

Early identification of children with additional needs



**A guide for childcare
professionals in Worcestershire**

Index

- Page 1** Index
- Page 2** The importance of early identification
Birth to Three Matters and the Early Years Foundation Stage
Support services available to aid children and their families
- Page 3** Working in partnership with parents
- Page 4** Approaching a parent with concerns about their child's
development
Early Support Family Pack
- Page 5 and 6** Observations and assessments
- Page 6 and 7** List of supporting paperwork
Provision of educational sessions
Training, advice and financial support available to childcare settings
- Page 8** Strategies - ideas and suggestions for children with
behavioural issues
- Page 9** Strategies - ideas and suggestions for children with
communication difficulties
- Page 10** Increasing children's confidence
- Page 11** Successful separation from parents/carers
- Page 12-18** Support services
- Appendices - Paperwork to support children with additional needs**
- Page 19** Inclusion Team parental permission form for visits to setting
- Page 20** South Worcestershire Child Development Centre developmental
chart (1-24 months)
- Page 21** South Worcestershire Child Development Centre weekly
activity sheet
- Page 22** South Worcestershire Child Development Centre
observation record

The importance of early identification

As childcare practitioners we are becoming increasingly aware of more children within our settings who have additional needs, and who therefore require more support to aid their development. With many children being cared for from birth, childcare practitioners are often present when additional needs are first emerging. With your help, appropriate support can be put in place in the early stages of a child's life, resulting in more positive outcomes for the individual child. For example, if children are identified as having a speech and language delay at two years of age, then the support they receive to aid their development will be more beneficial at this point in their life than if the support was put in place when they reached school age. However, do remember that all children are unique and progress at different rates through the various stages of development.

Birth to Three Matters and the Early Years Foundation Stage (EYFS)

Birth to Three was published in 2002 and has given providers important information about the development and individual needs of babies and young children. Of course, it is often relevant for children over three, especially if they have a developmental delay. The EYFS was launched in Spring 2007 and will be a statutory requirement from September 2008. It will link Birth to Three and the Curriculum Guidance for the Foundation Stage together with Welfare Requirements, in order to give practitioners a firm basis for understanding children and engaging them in worthwhile experiences. Both documents encourage us to see children as individuals and to offer them rich opportunities to pursue their interests and practice their emerging skills. Together with your own knowledge and experience of children they should help you to develop your awareness of when children are struggling and may need some extra support.

Support services available to aid children and their families

There are a wide range of services and experienced professionals available in the County to support children with additional needs and their families. As childcare practitioners, it is important that you know which services are relevant, what they can provide, who they can support, and how you can contact them. Once you have contacted a service, the professionals communicate with one another and arrange with you to support the child and their family as a team. The initial step of bringing a child to the attention of these services is vital, and alongside health professionals working with the families staff within childcare settings are ideally placed to identify emerging or existing needs.

Please refer to the list of support services at the end of this handbook for more information on individual services.

Working in partnership with parents

As childcare practitioners you understand the importance of building good relationships with parents/carers through open communication and regular meetings. The more knowledge you have about an individual child, the more you can plan to meet their needs appropriately, and this is of the utmost importance especially when working with children with additional needs. It is the Special Educational Needs Co-ordinator's (SENCo) role to try to create an atmosphere in which parents feel comfortable to share all relevant information about their child, so that issues are discussed openly prior to the child attending. Parents play a key role in enabling children to achieve their potential, and as childcare professionals we must value and respect the contribution they make.

Here are a few suggestions to ensure good practice:

