



Starting strong



Ordinarily available provision for families and early years professionals

Enabling children to have
the **right support** at the **right**
time, in the **right way**

On behalf of



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Introduction

Introduction

In Kent we aim to ensure that all young children along with their families, have positive and supportive experiences in their early years provision, whether they are with a childminder, attending a preschool, nursery or school. To achieve this, access to the right support, at the right time and in the right way is essential.

Wherever a child lives in Kent we strive to make sure that their learning needs are effectively supported and nurtured. For most children accessing a local early years provider/school is the best way to achieve this. To make this happen, every provider needs to have a secure foundation of universal high-quality inclusive provision in place that supports all children. This is called **Ordinarily Available Provision (OAP)**.

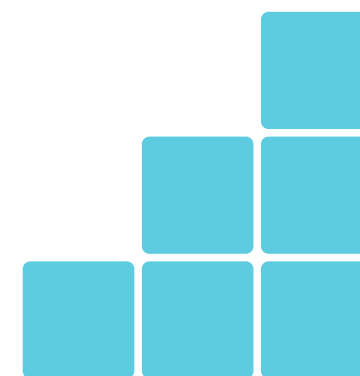
The Starting Strong guidance refers to the range of experiences, opportunities and strategies offered as part of high-quality teaching for all young children. It sets out clear expectations that aim to ensure inclusive provision across the early years sector, which is of a consistently high standard.

Our goal for all babies and young children in Kent is to give them the best start in life by supporting them with highly effective, inclusive early years provision to:

- Ensure learning experiences nurture children's holistic development.
- Build a strong foundation for later learning and for life.
- Prepare children for their future educational journey.

This document describes a way of working that will give every child the best chance to succeed. It will support early years practitioners to understand what helps each individual child and to identify needs as soon as possible.

We recognise all providers are unique. The Starting Strong guidance provides a framework for consistent, high-quality universal practice which can be shaped by the providers culture, context, and the children/families they care for.



Introduction

The Starting Strong guidance is...

...underpinned by

All Early Years providers have clear duties around the support of children with emerging additional needs and/or SEND. Ordinarily available provision is underpinned by the legislation below and aligns with the following statutory frameworks:

- [Statutory Framework for the Early Years Foundation Stage \(2025\)](#)
- [Children and Families Act 2014](#)
- [The Equality Act 2010](#)
- [United Nations Convention on the Rights of the Child. \(UNCRC, 1989\)](#)
- [Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015](#)

...shaped by

- [Kent Send Strategy 2025-2028](#). Support children and young people to achieve through living healthy, safe lives in which they feel seen and included.
- [A Countywide Approach to Inclusive Education 2023-2028](#) Working together to improve outcomes for children and young people with Special Educational Needs and/or Disabilities in Kent.

‘Our vision is inspired by a deep understanding of the diverse needs and experiences of children and young people with SEND. We want to create an environment where every child feels supported, valued, and included. Our strategy aims to ensure that all children with SEND, regardless of where they live, have access to high-quality education and support from Early Years to Post 16.’

Kent SEND Strategy 2025-2028 p.9

Introduction

A note on terminology used in the document:

- **Children** refers to all babies, toddlers and young children from birth to the end of the Early Years Foundation Stage (EYFS).
- **EYFS** refers to the Early Years Foundation Stage which outlines the standards for the learning, development and care of children from birth to age five, including provision within the Reception Year.
- **Families** refers to all carers of children.
- **Provider/ provision** refers to any setting delivering the EYFS, including group-based settings, childminders and schools.
- **Practitioners** refers to all early years professionals who work directly with children in EYFS provision.
- **Other professionals** refers to all multi agency partners such as Health Visiting, Specialist Teacher, Children's Therapists or SEN Setting Inclusion Practitioner, Family Hubs.

The guidance has been created in collaboration with families, early years practitioners and other professionals. This is a live document and will be reviewed twice a year with updates as appropriate.





Section One

Who this guidance is for

It is hoped that the document can effectively support families, Early Years providers, schools and other professionals working beyond the setting.

The guidance is for

Families

This document allows families to understand what to expect from their child's early years provider.

This will support families to become more involved in their child's early childhood journey.

It also provides insight and suggestions of adaptations that providers may make to support their child's learning.

Early Years providers

This document gives clear guidance on what every Kent early years provider is expected to provide for every child.

This will support consistent universal practice, promote and celebrate children's progress, strengthen early identification of any support that may be required, and encourage purposeful supportive discussions with families.

It also provides opportunities for reflection on current practice, suggested strategies, supporting resources and signposting to additional resources and other services.

Schools

This document provides key information for schools to understand the breadth and scope of inclusive play-based provision.

This will allow for more meaningful transitions between early years provision and the school.

This will support schools in meeting the needs of children within the EYFS.

Schools should consider how the early years expectations fit with the KCC Mainstream Core Standards.

Other professionals

This document is a reference point for other professionals supporting beyond the setting to understand high-quality inclusive practice and what should be in place for a child.

This will enable their support and advice to build upon existing practice and knowledge of the unique child.

This will help shape conversations between providers, families and other professionals.



Section Two

Foundations of high quality inclusive early years practice

Foundations of high quality inclusive early years practice

We want all children in Kent to feel heard, safe, accepted and supported to grow and learn.

In Kent, the Children and Young People's Framework (CYPF) sets out the shared ambition to improve the lives of all children.

Starting Strong describes how and what we should be providing for our children in an early year's setting.

Together they can create a more inclusive and supportive environment for all children, helping them to thrive and achieve their full potential.



Foundations of high quality inclusive early years practice

Inclusive early years practice involves a proactive and **celebratory approach**.

Practitioners anticipate, pay attention, respond and reflect on the interests, talents and needs of all children, considering their lived experiences.

The Early Years Foundation Stage (EYFS) principles guide early years practitioners to ensure all children, have access to high-quality provision. The EYFS principles, when applied, help practitioners understand how to adapt and enhance the ordinarily available provision to meet individual needs, ensuring a more inclusive and effective learning environment for all.



Useful documents about the EYFS

- [Early Years Foundation Stage \(EYFS\) Statutory Framework \(2025\)](#)
- [Development Matters](#) – Non-statutory curriculum guidance for the early years foundation stage
- [Birth to 5 Matters](#) – Non-statutory guidance for the early years foundation stage
- [A Celebratory Approach to Working with Children with SEND](#) – giving additional support in the early years
- [What to expect in the early years foundation stage: a guide for parents](#)

The Early Years Foundation Stage (EYFS) principles

A Unique Child

Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.

Children need adults who:

- notice, recognise and respond to their learning needs
- protect their physical and emotional wellbeing
- safeguard them
- value and respect them and their family.



The Early Years Foundation Stage (EYFS) principles

Positive Relationships

Children learn to be strong and independent through **positive relationships**.

Children need adults who:

- are warm, caring, loving and nurturing
- appreciate and respect their culture and identity of their family
- find effective ways to connect with them to support their development and learning
- help them to feel known, understood, cared about and safe
- recognise the importance of working collaboratively and value contributions from all significant adults in their life.



The Early Years Foundation Stage (EYFS) principles

Enabling Environments

Children learn and develop well in **enabling environments** with teaching and support from adults, responding to their individual interests, needs and helping them to build their learning over time.

Children need adults who:

- are attuned to their needs, interests, development and learning
- create rich and varied environments that support their learning and development
- provide a safe and secure indoor and outdoor space which offers challenge and risk-taking
- create spaces inside and outside that reflect their culture, community and identity.



