

## Categories

## Communication and Interaction

## Cognition and Learning

## Social, Emotional, Mental Health

## Sensory and Physical *Fine & Gross motor skills*



**All pupils**  
General high quality teaching  
(Non-negotiables of all classroom practice)



- Structured school and class resources
- Differentiated curriculum
- Differentiated outcomes
- Increased visual aids
- Visual timetables
- Use of symbols and pictures
- Multi-sensory teaching
- Knowledge Organisers

- Differentiated curriculum
- Differentiated outcome
- Increased visual aids
- Visual timetable
- Illustrated dictionaries
- Use of writing frames
- Multi-sensory teaching
- Word mats

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- Flexible teaching arrangements
- Teacher awareness of sensory and physical impairment
- Availability of resources



**Early intervention for pupils with additional needs**  
(this could incorporate EAL/SEN or PPG)  
Provision in place is highlighted.



- Visual aids as part of each class display including timetable and mark scheme
- Transition support at key points during school day
- In-house transition preparation when changing class teacher and/or moving to a new Key Stage
- Key word lists - English
- Colourful semantics
- Volunteer readers
- Maths and Literacy booster groups
- Phonics catch up

- Work transferred from board
- Writing support e.g. pencil grips, shaped pens, specialist scissors
- Key word lists
- Colourful semantics
- Volunteer reading
- Maths and Literacy booster groups
- Phonics catch up
- Spell checkers
- Appropriate seating

- Whole school bop and 'ready to learn' toddlers
- Class rules
- Exit lessons
- Anger management support - 5 point scale

- Appropriate positioning within the classroom
- Tests/work reproduced to support visual needs
- Multi-sensory teaching
- Text size adjusted on IT

**SEN with support and with a plan**

Provision in place is highlighted.



- Individual visual timetable
- Key adults photographs
- Photo books to support transition
- Social stories to support routines and activities including educational visits
- Social skills groups
- OT programmes
- Pre-teaching of key words and texts
- Specific Speech and Language Intervention groups
- Five minute box
- 1:1/small group withdrawal (as advised by SLNCo and Professionals report)
- 1:1/small group in class support
- Precision teaching

- Pre-teaching of key words and texts
- Writing aids e.g. writing slopes
- Coloured overlays, backgrounds to screens and coloured paper
- Specific intervention groups
- Access to IT to record written work
- Text size adjusted as necessary - IT and printed
- 1:1/small group withdrawal (as advised by SLNCo and Professionals report)
- 1:1/small group class support
- Speech and language intervention
- Precision teaching

- Social skills intervention
- Support during unstructured times
- Specific interventions
- Key adult identified
- Safe space within school identified
- Buddy system
- 1:1/small group in class support
- 1:1/small group withdrawal (as advised by SLNCo and Professionals report)
- 1:1 behaviour program - charts
- Social stories
- Transition plans
- MESH (CASHS referral)

- Appropriate furniture
- 1:1/small group withdrawal (as advised by SLNCo and Professionals report)
- Use of specific resources or equipment
- OT support



**RHPNS PROVISION MAP**

# Special Needs And Early Years Provision

**Sheila Wolfendale**



## **Special Needs And Early Years Provision:**

Special Needs and Early Years Ms Kate Wall, 2003-03-04 Wall's varied and extensive work as an early years practitioner in mainstream and special early years settings has helped her to identify the key issues for practitioners and parents

**Special Needs & Early Years** Kate Wall, 2006-05-24 This is an excellent easy to read guide to inclusive practice in the early years Nursery World Exceptionally well written At a time when the inclusion debate is raging more fiercely than ever I thoroughly recommend this book to anyone working with young children Early Years Educator What a splendid book this is so well set out and so easily usable It's full of ideas for improving current practice with realistic advice and well thought practices It would be unfair to restrict this book to practitioners in the special education field Written in a user friendly style this book is so useful that it should be in the library of all pre schools as well as accessible to all those training to work with children in the early years Early Years Update A welcome updated version of a key text for early years practitioners SENCO Update The final statement sums up the tone of the book All children have the right to be respected valued and included so locally and nationally we must ensure that all practitioners have the knowledge and skills to offer that respect within an inclusive system and hopefully within a more inclusive society This book makes a very positive contribution to making this a reality Early Education The book is user friendly and thoroughly practical It is clearly relevant to the needs of the target audience of early years practitioners students and other professionals working with children with special needs and their families This book has value for all and I recommend it strongly to all practitioners not just teachers and teaching assistants Special Praise for the first edition This is one of the best books I have read on special needs and the very young and I thoroughly recommend it to all with a professional or personal interest in this area Special Children This is an exemplary introductory textbook for students and a veritable mine of information Undoubtedly this is an early years special needs book that many readers can and will relate to Sheila Wolfendale European Journal of Special Needs Education This well crafted practitioners guide thoughtfully addresses the many issues that practitioners face when they consider their involvement in early education in the context of work with special educational needs Those who read this book will find that they know a little more about these important issues and may find themselves challenged to reflect on their personal attitudes towards inclusive education ideally becoming better providers for children with learning difficulties Cathy Nutbrown Journal of Early Childhood Research In this newly updated edition Kate Wall has revamped the content so that it covers all the new SEN provided practitioners students and parents with current examples of good practice updated information on interagency issues and working with parents included individual case studies as exemplars This book is essential reading for early years practitioners professionals dealing with children with special educational needs and their families and students in the early years and special needs fields Kate Wall is an author and Senior Lecturer in Early Childhood Studies and Primary Education at Canterbury Christ Church University **Special Needs and Early Years** Kate Wall, 2010-12-15 In the third edition of