- Wherever possible, arrange a **home visit** before the child starts attending your setting. You will be able to see the child in a relaxed, familiar environment and the visit will demonstrate your setting's commitment to the parent/carer.
- Give the parent/carer the opportunity to **visit your setting prior to the child attending**. Listen to the parents' wishes, feelings and perspectives on their child's development, and take on board any issues they might have over the environment and activities. Children with additional needs may require more time to settle into a new environment, so set up 'settling-in sessions' to allow children time to settle in gradually, with a steady increase in the number of hours they attend, enabling the parent/carer to withdraw slowly from the setting over a period of time.
- If the child is between the ages of three and five, ensure that you have noted down advice from parents/carers and the Area SENCos on their educational needs. It may be beneficial to contact your Area SENCo a few months before they turn three, to take into account their busy diaries. Contact the Inclusion Team who will be able to refer you to any appropriate services.
- When offering feedback on a child's progress to the parents/carers, always focus on what the **child can do**. It can be very disheartening for parents/carers of children with additional needs when everyone around them and their child focus on what the child will not be able to achieve in their life. Focus on the child's strengths.
- **Be positive** and ensure all staff have positive attitudes to parents, and acknowledge and draw on parental knowledge and expertise in relation to their child. It is important to recognise the personal and emotional investment of parents and be aware of their feelings.
- Use a '**Passport to Play**' for new children – a document/questionnaire that is completed by the child and their parents/carers. Use it to ensure all relevant questions are asked, including favourite activities, triggers to inappropriate behaviour, support needed for toileting and feeding, medical information etc. It can be used for all age groups, in all childcare settings, and paper or electronic copies are available from the Inclusion Team on 01905 790 558.



Approaching parents with concerns about a child's development

Many children enter our settings with no indication of their additional needs. As they develop and grow from birth, many additional needs may not emerge until a child reaches the age of two or even later. As childcare practitioners you may notice certain aspects of a child's development that concern you, and you will wish to raise these concerns with the parent/carer. This is a delicate time, as some parents experience great difficulty in coming to terms with their child's special need or disability, and it should be approached with great sensitivity. If you have already nurtured a good relationship with the parent/carer, then this delicate time should be made easier. Contact the Inclusion Team for more advice if you are concerned about their reaction. Once the parents have been informed and the additional support has been put in place, organise regular meetings so that progress and concerns can be discussed in an open and honest way.

Many children will just need some additional support to help them achieve their full potential, and the earlier this support can be put in place, the greater the benefit to the individual child.

Early Support Family Pack

The Early Support Family Pack has been developed and is freely available for families with children who need additional support during the first five years of life. This includes children who:

- Have an identified condition, disability or impairment
- Are involved with professionals because there is a concern about their health or development.

How can the Early Support Family Pack help parents/carers?

The pack has been designed to help parents/carers stay in control of their child's needs. It will help in improving co-ordination and communication between parents/carers and the professionals that are working with them by:

- Making sure that relevant information is available when it's needed so that parents/carers don't have to repeat the same information to different professionals
- Using the same materials across the country so that families in different places get the same sort of support
- Making sure parents/carers receive some basic information to help them support their child.

What's in the pack?

There are two files in the pack that have been designed for parents/carers to use in whichever way suits them and their child best.

Family File - This file is for parents/carers to take to appointments and into childcare, playgroup and nursery settings. There are sections where parents/carers can include information about their child and their family, the professionals working with them, details of their child's development, local organisations and contacts.

Background Information File – This file tells parent/carers about the services that should be provided for them, about childcare and financial support that is available for families with disabled children. It also provides contact details for organisations that can help parent/carers.

Once they have been given an Early Support Pack they might want to ask one of the professionals working with them to go through it with them. This could be a Health Visitor, Nursery Worker or SENCo, Portage Worker or a member of their local Child Development Centre or Sure Start programme. They will be able to answer any questions parent/carers might have about using the materials in the pack. There is also a useful booklet that guides them on how to get the most from using it.

Where can parents/carers get an Early Support Family Pack?

Parent/carers can ask any of the professionals working with them for a pack or alternatively contact the Family Information Service for further information. (See contact details in the list of support services.) Alternatively, all the materials can be ordered by phone on 0845 6022260 and are free of charge. The Early Support website also contains a wealth of useful information at www.earlysupport.org.uk and packs can be ordered via this website.

Observation and assessment

Regular observations of all children should be carried out in different situations and at different times of the day. As well as providing early identification of underlying difficulties, observations help monitor children's general progress. Records of these observations will inform planning and help differentiation of the curriculum.

If a practitioner/childcare worker identifies that a child is experiencing difficulties, he/she must collect all up-to-date relevant evidence and record their concerns. Information gained from further observations should highlight the nature of the child's difficulties. If consultation with the SENCo confirms concerns about the child, the parents should be involved from the outset in discussions about the child's specific needs and what support will be put in place. Consistent and continuous parental involvement ensures knowledge is shared and parents' views are respected.

