
Additional Support Needs in the Early Years

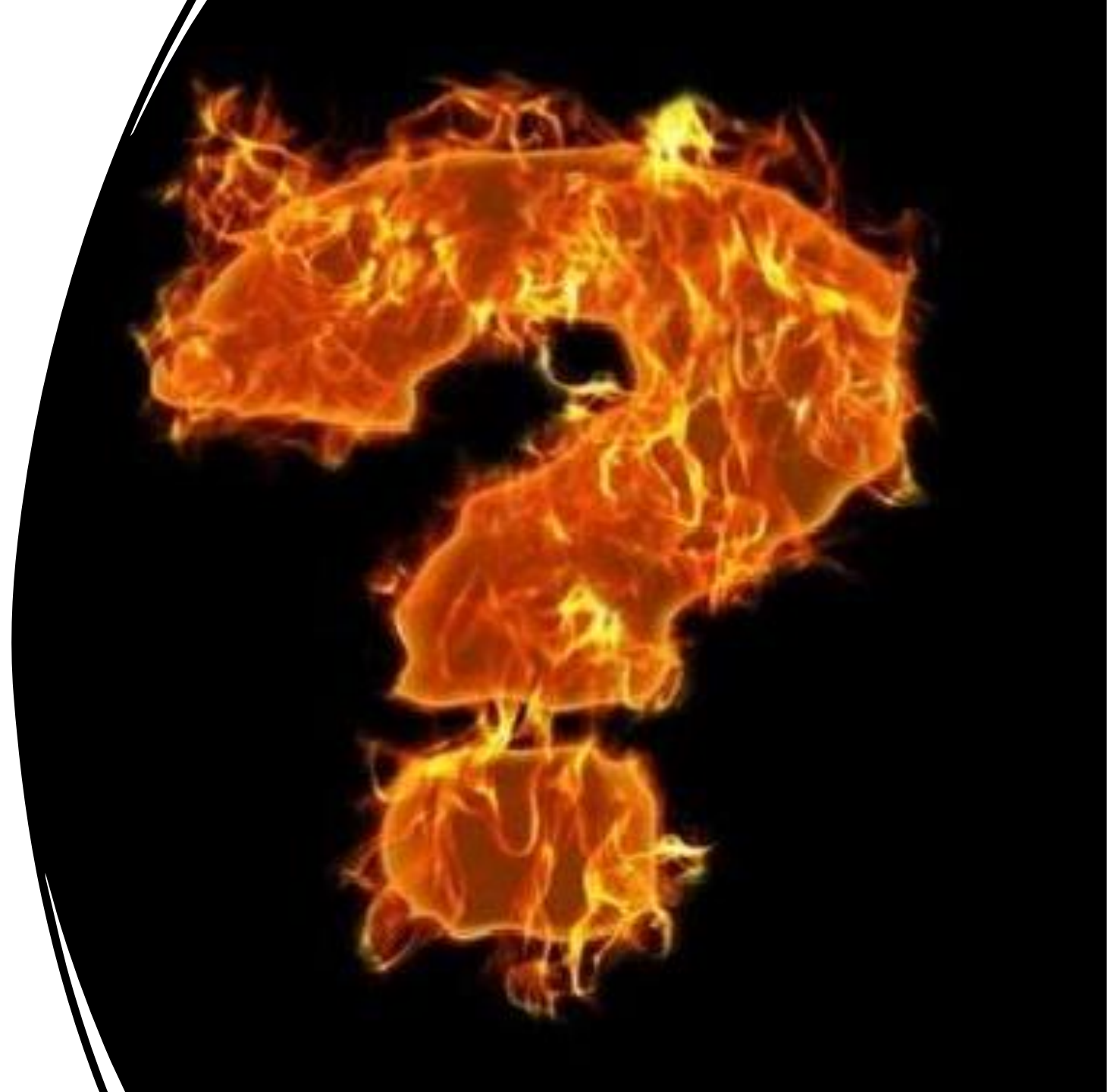
Processes, Resources and Best Practice

Highland Council Psychological Service



Works for Positive Change

Burning Questions !

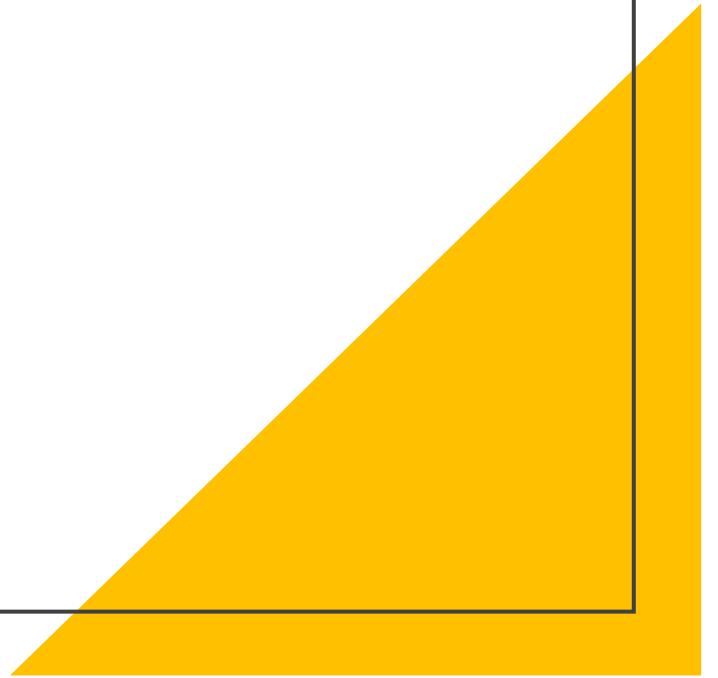




Aims of today's session.

- Understanding the processes involved in assessing and supporting children with Additional Support Needs (ASN) and using recommended documentation.
 - The role of ELC staff in supporting and reporting within the Child's Plans process.
 - Raising awareness of the sources of help and advice available to support staff.
-

What are Additional
Support Needs?



What are additional support needs?

“All children need support to help them learn. Through good quality learning and teaching, staff in early learning and childcare settings are able to meet a diverse range of needs without any additional support.”

“Some children will require support that is additional to, or different from, that received by children of the same age to ensure they benefit from education.”


[Scottish Government, Parentzone](#)



Realising the ambition: Being Me

National practice guidance for early years in Scotland

“Every child and young person has the right to expect appropriate support from adults to allow them to grow and develop and reach their full potential.”