The Early Years Foundation Stage (EYFS) principles

Learning and development

Recognise the importance of learning and development. Children learn and develop at different rates.

Children need adults who:

- notice when their engagement is high
- engage them for sustained periods in active learning which involve other people, objects, ideas, and events
- support them to think creatively and critically
- understand the foundational knowledge and skills they need to acquire to support their early childhood journey.



The Early Years Foundation Stage (EYFS) principles

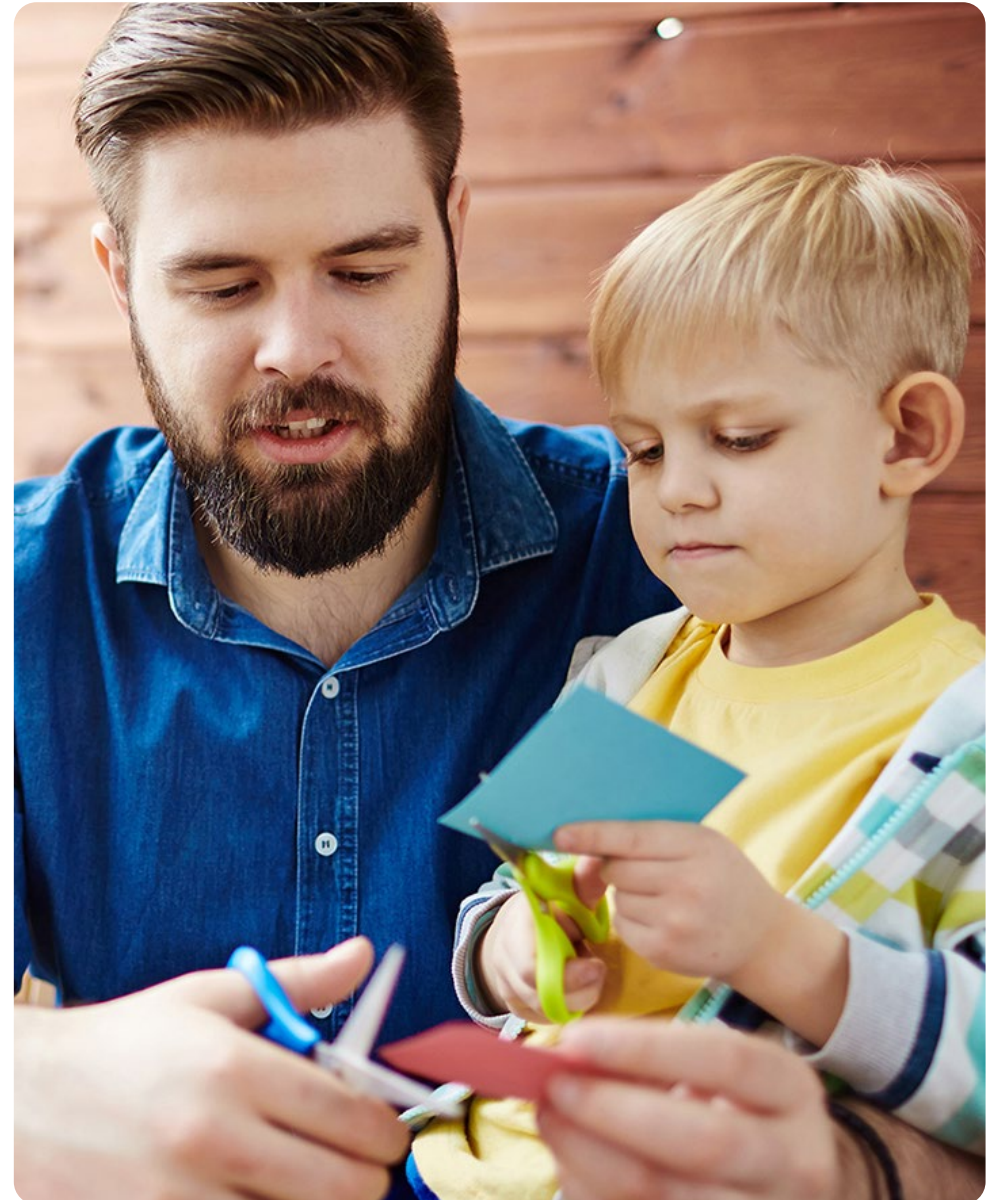
Celebrating the unique child

All humans are complex, dynamic, vibrant and have diverse differences and needs. This is inevitable and expected. Every child develops in their own time and in their own way.

Every child will have their own:

- individual starting points
- communication preferences
- interests, motivations, repetitions and fascinations
- unique strengths
- methods of thinking and learning and interacting with the world
- individual needs.

All children will be on their own developmental pathway, that may or may not align with their peers. Practitioners will need to adapt, accommodate and support children's uniqueness. It is important that time is given to understanding each child so that their early experiences are shaped in a developmentally meaningful way.



The Early Years Foundation Stage (EYFS) principles

The importance of the key person

Children thrive when they form strong attachments with significant adults within reliable, respectful, warm and loving relationships. The key person approach emphasises the importance of a dedicated individual who builds a strong, trusting relationship with a child and their family. This relationship helps children feel confident that they are **held in mind**, allowing them to form secure attachments.

- The key person is a trusted practitioner who acts as a bridge between home and setting.
- They build strong relationships with both the child and their family, creating a sense of security and belonging.
- They actively engage with parents, seeking to understand the child's strengths, needs, and preferences.
- The key person is responsible for providing consistent care, support and guidance, ensuring the child's individual needs are met.
- They also play a crucial role in communicating effectively with other professionals involved in the child's support.

Secure Base

Practitioners who form strong attachments to children create a secure base for them to learn, explore and develop.

Consistency

Practitioners afford children the opportunity to develop meaningful attachment bonds, fostering warm nurturing and consistent high-quality provision.

Responsiveness

Practitioners are finely attuned, sensitive and responsive to children's individual needs and cues.

The Early Years Foundation Stage (EYFS) principles

The graduated approach

Ordinarily available provision forms the first step in a graduated approach to supporting children's learning and development. All children are unique. Children develop at their own rate and learning does not always happen in a predictable sequence. Many children may experience short term difficulties along the way. Children's learning and development can be affected by their stage of development and individual circumstances, such as the arrival of a new baby or moving providers.

Every child can make progress if they are given the right support at the right time. Many of these difficulties can be short-term and the child will continue to make progress in their learning and development. For children with emerging needs, early years providers should ensure they follow the graduated approach of assess, plan, do, and review.

- **Assess the needs**, by careful observation, discussion with families, use of developmental guidance as appropriate, e.g. Development Matters, Birth to 5 Matters, Early Years Developmental Journal, Speech and Language Screening Tool, What to Expect When and Small Steps.
- **Plan** to support those needs, including using the guidance in this document. Consider developing an Early Years SEN Support Plan with parents.
- **Do** (implement) the support. Give it sufficient time to see if it works.
- **Review** the impact of the support and alter if necessary. Continue using the assess, plan, do, review cycle.

In many cases, this may be all the child needs. Once the child's needs are being met, they may begin to make good progress. However, if despite this support the child is still experiencing difficulties, further action may be needed to access specialist advice.



The Early Years Foundation Stage (EYFS) principles

Effective observations

Effective observations in the early years are vital for understanding children's unique learning journeys, identifying their strengths, and recognising areas where they may need additional support.

