

# **Start Well Briefing for Early Years SENCOs**

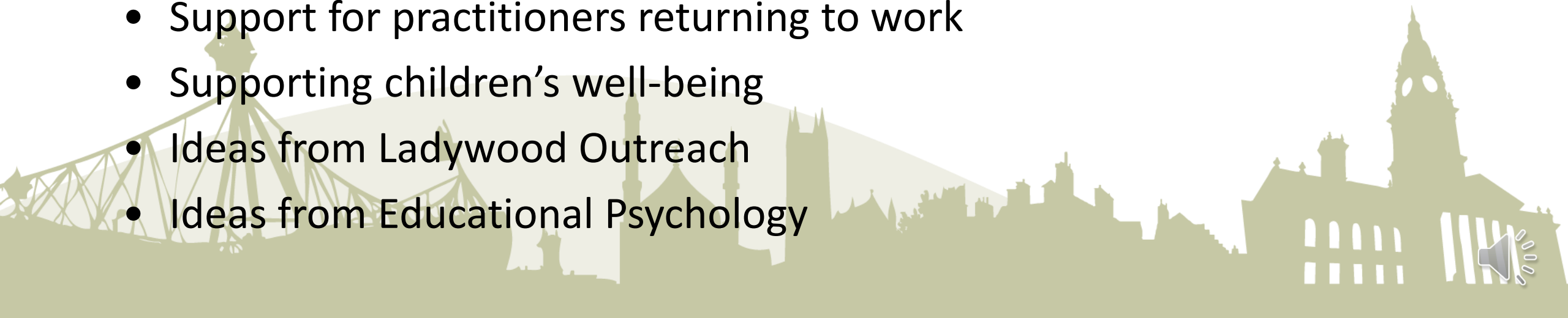
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# Supporting children with SEND back into your setting

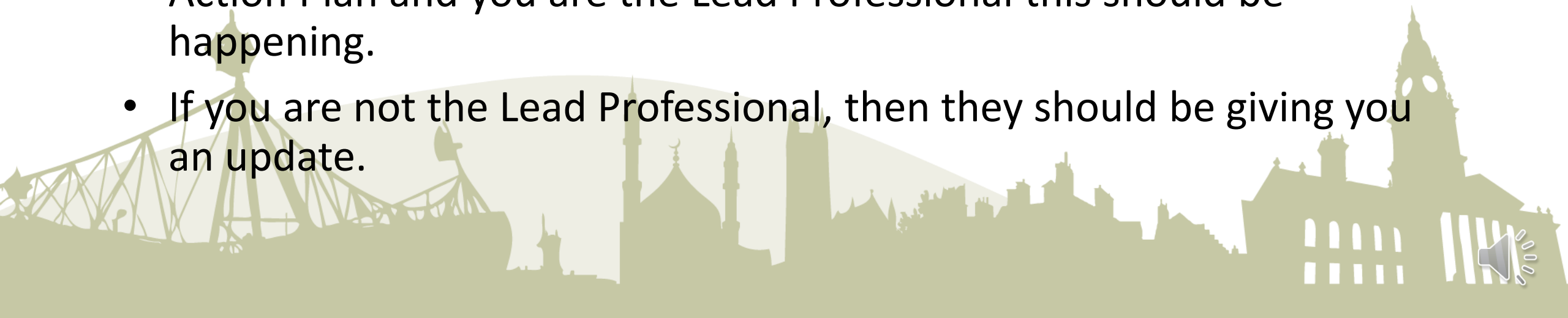
- Talk with parents
- Risk Assessment
- Use of Inclusion Fund
- Supporting parents at home
- Support for practitioners returning to work
- Supporting children's well-being
- Ideas from Ladywood Outreach
- Ideas from Educational Psychology



# Supporting children with SEND back into your setting

## Talk with parents

- Safeguarding Children Arrangements during Covid-19 outline your responsibility as Lead Professional for the Early Help Process to have regular telephone conversations with parents.
- If a child with SEND in your setting has an Early Help Assessment and Action Plan and you are the Lead Professional this should be happening.
- If you are not the Lead Professional, then they should be giving you an update.