this respected and influential textbook Kate Wall blends theory and practice with an informative and highly accessible writing style to provide a detailed analysis of provision for young children with additional needs New to this edition are up to date information on all the relevant policies and legislation including the Early Years Foundation Stage EYFS Every Child Matters ECM and the training guidelines for new SENCOs a timeline showing the development of policies and legislation in the field learning objectives at the beginning of chapters points for reflection within chapters to aid independent study and facilitate critical thinking new case studies which cover the Birth to 8 age range new content on the role of fathers pupil voice and listening to children taking an holistic view of the child and current issues around diversity and inclusion This book is essential reading for early years students and practitioners and for all those working with young children with special educational needs and their families

**Special Needs in Early Years Settings** Collette Drifte,2013-10-23 This book provides reader friendly easy to access information about the Special Educational Needs Code of Practice and what it means for the Early Years practitioner It prunes away the jargon and legal speak of the DfEE documents allowing the busy teacher to easily focus on the aspects they want to explore It also contains practical suggestions and advice regarding the day to day classroom management of a special needs child and details on how to actually implement the requirements of the Code of Practice Teachers working in the Early Years and all those working in private nurseries and non maintained Early Years settings should find this book enormously helpful

**Special Needs in the Early Years** Sheila Wolfendale,2013-04-03 This book celebrates good practice in the area of early years and special needs by bringing together authors who are either practitioners or researchers from a range of different and diverse early years settings including nurseries and units providing special provision They describe their work with young children who have different and distinctive special needs and disabilities

**Supporting Inclusion In The Early Years** Jones, Caroline,2004-03-01 This accessible text provides guidance on the inclusion of young children with special educational needs or disabilities in a variety of early education settings The author highlights the complexity of early identification and assessment of children described as having special educational needs Practitioners are encouraged to consider make exclusion visible and consider important questions relating to the language and values underpinning the early years policy and practice The emphasis is on inclusion as a process aimed at supporting young children and their families in order to enable all children with SEN or disabilities the opportunity to participate in activities available to all children in an inclusive learning environment The author promotes the development of inclusive early years cultures where inclusion of all children is regarded as a right rather than an option The text has implications for the teaching and learning of all young children not only those perceived as having special educational needs The theoretical perspectives are supported by examples based on concerns and experiences of parents children and practitioners It is essential reading for those working or intending to work with young children

Special Needs in the Early Years Sue Roffey,John Parry,2013-10-08 This highly popular and accessible text contains a wealth of information about

how early years staff can work effectively with professionals and parents to help identify and meet a range of special educational needs This book aims to explore the most effective ways of supporting the child and implementing that support across the child's day to day life Now in its third edition *Special Needs in the Early Years* is fully updated to reflect current policy and topics covered include Early identification Effective communication with parents and carers An exploration of the legal context How to implement joint planning for identified needs A consideration of the issues affecting collaboration With case studies checklists suggestions for good practice and cartoons to illustrate and enrich the text throughout this book is structured to be easily accessible and invaluable for those who are in training to work in the early years sector It will also be of interest to students on foundation and undergraduate students on Early Childhood Education and childcare courses as well as more experienced practitioners

*Good Practice in Caring for Young Children with Special Needs* Angela Dare, Margaret O'Donovan, 2002 This text covers medical and social aspects of special needs and provides an indispensable guide to good working practice in the day care and school setting

*Special Needs in the Early Years* Rebecca Crutchley, 2017-10-23 Fully up to date with the SEND Code of Practice this book explores all the key contemporary issues relevant to supporting children with special needs in an early years context Combining theory with practice it demonstrates how to ensure children's individual needs are at the heart of early years provision Key topics covered include The history and current climate of SEN provision Working with Parents Models of special needs provision Leadership and inclusion Professional ethics Multi agency working Early intervention International perspectives This core textbook is an essential read for early years students at all levels and early years practitioners who wish to gain a greater understanding of the core issues affecting special needs provision

*Special Needs and Early Years* Kate Wall, 2010-12-29 Previous ed London Paul Chapman 2006