Observing children interacting with their environment, peers, and activities provides valuable insights into their cognitive, emotional, and social development.

These observations enable practitioners to tailor learning experiences that meet individual needs, fostering engagement and confidence.

By consistently reflecting on and documenting children's progress, practitioners can create responsive plans that nurture growth, ensuring that every child receives the encouragement and opportunities they need to thrive.

**Identification
of support
needed**

**Accurate,
objective and
meaningful**

**Variety of
observation
methods
used**

**Child's
unique strengths,
interests and
needs**

**Collaboration
with
professionals**

**Reflective
and
unbiased**

**Collaboration
with
families**

The Early Years Foundation Stage (EYFS) principles

Effective assessments

Effective assessments help families, practitioners and other professionals understand each child's development, learning needs and progress. They help practitioners tailor their approach, ensuring activities and support are appropriate for individual children.

Assessments also enable clear collaboration with families, strengthening partnerships that benefit the child's overall growth and development.



Reflective questions to support a celebratory approach

To put strengths before challenges

Question

What can the child do well, and how is this reflected in their play or interactions?

Encourage positive reframing

Question

How might we describe the child's behaviour or need in a way that highlights their effort or potential?

Promote empathy and respectful language

Question

If you were a child, how would you want to be spoken about?

Shift attention from delays to diverse abilities

Question

What unique ways does the child express themselves or engage with their environment?

Focus on progress and potential

Question

Which developmental skills are emerging?

Reorient support planning towards interests

Question

What brings the child joy, and how can we use this to support their growth and development?

Inclusive, team-based thinking

Question

How can we describe the child's current needs in a way that invites collaboration, not judgement?

Validate all forms of communication and learning

Question

What have we noticed that tells us the child is trying to communicate, connect or learn?

Prompts conscious language change

Question

Is there a more respectful or empowering word we could use instead of challenging or difficult?

Encourage wonder, not worry

Question

What would it sound like if we talked about the child with curiosity instead of concern?



Section Three

Inclusion in practice

Inclusion in practice

Within this section we have used the Prime Areas of Learning and the Characteristics of Effective Learning within the EYFS, alongside the Four Broad Areas of Need, as described in the Special Educational Needs and Disability Code of Practice 2015.

The strategies within this section provide guidance on essential practices within the provision, while signposting to additional advice and support. They are designed to be clear, practical, and accessible. They can be followed by both practitioners and parents without requiring specialist training. Their goal is to foster the development of all children from birth onward, ensuring a nurturing and supportive early childhood experience.



Prime Areas of Learning

- communication and language
- personal, social and emotional development
- physical development

Characteristics of Effective Learning

- playing and exploring
- active learning
- creating and thinking critically

Broad Areas of Need

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical development

Inclusion in practice – contents



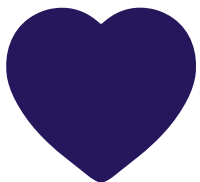
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- **Cognition and learning and characteristics of effective learning**

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Communication and language



Communication is the foundation of all learning and development, and a critical life skill. It is much more than words. It is the way we connect and interact with each other. Communication and language play a key role in children's developing ability to express themselves, negotiate, contribute, create meaning, and learn with and alongside others.

Each child's journey towards being a skilful communicator will be different. Children need adults who respond authentically, adjusting their interactions, organising time and resources so that every child can communicate effectively and learn alongside their peers in ways and at a pace appropriate to them.

Listening, attention and understanding

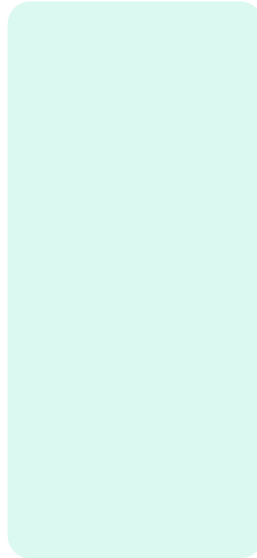
I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
notice important sounds around me 	● I will start to hear sounds. ● I will be able to distinguish between and respond to sounds. ● I will build the foundations for my future learning. ● concerns about my hearing will be picked up.	● model and use sounds when interacting with me. ● use consistent sounds and words during daily routines. ● sing nursery rhymes and share stories with me. ● talk about the sounds we hear around us. ● notice when I cannot hear sounds and provide appropriate support.	● offer opportunities to explore musical instruments, play and explore sounds. ● provide a good listening environment e.g. quiet, distraction free, reduced background noise.

Listening, attention and understanding

I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
focus my attention 	● I will learn to engage for longer periods of time. ● I will learn to wait and regulate my impulses. ● I will be able to concentrate on what I am doing. ● I will learn to recognise and respond to my name. ● I will enjoy what I am doing.	● notice what interests/fascinates me both in the early years provision and at home and provide activities around these. ● provide new challenges to extend my concentration. ● keep instructions short and simple, e.g. "Joe, shoes." ● notice when I need support to gain attention, giving me time to respond, following my lead, repeating back to me and expanding what I say. ● do not expect me to sit and maintain attention for too long. ● consider groups during mealtimes, circle time or story time and where possible keep them small in size. ● use my name to gain my attention, or an auditory/visual cue. ● give me time to respond, recognising thinking time varies for each child. ● make story time interactive e.g. with actions, use of puppets and/or musical instruments. ● monitors and adjust noise level by adding soft furnishings, reducing background noises.	● provide space and time for me to play and engage. ● provide inviting and accessible and where possible uncluttered, well organised and defined areas with labelled storage. ● avoid over stimulation, e.g. soft lighting, neutral decoration, soft cushions, rugs and natural materials. ● contain resources linked to my interest which allow me to play independently or with peers. ● provide resources which are matched to my developmental stage. ● provide resources that can be used, moved and combined in different ways, e.g. wooden blocks, role play. ● provide me with a calm area where I can focus on a task or activity away from busy spaces.

Listening, attention and understanding

I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
follow routines 	● I will understand what I need to do and what is expected of me. ● I can predict my world and anticipate changes. ● I will feel safe. ● I will understand what is happening next.	● keep my routines consistent and predictable, at home and in my early years provision. ● use the same language now and next, first and then. ● use verbal and visual signals to prepare me for changes in the routine, e.g. five-minute warning, sand timer, visual timeline. ● use songs and rhymes to encourage me to join in with routines and transitions.	● an accessible visual timeline, used throughout the day, reflecting my developmental stage, e.g. real objects, photographs of real objects and/or clear symbols. ● have clearly defined areas which are well resourced to promote independence. ● have clearly labelled storage with photographs, pictures and words to encourage my independence. ● have accessible storage for all children including non-mobile children.
follow instructions 	● I will understand what you want me to do. ● I will receive positive attention and recognition for my efforts. ● I will be motivated to follow instructions.	● use short, simple instructions and use my name so that I know the instruction is for me "Joe, coat on." ● tell me what to do rather than asking me e.g. "sweep the sand off the floor thank you." ● understand that instructions are used for guidance as well as asking me to do something. ● check that I have understood and support my understanding with visual supports, signing, simplified language, modelling. ● give me specific praise when I do what I have been asked.	● have clearly labelled storage with photographs, pictures and words to encourage my independence. ● a range of visuals to support understanding of instructions, including signing, photos, symbols.



