



Introduction

▲●■ New developments

This new series *Inclusive Practice in Early Years* aims to bring you up to date with what you need to know in order to plan inclusive practice for the children you work with who have special educational needs (SEN) within the Early Years Foundation Stage (EYFS). It builds on the successful *Special Needs in Early Years Series* (Scholastic) in which readers were introduced to their duties under the SEN Code of Practice. In the original series, readers were shown how to plan activities that contributed towards the Early Learning Goals for all the children and yet which also carried specifically targeted learning outcomes for children who have SEN. In this new series the activities are linked to the EYFS and therefore cover a broader age range, from zero to five years. The activity sheets are open-ended so that all colleagues can follow a child's 'play plan' when interacting and supporting a child with a given area of need. This approach is less prescriptive and helps you to tune into the child's needs and use general strategies for supporting all of the child's play and learning, planned or otherwise.

▲●■ About this series

There is a handbook that accompanies the series, the *Inclusive Practice Handbook* which covers all the basic information that you need to know in order to apply the SEN Code of Practice to your setting. Though the Code has not changed since the previous series, there is now new terminology and a greater emphasis on inclusion and disability awareness. This handbook will bring you up to date on the recent changes and help you to see addressing special educational needs in terms of removing barriers and personalising your teaching. There are also three activity books on supporting these areas of special need in the EYFS:

- Behavioural, Emotional and Social Difficulties
- Autistic Spectrum Disorder
- Speech and Language Difficulties

▲●■ Aims of this book

This book will provide a helpful addition to your publications on inclusion and SEN and will be of most use to you if used flexibly and dipped into. It is impossible and inappropriate to provide 'recipe book' approaches for supporting SEN – the aim of this book is to tune you into the particular barriers faced in the EYFS by children who have behavioural, emotional and social difficulties (BESD), providing you with a range of ideas that will help you to plan how you can change what you provide in order to include these children fully. In its widest sense, inclusion is a process of identifying, understanding and breaking down barriers to participation and learning. (This definition was devised by members of the national Early Childhood Forum in 2003.)

Reflective practice involves thinking carefully about what you are doing and adjusting what you do in the light of your findings.

The activity pages in this new series come in the form of open-ended 'play plans'. Each is focused on an area of play and learning in which a child with BESD is likely to face particular barriers, and each is linked to the EYFS framework. Play plans can be photocopied, adapted and displayed for staff members to refer to on a daily basis.

▲ ● ■ How this book is organised

At the beginning of the book are two chapters which introduce you to this particular area of special educational need. In the first you meet the children concerned. What are behavioural, social and emotional difficulties and how do they affect a child's development and behaviour? Why are behavioural, social and emotional difficulties so closely linked together? Why is it important to use positive approaches and whose job is it to do this? When is a child with these difficulties said to have special educational needs?

The second chapter helps you to understand some of the barriers faced by these children in the EYFS and how you can plan support for them. You will realise how important it is for settings to change, rather than expect sudden changes in the children concerned. The thread of this book is to adopt a social model to learning difficulty rather than a medical model – your role is not to 'fix' something that is wrong within the child, but to identify barriers, personalise learning and teach alternative and more appropriate ways of behaving so that they can participate fully.

▲ ● ■ The activity chapters

There then follow six activity chapters, each focusing on an area of the EYFS in which children with BESD face the most barriers. The following six areas focus upon all parts of a child's personal, social and emotional and language development:

Focus:	Area of learning:
Dispositions and attitudes	PSED
Making relationships	PSED
Sense of community	PSED
Self-confidence and self-esteem	PSED
Language for communication	CLL
Developing imagination and imaginative play	CD

These have been chosen because of the difficulties and differences that children with BESD have in feeling positively about themselves and others, accepting rules and routines, joining in with others, co-operating, working as a group and managing their own discipline. Though the children's difficulties are not confined to these six focus areas, you should develop enough ideas as you go through the book to become sensitive to their needs in other areas so that you can plan your own interventions when appropriate. You will find photocopiable forms and some useful references, resources and organisations listed at the end of the book.

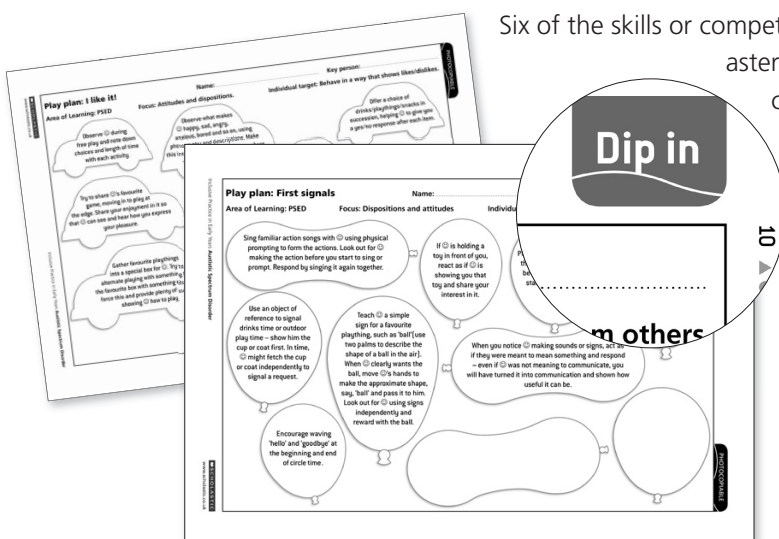
Using the assessment sheets

All effective planning flows from assessment and observation, and is subject to monitoring and evaluation. At the beginning of each activity chapter you will find a general introduction to that particular focus of play followed by an assessment sheet. This photocopiable sheet allows you to observe and record what a child with BESD can do at that time in terms of their development within the EYFS framework.