What is Observation?

Observation is a method of finding out information about the children in your setting. It is an effective tool in supporting and extending children's early learning. By observing, listening and talking to children we can note significant achievements that enable us to support the **next step in their learning**. Practitioners observe in different ways – while participating, teaching and playing alongside children as well as by taking the opportunity to stand back and watch from a distance.

Observation is the key to **effective planning** - by knowing your children better you can plan more appropriately. Those everyday evaluations of children's responses to planned opportunities need to feed into your future short-term planning.

Observation gives you a clearer picture of children's developing interests, how they think and play, how they interact with each other, how involved they become and how willing they are to take risks.

How do we observe?

- The starting point is the child, not a predetermined list of skills.
- Observations show what a child can do and their significant achievements, not what they can't do.
- Practitioners observe children as part of their daily routine.
- Children are observed in play, in self-initiated and in self-chosen activities as well as planned adult-directed activities.
- Observations are used to decide on next steps in planning or immediate next steps.

Types of Observation

- Participant child-led observations – when the practitioner is involved in child-initiated play with children.
- Planned participant observations – when the practitioner is involved in planned practitioner-led activities with children.
- Incidental observations - when the practitioner notices something that (s)he is not involved in.
- Planned 'focussed' non-participant observations – when a practitioner stands back to observe children in independent, child-initiated, play-based activities.

'Participant observations, in particular, provide us with a wealth of information to enable us to interact appropriately with children, taking them on to their next stage.'

(Taken from Observing Children – building the Profile, QCA 2005. Order reference QCA/05/1569. ISBN 1-85838-714-0)

Supporting paperwork

- Please see Appendices

We have included the following observation sheets that will help you assess a child's development and record your observations and concerns.

This guide is a working document and all the worksheets are intended for use in your setting. Please photocopy any literature that you find useful.

- **Developmental chart (1-24 months)**

This chart, used by the South Worcestershire Child Development Centre, will help you record what the child 'can do' and it will help you focus activities on areas of development they may need help in. Remember that all children are individuals and develop at different stages.

- **Weekly activity sheet**

This activity sheet will also aid your recording of the activities the child has experienced, and it is also a reminder to you of what the child has done previously.

- **Observation records**

This observation sheet will help you to identify areas of concern and to record them in areas of development. Whilst the developmental chart and activity sheet focus on what the child can do, this record can focus on what the child has difficulty doing. If the child is displaying inappropriate behaviour, record the time, the situation, etc. This will help you to identify the triggers to the inappropriate behaviour.

Individual Support Plan and review of Individual Support Plan

These allow you to record key issues from your regular observations and record how the staff team are working towards supporting the child, and what strategies are being put in place. (Remember to involve parents/carers in the process.) The review sheet supports the staff team in assessing and reviewing the support given at regular intervals. (We suggest every two to three months.) These are available from the Area SENCos or the Inclusion Team on 01905 790558.

All the observation tools need to be stored securely and confidentially, and reviewed on a regular basis. As with observations for all children, they demonstrate that the childcare setting is aware of each individual child's needs and is actively working to support his/her development. Parents/carers should have access to these records, and be able to add their comments on a regular basis.

Provision of educational sessions

Once a child is accessing their educational sessions, differentiating the curriculum will help support children with specific difficulties, building on and extending the child's current knowledge and skills, whilst recognising barriers to learning. Your Area SENCo will be able to offer information, support and guidance on the curriculum and guide you through the implementation of Individual Education Plans (IEP's).

The Area SENCos can also provide training in the following areas:

- Role of the SENCo
- SEN Code of Practice
- Language and Communication Difficulties
- Behaviour Management.

These can be accessed via the Provider Support Training Team on 01905 790579.

Training, advice and financial support available to childcare settings

The Inclusion Team at the Early Years and Childcare Service can support private, voluntary and independent childcare settings in including children with additional needs, aged 0 to 19. If your application meets the Funding Criteria, settings can apply for grants to support the following:

- Increasing staff ratios to ensure that children with additional needs receive the appropriate level of care
- Grants to purchase specialist equipment – from special needs toys to specialist chairs
- Contribution towards the cost of training in areas of inclusion and additional needs.