Listening, attention and understanding

I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
understand the messages being communicated to me 	● I will understand routines and what to do next. ● I will become more confident. ● I will be motivated. ● I will be able to join in activities.	● adapt language, when giving group instructions, keep language developmentally appropriate, e.g. "Joe, shoes." ● think about their own body language, intonation, facial expressions. ● are consistent in their approach. ● get down to my eye-level. ● use lots of non-verbal communication with me. ● allow additional time to process and understand what is being communicated to me.	● a variety of visuals e.g. real objects, photographs, signs, symbols, and/or cue songs to support my understanding. ● collection of language rich stories, rhymes and songs including dual language books and multi-cultural resources. ● offer new songs, rhymes and stories with actions. ● allow songs, stories and play to be revisited and repeated.

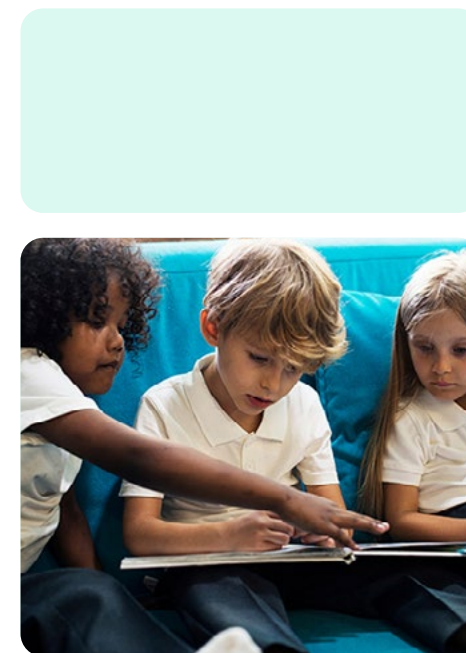
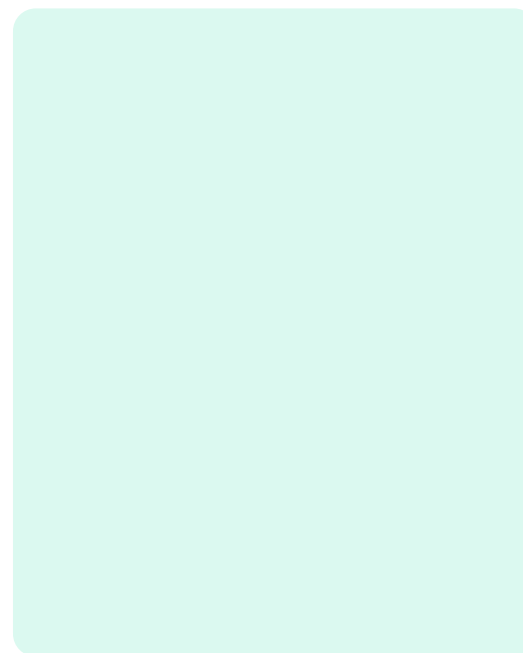
Speaking

I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
develop my language skills (spoken, signed etc) 	- this will help my interaction with others. - I will use my language skills to communicate effectively.	- listen to me and encourage continuous back and forth interactions through sounds, actions and words. - encourage and model my nonverbal communication e.g. pointing, gestures, facial expressions. - listen carefully and support language responsively, expanding and extending on what I say. - comment more and question less, narrating and describing my play. - intentionally teach me specific and new vocabulary linked to my learning. - use correct words, pronunciation and grammar when talking with me.	- provide open spaces for group interactions and smaller areas for more intimate conversations. - stimulating resources that are accessible, open-ended and relevant to my interests and abilities. - provide resources or props during singing and story time.



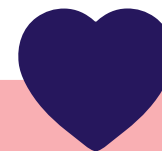
Speaking

I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
communicate my wants and needs and make choices 	● I will be able to communicate my wants and needs. ● I will be able to make a choice. ● I can use my preferred method of communication. ● I will be understood by others.	● tune into me to meet my needs. ● know how I show what I like or dislike or need, e.g. eye contact, eye pointing, gesture, finger pointing, facial expressions, pushing something away, taking you by the hand, using my words. ● understand my preferred way of communicating. ● teach me how to use appropriate visual supports to express a preference, need or make a choice, e.g. choice board, communication board, now and next board, Makaton. ● model the words for me, e.g. “you want to go outside,” “you don’t like cucumber,” “you need the toilet.” ● give me a choice or limit my choices, e.g. “you can play with Lego or the craft, you choose.” Or “Bricks or cars, which one?” ● understand that my behaviour may be a form of communication. ● are unhurried and give me time to communicate my needs, preferences and ideas.	● have visuals available for me to use to show an adult that I need the toilet or want a drink etc. ● provide frequent opportunities for choices and preferences, e.g. a song bag where I can make a choice from different toys and props to show you which song I would like the group to sing. ● interesting objects or events as motivators and provocations to stimulate conversation.



Speaking			
I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
take turns in interacting with others 	● I will be able to choose who I connect with. ● I will explore more play opportunities. ● I will have fun. ● I will notice others.	● show me they enjoy playing with me. ● look for subtle cues that I am interested in the play of other children. ● provides one-to-one and small group activities e.g. story, action songs, building. ● support me to interact with children I choose and accept when I don't want to connect. ● provide opportunities for me to practice turn taking and affirm positive social communication.	● enable me to play alongside and with other children both indoors and outdoors.





Personal, social and emotional development

From birth, children need caring and responsive adults to grow and develop their social and emotional skills that, in turn, support the child to flourish as an effective and motivated learner. Throughout the EYFS, young children are learning to manage their feelings, become socially aware and understand how to develop positive relationships with others. Adults provide a vital role in supporting children's developing self-regulation through sensitive co-regulation. This supports children to become resilient and overcome challenges within their lives. They learn through strong, warm and supportive relationships with adults, a nurturing environment and supported interactions with other children. Children are best supported through a whole team approach, providing

consistency based upon expectations that are appropriate and match children's developmental profile.

It is important that adults see children's behaviour as a communication and sensitively try to find out what it means, especially as the child may not yet have the understanding or the words to explain. This detective work may discover patterns or triggers that help us understand what the child needs.

Children's developing personal, social and emotional skills are a teaching and learning opportunity and children will flourish in a stimulating environment where it is safe to practise, rehearse and learn from their successes and mistakes.

Self-regulation			
I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
manage my feelings 	● my basic needs are being met. ● I will begin to recognise that I have feelings and emotions and what they are called. ● I will begin to understand that everyone has feelings.	● find out what soothes me e.g. rocking, cuddling, singing, some time by myself, sensory toys, being outside. ● know me well and recognise when I am upset, anxious or scared or struggling to manage my big emotions. ● make sure that I am not hungry, tired, hot or cold.	● a range of visual representations of emotions including mirrors, pictures of facial expressions, emotion stones, books, toys that can be referred to throughout the day.

Self-regulation

I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
manage my feelings 		● talk about my feelings with me in everyday situations. ● acknowledge, validate and label my emotions e.g. "I can see you are excited today because you are jumping up and down, you are smiling, because it is your birthday." ● support me to recognise my emotions and the emotions of others through facial expressions. ● use all the senses to teach me about my feelings through books, songs, rhymes, music, creative activities, physical activities. ● help me to put it right rather than insisting on saying sorry.	● different types of spaces for different purposes, indoors and outdoors e.g. calm area/ haven (in addition to the book corner) and physical play spaces.
control my impulses 	● I will begin to manage my emotions and find things that help me regulate. ● I will be able to soothe myself or accept support from an adult. ● I will build relationships with my peers. ● I will learn to take turns. ● I will learn that all feelings are ok, but not all responses are.	● tell me what to do not what not to do. ● use ready, steady, go activities and timers to teach me about waiting. ● use the word "stop" and a hand gesture rather than using the word "no!" ● give me regular movement breaks and access to the outdoors. ● teach me a range of strategies to help me feel calm and manage my big emotions, as part of everyday routines e.g. mindfulness, breathing exercises.	● sand timers that are easily accessible with various length of times or a timer that suits the type of activity. ● visual supports including timers, waiting boards, a wait sign to support my understanding of learning to wait and control my immediate impulses. ● support me but also provides for some challenges so that I can learn, practise and rehearse in a safe and secure environment with supportive adults.