“Children who have additional support for learning (ASL) needs sometimes require more time and more encouragement to think, to process what is wanted and work through to reach a solution.”




[Realising the Ambition: Being Me](#)

ASN Legislation – Key messages

[UNCRC - The United Nations Convention on the Rights of the Child:](#)

Article 12: says every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. We need to be creative to ensure that we are doing this with all our children including those who are very young and/or have barriers to communication. See [EASEYS for ASN gathering the young child's views](#) for some ideas.

[Getting it right for every child \(GIRFEC\) and SHANARRI](#): also known as The Highland Practice Model and The Staged Approach. This is the framework on which Form 1s and Child's Plans are based. You can read more about this on the [ELC Blog](#) or the ['For Highland's Children'](#) website.




ASN Legislation – Key messages

Presumption to provide education in a mainstream setting



Children have a right to support based on their individual needs at whichever setting they attend, and the presumption is that would be their local mainstream setting unless it's decided otherwise.



Inclusive Practice



Being in a mainstream or special school setting does not always mean a child is being meaningfully included. Are they **present**, **participating**, **achieving** and **supported** to do the best they can?



ASN Legislation – Key messages

[Equality Act 2010](#) : All settings must make 'reasonable adjustments' to avoid putting disabled children at a significant disadvantage. This might mean we need to change the way we do things. Children don't need to have a formal diagnosis to be protected under the equality law.

[The Promise](#): If a child is care experienced, they are legally presumed to have additional support needs, unless they are assessed by representatives of The Highland Council as not needing extra help to learn. The Promise can be found [HERE](#) and the shorter [Pinky Promise](#).

As well as the [ELC Blog](#) there is also ENQUIRE which has [Advice for Professionals](#) as well as parents.

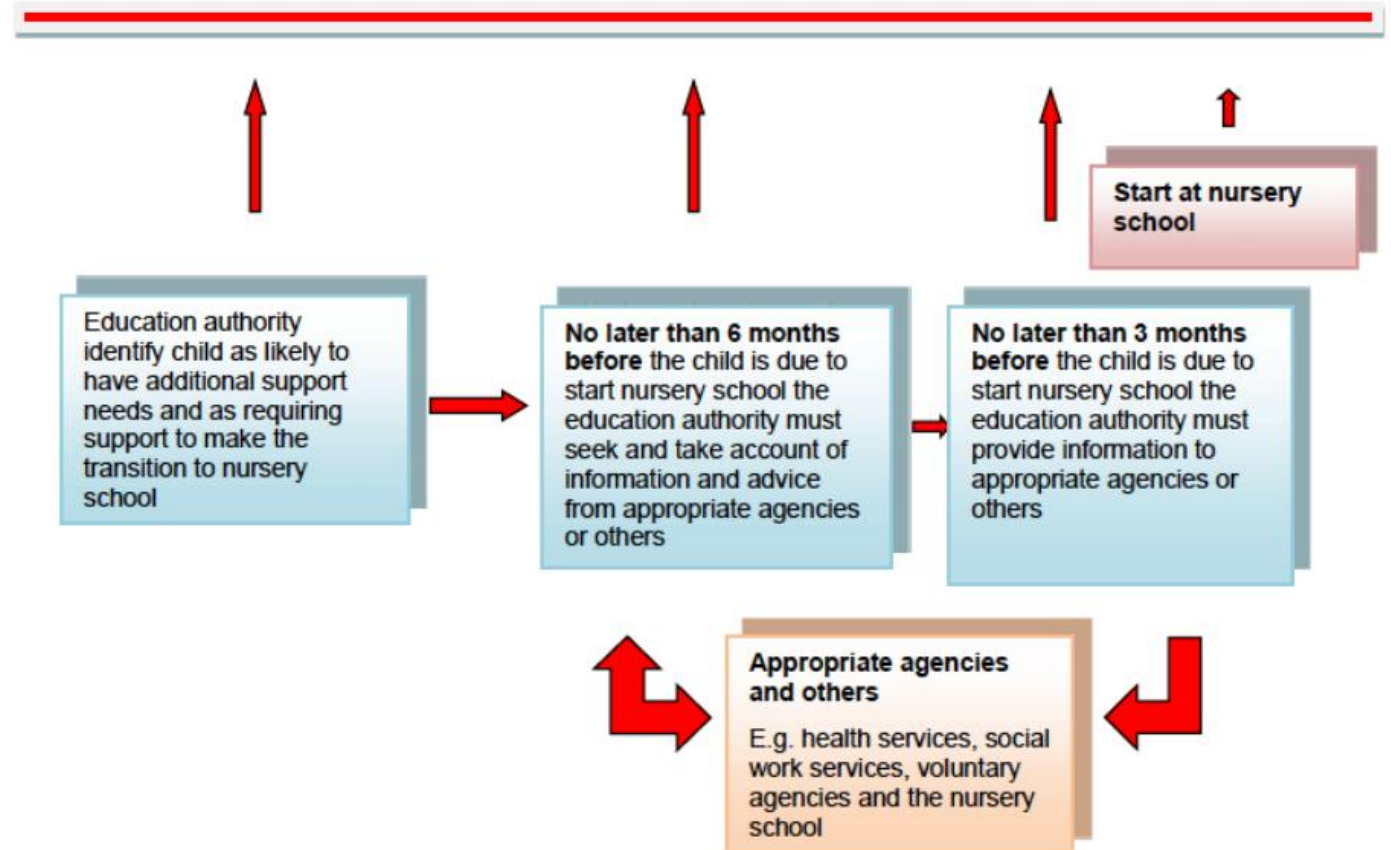
Transitions

Additional support for learning: statutory guidance 2017

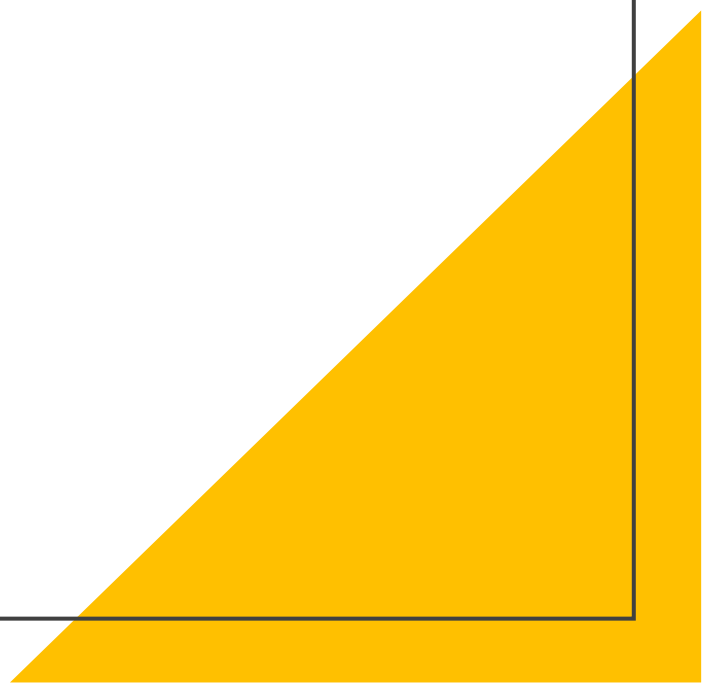
[Link to guidance](#)

Starting nursery school

Timeline




Your role





Working with parents and carers...

