Funded by

Department for Education

A Celebratory Approach to SEND Assessment in the Early Years

Charnwood Nursery School & Family Centre

pengreencentre for children and their families

Rowland Hill Nursery School & Children's Centre

Copyright © 2018 Pen Green Centre for Children and Families & Charnwood Nursery School

All rights reserved. No part of this material may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the publisher, except in the case of brief quotations embodied in critical reviews and certain other non-commercial uses permitted by copyright law. For permission requests, please contact us at the address below.

Pen Green Centre for Children and Families
Pen Green Lane, Corby,
Northamptonshire
NN17 1BJ
pengreenenquiries@northamptonshire.gov.uk
www.pengreen.org

Contents

Section 1 - Introduction

Context *page 2*
Introduction *page 3*
Guiding Principles *page 7*
Current Legislation and Framework *page 7*
An Inclusive Assessment Process *page 8*

Section 2 - Recommendations

1 Key Practitioner's Skills *page 17*
2 Engaging with Parents/Carers and Families *page 19*
3 Graduated Response Process *page 21*
4 One Page Profile *page 23*
5 Observation *page 25*
6 Planning *page 27*
7 Demonstrating Progress *page 29*

Section 3 - Toolkit

Case Studies *page 45*
Parental Engagement *page 56*
Assessing Young Children with SEND *page 70*
Planning *page 88*
Setting Requirements *page 100*

Acknowledgements

This document has been funded by the Department of Education and produced by a working party with particular expertise or experience of working with children with additional and complex needs in the Early Years.

Written by;

Angela Prodger and Anne Smith

Contributors;

Pen Green Centre for Children and Families with External Partners
Dr Margy Whalley
Angela Prodger
Annette Cummings
Rebecca Elliott
Kayleigh Russell
Amy Harrison
Jacqui Smith
Alison Gardner

Charnwood Nursery School and Family Centre with External Partners
Anne Smith
Fliss Kyffin
Dr Lynda Dodd
Dr Madeleine Laird
Dr Jean Ware

Rowland Hill Nursery School and Children's Centre with External Partners
Dr Julie Vaggers
Nisha Langham
Shubi Raymond

Section 1

Introduction

Context

A small group of professionals was tasked with developing a celebratory assessment tool for children with special educational needs and/or disability. This work has been funded by the Department for Education.

The Children and Families Act (2014) states that;

'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 to be made for him or her' (Part 3, Section 20 (1)).

A Working Party was drawn from a number of localities across the country; Corby, Haringey and Stockport and from a range of services and professional bodies. These have included:

- Early Years Teachers
- Nursery School Head Teachers
- Deputy Head Teacher from a Charity run SEND resource nursery school
- Educational Psychologists from several local authorities
- Lecturers in Special Needs and Early Years Education
- Local Authority Early Years Leads for Inclusion
- Special Educational Needs Co-ordinators
- Representatives from National Portage Association
- Head of an Integrated Centre.

All of those involved had a particular expertise or experience of working with children with additional and complex needs in the Early Years. As a group, they reflected on the assessment of children with SEND within Early Years settings. The group considered current initiatives, studies, documentation and assessment tools as well as statutory guidance and legislation.

There are several current initiatives within SEND and Early Years that have also been considered and which have influenced the considerations. These include the ***Rochford Review*** (2016), ***The Complex Learning Difficulties and Disability (CLDD) Research Project*** (2011), ***Te Whariki*** (1996, 2017), ***Early Years Foundation Stage Curriculum*** (2014 updated 2017), ***Development Matters in the Early Years Foundation Stage*** (EYFS) (2017), ***SEND Code of Practice*** (2014 updated 2015), ***Laevers*** work on ***Well Being and Involvement*** (1997, 2005), and ***Chris Athey's*** work on ***Schemas*** (2007).

A further development has been the government funded ***NASEN SEND Gateway*** which offers easy access to a range of materials for education professionals. The Working Party however were eager to explore materials that focussed solely on the Early Years seeking to support professionals working within the private and voluntary sector. The aim being to create an accessible and free online tool kit supported by video vignettes of practice and exemplars of documentation.

Introduction

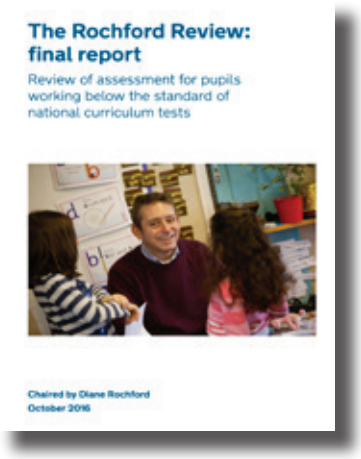
The ***Rochford Review*** identifies that

'The government has high aspirations for every child and is clear about the importance of robust assessment in helping raise educational standards'.

The review also

'recognises that age-related expectations are not appropriate for a significant proportion of pupils; and that the way we measure their progress accounts for potential differences in the way these pupils learn' (p.5).

Nationally the early years curriculum is guided by the ***Early Years Foundation Stage*** (EYFS) framework; settings use the Early Years Outcomes linked to the EYFS ***(Development Matters)*** as their assessment tool. However, Early Years practitioners adopt a variety of methods to record children's development and progress. As part of the '*Building on Being 2*' DfE project facilitated by Pen Green, practitioners and parents were invited to join discussion groups. A key issue identified by practitioners was the difficulty they experienced in demonstrating progress for children with SEND using the ***Development Matters*** statements.



As a Working Party, we acknowledged that some children's progress cannot easily be demonstrated or celebrated using the ***Development Matters*** statements. The Working Party identified some key challenges in relation to this:

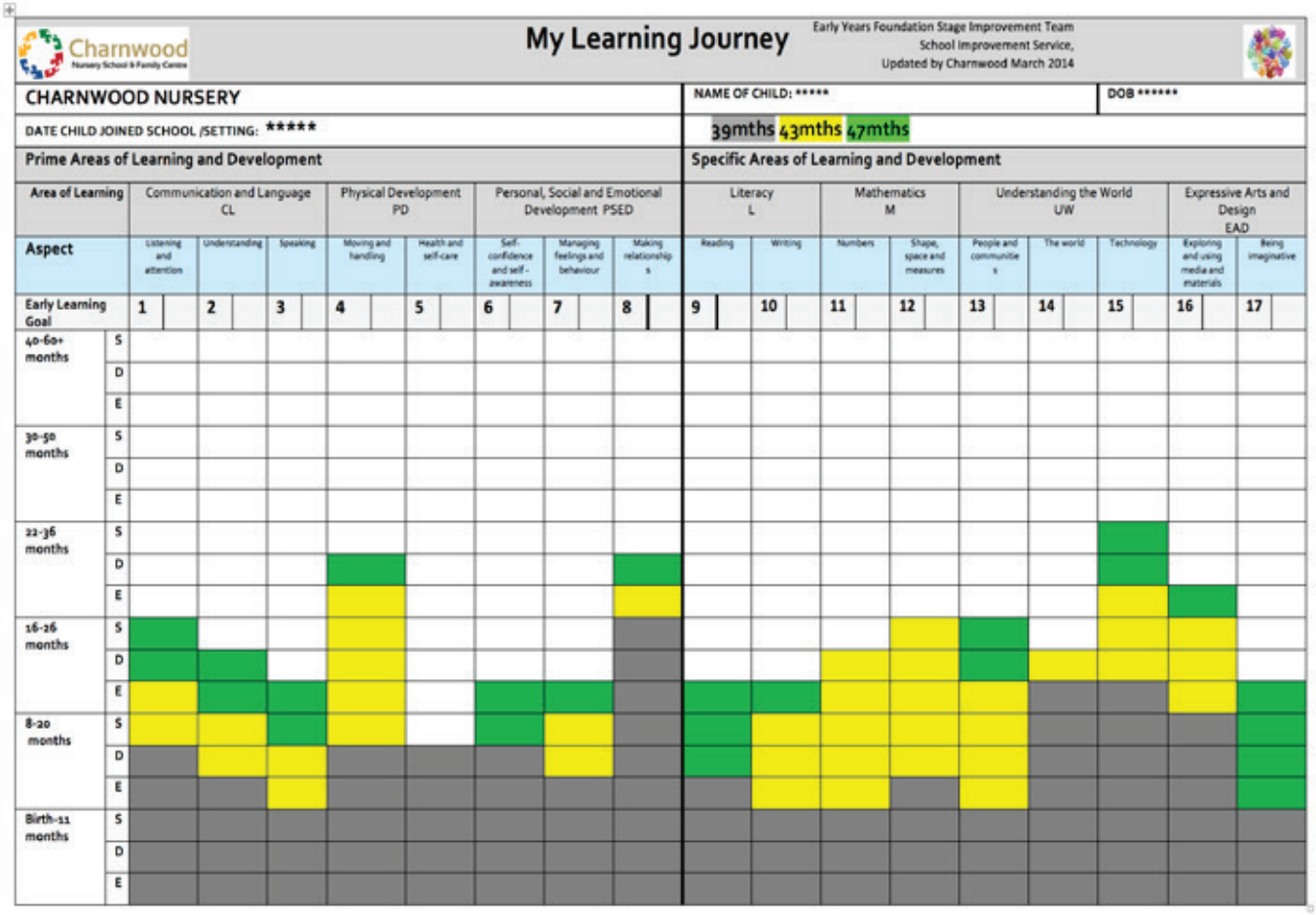
- **Non-linear progression**
  The Early Years Outcomes are a non-statutory guidance in the form of statements that aim to offer practitioners a means of reviewing children's progress. It is recommended that the Early Years Practitioner makes *best fit judgements* against broad and overlapping age bands across seven areas of learning and development. Development and progress for children with SEND occurs but may not be linear (for example it occurs within a given age band) and often is not demonstrable within the Early Years Outcomes. This feature is also highlighted in recommendations made by the ***Rochford Review***. In reference to setting expectations and measuring progress they identify that ***'it is important that we are able to measure the progress they make in a way which takes into account the nature of progress for these pupils. Those with SEND can often make progress in different ways to the majority of pupils' (p.10-11).***

- **Deficit model**
  For some children within the SEND population their developmental stages are significantly different from their mainstream peers and acknowledging this is vital. Seeking a norm-referenced approach (e.g. EYFS) to assessment can lead professionals into adopting a deficit model - what the child *cannot* do.

- **Spikey profile**
  A different challenge comes from the **spikey profile** that some children present with; showing strength in some areas of development or in relation to some skills but not in others (see figure 1 and "Examples of Spikey Profiles" on page 82). Finding a means to demonstrate and celebrate this is important. Other children's profiles will contain gaps because of the impact of their needs or disabilities (particularly in the area of Physical Development and Literacy).

- **Celebrating the whole child**
  Often the approach adopted is to identify small steps linked to teaching skills or completing a given task. This can lead to measurable outcomes but the Working Party wanted to explore a model that celebrated the whole child.

- **Focussing on the child's development**
  When considering some assessment tools there is a danger that we focus on the role of the adult rather than on the development of the child. Meeting support needs is important but cannot replace our observation and analysis of a child's development.



Charnwood Nursery School & Family Centre

My Learning Journey

Early Years Foundation Stage Improvement Team
School Improvement Service,
Updated by Charnwood March 2014

CHARNWOOD NURSERY	NAME OF CHILD: *****	DOB ******
DATE CHILD JOINED SCHOOL /SETTING: *****	39mths 43mths 47mths	

Prime Areas of Learning and Development										Specific Areas of Learning and Development									
Area of Learning	Communication and Language CL			Physical Development PD		Personal, Social and Emotional Development PSED				Literacy L		Mathematics M		Understanding the World UW			Expressive Arts and Design EAD		
Aspect	Listening and attention	Understanding	Speaking	Moving and handling	Health and self-care	Self-confidence and self-awareness	Managing feelings and behaviour	Making relationships		Reading	Writing	Numbers	Shape, space and measures	People and communities	The world	Technology	Exploring and using media and materials	Being imaginative	
Early Learning Goal	1	2	3	4	5	6	7	8		9	10	11	12	13	14	15	16	17	
40-60+ months	S																		
	D																		
	E																		
30-50 months	S																		
	D																		
	E																		
22-36 months	S																		
	D																		
	E																		
16-26 months	S																		
	D																		
	E																		
8-20 months	S																		
	D																		
	E																		
Birth-11 months	S																		
	D																		
	E																		

Figure 1. Spikey Profile. *This is a profile of a child with autism. Autism impacts on the child's social interactions with peers and the development of communication skills. The child experiences difficulty in self-regulating emotions. Access to other learning opportunities are restricted by these factors.*

Possible models have been explored and it is clear that what is needed is a toolkit that offers a range of possible avenues via which progress can be both celebrated and demonstrated. Such an approach will demand a higher skill base and must be underpinned by training, access to experienced staff and support from external agencies.

Guiding Principles

Through discussion the Working Party generated a set of principles that informed their recommendations and suggestions:

1. ***That any assessment must honour both the child and their family***

2. ***That every child's progress should be demonstrated and celebrated and that, where possible, the assessment process adopted should be applicable to all children***

3. ***The voice of the child must be represented clearly and must inform and remain central to any assessment***

4. ***The voice of the family must be represented clearly and where appropriate the voice of peers and siblings should also be heard***

5. ***That the assessment is done in collaboration with, rather than to, the family and that it reflects their views and comments***

6. ***That the assessment is accessible and can be understood by the family***

7. ***That the assessment celebrates achievement rather than identifies 'underachievement' and that its language and style of presentation stays true to this principle***

8. ***That the assessment process offers a powerful means of identifying how the child can be best supported in their development and learning. This may be done through the consideration of next steps or 'Possible Lines Of Direction' for an individual child***

9. ***That the assessment provides insight and information that can be understood and used by others including external agencies and schools to which children may transfer***

10. ***That as the Rochford Review states "Equality is not always about inclusion. Sometimes equality is about altering the approach according to the needs of the child" (p.11).***

Current Legislation and Frameworks

The ***SEND Code of Practice 2014*** (most recently updated May 2015) identified 4 areas of need. Any assessment tool needs to allow consideration of all four areas:

- ***Communication and Interaction***
- ***Cognition and Learning***
- ***Social, Emotional and Mental Health***
- ***Sensory and/or Physical needs***

Every child is entitled to access the EYFS curriculum or an equivalent and the Working Party feel strongly that the EYFS offers the practitioner a curriculum that supports learning and development for all children.

Early Years Practitioners focus on development and learning within the Prime Areas of the EYFS:

- ***Personal, Social and Emotional Development***
- ***Communication and Language***
- ***Physical development***

The Prime Areas are the foundations that develop *"....in response to relationships and experiences, and run through and support learning in all other areas. The Prime Areas continue to be fundamental throughout the EYFS"* (p.4 ***Development Matters***). Practitioners also reflect on a child's ***Characteristics of Effective Learning*** (p. 5-7 ***Development Matters***).

- ***Playing and Exploring (Engagement)***
- ***Active Learning (Motivation)***
- ***Creating and Thinking Critically (Thinking)***

An Inclusive Assessment Process

The Working Party recognises that celebrating the learning and development of children with SEND can present significant challenges to practitioners. The population of children with SEND within Early Years settings fall into 2 identifiable groups:

- ***those who present with a developmental profile which means they may be described as having significant developmental delay (or in some instance profound and multiple learning difficulties) and whose development and progress is difficult to demonstrate within an age-banded framework. This group of children have been identified by the Rochford Review as those "pupils nationally whose learning difficulties mean that they will not be engaged in subject-based learning by the time they reach the end of key stage 1 or 2" (p.6)***
- ***those who present with a developmental delay when compared with their peer group but for whom progress can be demonstrated within the Early Years Outcomes over time.***

The Working Party has considered several assessment pathways with associated assessment tools, the aim being to place the child at the centre and to celebrate their learning and development. This is in line with ***The Characteristics of Effective Learning*** that celebrates the uniqueness of the child *"underpins learning and development across all areas and supports the child to remain an effective and motivated learner"* (p.4 ***Development Matters***).

The Working Party reflected on possible approaches for the two groups identified:

- a multi-sensory approach in which the child's earliest skills are the focus
- a small steps approach that seeks to encourage the extension and consolidation of emerging skills
- the more familiar 'Graduated Response' that identifies where a child appears to be behind expected levels or where a child's progress gives cause for concern and which leads to the identification of learning experiences and input that seems to bridge the gap. This could be demonstrated on a child's individual action plan.

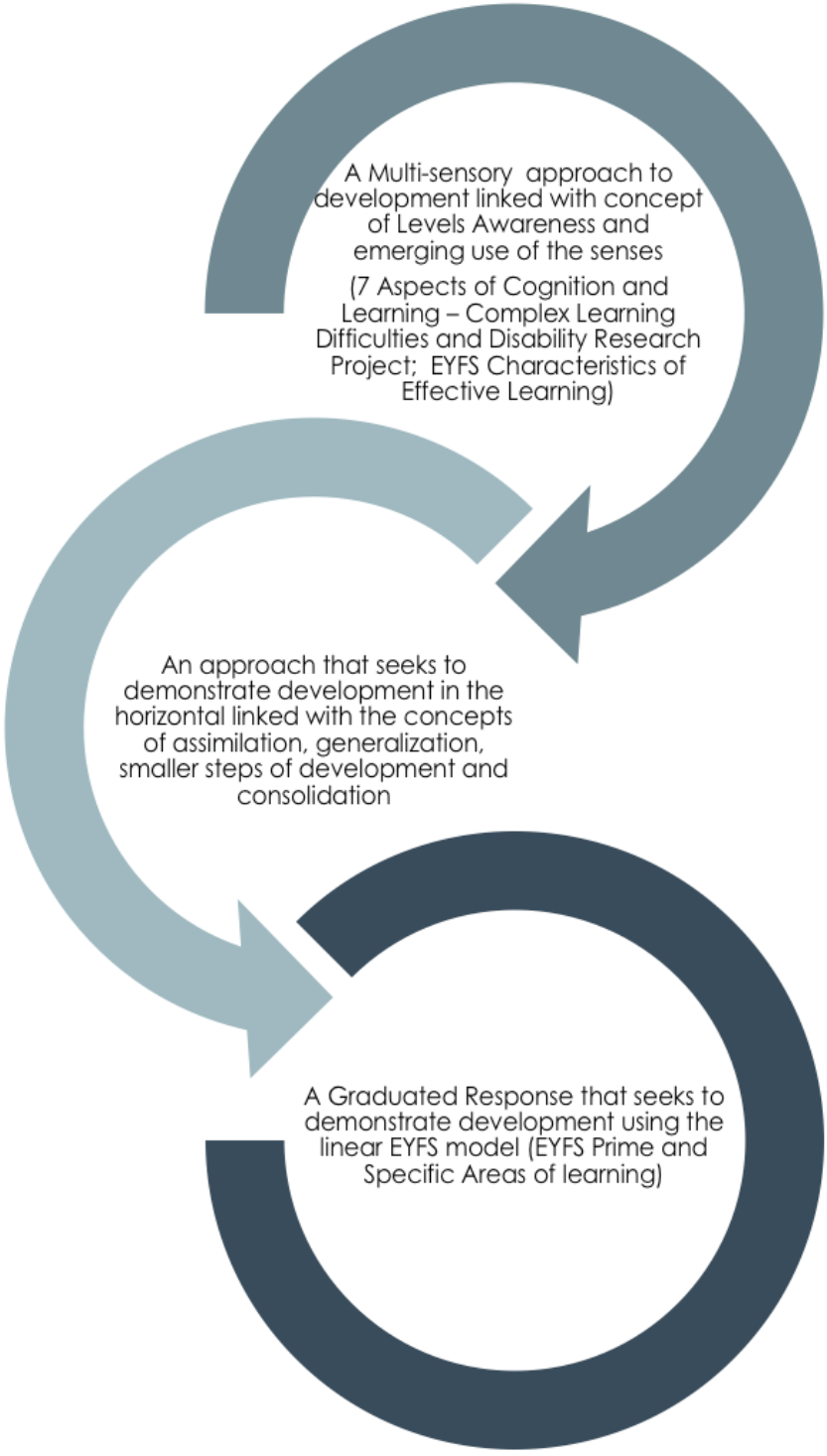
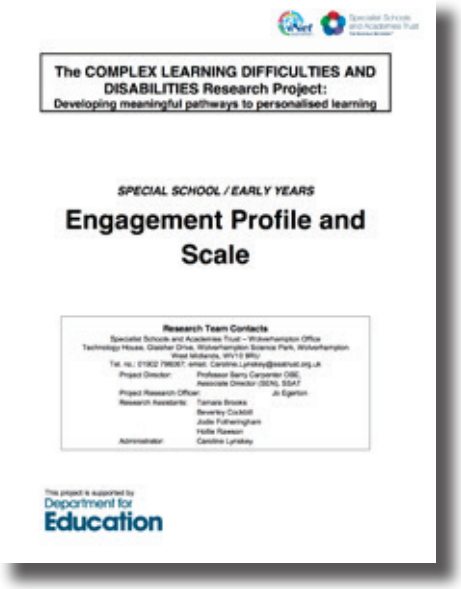


Figure 2 Possible Approaches to SEND Assessment in the Early Years

The ***Rochford Review*** recommends that for those children not engaged in subject-specific learning, assessment should be made against ***7 Aspects of Cognition and Learning***;

- ***Responsiveness***
- ***Curiosity***
- ***Discovery***
- ***Anticipation***
- ***Persistence***
- ***Initiation***
- ***Investigation***



These are taken from recommendations made within the ***Engagement Profile and Scale*** developed as part of the ***Complex Learning Difficulties and Disability (CLDD) Research Project***. Our Working Party considered these aspects to offer a strong basis for observation and to be closely aligned to the ***Characteristics of Effective Learning***.

It is vital that any proposals made must support all settings to have

"high standards and high expectations for all pupils, so that every child achieves his or her potential regardless of background or starting point" (p.8 ***Rochford Review****).*

It is anticipated that these high expectations will be linked to clear concepts of 'appropriate' progress for individual children rather than a norm-referenced measure that only succeeds in recognising delay. The aim cannot simply be to 'narrow the gap' since, as previously recognised, for some children 'narrowing the gap' and enabling a child to 'catch up' are not appropriate expectations. The ***Rochford Review*** also outlines the differences between formative and summative assessment and further considers the different purposes of statutory and non-statutory assessment (p.10). The Early Years Working Party

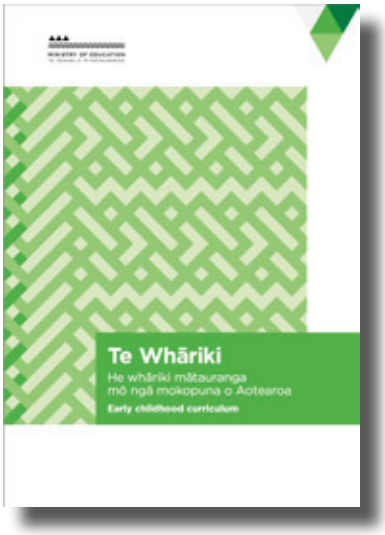
have focused on continuous formative assessment, seeking to inform practitioners as they plan for individual children. Providing a means *"...to identify any gaps or misconceptions"* and enabling them *"...to plan the necessary steps towards learning for their pupils"* (p.10).

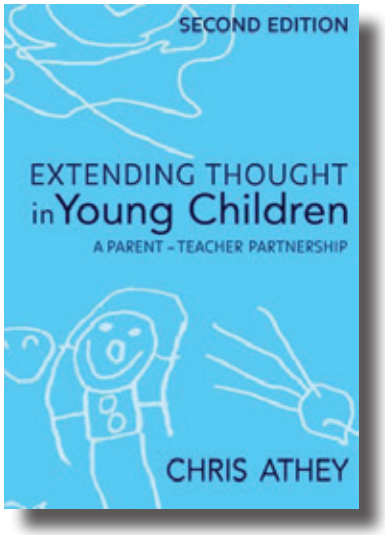
The Working Party chose to focus on formative assessment in recognition of the short period of time that many children spend in their Early Years setting (when compared with their time within the compulsory education system).

Before considering the recommendations made by the ***Rochford Review*** the Working Party had spent some time exploring other approaches to assessment and observations. In particular, they considered the New Zealand Early Years curriculum ***Te Whariki*** (1996; May 2017); the ***Leuven Scales*** (1997; 2005) for ***Well-being*** and ***Involvement*** (Laevers,) and Chris Athey's work on ***Schematic Play*** (2007). Alongside these they also considered other approaches developed specifically for children with SEND. The three approaches offer different frameworks through which to consider a child's play and development but all allow the practitioner to keep the child at the centre. They link closely to the ***7 Aspects of Cognition & Learning***. Figure 3 (see page 12) weaves together the threads of the EYFS and strands from Te Whariki to provide a complimentary assessment pathway.

The ***Te Whariki*** model offers some key strands to consider when assessing a child in the form of five questions:

Do you know me? – linked with a sense of belonging
Can I trust you? – linked with well-being
Do you let me fly? – linked with exploration
Do you hear me? – linked with communication
Is this place fair for me? – linked with contribution.
Leuven Scales





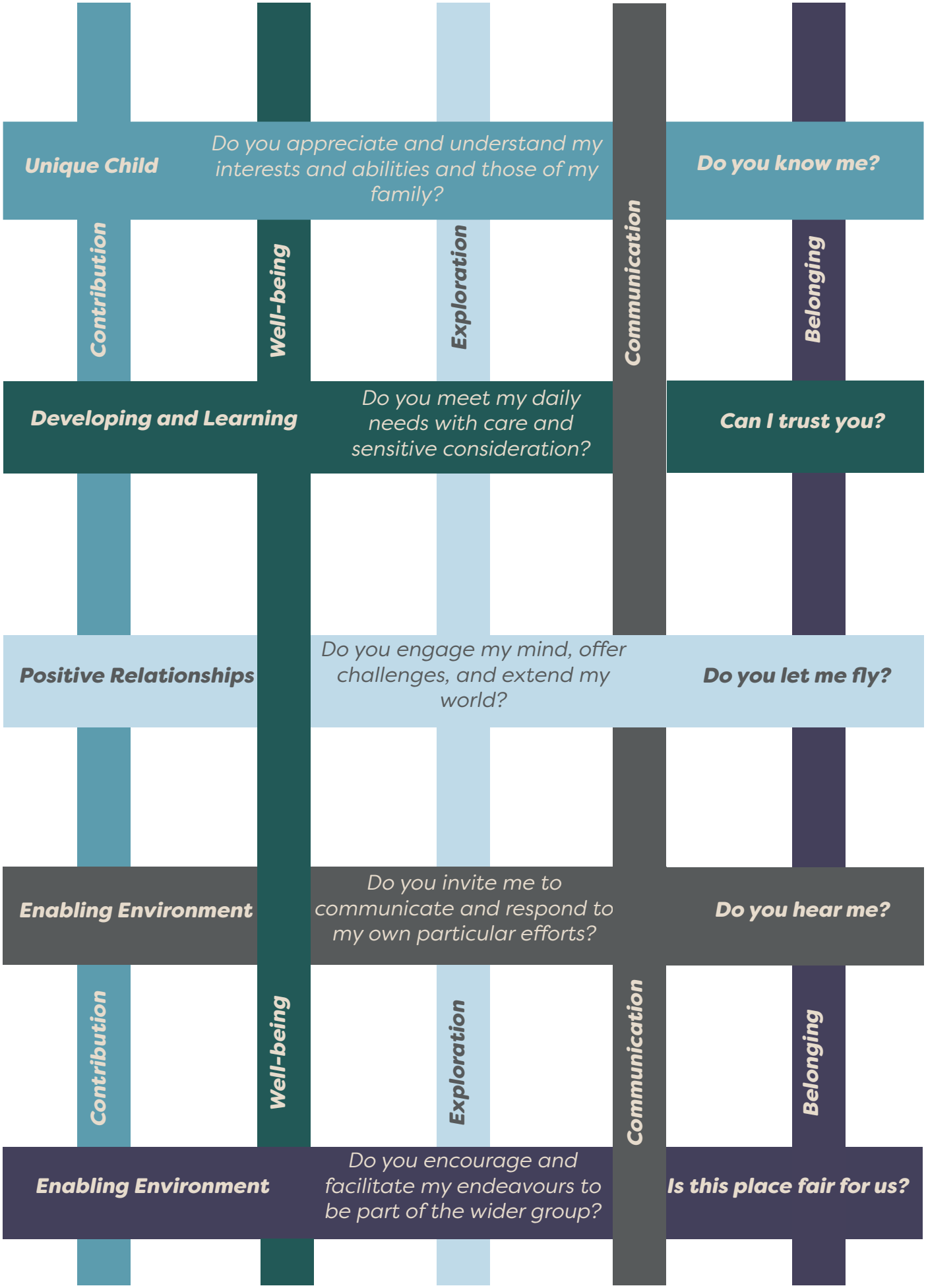


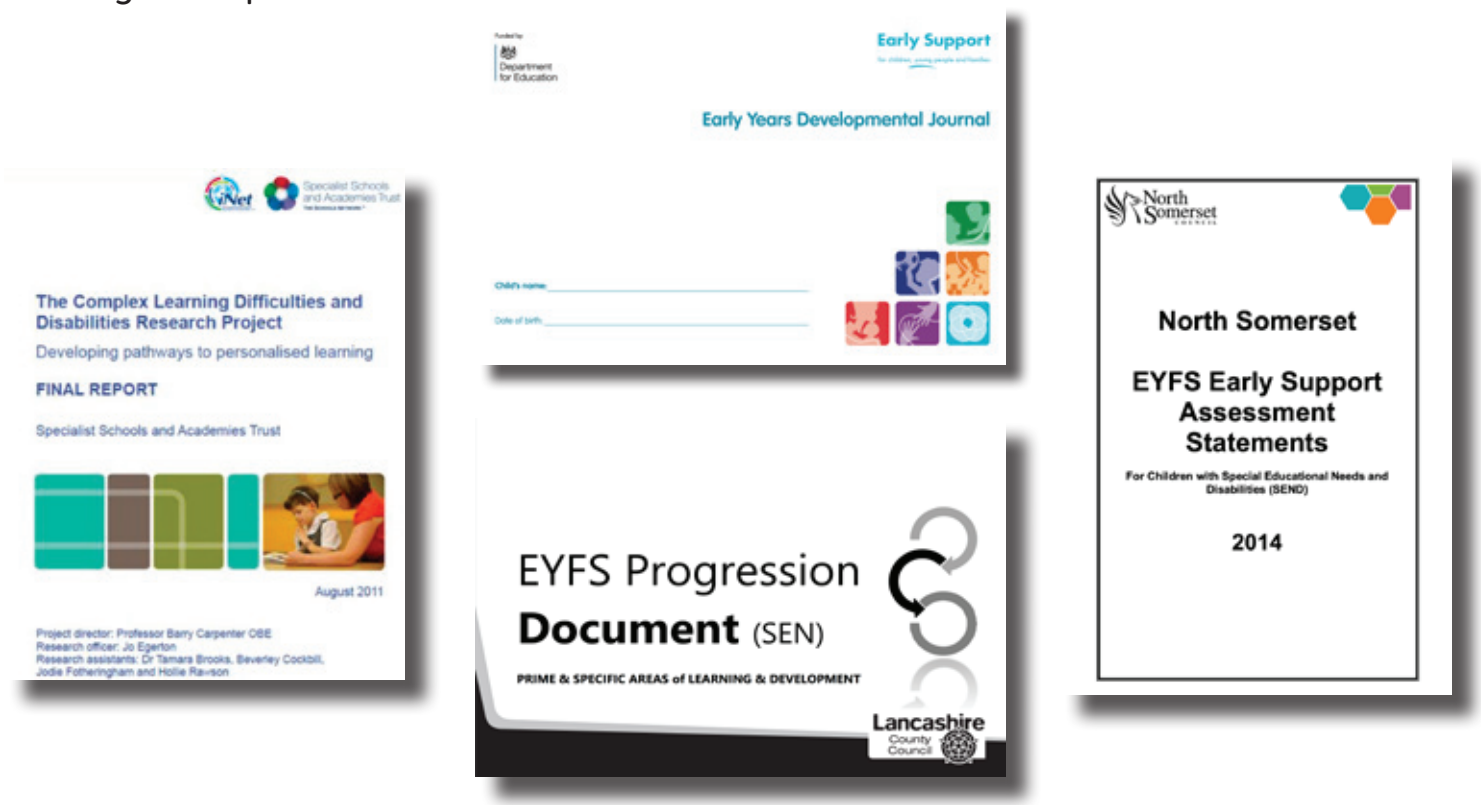
Figure 3 Assessment Pathways - possible complementary approaches to demonstrating progress in the Early Years (adapted from Te Whariki and EYFS)

Ferre Laevers developed a 5-point scale to measure a child's well-being and involvement. The scale offers a means for the practitioner to assess the level of learning that is taking place. As the level of well-being and involvement is raised the learning increases. When a consistent high level of well-being and involvement is recorded, the practitioner can anticipate that a deep level of learning is taking place.