Self-regulation

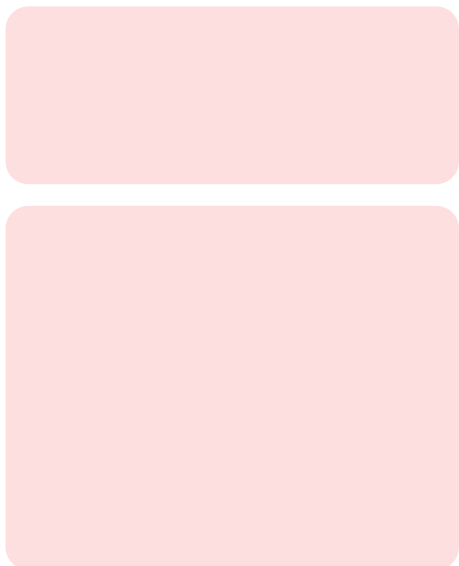
I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
control my impulses 		● use an ABC/Star chart to find out the things that affect my emotions, my triggers. ● help me to understand that all emotions are natural and ok but not all responses e.g. "It's ok to feel angry. We all feel angry. It's not okay to hurt someone."	

Managing self

I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
develop a positive sense of self 	● I will feel valued, special and included. ● I will feel known – someone 'gets me'. ● I will have a positive self-image. ● I will feel that I am respected. ● I am noticed for what I do well.	● talk about me, and to me, positively and focus on what I can do. ● find out about me and find some time to talk to me individually every day. ● show me that they care e.g. "I thought about you when I saw a tractor because I know you like them." ● give me lots of opportunities to be independent and show you what I can do. ● give me jobs to do to build my self-esteem and so I see myself as capable e.g. helper of the day, being a buddy. ● encourage me to keep going and offer some support when I am finding something difficult.	● a range of visual representations of emotions including mirrors, pictures of facial expressions, emotion stones, books, toys that can be referred to throughout the day. ● ensure that I can see myself reflected in the setting e.g. through books, photos, my achievements or resources. ● provide interesting/engaging activities and experiences.

Managing self

I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
develop a positive sense of self 		● valuing my efforts not just my achievements. ● notice when I am getting it right and let me know. Rewarding me with what I value e.g. a high five, a hug or specific praise.	● opportunities for problem solving and challenge. ● provide me with a sense of ownership, belonging e.g. named photo on coat peg or tray. ● clearly labelled storage with photographs, pictures and/ or words to encourage my independence. ● have accessible storage for all children including non-mobile children. ● maximise opportunities for me to be independent.
manage my personal needs 	● I will increasingly be able to manage my own basic hygiene and personal needs. ● I will be independent. ● I will be able to dress myself. ● I will be able to go to the toilet independently.	● know my current developmental stage of being independent with my: eating and drinking – handwashing – toileting – dressing and undressing. ● demonstrate patience, warmth and responsiveness. ● model how to meet my basic hygiene and personal needs and support me to do this. ● use songs and rhymes to help me remember steps and support my understanding. ● use backward chaining to support me. This is where you work backwards to build my independence, showing me the end step first and then guiding me through earlier steps when appropriate.	● contain developmentally appropriate furniture and resources e.g. highchair, child size chairs. ● is clean, organised and sterile where appropriate. ● provide clear, step by step, visual instructions to support my understanding of what to do. ● visuals to help me to be independent e.g visuals to support hand washing sequence, getting ready for the garden, boots then coat.



Managing self

I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
overcome challenges 	● I will be able to develop resilience. ● I will know what to do when something doesn't go my way. ● I will be able to work and play cooperatively with others.	● explore different ways I can communicate for help, based on my age/stage of development and whether I can use my words. ● use books, stories, role play to talk about and practise what to do when things go wrong. ● model using visual supports e.g. a help card, using Makaton sign to ask an adult for help. ● encourage independence by modelling language I can use when a child hurts me "Stop, pushing hurts" or "I don't like it." ● model language to use when another child takes the toy I was playing with "please give me that car back" etc.	● have visuals available for me that I can use to communicate with an adult if I need help. ● are consistent and predictable. ● provides an opportunity for me to reflect, react and regulate if required.

Building relationships

I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
separate from my parent/carer 	● I will feel safe and secure in my setting. ● I will feel safe and trust familiar adults when I am not with my parent/carer. ● I will feel welcomed and valued. ● I will feel that my family are part of the setting. ● I will be more able to manage my emotions around separation. ● I will enjoy spending time with trusted adults and other children.	● spend time getting to know me and each other before I start at my setting. ● adapt my settling in sessions/transition arrangements to meet my unique needs. ● know my previous experiences of being with other children e.g. siblings, family, groups, other childcare settings. ● share information with me about the setting and themselves e.g. book of photos of the setting, key person. ● allow me to bring in some things from home that will help me and keep them safe e.g. my comforter, a favourite toy/book, photos of my family.	● include things that reflect my interests. ● have things that are familiar and welcoming to me, making me feel part of the setting. ● provide me with a sense of ownership e.g. named photo on coat, peg, tray. ● include representations of different family make ups. ● include representations of cultures of families attending. ● represent the local area, culture, landmarks, communities, faiths.
play with other children 	● I will learn to tolerate others in my space and gradually involve them in my play. ● I will enjoy playing with others. ● I will learn that sharing is part of everyday life, and it can be nice to share.	● know about my interests, what I like to play with and share this information between my home and setting. ● play alongside me with their own set of resources, then sensitively join my play. ● support my joint play e.g. with another child to fill a bucket. ● teach me to take turns with an adult and then one other child, modelling language such as "my turn" "your turn."	● include toys and resources that reflect my interests and what I like to play with. ● enough resources for me and my friends to play together. ● help me to learn how to share space with other children e.g. hoops to define personal space visually, carpet squares, cushions at group times, spots and chalk drawn circles for lining up.

Building relationships

I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
play with other children 		● use visual prompts and timers to help me to understand when my turn is ending. ● use everyday opportunities for promoting sharing e.g. at snack time cutting up fruit or sharing out a lump of playdough. ● model and teach me how to use my words to join others in play e.g. "can I play?" "my turn?" ● plan opportunities for me to play and work together with other children e.g. building a tower, completing a puzzle.	● provide lots of opportunities for simple, natural turn taking in play throughout the day so that I have lots of practice and positive experiences. ● opportunities to practise turn taking in more everyday play situations. Use timers or visuals e.g. a visual waiting board. ● provide sensitive and flexible grouping or pairing for planned activities.
make a friend 	● I will learn that other people can be fun. ● I will develop meaningful relationships. ● I will recognise I have shared interests and ideas. ● I will feel known and seen.	● celebrate my uniqueness and encourage me to share and use my talents. ● understand my preferred ways to play and provide opportunities to develop these.	● enable me to play alongside and with other children both indoors and outdoors.