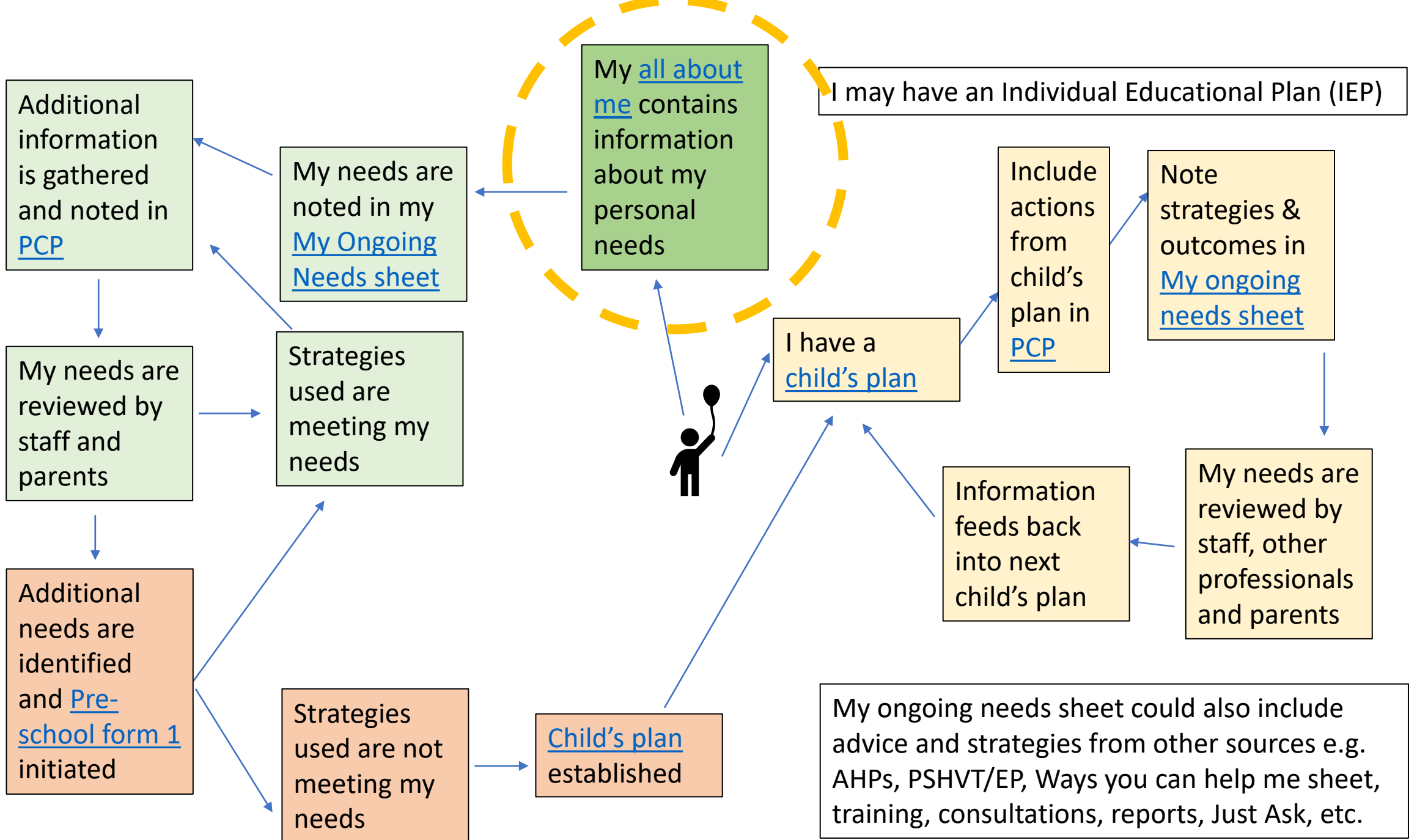
- Build positive relationships.
 - Be mindful of additional pressures.
 - Be sensitive about labels.
 - [Welcome to Holland](#), an emotional journey,
by Emily Perl Kingsley
- 



Communication with Home

Typically developing children don't always share the details of their day's activities at home but can usually be prompted to give something. Some children with ASN are unable to share their experiences without extra support. We need to be mindful of this and address this need as part of our inclusive practice.

You can find some ideas on this topic in the [EASEYS for ASN Communication with Home](#)