Schematic Play

Athey defines schema as 'patterns of behaviour and thinking in children's play'; the EYFS refers to the powerful role of children's schematic play in their development. Schemas are patterns of repeated actions and behaviours that can be observed in young children's play as they explore and make sense of the world around them. Schemas are an intrinsic part of child development and offer an important insight into how some children learn. A knowledge of schemas offers practitioners a positive means of viewing and understanding a child's actions and creating enabling environments for young children.

It was clear that any recommendations made with regards to assessment pathways should align with and complement other assessment tools and frameworks and must link to recommendations being made by other working parties. The most pertinent reports were the ***Rochford Review*** and ***The Complex Learning Difficulties and Disabilities (CLDD)*** research project. Some local authorities have also sought to offer frameworks that expand on the ***Early Years Outcome statements*** identifying intermediate steps of development (for example Lancashire County Council's ***EYFS progression Document***; the North Somerset's ***EYFS Support Assessment Statements for children with SEND*** and the Council for Disabled Children's ***Early Years Developmental Journal***). It is clear that professionals within Early Years and specialist provision need to collate the positive work being done, allowing practitioners across a range of Early Years settings to access and use the tools being developed.



The 5th recommendation made by the ***Rochford Review*** (p.21) is that schools should be free to decide their own approach. In referring to this range of frameworks the Working Party is not seeking to dictate what a practitioner or setting does, but rather to offer a means of considering and reflecting on a child's development and play. Settings may choose to adopt one or several frameworks. The purpose will always be to gather information that offers a picture of the child and which celebrates their uniqueness and skills.

Section 2

Recommendations

Recommendation 1

Key Practitioner's Skills

SEND assessment in the Early Years requires practitioners to have key skills. Accessible training is imperative to enable Early Years practitioners to understand and develop the range of skills needed to undertake SEND assessments.

Practitioners must be able to

- **ask the right questions** in order to gather the important facts and pertinent information needed to create a one page profile
- **write a one page profile** that celebrates the child's strengths, identifies support needs, and allows details to be shared with regards to communication skills, mobility for example
- **carry out effective observation** of a child's play, developing a vocabulary and skill base that recognises the subtle details in a child's behaviour that are indicators of a child engaged in, and learning from, their play experiences
- **engage in difficult conversations with parents** including learning skills linked with sharing difficult news.

Recommendation 1

Key Practitioner's Skills

Resources;

Toolkit Observation *page 24 & page 80*

Toolkit Asking the right questions – questions to support the gathering of information for a One Page Profile on *page 57*

Toolkit Sharing Concerns with Families in Early Years Settings *page 58*

Toolkit One Page Profile Examples *page 69*

Recommendation 2

Engaging with Parents, Carers and Families

Clear guidance is offered in the Statutory Framework for the EYFS concerning partnership working with parents and carers. Practitioners should always start with the information a parent is able to offer about their child. Respecting parents' knowledge about their own child and what they currently do at home is vital to support their children's learning. Practitioners need to invest in establishing relationships with parents and carers, building trust to allow families to tell their own stories in their own time.

Parents should be seen as the most important source of information and should continue to be actively involved in any *Plan, Do, Review* cycle.

This recommendation reflects the guidance offered within the ***Statutory Framework for the EYFS*** and nowhere is this more clearly demonstrated than in the following four principles:

- *"every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured*
- *children learn to be strong and independent through positive relationships*
- *children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and*
- *children develop and learn in different ways and at different rates"*
  (p5/6 ***Statutory Framework for the EYFS*** March 2014).

Practitioners must

-
- access the current ***Statutory Framework for the EYFS*** and have a sound working knowledge of the whole framework
- have a sound working knowledge of the current ***SEND Code of Practice***
- have a clear knowledge and understanding of their setting's ***Graduated Response***
- ***engage parents and carers*** in a child's learning and development

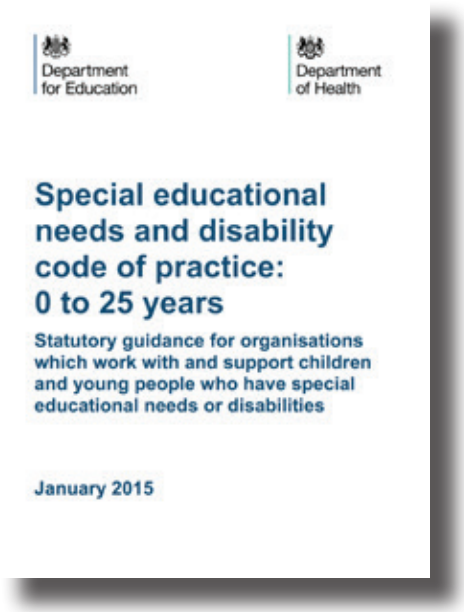
Recommendation 2

Engaging with Parents/Carers and Families

Resources:

Statutory Framework for the Early Years Foundation Stage
https://www.gov.uk/early-years-foundation-stage

SEND code of practice: 0 to 25 years
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25



Toolkit Home visit video *page 61*

Toolkit Getting to know you *page 62*

Toolkit The Pen Green Loop *page 68*

Toolkit Graduated Response Examples *page 92*

Training

- Effective use of the Plan, Do, Review cycle
- Engaging with families; listening and attending to others.

Recommendation 3

Graduated Response Process

Where concerns arise these should be addressed through the ***Graduated Response*** process. It is anticipated that this process will allow parents/carers to share their insights of their own child. Practitioners need to understand the purpose of the *Plan, Do, Review* cycle within the context of the ***Graduated Response***. They need to recognise that the ***Graduated Response*** does not begin when outside agencies are drawn in but far earlier when the setting begins to explore different strategies and possible styles of support.

Practitioners must be able to

- **identify individual needs**
- **engage parents/carers** in a collaborative process that is accessible and understood by the family
- **consider their inclusive practice** including the need for resources, additional staffing, environmental changes
- **plan appropriate and effective learning** and teaching opportunities
- **work in partnership** with multi-disciplinary teams.

Recommendation 3

Graduated Response Process

Resources:

Council for Disabled Children - SEN and Disability in the Early Years Toolkit (2015)
https://councilfordisabledchildren.org.uk/help-resources/resources/sen-and-disability-early-years-toolkit

SEN and disability in the early years:
A toolkit

Introduction
Each section of the toolkit provides a briefing on a particular aspect of the SEN and disability reforms as they apply to early years providers. Each section is based on the statutory requirements and the guidance from the early years, the SEN and the disability frameworks, and draws on a range of relevant practice guidance and other materials to provide an accessible guide to SEN and disability in the early years, there is some material that is relevant to more than one section. Where this is the case, that material appears more than once.

Towards the end of most of the sections of the toolkit is a useful tool, an activity or a reflective task to support practitioners in applying the particular topic to their own setting.

Contents

Section 1: Question and answer
This section of the toolkit provides some answers to frequently asked questions about the SEN and disability reforms in the early years.

Section 2: Statutory requirements
This section of the toolkit is about the law, the regulations and the statutory guidance relating to young disabled children, young children with SEN and young children with medical conditions in early years settings[1].

Section 3: Universal inclusive practice
This section of the toolkit is about high quality inclusive practice for all children.

Section 4: First concerns and early identification
This section of the toolkit is about how settings should respond to initial concerns about a child's progress and how to identify special educational needs.

Section 5: SEN Support in the Early Years – A Graduated Approach
This section of the toolkit describes what settings need to do when parents and practitioners have agreed that a child has a special educational need and requires special educational provision.

Section 6: The Role of the Early Years SENCO
This section of the toolkit is about the role of the Early Years SENCO (Special Educational Needs Coordinator). It outlines the SENCO's main responsibilities.

[1] In this section and throughout the toolkit, there are excerpts from the SEN and disability Code of Practice. The Code of Practice uses 'must' (in bold) to refer to a statutory requirement under primary legislation, regulations or case law. Where the toolkit quotes directly from the Code, 'musts' are shown in bold, as they appear in the Code.

Toolkit Asking the right questions – questions to support the gathering of information for a One Page Profile *page 57*

Toolkit Graduated Response - blank profile template *page 92*

Toolkit Additional Support Plan *page 93*

Toolkit Child's Next Steps *page 94*

Toolkit Possible Lines of Direction (PLOD) *page 95*

Training

- Graduated Response process
- Partnership working
- The role of the SENDCo

Recommendation 4

One Page Profile

This co-constructed document places the child at the centre and offers a unique image of them. The voices of the child and parent should be clear and apparent. The richest profiles are written in a positive and celebratory style, free from professional jargon. The One Page Profile will evolve overtime as the child changes and develops. In this way, each updated One Page Profile offers another tool for celebrating the child's development and progress. At times of transition the One Page Profile plays a vital role in ensuring important information is shared.

In the Early Years, the One Page Profile can often involve the adult transposing their thoughts and knowledge of the child. For the parents and carers this is intimate knowledge and must be apparent.

Practitioners must be able to

- **introduce the child in a written form** that encompasses the views, wishes and feelings of the child and their family
- **gather the key information** that captures the uniqueness of the child, including what motivates, interests and engages them in their daily life
- **show that the child and the family participate** as fully as possible in the process
- **produce a One Page Profile** that can be used in transition and in addition to formal assessment.

Recommendation 4

One Page Profile

Resources:

Toolkit Getting to know you *page 62*

Toolkit One Page Profile Examples *page 69*

Toolkit Voice of the Child Template *page 87*

Toolkit Graduated Response Examples *page 89*

Training

- Writing and compiling One Page Profiles
- Having difficult conversations with parents
- How to capture the voice of child

Recommendation 5

Observation

The Working Party anticipates that practitioners will use detailed observations to gain an understanding of what the child is already

- *able to do*
- *showing mastery of*
- *competent in*
- *showing an interest in.*

To achieve this, they anticipate that practitioners will use a range of frameworks such as the afore-mentioned

- *Prime and Specific areas of Learning and Development in the EYFS*
- *Seven aspects of cognition and learning (CLDD Research Project)*
- *Te Whariki questions (New Zealand Early Years Curriculum)*
- *Working Party's One Page Profile questions*
- *Early Years Developmental Journal (Council for Disabled Children)*
- *Characteristics of Effective Learning (EYFS).*

This formative assessment will allow the practitioner to plan for possible development. The ***Statutory Framework for the EYFS*** states that

"Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. On-going assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations"
(p.22 'Statutory Framework for the EYFS' March 2014).

Practitioners must be able to

- draw on a **strong knowledge base** of child development
- **create a unique and whole picture of the child** using the frameworks
- **describe the child in terms of what they are able to do** and will avoid statements that identify what a child can't do (a deficit model).

Recommendation 5

Observation

Resources:

The seven aspects of cognition and learning

The Complex Learning Difficulties and Disabilities (CLDD) research project.

https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/merged-early-years-developmental-journal.pdf

The Te Whariki strands

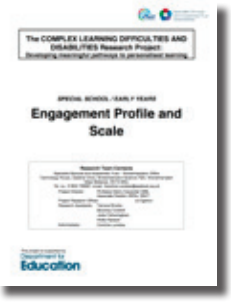
Te Whariki Early Childhood Curriculum

https://education.govt.nz/assets/Documents/Early-Childhood/Te-Whariki-Early-Childhood-Curriculum.pdf

The Early Years Developmental Journal

https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/merged-early-years-developmental-journal.pdf

Prime and Specific Areas of Learning & Development in Early Years Foundation Stage/The Characteristics of Effective Learning
https://www.early-education.org.uk/download-development-matters-early-years-foundation-stage-eyfs



Toolkit Asking the right questions - questions to support the gathering of information for a One Page Profile *page 57*

Toolkit Getting to know you *page 62*

Toolkit One Page Profile Examples *page 69*

Toolkit Observation styles and techniques on *page 80*

Toolkit Voice of the Child Template *page 87*

Training

- Early Child Development
- Gathering and recording narrative observations

Recommendation 6

Planning

From the image of the child's current learning and development the practitioner will be able to identify what the child enjoys. The most powerful assessments come from shared reflection and consideration of the observations made. From these, practitioners will be able to identify what the child is interested in and willing to engage with, to inform their planning process. Practitioners' interpretation of their observations will be informed by their understanding and knowledge of a child's identified SEND and individual needs. The quality and rigour of the observations allows the practitioner to engage in a dialogue with other professionals, who are then able to share their own knowledge and insight.

1.6. Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development (p.8 Statutory Framework for the EYFS March 2014).

Through reflection the practitioner is enabled to consider 'Possible Lines Of Direction' (PLOD) not only in terms of the development of skills but also in terms of the experiences that can be offered. From what is observed, it is possible to consider what can be done to engage the child more deeply (see templates and examples on page 95).

Rather than teaching skills, practitioners need to acknowledge that children are intrinsically motivated to learn, and are curious about their environment. In doing this the practitioner is able to deepen and extend the child's experience by introducing enjoyable and meaningful challenges. These opportunities should in time lead to the child extending and developing their knowledge.

Generally there is a misunderstanding that practitioners should plan for linear developmental progression. However the Working Party considers it important that practitioners focus on the consolidation and assimilation of a skill, exploration or interest to support children's development and learning.

Practitioners must be able to

- plan for the consolidation and assimilation of skills
- provide opportunities for child-led learning alongside adult-led experiences
- consider the individual needs, interests and stage of development to plan challenging and enjoyable experiences for the individual child in all areas of learning and development
- engage in effective reflective practice with colleagues to produce the best outcomes for children.

Recommendation 6

Planning

Resources:

Te Whariki Early Childhood Curriculum

https://education.govt.nz/assets/Documents/Early-Childhood/Te-Whariki-Early-Childhood-Curriculum.pdf

The Early Years Developmental Journal

https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/merged-early-years-developmental-journal.pdf

Prime and Specific Areas of Learning & Development in Early Years Foundation Stage/The Characteristics of Effective Learning

https://www.early-education.org.uk/download-development-matters-early-years-foundation-stage-eyfs

Lancashire County Council's EYFS progression Document

http://www.lancsngfl.ac.uk/curriculum/early_years/download/file/SEN%20progression%20document.pdf

North Somerset EYFS Support Assessment Statements for children with SEND

http://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/site.page?id=D5mjzJb2MO4

Athey, C. (2007) Extending Tought in Young Children: a Parent-Teacher Partnership

Toolkit Schemas *page 77*

Toolkit Planning *page 88*

Toolkit Working Wall *page 97*

Toolkit Possible Lines of Direction (PLOD) *page 113*

Training

- Reflective practice and shared planning
- Peer - Peer review
- Effective learning environments
- Planning based on child's interests to promote appropriate challenge leading to deep level learning and higher order thinking.

Recommendation 7

Demonstrating Progress

A child's progress will be demonstrated when practitioners engage in the cycle outlined below. The child's 'One Page Profile' and the summative observations made at the end of each cycle can be supported by video, photographs and written observations as evidence. This documentation will celebrate the child's development, engagement and learning style and where appropriate will in general sit alongside the child's tracking of progress through the EYFS.

However, the Working Party was aware that for particular groups of children it will not be possible to demonstrate progress through the age bands of the EYFS. In this case, the Working Party anticipates that external agencies will accept and celebrate along with Early Years practitioners the progress demonstrated using the *Plan, Do, Review* cycle, see Figure 4 below.

The non-statutory guidance offered in the Development Matters in the EYFS states that;

'Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development'
(p.6 Non-Statutory Guidance Development Matters in the EYFS Early Education 2006).

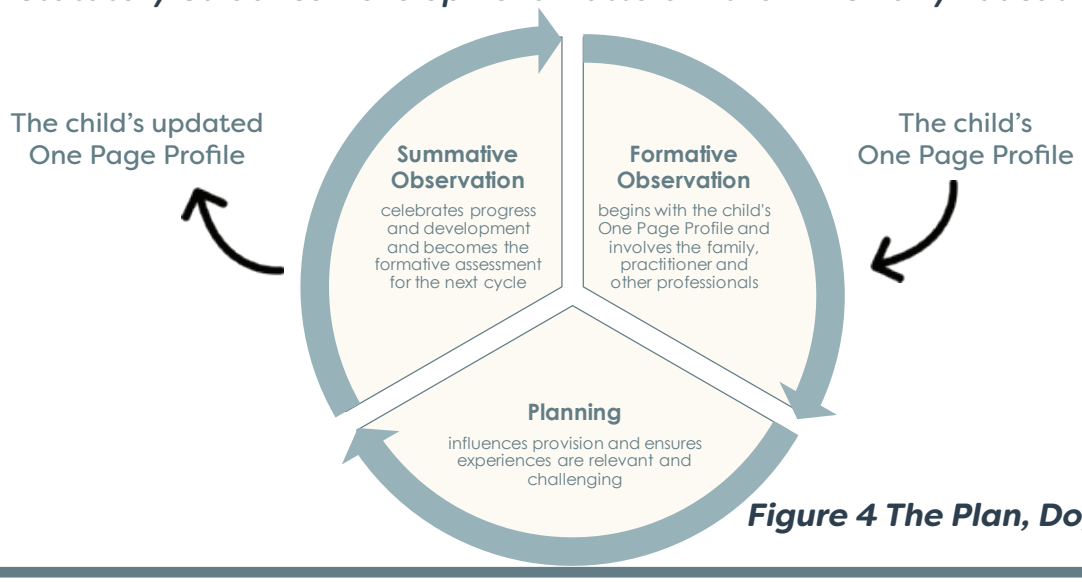


Figure 4 The Plan, Do, Review Cycle

For particular groups of children it will not be possible to demonstrate progress through the age bands of the EYFS. The Working Party recommend that external agencies will accept and celebrate children's progress demonstrated using a cycle that begins with a formative observation to create the One Page Profile. This then informs planning and leads to a summative observation which celebrates progress and development over a period of time. This updated One Page Profile becomes the formative observation for the next cycle.

Recommendation 7

Demonstrating Progress

Resources:

Non-Statutory Guidance Development Matters in the EYFS Early Education 2006
https://www.early-education.org.uk/download-development-matters-early-years-foundation-stage-eyfs

Toolkit One Page Profile Examples *page 69*

Toolkit Observation styles and techniques *page 80*

Toolkit Assessment Profiles and Making Children's Learning Visible (MCLV) Plans *page 81*

Links to online resources

The Rochford Review (2016)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/561411/Rochford_Review_Report_v5_PFDA.pdf

The Complex Learning Difficulties and Disability (CLDD) Research Project (2011)
http://complexld.ssatrust.org.uk/uploads/CLDD_project_report_final.pdf

Te Whariki Early Childhood Curriculum (1996, May 2017)
https://education.govt.nz/assets/Documents/Early-Childhood/Te-Whariki-Early-Childhood-Curriculum.pdf

Early Years Foundation Stage Curriculum (2014, updated 2017)
https://www.gov.uk/early-years-foundation-stage

Development Matters in the Early Years Foundation Stage (EYFS) (2017)
https://www.early-education.org.uk/download-development-matters-early-years-foundation-stage-eyfs

SEND Code of Practice (2014, updated 2015)
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Engagement Profile and Scale developed as part of the Complex Learning Difficulties and Disability (CLDD) Research Project.
http://complexld.ssatrust.org.uk/project-resources/engagement-profile-scale.html

Lancashire County Council: EYFS Progression Document
http://www.lancsngfl.ac.uk/curriculum/early_years/download/file/SEN%20progression%20document.pdf

North Somerset: EYFS Support Assessment Statements for children with SEND
http://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/site.page?id=D5mjzJb2MO4

Council for Disabled Children: Early Years Developmental Journal
https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/merged-early-years-developmental-journal.pdf

Children & Familes Act 2014
http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted

National Association for Special Educational Needs
http://www.sendgateway.org.uk

National Children's Bureau
https://www.ncb.org.uk/what-we-do/our-priorities/early-years/resources-publications/resources-support-children-send

Special Needs Jungle
https://specialneedsjungle.com

The Inclusion Development Programme
http://www.idponline.org.uk/

Section 3

Toolkit

Assessment Toolkit

Toolkit
Contents

Case Studies *page 32*
- **Oliver on page 42***page 33*
- **Filip** *page 47*

Parental Engagement *page 56*
- **Asking the right questions** *page 57*
- **Sharing Concerns with Families in Early Years Settings** *page 58*
- **Home Visits** *page 60*
- **Video Vignette - Home Visit** *page 61*
- **Getting to know you** *page 62*
- **Dialogue with Parents** *page 63*
- **Video Vignette - Conversation with a parent of a child with autism** *page 67*
- **The Pen Green Loop - Knowledge-sharing between parents and professionals** *page 68*
- **One Page Profile Examples** *page 69*

Assessing Young Children with SEND *page 70*
- **Pen Green Key Concepts (Theoretical frameworks for thinking about children's learning and development)** *page 71*
- **Observation styles and techniques (narrative, video)** *page 80*
- **Assessment Profiles** *page 81*
- **Examples of Spikey Profiles** *page 82*
- **Progress Summary/Review Report** *page 85*
- **Assessment Pathways** *page 86*
- **Child's Voice** *page 87*

Planning *page 88*
- **Graduated Response Procedure** *page 89*
- **Graduated Response Paperwork** *page 92*
- **Additional Support Plans** *page 93*
- **Possible Lines of Direction (PLOD)** *page 95*
- **Working Wall** *page 97*
- **Daily Planning** *page 98*
- **Video Vignettes of three Early Years Settings** *page 99*

Setting Requirements *page 100*
- **Staff Supervision** *page 101*
- **Adult Pedagogic Strategies** *page 105*
- **Peer-Peer Reviews** *page 109*
- **Audit Tools** *page 111*
- **SEND Policy - Examplars from three Early Years Settings** *page 112*
- **Staff Training and CPD** *page 113*
- **Early Years SENCO Qualification Specification** *page 115*
- **Early Years SENCO Case Studies** *page 117*

Case Studies

Oliver *page 33*

Video Observation
Detailed Observation
Key Observation
Use of Engagement Profile
Initial One Page Profile
Follow-up One Page Profile
Spikey Assessment Profile
Additional Support Plans
Progress Summary/Review Report

Filip *page 47*

Video Observation
Detailed Observation
Key Observation
Spikey Assessment Profile
Initial One Page Profile
Follow-up One Page Profile
Additional Support Plans

Case Study - Oliver

Oliver is 4 years old and has Down Syndrome.

Oliver playing with sensory blocks - video observation
Oliver playing with sensory bottles - video observation

https://vimeo.com/228785207/89d91a3299

Detailed Observation
Key Observation
Use of Engagement Profile
Initial One Page Profile
Follow-up One Page Profile
Spikey Assessment Profile
Additional Support Plans
Progress Summary/Review Report

Video Footage – detailed observation

Video can be viewed at

https://vimeo.com/228785207/89d91a3299

Charnwood Nursery School & Family Centre

00.0 – 02.24 Wooden sensory blocks

Oliver is on the nursery floor. He moves by bottom shuffling with his right leg out straight and his left bent. He picks up the triangular block, places it in a wooden fire engine and pushes the vehicle backwards and forwards. He then leans forwards and gathers the pile of blocks towards him. He picks up a small cylinder with his right hand and a semi-circle with his left. He places the semi-circle in his lap, shakes the cylinder then drops it on the floor. He touches the Perspex window on the cylinder with his finger while lifting up the semi-circle. He then shakes the semi-circle with his left hand, drops it on the floor and then grasps it with his right hand turning it around on the floor before pushing it away. He turns to the blocks and picks up a rectangular block, shakes it before dropping it on the floor. He grasps three shapes in turn, discards one and then shakes one while sustaining his eye gaze. A peer approaches saying "Oliver", Oliver turns, "Let's build a tower". Oliver turns briefly and visually engages but then returns to the blocks by turning back round. He touches the triangular block in the fire engine with his left hand while touching another block with his right. He picks up the block he is touching with his right hand and shakes it while observing the content. He drops it and picks it up again sustaining his gaze throughout despite his right hand resting on the previous block. He picks up that block and partially places it on the initial block. He lifts up another block and then watches the peer who spoke to him and he moves round him. He vocalises "Bla" while offering his peer eye contact. He returns to the blocks piling them on the two he has previously placed in a haphazard manner. He picks up a triangular block and shakes it.....he lifts up a block towards an adult who is conversing with another peer and blows a raspberry. He continues to watch/ observe the adult and child while they converse keeping hold of the shape. He then turns away when the adult does not respond.

Oliver has now turned around pivoting on his bottom and picks up blocks in one hand while leaning on the other (his right) almost adopting a four-point kneeling position. He throws two blocks one by one into the large block enclosure created by his peer. He picks up two more blocks one in each hand. He shakes the rectangular block in his right hand and then looks at it.

02.25 – 02.52 Nursery Floor – clear plastic bottles containing water and cotton wool

Oliver is leaning on his left arm while using the other arm to pick up a bottle and place it on one of three bottles standing on the carpet. He has chosen to place it on the middle of the three and as he places it he says "2". He then raises himself higher repeats "2" in a firm voice, grasps the other bottle lifting it up high enough to allow him to attempt to place it on the two-bottle tower he has created "3". The second bottle on the tower tumbles. He

observes this and then places the bottle he has in his hand on another bottle “2”. He picks up one of the fallen bottles and once again attempts to create a three-bottle tower. The bottles fall again.

Key observations

Video 1 – Oliver is bottom-shuffling. He is able to pivot on the spot and can move forwards with ease. He frequently bottom shuffles with one leg out-stretched and the other bent. Oliver is able to use both hands to lift and move blocks, he tends to use a whole hand grasp (palmar). He is able to shake the blocks and repeats this action with different shaped blocks appearing to both observe and listen. He is able to transfer blocks from one area to another. Oliver is able to push and pull large toy vehicles. He piles the blocks in a simple pile/tower. He offers eye-contact and vocalisations to attract attention and comment on his play. He responds to his name by turning. He observes the play of others but does not share in their construction. He is able to drop and throw items. Oliver recognises that the blocks create sound and investigates what sounds the different blocks make by rocking and shaking them. He shows an interest in the content of the blocks.

Video 2 – Oliver sits in a secure position to engage in his play resting on one arm with his legs to one side. He holds the bottle in such a way that he is able to stack it (i.e. the neck of the bottle is uppermost). He comments on his play using appropriate number names and demonstrates that he has a concept of 2 and 3. He raises himself into a position that allows him to lift the bottle to an appropriate height demonstrating that he is planning and anticipating his activity and the actions required. He persists even when the bottle falls. His hand grasp is firm.

Use of Engagement Profile

Charnwood Nursery School & Family Centre

Engagement Indicators	Score (0–4)	Clip 1 - Oliver in the blocks	Clip 2 - *Oliver and the bottles*
Responsiveness	4	Shared attention from blocks to adult and peers, turns on bottom to explore blocks and vehicle	He is focused, purposeful deliberate and careful with his actions.
Curiosity	4	Visually explores blocks. Shakes to explore sounds, looks to peers and adults positioned at a distance from him. Notices adults videoing him (they are stood to the left hand side out of view of camera)	He considers what will happen next. His actions demonstrate that he is testing out the properties.
Investigation	4	Transported items from one side to the other, placed them in truck. Picked up different shapes to investigate. Tried different movements, threw blocks	Using trial and error to create a tower
Discovery	4	Plays in a cause and effect manner shaking and throwing whilst sustaining attention linking action with effect. He strays within a	He is discovering the properties of the bottles. He uses stacking, balancing, replacing, and counting skills.
Anticipation	3/4	Shakes Blocks to discover what happens. Once he discovers they make a noise shakes other blocks and appears to listen to the sound	He applies knowledge of stacking to novel items. He anticipates they will balance if carefully placed on top of each other. He learns that it doesn't always work!
Initiation	3/4	Used eye-contact/ gaze to seek engagement of others. Uses vocalisations and sounds to attract attention and seek involvement of others e.g. raspberry blowing. Offers block to initiate involvement and to share play.	He initiates the activity and discovery and uses his own initiative to direct his play. Acting with clear purpose
Persistence	4	Stays involved in the activity but his play is repetitive on its style and content. He repeats the shaking and throwing actions but does so in a sustained fashion. His visual attention is sustained but he does not move on to engage in other activities for some time.	The footage is short but he demonstrates persistence not being deterred or distracted by the failure of the bottles to balance. He persists in his attempt
Total score		**NB NOW CIRCLE TOTAL SCORE ON SCALE** (previous page)	

Key for scoring	**0** No focus	**1** Low and minimal – emerging / fleeting	**2** Partly sustained	**3** Mostly sustained	**4** Fully sustained

Initial One Page Profile

All About Me!

Charnwood Nursery School & Family Centre

My Name is

My Date of Birth is

I am a boy

Languages spoken in my home are:

English

My family culture/religion is:

My ethnicity is:

White British

Other people involved in caring for me are: (e.g. Childminder, Grandparent, Speech Therapist, Physiotherapist....)