The following funding streams are available to childcare settings:

- Birth to Three
- Area SENCo funding (three to five year olds)
- Out of school and holiday playscheme funding (0 to 19 years).

The Inclusion Team will also be able to put you in contact with other relevant agencies that will be able to support individual children. Please contact the Inclusion Team on 01905 790558.

The Inclusion Team do need prior written permission from the child's parent/carer before they visit a setting. (The appropriate letter is included in the Appendices.)

Strategies - ideas and suggestions

All children are individuals, and will respond to strategies in different ways. However, here are a few suggestions for strategies that can be employed within your childcare setting.

Behaviour management

- **Think carefully, as a setting, about what behaviours you want to encourage.**

It really helps all the children in your setting if all staff are clear about what they expect and show consistency in their application of boundaries. Try to avoid having lots of 'petty' rules.

- **Think about why you consider some behaviour inappropriate.**

From the child's perspective, the behaviour may seem entirely appropriate. For example, a child who learns best by physically manipulating objects will want to touch things and may take them out of others' hands. A child who has been smacked when he displeases an adult is likely to hit other children if he is cross with them. If you understand this it will help you to support the child in making changes.

- **Identify the triggers to the inappropriate behaviour.**

Use your observations to identify what triggers the inappropriate behaviour. You can then use this knowledge to redirect a child or to change their environment, and their behaviour may improve. Ensure that all staff members are aware of the triggers, and are vigilant about them.

- **Avoiding inappropriate behaviour.**

Have a wide range of activities available. Be flexible with the child and make sure activities are appropriate. Physically active children may need space outside to burn off excess energy. There should be an agreed plan for staff to follow.

- **Reward positive and ignore the inappropriate behaviour.**

Create plenty of opportunities for all children to receive praise. Praise children as soon as they are displaying appropriate behaviour. Include lots of smiles for pre-verbal children. Praise and appropriate rewards encourage and reinforce good behaviour. Praise needs to be immediate and specific eg. "Ben, I am pleased with you because....." Rewards need to be meaningful to the child and follow realistic expectations that the child can achieve.

- **‘Active Ignoring’** is the strategy of ignoring inappropriate behaviours and it needs to be planned and used consistently by the whole staff team. Eg. attention-seeking behaviours such as a child lying under a table, or fidgeting during story time. ‘Active Ignoring’ works within a reward system, and you should employ the same system for all the children in your setting. In cases of one child hurting another, try to actively ignore the offending child where possible and give comfort and attention to the victim. The offending child will see that the victim is receiving attention and over time will learn that kindness, not aggression, is rewarded with attention and praise, and perhaps a sticker or a choice of activity to enjoy!
- **Be firm and consistent from the outset.**
Children with behavioural difficulties should not be permitted to act in an inappropriate way simply because of their additional needs. We accept the child, not the inappropriate behaviour. We need to be firm and consistent when dealing with issues as they arise. Try not to become angry. Raise your finger, look at the child directly and say “Stop!”. Remember to give comfort and attention to the victim and try to ignore the offending child where possible. Ensure that all staff members are working to the same principles and that the responsibility isn’t left solely to the child’s key worker.
- **Use positive language.**
It can be very frustrating for a child who is constantly being watched and told ‘not to do that’. Always be positive – rather than say ‘Don’t run’ say ‘Please walk’. Then give praise if the child complies.
- **Remain calm.**
It can be useful to use a different tone of voice but you should not shout at a child. Try to remain calm and composed at all times, and if you feel there is a danger of losing your temper, ask a colleague to step into your role until you feel calmer.