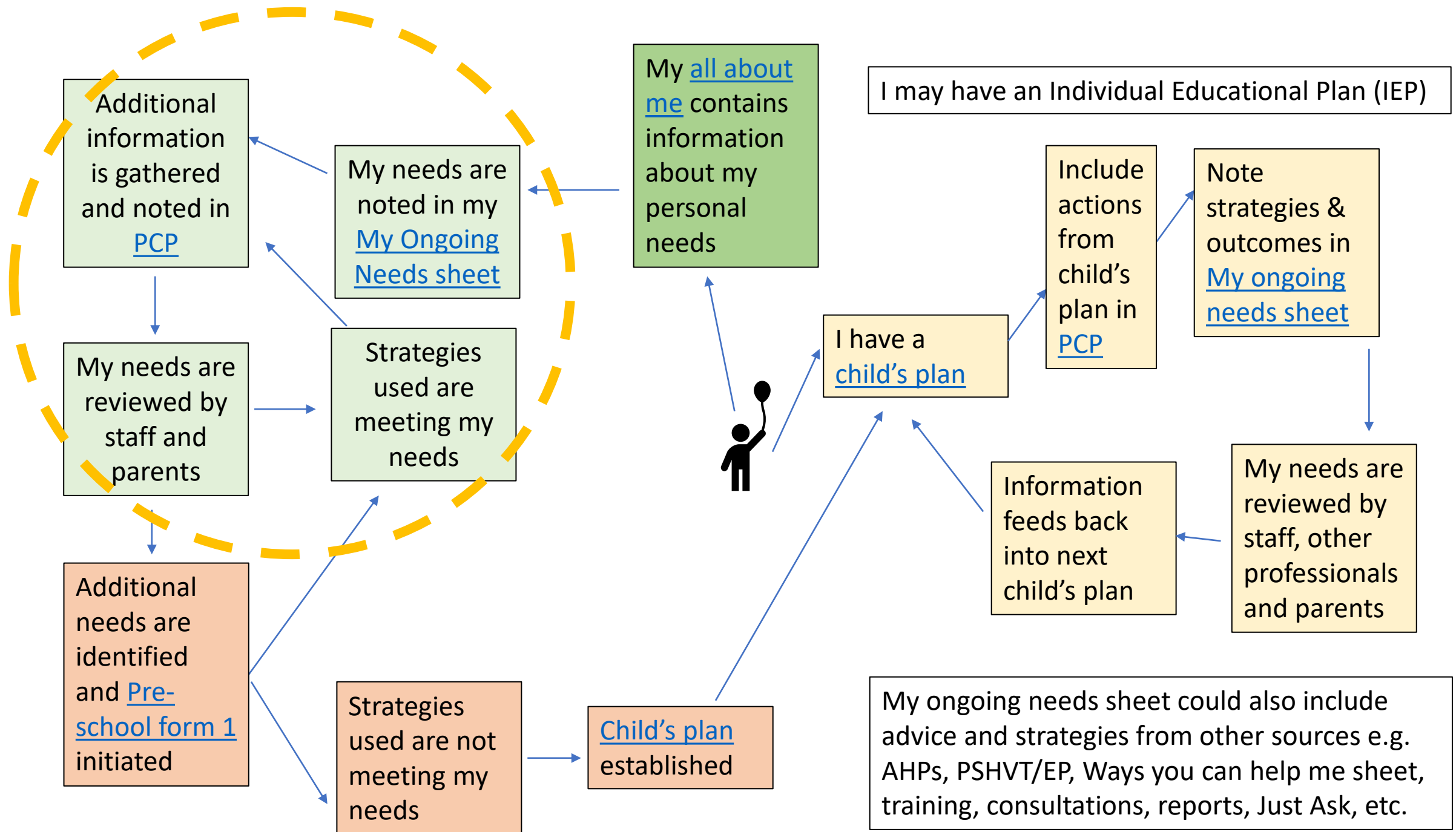
Being me: All About Me

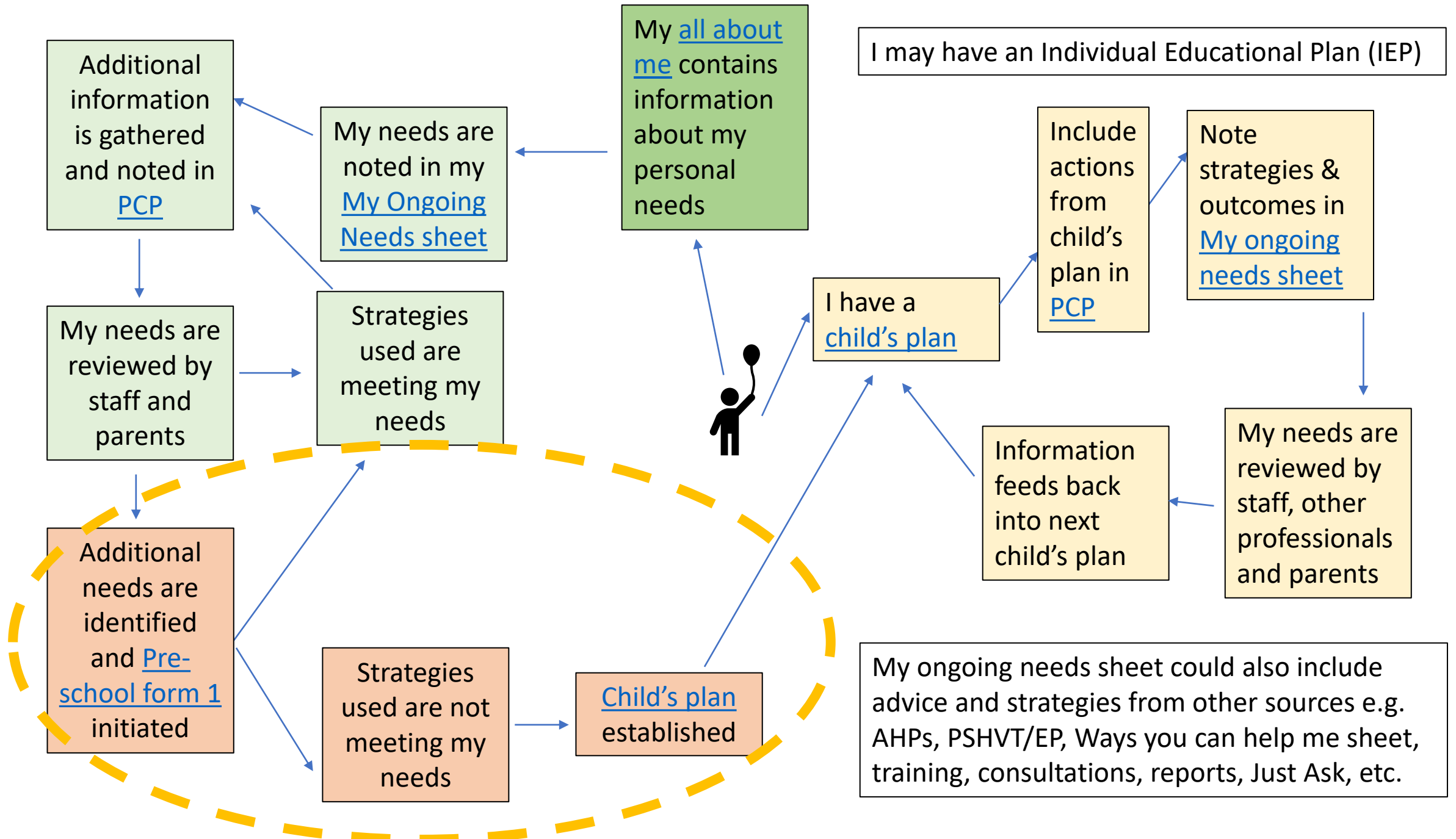
Every child should have this document, but for children with ASN it may contain essential information that needs to be shared with:

- all staff, including supply cover,
- split placements,
- visiting professionals.
- [ELC Highland Blog – Being Me](#)

Quality information is key to a successful transition.

