




# Inclusive provision for children with SEND in Early Years

## Easy read – Cognition and learning



For children with **cognition and learning** needs you will do everything you are doing for all children AND –

	<p>Offer lots of opportunities for children to <b>practise</b> new skills over and over again</p> <p>Teach the children new things individually to prepare them for group carpet time teaching</p>
	<p>Use the strategies from the '<b>communication and interaction</b>' section to help the child's speech and language skills</p>
	<p>Show the child how to play with one other child and with a small group e.g. joint construction modelling, painting together, board games etc. Teach them '<b>my turn...your turn</b>'.</p>



Use **simple language** and give one instruction at a time. Use 'first...then' boards to support this



Use **individual** visual cues. The child may need to be shown objects and photos as well or instead of pictures to make sure they understand

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Give the child at least **10 seconds** to respond to your instructions



Provide **short** activities for children who cannot attend for long



Provide a **quiet** area for individual or small group sessions



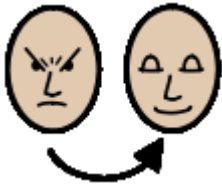
Use of **timers** so the child knows how long they are expected to remain on task or how long before it is their turn. Don't expect the child to sit for as long as other children



Teach new skills **one step at a time** and give the child opportunities to practise each step. Teach the last step first so the child feels they have done it themselves, e.g. when taking off trousers, encourage the child to pull them off their toes first, then later off their toes and feet, then off their toes, legs and bottom part of their legs etc



Use good **programmes and resources** other people have developed, e.g. 'See and Learn ' from Down Syndrome Education



Use **Social Stories** © to help explain something that is going to happen that might make the child anxious



Do 1:1 sessions where you give the child **short clear tasks** they can do one at a time, e.g. inset puzzles, building a tower with a few bricks, threading a few beads



Let the child have **things they need to help them**, e.g. things to fiddle with at carpet time, ear defenders if they hate loud noises etc



**Take the child's hand** to show them how to do things