



BARNET EYSEND



**SEND
EARLY YEARS
& EARLY
EDUCATION
Resource Pack**



THREE KEY PRINCIPLES

PREDICTABILITY

CONSISTENCY

MOTIVATION

- Being able to **PREDICT** what will happen is a coping strategy for people with SEND.
- Create **PREDICTABILITY** by establishing routines and then apply them **CONSISTENTLY**. *For example, ensure that the activities leading up to lunch take place in the same order each day.*
- Avoid unplanned change whenever possible and if that is not possible, ensure that children know that something is going to change.
- Be **CONSISTENT** with your strategies across your setting. *For example, your visual timetables should look the same in every classroom, and reduced language should be used by all adults if this is an agreed approach.*
- Use **MOTIVATION**: am I being motivating myself; am I using items that are motivating to the child? Basing your approach on observations and what you know about the child will help with motivation.

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How to use this Resource Pack

The resource pack provides a wealth of ideas and strategies that will support children with Special Educational Needs and Disabilities (SEND). They are quick and easy to access and designed to support all staff in your schools.

They can be used:

- **as an audit tool** - what strategies are staff using consistently? Audit the team and your setting.
- **as an evaluation tool** for staff skills:
 - take an area.
 - use 1-5 scale rating (1 = introducing the strategy 5 = fully confident in using the strategy).
 - get staff to evaluate themselves and how confident they are.
 - use this information to decide what further training you need to plan.
- **to support planning** – have them accessible on your school server or printout at planning time for staff to use and reference.
- **to support mentoring** and feedback – this can be to support staff or as professional dialogue between teams.
- **to support staff CPD** – have a section around the staff room, near the resource making area, in your room so staff can reference them, you can reference them when staff ask for advice.
- **to highlight key strategies** that as a setting you are going to work on – discuss for a short time and then get feedback on how implementation is going in the room and at less structured times.
- **Use the Target Builder** to develop SMART targets.

While this Resource Pack refers to Early Years children, many of these activities will be appropriate and suitable for children who are at their early stage of education.

Most importantly use them to build staff confidence in meeting the needs of all children in their classrooms and groups.

If it works for SEND it will work for everyone.

Target Builder

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This resource has been developed by members of the
Barnet EYSEND Advisory Team

My Needs Target Reflection

Communication and Interaction

Behaviours for learning and emotional & social needs

Sensory

Child's name

Physical

Others involved

My learning & understanding

Writing clear targets: Who, What, Situation, Success

1. Who?

- State who the target is for, i.e. for the child to achieve e.g. “Jamie to use...” (NOT “adults will encourage...”).
- Beginning with the child’s name ensures that this is clear.

2. To do what?

2. To do what?

- What the child will achieve e.g. Jamie will...
- What the observable achievement is, i.e. an action e.g. “look at, point to, name”, (NOT “understand, listen, learn”.)
- Stating things that you can see or hear the child doing will help make this clear.

1. Who?

Target Builder

3. Situation

4. Success

3. Situation

- Under what situations can the child realistically be expected to achieve the target? E.g. “with verbal request, in a small group, 1:1, with adult support, independently”.

4. Success

- To what degree of success? E.g. “4/5 tries, 90% of occasions, consistently”.
- How often? E.g. 4-5 times a day, 3 times

Examples

Making Choices

Jamie will make a choice from 2 objects by pointing towards the object when working in a 1:1 situation with his key worker 4 out of 5 times

Following a Nursery Routine

Jamie will put his coat on his peg independently 3 out of 5 times per week

Understanding Finish

Jamie will tolerate the train activity finishing independently when in a group situation 4 out of 5 times across the day

Jamie will tolerate a motivating activity finishing with adult support 4 out of 5 times

Turn Taking

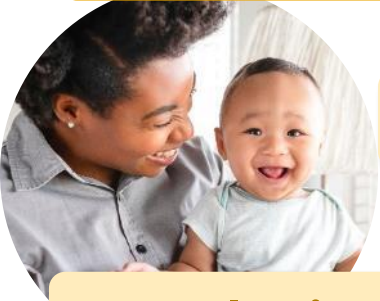
Jamie will come to the snack table and wait his turn with visual support 100% of the time

Principles of Communication

Barnet EYSEND

This resource has been developed by members of the
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What are the Principles of Communication?



