

3rd SEND Update from your Babcock Early Years Consultancy Team

Dear EYFS colleagues,

Welcome to the third Early Years SEND update, we have included information and resources to support you. We would also appreciate your thoughts and questions relating to SEND and inclusion in the early years so please do forward them to your EYC and we will endeavour to answer them within our SEND updates.

Individual inclusion funding

Please try and submit requests for the autumn term funding by 31st May 2020. However, there will be a second deadline of June 30th for those who are unable to submit requests by the earlier date.

Please ensure that you obtain a parent's consent for any requests.

Disability Access funding

As of April 1st 2020 all applications need to be made via the provider portal. The funding team can no longer accept applications by email or post.

Education Health and Care Plans

The government has announced temporary changes to the law on Education, Health and Care (EHC) needs assessments and plans. This is to give local authorities, health commissioning bodies, education settings and others who contribute to these processes more flexibility in responding to the demands placed on them by coronavirus. Please ensure there is sufficient evidence of need when making a request for an assessment.

[Education, health and care needs assessments and plans: guidance on temporary legislative changes relating to coronavirus \(COVID-19\)](#)

Supporting families of children with disabilities

Further Information for parents and carers of children with disabilities can be found on the following Devon website: [Social care for children with disabilities during the coronavirus outbreak](#)

Updates from other agencies

Nursery Plus

Remember that you can contact your nursery plus team at their base school and seek their advice regarding criteria for any new referrals. Their contact details are listed below:

Base	Name of teacher	Contact details
Barnstaple North Yeo Valley Primary School	Tracy Crocker	Tracy.Crocker@tcat.education
Barnstaple South Orchard Vale Community Primary School	Katy Brown	kbrown@ventrus.org.uk
Blackawton Primary School	Sarah McKinlay	sarah.mckinlay@blackawtonprimary.org.uk
East Devon – Sidmouth Primary School	Sandra Bryant Amanda Schaufler	sbryant@sidmouth-primary.devon.sch.uk aschaufler@sidmouth-primary.devon.sch.uk
Exeter East – Chestnut Nursery	Sarah Roberts	sroberts@ecfschools.org.uk
Exeter West – Montgomery Primary School	Kathryn Rew	krew@ecfschools.org.uk
Exmouth Brixington Primary Academy	Janet Holman	jholman@brixington.devon.sch.uk EGRESS EMAIL nurseryplus@brixington.devon.sch.uk
Mid Devon Wilcombe Primary School	Corinna Travers	ctravers@ventrus.org.uk EGRESS EMAIL nurseryplus@ventrus.org.uk
Newton Abbot St Michaels C of E Primary School	Gina Hornsby	gina.hornsby@stmichaels.education
South Dartmoor St Catherines C of E Primary School	Kay Hooke	kay.hooke@stcatherines.education EGRESS EMAIL khooke@stcatherines-heathfield.devon.sch.uk 07445 665278
Tavistock Primary School	Julie Cook	00jcook@tavistock-pri.devon.sch.uk (It's zeros at beginning not o) Tel 07927980936
Torrington Bluecoat C of E Primary School	Becky Rollinson	brollinson@bluecoat-primary.org

Babcock LDP Communication, Interaction Team are continuing to offer support, advice and guidance for children and young people where Autism and/or Speech, Language and Communication Needs (SLCN) is the primary need

Top tips for supporting Autism in EYFS

1. Use the child's name/ gain attention before giving a direction
2. Allow at least 7 seconds for a child to process before expecting a response (they may respond "no" before they have fully processed the expectation)
3. Use routines to make the world predictable and concrete
4. Be precise and clear with language and expectations e.g. "bricks in box" rather than "tidy up", "hands down" rather than "don't push"
5. Say things (and model) in the order they will occur e.g. "coat then outside"
6. Support all expectations with visual cues either 3d or 2d (at child's eye level or below)
7. Bring activities from the floor up to a table and allow children to stand or sit on chairs to engage (this can help support a variety of sensory needs)

You can access further ideas for resources and support materials from the CIT website

<https://www.babcockldp.co.uk/campaigns/coronavirus-support-for-schools-parents-and-pupils/links-for-home-schooling-resources-and-activities/communication-and-interaction>

Transition to school

The Early Years Consultancy team have produced revised transition documents and guidance that you may use to share information with receiving schools. The documents are being circulated to settings and will be available on the Babcock website. Please consider any children with SEND who may need an enhanced transition whether or not they are currently attending your setting.

