



Psychological
Service Home
Visiting Teachers

EASEYS for ASN

Encourage And Support Early Years Skills for Additional Support Needs

Information on EASEYS documents

The Highland Council Psychological Service Home Visiting Teachers (PSHVT) have created a selection of information sheets on several topics related to Additional Support Needs (ASN). The purpose is to **Encourage And Support Early Years Skills for Additional Support Needs** (EASEYS for ASN), by providing a variety of practical ideas and support strategies for staff working in Early Learning and Childcare (ELC) settings. All the EASEYS for ASN can be found on our service BLOG www.highlandcouncilpsychologicalservice.wordpress.com/supporting-learners/easeys-for-asn/

Meeting Additional Support Needs

Additional support needs can be both long and short-term or can simply refer to the help a child needs in getting through a difficult period. Additional support needs can also arise due to a disability, health, learning environment, family circumstances or social and emotional factors. Read more about first questions, gathering information from ongoing observations and assessments and resources to support developmental progress and learning.

EASEYS for ASN meeting additional support needs

Vertical Transitions

Here we discuss the key transitions that a child with ASN experiences in the Early Years. We look at the transition from home into an Early Learning and Childcare setting, between ELC settings (or split placements) and from an ELC into Primary 1. We consider the transition from the child's perspective, that of the family and all current and receiving staff. The transition should aim to be a positive experience for all with effective communication to ensure a seamless process.

EASEYS for ASN vertical transitions

Quiet Time

Being in a quiet, cosy place can help young children feel more secure, comfortable and better able to cope with the world around them. For some children with ASN this may not be enough. The sounds, sights, movement and smells of the world around us can be a significant challenge for them. Consideration needs to be given to help children with ASN cope with these challenges.

EASEYS for ASN quiet time

Intensive Interaction

Intensive Interaction strategies promote positive relationships by focusing on the foundations of early interactions; being attentive, showing interest, anticipating, sharing, turn taking and building trust/respect, receiving and responding to initiatives. This practical approach can be particularly useful with children with complex communication issues including Neurodevelopmental differences. **EASEYS for ASN intensive interaction**

Communication with Home

Parents/carers love to hear what their child has done during their ELC session. Whilst typically developing children don't always share, we can usually prompt them to give some detail of their day's activities. Not all parents/carers have that luxury if their child is unable to share any information with them. We need to address this as part of our inclusive practice. Information shared by parents/carers may also impact on the success of the child's time in the setting.

EASEYS for ASN communication with home

Gathering the young child's views

Under the United Nations Convention on the Rights of the Child (**UNCRC**) all children, including those with ASN and disabilities, have the right to have their views sought and expressed. This can be challenging, particularly for very young children and those with barriers to communication. We need to support them to express their likes and dislikes, emotions and feelings, friendships and things that matter to them. This document includes some tools and strategies which might help to ensure that we are giving them a voice.

EASEYS for ASN gathering the young child's views



Wesley Tingey on Unsplash



Alexander Dummer on Unsplash



www.family.co/blog/management/leuven-scales/



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Choice Making

Making choices, in whatever form, is a child's right and ensures that we are hearing their voice. This life skill begins in early infancy, but some children may require individual help to support the development of their choice making skills.

EASEYS for ASN choice making

Together Time

"The majority of brain development occurs in the first three years of a child's life. Reading to and sharing books with babies and young children, and giving them time to respond, feeds their brain, helps them learn new words and grows their vocabulary". Literacy Trust

This is no different for children with ASN, but we may need to approach and share books in other ways to support their engagement with literacy. **EASEYS for ASN together time**

Self-Regulation

Some children struggle to manage their responses, emotions and behaviour. They may appear to be very spontaneous, perhaps have outbursts, and seem easily overstimulated. Alternatively, they may present as being passive and appear aloof or disinterested. If either of these presentations affects the child's ability to engage socially or in play, they may need some strategies to help keep them nicely alert and ready to play and learn.

EASEYS for ASN self-regulation

Support Strategies Toolbox

Our aim in supporting a child with ASN would always be for them to achieve their potential. This document describes a wide range of strategies which could be used for different children and situations. Each strategy could be used to support several different situations providing it is tailored to the individual child being supported. Flexibility in approach is the core message.

EASEYS for ASN support strategies toolbox

Feelings in me, feelings in you

Feelings and emotions are complex concepts to teach young children and whilst some children intuitively "get it" more easily than others, some need lots of guidance and practice through each of the progressive stages. This document contains a range of strategies and activities to help support the child in identifying and expressing their feelings and managing their emotions.

EASEYS for ASN feelings in me, feelings in you

Outdoor Learning and Play

This EASEYS for ASN is about best practice in inclusive approaches for outdoor learning. It contains ideas and suggestions to consider when planning for the range of needs of the children you support. It could also stimulate a discussion with staff, parents and the wider community around equal access opportunities to the spaces, experiences and interactions being offered.

EASEYS for ASN outdoor learning and play

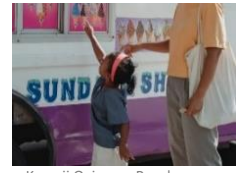
Supporting inclusion for ELC Expansion

When considering the impact of the expansion hours on children with ASN some of the questions posed may apply to all children in your setting but some may have more of an impact for children with ASN. What might be a minor inconvenience for some could have a dramatic impact on others. Adjusting your spaces, experiences and interactions and ensuring good communication with families could make all the difference. **EASEYS for ASN supporting inclusion for ELC expansion**

Supporting Learning at Home for Early Years ASN

Highland Council's Psychological Service Home Visiting Teachers have put together some ideas, activities, and useful websites to help support families of children with ASN at home. Not all these ideas will be relevant to every child, but we hope parents/carers will find something helpful or something they like to support their children.

EASEYS for ASN supporting learning at home for early years ASN



Kamaji Ogino on Pexels.com



Anna Shvets on pexels.com



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Stramash Outdoor Nursery



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