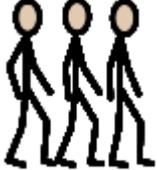


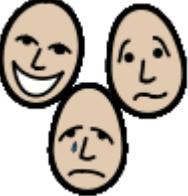
Inclusive provision for children with SEND in Early Years

Easy read – SEMH



For children with **social, emotional and mental health needs** you will do everything you are doing for all children AND –

	<p>Provide a quiet area when the child is upset, worried or angry. Tell the child where this space is so they can go there when they need to.</p>
	<p>Do individual and small group sessions, e.g. Fun Time, to teach listening and attention and social skills, to help the child feel good about themselves and to teach them how to respond to feelings</p>
	<p>Use individualised 'Social Stories' to help the child understand how their behaviour might make people feel</p>

	<p>Talk to the child about emotions and name them clearly, e.g. 'I can see you look cross Suki, how can I help?'</p> <p>Use pictures of emotions to help the child tell you how they are feeling</p>
	<p>Make sure a familiar adult takes time to say hello and talk to the child as they arrive</p>
	<p>Write and follow an individual behaviour plan and/or Positive Handling Plan (if you have had to hold the child because of their behaviour; talk to your Area SENCO for help with this)</p>
	<p>Use individual rewards</p>
	<p>Try to understand the child's behaviour by recording observations and looking out for 'triggers'/reasons, e.g. use ABC charts (ask your Area SENCO for help)</p> <p>You must keep records of any times when you have to hold a child because of their behaviour</p>
	<p>Use calming language to help the child calm down. Record what works well with the child on your behaviour plan.</p>



Use first and then language, e.g. 'first coat on, then outside'.



Get all adults trained on understanding and dealing with children's behaviour (talk to your Area SENCO).

'The Six Stages of a Crisis' can help you to understand behaviour and recognise triggers (talk to your Area SENCO)



Let the child bring in favourite toys from home to comfort them when they need it and to help them cope with changing from one activity to another



Keep in close touch with parents and carers so you can share information on what helps the child



Give the child lots of breaks from listening and sitting activities when they need it (sensory and movement breaks)