Developing the ability to attend to that person

Developing concentration and attention span

Learning to do sequences of activity with another person

Understanding and using facial expressions

Understanding and using physical contact



Understanding and using non-verbal communication

Using vocalisations with meaning

Principles of Communication

Play is the perfect opportunity to teach the principles of communication



Choose a quiet space.

Sometimes nappy changes provide the ideal five minutes to engage in this work.

Start with games and songs such as 'Round and round the garden', 'This little piggy', 'row, row, row', 'Peek-a-boo', etc



As the child becomes more familiar with the songs, pause at the end of the line or verse to see if the child can predict or want to indicate that they want you to continue in any non-verbal way

This might be a facial expression or look, crying if you stop, making vocalisations /sounds, or reaching out to your hands to make you continue the song/ game/tickles.



Give the child time to respond

As you sing, pause at the end of the line or verse to see if the child can fill in the gaps.

Can they request 'more' by gesturing, taking your hands, or verbally saying 'more' or 'again'?



Principles of Communication

Songs and games

Here are just a few songs and games which are suitable for children to begin to learn the principles of communication

Buzzy Bees

- Sit with your child and put your finger in the air.
- Make a 'bzzzzzz' sound and swoop your finger around until it finally lightly touches their nose, shoulder, forehead.
- Eventually, just putting your finger in the air will be enough to prompt excited squeals of happiness.



Copy me!

- Let the learner take the lead and join them in their chosen activities.



- Be relaxed and responsive. If they spin, you spin. If they jump, you jump with a big smile.
- The aim is to share an enjoyable experience together.

Mirrors

- Smiling, sticking out your tongue, blowing kisses on your hand, blowing raspberries, dancing in the mirror, roaring like a lion...



Peekaboo

- Behind your hands, under a cloth/bedding/towel, round the door, under the cushion, behind the sofa...



Getting Ready to Learn

Barnet EYSEND

This resource has been developed by members of the
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Getting Ready to Learn: Definition



Definition:

Children may need us to make **changes to their play environment** to give them the **best chance to learn**

Getting Ready to Learn: Strategies

Good transition planning with the family

Shared communication with staff team

Predictable routines, Visual Timetable, Now & Next, timers

Teach skills across the day and when things are going well

Low arousal space/zoning

Clear, simple language and instructions

Consistency with adults

Follow the child's lead

Practice activities in play

Provide movement breaks & regulate activities across the day



Getting Ready to Learn Activities & Tips

Movement is important

- Some children need to get up and move between activities
- Blanket swings can calm children down
- Some children find deep/big hugs calming (some don't)
- Get the child involved – helping to tidy up, carrying objects



Reduce Distractions

- Screens off
- Organise toys into boxes – to reduce visual distractions
- Get your games and activities ready so you don't need to get up and fetch things

Short and successful play times.

- Activities with a clear beginning and ending
- Better to spend 2 x 15 mins a day in direct play with the child than trying to find time and feeling bad that you haven't done it
- Repetition is good



Give the child time to respond

- Join child in their play
- Build up a bank of things they like in your setting
- Join them and do it too
- Play with them!
- Add sensory circuits, sensory trays and games outside



Have Fun

- Remember you are your best resource!
- Have fun
- Physical play, swinging
- Sensory play, bubbles

Take opportunities when they arise



Getting Ready to Learn Targets

Some sample Getting Ready to Learn targets for children in Early Years

Target: To follow a simple nursery routine such as joining snack time/toilet time by responding to objects of reference twice a day

Target: To tolerate a motivating activity finishing with adult support 4 out of 5 times across the day

Target: To follow a one-part instruction from their key worker in the nursery 3 out of 5 times across the day

Target: To tolerate an activity finishing independently when in a group situation 4 out of 5 times across the day

Target: To transition from lunchtime to their next activity across the nursery, once a day

Target: To join an adult-led play session for 2-3 minutes, 3 times across the nursery session

Joint/Shared Attention Teaching

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**This resource has been developed by members of the
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Joint/Shared Attention Definition



Definition:

Joint attention or **shared attention** is the shared focus of two individuals on an object or activity.