Language and communication

- **Visual timetable**
Use picture cards to display what activities the children will be participating in and in what order. It is a quick reference for all the children in the setting, but for children who have communication difficulties, it can help make them feel more secure, and keeps them fully informed. Pictures are easier to refer to, and easier for a child to understand and remember, than staff verbally informing the child what they are to do on a given day. They also provide the children with structure, which helps make them feel safe and in control of their environment. Photographs, particularly of familiar people and places are the most accessible.
- **Picture cards**
Picture cards can also be used to communicate with children on a one-to-one basis. The verbal instruction of ‘toilet’, being reinforced with a picture of the toilet, will take away uncertainty. To empower the children, they can have a passport of cards that they carry around with them. They can then point to the card that expresses their need. Wherever possible, try to use actual photographs of the objects, for example if you have a picture card of a house representing ‘home’, a photograph of the child’s actual house will be more identifiable to the child.



- **Limit your language**

Never use ten words, when two will do! Overuse of language can cause confusion and frustration for children with additional needs. A simple 'story- time' is more effective than 'please come over here and sit down and sit nicely because it's time for our story now', for example. Focus the child's attention before any communication by using their name, and speak slowly and clearly. Look directly at the child that you are communicating with and get down to their level to ensure that eye contact is made and maintained. Accompany the words with gestures and facial expressions that reinforce the meaning of the words. Give the child time to process and respond to the words you have used, and if you need to repeat them, use exactly the same words. Children's understanding and language will develop at different speeds and stages, and by getting to know the child well and by listening carefully to them you will learn to interpret their sounds. If a child points to the trains and says for example 'wains', praise them, and say, "Good, trains". You are recognising that they have labelled the item correctly and are working towards forming the full word. Also, as with babies gurgling, you should repeat any sounds and noises children make before any words are formed to encourage them to vocalise as often as possible.

- **Control the environment**

Noisy and busy areas can add to confusion and frustration. Try to keep children with communication difficulties in smaller groups, where they aren't being bombarded with language and noise. Be aware of back ground noise within your setting.

Increasing confidence in a child

Delays in certain areas of development can be attributed to a lack of confidence in a child. As childcare professionals we should be planning activities that raise an individual child's self-confidence. Praise the child for all their achievements and use small group work to encourage them to flourish in a less-challenging environment. Here are a few tips:

- **Active praise**

Praise all achievements regularly, and do so in front of their peers and their parents/carers. Employ a home-setting diary so that the parents/carers can celebrate and praise the child at home, and vice versa. Children need to be praised for doing well, no matter how small the achievement. It is more about the effort they have made, as opposed to the results.

- **Make them feel special**

Use name labels, with photos if possible, to name things such as pegs, drawers and snack time placemats to make the child feel special and part of the setting. The home/setting diary could also include new interests that the child has developed, allowing staff to build on them in the setting and to have topics of conversation that are special to the individual child. Each child could have an 'all about me' display on the wall.

- **Achievable outcomes**

Ensure that all activities are age appropriate, and that there is clear guidance on what to do and how to do it. All activities should have outcomes that the child can achieve, so that the child learns to feel positive and self-confident and knows the tasks and skills they need are possible for them.

- **Small group work**

Some children will find it difficult to interact with any new individual, be they child or adult. This needs to be handled sensitively and start with one on one work with a staff member, for example rolling a ball to each other. Once they have confidence in an adult, gradually start to introduce other children, one at a time. Be observant and sensitive to how they react, as it can be a slow process.

Successful separation from parents/carers

- **Home visits**

If you are able to carry out a home visit and meet the child on their home territory, this is the first step in supporting their transition into your setting. You could leave a photograph of yourself and the setting for parents/carers to talk about.

- **Welcome parents/carers into the setting**

If you welcome parents/carers, value what they have to say and demonstrate your professionalism and commitment to their child, they will be much more relaxed about leaving their child with you. This will really help the child to settle.

- **Settling in sessions**

Encourage a parent/carer to stay with their child for a number of sessions. Having the main carer present in a new environment will give the child more confidence to explore their surroundings, and to feel safe and secure. Play alongside them and the child will soon gain confidence in you as a supportive and protective figure, allowing the parent/carer to move away and become less participative in the activities. As they become more secure in their surroundings parents/carers will be able to remove themselves entirely from the setting. It may help if they can leave some photographs of themselves and the home environment so that you can refer to them if necessary.