*An Introduction to Young Children With Special Needs* Richard M. Gargiulo, Jennifer L. Kilgo, 2019-01-08 An Introduction to Young Children with Special Needs Birth Through Age Eight is a comprehensive introduction to educational policies programs practices and services for future practitioners serving young children with delays or disabilities in early intervention early childhood special education EI ECSE Thoughtfully addressing the needs of children at risk for learning or development delays or disabilities revered authors Richard M Gargiulo and Jennifer L Kilgo offer evidence based interventions and instructional techniques that provide students with a broad understanding of important theoretical and philosophical foundations including evidence based decision making developmentally appropriate practices cultural responsiveness and activity based intervention The Fifth Edition includes the latest developments in and influences on the field of early intervention and early childhood special education including the Division for Early Childhood's DEC Recommended Practices which are infused throughout the text With the support of this current and innovative book readers will gain a firm understanding of the complex field of EI ECSE to assist them in their future study and careers A Complete Teaching Learning Package SAGE Premium Video Included in the interactive eBook SAGE Premium Video tools and

resources boost comprehension and bolster analysis Interactive eBook Your students save when you bundle the print version with the Interactive eBook Bundle ISBN 978 1 5443 6571 8 which includes access to SAGE Premium Video and other multimedia tools SAGE coursepacks SAGE coursepacks makes it easy to import our quality instructor and student resource content into your school's learning management system LMS Intuitive and simple to use SAGE coursepacks allows you to customize course content to meet your students needs SAGE edge This companion website offers both instructors and students a robust online environment with an impressive array of teaching and learning resources Understanding Special Educational Needs and Disability in the Early Years Janice Wearmouth, Abigail Gosling, Julie Beams, Stephanie Davydaitis, 2017-09-18 This key text provides essential tools for understanding legislation policy provision and practice for children in the early years particularly young children with special educational needs and disability SEND Based on extensive research and the four areas of need as defined in the Special Educational Needs and Disability Code of Practice 0 to 25 Years DfE 2015 the book charts the development of young children and their growing constructions of learning communication language motor movement and emotion Providing material that translates into practice in a straightforward and practical way this text is packed full of personal accounts and case studies enabling readers to appreciate what the experience of SEND in the early years means for families and professionals and also to learn more about how they might understand and respond appropriately to a child's needs Understanding Special Educational Needs and Disability in the Early Years will be of interest to students studying Early Years courses families SENDCOs teachers and other staff supporting young children with a range of special educational needs and disabilities Special Needs and Early Years Provision Hannah Mortimer, 2001 Special Needs and Early Years Provision provides an overview of the current issues including research practice and legislation involved in meeting special educational needs for the early years age group It aims to promote reflective practice and links theory to practice in an engaging and readable style The book also relates to children at all levels of special needs rather than focusing on the more severe cases Numerous examples are provided from a variety of early years settings and the text is peppered with exercises pen pictures and summary sections This thoroughly up to date guide will be valuable to early years practitioners across all sectors **Encyclopedia of Special Education, Volume 2** Cecil R. Reynolds, Kimberly J. Vannest, Elaine Fletcher-Janzen, 2018-03-06 The only comprehensive reference devoted to special education The highly acclaimed Encyclopedia of Special Education addresses issues of importance ranging from theory to practice and is a critical reference for researchers as well as those working in the special education field This completely updated and comprehensive A Z reference includes about 200 new entries with increased attention given to those topics that have grown in importance since the publication of the third edition such as technology service delivery policies international issues neuropsychology and RTI The latest editions of assessment instruments frequently administered in special education settings are discussed Only encyclopedia or comprehensive reference devoted to special education Edited and written by leading researchers and

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**Researching the Early Years Continuum** Pat Broadhead,1996 Makes a case for considering the years from birth to eight as a continuum of development and learning The text draws on research undertaken by nursery and primary teachers in conjunction with LEAs and by HE staff *Special Educational Needs* Great Britain: Parliament: House of Commons: Education and Skills Committee,2006-07-06 This publication contains a range of oral and written evidence taken by the Committee in relation to its inquiry into special educational needs SEN provision including contributions from Baroness Warnock DfES officials and local authorities Ofsted the Audit Commission the Disability Rights Commission SEN advisors and organisations charities and trade unions

**Routledge Library Editions: Special Educational Needs** Various,2021-07-29 This set of 62 volumes originally published between 1951 and 1999 amalgamates a wide breadth of literature on Special Educational Needs with a particular focus on inclusivity class management and curriculum theory This collection of books from some of the leading scholars in the field provides a comprehensive overview of the subject how it has evolved over time and will be of particular interest to students of Education and those undertaking teaching qualifications

**Recognising and Planning for Special Needs in the Early Years** Chris Dukes,Maggie Smith,2009-07-01 Age range 0 5 Includes a CD ROM *Conditions of School Performance in Seven Countries* Hans Döbert,Hans Döbert, Eckhard Klieme, Wendelin Sroka,Eckhard Klieme,Wendelin Sroka,2004 **Special Education International Perspectives** Anthony F. Rotatori,Jeffrey P. Bakken,Festus E. Obiakor,Sandra Burkhardt,Umesh Sharma,2014-08-26 This volume provides an international perspective on special education issues There is limited literature examining issues in special education from an international perspective as such this volume will add considerably to the knowledge base across the globe

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