OT –
Portage Worker-
Physio –
Paediatrician –
SLT –

What I can do.... (with or without help?)

I can pull myself up and I will climb. I am weight bearing successfully but I am reluctant to take steps.
I can name animals using Makaton and make animal noises.
I will move boxes and furniture so I can climb. I play with a wide range of toys; cars; stacking cups. I copy what adults (approximation of words).
I love singing. I like posting toys.
I drink from a lidded cup, I will feed myself finger foods but they must be bite size pieces and one piece at a time – I will overfill my mouth. "Chew" (mummy reminds me to eat).
Avoid apple but I will have banana/pear.
I crawl up the stairs. I will need careful monitoring outside.
I WILL PUT THINGS IN MY MOUTH – crumbs/fluff.
I HAVE AN INHALER – mum will keep at home.
I WILL NEED ALL IN ONE SUIT AND BUGGY BUT WILL CRAWL OUTSIDE.
I can take my shoes and socks off and I enjoy doing this.

Initial One Page Profile

Things my parents would like you to know about me and their hopes for my nursery year…
That I will accept parting from mummy and get to know other children.

What I enjoy….	**Things I don't enjoy…**
I will pull hair but understand 'no'. I like spinning around on the floor. I like handing things to people. I like following other children and can be VERY friendly. I enjoy people understanding what I say.	I don't like sudden unexpected noises. I am not keen to play in the sand.

Important people in my life: (including pets):
Mummy – "Bubby"
Daddy
Brother ****
Papa – Maternal Grandad
Grandma – Step Grandmother
Nana – Paternal Grandma
Grandad – Step Grandad
Cat - Zuki

What is important to me…
I can need a sleep during the day – I will sleep in buggy. I can become whingey and want picking up but then putting down.

I will visit nursery Friday morning and start Monday 11th January at 9.30am.

Signed (parent/carer)……

Date ……

Follow-up One Page Profile

Charnwood
Nursery School & Family Centre

My One Page Profile

My name:- *****

My birthday:-

What is important to me.

I love my mummy and daddy and talk about them a lot in nursery telling stories about going to the park or going in the car. I often draw mummy when I am mark making. I like to use paper but sometimes get a bit carried away and draw on the table or myself. I can tell you all the colours that I use.

I use Makaton and speech to share things with others. I can tell you what I have been doing but you may need to know where I have been because at the moment as I use mainly 2 key work. I'm working very hard at using 3 key words. I am repeating lots of words that I hear and copying 3 word sentences.

I love reading books either by myself or with an adult. I can point out what I see and love to name animals. I can focus well on books and turn the pages by myself. I may sometimes need a little encouragement to explore different activities. I do like playing in the water and you may find me in the bathroom playing with the taps or flushing the toilet.

When I am successful I love to celebrate and share my achievements with adults. I love to play with my peers and will join in with their play. I enjoy doing thing that make people laugh. I love to have lots of fun and have lots of energy but I sometimes need an adult to help me understand boundaries. I like to look at pictures of my peers and myself, naming who I can see. I recognise my name from a choice of two.

It's important I take part in small groups as I can become easily distracted. I use a foxdenton chair. I can find my own chair and climb into it. I find board maker images useful.
I can feed myself using a spoon and drink from a lidded cup. I wash my own hands but need a gentle reminder to dry them. I wear a nappy and co-operate during changing time usually enjoying a bit of a chat. I am beginning to show interest in the potty and will sit on it. I find my own coat and pull it off the peg. I will need help putting my coat on.

Follow-up One Page Profile

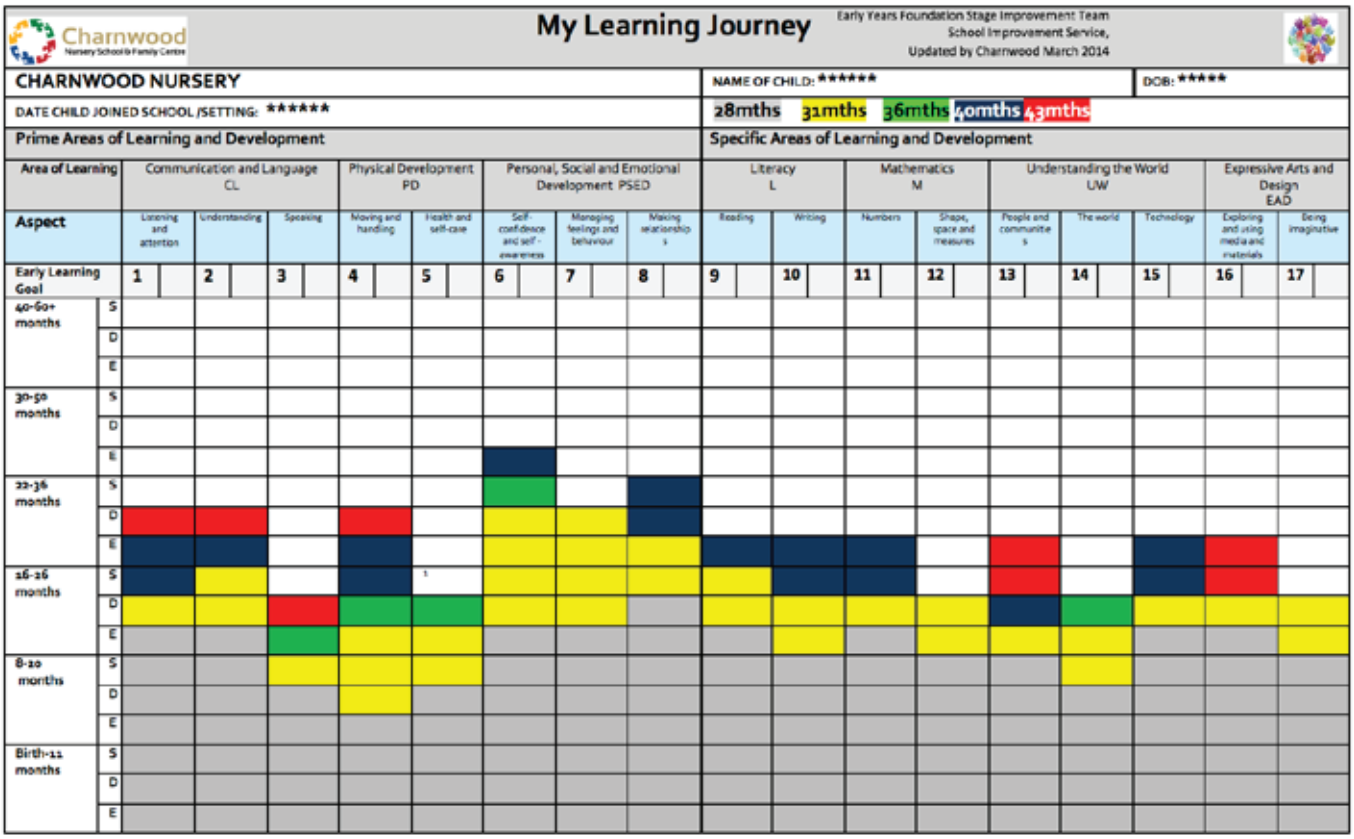
What makes me special.

I am always a happy, smiling, adventurous boy and just love to play and make others laugh. My peers like to play with me and find me funny. I am determined and will have a go at new challenges.

The ways people help and support me.

- Use Makaton
- Use a foxdenton chair
- Use board maker images
- Given time to listen and respond
- Help me up and down stairs holding my hand
- Use simple clear language
- Change my nappy and clothes.
- Help me understand boundaries and be consistent in expectations.
- Offer me new experiences.

Assessment Profile



Charnwood Nursery School & Family Centre

My Learning Journey

Early Years Foundation Stage Improvement Team
School Improvement Service,
Updated by Charnwood March 2014

| | | |

Additional Support Plans

ADDITIONAL SUPPORT PLAN

Charnwood Nursery School & Family Centre

CHILD: Oliver		DATE: Oct 2016 *Comments Feb2017*
NEXT STEPS	HOW TO SUPPORT ACHIEVEMENT OF NEXT STEPS	COMMENTS/ DEVELOPMENTS AND CHANGES TO NEXT STEPS
Communication 1. Oliver will develop his use of 2-3 word utterances indicating subject + adjectives/subject + verb 2. Oliver will develop his speech sound production under the guidance of his SaLT 3. Oliver will develop his sight vocabulary to support the development of his expressive language.	• Adults will draw alongside Oliver as he engages in play. They will model simple two and three word phrases • In a small group activity Oliver will play games alongside his peers involving lotto games, posting games and matching snap style games to develop his sight vocabulary • In a small group activity Oliver will be given simple two/ three word instructions linked with play with dolls, teddies and large play animals and accompanying items such as a brush, towel. He will be encouraged to respond to simple instructions and will in turn offer instructions to his peers and adults.	Oliver really seeks out his peers as they do him and offers lots of facial expressions during these interactions. He needs adults to model and give him chance for his voice to be heard in these moments.
Physical development (fine motor skills) 1. Oliver will develop her mark making skills using a variety of tools and media to create horizontal, vertical lines and circles 2. Oliver will develop his hand eye coordination refining his grasp and use of a pincer grip.	• Adults will model the mark making activity and offer hand over hand guidance to develop Oliver's mark making. • Oliver will develop his skills in using his pincer grip to insert, manipulate and thread. He will be offered play activities linked with the Numicon peg board • Oliver will be encouraged to adopt a grasp with extended fingers when mark making	Oliver enjoys painting and drawing and is able to tell you what he is drawing, he often chooses to draw mummy and daddy. He makes vertical strokes when mark making, adults continue to offer hand over hand to create different strokes.

ADDITIONAL SUPPORT PLAN

Charnwood Nursery School & Family Centre

Cognition **Pretend play –** Oliver will develop a range of simple sequences in his simple pretend play replicating familiar routines Oliver will anticipate the part of a story	Oliver will take part in small group activities he will be encouraged to re-enact actions in response to visual images. He will engage in small story groups using objects and characters to follow simple story lines. He will be encouraged to find and place story pictures in the right order	Oliver takes part in sensory story and is able to follow the story. With the support of the props he is able to act out actions or complete some simple role play such as giving a drink, brushing teeth or going to bed.
Early literacy skills – Oliver will develop his recognition of letters. Matching them and identifying them by letter name and sound. She will develop a simple sight vocabulary	In small group activities Oliver will be introduced to the letter of the week. He will practice matching letter to letter. He will share in the objects in the sound bag. Adults will use the letter sound and name. Oliver will practice letter sounds and names linked with his SaLT programme	
Early numeracy skills – Oliver will recognise numerals and number names 1-5. He will rote count to five	Adults will encourage Oliver to rote count using sign and spoken word when engaged in play activities. They will sing number based nursery rhymes with Oliver. They will use the Numicon materials offering Numicon pieces to use on the peg board; matching Numicon pieces together and to the picture cards.	Oliver is taking part in a small numicon group, in this he is demonstrating some good number naming and counting. He is able to match numicon pieces to the correct picture with the numeral. Oliver rote counts with the support of an adult, when counting independently he can get stuck on repeating, "2,3,4"
Provision on the Nursery Floor: Oliver has access to multi-sensory days of the week, the written word presented in a book Adults use Makaton to support their communication with Oliver signing the key words and using simple phrases Oliver has access to a visual time line on the nursery floor He participates in Say G'Day to encourage her gross and fine motor skills. He participates in a small language group with his peers targeting SaLT targets		

Progress Summary/Review Report

NAME: Oliver
DOB/Age in Months: 41mths

Charnwood
Nursery School & Family Centre

Progress Summary/ Review Report – PRIME AREAS OF LEARNING

PSED

Oliver has developed some wonderful relationships with both staff and children seeing him play chase or giving out his wonderful cuddles is lovely to watch and be a part of. He has begun seeking out opportunities to play and share these experiences again with both adults and children happily joining in groups of established play, offering up smiles to his peers to let him join in. He has a strong sense for what he likes to play with such as the Peppa Pig books; footballs while outside; the 'Twinkle twinkle chocolate bar' song and he is confident to ask for what he wants and will play either independently or with an adult.
We know when he doesn't like something because he will either turn and run or pull away.
We are currently establishing some boundaries for Oliver to respond to such as not to throw toys; to do what is asked of him; not to push his peers. We use Makaton signs and board maker images to reinforce what is being said and he is given time to process the request and lots of praise when successful or when he is clearly trying.

C&L

We have definitely seen Oliver's confidence grow when listening and following instructions to demonstrate his understanding during our small group activities such as Numicon or sensory story. Before the half term Oliver would be asked a question to which he would hide behind his hand shying away, so it's wonderful to watch him answer questions such as What is next? He uses both his Makaton and vocal skills to tell us what he has chosen out of the bag. Oliver is working hard at putting two words together such as "Mummy come" when seeing the home board maker or "Daddy car" when asking for "twinkle twinkle chocolate bar" and supporting this request with Makaton. He continues to use lots of vocalisations and accompanies conversations with lots of facial expressions.

PD

Oliver loves to draw or paint and will tell you who he is drawing usually "Mummy or Daddy". He labels colours correctly when independently selecting pens. He uses both hands and switches between different grips. He demonstrates good skills using and holding jugs, buckets and spades when in the water or sand, he is able to pat the sand down, turn the bucket upside and pull it off without knocking his sand castle down.

His marks appear to be random but he is able to draw horizontal and vertical lines. He creates the latter using an upward movement; we are working on his ability to imitate circles. Oliver's recent love of football has shown his amazing ability to kick a big or small ball back to adults playing with him.

Oliver is offered a clear verbal and signed and visual warning about toilet time. On the way to the changing unit Oliver likes to play with the taps. The adult explains that its nappy first, then wash hands. He will co-operate climbing the steps, sometimes getting out the gloves for the adult. When washing his hands he does sometimes need reminding to dry them and pull up his sleeves otherwise we end up with a very wet t-shirt.

Progress Summary/Review Report

Charnwood
Nursery School & Family Centre

What helps me learn?
Allowing him time to listen, process and respond to instructions or questions.

Oliver benefits greatly from the consistent use of Makaton signs and simple language which Oliver can copy and be praised for.

Objects or board maker images as reference.

Characteristics of Effective Learning

Oliver's learning comes through active learning as well as playing and exploring. He engages in play he is familiar with such as building, water play and some small world but will try new activities when supported and stick at them when challenging for example threading cheerios on a stick took several attempts before successful and was proud he had achieved his goal.

He is just beginning to act out experiences when he played with the phone talking to Grandad, walking around with it by his ear.

Specific Areas of Learning

Oliver's simple pretend play is developing well which we see during our sensory story as well as on the nursery floor in the home corner where he will join his peers pretending to eat the food or being on the phone to "grandad". In the story he can feed the pig, put him in bed or on the toilet.

Oliver loves numbers and will count steps with adults or sometimes during his play for example he counted cups that he stacked or bottles he was putting in the cupboard.

Oliver is exploring initial sounds within the nursery setting

Progress Summary/Review Report

Charnwood
Nursery School & Family Centre

Support Needs

Transition

- Use board maker image to show what is next.
- Adult to help him move to next part of routine if using stairs or refusing to go.
- Makaton Used.

Group Times (Large and Small)

Small – Foxdenton chair to support and ground him getting him fully focused.
- Makaton and board maker images.
- Objects to support or make sensory experience.

Large – Foxdenton chair, adult to sit with to bring him back to focus if distracted by peers.
- Board maker images to look at or objects.

Free Play (Indoor/Outdoor)

Oliver moves well both indoors and outside with regular check ins from adults. He will be encouraged to use foxdenton when being sat at table top activities to help him focus and complete task set out. Adult may have to draw him into play sometimes if wondering between areas.

Mobility and Movement from One Activity to Another (Safety)

Oliver needs to be watched at all times when using the stairs.
He moves around well indoors and outdoors but is always checked in on by adult who is close by giving him space to play independently or with adults or peers.

Feeding and Self-Help Skills

- Oliver is independent when feeding but adult will support him at all times. He uses a closed cup to drink from.
- He uses a red Foxdenton
- He is able to find his own coat but needs support to put it on and to put on his shoes.
- Adults cut up his food or offer it in bite sized pieces so he doesn't overfill his mouth.

March 2017

Case Study - Filip

Filip is 4 years old and has Dravet's Syndrome.

Filip

https://vimeo.com/238541216/c5eb3d2aa8

(Detailed Observation on page 48)

Detailed Observation
Key Observation
Spikey Assessment Profile
Initial One Page Profile
Follow-up One Page Profile
Additional Support Plans

Video Footage – detailed observation

Video can be viewed at

https://vimeo.com/238541216/c5eb3d2aa8

pengreencentre
for children and their families

Narrative for the 'The Garden Gate.' (4.14 minutes)

Filip is walking up to the top of the zip line mound and looks back to see if the adult is following him. When he reaches the top of the mound, he looks down at the length of the slide and contemplates going down the slide but is a little unsure of himself. He shouts "help".

As Angela arrives, Filip begins to flap his arms and she gets down to his level and responds "Help...what do you need help with?" Filip sits down on the slide and holds onto the edge of the slide as he goes down to the bottom. He uses his whole body to shuffle to the end of the slide and struggles to stand up but manages this and walks over to the garden gate, which is shut. Angela shouts "Oh! Filip's locked in" He slides the bolt across, pulls the gate open and walks through to the other side. Filip pulls the gate towards him in an attempt to close it and realises that he has to have the gate and the gatepost aligned in order for the bolt to slide across and shut the gate. He pulls the gate forwards and backwards a couple of times and struggles to make it line up with the gate post. He says "No" to himself and Angela, who is kneeling down at the top of the slide replies "You are working really hard lining that gate up...I am watching." He replies "I don't know?" Angela says "Making the lock connect... can you do it or do you need some help?"

Filip continues to pull the gate forward and backwards moving the bolt along forward and backwards but still can't manage to align the bolt into the bolt hole. He looks up at Angela who is still sitting on the top of the zip line mound, and knows she is watching him. Filip persists in making the bolt connect but can't quite co-ordinate all the components to make it lock. He understands what he has to do but can't quite manage it so leaves the gate open and leaves the area.

Filip climbs to the top of the mound, looks around at Angela and shouts "Help". Angela joins him and responds 'Help please... sit on your bottom'. Filip sits down in an awkward position and swings his legs around ready to go down the slide. Angela says 'Here he goes' as Filip goes down the slide. At the bottom of the slide Filip says to Angela "I done that", she replies 'You're at the bottom'.

Filip pulls himself up and runs towards the wooden gate. The gate is closed and Filip slides the bolt along and opens the gate and walks through. He puts his left hand on the wooden slat and pulls the gate towards him so the gate and the gate post are aligned. He puts his hands through the wooden slat and pulls the gate towards him. He pulls too hard

and the gate comes towards him, so he pushes it back so it is in line. Filip manoeuvres the bolt back and forward and looks through the slats to see if the bolt and gate are lined up. It's not quite aligned so Filip gently tries to manoeuvre the gate and the bolt so they are all lined up. He pulls the gate gently forward and backwards and pushes the bolt across in order to slide it through into the hole in the gate post. He can't quite align both together but persists in his quest and showing great determination to make it work. After several attempts he successfully manages to lock the gate and he can hear the lock as it slides into place. Filip pushes the gate just to make sure that the gate is finally locked. He looks down at the gate and then smiles to himself before turning around and looking at the gate again before leaving the area.

Angela shouts from the top of the mound "Thank you...you locked the gate for us" Filip continues to look at what he has accomplished and looks chuffed as he walks away.

Filip returns to the top of the slide, sits down and slides down to the bottom. Angela says "Whoa" as he travels down and when he reaches the bottom he gets up, looks at her, and rubs his hands. Angela notices that the gate is open and says "You need to come through the gate and back up", he replies "Yeah" and runs towards the gate. The gate is open and Filip walks through it, puts his right hand on the gate and pulls it towards him, he then uses his left hand to hold the gate and puts his right hand over the wooden slat to where the bolt is. He lets go of the bolt and uses both hands to gently move the gate in line with the bolt hole. Filip then puts his right hand back on the bolt and slides it across. Success! The gate is locked. He looks at it again to make sure it is closed but this time he knows it is closed and does not test it out by pushing it. Filip looks at the bottom of the gate and goes back into the garden quite happy.

Key Observations and Analysis

This short four minute video of Filip at the gate clearly demonstrates that he is a confident, competent learner and explorer. He rose to the challenge of locking the gate and persisted in this activity until he eventually succeeded. He overcame his failure at his first attempt and refined his skills at each subsequent attempt to achieve locking the gate. Clearly Filip had a plan in mind of how to lock the gate but his physical co-ordination and the precision needed to make all the elements come to together took time to develop. Angela, as a skilled practitioner and pedagogue, gave Filip what he needed, time and space and a little encouragement. She was very subtle in her intervention

Signs of Well-being

- Openness and receptivity
- Flexibility
- Self-confidence and self esteem
- Relaxation with inner peace
- Enjoyment without restraint.

Filip's Levels of Well-being

Level 3 – Happy most of the time. Occasionally, a child may get anxious, seek reassurance or seem uncertain. They may show distress at transition times, for example, moving into grouptime from free play time.
Level 4 – Generally happy and able to express their feelings. A child whose well-being is high feels comfortable enough to ask for what they want and to choose what they want to do confidently. They rarely show signs of discomfort.
Level 5 - An extremely high level of well-being and behaves like "a fish in water". The nursery is "their place" and they radiate vitality, relaxation and inner peace.

Filip's Signs of Involvement

- Concentration
- Energy
- Complexity and creativity
- Facial expression and composure
- Persistence
- Precision
- Satisfaction.

Filip's Levels of Involvement

Level 3 Involved some of the time but what they are doing is not very important to them. If you ask them to do something different, they will easily switch to a different activity.
Level 4 Involved in something they have chosen, which is important to them. They are not easily distracted yet there are moments when they need a parent's or worker's interest to help keep them involved. (A child can be involved by watching or thinking intently - the eyes show brightness and the body language demonstartes their involvement).
Level 5 Deeply involved. They know what they want or need to do. They can choose, continue to be absorbed for long periods and show most of the signs of involvement.

Schemas identified

Going Through – (sensory motor) making themselves or objects go through something and come out of the other side – tunnels, garlic press, postboxes and fax machines might fascinate children exploring this pattern.
Connection (functional dependency) an interest in connecting or joining themselves to objects or objects to each other – construction toys, pegs, paper clips, string, sellotape, locks and chains might help children exploring this pattern.

On –top (sensory- motor) being on top or placing objects on top – climbing equipment or shelves they can reach may help children exploring this pattern. Young children seem to like to be 'on top' of the slide or to place things on top of their buildings to embellish them.
Oblique trajectory – (sensory motor) lines that are moving, like a jump. These lines can be vertical (up/down), horizontal (side to side) or oblique (at an angle). Trajectories can leave a mark or trail, that we refer to as a line. You make the line by making a trajectory movement. Young children often place objects in a line. The line is the 'figurative' aspect of the schema the movement is the 'dynamic' aspect (Athey 1990 p35).

Adult Pedagogical Strategies used

1. The adult watches and listens to what the child is doing before intervening

2. The adult knows about the child's family experiences and links what they have done previously to what they are doing now

4. The adult encourages the child to make choices and decisions and to take appropriate risks

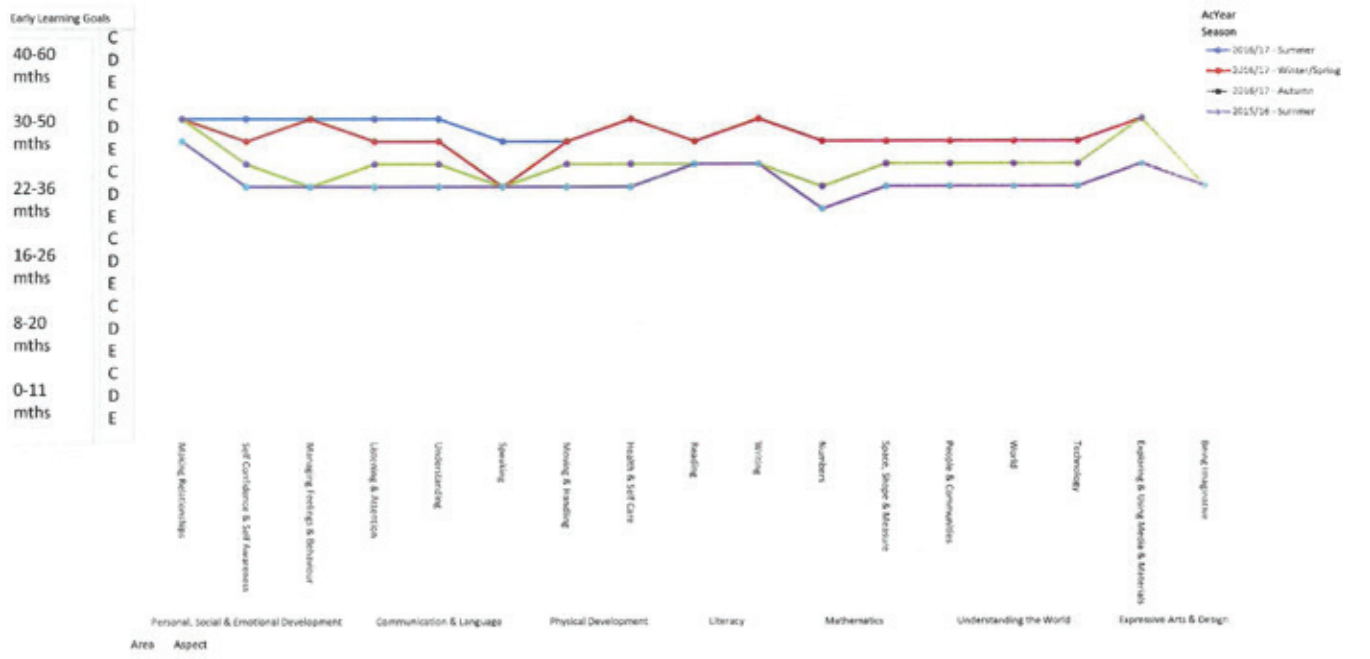
8. The adult checks out the child's meaning and gives the child time to respond or to question

9. The adult offers language to support the child's actions and offers new information to the child

10. The adult acknowledges both the child's feelings and the child's competence and capability.

Assessment Profile

pengreencentre
for children and their families



Filip has Dravet's Syndrome. This is a rare and complex form of epilepsy and is a life-limiting condition. Due to this condition, all areas of Filip's development have been affected. Filip loves the company of adults, he likes to be able to lead his own learning and spends a lot of time outside. Filip's play is repetitive and he particularly enjoys sensory play where he receives feedback through his whole body. After a seizure Filip loses some of his cognitive ability and has to re-learn and practice skills he had previously mastered.

Initial One Page Profile

Filip

The things people love about me

There are lots of things people like about me;

I am very friendly, I love people to know how much I like them.

I am so driven by my need to seek sensory input from my surroundings.

My love for music and singing and anything loud is amazing to see.

I am fantastic at real work especially at the tool bench.

What makes me happy

I love music all things loud! I like to visit the shared spaces - soft room, beach, water room. I really enjoy story books with props, especially the 'shark in the park' this is one of my favorite stories. Most of all I love sensory exploration where I can seek big heavy sensory feedback.

How I like to be supported

I need adults to use direct language alongside a visual cue. In busy or new environments I can become frustrated or over excited, I need adults to be close to me and support me through the experience giving me social cues if I need them. If I lash out and hurt the people around me I need adults to give me a clear consistent response. I get tired very quickly, sometimes I can be distracted by the things I enjoy, but when I am really tired I will let you know by going to the sofa.

pengreencentre
for children and families

Follow-up One Page Profile

The things people love about me

There are lots of things people like about me;

My self confidence, I will confidently go off and explore new environments.

I am very friendly.

I am so driven by my need to seek sensory input from my surroundings.

I have the best singing voice ever! My version of 5 little monkeys will be the best you've ever heard.

pengreencentre
for children and families

What makes me happy

I love music and singing this is definitely my favorite thing to do.

I like blocks and building.

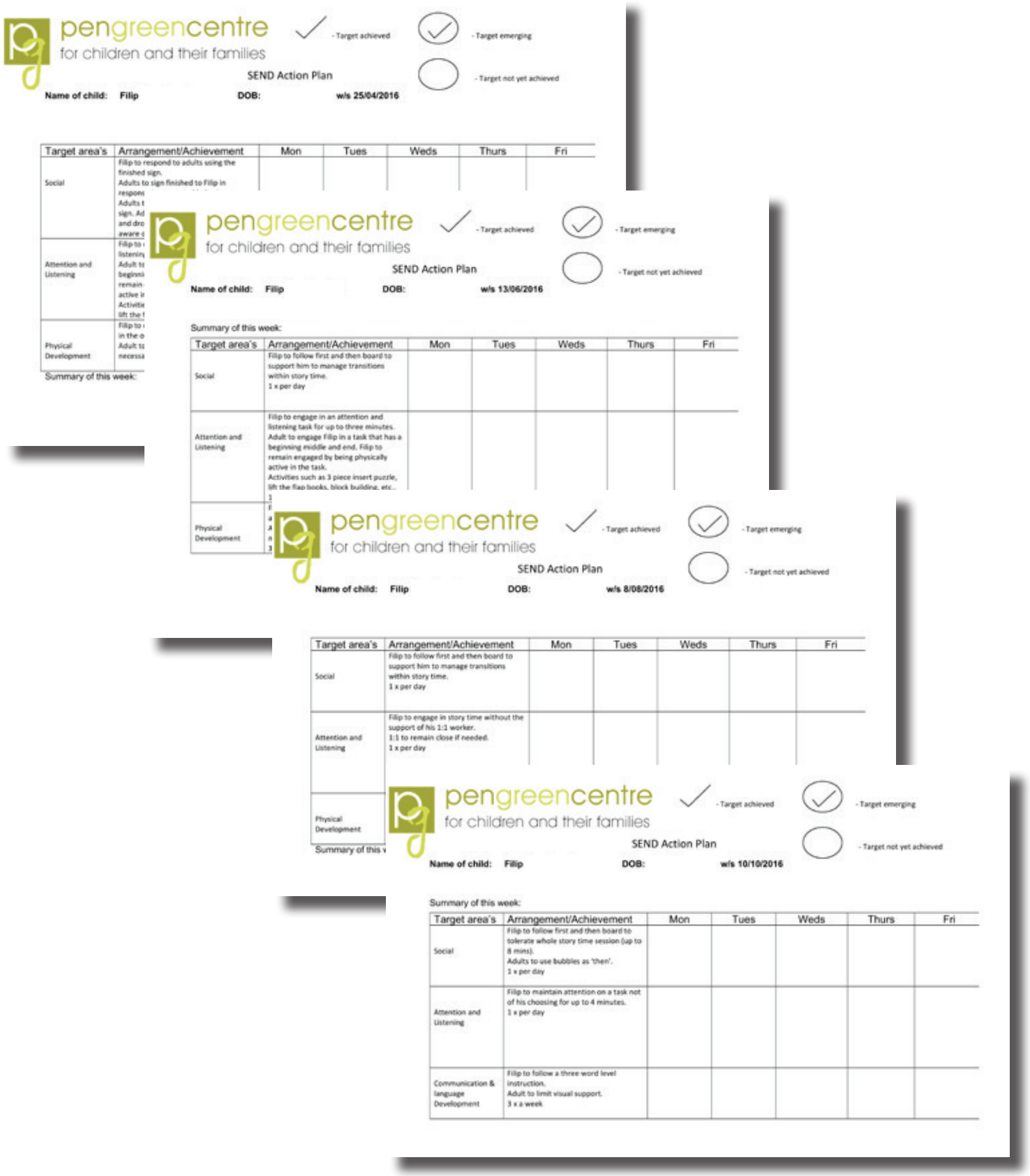
Exploring the home corner makes me happy. I like opening and closing all of the cupboards, twisting the knobs and taking the lids on and off the pots and pans.