# Supporting children with SEND back into your setting

## Talk with parents

- If these conversations have not been happening, or the child does not have an Early Help Assessment, contact the parents now.
- Discuss with parents:
  - How have things been going for the child at home?
  - What are their thoughts about their child returning to the setting?
  - What support might they need to do this with confidence?
- Talk about the ways in which you can support the child back into the setting.
- Explore any potential difficulties, eg social distancing on entry to the setting might make the child more anxious at drop off time.



# Supporting children with SEND back into your setting

## Talk with parents

- Gather as much information from parents as possible about their child's needs.
- Complete a One Page Profile and an All About Me booklet with parents – consider any new routines e.g. an afternoon nap.
- Keep-in-touch with parents via Zoom/emails/phone calls etc and answer any questions they may have.
- Contact the child via video call if possible, to say hello before they return and introduce any new members of staff. Alternatively provide pictures.
- Show the child any changes to routine for example using a new entrance – provide social stories to be used at home.



# Supporting children with SEND back into your setting

## Talk with parents

- Some parents may be worried about a child who is in the process of a needs assessment for an Education, Health and Care Plan (EHCP).
- Remember that a child who does not yet have an EHCP is at SEN Support and will remain supported in school even if EHCP is not finalised by September.
- All of the processes that have been set in motion will continue.
- Schools will offer the support needed to meet a child's needs.
- You can support with planning for the child's transition into school.



# Supporting children with SEND back into your setting

## Think about Risk Assessment

- As part of your recovery plan you will have done a clear risk assessment for the day to day running of the setting.
- Government guidance on Implementing Protective Measure in Education and Childcare Settings \* sets out the following measures to be considered:
  - Avoiding contact with anyone with symptoms.
  - Frequent hand cleaning and good respiratory hygiene practices.
  - Regular cleaning of settings.
  - Minimising contact and mixing.

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>



# Supporting children with SEND back into your setting

## Think about Risk Assessment

- Think about the specific needs of a child with SEND.
- Are there any additional risks that may need to be managed in order to support the child and keep them and others safe?
- Carry out the risk assessment in partnership with parents.



# Risk Assessment

## Think about the specific needs of a child with SEND

- Are there any additional risks that may need to be managed in order to support the child and keep them and others safe?
- For example:
  - Children who mouth toys.
  - Sensory needs.
  - Physical needs.
  - Salivation difficulties or spitting.
  - Meals times.
  - Intimate care.

Risk Assessment for children with SEND					
<b>Activity:</b> Attending nursery during the COVID-19 pandemic	<b>Child's name:</b>	<b>Date completed:</b>	<b>Completed by who?</b>	<b>Signature:</b>	
<b>What are the hazards?</b>	<b>Who might be harmed?</b>	<b>What actions/controls are required</b>	<b>Action by who?</b>	<b>Action by when?</b>	<b>Date completed</b>
The spread of COVID-19	Children with SEND  The families of children with SEND  Practitioners working with children with SEND.	<b>Hand washing:</b> Children with SEND will require support to wash their hands regularly throughout the day. Ensure adequate hand washing facilities are available and easily accessible. Consider the needs of children with aversions to water/soap. Suggested strategies to support children with SEND: <ul style="list-style-type: none"> <li>• Display visual aids showing the hand-washing sequence.</li> <li>• Use hand-washing social stories.</li> <li>• Sing songs to encourage hand washing for at least 20 seconds.</li> </ul>	All practitioners	On-going	



# Use of Inclusion Fund

## **Think about the most effective way to use Inclusion Fund at this time**

- Consider how the enhanced level of staffing supported by the funding can be put in place.
- Carry out an individual risk assessment and think about the ways that you might use the funding differently to meet the child's needs at this time. This may include thinking about the way behaviours are managed.
- Consider how Inclusion Fund can support a planned induction back into the setting to meet the needs of the child.
- For children who will begin school in September 2020, plan to make best use of Inclusion Funding to support their transition into school. This might include arrange of measures described and supported by your transition plan for that child.