Good resources to share:

<https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents/>

<http://earlyyearsresources://www..co.uk/blog/2018/02/sensory-play-activities-and-ideas/>

Please consider preparing small quantities that can be used individually by children.

Thrive is an approach that supports emotional wellbeing. Here are some ideas you may like to share

Thrive activities useful for parents of children up to 7 years old – week two



Children love being creative and adventurous especially when adults play alongside them. For children to become emotionally strong and healthy, they need safe challenges and new experiences. Here are some ideas of things you can do at home to support this important learning.

Playing outside if possible, improves children's physical and sensory development as well as their imaginations and it's fun! Here are some creative activities that you can use with your child, aged up to 7 years. All the activities can be adapted to use the resources you have available to you.

Monday	<p>Make a den</p> <ul style="list-style-type: none"> - Look for sticks and branches. - Find logs. - Hunt for interesting things to put in your den.
Tuesday	<p>Music festival</p> <ul style="list-style-type: none"> - Form your own band. - Make your own instruments. - Listen to music and dance along with the actions. Here are two videos to watch and dance to: Brain Breaks Action Songs
Wednesday	<p>Junk modelling</p> <ul style="list-style-type: none"> - Use your saved recycling rubbish to explore, create and experiment. - Use glue, sticky tape, string, paint, anything you like and let your imagination go wild! - Download 'Junk Materials Challenge Cards' for creative inspiration.
Thursday	<p>Nature treasure hunts</p> <ul style="list-style-type: none"> - Go on a treasure hunt inside or outside the house. Collect anything interesting or unusual. For example, flowers, buttons, leaves and toys. - Bug hunts - how many different ones can you find?
Friday	<p>Let's get moving</p> <ul style="list-style-type: none"> - Take part in The Body Coach's daily PE lesson on YouTube. - Create an obstacle course from items around the house, that includes balancing, crawling, stretching, throwing and catching. - Do physical activities in an outdoor space.
Saturday	<p>Cooking</p> <ul style="list-style-type: none"> - Share the preparation for a simple meal. - Peel and chop fruit and vegetables. - Make a sandwich with a choice of fillings. - Experiment with different flavours and textures.
Sunday	<p>Gardening</p> <ul style="list-style-type: none"> - Sow some seeds. - Do some weeding or tidy your outdoor space. - Look for bugs! - Water your house plants.

Top Tips:

- ✓ Allow children to play freely while you follow their lead, keep them safe and enjoy the experience alongside them.
- ✓ Encourage your child to be as adventurous and creative as possible, perhaps by role modelling the activity yourself first.
- ✓ Physical activity supports children by allowing thinking skills to develop.

. Wellbeing tips to support children

1. Help children to understand stress and anger are normal emotions we all go through in life.
2. Help children to understand, express and manage their feelings. It will help them create healthy coping mechanisms;

And remember that “Play is one of the main ways in which **children learn** and **develop**. It helps to build self worth by giving a **child** a sense of his or her own abilities and to feel **good** about themselves”.

There are many types of play- which ones have you encouraged today?

Communication **Play**, Creative **Play**, Deep **Play**, Dramatic **Play**, Exploratory **Play**, Fantasy and Imaginary **Play**, Locomotor **Play**, Mastery **Play**, Object **Play**, Recapitulative **Play**, Role **Play**, **Play**, Social **Play**, Socio-Dramatic **Play**, and Symbolic **Play**.

As we continue to adjust to new ways of working, we know the importance of communication and keeping in touch. We thank you for all your positive comments and hope our newsletters are helping you to keep informed.

The EY Team is available via phone and email throughout this time.

Stay safe and well,

Your Babcock Early Years Consultants.

May 15th 2020