It is achieved when **one individual alerts another to an object by means of eye-gazing, pointing, verbal or non-verbal indications.**

Joint/Shared Attention Targets

Some sample targets for children in Early Years

Target: To join in with a social game such as “row row your boat”, with adult support, 3 out of 5 times across the session

Target: To respond with a vocalisation or a shift in eye gaze to a prompt Ready Steady Go 3 out of 5 times when played

Target: To request more of a favourite activity with a vocalization, a gesture or an eye gaze, 50% of the time

Target: To respond to the voice of a familiar adult by turning when a name is said, 3 out of 5 times daily

Target: To comment on a shared story or a shared activity across a variety of activities 3 - 5 times during the nursery session with adult support

Target: To shift gaze from object to the adult in a game or activity, 3 times daily

Joint /Shared Attention Strategies



Use motivating toys

Wait & give time

Say child's name

Follow child's interest & join in child's play



Use simple language

Use exaggerated expression & gesture

Play games that are predictable



Use Bucket Time activities

Hold items near your face to encourage eye gaze

Joint /Shared Attention Activities & Tips

Gaze-shifting

- Encourage the child to shift their gaze towards you or a motivating object
- When you notice the child really likes something you can hold the object close to your face
- Gradually move the object further away, saying “look!” as you do so.
- Keep language simple
- Place bubbles away; say “look! Bubbles” and point at the bubbles



Joint Attention activities

- Build a tower and knock down
- Ready, steady go activities using balloons, bubbles or helicopter spinners
- Stop! Go! games: musical instruments, clap hands, stamp feet, splash in water tray ...and STOP!

Joint Attention activities

- Anything the child finds interesting!
- Try spinning tops, wind up toys, squeeze balls, light wands.
- Rolling a ball between you and the child
- Swinging in a blanket
- Tickles and peekaboo
- Car and ball runs



Songs

- Sing songs with predictable parts to allow the child to anticipate the actions or chorus. Pause to give them a chance to vocalise or make a gesture to indicate they want you to continue:
- Row the boat
- Zoom, zoom
- Humpty Dumpty
- Incy Wincy Spider
- All of us are playing together!



Tips

- Follow the child in their play.
- Join the child and repeat a motivating game or activity they are doing e.g. Jumping and other movements
- Copy their sounds and vocalisations.
- This may feel strange at first but just have a go!
- Remember to have fun together!

Teaching Listening

Barnet EYSEND

This resource has been developed by members of the
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Teaching Listening Definition



Definition:

Listening is different to simply hearing.

It means **interpreting different sounds**, while **beginning to understand social interactions**.

Teaching Listening Targets

Some sample listening targets for children in Early Years

Target: To be able to follow a simple one-step instruction during an adult led small group, activity 3 out of 5 times

Target: To be able to follow stop and go instructions in a game with visual support, twice a week

Target: To identify correct verb card on request, from a choice of 3, in a small group session once a week

Target: To be able to follow a two-step routine instruction during an adult led small group activity, 2 out of 5 times

Target: To be able to fill in the gap of a familiar rhyme or song when modelled by an adult, 3 out of 5 times

Target: To be able to follow simple routine instructions during a larger group activity with minimal adult support, 2 out of 5 times

Teaching Listening Strategies



Use the 4S's: Say my name; stay near me; simple language; same level



Pausing and giving processing time

Modelling language in a non-pressured way i.e not asking child to respond

Repeating things consistently over a period of time / revisiting

Using familiar known activities / resources that follow the child's interests



Clearly labelled /demarkated areas for ease of access

Joining in the child's play and mimicking their language and gestures

Positive praise and reinforcement

Teaching Listening Activities & Tips

Listening indoor games

- What's in the bag/box – different materials/instruments that make different sounds.
- Sound lotto.
- Simon says...touch your toes.
- Musical statues/bumps .
- What Sound is That? Listening to everyday sounds and recognizing what they are.
- Clapping/instruments – copying sounds

Listening outdoor games

- Action game - do a star jump and touch your toes, run to the slide and pat your head.
- Go on a sound scavenger hunt - exploring objects for sound.
- Red Light, Green Light – using the bikes/scooters and traffic lights to stop and go.
- Traffic Lights - Green – Go! Run around the space, Red – Stop, Amber – Walk on the spot, waiting

Listening activities

- Bucket activity – using highly motivating objects to develop attention and listening.
- Playdough activity – model and instruct i.e. roll, pat, squeeze.
- Dress the teddy/dolly – give instructions
- Story time - with story sacks or objects, actions etc.
- Sound walk – listening to different sounds indoors and outdoors.
- Language enrichment programme games e.g. posting objects; what's under the blanket

Listening songs

- Old Macdonald had a farm.
- Wheels on the bus.
- Heads, shoulders, knees and toes
- Everybody do this...
- If you are happy and you know it...clap your hands.
- Here we go round the Mulberry bush
- Five Little Ducks/Five Little Speckled Frogs.
- All of us are playing together – instrument song.