Physical development and sensory needs



Children need to be able to play, learn and engage with everyday activities and routines to support this important area of development. Children need to develop their sensory and physical skills. These skills are developed through play and exploration with access to a wide range of play opportunities to practice these skills at the child's developmental level which may differ from their peers.

Gross motor			
I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
move my body in different ways 	● I will become more independent. ● I will build strength and be able to negotiate different spaces. ● I will improve my posture and develop control and confidence in my body. ● I will begin to read and write. ● I will feel proud!	● know how I move and negotiate space both in the setting and at home. ● will rock and sway with me during rhyme time. ● provide different positions for me to develop my muscle strength and awareness e.g. tummy time, back, side, squat, kneeling. ● plan for me to use large and small equipment indoors and outdoors, alone and in a group. ● give me the opportunity to practice my hand-eye coordination and develop my spacial awareness e.g. ball play.	● encourage babies to move freely during care routines, give them time to move into a comfortable position. ● have opportunities for me to pull myself up. ● space to climb over cushions, explore a ball pool and soft play equipment. ● have experiences where I can climb, run, jump, throw, kick and catch. ● use music for me to dance, stomp and move to. ● provides obstacles for me to try and negotiate how to move through them.

Gross motor

I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
sit up, on the floor or on a chair 	● I feel comfortable. ● I will be more engaged. ● my core stability will strengthen.	● provide me with something to lean against, if I need it. ● provide chairs that make sure my feet are flat on the floor. ● monitor how long I can stay sitting, I may need extra support to develop my core muscles. ● allow me to choose to sit or stand when completing activities.	● a cosy secure space. ● provide access to different types of chairs, based on my needs, e.g. a captain's chair or a chair with arms. ● tables which are the right size for me so that my forearms are supported.
use wheeled toys 	● my balance will be stronger. ● I will experience freedom and speed. ● I will learn how to steer, stop and change direction. ● I will have fun.	● consider the type of sit and ride toy based on my needs. ● build my confidence and notice my growing skills. ● set me challenges, such as obstacle courses using everyday items indoors and outdoors. ● let me move my playthings around using a wheelbarrow, pram or buggy.	● space and time to practice and learn how use a range of sit and ride toys, trikes with and without pedals and scooters. ● add challenge as I progress using a balance bike. ● provide opportunities to experience different surfaces, for example, bark, grass, slopes, bumps and other obstacles to make it interesting.



Fine motor			
I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
use my hands to reach, grasp and manipulate objects 	● my hand eye coordination and skill will develop. ● I will be able to hold and manipulate objects. ● I will be curious. ● I will develop my independence in feeding myself.	● help build my core strengths and stability to support my small fine motor skills. ● play alongside me to support different stages of my development. ● allow me plenty of time to explore, enjoy and repeat activities. ● model and guide me when I explore objects initially.	● help me explore a range of resources that contain a variety of play materials that I can hold, squeeze, drop and move between my hands. ● resources that I can manipulate e.g. peg boards, Duplo/Lego, wooden blocks, picking up objects with tongs and large tweezers. ● offers a variety of wet and dry sensory experiences. ● provides a range of cause-and-effect toys. ● provide opportunities for me to carry out daily activities such as doing buttons, zips.

Fine motor

I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
use a range of different tools 	● my hand muscles and strength will develop. ● I will be able to make marks. my early writing skills will develop.	● allow me to explore freely and in my own way. ● understand the importance of using materials such as clay and playdough to roll, squeeze and pat to help build strength in my hands and wrists. ● allow me to use tools in a range of positions e.g. standing at an easel, laying on the floor. ● sit with me when I use a range of tools to repeat actions, for example using scissors or cause-and-effect toys, you may need to guide my hand to help me gain more control over my movements. ● observe how I use my finger and thumb to develop my pincer movement when I'm drawing or painting or building models.	● provides adaptive resources to meet my current development stage e.g. chunky crayons, big brushes, as well as pencils, pens small fine brushes. ● gives me access to a wide range of activities that reflect my interests and help me to practice my skills, e.g. in-set puzzles, threading, making models, small world toys, pencil control. ● allows access to larger mark making to help me practice moving my arms across my body (crossing the mid-line).
build and construct 	● it will strengthen my arms and shoulders. ● It will let me practice crossing my midline. ● I will be able to problem solve. ● I can be creative.	● understand that I will need easier objects to build with initially. ● can show me how to use objects. ● offer and provide increasingly challenging building materials to support my creative and critical thinking. ● let me build inside and outside.	● provides resources which can be put on top of one another easily e.g. toys, wooden blocks. ● offers large construction and recycled materials, for extra challenge.

Sensory processing

I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
feel comfortable in my surroundings 	● I will feel happy. ● I will feel safe. ● I will find ways to help me regulate.	● can identify what is distressing me and try to lessen or increase the stimulation. ● understand that I may not be able to use speech to tell you how I feel. ● use ABC/Star charts to help identify what I may be finding overwhelming and if there is a pattern. ● recognise my behaviour is a form of communication and spend time working out what I am trying to tell you.	● allows me to take myself away from the noise and bustle of the room. ● provides a quiet area with a few cushions, a blanket and a fabric drape to make it cosy. ● a pop-up tent or a table with a cover over it to create a den. ● take my needs into account when deciding who and what to put in the calm den e.g. some sensory resources, but not lots of toys.
have appropriate resources to explore 	● I will be safe. ● my needs will be understood.	● understand that all children's sensory needs are different, and it might take time to find the right solution for me. ● recognise I might like the sensation of what is in my mouth. ● offer me alternative safe play opportunities e.g. edible paint, raw carrots, Chewelry.	● provides safe and risk assessed items. ● offers musical instruments that I can use with my mouth e.g. harmonica or recorder. ● provides activities which stimulate the other senses e.g. listening to music, being wrapped in fabric, swinging, dancing to music, crawling through tunnels.

Sensory processing

I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
have friendly interactions with my peers 	● I will have fun with my peers. ● I will develop social skills.	● help me find ways to communicate my wants and needs. ● offer me safe objects to support my sensory needs, e.g. chewable jewellery, teethers. ● Observe, identify and understand the potential triggers for my sensory behaviours.	● a quiet area where I can retreat and escape if needed. ● provides activities linked to my interests. ● is predictable and familiar.
engage for a short period of time 	● I will be more engaged. ● I will develop confidence. ● I will be able to listen.	● recognise and understand I may need alternative furniture and resources to aid my concentration. ● understand that I can only sit for short periods. ● provide me a selection of fidget toys to hold whilst I am sitting listening. ● provide movement breaks. ● understand that I may need to be hugged tightly, lean on a wall or adult, wrap myself up in a blanket or have a weighted toy.	● provides equipment that I can rock, wobble or spin on when needing to sit and listen. ● offer activities and resources which support deep muscle movement e.g. sweeping, weighted beanbags, crawling, stomping, pushing, pulling and carrying heavier items.