- **Developing attachments to childcare staff**

Young children need to form attachments to the adults they spend their time with. This is a vital part of healthy emotional development. Initially, they are likely to form an attachment to their Key Worker; through time spent enjoying each other's company and the trust they see between this person and home. The role of the Key Worker includes supporting each child to begin to form relationships with other members of staff over time, at the pace of the child's readiness. Remember that a child with a developmental delay may be emotionally immature due to their condition/experiences.

- **Promoting independence**

As a child settles at a childcare setting they will develop their adult attachments to staff members. The next steps are to try to gradually increase their independence, help them form relationships with their peers and lessen their dependence on adults. By gradually moving away from a child when they are involved in an activity, ensuring that they are actively involved in what they are doing, you can reduce their dependence. Actively encourage them to interact with their peers through small group work. Praise them whenever they do something independently and celebrate their developing relationships with others.

Support services

Area SENCos, Three to five year olds (part of the Inclusion Team)

Redditch and Bromsgrove
South Worcestershire
Wyre Forest

01527 597308/07944 102309
07903 849607
01562 820 840

www.worcestershire.gov.uk/eys

- The team visits settings and offers training and advice to nursery and pre-school staff across the County.
- Area SENCos work closely with specialists such as Educational Psychologists, Access and Inclusion Pre-school Funding Team, Special Support Assistants, school SENCos, Health Visitors and Speech and Language Therapists.
- They help staff develop strategies to address the developmental, behavioural and speech and language needs of children.
- They advise the Early Years and Childcare Service of funding needs and arrange for extra staffing support on a twice-termly basis.
- Area SENCos also run training courses in the Code of Practice, role of SENCos, behaviour management and speech and language development.

Referral: Childcare settings, with the permission of the parents/carers. Please contact them when the child is 2¾ years of age, to ensure that they can plan the appropriate support before they access their educational sessions.

Birth to Three Co-ordinator (part of the Early Years and Childcare Service)

01905 790572

www.worcestershire.gov.uk/eys

The co-ordinator provides support to settings to enable them to understand and implement the Birth to Three Matters framework. They will also be available to advise settings on working with babies and children under three when you are using the Early Years Foundation Stage. There is a great deal of information available about both frameworks on the 'information for providers' page of the Early Years and Childcare Service website.

Child Development Centres (CDC)

Wyre Forest CDC
Scott Atkinson CDC, Redditch
South Worcestershire CDC, Worcester

01562 68295
01527 484000
01905 681860

Provide multi-disciplinary assessment, advice and support for children under five years with special needs and their families.

Please advise parents, if they have concerns about their child's development, to contact their GP, Paediatrician or other Health Professional who works with the family, so they can make a referral to the above centres.

Children's Services – Access Centre

0845 607 2000

www.worcestershire.gov.uk/socialservices

Parents can ask for an assessment of their child's needs and those of the family. The Children's Services Directorate has specialist social work teams located in Bromsgrove and Pershore. They work with the Health and Education Services and other agencies to meet the needs of children with disabilities.

Some of the services they might be able to provide or organise include:

- Advice, information and signposting
- Counselling and Family Support
- Domiciliary help
- Short breaks (respite care)
- Aids and equipment
- Direct payment.

Community Paediatric Physiotherapy

Wyre Forest
Bromsgrove
Worcester

01562 859020

01527 488041

01905 681883

The service provides paediatric physiotherapy in a variety of settings eg. home, school, pre-school etc for children and young people aged 0 to 19 years.

Referral: From a consultant, GP or other health professional.

Development Officers - Special Needs and Disabilities 0 to 19 (part of the Inclusion Team)

South Worcestershire
North Worcestershire

01905 790558

01905 790558

- Organise specialist playschemes for children with special needs and/or disabilities. Liaise with Children's Social Care and Health professionals.
- Work closely with a range of statutory, private and voluntary partners.
- Identify and place children on mainstream playschemes and with childminders.
- Support childcare settings in provision of childcare for children with additional needs.

Early Years and Childcare Service Inclusion Team 0 to 19 Years Old

01905 790558

www.worcestershire.gov.uk/eys

Provide advice and guidance for childcare settings in matters of inclusion.

Settings can ask for support for the following:

- Support for specialist equipment
- Support to increase staff ratios
- Training in aspects of inclusion
- Visits from Inclusion Team members
- Funding available to train staff, increase staffing ratios and support in evaluating special needs policies
- Paperwork to support children with additional needs within your setting.