A sensitive approach helps to build positive relationships between staff and parents/carers.







Pre School Form 1

Name of Centre:					
Child's Name:		Date of Birth:		Ante / Pre-school / Advantage year (please highlight as appropriate)	
Strengths:					
Please add the initial of the well-being indicator(s) which is/are most appropriate to the concern or challenge in column 1					
SHANARRI: Safe Healthy Achieving Nurtured Active Respected and Responsible Included					
Identified concerns or challenge needed:					
SHANARRI	Concern / challenge and date identified	Strategies for supporting / extending learning	Timescale (e.g. 4 wks., 6 wks.), review date	How successful were these? Why?	Next steps

Just Ask!

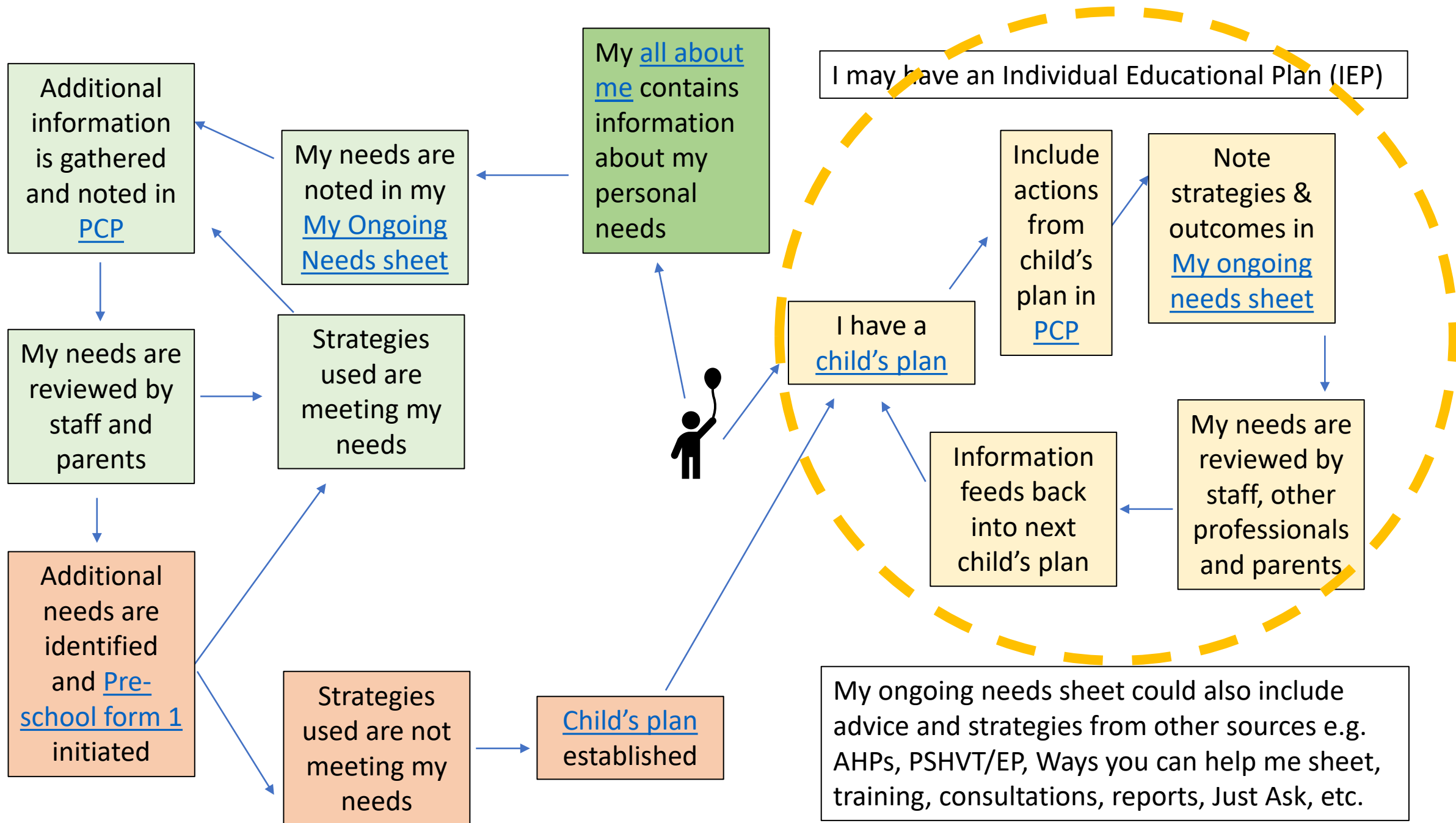


Child development helpline available on Tuesdays and Thursdays 1pm-4pm
0300 303 1365



This Highland enquiry line is for parents, carers and professionals. If you have any questions or concerns you can talk to an:

Occupational Therapist
Educational Psychologist
Physiotherapist
Primary Mental Health Worker
Speech & Language Therapist
Psychological Service Home Visiting Teachers
Autism Practitioner
Community Learning Disability Nurses
Dietician