Hearing impairment

I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
hear as well as I can 	● I will be able to join in with my peers. ● I will develop my communication skills. ● I will learn to play alongside my friends. ● I will be confident.	● support me to recognise when amplification is not working and encourage me to seek out my key person. ● understand about my hearing aids and find out to check these are working and change the batteries if needed. ● will help me to keep my hearing aids moulds and tubes clean. ● follow advice from Specialist Teachers if they are involved.	● provide adaptive resources and materials for communication. ● provide small groups and/or paired activities to develop listening skills. ● have quieter spaces I can go to if needed. ● keep background noise to a minimum e.g. avoid playing continuous music or TV.
understand what is happening 	● I will feel valued. ● I will be able to join in the learning opportunities. ● I will be able to follow the routine. ● I will be more independent. ● I will be confident.	● use facial expressions, signs, gestures and real objects to support communication. ● uses visual aids to help me understand what they are saying. ● use simple actions, pictures or Makaton to demonstrate what they want me to do. ● use language appropriate for my level of understanding. ● do not assume I heard instructions given to the whole group. ● come close to me when talking and be face-to-face so I know they are talking to me. ● ask others to be quiet when needed so I can listen e.g. not getting snack ready when it's story time.	● includes a visual timeline so I know what is going on. ● offers a consistent and familiar routine. ● allows me to learn and play alongside my peers.

Vision impairment

I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
move around the provision on my own 	● I will be independent. ● I will feel empowered.	● adapt the environment to meet my needs, this may include moving furniture, to give me clear access. ● model and encourage my peers to keep the floor tidy and to pick it up, play with it, put it away. ● encourage me to keep my glasses on and keep them clean, if I need them.	● are clutter free and flat with no uneven surfaces. ● include tactile creative activities and games using sounds and music to engage me and help me to explore, play and learn. ● keeps furniture and resources in the same place, so I know where to find them. ● reflective tape to map out the environment to indicate changes in levels or steps.
join in the same activities as my friends 	● I want everyone to know what I can do. ● I will feel included. ● I will be happy. ● I will learn and play alongside my peers.	● use clear concise communication and language to describe what you see or what is happening next, for example, the play dough is on the table. ● use objects of reference to bring stories and concepts to life, story sacks is an example. ● use my preferred method of communication. ● encourage my peers to join me in activities. ● follow advice from Specialist Teachers if they are involved.	● offers small group and individual activities. ● has good indoor lighting levels for me to play alongside my friends. ● provides shade and protection from the sun when I play outdoors.



Cognition and learning and characteristics of effective learning



The characteristics of effective learning form the fundamental foundation on which children develop the cognition and learning skills, that will support each child to flourish into confident and motivated learners.

Cognition refers to thinking skills, working things out, remembering and making connections and thought processes that each child has acquired through their prior experiences.

Learning needs are on a continuum and can vary across situations and activities. To support children to reach their

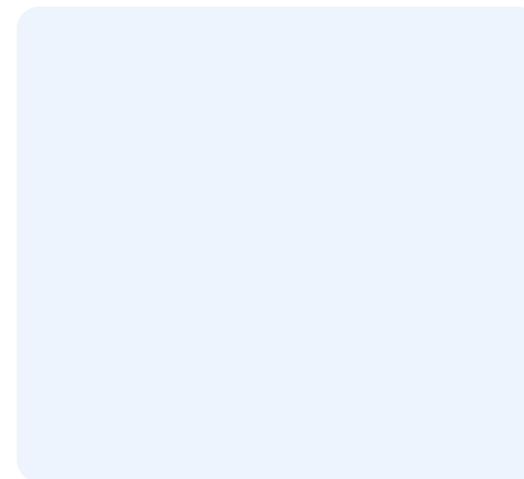
potential, children must be encouraged, through warm caring relationships with adults, to develop their ability to engage in playing and exploring, become motivated to actively learn and show perseverance. Making links from prior experiences helps children to think and create in their own unique way. The development of cognition and learning skills in the early years must remain focussed on how well a child is supported to develop their unique learning style, rather than how well they can recall information.

I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
explore with cause-and-effect resources and activities 	● I will notice what happens when I press buttons on toys e.g. Jack-in-a box. ● I will learn how toys work with moving parts. ● I will show curiosity. ● I will find new ways to do things ● I will have the opportunity to be surprised. ● I will be motivated to continue with the activity or request it again.	● play with me and show me that purposeful actions feel good and are exciting. ● support me to take risks and try something new e.g. seeing what happens when I mix mud and water or build a high tower using wood blocks. ● encourage families to interact with me at home and make time to play with me e.g. cooking with family members, playing at bath time.	● give me space, and time, to explore with toys that have buttons, levers, switches. ● resources that can be moved and combined in ways to develop my understanding of cause-and-effect. ● make me want to explore bubbles, vibrating toys, spinning tops, pop-up-pirates. ● I can explore sand and water play every day. ● favourites such as playdough or clay are always in the same space.

I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
play anticipation games 	● I can anticipate what is going to happen next. ● I will make links and notice patterns. ● I will want to find new ways to play and interact. ● I will have fun.	● model peek-a-boo, ready-steady-go activities and games. ● wait for me to signal before saying go. ● when I show interest in the game, invite another child to join me. ● let me know that my engagement is valued and rewarded.	● a quiet area, with for example an interest box with toys and objects to spark curiosity. ● different spaces for me to play alongside a friend. ● sensory spaces for me to enjoy success and build motivation to play in a different way.
engage in imaginary play 	● I will want to act out experiences with others. ● I will engage in pretend objects are things from my experiences. ● I will use my senses to explore the world around me.	● show me that they enjoy playing with me and joining in my learning. ● I will engage in pretending objects are things from my experiences. ● model self-talk, describing their actions in play. ● model role play, using real objects for me to use and explore.	● make me feel secure in spaces I enjoy being in e.g. a dark den or outdoors. ● access to role play that is inviting and reflects my home and family context. ● open ended multi-sensory resources to extend my imagination.



I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
make choices 	● I will experience consistency between home and setting which makes it easier for me to understand what I need to do. ● I will enjoy what I set out to do. ● I can be independent in play. ● I can decide for myself and make plans.	● pay attention to my choices and value my right to make decisions. ● show flexibility in their response. ● don't ask me to do something that I am not developmentally ready to do, so I have more chance of achieving it. ● make things easier for me by breaking tasks down, backwards chaining, using timers and count downs. ● notice me for what I do well. This means I get attention for positive behaviours.	● flexible spaces indoors and outdoors to explore, move and belong. ● stimulating play materials are accessible, open-ended and can be used in a variety of ways.
understand what will happen next 	● I will be able to follow routines. ● I will feel happier and calmer. ● I will be able to move onto a new activity.	● support me to use objects of reference, pictures, symbols, gestures, now and next boards, social stories and Makaton. ● have a well-planned regular and consistent routine, use a visual timetable. ● give me a verbal or visual warning before I need to do something different.	● objects of reference, photos, symbols are used to guide me. ● my own now and next board if required. ● my own choice board if required.



I want to be able to...	This will help me because...	I need adults who...	I need spaces that/with...
develop curiosity and investigative skills 	● I will be more confident. ● I will be able create links in my knowledge and play. ● I will be able to test my ideas.	● allow me to explore.	● open ended and flexible resources which encourage me to explore and use them in different ways. ● multi-sensory spaces.
play and explore on my own and with others 	● I will feel confident in my own abilities. ● I will be able to make independent decisions.	● recognise that I have a preferred way to play. ● encourage me to follow my preferences in play. ● understand that it is important to allow me to have space to feel safe and regulated.	● provide resources which are accessible and open-ended. ● make sure that resources are relevant to my interests. ● plan experiences and challenges that are developmentally meaningful.



Section Four

Additional support and information

Additional support and information

This section details which services Early Years providers and schools can access for further advice and support.