Tips

- Use...ready, steady... go!
- Using countdowns i.e. sand timer, countdown strip etc.
- Use objects of reference to support routines, communication etc.
- Now and next boards.
- Visual timetable.
- SSSR – Same level, Say name, Stand by, Reduce language.

Developing Understanding of Language

Barnet EYSEND

This resource has been developed by members of the
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Developing Understanding of Language: Definition



Definition:

Understanding of language is the ability to understand words and language. It involves getting information and meaning from routine, visual information in the environment, sounds, words, concepts and written information.

Developing Understanding of Language: Targets

Some sample Developing Understanding targets for children in Early Years

Target: To follow adult request to come to the toilet 3 out of 5 times, with object and picture support

Target: To join circle time twice a week, sitting on their own cushion, for 5 minutes

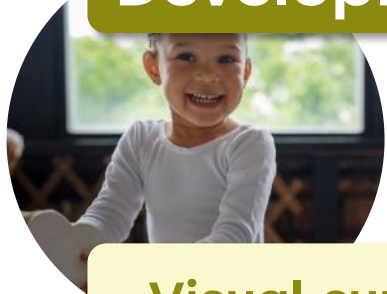
Target: To join in 1 action in a familiar nursery rhyme or story, 3 times a week

Target: To follow a one-part instruction including a verb (action) in the home corner once a day e.g. wash the cup

Target: To identify nursery staff by going to them on a verbal request, twice a day

Target: To select named object from choice of 2 offered, 3 out of 5 times, in small group activity

Developing Understanding of Language: Strategies



Adults to reduce language and highlight key words

Visual supports e.g. gestures, facial expressions, symbols, props, toys

Visual timetables, countdown and timers to aid consistency

Adults narrating what the child is doing

Consistent nursery routines

Revisiting language/repetition of stories, rhymes, actions etc



Introduce and model language through group listening activities

Modelling actions that link to the words (squeeze, pat, roll, run, jump etc)

Breakdown language, such as instructions, into smaller parts

Developing Understanding of Language Activities

Resources

- Lanyards
- Now/next
- Visual timetables
- Choice board
- Sand timers

Games

- What's in the box/bag?
- Maths language - big, little, shapes,
- Colours
- Outdoor games
- Stop go games



Circle times - small group

- Familiar stories
- Nursery rhymes and songs
- Actions and repetitive refrains
- Pictures (e.g. word cards, story books)

Outdoor concrete play

Involving body actions e.g. jump, round, hop, spin

Language rich adult led play

- Concrete modelling of actions and words
- Playdough adult modelling: squash, poke etc.
- Water pouring
- Reduced, repeated language
- Dressing Teddy (hat, gloves, jumper)
- Story time, looking through books together



Role play/Small World play

- Home corner: feed the dog, stroke the dog, familiar daily life events
- Farm/ vets/ shop/ hairdressers etc
- Preposition work (in/ under/ on top)
- Concepts of big & little

Nursery Routines:

To aid familiarity and develop connections between language and concept

- “Hello” greeting every day and waving
- Hang your coat up
- Line up for outside
- Hold hands
- Wash hands for snack
- Visuals to support routines
- Signal for tidy-up time e.g. bell

Responding to Bids for Interactions

Barnet EYSEND

**This resource has been developed by members of the
Barnet EYSEND Advisory Team**

Responding to Bids for interactions: Definition



Definition:

A child responds to a familiar person's bid for interaction. The bid and response may be verbal or non-verbal e.g. a tickle or a song

Responding to Bids for Interactions: Targets

Some sample targets for children in Early Years

Target: To make a choice from 2 objects by reaching towards the object when working in a 1:1 situation with their key worker 4 out of 5 times