Most of all I love sensory explorations.

How I like to be supported

I need adults to use direct language alongside a visual cue. In busy or new experiences I can become frustrated or over excited, I need adults to be close to me and support me through the experience giving me social cues if I need them. If I lash out and hurt the people around me I need adults to give me a clear consistent response. I then need adults to move me on and support me to explore something more appropriate.

Additional Support Plans - Filip



pengreencentre
for children and their families

SEND Action Plan

- Target achieved
- Target emerging
- Target not yet achieved

Name of child: Filip **DOB:** **w/s 25/04/2016**

Target area's	Arrangement/Achievement	Mon	Tues	Weds	Thurs	Fri
Social	Filip to respond to adults using the finished sign. Adults to sign finished to Filip in					
Attention and Listening						
Physical Development						

Summary of this week:

pengreencentre
for children and their families

SEND Action Plan

- Target achieved
- Target emerging
- Target not yet achieved

Name of child: Filip **DOB:** **w/s 13/06/2016**

Summary of this week:

Target area's	Arrangement/Achievement	Mon	Tues	Weds	Thurs	Fri
Social	Filip to follow first and then board to support him to manage transitions within story time. 1 x per day					
Attention and Listening	Filip to engage in an attention and listening task for up to three minutes. Adult to engage Filip in a task that has a beginning middle and end. Filip to remain engaged by being physically active in the task. Activities such as 3 piece insert puzzle, lift the flap books, block building, etc..					
Physical Development						

pengreencentre
for children and their families

SEND Action Plan

- Target achieved
- Target emerging
- Target not yet achieved

Name of child: Filip **DOB:** **w/s 8/08/2016**

Target area's	Arrangement/Achievement	Mon	Tues	Weds	Thurs	Fri
Social	Filip to follow first and then board to support him to manage transitions within story time. 1 x per day					
Attention and Listening	Filip to engage in story time without the support of his 1:1 worker. 1:1 to remain close if needed. 1 x per day					
Physical Development						

pengreencentre
for children and their families

SEND Action Plan

- Target achieved
- Target emerging
- Target not yet achieved

Name of child: Filip **DOB:** **w/s 10/10/2016**

Summary of this week:

Target area's	Arrangement/Achievement	Mon	Tues	Weds	Thurs	Fri
Social	Filip to follow first and then board to tolerate whole story time session (up to 8 mins). Adults to use bubbles as 'then'. 1 x per day					
Attention and Listening	Filip to maintain attention on a task not of his choosing for up to 4 minutes. 1 x per day					
Communication & language Development	Filip to follow a three word level instruction. Adult to limit visual support. 3 x a week					

Download template and examples at pengreen.org

Parental Engagement

Asking the right questions *page 57*

Sharing Concerns with Families in Early Years Settings *page 58*

Home Visits *page 60*

Video Vignette - Home Visit *page 61*

Getting to know you *page 62*

Dialogue with Parents *page 63*

Video Vignette - Conversation with a parent of a child with autism *page 67*

The Pen Green Loop - Knowledge sharing between parents and professionals *page 68*

One Page Profile Examples *page 69*

Asking the right questions

The family

What makes me special?
What do you know about my family, their situation, my wider family, support networks, values?
What do they want me to gain from my time in nursery? What are my family concerned about?
Who else is involved in my life? (Significant others/ Professionals)

The child

What are my strengths?
What is important to me?

Physical development

How am I using my gross and fine motor skills? (Dressing/undressing/mobility/handling toys)
How do I move around?
What are my feeding needs

Social Interaction (PSE)

How do I interact with others around me?
How do I interact with my peers? Am I aware of them? Do I react to them?
How do I respond to familiar/unfamiliar adults?
How do I initiate social interaction?

Play/ Cognition

How am I showing interest in/engaging with play opportunities?
What are my favourite play activities?
How do I problem solve?
When is my play purposeful?
What is my level of concentration?
When is my play flexible? How do I cope with interruptions?
When do I share my play experiences with others?
When do I play alongside my peers or chose another area to play?

Communication

How am I communicating? How do I indicate choice? (verbally/non-verbally/gestures/eye gaze/vocalisations)
When do I seek to initiate communication or when do I simply respond to others?
How do I initiate?

Sharing Concerns with Families in Early Years Settings

"and it's not just a sentence, every word is important because you are hanging on to everything they say, it sticks in your mind. They need to really plan their sentences and their words because this is going to stay with you for the rest of your life"
Parent, Informing Families Focus Group
(www.informingfamilies.ie)

Before the Meeting Parents' reactions vary enormously when you raise concerns about their child and cannot be predicted. It is therefore helpful for practitioners to plan carefully for the meeting but be flexible. Here are some things you need to consider:

Where? Discussions of a sensitive nature with parents should always be conducted somewhere private and not within earshot of other parents or children. The room for your discussion should be as comfy as possible and arrangements should be made for there to be no (or minimal) interruptions. You may wish to offer refreshments and always have a box of tissues handy!

Suggest a time you can talk to a parent on their own as discussions should not be in the presence of their child. Although their child may be very young, and it is tempting to think they do not understand what is said, it is surprising how much children pick up from adult conversations – especially if it is about them! Suggest that the parent may want to have someone to accompany them such as a partner, family member or friend.

When? Whatever time you arrange to meet parents it is vital that enough time is allowed for the meeting. Very sensitive issues, which could be upsetting, cannot be discussed in 10 minutes and 30 to 45 minutes will be needed to fully discuss your concerns and answer parents' questions. It may be that a first meeting is somewhat shorter than expected and parents can be invited to have a think about any other things they would like to discuss and come back for another meeting with all their questions.

Who? Broaching concerns about their child with a parent requires the skills of experienced staff who have some experience of working with parents and addressing concerns about their children. However, it is recognised that less experienced staff need a chance to learn new skills. This could be facilitated by asking parents if, at a future meeting, they would mind key members of staff sitting in on the meeting.

It is vital that the person chosen for the meetings is someone with good social and communication skills, including good listening skills and ability to show empathy and understanding. It is helpful if the visitor knows the child well, as this can reassure the parents that they understand their child's needs.

The Meeting

How? How information is communicated will partly depend on the individual communication style of the person giving it. However some basic guidelines can be followed.

Be as open and honest as possible. Start and end the meeting on a positive note – for example, start off by first talking about some of the progress the child has made and mentioning one or two good points about the child. Then you may wish to ask the parents how they feel their child is getting on at nursery. This gives them the opportunity to talk about any concerns they have – they know you have asked to see them therefore will be anxious that something may be of a concern to you. They are likely to be feeling very vulnerable and therefore an opportunity to raise their concerns first could be perceived as empowering on their part.

When you move on to discussing your concerns communicate clearly – use plain and understandable language and avoid using professional jargon. Be as precise as possible with parents about exactly what your concerns are and have some evidence in the form of observations of their child you have made over time to support what you are saying. It is best not to speculate about what might be at the root of the child's difficulties at this stage. Even if you think a child may have a particular condition/disorder, diagnosing or mentioning labels for difficulties at this stage can be very worrying for parents and cause unnecessary anguish – especially if they prove not to be the case. Answer parents' questions as honestly as possible.

Give parents time for the information you are giving to sink in and to think about how they want to respond and what they want to ask. Sometimes, due to our own anxieties we can rush these difficult conversations. Try to tolerate some silences – parents will be more appreciative of a conversation that gives them space and time than leaving the meeting feeling they have been talked at and bombarded with information, some of which they may not have fully understood or taken in.

End the meeting by returning to progress and positives and give clear information about what you plan to do next and what, if anything, you would like them to do. You can also ask them if there is anything else they would like to add about their child or ask you at this stage. Reassure them there will be further opportunities to meet and talk and suggest they may like to bring a friend or partner with them next time, if they have attended alone. Let the parents know that they are able to contact you if they have any further questions or concerns.

After the Meeting

Following the meeting it may be helpful to make some brief notes of the meeting as a record for the child's file and the parents detailing the main points of the discussion and any agreed actions (in keeping with the SEN Code of Practice's *Plan, Do, Review* cycle). After the meeting it can be useful for you to debrief - to discuss the meeting and how you felt it went with a colleague or manager and share any new, relevant information with them.

Adapted from Stockport MBC - Child and Educational Psychology Service - Updated April 2017

Initial Home Visit

Home Visits

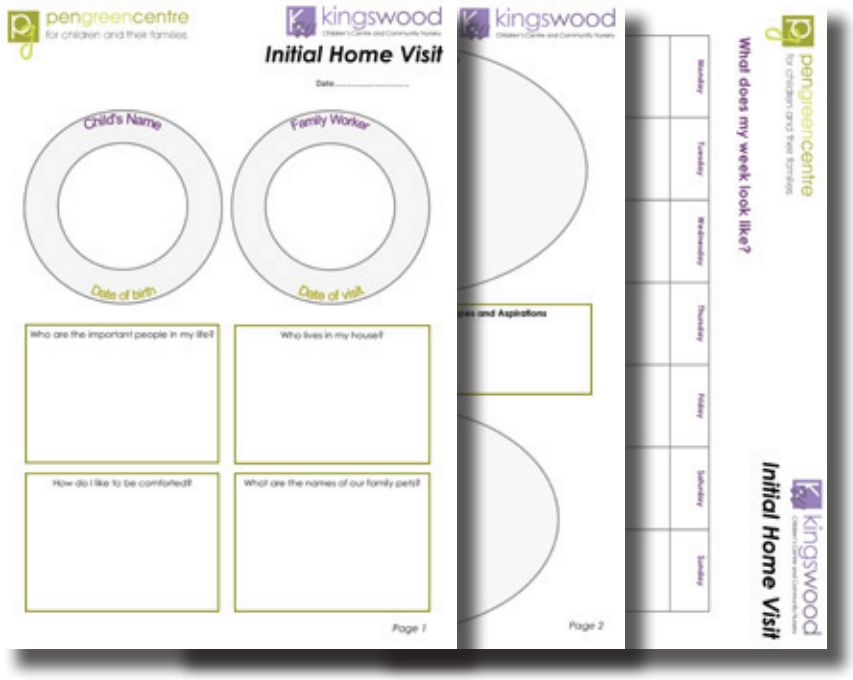
Knowing children well involves getting to know them in their home environment, which is why home visits are so important. For many workers their only point of contact is in the family's home. Children remember a home visit for many months, if not years. Home visits can play a really important part in forging relationships with families and providing a space for parents to discuss a whole range of different issues in the safety of their own home.

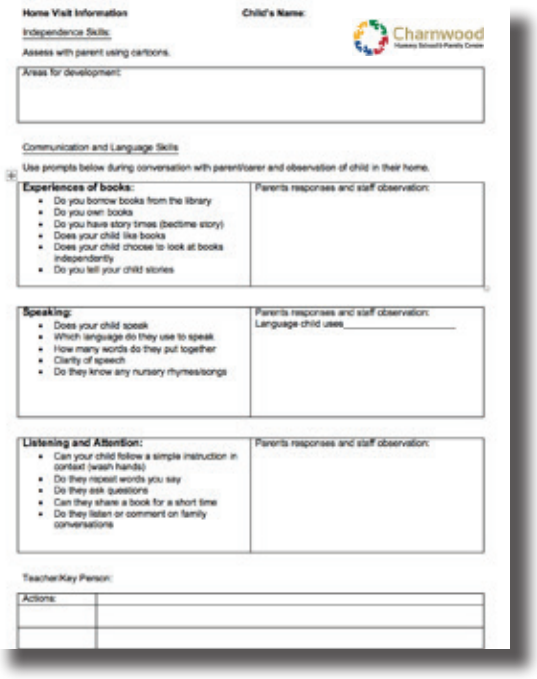
The initial home visit to a family is the most important visit, as this is where the foundations of the relationship and trust with the child and their family begins. 'What we want for all children is for them to be rich in potential, strong, powerful, competent and, most of all, connected to adults and children'. On a regular basis staff come together to think about their 'image of a child' and how they will support all children to be all that they can be.

Using documentation to capture the voice of the child on the initial home visit

On this first home visit, Family Workers use a proforma to gather information about the child.

Download template and examples at pengreen.org





Firstly the Family Worker gathers information about who lives in the house and their relationship to the child. We believe that this information is important, as these adults are the people who will be significant for the child and have an influence on the child's life. What we have found is that many families have family names and words that have a special meaning for their children. The Family Worker would discuss with the parents whether they would like their family names and words to be used in the setting. For children to hear familiar words and the use of a family name can offer some reassurance when making the transition from home to the setting. For some children it is important to have visual images of the significant people in their life. With permission from parents the Family Worker would take some photographs or ask the parents to provide photographs which could be put into a book and shared with the child during their time in the setting. This simple resource gives the Family Worker a chance to talk with the child about the familiar people in their lives and is another way of offering a sense of reassurance and security.

Video vignette

Home Visit

https://vimeo.com/266505377

Getting to know you

A New Zealand Framework for Evaluation

Margaret Carr and colleagues have developed an evaluation framework for workers with five powerful questions from the child's point of view which we use to get to know children when they start in our setting. These questions come from the five strands of the Te Whãriki curriculum. We have used them to enable workers to reflect on how they know, understand and relate to the children they are working with. We use these questions to help us document how we are responding to each child in their Celebration of Achievements file and share this with the key adults in their lives.

- **DO YOU KNOW ME?**
- **DO YOU HEAR ME?**
- **CAN I TRUST YOU?**
- **IS THIS PLACE FAIR FOR ME?**
- **DO YOU LET ME FLY?**

(Carr et al, 2002)

Download template and examples at pengreen.org

Dialogue with parents

Any field of knowledge has its own language or jargon. A specialist language may be a barrier to communicating with parents. If we want power to be shared with parents, the first step is to share any specialised language we are using. We have been exchanging information with parents about 'schemas' or 'patterns of behaviour' for almost 30 years now. Parents usually pick up this technical language very quickly and apply it to what their own children are doing. Here is an example from a child's online learning journal written by his mother illustrating her understanding of his 'connecting' schema:

Parent Voice

Angus is mad about winches, pulleys and helicopters at home too...particularly rescue helicoptors. He plays with a gears set at home and often attaches hoisting equipment to various vehicles. The belt from my dressing gown is constantly going missing for this purpose! He likes to attach grabbing hooks and magnets on the end of his hoists. The other week he was using a stethoscope as a grabbing/hoisting hook – the bits that go in your ears!

When we share this technical language with parents, we also share our knowledge about how their children learn. It gives us a clear focus. So, as workers, rather than just saying to a parent, 'William has had a lovely time playing today' (which, in fact, tells them very

little about what William has actually been doing at nursery), we can say, 'William really enjoyed building a vertical tower with hollow blocks today' (a more specific statement about what William has actually been interested in).

We could choose to simplify our language, but parents might find that patronising. We can hardly claim a wish to be equal partners if we arbitrarily decide that the language is too difficult for parents to understand. Of course, we might explain that it was a 'very tall tower' and that William called it 'Notre Dame'. Video or photos of what happened immediately or later that day could support the information sharing. As soon as we begin to share language about the curriculum, usually on the initial home visit, we are making our pedagogy more explicit. Each explanation we offer helps us to understand the concepts more fully.

Although the dialogue with parents begins with the initial home visit (before a child starts nursery) and continues throughout each child's time at nursery, we do not expect parents just to pick up ideas in a haphazard way. We plan and devote time to giving every parent the opportunity to learn about the key child development concepts we are using in the nursery to help us understand their children's learning. There are four concepts that we find particularly helpful:

- Involvement
- Well-being
- Adult style and
- Schemas (see Key Concepts on page 71)

Opportunities to share language about the curriculum

Home Visits (see page 60)

With a less stable nursery population, it is important for us to grasp every opportunity to talk with parents individually about their children's learning and the concepts we use to understand their learning. Our first opportunity is on the initial home visit. A child's Family Worker (key person) visits the family at home a few days before the child starts settling in to nursery. We plan for home visits to be relaxed, to be a time when parents can feel confident to ask us anything about nursery they are concerned about. We leave a 'home visit pack' with them as we realise offering a lot of information at once can be overwhelming. Within the pack is information on the four key child development concepts – involvement, well-being, adult style and schemas, as well as other information about our

philosophy and practical issues.

Settling-in to nursery

Families usually stay in the environment of the nursery for two weeks from when their child starts attending nursery. This provides another opportunity to share with parents the four key child development concepts (involvement, well-being, adult style and schemas). We also set up 'information sharing sessions' each term, offering a morning, afternoon and evening session for parents to attend to learn more about theories for thinking about children's learning).

Daily Conversation

Informal conversation about what children have been engaged in that day either at home or nursery are another opportunity to share with parents on a daily basis. Obviously, we need to be aware of parents' various work schedules but there is usually time for a brief chat at the beginning or end of the session or day. These times help us to connect with what children have been doing at home as well as informing parents about their child's learning at nursery. Over time, the dialogue can become richer and deeper.

Online Learning Journal

The online learning journal for each child is another opportunity to articulate our understanding of children's learning using the language connected with their involvement, emotional well-being, schemas being explored and the style and strategies we adopt to support and extend their learning. When it works well, the online journal illustrates the 'Pen Green Loop' (page 68) and is a continuous two way dialogue with the child at the centre.

Weekly Study Groups

Following on from informally sharing ideas and running information-sharing sessions, we offer parents the opportunity to attend a weekly study group to engage in further dialogue about their children's learning. We offer a morning, afternoon and evening group. Each group meets weekly and is open to all nursery parents though membership tends to be stable.

Using a groupwork model to share ideas with parents

Although a great deal of our communication with parents is individual, we find that a group work model is very productive, when it comes to adult learning. Early childhood educators are in the unique position of coming into contact with children and their parents or carers daily. Because of this daily contact and a shared interest in the children, they are well placed to work with those adults as well as with their children. However, initial training, whether it is nursery nurse, social work, nursing or teacher training, does not usually prepare early educators for working with adults. Therefore, workers do need to undertake some groupwork training. This kind of training is offered to all staff at Pen Green.

Taken from Involving Parents in their Children's Learning - a Knowledge-Sharing Approach (3rd Ed) by Margy Whalley and the Pen Green Team (2016)

Video vignette

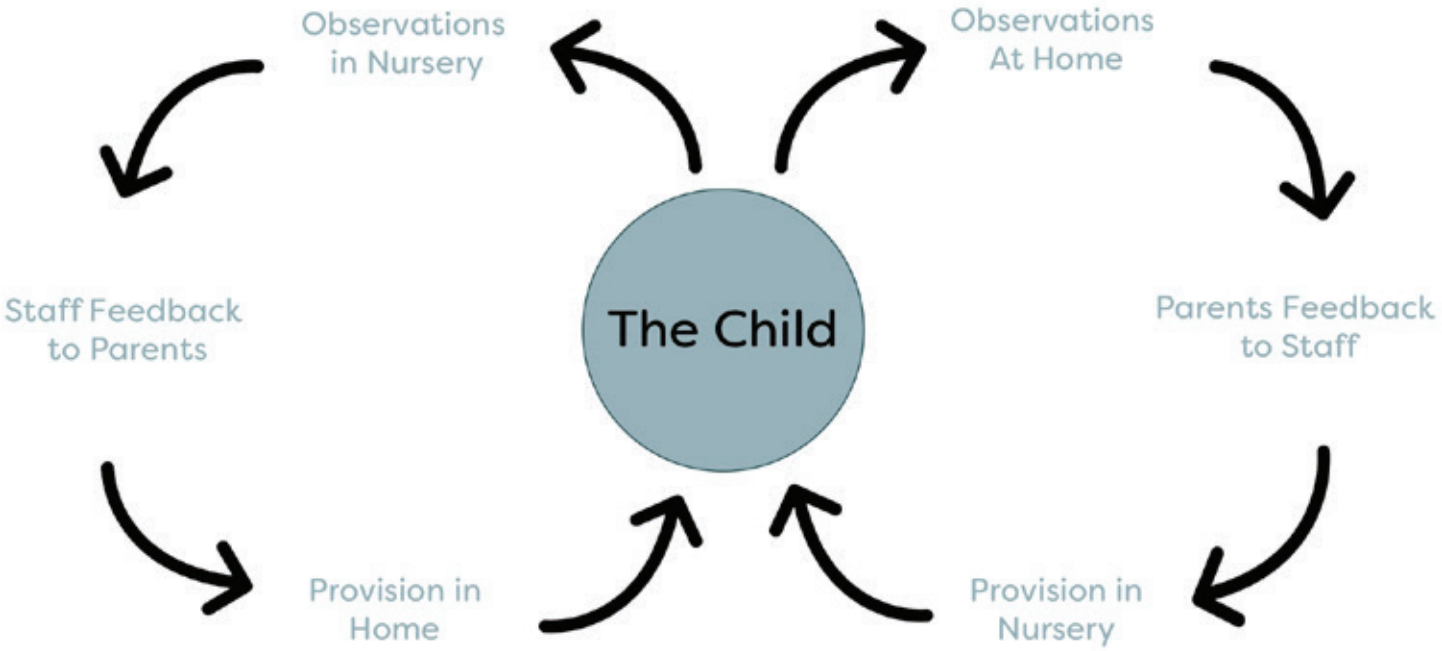
Conversation with a parent of a child with Autism

https://vimeo.com/240503026/e992e6c598

The Pen Green Loop

Knowledge Sharing between families and professionals

pengreencentre
for children and their families



When there is a reciprocal exchange of information from home to setting and from the setting to home, children will experience continuity and a consistent approach to their development and learning.

The learning loop is a dynamic process whereby all the important adults in a child's life give each other feedback on what seems to be centrally important to the child, and how and what children are learning in the home and in the nursery. Early years staff have expert knowledge of the 'public' and generalised theories of child development, while the parents have 'personal' theories about the development of their particular child. It is the interaction between the two sets of theories or explanations about the child's actions that produces a far deeper understanding of a particular child's development and learning. All the important adults in any child's life need to use this shared knowledge as a basis for engagement in a relationship with the child. It is worth re-stating with real emphasis, it is only through the combination of both types of information that a broad and accurate picture can be built of a child's developmental process.

One Page Profile Examples

This document places the child at the centre and offers a unique image of them. The voice of the child and parent should be clear and apparent. It must always be written in a positive and celebratory style, free from professional jargon. The One Page Profile will evolve overtime as the child changes and develops. In this way, the One Page Profile offers another tool for celebrating the child's development and progress. At times of transition the One Page Profile plays a vital role in ensuring important information is shared.

In the Early Years, the One Page Profile can often involve the adult transposing their thoughts and knowledge of the child. For the parents/ carers this is an intimate knowledge and must be acknowledged.

Download template and examples at pengreen.org

Assessing Young Children with SEND

Pen Green Key Concepts (Theoretical frameworks for thinking about children's learning and development) *page 71*

Observation styles and techniques (narrative, video) *page 80*

Assessment Profiles *page 81*

Examples of Spikey Profiles *page 82*

Progress Summary/Review Report *page 85*

Assessment Pathways *page 86*

Child's Voice *page 87*

Key Concepts

Theoretical frameworks for thinking about children's learning and development

pengreencentre
for children and families

Involvement

For many years, Ferre Laevers and his team, early childhood researchers from the Leuven Institute in Belgium, have been studying young children. Laevers is interested in what is going on for children when they are engaging in 'deep level learning'. Rather than focusing on 'outcomes', he has been focusing on 'process.' The team have developed tools to help us identify deep level learning.

The Signs of Involvement

Concentration

A child's attention may be focussed on one small area of activity. It is difficult to distract them. (We think that children can also become deeply involved and concentrate when engaging in a social activity with others, such as role play).

Energy

A child puts a lot of effort and enthusiasm into an activity. This can be physically, for example by talking loudly, making grand movements or focusing in on a problem. Psychologically, a child is mentally very active.

Complexity and creativity

Children work to their full capacity, giving their undivided attention and a great deal of care to every aspect of what they are doing. Their play is not routine.

Facial expression and composure

By reading their facial expression and composure, we can see when a child is watching and listening intently, ready to move quickly and completely absorbed in what they are doing.

Persistence

Children who are actively involved do not give up easily. They want to dwell on the feeling of satisfaction that intense activity gives them and they are willing to work at keeping it going. They are not easily tempted away from what they are doing. Involved activity usually lasts a long time and often children will return again and again to the same activity.

Precision

Children who are involved work meticulously. They show a remarkable amount of care for their work.

Reaction time

Children who are involved are alert and readily respond to new things that connect with what they are currently doing. They are motivated to act quickly to take up ideas that are of interest to them.

Verbal expression

Children make comments that indicate their enjoyment and enthusiasm. They put into words what they are experiencing or discovering.

Satisfaction

Children who are involved gain pleasure from what they are doing. They show their satisfaction in their body language and in how they treat what they create.

The Involvement Scale

The scale goes from 1 (uninvolved) to 5 (totally absorbed)

The Involvement Scale	*A Description of the Level*
1 Uninvolved	Completely uninvolved. Sometimes young children walk away, stare into space or do not interact with the people or play materials
2	Only involved for brief periods. They may be wandering around aimlessly. Sometimes they do things that do not challenge them, so they are not learning anything new
3	Involved some of the time but what they are doing is not very important to them. If you ask them to do something different, they will easily switch to a different activity
4	Involved in something they have chosen, which is important to them. They are not easily distracted yet there are moments when they need a parent's or worker's interest to help keep them involved. (A child can be involved by watching or thinking intently - the eyes show brightness and the body language demonstartes their involvement)
5 Totally absorbed	Deeply involved. They know what they want or need to do. They can choose, continue to be absorbed for long periods and show most of the signs of involvement

Well-being

As well as thinking about the extent of each child's involvement, Laevers and his team have been studying children's emotional well-being. Laevers refers to 'involvement and well-being' as the two process variables that tell us how children are doing. He states that 'By 'well-being' we mean 'feeling at home' or 'being oneself' and/or 'feeling like a fish in water'. Having high well-being means expressing feelings appropriately, rather than always seeming happy.

The Signs of Well-being

(Adapted from Laevers, 1997)

Openness and receptivity

A child is receptive to his environment. His expression is alert, open and direct. He allows himself to be 'touched' by the stimuli presented to him. He is aware of the people around him and does not try to avoid them. He can accept both verbal and non-verbal attention from others, for example, a cuddle, a compliment, a word of comfort, an encouragement, a spontaneous offer of help. He listens and often responds to suggestions made by others. The child does not cut himself off from new situations or people, but shows a willingness to explore them.

Flexibility

Children, whose well-being is high, readily adapt to their environment. This flexibility is especially noticeable in situations which are different or new to the children. They may be only briefly confused or upset. They can easily accept new situations and therefore experience them to the full. Children react flexibly to problems or frustrations. They do not dwell on them. They show a willingness to consider various alternatives or to make compromises.

Self-confidence and self-esteem

A child radiates a good deal of self-confidence. She is able to express herself and to let herself be seen or heard. She also shows a fair amount of self-esteem. When faced with new challenges, she will tackle them head on. She will try out new activities risking the possibility of failure. When well-being is high, a child can overcome failure quite quickly. A child, whose well-being is high, does not dwell on failures or associate them with her own worth. She will look for challenges at her level, neither too difficult nor too easy for her. She can admit that there are things she cannot do yet, without feeling inadequate.

Being able to defend oneself, assertiveness

Children who are assertive will not be walked over. They will stand up for themselves, for their own wishes, needs and desires. They are strong enough to ask for the things they need, such as help, comfort or care. If they want something, they will ask for it in an appropriate manner. If something is said or done which the child experiences as an injustice she will object. Children, whose well-being is high, will act assertively and will not merely respond to the orders or suggestions of others, if these injunctions interfere with their own needs.

Vitality

A child whose well-being is high radiates vitality and zest for life. The vitality expresses itself in the child's facial expression and in her composure. The children's eyes are often glistening. They are rarely hunched up with shoulders drooping. They tend to hold themselves up straight and to move quickly and energetically.

Relaxation and inner peace

Relaxation shows in composure and movements. Facial expressions are natural and do not twitch. Most movements are flexible and smooth. A child whose well-being is high usually keeps up a 'normal' speech tempo and vocal volume. You can almost 'feel' the 'inner peace' of children, who are relaxed. They do not bottle up tensions or jump when touched. They are often able to relax quickly after an exciting and active game. They are relaxed and active at the same time.

Enjoyment without restraints

Children who are in their element are enjoying themselves. They are happy and take pleasure in what they are doing and experiencing. The enjoyment is genuine. They are enjoying the right things in the right way (not, for example, hurting others). Some children express their enjoyment by beaming, singing spontaneously, smiling or humming quietly.

Being in touch with oneself

Children seem to know for themselves what they need, wish, feel and think. They do not turn away from these things but work through them. When children are at peace with themselves, they feel united with other people, animals and nature. They do not hide their needs, wishes, feelings or thoughts.

The Well-being Scale

Well-being Scale	*A Description of the Level*
1	Well-being is very low. None of the signs of well-being are shown. No interest is shown in interacting with others or in playing. Eyes are dull. Little energy is shown. A child might look withdrawn and becomes anxious quite easily.
2	About half of the time, signs of emotional discomfort might be displayed. There is a lack of trust. A child may be watchful or cling to one person. A child whose well-being is low cannot sustain enjoyment, worries about what other children have and may enjoy hurting others.
3	Expresses their feelings most of the time. Occasionally, a child may get anxious, seek reassurance or seem uncertain. They may show distress at transition times, for example, moving into grouptime from free play time.
4	Generally able to communicate and express their feelings. A child whose well-being is high feels comfortable enough to ask for what they want and to choose what they want to do confidently. They rarely show signs of discomfort.
5	An extremely high level of well-being and behaves like "a fish in water". The nursery is "their place" and they radiate vitality, relaxation and inner peace.

(Adapted from Laevers 1997 p36-37 and AcE Project, 2001)

Schemas

Schemas are 'patterns of action' that children demonstrate when they are exploring the world and trying to find out how things work. Children usually try out the same action on a variety of different objects. They come up with their own working theories about how things work. They continue to test out their theories or ideas. Sometimes they discover exceptions to the rules that they have established with their working theories.