Your Role in the Child's Plan Process

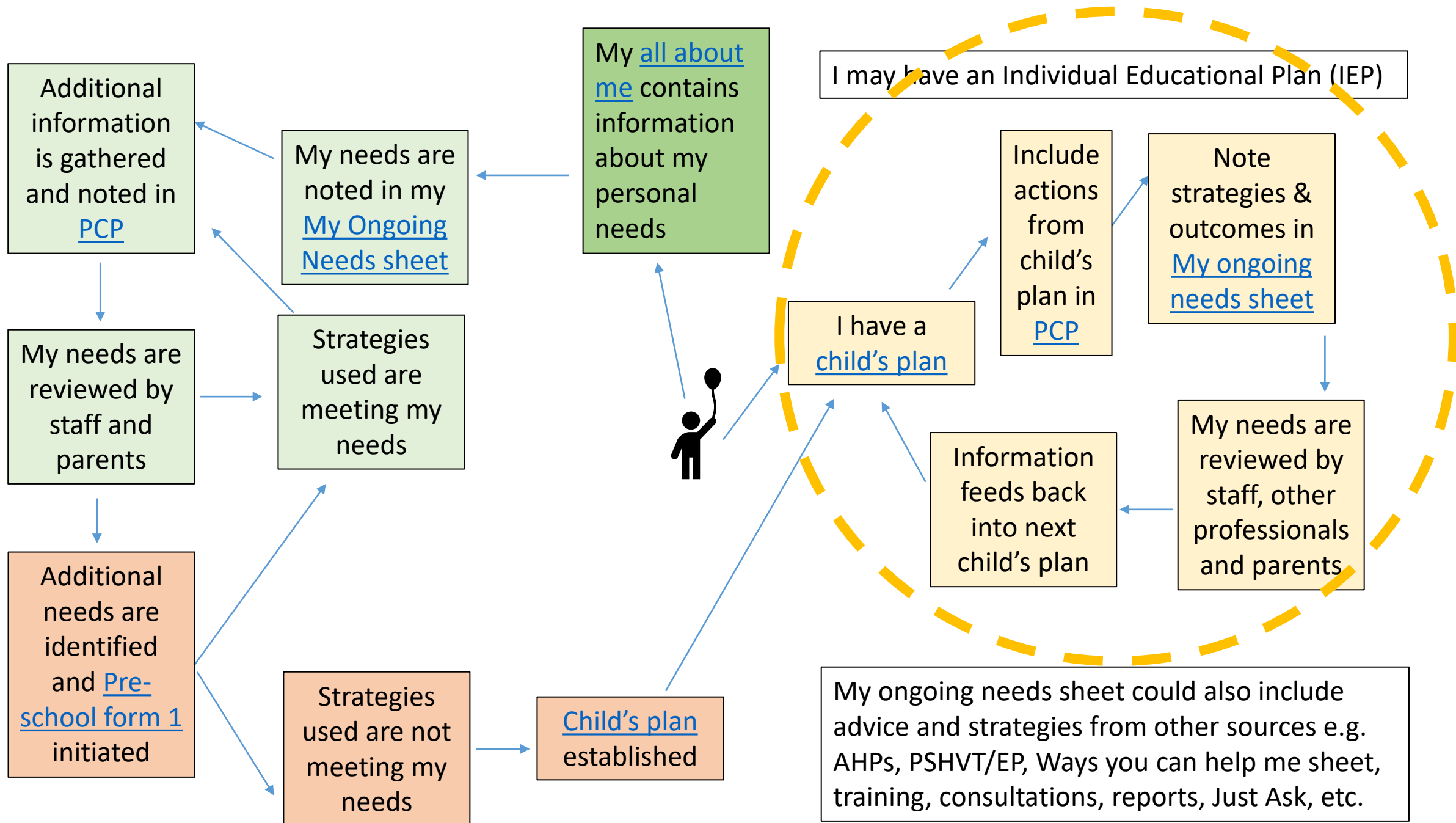
Gather and share information on Strengths, Pressures, Motivators, things you have implemented, what worked and what didn't. Sources you can refer to as part of this process:

Your observations	Form 1
Being Me! All About Me	IEP – Individualised Educational Plan
Developmental Overviews	Review of Previous Action Plan
Profile/My Learning Journey	Recommendations/strategies from partners to Plan
Meeting My Ongoing Needs	



[EASEYS for ASN Gathering the Young Child's Views](#)

[GIRFEC - Using the National Practice Model 2022](#)





Co-ordinated Support Plan

Co-ordinated Support Plans (CSPs) are legal documents. Local authorities must provide the support that is written into a pupil's CSP.

A CSP is an action plan which:

- is used for some pupils with complex and enduring needs who need significant support with their education
- supports professionals from different agencies to work together to help the pupil achieve those goals.



The role of ELC staff in this process is to provide information and implement any support recommended, just as they would for a Child's Plan.

[Enquire – Co-ordinated Support Plans](#)

Be confident in
your knowledge
of the child

You don't have to
wait for advice

Try things for
yourself – see
what happens

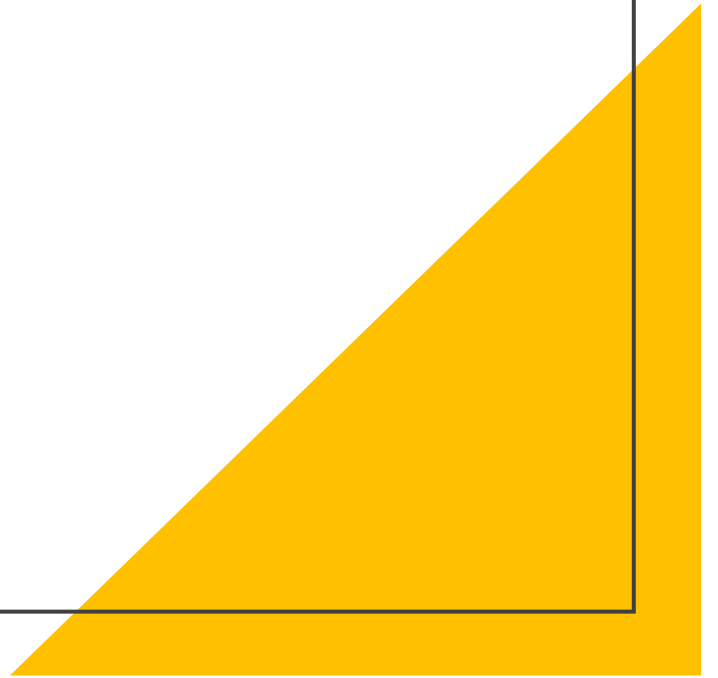
It's good
evidence of what
you have tried

What works

What didn't

What can you try
next...

What help is
out there?