Assessment sheet: Sense of Community		Name:	Key person:		
Personal, Social and Emotional Development		Social Development: Sense of Community			
Development matters	What I do now	Never	Sometimes	Always	
Responding to surroundings	Shows different voices or behaviours when settled or unsettled				
	Attention caught by things to look at*				
	Attention caught by different sounds				
	Notifies when things are new				
Influencing others	Behaves differently when main carer approaches				
	Approaches adults for cuddles*				
	Leads adult by the hand towards desired object				
All alike?	Will pass or show a toy to someone else				
	Touches other person's hair/face/fingers with interest				

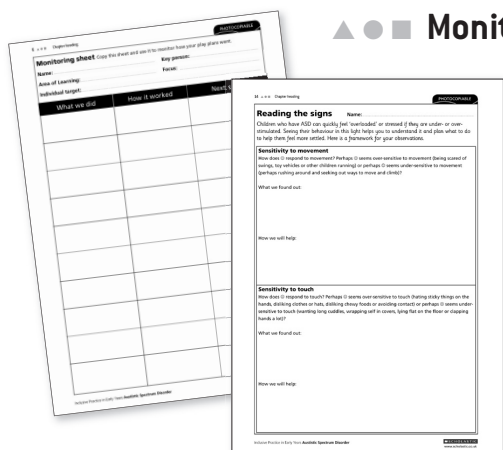
There will clearly be skills and competencies that the child already demonstrates almost all of the time. There will be others that are demonstrated sometimes, depending on the child's mood, who is managing their behaviour and the particular context of the day. There will be others still where the child has not yet demonstrated that behaviour at all. The 'always/sometimes/never' recording method enables you to make a very simple assessment of the starting points for your teaching and support, concentrating on behaviours that the child demonstrates sometimes, though not always. By starting your interventions at the level of 'emergent skills', both you and the child concerned have a greater chance of success and progress.

Using the play plans



Six of the skills or competencies on each assessment sheet have been asterisked and correspond to 'play plans' that you can adapt and use with the child to support that skill or competency. In this way, you are using the assessment to identify starting points for teaching and support and then selecting a plan that will help you all get started. Some of the play plans can be dipped into in any order to suit your circumstances and some need to be used in a specific order – those that can be dipped into are clearly marked with a 'Dip-In' icon. 'Sequential' plans are numbered in the order of the sequence. Of course, each play plan is written in general terms and you might need to adapt it or even develop your

own more personalised plan, depending on the needs of the particular child. For this purpose there is a blank template at the back of the book (page 85). There are also blank spaces within the existing plans to develop your own personalised approaches.



▲ ● ■ Monitoring progress

When you are using the play plans, make use of highlighting to flag up interventions that you wish to focus on, or use dating and initials to record who has applied each intervention and when. You will find a monitoring sheet on page 86 to help you record how your play plan went; what you did, how it worked and what you plan to go on to next. There is also a summary sheet on page 88 to help you record all the interventions that you have been working on, ready for review meetings which will also help you all to plan the child's next individual education plan (IEP). There is further information about SEN monitoring in line with the SEN Code of Practice in the *Inclusive Practice Handbook* also in this series. Monitoring sheets are

an excellent way to share progress with parents and carers and you can use the assessment/play plan/monitoring framework as a useful way of involving the family in your interventions. Outside professionals should recognise the steps that you are working through on your assessment sheets and can provide you with more specific and personalised advice if the child you are working with has more specialist needs.

▲ ● ■ Reflective practice

Reflective practice involves thinking carefully about what you are doing and adjusting what you do in the light of your findings.

In each activity chapter, you will find ideas for how you can observe (to use the 'Look, listen and note' format of the EYFS) and how you can plan effective practice. This way of thinking should already be familiar to you through your knowledge of the EYFS. However, you might not have had previous experience of applying the principles to children who have BESD and the ideas in each activity chapter will show you how to do this. Reflective practice involves thinking carefully about what you are doing and adjusting what you do in the light of your findings. In order to do this in your work with children with BESD, you will need to tune in to their particular needs and what triggers their inappropriate behaviour, learn how you can plan approaches in the light of your discoveries and then evaluate how effective your interventions have been. We hope that you find the format suggested in this series easy to use, effective for the children concerned and a helpful way of developing your reflective practice.

▲ ● ■ Working with others

Find out who else is available in your authority for advising you when you work with children who have BESD. Your local education office (SEN/inclusion section) should be able to advise you. Remember too that the real experts are the parents and carers

themselves. If a child has already been identified as having BESD, make time right at the beginning of your relationship together to let them tell their story and share their interpretation of their child. You will read more about working with others in the *Inclusive Practice Handbook*. Remember that when using paperwork and other communications with parents and carers, it is important to ascertain if there are any translation or literacy concerns to be addressed.