During Chris Athey's study, she shared theory about schemas with parents and together they gathered information through making observations at home and in a nursery setting. She found that the children involved (and their younger siblings) all 'made significant gains' on all tests being used at that time. She also found that these 'gains were not washed out during the first two years in the primary school'. As a result of

- involving parents and sharing theory with them, as well as
- identifying schemas and providing more content to be assimilated, children and families made long term gains.

Cathy Nutbrown followed up some of Chris Athey's work and she reflects that

"As babies suck and grasp, they rehearse the early schematic behaviours which foster their earliest learning. Early patterns of behaviour seen in babies become more complex and more numerous, eventually becoming grouped together so that babies and young children do not perform single, isolated behaviours but co-ordinate their actions. Toddlers work hard, collecting a pile of objects in the lap of their carer, walking to and fro, backwards and forwards, bringing one object at a time. They are working on a pattern of behaviour which has a consistent thread running through it."

Here are some common patterns or schemas we have observed

Trajectory, lines that are moving, like a jump. These lines can be vertical (up/down), horizontal (side to side) or oblique (at an angle). Trajectories can leave a mark or trail, that we refer to as a line. You make the line by making a trajectory movement. Young children often place objects in a line. The line is the 'figurative' aspect of the schema the movement is the 'dynamic' aspect.

Heaping and scattering, placing objects in a pile and spreading or scattering them in space is what some children constantly do. Children who enjoy scattering, may like having lots of small objects to scatter. Sweeping up with a dustpan and brush may interest children who are interested in heaping and scattering. So might throwing bread or corn to the ducks.

Transporting, carrying objects or being carried from one place to another – a buggy or shopping trolley may be a favourite toy. Children who are enjoying transporting will constantly find and gather things to move and ways of moving them around, e.g. bags, buggies, shopping trolleys.

Enveloping, covering themselves, objects or a space – tea towels or scarves or cardboard boxes may be popular play materials.

Enclosing, themselves, toys or space – lego, train track, blocks or cushions may be used when exploring this pattern. Children exploring enclosing often use cushions to surround themselves or like making pens for the farm animals.

Rotating, turning, twisting or rolling themselves or objects – ring games, globes, rolling pins, rollers and wheels might be played with when exploring this pattern.

Connecting, an interest in connecting or joining themselves to objects or objects to each other – construction toys, pegs, paper clips, string, glue, magnets, sellotape, locks and chains might help children exploring this pattern.

Going through a boundary, making themselves or objects go through something and come out of the other side – tunnels, garlic press, postboxes and fax machines might fascinate children exploring this pattern.

On Top, being on top or placing objects on top – climbing equipment or shelves they can reach may help children exploring this pattern. Young children seem to like to be 'on top' of the slide or to place things on top of their buildings to embellish them.

Containing, putting themselves, objects or materials into different containers – a variety of bottles, bags and boxes help children to explore this pattern.

Schemas and emotions

Cath Arnold, inspired by Harry's compulsion to 'connect' shortly after his parents separated, carried out a study to explore whether emotional events prompt the investigation of particular schemas (Arnold, 2003; Arnold and the Pen Green Team, 2010).

Over a period of two years, alongside parents and workers, observations were made of eight children and the observations were analysed using 'schemas' and 'attachment' as theoretical frameworks to understand each child's experience.

Through this research we discovered that schemas are not necessarily prompted by emotional events, but that there are close links between the exploration of particular schemas.

So what?

We can support children's natural explorations and interests by providing more content for them to 'assimilate' into their current patterns. Young children are intrinsically motivated to explore their environment in particular ways. We can support these explorations by providing resources, stories, trips and language that link with repeated patterns.

Observation styles and techniques

Family Workers observe children in many different ways mainly through narrative and snap-shot observations. We also use photographs and video recording to support our documentation of children's development and learning. We consider the observations of the child in the setting and those from home and then plan for the child following their interests. We link the observations to the Early Years Foundation Stage and the relevant child development frameworks that we use. All of this detailed documentation helps us support and understand how the children develop and learn.

"When we observe, we are trying to understand what each child is trying to learn about, so that we can tune in to and support their cognitive and emotional concerns" (Arnold, 2010)

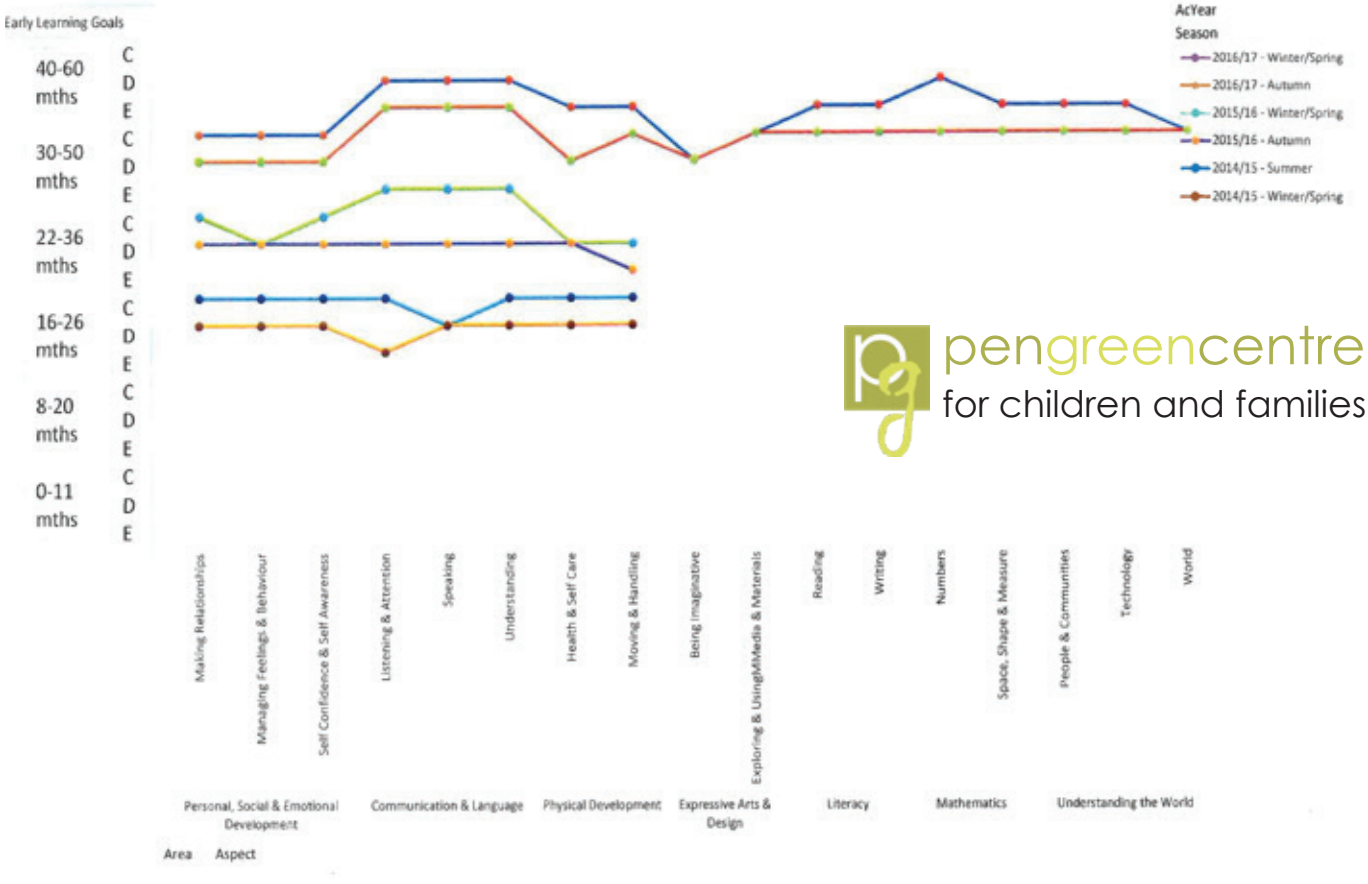
A narrative observation is a detailed account of children's language, actions and emotions made in the moment. Over time a set of narrative observations can demonstrate what motivates and interests each child, which in turn can help to plan for children's learning and development.

Examples of narrative observations can be found in the case studies on page 33

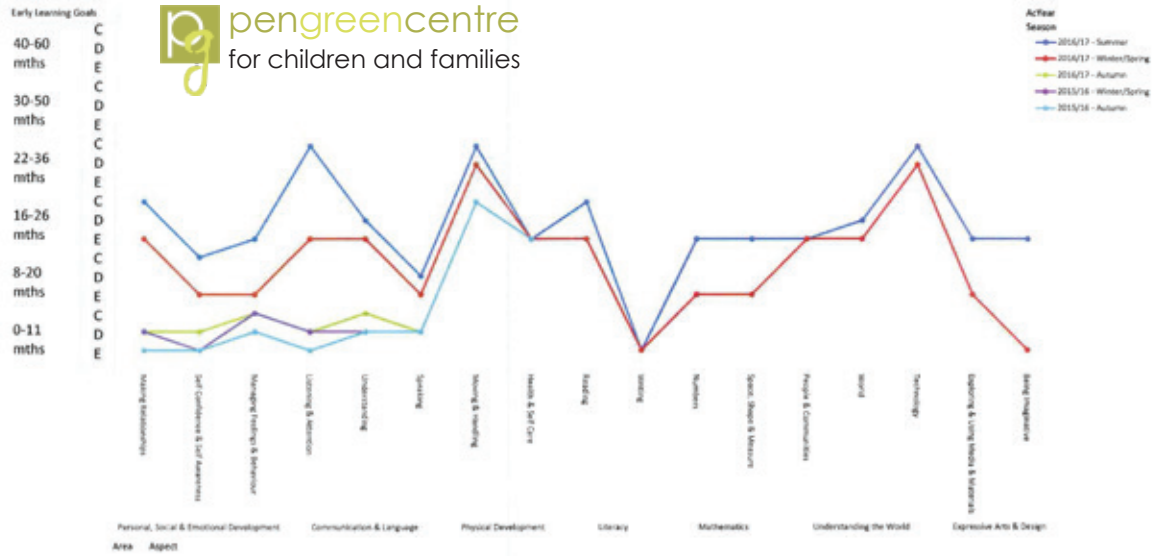
Assessment Profiles

Children's progress is monitored alongside parents using our Making Children's Learning Visible (MCLV) assessment programme (validated by C4EO in December 2012). This assessment tool has been developed at Pen Green, using the EYFS. Three times a year (February, June, October) Family Workers assess children making a professional judgement of a child's development and learning to be 'emerging', 'developing', or 'confident' within a particular age band for each aspect of learning – irrespective of their chronological age. These assessments are made collaboratively by both the parents and the worker. The Making Children's Learning Visible software programme collates this data to produce a graph showing the child's development over their time in the setting. This provides robust data which we use to track each child's progress, identify areas of strength, areas for development, and any specific areas for concern. The initial assessment enables workers to plan pedagogical responses to meet the needs of each child including ways to engage their parents in their child's learning. The MCLV programme allows for interventions to be put in place in response to assessment data while the children are still attending nursery. Cohort data and group data also gives information to help plan curriculum developments and priorities.

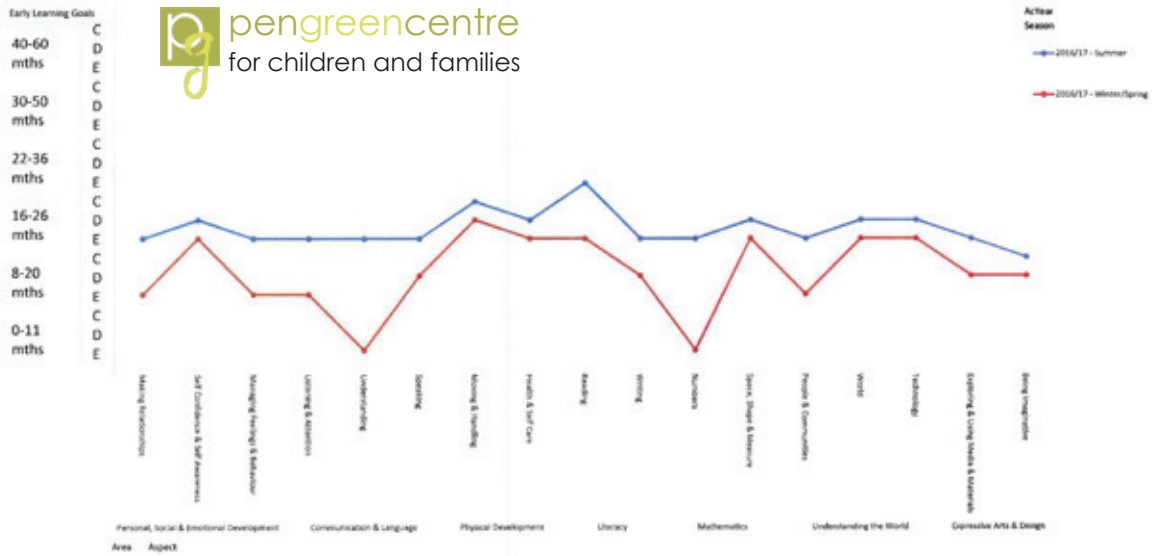
When we reflect on the outcomes for groups of children we always look at children with SEND. Following the analysis of the data we identify action plans to support individual and cohorts of children and regularly monitor the impact of the action plans.



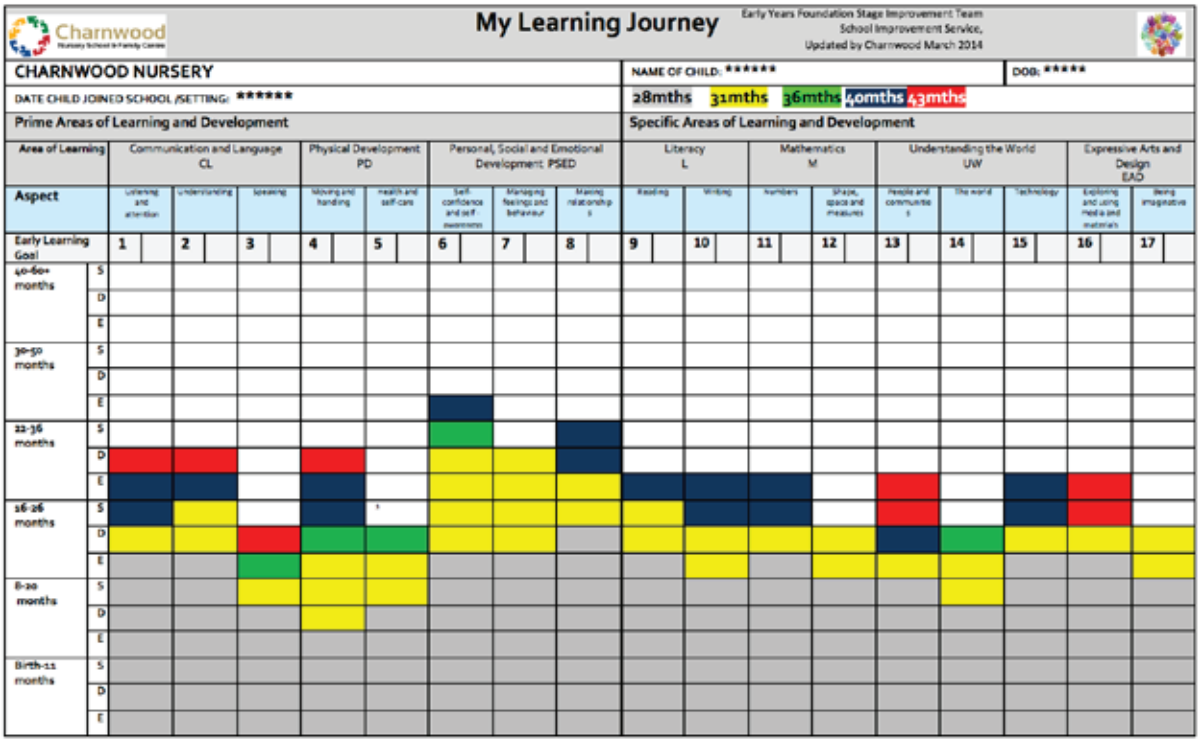
Examples of Spikey Profiles



Child A has recently had a diagnosis of Autism. This particularly impacts on his social interactions with the people around him and the development of his communication skills, in turn having an overall impact on his general development. Although child A is now able to enjoy engaging in interactions with people familiar to him (on his terms), he has very little desire to use language to support these interactions. Staff are supporting him to explore Picture Exchange Communication System (PECs) as an alternative method of communication. He experiences difficulty in the regulation of his emotions and relies entirely on the people familiar to him to support with this.



Child B is on the pathway to a diagnosis of Autism. This impacts upon her communication and personal, social and emotional development. Although she copies a wide range of vocabulary (echolalia) she is not yet using this to communicate with the people around her. Staff are supporting her to explore Picture Exchange Communication System (PECs) as an alternative method of communication. Child B's play is completely solitary unless an interaction is initiated by a familiar adult. She is unable to regulate her own emotions; staff are working with her to allow them to support her when she is feeling vulnerable. Her overall development is delayed in two prime areas of learning.



My Learning Journey

Early Years Foundation Stage Improvement Team
School Improvement Service,
Updated by Charnwood March 2014

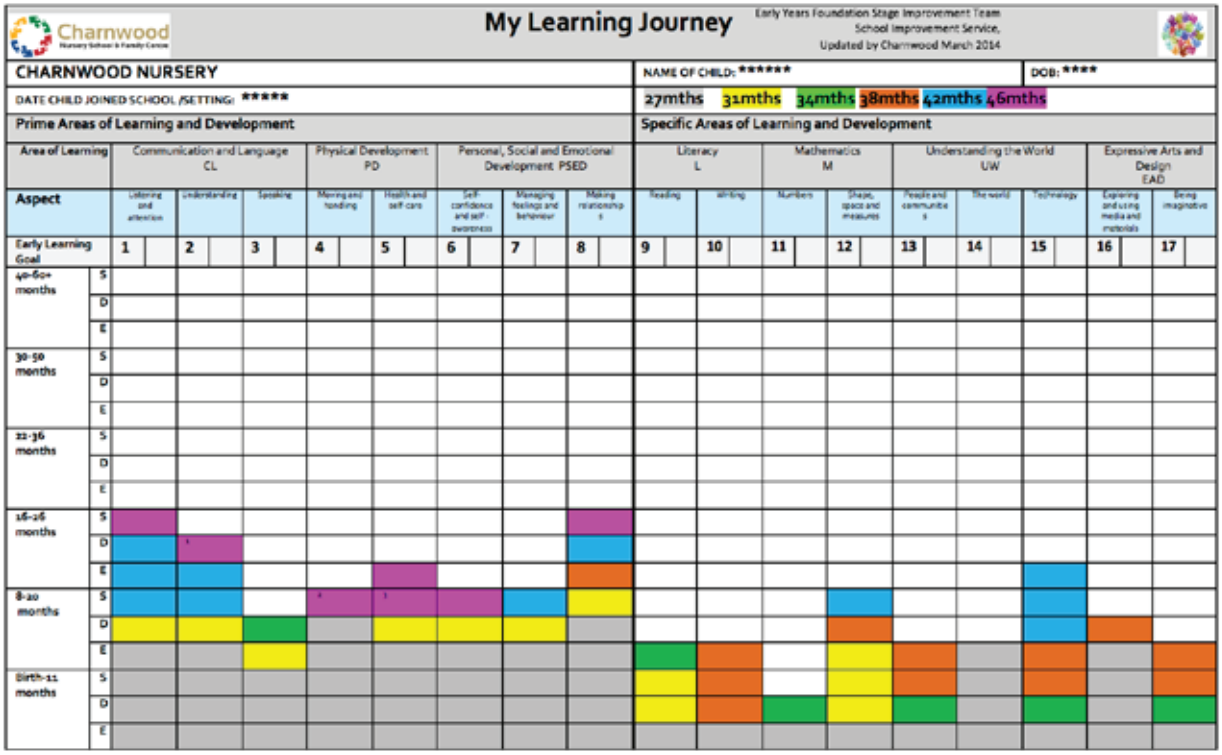
CHARNWOOD NURSERY | NAME OF CHILD: ****** | DOB: *****

DATE CHILD JOINED SCHOOL /SETTING: ****** | 28mths 31mths 36mths 40mths 43mths

Prime Areas of Learning and Development | Specific Areas of Learning and Development

Area of Learning	Communication and Language CL			Physical Development PD		Personal, Social and Emotional Development PSED			Literacy L		Mathematics M		Understanding the World UW			Expressive Arts and Design EAD	
Aspect	Listening and attention	Understanding	Speaking	Moving and handling	Health and self-care	Self-confidence and self-awareness	Managing feelings and behaviour	Making relationships	Reading	Writing	Numbers	Shape, space and measures	People and communities	The world	Technology	Exploring and using media and materials	Being imaginative
Early Learning Goal	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
40-60+ months	S																
	D																
	E																
30-50 months	S																
	D																
	E																
22-36 months	S																
	D																
	E																
16-26 months	S																
	D																
	E																
8-20 months	S																
	D																
	E																
Birth-11 months	S																
	D																
	E																

Child C (43 months) has Down Syndrome. This has affected all areas of his development. He is a sociable little boy and he is motivated to communicate. The delay in his receptive and expressive language impacts on his development in the Specific Areas of Learning. The delay in his physical development (moving and handling) has shown rapid improvement since he began to cruise around furniture and walk with adult support.



My Learning Journey

Early Years Foundation Stage Improvement Team
School Improvement Service,
Updated by Charnwood March 2014

CHARNWOOD NURSERY | NAME OF CHILD: ****** | DOB: ****

DATE CHILD JOINED SCHOOL /SETTING: ***** | 27mths 31mths 34mths 38mths 42mths 46mths

Prime Areas of Learning and Development | Specific Areas of Learning and Development

Area of Learning	Communication and Language CL			Physical Development PD		Personal, Social and Emotional Development PSED			Literacy L		Mathematics M		Understanding the World UW			Expressive Arts and Design EAD	
Aspect	Listening and attention	Understanding	Speaking	Moving and handling	Health and self-care	Self-confidence and self-awareness	Managing feelings and behaviour	Making relationships	Reading	Writing	Numbers	Shape, space and measures	People and communities	The world	Technology	Exploring and using media and materials	Being imaginative
Early Learning Goal	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
40-60+ months	S																
	D																
	E																
30-50 months	S																
	D																
	E																
22-36 months	S																
	D																
	E																
16-26 months	S																
	D																
	E																
8-20 months	S																
	D																
	E																
Birth-11 months	S																
	D																
	E																

Child D (46 months) has a rare and life limiting genetic disorder. She has a significant visual impairment and has a cochlear implant. All areas of her development have been affected and she takes time to learn/acquire new skills so that her progress as shown on the tracker is slow. However, she does develop new skills and she has become an eager communicator using actions, vocalisations and signs. The significant delay in her communication skills impacts on her development in the Specific Areas of Learning in the EYFS.

Examples of Spikey Profiles

Initial attainment profile.

Target Tracker

Pupil Attainment

Forename	Surname	Age in Months	Lis	Und	Spk	Mov	Hit	Con	Fee	Rel	Rdg	Wri	Num	Shp	Ppl	Wld	Tec	Exp	Ima
Victoria	Owusu-De Oliveira	42	16-26S	16-26S	16-26B	22-36B	22-36B	22-36W	22-36B	22-36B	16-26S	16-26S	8-20S	8-20S	16-26B	22-36B	22-36B	22-36B	22-36W

Key:	Aspect	Birth Term	Month Band	Age Related
	Prime	Autumn	B - beginning the month band	Working below expectation
	Specific	Spring	W - working within the month band	At risk of working below expectation
		Summer	S - secure in the month band	Working at expectation
			+ - working above	Almost above expectation
				Working above expectation

Final attainment profile.

Target Tracker

Pupil Attainment

Forename	Surname	Age in Months	Lis	Und	Spk	Mov	Hit	Con	Fee	Rel	Rdg	Wri	Num	Shp	Ppl	Wld	Tec	Exp	Ima
Bryony	Saldanha	43	22-36B	22-36B	16-26S	22-36W	22-36B	22-36B	22-36B	22-36B	16-26S	16-26S	16-26S	16-26S	22-36W	16-26S	22-36B	22-36B	22-36B

Key:	Aspect	Birth Term	Month Band	Age Related
	Prime	Autumn	B - beginning the month band	Working below expectation
	Specific	Spring	W - working within the month band	At risk of working below expectation
		Summer	S - secure in the month band	Working at expectation
			+ - working above	Almost above expectation
				Working above expectation

Speech and Language delay – Pupil Attainment

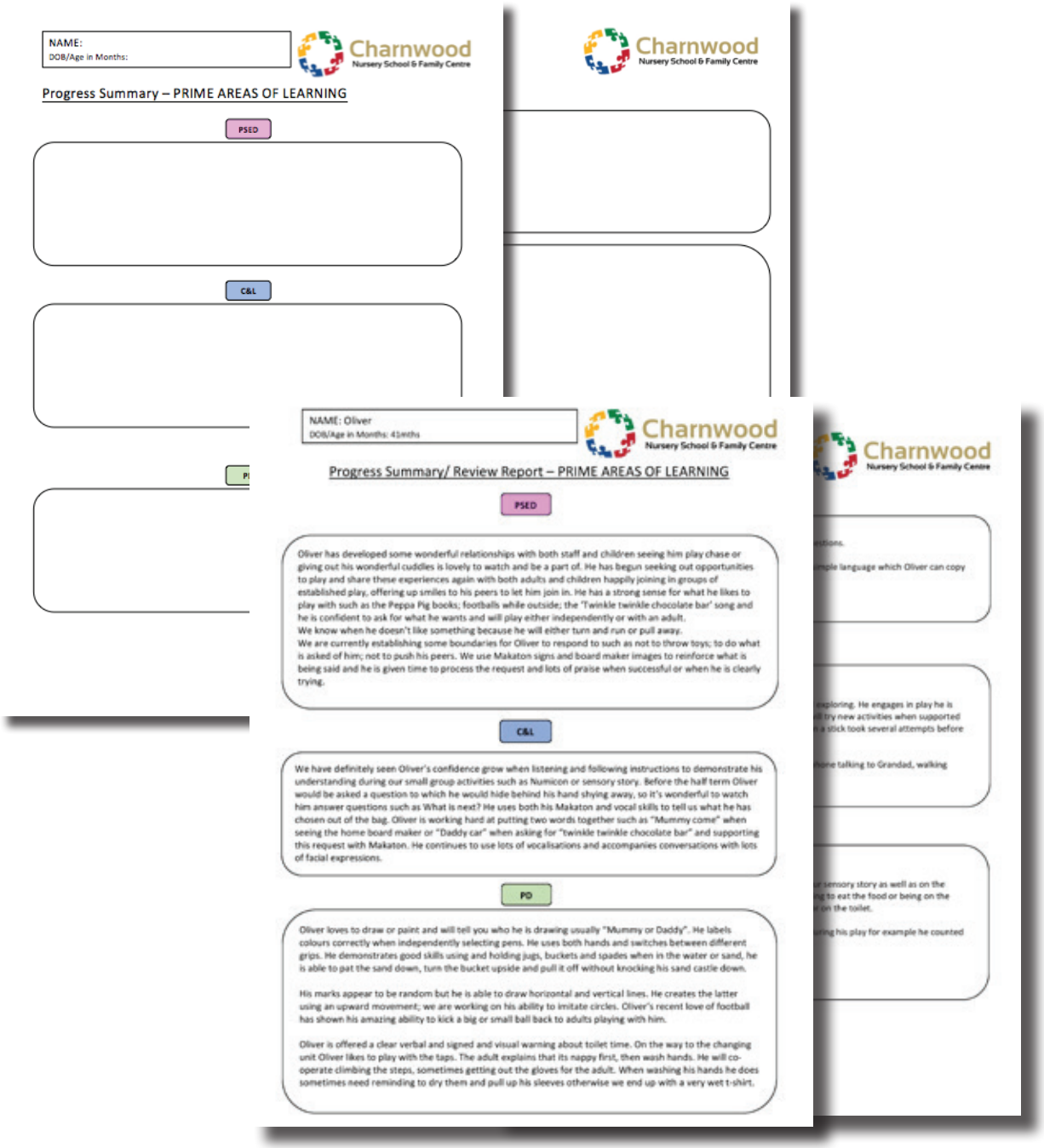
The above assessments are of a child with significant Speech and Language delay. This has had an impact on the child's development in communication and language, literacy and maths. This child has a high level of interest in the outdoors and role play often combining the two! As a result, she shows strengths in personal, social and emotional development, physical development and expressive arts and design.

The final assessment of the child with significant Speech and Language delay shows that she has reached age expectation in the areas of learning she displayed strengths in. The child continues to experience difficulty in forming relationships and the development of reading and technology skills.

Progress Summary

This form is used to review and summarises a child's progress over a period of time with reference to their progress against the EYFS. This report can be used for review meetings when a child's special educational needs and disabilities are reflected upon. Parents, practitioners and external agencies' views are included in this review. Next steps and areas of development are planned this meeting and then reviewed at the next Progress Summary.