A Developmental Approach

[ELC Highland BLOG](#)

- [Emerging Literacy](#)
- [Emerging Numeracy](#)

[Bumps2Bairns Highland ASN](#)

[Words Up Training](#)

[Just Ask YouTube channel](#)

[Developmental Overviews](#)



Generic email contact for AHPs

- Physiotherapy Service
Childrens.PTService@Highland.gov.uk
- Occupational Therapy Service
Childrens.OTService@Highland.gov.uk
- Speech and Language Therapy Service
SLTserviceHighland@highland.gov.uk
- Paediatric Dietitians
paediatricdietitians@highland.gov.uk

Occupational Therapy Workshops

Occupational Therapy have these online workshops on offer;

- Sensory Processing - Suitable for parents and carers and a separate one for professionals

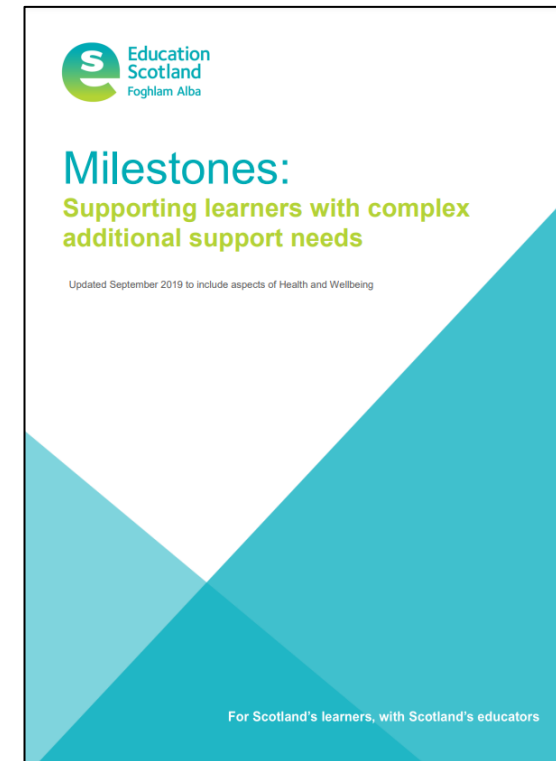
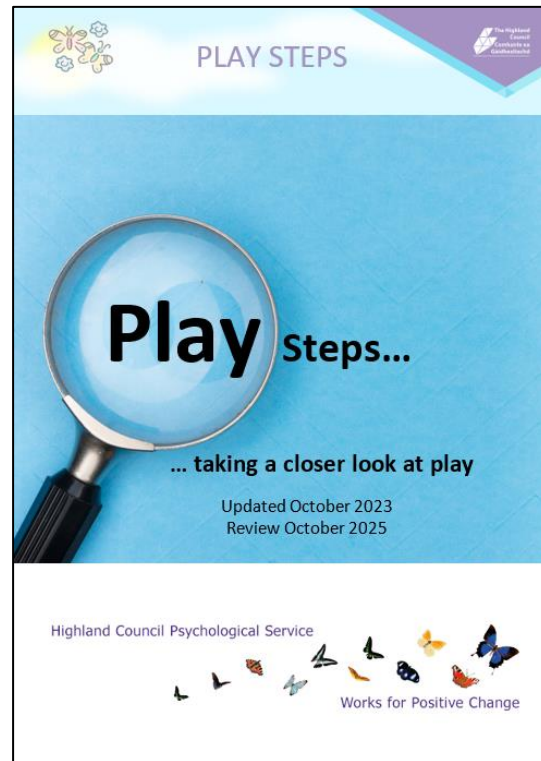
The following courses are all available for parents, carers and professionals

- Fine Motor Skills
- Self-Care Workshop
- Coordination Difficulties

Email the Occupational Therapy Service to ask about them

Childrens.OTService@Highland.gov.uk

Differentiation, tracking and monitoring





Support for sensory development

NHS Glasgow
- KIDS

Life Skills for
Little Ones

Making Sense
of Sensory
Behaviour

Useful ASN websites and links

- [The Pines Highland Neurodevelopmental Service](#)
- [The Pines YouTube channel](#)
- [The Inspired Treehouse](#)
- [Positive Eye](#) Sections 11 and 12 may be particularly relevant for ELCs
- [Thriving Families, Inverness](#)
- [Parentzone Scotland – Early Years](#)

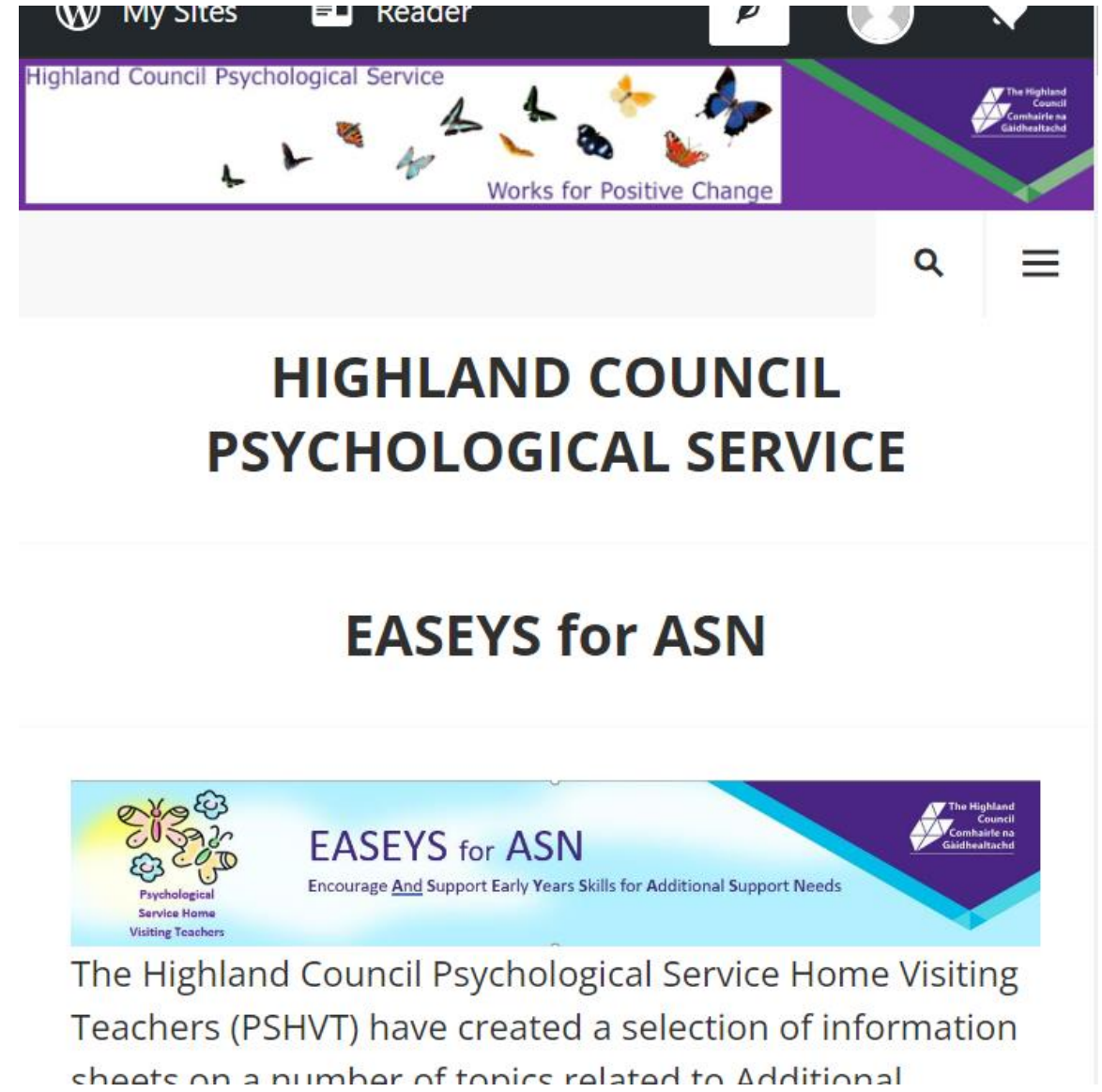
[Psychological Services BLOG](#)