Target: To copy an action such as a clap or a tap from a familiar adult 2 out of 4 times in a 1:1 situation

Target: To join in using an action, vocalisation or words with a familiar song at group time, with visuals as support, 4 out of 5 times across the week

Target: To request more of a highly motivating activity verbally or non-verbally 3 out of 5 times per week during a 1:1 activity

Target: To respond to an adult calling their name... turn and look at adult within 5 seconds, 3 times a day

Target: To respond by using non-verbal cues such as looking, smiling or approaching in a 1:1 interaction with an adult, once per session

Responding to Bids for Interactions: Strategies



Simple language

Stay near - wait time

Say child's name

Repeat activities across the session

Visuals – show with objects, gesture and pictures or symbols

Short repetitive play sessions

Motivating objects & social games

Model language the child is to use

Follow the child's interest



Responding to Bids for Interactions: Activities

Motivating Objects and social games

- Use highly motivating activities e.g. bubbles, balloons, wind up toys, round and round the garden
- Adult to model activity then wait for child to indicate they want it repeated e.g. they move towards you, look at you, request verbally or putting your hand on the toy etc.
- Adult to incorporate the cue 'ready, steady....go!'



Making choices

- Adult to offer child choice of snack, song, toys instruments
- Choice can be verbal or non-verbal
- Choices can be offered by object or picture/symbol of the item



Action songs

- For example: Row The Boat, Zoom Zoom, Wheels on the Bus
- Adult sings first verse then wait for child to indicate they want the song repeated by looking at adult, taking their hands, verbally requesting etc.



Greeting songs

- Adult singing hello and waiting for a response
- Can be 1:1 or in a small group
- Child's response can be verbal, a look, a wave, a high five



Requesting opportunities

- Create opportunities for the child to request more at snack time
- Place things in pots
- Place things out of reach

Initiating Bids for Interaction

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This resource has been developed by members of the
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Initiating Bids for Interaction Definition



Definition:
Initiating bids means when the child approaches others and makes an attempt to get your attention or share something with you

Initiating Bids for Interaction Targets

Some sample targets for children in Early Years

Target: To request more of a favourite item or game with a familiar adult 3 times across the day

Target: To request more of a favourite item or game with a range of adults 3 times a week across the nursery

Target: To initiate a physical game by requesting “go” or “more” with another child with adult support in a group situation once per day

Target: To request a snack using a vocalisation, point or single word once per day

Target: To use a symbol to request help or toilet from an adult-worn symbol, once in a session

Target: To initiate a social game with a peer with adult support in a small group situation 3 times a week

Initiating Bids for Interaction Strategies



Repetition of activities and games

Follow their lead

Place objects out of reach e.g. in pots



Model language you want – keep it simple

Praise and reward any attempts at communication with you

Building trusting relationships

Be available and approachable

Set up motivating opportunities to generalise skills in a different context

Keep symbols and motivating resources close at hand

Initiating Bids for Interaction Activities

Blanket song

- Child is swung in a blanket (if safe to do so) between 2 adults.
- The song 'Row the boat' is sung, child being gently swung from side to side.
- When song ends, adult pause, with child and blanket on the floor, and wait for the child to request more, verbally or non-verbally.



Parachute games

(or big scarf/sari/space blanket etc)

- Adult using 'Ready, steady.....go!'
- Wait for child to initiate 'go' for parachute to go 'up'.
- Accompanying song 'The Parachute Goes Up and Down' to the tune of 'Here we go round the Mulberry Bush'



Tips

- Use and availability of visuals – help, snack, drink, toilet outside, play.
- Adult to wear visuals on lanyard or keyring so that they are accessible
- The child can then point to them to indicate their need.



Motivating items

- Stored in clear containers so children can see them and give them to the adult to open.
- Adult to pause in response to encourage eye contact and model language needed eg 'open it'



Stop/Go Shaker song

- 'All the children are playing together'
- Adults and children to each have shakers.
- Using the cue 'Ready. Steady.....go!'
- Wait for child to indicate 'go' to start the song.
- At the end of the song wait for child to indicate they want to repeat the song.



Teaching Emotions

Barnet EYSEND

This resource has been developed by members of the
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Teaching Emotions Definition



Definition:

You need to teach children about emotions - about what being happy, sad, angry and other emotions look and feel like.