Download template and examples at pengreen.org



Assessment Pathways

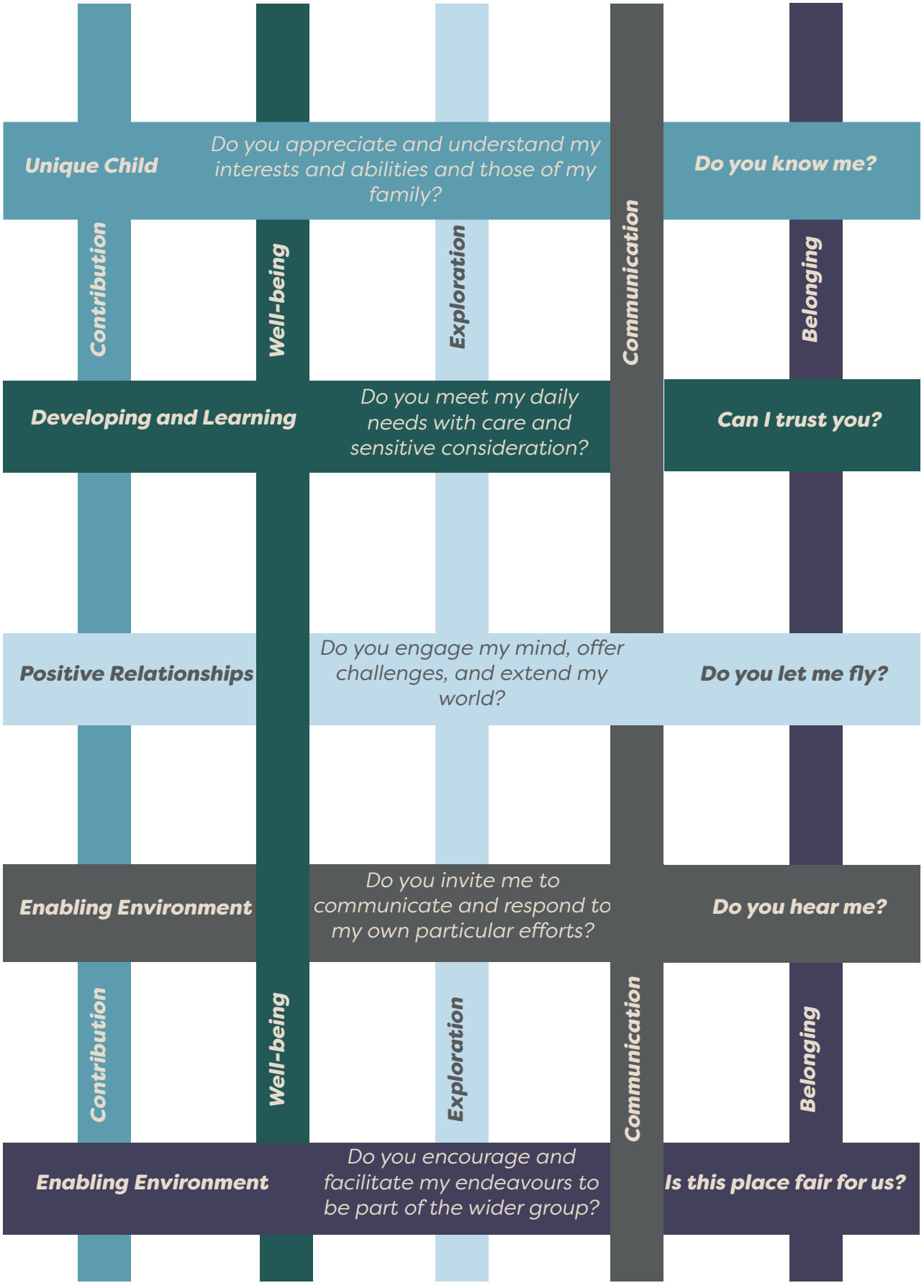
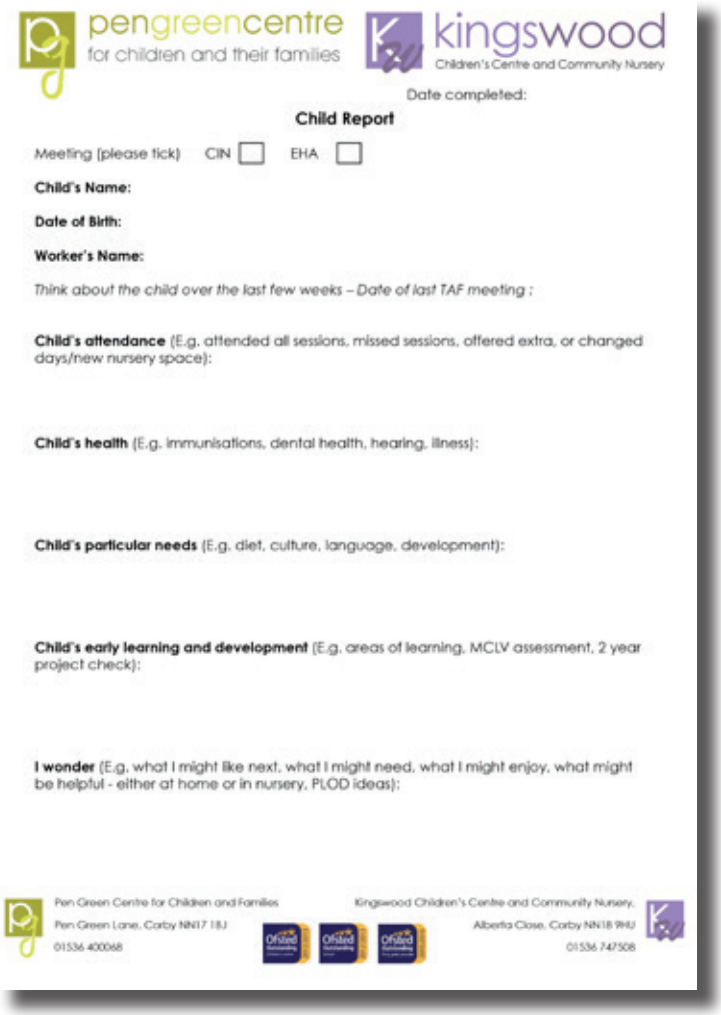


Figure 3 Assessment Pathways - possible complementary approaches to demonstrating progress in the Early Years (adapted from Te Whariki and EYFS)

Child's Voice

We have developed a 'Child's Voice' document that supports us in gathering the views of the child when attending Team-Around-the-Family meetings (TAF meetings). The Family Worker will complete the proforma adding comments to show how the worker is reflecting on the child's experiences and taking the views of the child into account.

Download template and examples at pengreen.org



pengreencentre for children and their families

kingswood Children's Centre and Community Nursery

Date completed:

Child Report

Meeting (please tick) CIN ☐ EHA ☐

Child's Name:

Date of Birth:

Worker's Name:

Think about the child over the last few weeks – Date of last TAF meeting :

Child's attendance (E.g. attended all sessions, missed sessions, offered extra, or changed days/new nursery space):

Child's health (E.g. immunisations, dental health, hearing, illness):

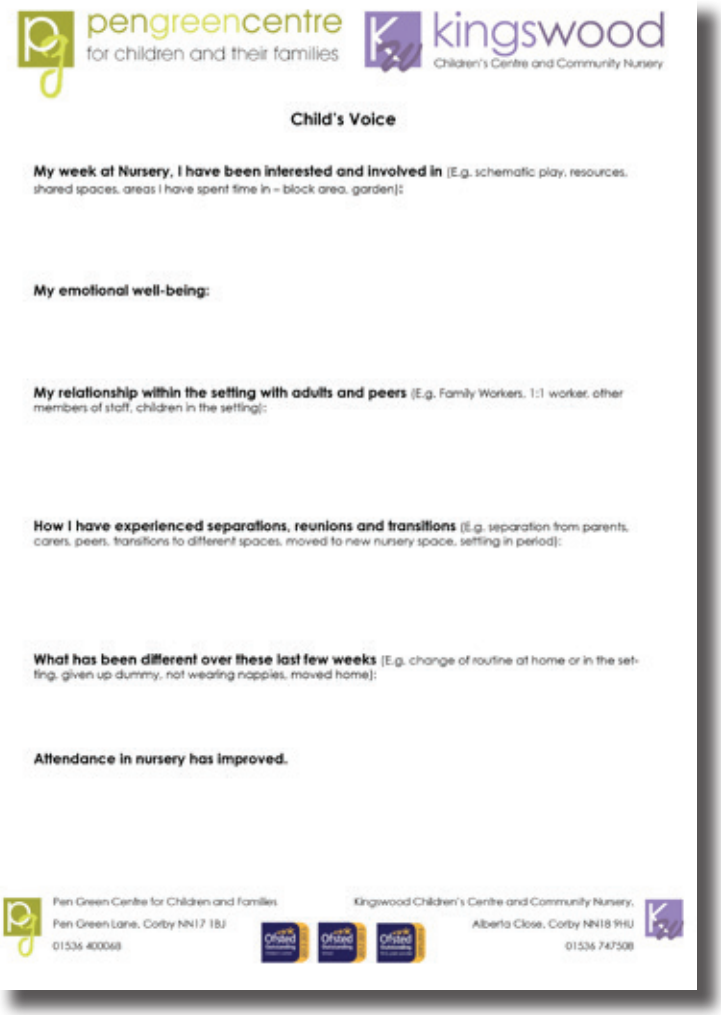
Child's particular needs (E.g. diet, culture, language, development):

Child's early learning and development (E.g. areas of learning, MCLV assessment, 2 year project check):

I wonder (E.g. what I might like next, what I might need, what I might enjoy, what might be helpful - either at home or in nursery, PLOD ideas):

Pen Green Centre for Children and Families
Pen Green Lane, Corby NN17 1BJ
01536 400068

Kingswood Children's Centre and Community Nursery,
Alberta Close, Corby NN18 9HU
01536 747508



pengreencentre for children and their families

kingswood Children's Centre and Community Nursery

Child's Voice

My week at Nursery, I have been interested and involved in (E.g. schematic play, resources, shared spaces, areas I have spent time in – block area, garden):

My emotional well-being:

My relationship within the setting with adults and peers (E.g. Family Workers, 1:1 worker, other members of staff, children in the setting):

How I have experienced separations, reunions and transitions (E.g. separation from parents, carers, peers, transitions to different spaces, moved to new nursery space, settling in period):

What has been different over these last few weeks (E.g. change of routine at home or in the setting, given up dummy, not wearing nappies, moved home):

Attendance in nursery has improved.

Pen Green Centre for Children and Families
Pen Green Lane, Corby NN17 1BJ
01536 400068

Kingswood Children's Centre and Community Nursery,
Alberta Close, Corby NN18 9HU
01536 747508

Planning

Graduated Response Procedure *page 89*

Graduated Response Paperwork *page 92*

Additional Support Plans *page 93*

Possible Lines of Direction (PLOD) *page 95*

Working Wall *page 97*

Daily Planning *page 98*

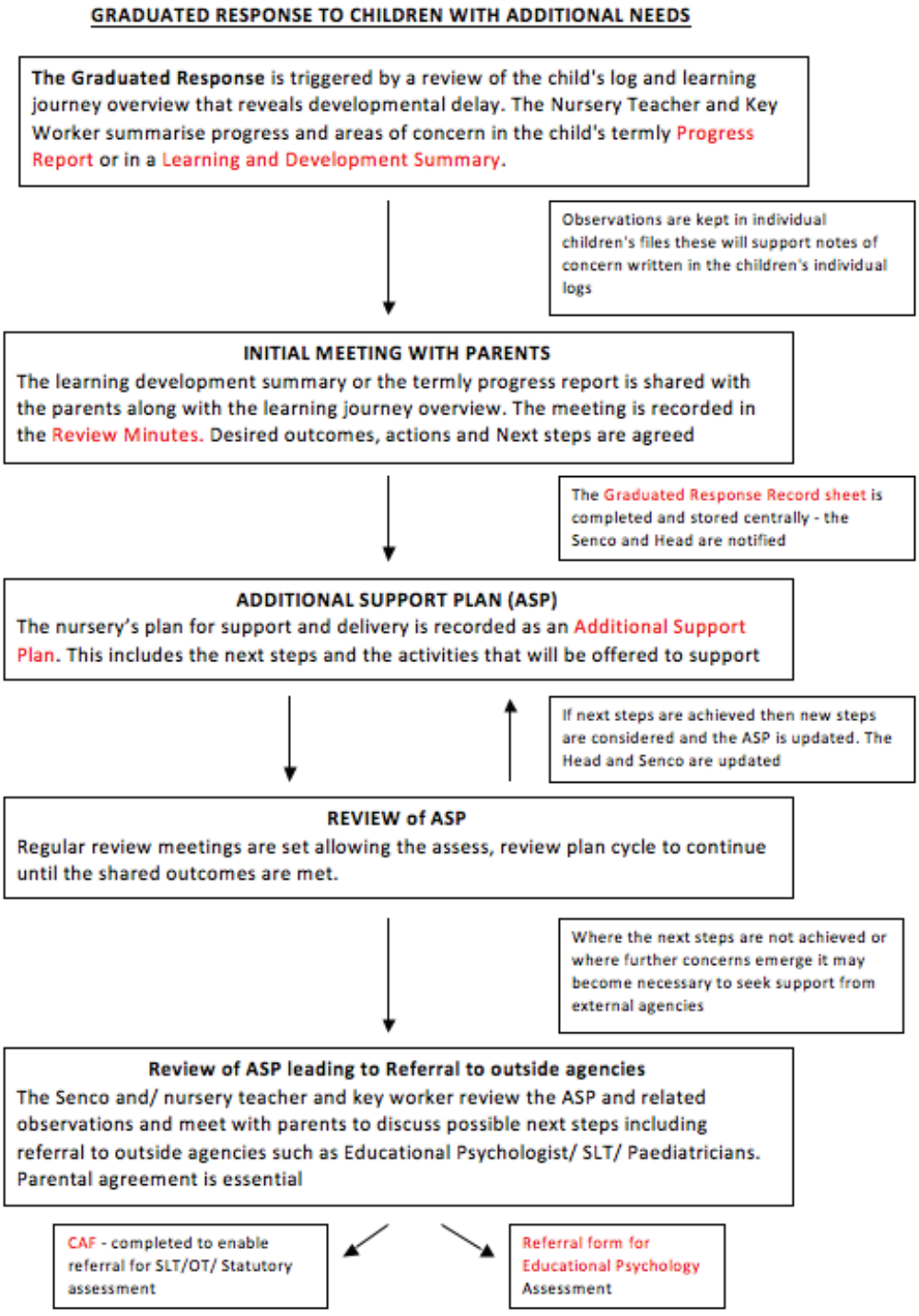
Video Vignettes of three Early Years Settings *page 99*

Graduated Response

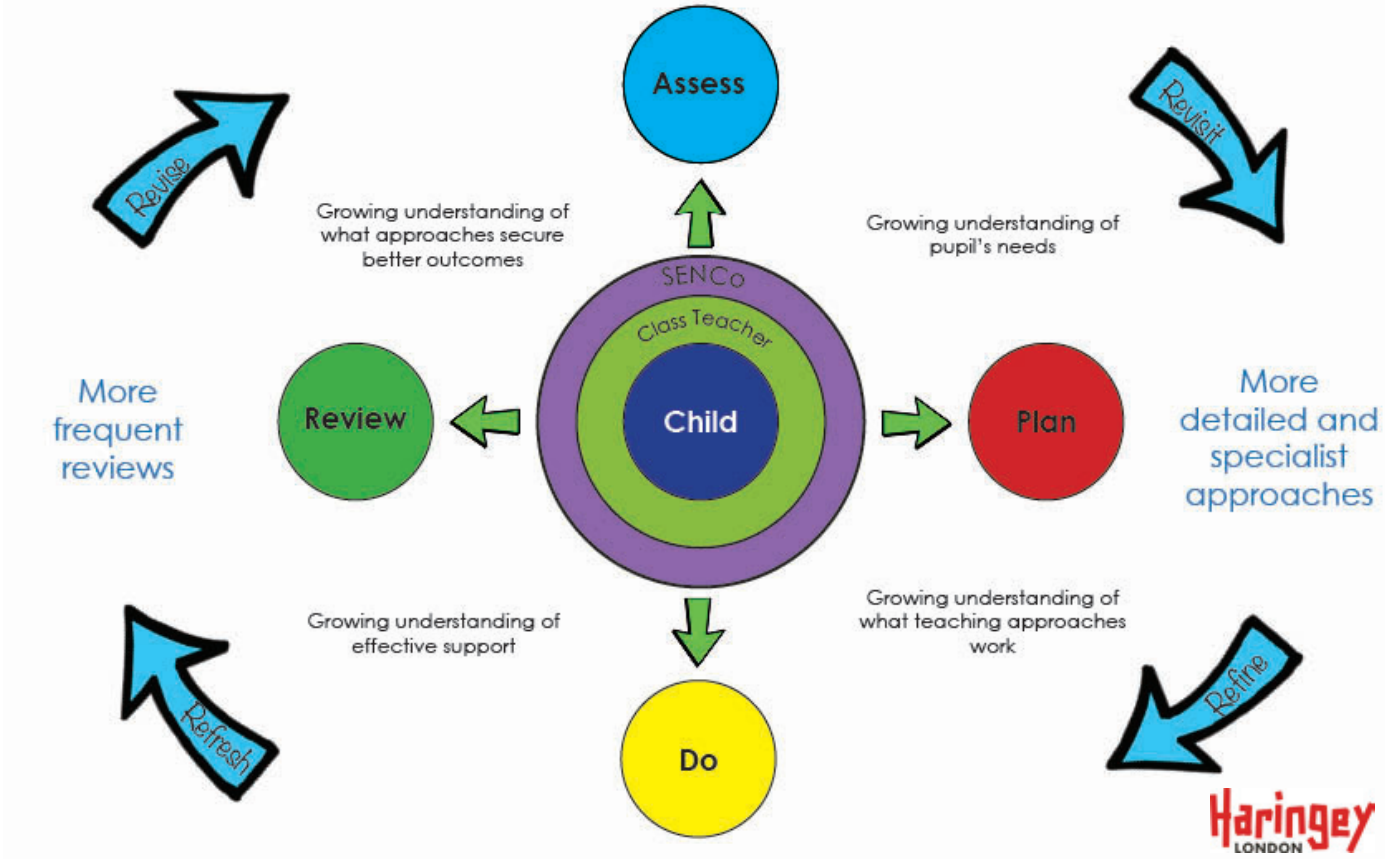
Where concerns arise these are best addressed through the ***Graduated Response*** process. It is anticipated that this process will allow parents/carers to share their insights of their own child. Practitioners need to understand the purpose of the *Plan-Do-Review* cycle within the context of the ***Graduated Response***. They need to recognise that the ***Graduated Response*** does not begin when outside agencies are drawn in but far earlier when the setting begins to explore different strategies and possible styles of support.

Download template and examples at pengreen.org

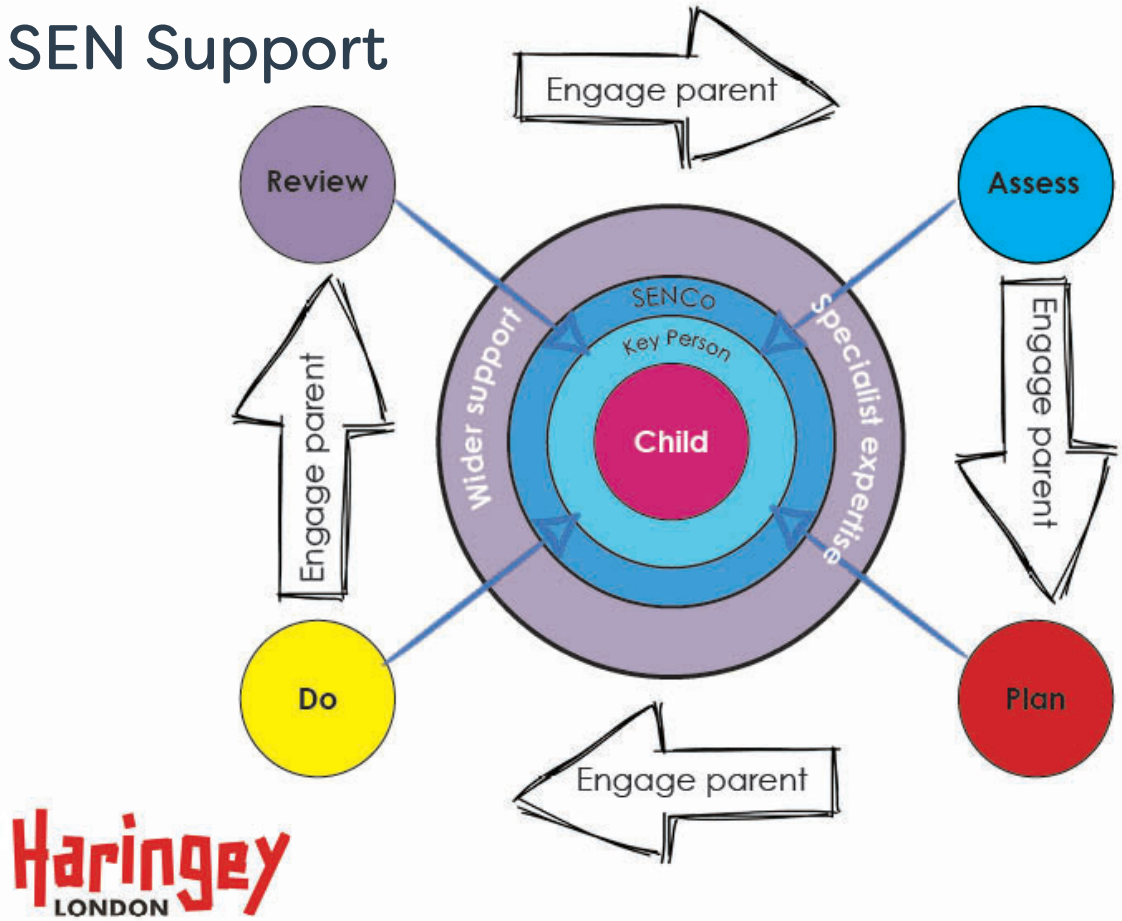
Charnwood Nursery School & Family Centre



Graduated Response Examples



SEN Support



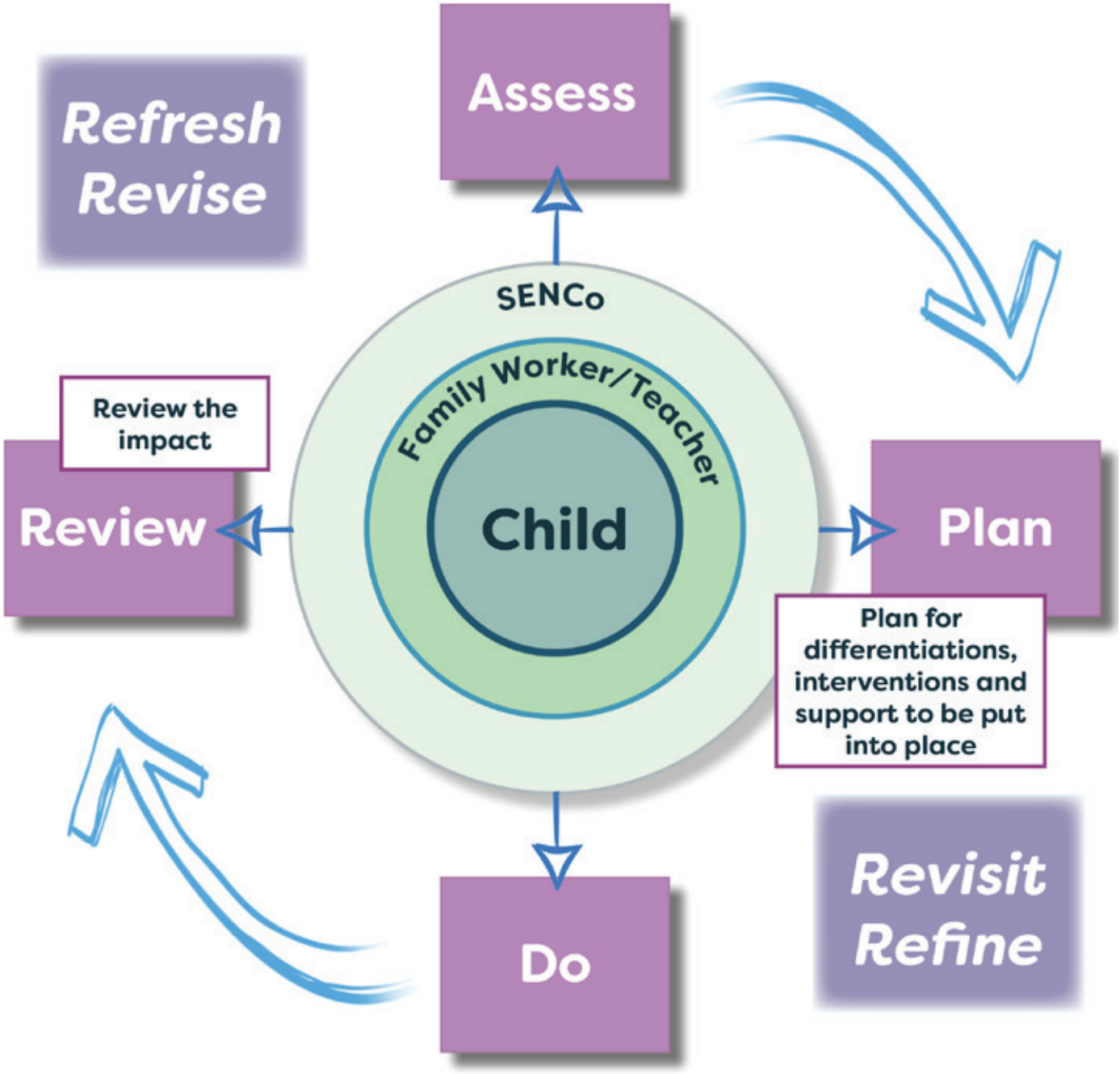
Graduated Response Examples

pengreencentre
for children and their families

kingswood
Children's Centre and Community Nursery

Graduated Response for Children with SEND

This response is weaved in, overlaps and runs alongside the ***Pen Green Loop*** and Pen Green's ***Possible Lines of Direction*** framework



Graduated Response Paperwork

Download template and examples at pengreen.org

pengreencentre for children and their families kingswood Children's Centre and Community Nursery

Graduated Response for Children with Special Educational Needs

Child's Name:
D.O.B:
Family Worker:
Domain:

Reason for initiating Graduating Response:

Parental Consent to Initiate Graduated Response:
Signature: Date:

Please circle current services supporting child:
SALT Specialist Support Service Community Paediatrician
Occupational Therapy Physiotherapy Health Visitor Children Centre
Hearing Impairment Team
Any other services:

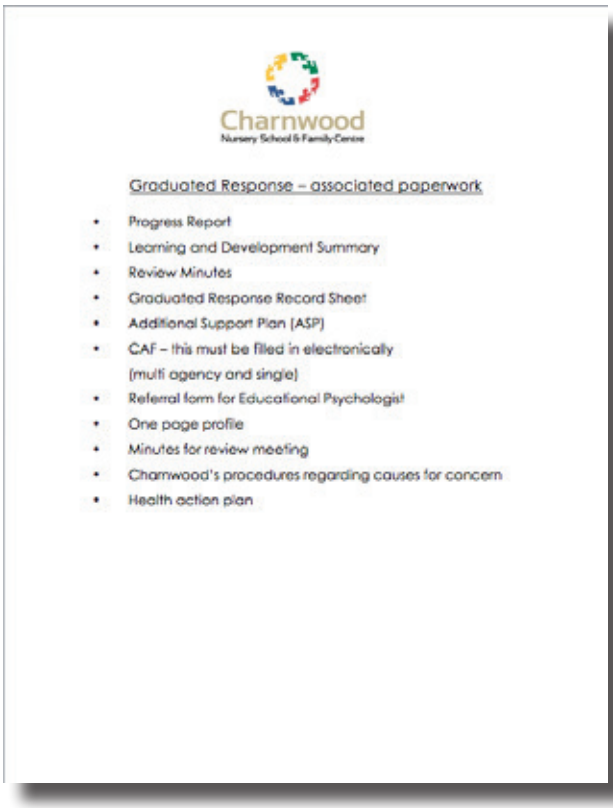
Actions:
Initial Send Action Plan: y/n Date:
Initial Six Week Review: y/n Date:

Referral into outside agency (Specify which agency/ies): y/n Date:

Referral accepted (Specify which agency/ies): y/n Date:

Pen Green Centre for Children and Families
Pen Green Lane, Corby NN17 1BJ
01536 400668

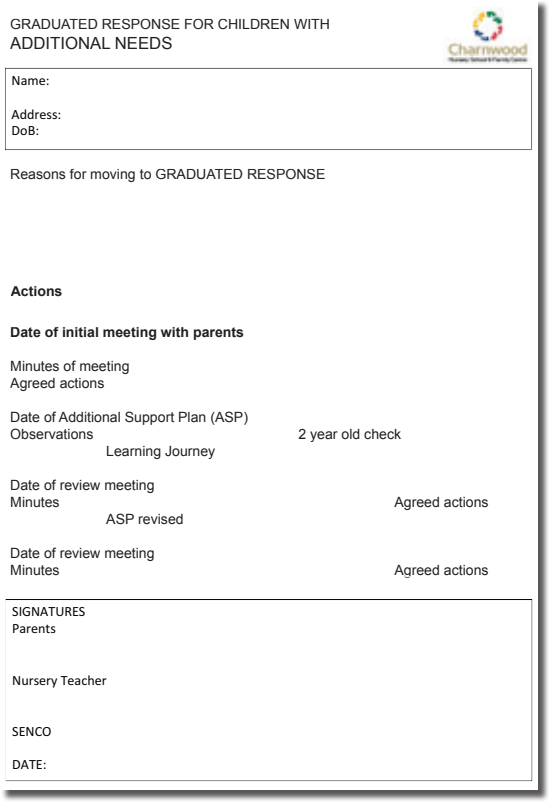
Kingswood Children's Centre and Community Nursery
Alberta Close, Corby NN18 9HU
01536 747508



Charnwood
Nursery School & Family Centre

Graduated Response – associated paperwork

- Progress Report
- Learning and Development Summary
- Review Minutes
- Graduated Response Record Sheet
- Additional Support Plan (ASP)
- CAF – this must be filled in electronically (multi agency and single)
- Referral form for Educational Psychologist
- One page profile
- Minutes for review meeting
- Charnwood's procedures regarding causes for concern
- Health action plan



GRADUATED RESPONSE FOR CHILDREN WITH ADDITIONAL NEEDS

Charnwood

Name:

Address:
DoB:

Reasons for moving to GRADUATED RESPONSE

Actions

Date of initial meeting with parents

Minutes of meeting
Agreed actions

Date of Additional Support Plan (ASP)
Observations 2 year old check
Learning Journey

Date of review meeting
Minutes Agreed actions
ASP revised

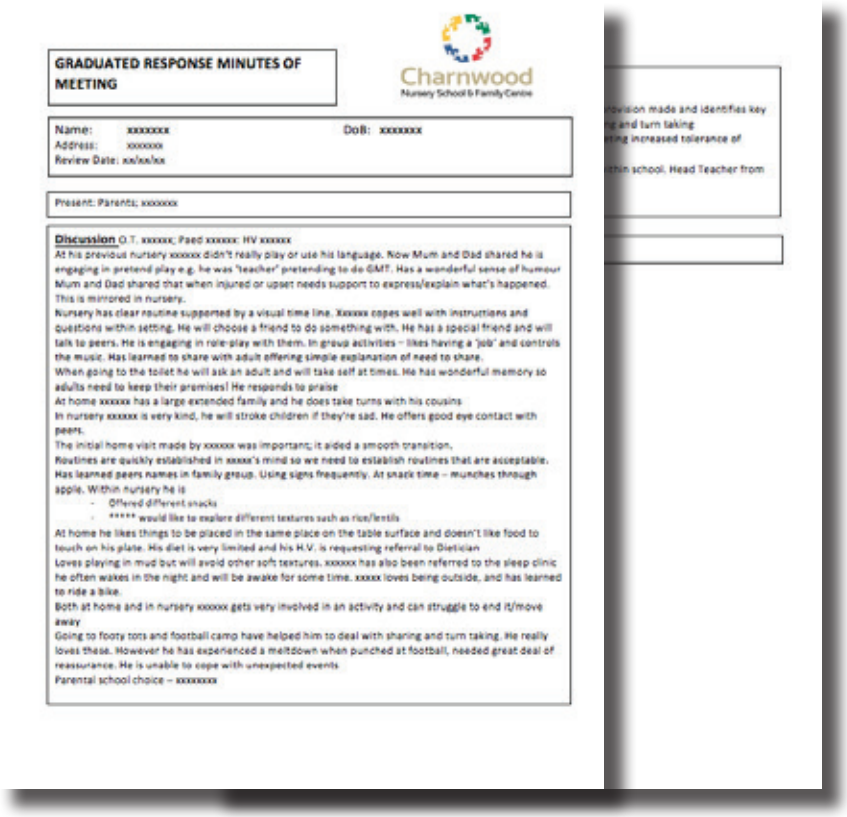
Date of review meeting
Minutes Agreed actions