# Supporting Parents at Home

## Resources available for support

- Start Well have worked with colleagues from GreenFold Special School and the Early Years High Needs Base providers to develop a pack of resources for parents.
- These are available on the Start Well website at:

<https://www.boltonstartwell.org.uk/resources/send-inclusion/21?documentId=7&categoryId=7>



# Supporting Parents at Home

## Resources cover a range of topics including:

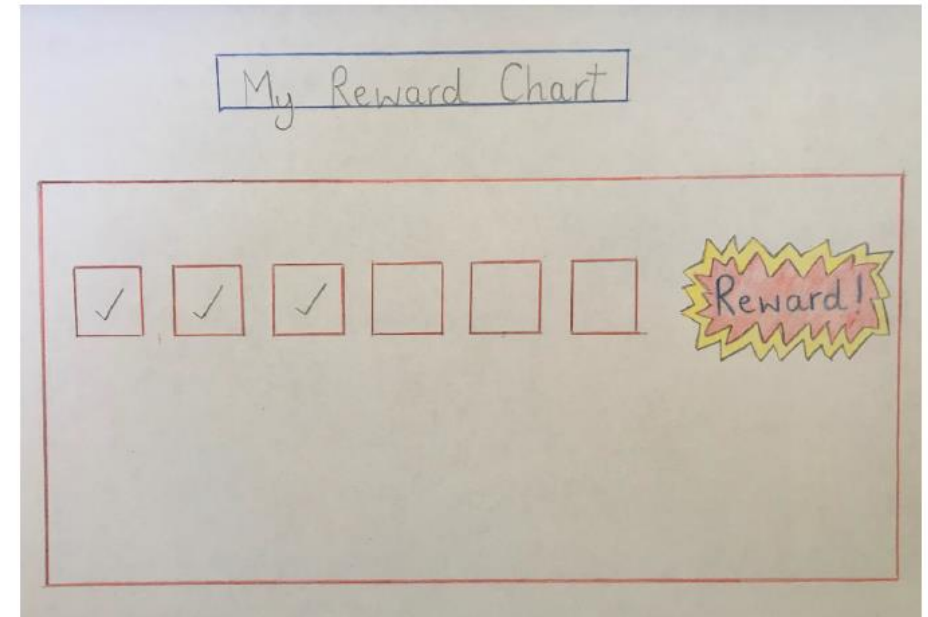
- Understanding Covid-19.
- Home learning activities.
- Strategies and ideas.

## The format of the pack includes:

- Printable ideas.
- Home made resources.
- Video clips.

Hand drawn reward charts work just as well, keep it simple!

[Click here to see a demonstration!](#)



# Supporting Parents at Home

## Services available for support

- Bolton Information and Advice Service and Bolton Parent Carers have joined-together to support families during the Covid-19 pandemic. They are offering information and advice on all matters relating to SEND. They are also producing weekly bulletins, holding online coffee mornings and webinars and workshops via Zoom. For further information please visit <https://www.boltonparents.org.uk/cv/>
- The Educational Psychology Team have a helpline available to support parents or practitioners on a Monday, Wednesday and Friday. Details can be found on the Start Well website and via the BPC weekly bulletins.
- Further information for parents can be found via the Start Well website <https://www.boltonstartwell.org.uk/>



# Supporting Parents at Home

## Support for parents

- Talk to your parents about their own situation and feelings during the pandemic. Have they been isolating alone? Do they have a support network/ways to contact family and friends?
- Some parents may request support for their family, the following services can support parents/carers:
  - Bolton Parent Carers offer a 'Listen and Natter' service for parents who want to chat to another adult.
  - The Family Support Service are available to offer direct support to parents of children with SEND remotely during the Covid – 19 pandemic.
  - Further information can be found via:  
<https://www.boltonstartwell.org.uk/news/article/57/referrals-to-start-well-family-support-during-covid-19-outbreak>