[EASEYS for ASN](#)

[Play Ideas](#)

[Story Saacks](#)

[Meet the Team](#)



The screenshot shows the Highland Council Psychological Service website. The header features the text "Highland Council Psychological Service" and "Works for Positive Change" with a butterfly graphic. The main heading is "HIGHLAND COUNCIL PSYCHOLOGICAL SERVICE". Below this is the section "EASEYS for ASN". A banner for "EASEYS for ASN" includes the text "Encourage And Support Early Years Skills for Additional Support Needs" and a logo for "Psychological Service Home Visiting Teachers". The main content area begins with the text: "The Highland Council Psychological Service Home Visiting Teachers (PSHVT) have created a selection of information sheets on a number of topics related to Additional".

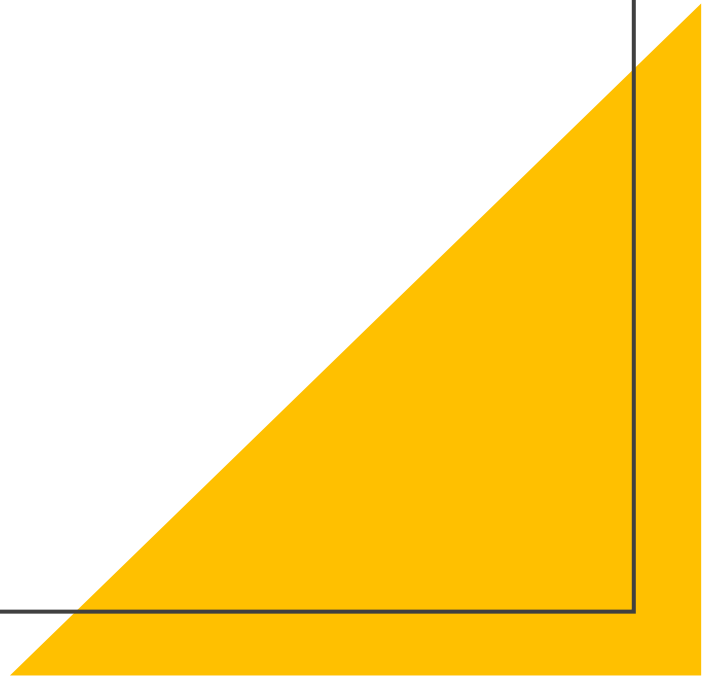
Let's look at

Interactions

Spaces

Experiences

Transitions



Interactions



Maximise the opportunities to use the [Words Up Key Messages](#).
See [Just Ask on YouTube](#)

Match your language to the developmental level of the individual

Use a Total Communication approach within your environment

- Body language, facial expression, natural gesture/sign, intonation
- Objects of reference, photographs, pictures, visual symbols
- Reaching, pointing, labelling
- Modelling, repetition

Follow individualised SLT recommendations



Audit your spaces

- Mobility needs
- Acoustic considerations
- Visual considerations
- Routines, structure and organisation
- [EASEYS for ASN quiet time](#)
- [EASEYS for ASN Outdoor Learning and Play](#)

Differentiate experiences

Support choice making skills	Knowing when to step in and step back
Demonstrate/ model and scaffold	Prompts – physical, verbal, gesture, visual
Simplify tasks	Practice and repetition to acquire skills
Use backward chaining	Revisit to maintain skills
Motivators and Rewards – child specific	Specialist, individual aids/ resources
Use a range of visual supports	Specialist Intervention (AHP/ ATSS)

[EASEYS for ASN – Support strategies toolbox](#)

Support transitions

Horizontal	Vertical
Moving from one space to another	From home to an ELC settings
Between staff	Between split placements
Stopping one thing and starting another	Changing placement
Going home/coming into setting	Moving into P1

EASEYS for ASN Preparing for change - transitions

Being Me! All About Me

Child's name: _____

Information about me, my needs, wishes and choices

Revised on: (When anything changes and at least every 6 months)

Date:	Parent Initial:	Teacher S:	Parent Initial:
Person 2:	Parent Initial:	Teacher S:	Parent Initial:

I like to be called: _____ **My birthday is:** _____

All the people I love with and what I call them: _____

All home we speak: _____

Other significant people in my life: _____

Pets we have at home: _____

Health needs you need to know about: _____

I attend this setting on: _____ **I also go to another setting on:** _____

My key worker here is: _____ **My key worker there is:** _____

My daily routine I might need: _____ **How I like to eat and drink:** _____

Things I can't eat: _____ **How I like to eat and drink:** _____

My Personal Care Plan - Section 2 of 2
THIS SECTION SHOULD BE STORED IN THE CHILD'S PROFILE

Transition Plan Ideas/Checklist

Highland Council Pre-school Home Teaching Service

ent can be used as a transition planning tool for children with Additional Support Needs in th
ntains a selection of topics for staff and parents to consider, plan for and review in the month
to a key transition e.g. Home to Early Learning and Childcare (ELC) setting, between setting

nt to enhance, rather than replace, the procedures a setting would ordinarily have in place fo

e topics are relevant for every child so please adapt and personalise this document and use
relevant for the child's individual needs and your setting.

ent could also simply be used as a prompt for discussion during transition planning.

Highland Council Psychological Service

Works for Positive



What could
you do now?



Evaluation

<https://forms.gle/7FBRMjqjh6iDoUqG6>

