BELS
Barnet Education
& Learning Service

BARNET EYSEND

# TOP TIPS

## SPOTLIGHT ON SEND

# Three Top Tips for:

BELS Barnet Education & Learning Service

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## Spotlight on Ordinary Available

1 **Conceptual.**

Remember that being inclusive is good for all children, staff and parents/carers. It's not altruism, it's the smart thing to do

2 **Financial.**

(If you are a proprietor) Proactive financial planning for additional needs.

3 **Practical.**

Make regular use of Barnet's OAP framework and available support.



SPOTLIGHT ON SEND

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NHS Whittington Health NHS Trust

# Occupational Therapy Play and Early Childhood Development Training

1. **Build Upwards.**

   Meet each child at their current developmental level

2. **Use Play.**

   Use play and playfulness as a primary means to engage and teach

3. **Follow cues.**

   Provide sensitive interactions by following the child's lead.

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NHS Whittington Health NHS Trust

## Using Visuals

### 1 Model, Model, Model

It is very important that adults are modelling the use of visuals to children consistently throughout the day. Children need to see and have access to visuals a lot of times (and over a long period of time!) in order for them to understand what they are for and most importantly how they can use them. It is also important to use the same visuals for the same thing, and not keep changing the symbols, pictures, or objects that we are modelling. Consistency is the key to success when it comes to visuals!

### 2 What is the visual being used for?

Think about what we are aiming to support when using visuals. Are you offering support to the child's understanding of language- for example, supporting them to understand that it is going to be snack time next? Or are you using visuals to support their use of language- for example, modelling the use of a choosing board so that they can express what they would like for snack? If the adults are clear in what the visual is for this will help the child to be clear on how they can access the use of the visual.

### 3 Consider a child's strengths and needs.

Think about the child's level of understanding - will they respond better to real objects, photographs, colour pictures or line drawings etc.? Use visuals that you feel are accessing and at the right level for the child you are working with. Make sure the child, all the adults working with the child, and even the child's peers can access the appropriate visuals in all environments throughout their day.

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## Makaton

1. **Keep Practicing.**

   Keep practicing or you lose it – snooze and you lose

2. **Meaningful and relevant signs.**

   Choose meaningful and relevant signs for the child and the setting

3. **Keep it fun.**

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## Autism

1. **Unique interests/loves.**

   Stim and play to facilitate joy, restoration and laughter!!!

2. **Promoter of predictability – Staff, routine and setting.**

   A child should know ‘where am I going?, what am I doing? How long for? When will it finish?

3. **Sensory supporter.**

   Consider the unique sensory profile and the environment, can additions/ adjustments/ reductions be made?

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## Motor Skills

1. **Keep Practicing.**

   Keep practicing or you lose it – snooze and you lose

2. **Meaningful and relevant signs.**

   Choose meaningful and relevant signs for the child and the setting

3. **Keep it fun.**

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## Relationships and Behaviour

1. Listen and give children the opportunity to explain.
2. Regulate, Reflect Relate.
3. Use the Toolkits.



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## Phonics

1 **Start with where the child is.**

Find their place on the phonics journey to build a strong foundation

2 **Understand the layers.**

Understand the layers of phonics teaching and be skillful and accurate in your teaching

3 **Be consistent for success.**

In teaching and in opportunities to practice and refine their skills



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## Ordinarily Available

1. **Child Centred.**. Keep listening, sharing and working together with the family. Child and family are at the heart of what you do

2. **Strategy of the week.**

Have a strategy of the week as a focus chose 1 from the resource packs and skill everyone up so they use it and feel confident

3. **Use our resources.**

Take time to look at the early years send resources on the local offer and the Oakleigh website - use them



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