# Support for practitioners returning to work



# Supporting children's well-being

- Take photos of how your provision will look when they return and talk to them about their new routines of the day.
- Consider implementing 'feelings' activities in the daily routine to enable children to talk about or use visuals to show how they are feeling.
- Can you add a quiet area for a child to be offered respite if they need it.
- Think about implementing a behaviour tally to see if there are any patterns of behaviour that the children display that could be related to their feelings or frustrations.
- Have you thought about asking the children to bring in waterproof clothing and footwear so that the outdoor can be utilised even when it is wet weather.
- Think about how you will console a child that is upset – instead of hugging and placing the child on your knee you could offer them a toy to cuddle or soothing music, aromatherapy and lighting to calm.
- Songs can be used along with music to promote happiness and calm – during small group time you could offer music listening time or to sing happy songs with actions that the children can join in if they want.
- Children can be calmed and soothed by the use of bubbles and bubble machines, playdough with different smells and various other sensory activities.
- Using real photos to show the children how they will be using their new areas will avoid confusion and any frustrations.

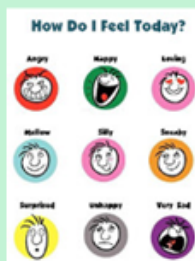


# Supporting children's well-being

## Ideas from Ladywood Outreach

### Understanding Feelings

**Feelings Charades** Write a list of feelings words on scraps of paper and place them into a container. Each player picks out a feeling and acts it out for others to guess. You could use photos of facial expressions, use more complex emotions words, allow "actors" to say a sentence, only use facial expressions or do a simple movement.



**Family Feelings Diary** Finish each day talking about how you feel and recording this in a diary or a chart. Encourage each other that all feelings are OK and point out that it is OK to feel different. You could use photos of family members showing facial expressions, simple 😊 symbols, colours to represent feelings or words. You could also talk about why you feel that way. There are lots of apps and templates on line for teenagers to create their own too.

**Worry Monster** Use an old box or a bag to make a worry monster. Decide together what he should look like or there are lots of ideas online. Write things that you are worried about on paper and "feed" them to the monster.



**Feelings as Characters** Draw, paint or create different feelings as creatures. Think about how colours, textures, shapes and patterns could represent different feelings. You could get inspiration from the characters in "Inside Out", "The Mr Men" or "Mindful Monsters" cards. Older kids could use inspiration from Manga to create comics with the different characters

# Supporting children's well-being Ideas from Educational Psychology

## Supporting children to express themselves

Some children may bottle up their feelings because they don't want to upset others.

Let them know:

- That you are available to listen if they want to talk, but it's ok if they don't.
- There is no right or wrong time to talk about it.
- It is normal to experience different emotions (one minute they may be upset and the next happy).
- It is ok to cry or to laugh about your happy experiences with that person.
- If they don't wish to talk, they could express themselves in other ways e.g. drawing or writing .
- Some children may become angry or withdrawn – they will return to their usual behaviour in time.
- Younger children may make up stories using their toys or act it out.



# Government Guidance

- [https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19?utm\\_source=8da921cd-85f1-459c-aa70-52b06125be0f&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=daily](https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19?utm_source=8da921cd-85f1-459c-aa70-52b06125be0f&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily)
- [https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june?utm\\_source=ec0b2dee-f4bc-4252-9f73-79625e1e4b19&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=daily](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june?utm_source=ec0b2dee-f4bc-4252-9f73-79625e1e4b19&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily)
- <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/887247/Department for Education explanatory note on SAGE modelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/887247/Department_for_Education_explanatory_note_on_SAGE_modelling.pdf)



## Contact us

The Start Well SEND Team are around and here to help.

Don't hesitate to contact us:

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