SIGNATURES
Parents

Nursery Teacher

SENCO

DATE:



GRADUATED RESPONSE MINUTES OF MEETING

Charnwood
Nursery School & Family Centre

Name: xxxxxxx DoB: xxxxxxx
Address: xxxxxxx
Review Date: xx/xx/xx

Present: Parents; xxxxxxx

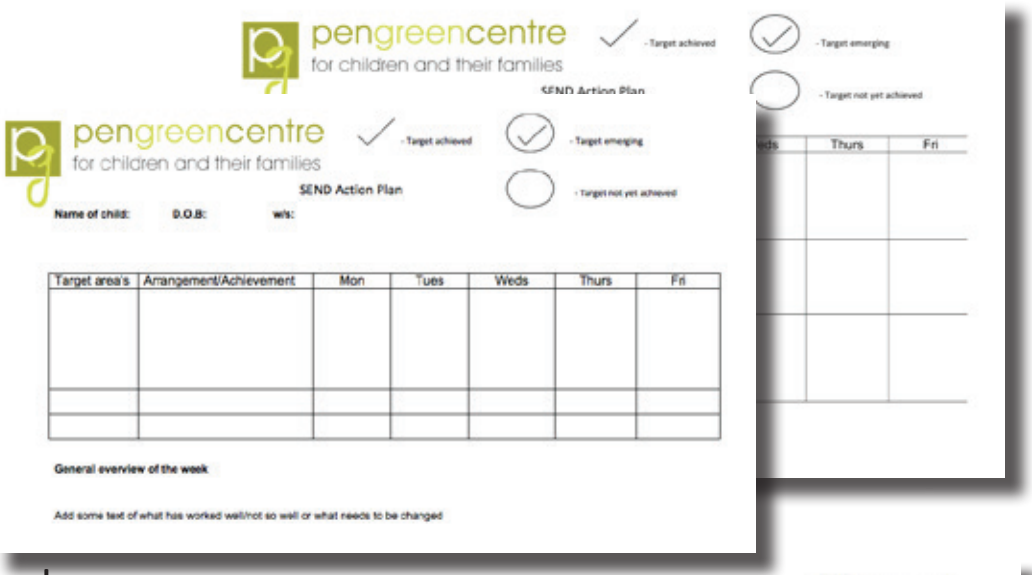
Discussion O.T. xxxxxx; Paed xxxxxx: HV xxxxxx
At his previous nursery xxxxxx didn't really play or use his language. Now Mum and Dad shared he is engaging in pretend play e.g. he was 'teacher' pretending to do GMT. Has a wonderful sense of humour Mum and Dad shared that when injured or upset needs support to express/explain what's happened. This is mirrored in nursery.
Nursery has clear routine supported by a visual time line. Xxxxxx copes well with instructions and questions within setting. He will choose a friend to do something with. He has a special friend and will talk to peers. He is engaging in role-play with them. In group activities – likes having a 'job' and controls the music. Has learned to share with adult offering simple explanation of need to share.
When going to the toilet he will ask an adult and will take self at times. He has wonderful memory so adults need to keep their promises! He responds to praise
At home xxxxxx has a large extended family and he does take turns with his cousins
In nursery xxxxxx is very kind, he will stroke children if they're sad. He offers good eye contact with peers.
The initial home visit made by xxxxxx was important; it aided a smooth transition.
Routines are quickly established in xxxxx's mind so we need to establish routines that are acceptable.
Has learned peers names in family group. Using signs frequently. At snack time – munches through apple. Within nursery he is
- Offered different snacks
- ***** would like to explore different textures such as rice/lentils

At home he likes things to be placed in the same place on the table surface and doesn't like food to touch on his plate. His diet is very limited and his H.V. is requesting referral to Dietician
Loves playing in mud but will avoid other soft textures. xxxxxx has also been referred to the sleep clinic he often wakes in the night and will be awake for some time. xxxxx loves being outside, and has learned to ride a bike.
Both at home and in nursery xxxxxx gets very involved in an activity and can struggle to end it/move away
Going to footy tots and football camp have helped him to deal with sharing and turn taking. He really loves these. However he has experienced a meltdown when punched at football, needed great deal of reassurance. He is unable to cope with unexpected events
Parental school choice – xxxxxxx

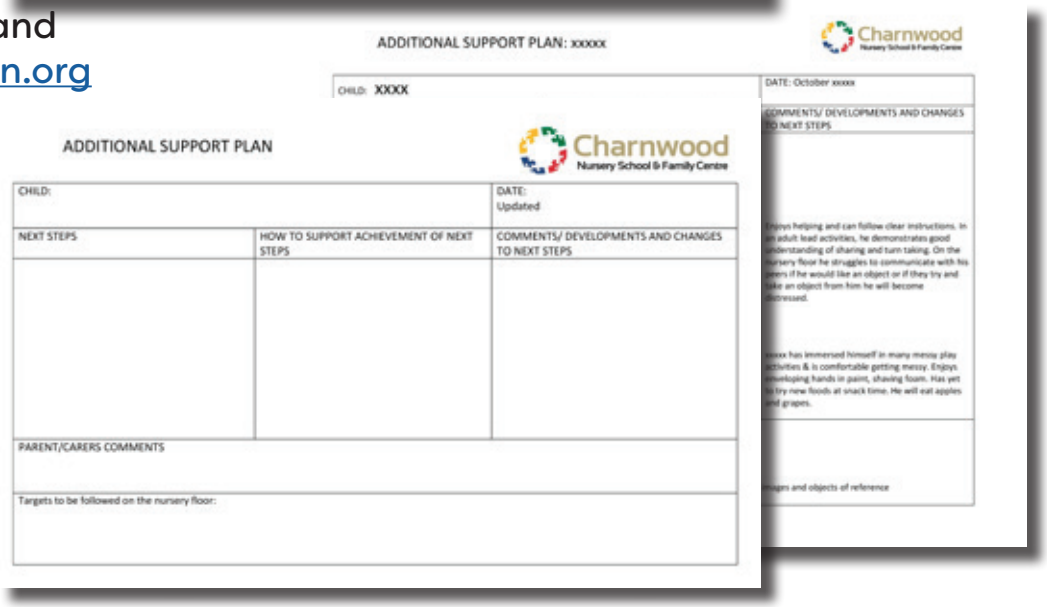
Additional Support Plans

Additional Support Plans are designed for children with SEND to help them to get the most out of their education. The plan builds on the curriculum that a child with learning difficulties or disabilities is following and sets out the strategies being used to meet the child's specific needs. At Pen Green, Additional Support Plans are initiated as part of the *Plan, Do, Review* cycle within the graduated response. Plans are initiated when we identify that a child requires additional support in a specific area/s. The Plan is discussed with parents, sharing that we would like to work more closely with their child in specific areas of their development and learning. Parents are informed that this will involve creating an individual SEND Additional Support Plan for their child and that the Plan will outline specific and appropriate targets that their child will work towards, either 1:1 or in a group.

NB Additional Support Plans may be referred to differently across settings - for example, Individual Education Plans, SEND Action Plan, SEND Support Plan, Child's Next Steps (see next page).


pengreencentre
for children and their families
SEND Action Plan
Name of child: D.O.B: w/s:
Target area's | Arrangement/Achievement | Mon | Tues | Weds | Thurs | Fri
General overview of the week
Add some text of what has worked well/not so well or what needs to be changed

Download template and examples at pengreen.org


ADDITIONAL SUPPORT PLAN
Charnwood
Nursery School & Family Centre
CHILD:
DATE: Updated
NEXT STEPS | HOW TO SUPPORT ACHIEVEMENT OF NEXT STEPS | COMMENTS/ DEVELOPMENTS AND CHANGES TO NEXT STEPS
PARENT/CARERS COMMENTS
Targets to be followed on the nursery floor:

Child's Next Steps (Additional Support Plan)

Download template and examples at pengreen.org

Charnwood
Nursery School & Family Centre

*****'s Next Steps

***** will use his right hand to request more using a big mac button

***** will pick up items and drop them into a box using his right hand, left hand or both hands.

***** will choose where he would like to play from three boardmaker images. He will use eye gaze and/ or reach to indicate choice.

***** will follow simple 1-2key word instructions. E.G

***** will begin to combine three familiar Makaton signs together (more, snack, please.) with hand over hand guidance/ support.

How Adults will help....

Adults will offer ***** a big mac button in repetitive games such as blowing bubbles or knocking over towers. ***** will be offered the big mac button on his right hand side, adults will prompt ***** to request more by initially placing his hand on the button and saying "more *****?"

***** will be offered a choice of three boardmaker images representing areas of the nursery. Adults will name each area whilst showing him each card, they will then say "which one *****?" He will be given time to process what is being said and encouraged to reach out to his chosen activity. Adults will pay close attention to *****'s eye gaze and will interpret if necessary.

***** will expand on his current use of Makaton by adding "please" to his current use of "more, snack." At snack time Adults will allow ***** to sign "more, snack" then prompt him to sign more by modelling it to him and demonstrating the sign using hand over hand if necessary.

Adults will explore *****'s 1-2 key word understanding whilst developing his knowledge of concepts such as number, shape, size and colour. ***** will be offered two object/ pictures and asked to find the correct one by reaching out or eye pointing to it.

***** will be given some favoured items and a metal box to drop them into. Adults will model hand over hand dropping an item into the box creating a noise.

Charnwood
Nursery School & Family Centre

***** is offered a multi sensory resource at Good morning time.

***** has Adult support at all group times and snack time, to assist him and to maintain involvement.

Adults thread time working on *****'s physiotherapy goals/ OT goals throughout his nursery day.

***** uses boardmaker images to make choices.

***** is shown boardmaker images at all transition times.

Adults support ***** in exchanges with his peers.

***** is offered a variety of sitting positions as he plays including bench sitting, sitting in the play pac and in his wheelchair.

Adults ensure *****'s personal hygiene needs are met.

Adults offer ***** a wide variety of experiences.

Adults ensure the free play environment is accessible, that objects are within reach and meet his needs.

***** has access to a physiotherapy bench.

*****

Birthday

Key worker 'Special Person' Aimee

Nursery Teacher Hatty

Special Educational Needs Coordinator Anne

Speech and Language Therapist

Occupational Therapist

Educational Psychologist

Paediatrician

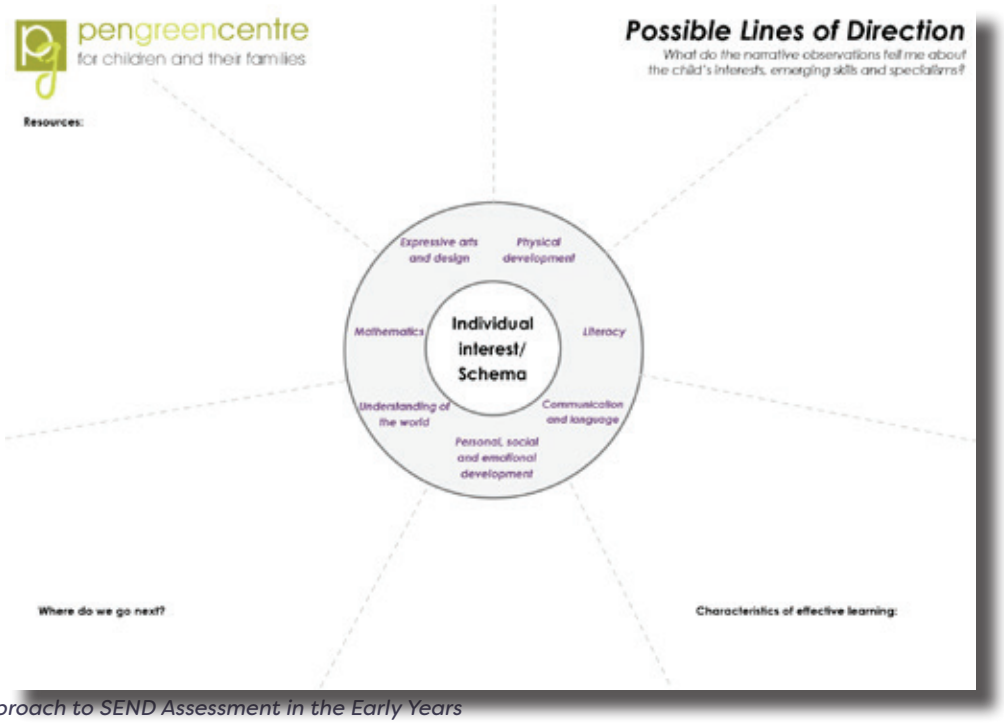
Possible Lines of Direction (PLOD)

Supporting children's learning and development requires careful consideration of the child's interests and what they have been doing when they have been deeply involved. There are often many possible experiences through which children could develop their learning through their play.

At Pen Green we record these possibilities on a 'PLOD' or 'Possible Lines of Diection' sheet. Parents and workers and children contribute to the ideas and these are recorded to enable different experiences to be offered. The PLOD is a working planning document and is added to and annotated as time passes and parents and workers have noticed what has turned out to be significant for the child and has led to further developments.

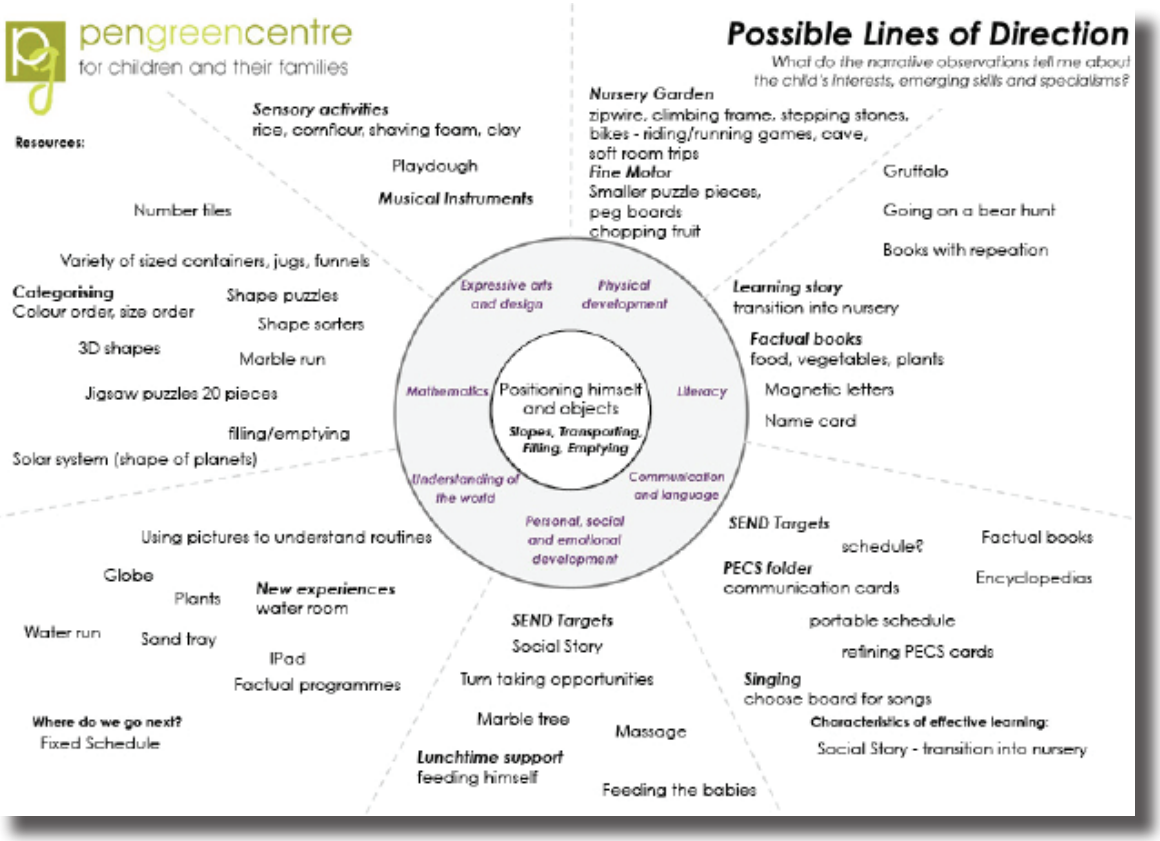
Margaret, a Family Worker at Pen Green writes,

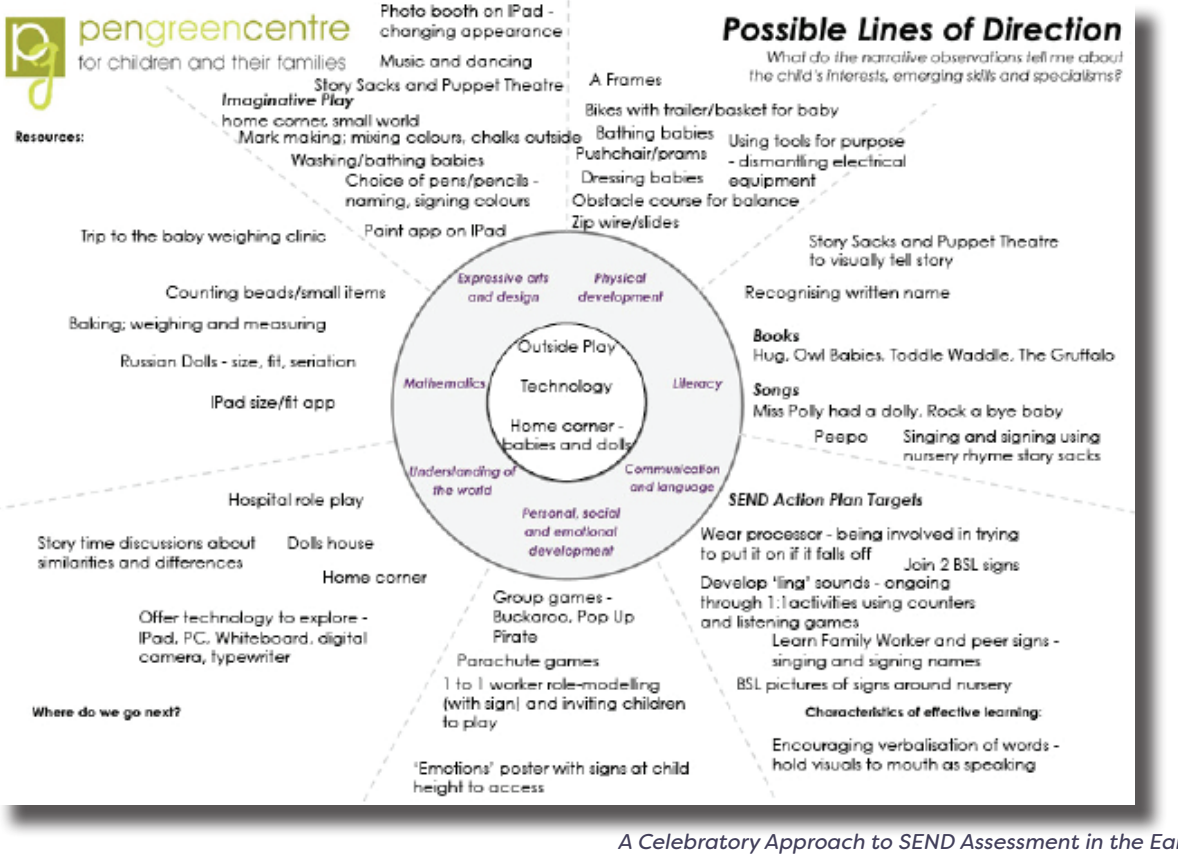
'Every 6 weeks or so, each child in nursery becomes the focus of our observations for the session. Our analysis of the observations, together with what parents are telling us about their child and our own hunches about what the child might be trying to find out more about, help us to form an individual learning plan for the child – their PLOD – Possible Lines of Direction. We make these plans often in consultation with colleagues. It is the Family Worker's responsibility to feed things from the child's plan into our daily planning or to plan for experiences to happen at group times in our non-contact time or as planned trips out.



Possible Lines of Direction (PLOD)

Download template and examples at pengreen.org

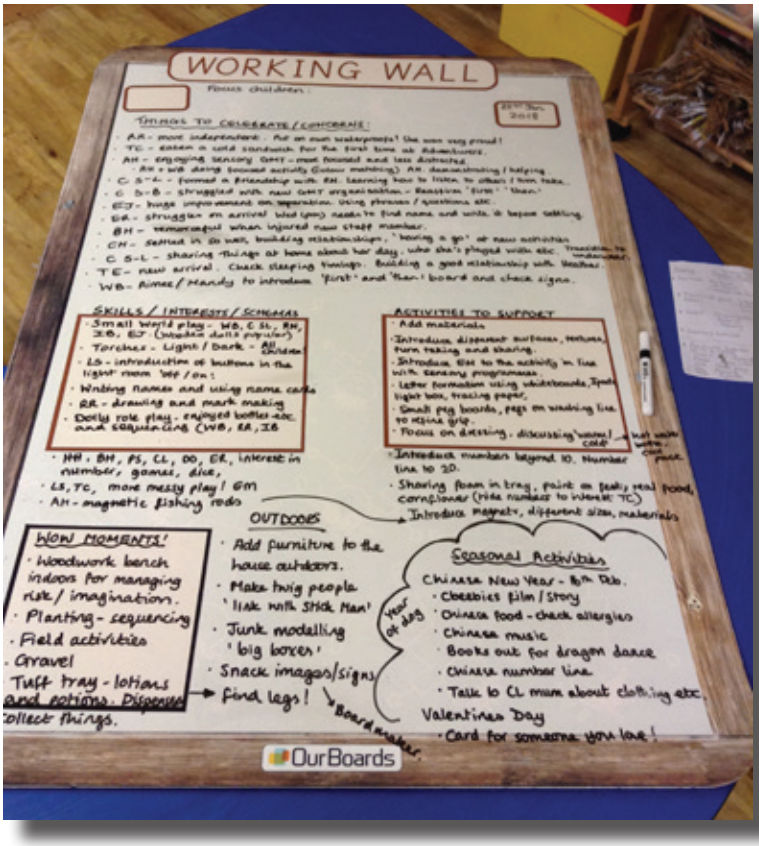


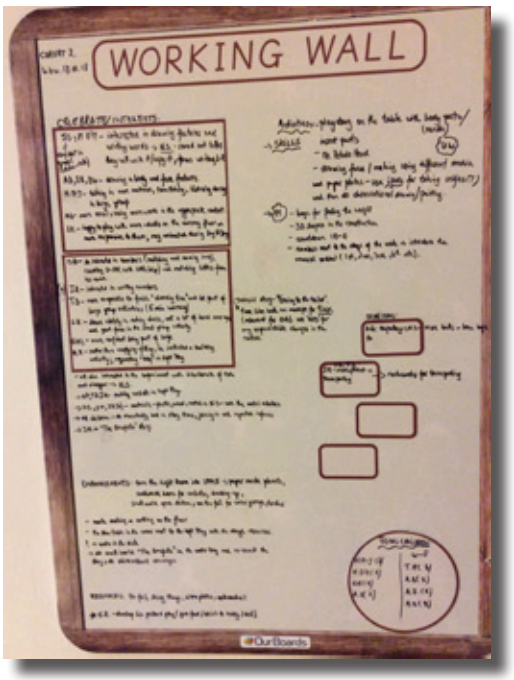


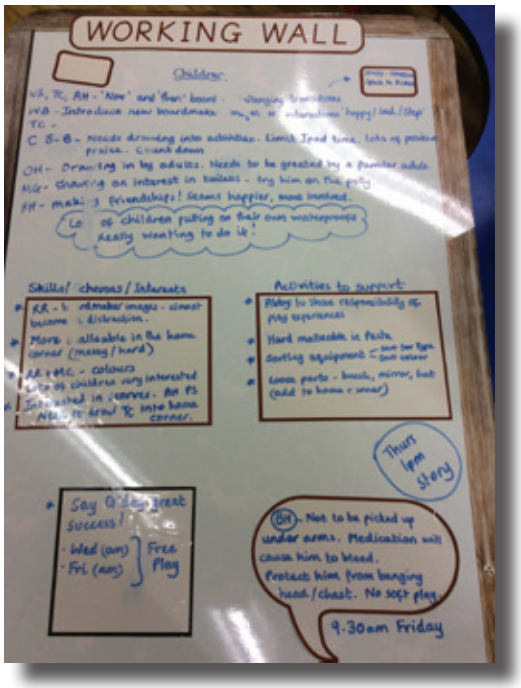
Working Wall

Charnwood Nursery School & Family Centre

'The Working Wall' is a team planning approach that can also involve the children. It offers a fluid and evolving approach that can also be recorded digitally. It supports 'in-the-moment planning' that reflects children's interests, schemas and skills, and allows children's next steps to be made visible and accessible to the whole team.



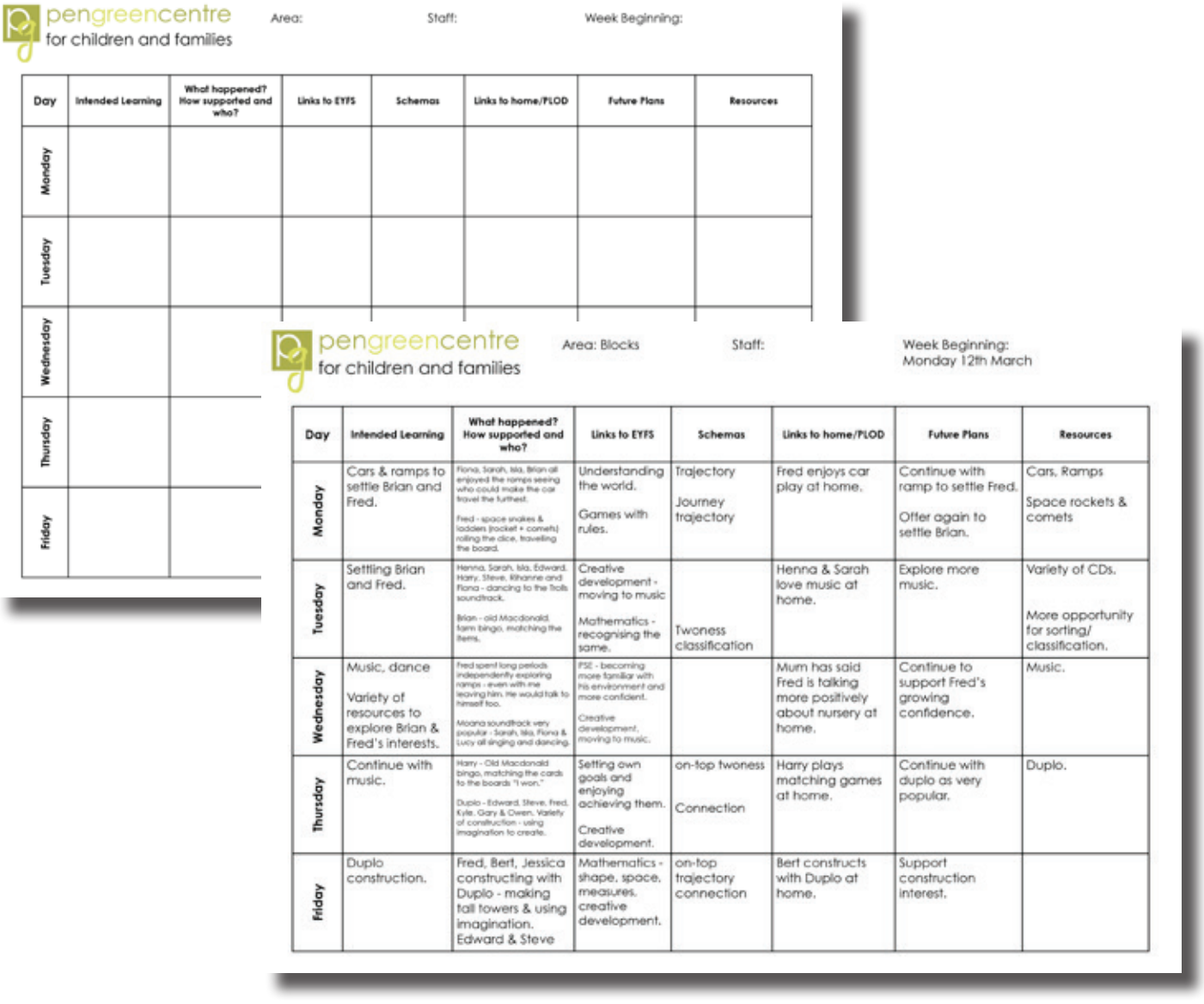




Daily Planning

The Daily Planning sheet is placed in each named area of the nursery. The staff in the named area will set out the Intended Learning, based on the children's interests then document what has happened in that area throughout the day. This planning supports children's interests, schemas and learning. Staff use narrative observation, PLODs, information from parents and Child's Voice sheets to plan for children's learning and development opportunities at nursery. At the end of the nursery day the staff team will come together as a team and discuss and dialogue about the children's learning. They will then plan how to deepen and extend the learning experience for the children for the following day. This is an ongoing process throughout the week.

