenesis imperfecta ▶ Severe asthma ▶ Children with cancer ▶ Children with life-limiting conditions ▶ Metabolic disorders ▶ Prada-Willi syndrome ▶ Incontinence conditions ▶ Catheterised conditions ▶ Cystic fibrosis ▶ Hydrocephalus ▶ Heart conditions ▶ Birth Trauma <p>Children may tire easily and appear unwell. Knowing the child and the condition is vital.</p>	<ul style="list-style-type: none"> ▶ Consider fatigue levels and how these impact on children’s ability to engage ▶ Make plans for rest and sleep. ▶ A Health Care Plan must be in place and signed by a health professional ▶ Robust procedures in place for the administration of medicines. ▶ Equipment e.g. walkers, standing frame or chair must be accessible and checked by health professionals periodically ▶ Accessibility of the building e.g. ramps, wider doors, lifts/stairs. ▶ First aid room/area. ▶ Staff medical training e.g., EpiPen training, NG Tube training. ▶ Put yellow tape on steps to define the edges. ▶ Use support padding on posts within the indoor/outdoor environment. <p>Severe and complex medical needs including a life-limiting diagnosis or condition:</p> <ul style="list-style-type: none"> ▶ Make reasonable adjustments in line with the Equality Act 2010 ▶ Support equipment such as lockable medicine cabinets, first aid bags, fridges. ▶ Regular home setting contact when/if child is not in setting to maintain ‘sense of belonging’ with peers and setting community 	<ul style="list-style-type: none"> ▶ Diana Childrens Community Service Training (supporting children with medical needs)

What does it look like?	Ordinarily Available Provision	Resources Available
<p>Sensory Need</p> <p>these could include, but are not limited to:</p> <ul style="list-style-type: none"> ▶ Can appear withdrawn ▶ Can display stimming or self-stimulatory behaviour ▶ Can have limited listening and attention skills ▶ Can be very repetitive in their language and actions ▶ Can display Pica activities ▶ Can be sensitive to touch or sounds ▶ May respond to pressure such as weighted blankets ▶ May self-soothe through rocking or head banging ▶ May avoid textures such as messy play ▶ Children may appear to have periods of ‘sensory overload’ when they are being overstimulated. 	<ul style="list-style-type: none"> ▶ Complete a sensory environment audit ▶ Complete a sensory profile document for relevant sensory needs- collaborate with parents and carers to assess sensory needs. ▶ Sensory reduction planning. ▶ Sensory breaks. ▶ Sensory adaptations and 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. ▶ Identify strategies to help support child’s sensory needs ▶ Incorporate sensory breaks, circuits ▶ Provide a sensory box for calming- filled with motivating objects/distracting fidgets/regulating objects ▶ Create calming spaces - allow children’s pushchairs into room if that is a safe space for them. Pop up tents, large bean bags to sink into. ▶ Offer distractions that are highly motivating and divert focus ▶ Offer alternatives which are safe to mouth e.g. Chewelry ▶ Be aware of contents of items like paint, playdough – are these safe if accidentally mouthed? ▶ Incorporate motivating objects into messy play learning/ begin with small objects ▶ Teaching ‘high five’ followed by an activity that is highly motivating/ favoured activity 	



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