Teaching Emotions Strategies



Mindfulness activities

Simple language

Model language

Repeat activities across the session

Visuals: photos, puppets, books

Use of facial expressions

Emotion coaching

Naming and labelling emotions in child/self

Use of calm safe spaces (sensory/low arousal)



Teaching Emotions Targets

Some sample emotions targets for children in Early Years

Target: To name 2 or 3 emotions (happy, sad, angry) from a picture on 2 out of 3 occasions

Target: To identify 2 or 3 emotions that an adult or peer is showing on 4 out of 5 occasions

Target: To identify why a child/adult is feeling happy/sad/angry on 4 out of 5 occasions

Target: To facially show 2 or 3 emotions when given the name of the emotion on 4 out of 5 occasions

Target: To say what makes them feel happy/sad/angry on 4 out of 5 occasions

Target: To accept a regulatory activity when offered by an adult on 4 out of 5 occasions

Teaching Emotions Activities

Sing Songs about Emotions

Sing songs about emotions and act the emotions out.

For example:

“If you’re happy and you know it clap your hands.

If you’re surprised and you know it say “Oh my!”

If you’re sad and you know it rub your eyes “Boo hoo”

If you’re scared and you know it shiver and shake.

If you’re sleepy and you know it close your eyes.”



Exaggerate your expressions

- Use an exaggerated expression. Label the feelings you believe the child is experiencing

Emotion Cards

- Have emotions cards such as happy and sad near activities. As the child completes an activity show them the emotion card.



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Emotion Keyrings

- Use emotion keyrings with the child.
- On one side of the card have the symbol showing the emotion.
- On the other of the card give suggestions of activities to support emotional regulation.
- E.g. Angry – blow bubbles; count to 10; squeeze a cushion; ask for help

Read Stories

- Read stories to the child such as Rosie’s Walk, and The Very Hungry Caterpillar and label how the character is feeling at different parts of the story.
- Use a puppet to make a happy face or a sad face.
- Show the emotions card as you label the emotion.
- Look in the mirror and pull your face to show that emotion. Can the child copy you?

Teaching Turn Taking

Barnet EYSEND

This resource has been developed by members of the
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Teaching Turn Taking: Definition



Definition:

When two or more people take turns to do something, they do it **one after the other several times in a row.**

Teaching Turn Taking: Targets

Some sample Turn Taking targets for children in Early Years

Target: To engage in an highly motivating activity e.g. a bubble activity, for a minute, 3 times across the nursery session

Target: To take turns with an adult in a highly motivating activity in a distraction-free environment for 2 turns each

Target: To take turns with another child in a highly motivating activity for 2 turns each with adult support

Target: To accept sharing a resource with another person, 3 out of 5 times during the session

Target: To take turns with another child in a play situation for 2 turns each

Target: To take part in a turn taking game in a small group until its completion

Teaching Turn Taking: Strategies



Use simple language “Your turn, my turn”

Use simple activities

Visual support – Turn taking board

Short waiting times at first



Specific praise – “good waiting”, “good looking”

Ensure child is focused on the other person’s turns

Involve another child with good turn taking skills

Start in a distraction free environment



Teaching Turn Taking: Activities

Taking turns with sounds

- Copy the sounds the child makes
- Join in with the child's vocalisations or movements
- Always give the child time to process what is happening



Taking Turns using singing

- Hat song: '.....has the hat on, hat on, hat on,has the hat on,has the hat on, pass the hat to
- Mirror song: 'Look in the mirror and who can you see. You can seelooking at you' Then pass the mirror to another child and repeat



Taking turns with instruments

- Using musical instruments start shaking, tapping or banging an instrument and then stop giving the child a chance to imitate you

To support turn taking

- Use language - 'Your turn, my turn'
- Use visuals - photo board, 3,2,1 strip
- Use Makaton signing



Taking turns with games/at play time

- Fishing game
- Building a tower - taking it in turns to add a brick
- Inset puzzle - take it in turns to replace the pieces
- Tidying up - take it in turns to put the toys away in a bag or box
- Ball/car run
- Roll a ball or car backwards and forwards

Taking turns with water

- When the child is playing with water, splash the water and then wait to see if the child does it. If they do, you then copy and do it again
- Use simple cups and containers to pour the water, then hand the container to the child and encourage them to imitate you and have a turn