Download template and examples at pengreen.org



pengreencentre for children and families

Area: Staff: Week Beginning:

Day	Intended Learning	What happened? How supported and who?	Links to EYFS	Schemas	Links to home/PLOD	Future Plans	Resources
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

pengreencentre for children and families

Area: Blocks Staff: Week Beginning: Monday 12th March

Day	Intended Learning	What happened? How supported and who?	Links to EYFS	Schemas	Links to home/PLOD	Future Plans	Resources
Monday	Cars & ramps to settle Brian and Fred.	Fiona, Sarah, Isla, Brian all enjoyed the ramps seeing who could make the car travel the furthest. Fred - space snakes & ladders (rocket + comets) rolling the dice, travelling the board.	Understanding the world. Games with rules.	Trajectory Journey trajectory	Fred enjoys car play at home.	Continue with ramp to settle Fred. Offer again to settle Brian.	Cars, Ramps Space rockets & comets
Tuesday	Settling Brian and Fred.	Henna, Sarah, Isla, Edward, Harry, Steve, Rihanne and Fiona - dancing to the Trolls soundtrack. Brian - old Macdonald farm bingo, matching the items.	Creative development - moving to music Mathematics - recognising the same.	Twoness classification	Henna & Sarah love music at home.	Explore more music.	Variety of CDs. More opportunity for sorting/ classification.
Wednesday	Music, dance Variety of resources to explore Brian & Fred's interests.	Fred spent long periods independently exploring ramps - even with me leaving him. He would talk to himself too. Moana soundtrack very popular - Sarah, Isla, Fiona & Lucy all singing and dancing.	PSE - becoming more familiar with his environment and more confident. Creative development, moving to music.		Mum has said Fred is talking more positively about nursery at home.	Continue to support Fred's growing confidence.	Music.
Thursday	Continue with music.	Harry - Old Macdonald bingo, matching the cards to the boards "I won." Duplo - Edward, Steve, Fred, Kyle, Gary & Owen. Variety of construction - using imagination to create.	Setting own goals and enjoying achieving them. Creative development.	on-top twoness Connection	Harry plays matching games at home.	Continue with duplo as very popular.	Duplo.
Friday	Duplo construction.	Fred, Bert, Jessica constructing with Duplo - making tall towers & using imagination. Edward & Steve	Mathematics - shape, space, measures. creative development.	on-top trajectory connection	Bert constructs with Duplo at home.	Support construction interest.	

Video material

Planning - Charnwood

https://vimeo.com/242043024

Planning - Rowland Hill

https://vimeo.com/240500038/7600163b25

Planning - Pen Green

https://vimeo.com/242038962

Setting Requirements

Staff Supervision *page 101*

Adult Pedagogic Strategies *page 105*

Peer-Peer Reviews *page 109*

Audit Tools *page 111*

SEND Policy - Examplars from three Early Years Settings *page 112*

Staff Training and CPD *page 113*

Early Years SENCO Qualification Specification *page 115*

Early Years SENCO Case Studies *page 117*

Staff Supervision

Supervision is used within a wide range of helping professions including social work, psychology and mental health. It is defined as

"... what happens when people who work in the helping professions make a formal arrangement to think with one another or others about their work with a view to providing the best possible service to clients and enhancing their own personal and professional development" (Scaife 2001, 4).

Scaife recognises that there are many definitions of supervision, since it is used differently within the various professions and can be seen merely as a chance to talk. Scaife differentiates supervision from conversation by pointing out that supervision focuses on the needs of the supervisee rather than the supervisor, has a contract and supports the supervisee in enhancing the services they provide to those they work with. Simply put, Hawkins and Shohet define supervision as

"... a quintessential interpersonal interaction with the general goal that one person, the supervisor, meets with another, the supervisee, in an effort to make the latter more effective in helping people."

If Early Years practitioners are to provide the kind of encouragement and support necessary for the support, development and challenge of children and families, they need to be encouraged, supported and challenged as well, ideally through formal supervision. Within the professions of counselling, psychotherapy, social work and social care, it has long been accepted that people who work under pressure, with complexity, discouragement and distress, are at risk of becoming overburdened, discouraged and distressed as well (John, 2008, p. 56). Those practitioners are required to take part in regular supervision, which helps them to look at their practice, how their work is affecting them and to maintain, or regain, a healthier perspective and more helpful distance from the needs of others.

Supervision promotes well-being. Formal one-to-one supervision, within the line management structure of an Early Years setting, can support, encourage development and foster self-management in practitioners whose work requires them to encourage development and foster self-management in children and families. Good working relationships are developed when formal and informal support combine to help staff feel they are important and valued members of the team.

Organisational equal opportunities policies generally aim to ensure that all staff maximise their ability to perform effectively in their current job, have their individual skills and abilities recognised and, as far as is practical, are encouraged and supported to grow and develop personally and professionally. Staff supervision is a formal means to promote these egalitarian principles across a setting.

The Crucial Cs (Bettner & Lew, 1990) is a framework that practitioners find useful in remembering that equality does not mean that people are the same, but that throughout life, emotional well-being and constructive behaviour depend upon fundamental human psychological needs being understood and met. Four words beginning with the letter 'c' can help a setting work to ensure that the needs of staff members, teams, children and families are taken into account, their needs: 1) to belong, fit in, feel secure or feel ***connected***; 2) to be competent, to improve and to take responsibility or to feel ***capable***; 3) to feel significant, be seen as self-determining and able to make a difference or to feel they ***count***; and 4) to feel able to handle difficult situations and overcome fear or to have ***courage***. These promote mutual respect, genuine self-esteem and teamwork.

Social and developmental psychology research has demonstrated that being socially embedded means that we are motivated to find our place in our families, at school, at work and in society. As the Crucial Cs framework depicts, if we feel inadequate or inferior to others, then we doubt our place in the group, and instead of moving towards participation and co-operation, we defend ourselves against those demands. The beauty of the Crucial Cs is that they are valuable in understanding individual and group behaviour, as well as otherwise puzzling and potentially destructive dynamics in the workplace.

The Crucial Cs

If I have the Crucial Cs		If I don't have the Crucial Cs
	CONNECT	
I feel secure I can reach out I can make friends I co-operate	I believe **I belong** I need communication skills	I feel insecure, isolated I am more susceptible to peer pressure I seek attention I compete
	CAPABLE	
I feel competent I have self-control & self discipline I am self reliant	I believe **I can do it** I need self-discipline	I feel inadequate I try to control others I become dependent I seek power
	COUNT	
I feel valuable I can make a difference I contribute	I believe **I matter** I need to assume responsibility	I feel insignificant I may try to hurt back I seek revenge
	COURAGE	
I feel hopeful I am willing to try I am resilient	I believe **I can handle what comes** I need Good Judgement	I feel inferior I may give up I use avoidance

Bettner, B.L. & Lew , A. (1990): *Raising Kids Who Can*. Newton Ctr MA: Connexions Press.

Team or group supervision: Promoting collaboration and sharing good practice the focus of team supervision is primarily direct work with children and families. However, unhelpful individual and team dynamics also need to be addressed in order to limit their intrusion into the work. Prior to each session, staff members need to decide upon which aspects of their work they wish to focus and state these clearly – especially when bringing material to the group. Supervisors must be clear about the specialist experience, knowledge, interests or expertise they are offering and ensure that their relationship with group members is explicit from the start.

The primary focus of team supervision is the support of staff members practically and emotionally, assisting them to share and develop their understandings and skills in working collaboratively with children and families. The setting's core aims, values and principles necessarily inform the focus and process of team supervision and the boundaries within which different professionals work.

As highlighted in the EYFS, regular staff supervision within Early Years settings is a vital element in safeguarding the welfare of children and vulnerable adults. This is because it requires staff members and their line managers to take time away from the day-to-day work and provide a safe space in which to reflect on the needs of children and families. The EYFS also recognises the importance of supervision in promoting increased confidence, growth and continuous professional development among a predominantly female and often young workforce. Introducing and embedding effective staff supervision more widely within Early Years settings will make a positive difference for all those who spend their working lives looking after the needs of young children and their families.

John, K. & The Pen Green Team (2011). Staff Supervision in Children's Centres - Guidance on Policy and Practice. Corby, Northants: Pen Green Research, Training and Development Base and Leadership Centre.

Adult Pedagogic Strategies

In 1997 we invited parents to take part in a study, funded by the Teacher Training Agency, to consider the pedagogic strategies that both workers and parents were using. We began by introducing a group of parents to the work on Adult Style being used in the Effective Early Learning Project (EEL) (Pascal & Bertram 1997).

Within the EEL Project, Pascal and Bertram drew on the work of Carl Rogers in order to think about how, as adults, we interact with young children, in order to facilitate their learning. Rogers, when working with adults, talked about the following three qualities:

- Genuineness or realness
- Prizing, acceptance, trust
- Empathy or empathic understanding

Pascal and Bertram translated these qualities into adult behaviours that facilitated young children's learning:

- Stimulation or introducing new ideas or resources
- Allowing autonomy
- Sensitivity or listening and watching in order to intervene appropriately

At first the Pen Green workers and parents used the EEL framework to discuss what they were seeing on several video sequences of adult/child interactions.

We then spent time video-recording this group of parents, each with their own child, settling them into nursery and then supporting them in their play. We filmed the same children with their Key Worker from the nursery. All the parents and workers met and looked at the video material together and subsequently began to reflect on and analyse what were the effective teaching strategies that were being used. From this detailed analysis, we arrived at a framework of effective adult teaching strategies used by both parents and nursery staff. This study has been repeated several times since, most recently with parents and workers in our 0-3 provision (The Nest).

We have found the frameworks for thinking about our pedagogical interventions with children are helpful when engaging in peer-peer observations.

Adult Pedagogic Strategies

(Pen Green 2005)

(a list derived from observations of adults interacting with 2-4 year old children)

1. The adult watches and listens to what the child is doing before intervening

2. The adult knows about the child's family experiences and links what they have done previously to what they are doing now

3. The adult shows the child they are interested by their facial expression, by being physically close to them, by mirroring the child's facial expressions and verbal intonation, therefore empathizing with the child's expression of emotions

4. The adult encourages the child to make choices and decisions and to take appropriate risks

5. The adult encourages the child to go beyond what the adult knows about and is open to learning new things alongside the child

6. The adult is aware of the impact of his or her own attitudes and beliefs and how these might affect the child's learning

7. The adult plays and learns alongside the child. The adult is committed to their own learning and encourages the child's curiosity

8. The adult checks out the child's meaning and gives the child time to respond or to question

9. The adult offers language to support the child's actions and offers new information to the child

10. The adult acknowledges both the child's feelings and the child's competence and capability

Although these effective pedagogic strategies were arrived at through looking at video material of children from two to four years of age, this framework is still useful for staff to critically reflect on their own practice with even younger children. There are, however, some other things that need to be taken into account when thinking about the very youngest children, from birth to two years:

Does the adult know about a child's daily routine?
Does the adult know whether a child has a transitional object?
Does the adult know who are the important people in the child's life?
Does the adult know how a baby likes to be held and rocked?
Does the adult know how a baby likes to be comforted?
Does the adult know a child's home vocabulary?

Are these things evident in daily practice, through what you see and what you hear adults saying to children?

The Revised Adult Pedagogic Strategies (2013)

(the most recent version derived from observations of adults interacting with 0-3 year old children)

1. **Subtle Intervention** - The adult watches and listens to what the child is doing before intervening

2. **Linking Experiences** - The adults are aware of the child's experience with other adults at home and in the setting

3. **Acknowledging** - The adult acknowledges the child's presence, emotions and capability by:
   being physically close to them including using touch if appropriate to make contact (see also strategy 8)
   tuning in to the child's facial expressions and vocal intonation, including playfulness and teasing

4. **Working with the Child's Initiative and Agency** - The adult considers what the child is bringing to each interaction, checks out the child's meaning and gives the child time to respond or to question. The adult encourages the child's curiosity and ability to make choices including taking appropriate risks

5. **Adult Learning** - The adult is committed to their own learning. S/he is open to play and learn alongside the child, encouraging new learning for both child and adult

6. **Adult Attitudes** - The adult is aware of the impact of his or her own attitudes and beliefs and how these might affect the child's learning

7. **Using Language -** The adult knows about the child's home vocabulary, offers new information to the child, including preparation for what is about to happen and describing what has just happened, and language to extend the child's actions

8. **Using the Body** - The adult affords learning experiences using the body ranging from using slight touch to whole body experiences if appropriate. The adult knows how individual babies and children like to be held, rocked and comforted.

Peer-Peer Reviews

Using Peer-Peer Review to sustain and improve practice

Pedagogic observation can be carried out in different ways:

- Peer-Peer observations in pairs – where practitioners buddy up in pairs and share a video sequence of one practitioner encouraging a child's learning with the focus on shared improvement in practice
- Practitioner observation – where a manager or lead professional observes a practitioner with the focus on appraisal and performance management
- Joint Ofsted observation – where an Ofsted inspector observes the manager or lead professional observing a practitioner with a focus on how the lead professional reflects on the observation with the practitioner.

We have a strong tradition of carrying out pedagogical observations at Pen Green. We engage in 'Peer-Peer' observations using video, as the focus is on reflection and review of practice with peers and the learning that occur through the process. We found that the use of video in pedagogic observation was an essentially useful, albeit complex, and quite highly contextualised undertaking. The ethical considerations of the process need to be carefully considered.

The Peer-Peer review process and the subsequent discussion in each team is the key to effective teaching and learning. The objective of the dialogue is not consensus but critical discussion.

Pedagogical leads; Teachers/EYTs/Early Educators all participate in this reflective experience with their colleagues. In addition to the Peer-Peer review within the team, Senior Staff may view the film in a second review with the pedagogical leads and together they reflect on the pedagogical practice observed. The discussion relates to the pedagogic strategies and the Teacher/EYT standards, these discussions are documented to encourage further reflection.

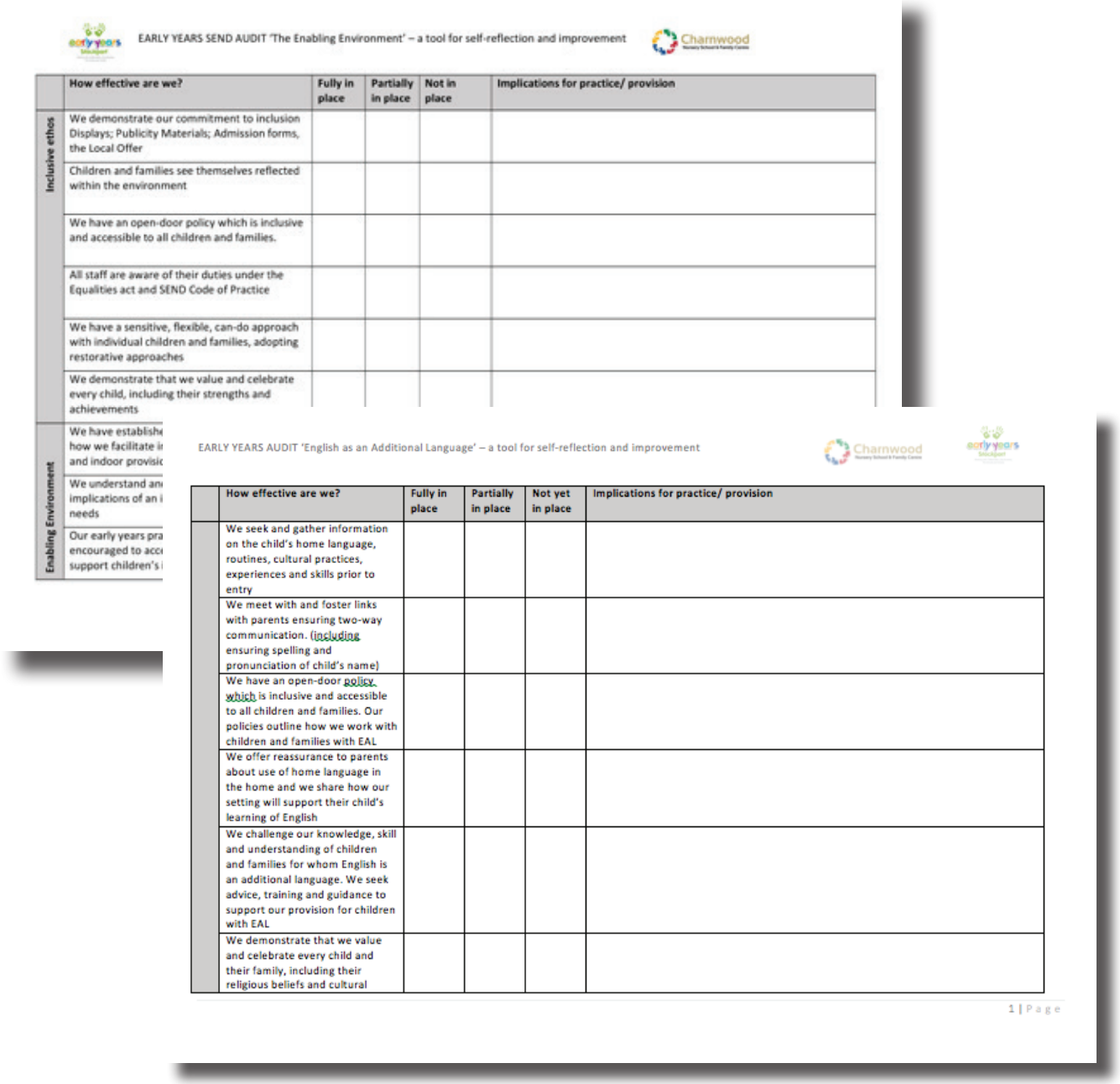
The Peer-Peer review with Lead Practitioners and Senior Staff could provide workers with a deeper discussion relating to their practice, encouraging rigour with thoughtful

challenge. Carrying out the Peer-Peer reviews together also provides the opportunity for senior staff to: *experience critical reflection first hand; dialogue about the teaching and learning that was taking place and jointly evaluate the effectiveness of the experience for the children involved*. Through this thoughtful and thorough reflection and dialogical engagement senior practitioners build their own capacity to engage in this process with other practitioners.

The experience of working together as a team encourages collaboration and helps workers to identify the strengths of individual colleagues. Lead practitioners become attuned to the pedagogical strengths of the team and the areas of pedagogical practice where they will plan for further development.

Audit Tools

These audit tools are a means of settings reflecting on their own provision for children with SEND and then identifying areas for development. It allows practitioners to audit their own knowledge, understanding and staff skill as well as elements of the nursery environment.



EARLY YEARS SEND AUDIT 'The Enabling Environment' – a tool for self-reflection and improvement

	How effective are we?	Fully in place	Partially in place	Not in place	Implications for practice/ provision
Inclusive ethos	We demonstrate our commitment to inclusion Displays; Publicity Materials; Admission forms, the Local Offer				
	Children and families see themselves reflected within the environment				
	We have an open-door policy which is inclusive and accessible to all children and families.				
	All staff are aware of their duties under the Equalities act and SEND Code of Practice				
	We have a sensitive, flexible, can-do approach with individual children and families, adopting restorative approaches				
	We demonstrate that we value and celebrate every child, including their strengths and achievements				
Enabling Environment	We have establish how we facilitate i and indoor provisi				
	We understand an implications of an i needs				
	Our early years pra encouraged to acc support children's				

EARLY YEARS AUDIT 'English as an Additional Language' – a tool for self-reflection and improvement

	How effective are we?	Fully in place	Partially in place	Not yet in place	Implications for practice/ provision
	We seek and gather information on the child's home language, routines, cultural practices, experiences and skills prior to entry				
	We meet with and foster links with parents ensuring two-way communication. (including ensuring spelling and pronunciation of child's name)				
	We have an open-door policy which is inclusive and accessible to all children and families. Our policies outline how we work with children and families with EAL				
	We offer reassurance to parents about use of home language in the home and we share how our setting will support their child's learning of English				
	We challenge our knowledge, skill and understanding of children and families for whom English is an additional language. We seek advice, training and guidance to support our provision for children with EAL				
	We demonstrate that we value and celebrate every child and their family, including their religious beliefs and cultural				

1 | Page

Download template and examples at pengreen.org

SEND Policy

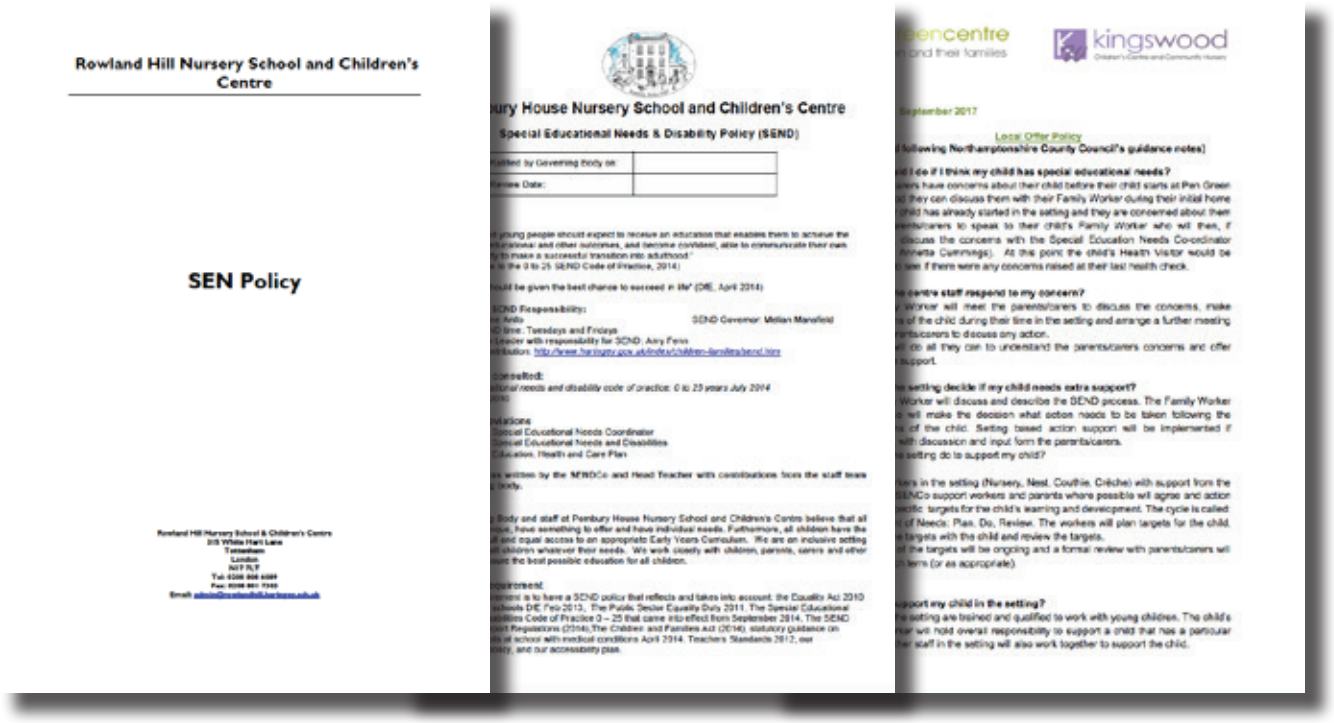
Exemplars from three Early Years Settings

Under the ***Special educational needs and disability code of practice:0 to 25 years,***

"providers must have arrangements in place to support children with SEN or disabilities (SEND). These arrangements should include a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised, identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children."

All those who work with young children should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children themselves.

Download examples of SEND policies from early years settings at pengreen.org



Staff Training and CPD

Staff training and continued professional development (CPD) are essential for enabling all children to access their education. As such staff need to have appropriate and regular training.

At the heart of the SEND reforms is the belief that children are entitled to achieve "the best possible educational and other outcomes" (DfE, 2015). To this end the individual needs of every child need to be understood and supported, this could include external training from partner agencies.

At Pen Green staff from across the teams can access support, training and CPD opportunities such as:
Speech and language therapy training in Picture Exchange Communication (PECS), Attachment training , British Sign Language courses, Epilepsy service emergency first aid, National portage association to become qualified Portage practitioners, Makaton ® training, IPSEA SEND law training.

Professional Development at Pen Green

We believe that developing knowledge and understanding through practitioner reflection and action research is a central feature of successful service provision. We offer practitioners in the early years, health and social sectors, a comprehensive range of professional development opportunities including a full early years degree programme, teacher training, short courses, conferences, seminars and bespoke training.

Our Approach - Experiential learning is the process of learning through your own experience. By facilitating this reflective approach to learning, participants will have the opportunity to consider their own values and beliefs in relation to their practice, children and families, and their colleagues and leadership.

Professional Development at Pen Green

Short Courses and Continuing Professional Development

All of our short courses offer opportunities for practitioners to reflect on their 'practise wisdom' and consider the best way to lead the learning of all children and adults as well as working alongside families and other agencies.

Parental Involvement in their Children's Learning (PICL) with a SEND focus

Well-being and Involvement

Supervision and Support

Maths & Science in the Early Years (Schemas)

Making Children's Learning Visible (MCLV)

Understanding Special Educational Needs and Disability
- Working with Children and their Families
- What the Law says
- Finding Sources of Support

Degree Programmes and Teacher Training Routes

Students on the degree programmes attend week long study blocks, either at Pen Green or within their local authority area. This structure enables participants to fully immerse themselves in their studies. We are experienced in providing support for learners through online study networks, library facilities and tutorial support which is offered in between study blocks by telephone, Skype or face-to-face, enabling students from around the country and in other countries to study with us.

Foundation Degree
Integrated working with children and families in the early years

BA (Hons) Top-Up
Integrated working with children and families in the early years

Masters Degree
Integrated working with children and families in the early years

MA/PG Diploma/PG Certificate
Working with children, young people & families: a psychoanalytic observational approach

Early Years Initial Teacher Training Early years teacher status

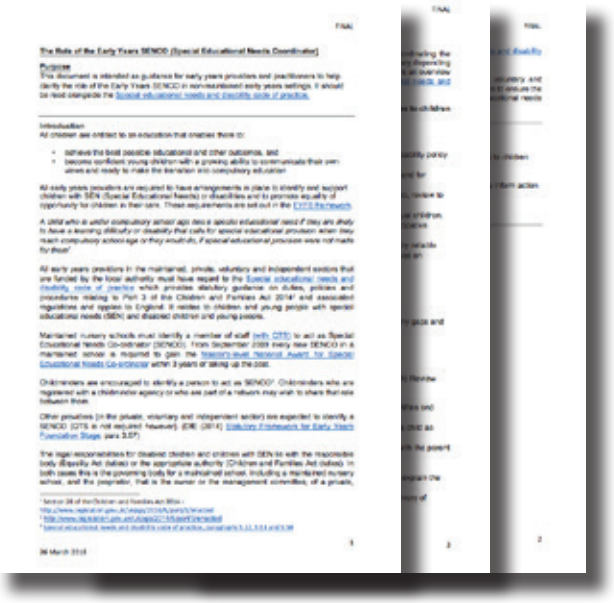
Initial Teacher Training (PGCE) Primary with an early years focus

Initial Teacher Training (Salaried) Primary with an early years focus

Visit our website for more information www.pengreen.org

Early Years SENCO Qualification Specification

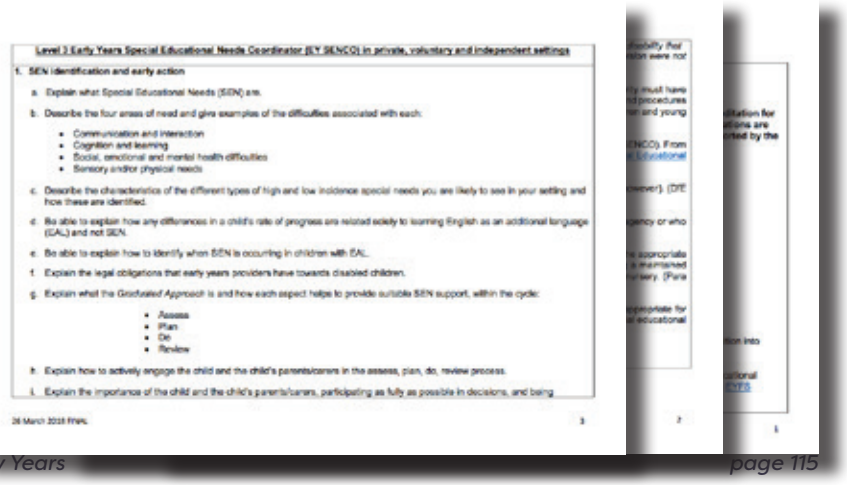
The DfE has published the Level 3 Early Years SENCO qualification specification. The qualifications developed from this specification are intended to support early years practitioners to gain accreditation for the knowledge, understanding and skills they need to perform the Early Years SENCO role effectively. The qualifications are not mandatory. This recommended specification has been designed by early years experts and stakeholders supported by the Department for Education (DfE).



Download at;
https://bit.ly/2Kfz2jr
Or visit
https://www.foundationyears.org.uk/

The DfE has also published a Level 3 EY SENCO job description, which is intended as guidance for early years providers and practitioners to help clarify the role of the Early Years SENCO in non-maintained early years settings.

Download at;https://bit.ly/2rzYjhg Or visit https://www.foundationyears.org.uk/



Early Years SENCO Case Studies

Action for Children has compiled a set of five case studies which represent some of the work going on across the country to support children with SEND. These case studies give examples of good practice in relation to the role of the setting SENCO.
https://www.foundationyears.org.uk/ey-senco-case-studies/

Developing a Confident Workforce

A strategic approach to developing a Birmingham early years workforce confident and competent to deliver an inclusive Early Years Foundation Stage (EYFS) meeting the requirements of current SEND legislation.

Developing Inclusive Practice in a newly opened Setting

The private day nursery opened to provide funded early education to 2, 3 and 4 year olds on non-domestic premises. An Area SENCO was allocated to the setting who visited soon after opening to explain the support available to the proprietor manager around developing inclusive practice.

Improving whole setting inclusive practice and transition support for a young child with Autism Spectrum Disorder (ASD)

The setting was established 30 years ago and aims “to provide a happy, homely and stimulating environment in which children can thrive emotionally and educationally through planned and spontaneous activities”. OFSTED reported that “Children’s independence is well-promoted as they enjoy a range of carefully planned activities. This provides them with good preparation for their move into full time school. Staff encourage children to become gradually accustomed to their new environment and this ensures children feel safe and secure”. There are two trained setting SENCOs with a wide range of experience particularly in relation to speech, communication and language needs. They have successfully liaised with parents, speech and language therapists and health visiting teams.

Early Years SENCO Case Studies

Collaborative approach to support for transition of a child with social, communication needs from home to a setting

The early years setting has had involvement from the Educational Psychology and Early Years Service over a number of years based around individual children with SEND who have attended the setting at different times and so they know how to access support as required as well as having excellent relationships with the team. They have a very inclusive ethos within the setting and are prepared to 'bend over backwards' to get it right for children and families.

Improving transitions for children with Education Health and Care Plans into a mainstream school

The setting is a small charitable trust run term time only for children and families with additional needs. The setting is in a large semi-rural village and takes children from the surrounding villages and nearest town. All children are referred to the setting via health care, early years and family support professionals. The setting has a setting SENCO and a wide range of experienced staff supporting children with SEND.

https://www.foundationyears.org.uk/ey-senco-case-studies/

Copyright © 2018 Pen Green Centre for Children and Families & Charnwood Nursery School

All rights reserved. No part of this material may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the publisher, except in the case of brief quotations embodied in critical reviews and certain other non-commercial uses permitted by copyright law. For permission requests, please contact us at the address below.

Pen Green Centre for Children and Families
Pen Green Lane, Corby,
Northamptonshire
NN17 1BJ
pengreenenquiries@northamptonshire.gov.uk
www.pengreen.org

Funded by

Department for Education

A Celebratory Approach to SEND Assessment in the Early Years

Charnwood Nursery School & Family Centre

pengreencentre for children and their families

Rowland Hill Nursery School & Children's Centre

pengreen.org