



How your child with **emerging needs** is supported in school



Information for parents and carers

This leaflet tells you what support you and your child can expect through the early years.



All early years settings are required to put in place a 'graduated approach'. This is a system to identify and meet the needs of all children. Settings include all private nurseries, state nurseries and childminders that support children over the age of two.

The first stage is **Emerging Needs and Quality First Teaching**. This is providing high quality teaching for all children.

The setting will talk to you about any needs your child may have and agree the next steps to meet your child's needs.

If your child's needs continue, staff will meet with you to discuss whether your child needs any additional support. They may seek advice from other people that work with your child. A SEN Support Plan may be written for your child and will be reviewed regularly.



You can expect that in early years settings:

- All staff will take part in ongoing training. Where staff work with children who have additional needs specialised training will be available from an appropriate professional.
- Staff will tell you where you can get appropriate materials to support your child and how to access support groups.
- Staff will make sure that they communicate with you.

Your child's needs will fall within four broad areas:

- Cognition and learning
- Social, emotional and mental health
- Communication and interaction
- Sensory (sight/hearing) and physical

The type and level of support you receive will depend on your child's individual needs. With the appropriate help, your child may start to make small steps of progress.

The type of support early years settings could provide your child include:

Cognition and learning

- Giving your child time in a small group to develop play and hands on activities.
- Using a consistent and appropriate level of language.
- Providing ongoing assessments to see how your child is developing.
- Asking other professionals (eg educational psychologist) for advice on how to meet your child's needs.
- Providing a broad range of toys and equipment.
- Offering your child support to reinforce their learning.

Social, emotional and mental health

- Praising your child, showing warmth and respect, and modelling good social skills.
- Working as a team to help your child to manage their feelings and behaviour.
- Working with you to make sure your child is getting the same messages from everyone.
- Taking specialist advice and using specialised resources and programmes if required.
- Offering individual support and group work to meet your child's needs.

Communication and interaction

- Giving your child time to communicate, mix with others and play.
- Supporting your child's attempts to communicate.
- Using picture cues, colour coding and designated play areas and routines if required.
- Using songs and rhymes to develop pitch and tone.
- Preparing your child for any changes to the pattern of the day.
- Providing small group activities.
- Providing supported activities to help your child to develop self-help, independence and imaginative play.
- Helping your child develop specific skills through a planned programme, using professional advice.
- Not overusing questions, and allowing your child 10 seconds to respond (10 second rule).

Sensory (sight/hearing) and physical

- Considering the layout of rooms, allowing your child the space and time to move around.
- Providing your child a range of equipment, such as a variety of sizes or adapted versions.
- Following guidance from the Sensory Support Service for hearing and visual difficulties.
- Ensuring good light levels and appropriate seating.
- Providing small group activities to develop good listening.
- Providing examples and prompt sheets.
- Seeking professional advice, if required, to ensure your child can safely access the setting, equipment and seating.
- Providing additional support to develop gross motor skills, eg using a walking aid.
- Reminding your child to go to the toilet, if required.
- Following programmes recommended by occupational or physio therapists, or speech and language therapists.
- Providing specialist PE equipment and supervising your child closely.



Sensory (sight/hearing) and physical (continued)

- Considering the layout of rooms, allowing your child the space and time to move around.
- Providing your child a range of equipment, such as a variety of sizes or adapted versions.
- Following guidance from the Sensory Support Service for hearing and visual difficulties.
- Ensuring good light levels and appropriate seating.
- Providing small group activities to develop good listening.
- Providing examples and prompt sheets.
- Seeking professional advice, if required, to ensure your child can safely access the setting, equipment and seating.
- Providing additional support to develop gross motor skills, eg using a walking aid.
- Reminding your child to go to the toilet, if required.
- Following programmes recommended by occupational or physio therapists, or speech and language therapists.
- Providing specialist PE equipment and supervising your child closely.



Education, Health and Care Plans

Before an early years setting can apply for a statutory assessment of your child's needs they must do all they can to support your child and be able to show that they have taken "sufficient relevant and purposeful action".

You and your child will be the focus of the assessment process. The assessment will provide valuable information to help decide the most appropriate support for your child, and may result in an Education, Health and Care Plan (EHC Plan).

If your child has an EHC Plan:

- They will have extra individualised and small group help.
- Staff will review your child's progress.
- Staff will meet your child's needs set out in the EHC Plan.
- They will have access to intensive programmes and ongoing help from relevant therapists or specialist teaching staff.



Additional Support

The Local Offer

Information for parents and carers on a broad range of SEN and disability issues and support can be found on the Local Offer website. SEN planning tools can also be found in the 'for providers' section of the website.

www.countydurhamfamilies.info/localoffer

Telephone 03000 26 99 95

Durham SEND Information Advice and Support Service (SENDIASS)

Durham SENDIASS supports parents of children with special educational needs and disabilities (SEND) and children and young people with SEND. All services provided are confidential and impartial.

Email sendiass@durham.gov.uk

Telephone 03000 267 003

Making Changes Together

Making Changes Together (MCT) is a group for parents and carers of children with SEND. MCT work with professionals in County Durham to improve services for children and young people with SEND.

www.mctdurham.co.uk

Telephone 0191 587 3541

Durham County Council's Portage Service

The Portage Service is a home-based teaching service for pre-school children with additional support needs, and their families.

Telephone 03000 263 350

Telephone 0191 587 3541

Please ask us if you would like this document summarised in another language or format.



Braille



Audio



Large print

SENDandInclusion@durham.gov.uk
03000 267776