Early Years and Childcare Quality Team

The Early Years and Childcare Quality Team and Childminding Quality and Sufficiency Team are here to empower and support early years providers in fostering a celebratory approach to delivering high-quality, inclusive provision for every child. With a continuous and flexible offer of support, they are dedicated to helping to create an environment where all children thrive.

Primary School Improvement

The Primary School Improvement Team are here to provide individualised support and guidance across all aspects of primary provision. They endeavour to work closely with all schools to achieve the very best for their children.

The Early Years SEND Support and Inclusion Team

This team is made up of three teams:

- Portage Team
- SENIF Finance and Monitoring
- SEND Support and Inclusion Practitioner Team.

Their vision is to enable all children to receive the right support, at the right time and in the right way.

For more information visit [The Early Years SEND Support and Inclusion Team](#) on Kelsi

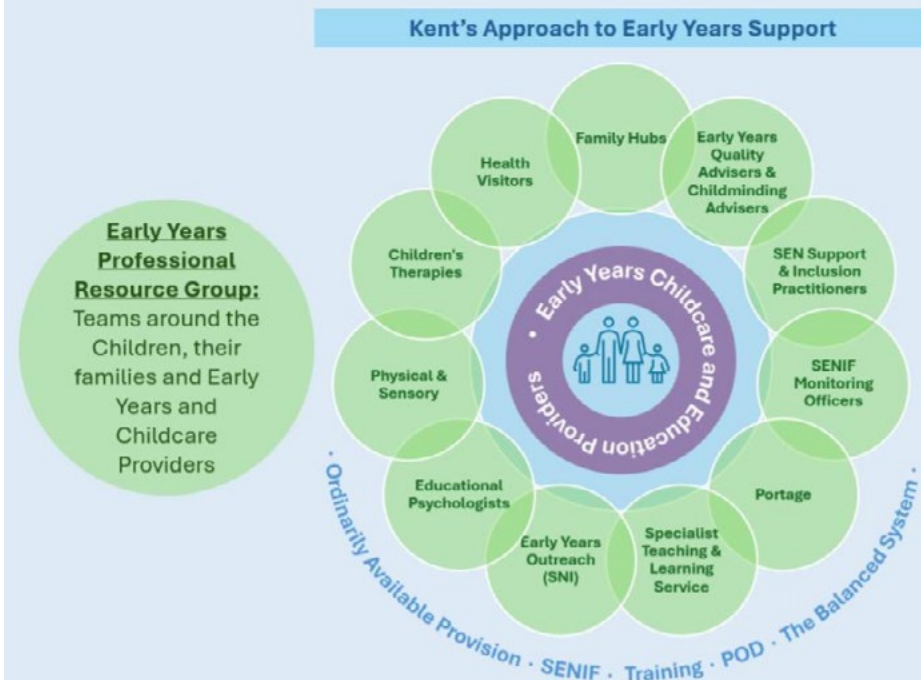
Additional support and information

This section details which services Early Years providers and schools can access for further advice and support.

Early Years Professional Resource Group

The Early Years Professional Resource Group (EY PRG) ensures that Early Years providers, children and their families, have access to a bespoke offer to meet their needs during the early years phase of their education by a range of professionals and services. The image to the right, provides an example of the core membership of the Professional Resource Group. The aim of the group is to plan educational support for children attending an Early Years provision. This includes making decisions on the most appropriate intervention and support that can be offered. More information on the [Early Years Professional Resource Group](#) can be found on Kelsi.

Kent's Approach to Early Years Support (Simplified)



Additional support and information

Supporting documents

There are many useful resources which can be found on Kelsi under [Early Years and Childcare Quality Team](#) and [Early Years SEN Support and Inclusion Team](#) that support and inform families and practitioners. Amongst them you will find:

- Early Years Support Plan
- Small Steps of Progress Tracker
- Parent Guides and Leaflets
- Transitions in the Early Years
- SEND Reflection Tool

Training

Kent's Universal CPD Package

[Dingley's Promise](#) for Early Years Inclusion Programme training.

Additional funding

Early Years Pupil Premium (EYPP)

The Early Years Pupil Premium (EYPP) is additional funding for early years providers to improve outcomes for children by providing them with enhanced learning and development support.

[Early Years Pupil Premium \(EYPP\)](#)

Disability Access Fund

The Disability Access Fund (DAF) provides funding to support children with disabilities and/or special educational needs. The DAF aids access to early years places by, for example, supporting providers in making reasonable adjustments to their provision.

[Disability Access Fund \(DAF\)](#)

Special Educational Needs Inclusion Fund

Special Educational Needs Inclusion Fund (SENIF) provides funding to early years and childcare providers to support children with special educational needs to secure better outcomes.

[SENIF](#)

Additional support and information

Useful websites	
SEND Information Hub – The Kent Local Offer	Providing children and young people with SEND and their families information about the support services available in their area.
The Pod	Kent Community Health NHS Foundation Trust website bringing together information, strategies and training videos offering support for neurodivergence, speech and language therapy, Occupational Therapy and Physiotherapy.
Talking Walk-in Service	Kent Community Health NHS Foundation Trust offer play-based drop-in sessions for preschool aged children and their parents/carers where there may be a concern about their speech, language or communication. Families can refer to their local Family Hub Social Media pages for the most up to date information on sessions.
The Balanced System®	Kent's vision for improving support for children and young people with speech, language and communication needs.
Autism Education Trust (AET)	Kent is implementing the Autism Education Trust training and frameworks to achieve consistent knowledge and practice in supporting autistic children and young people across all schools and early years providers in Kent.
CBeebies Parenting	An online community of support for parents and carers, previously known as BBC Tiny Happy People. Providing articles, advice, tips and activity ideas to support children's development.
Speech and Language UK	A children's communication charity which supports children with speech, language and communication difficulties.

Additional support and information

Useful websites	
National Literacy Trust	Providing resources and tools for early language development.
ERIC	The Children's Bowel and Bladder Charity – a national charity dedicated to improving children's bowel and bladder health.
Education Endowment Foundation	Education Endowment Foundation is a centre for training, resources and guidance aimed to improve outcomes for children by ensuring the education sector has trustworthy and actionable information.
Best Start in Life	The Best Start in Life Hub provides information and support from pregnancy and through a child's early years and beyond. It also includes information for families around child development, starting reception, and childcare support.

Useful resources	
SEND Reflection Tool	The Education People SEND Reflection Tool has been designed to be used by all practitioners working with young children in an early year's provision. A self-reflective framework to evaluate aspects of a team's SEND knowledge, practice and provision for children and their families.
Prime Importance E-learning Series	The Education People suite of e-learning modules, exploring the Prime Areas of Learning. Each course explores one of the three Prime Areas of learning, how to support children's development, work in partnership with families and create high quality inclusive provision.

Additional support and information

Useful resources	
What to expect, when?	Department for Education guide for parents on What to expect in the Early Years Foundation Stage .
Sustained Shared Thinking and Emotional Wellbeing Scale	Self-evaluation scale which supports Early Years practitioners working with children aged two to six to achieve their full potential. It focuses on pedagogy, adult roles in supporting learning, and high-quality interactions. The scale can be purchased through online retailers.
Ofsted Education Inspection Framework	Ofsted Education Inspection Framework sets out the principles of inspection and the judgements the inspectors make. Individual handbooks are available for registered early years settings.
Ofsted Best Start in Life	Best Start in Life: a research review for early years. Ofsted produced this three-part research to support early years practitioners in raising the quality of early years education. It explores literature relating to early years education and draws on a range of sources.

Starting strong



Ordinarily available provision for families and early years professionals