Early Years and Childcare Service Provider Support Team

01905 790579

www.worcestershire.gov.uk/eyscs

Training opportunities are vital in providing quality early years and childcare service and the Training Team, part of Provider Support, are committed to the provision of high quality training with our partner agencies and organisations. A wide range of special needs training is available and details of current training are available in the 'Training Update' that is circulated three times a year with Playcare.

Family Information Service and Worcestershire's Family Services Directory

01905 790560

www.worcestershire.gov.uk/familyinfo

The Family Information Service (FIS), part of the Early Years and Childcare Service, provides free and impartial information for families with children aged 0 to 19 years on a wide range of issues including:

- Childcare
- Sports and leisure activities
- **Free** early education places for three and four year olds
- Support for children with special needs and/or disabilities
- Employment rights of working parents
- Services that support children, young people and their families.

The FIS also gives information for those who want to work with children, young people and their families. Drop-ins, appointments and outreach visits can also be arranged across the county.

The FIS also manages the Family Services Directory, which can be accessed via the FIS website. The directory has a wide range of information on all the organisations available to support childcare providers, parent and carers, children and young people.

In addition, the FIS will help parents find a childcare setting to meet the needs of their child. They will:

- Search for settings that will be able to provide appropriate childcare or leisure activities to meet the child's needs.
- Give details of settings in your area.
- Offer guidance and support.
- Where required, arrange home visits.
- Visit the setting with the parent and child if they need extra support.
- Liaise with the parent to make sure that the setting continues to meet the child's needs.

They will also check that:

- There are suitable changing facilities if required.
- The equipment is appropriate.
- Disabled access is available.
- Your child will be given the opportunity to develop skills and abilities.
- There is a professional and caring environment with welcoming staff.

Information is available via phone, email and online. Telephone 01905 790560, email familyinfo@worcestershire.gov.uk or visit www.worcestershire.gov.uk/familyinfo

Health Professionals

The majority of support services can be accessed via a child's Health Visitor, GP or Paediatrician. Health Visitors carry out checks on children and can be accessed through your local GP or drop-ins at your local Child Health Clinic.

Home-start 0 to 5 Year Olds

Malvern Hills

Wychavon

Bromsgrove and Redditch

Worcester

Kidderminster

01684 893125

01386 49476

01527 62819

01905 29377

01562 825896

Home-start can help families with at least one child under the age of five if they are experiencing difficulties. Home-start volunteers, who have experience of parenting their own children, offer support in families' own homes for, on average, between two and four hours a week. By offering regular support, friendship and practical help to families, the Home-Start volunteers help prevent family crisis and breakdown.

With the parents' permission referrals can be made by childcare workers, other professionals or the family themselves.

Nursery Integration Workers

Based in Worcester and Malvern

01905 681 868

- Their overall aim is to integrate children whose lives may have been disrupted or affected for a number of social reasons and to help them reach their full potential in both school and pre-school settings.
- The current focus of work is in school or nursery classrooms alongside teaching staff.
- Progress is often measured through taking photos of children at work and play.

Parents Matter

01905 827443

Parents Matter is a project representing a network of agencies aiming to offer parenting information/support to parents of children aged 0 to 16 in Worcestershire. Services include information/advice, sign-posting to other agencies, informal drop-in sessions, family counselling, individual coaching, group parenting courses on discipline, communication, relationship building, tip sheets and workshops.

No referral is necessary and parents can contact the service direct. Venues are based in Worcester, Redditch and Kidderminster.

Portage, 0-5 year olds (part of the Inclusion Team)

www.worcestershire.gov.uk/eycs

Area Coordinators with teams of Home Visitors are based in the following areas:

Worcester

01905 681868

Wyre Forest

01562 820840

Bromsgrove and Redditch

01527 598947

Portage is a home visiting educational service for pre-school children with additional support needs and their families. Portage aims to assist development through play and activities and provides parents with practical help and guidance. Portage is available across Worcestershire - contact your nearest Portage service for more information.

Parents can refer themselves; referrals are also accepted from Health Professionals. A waiting list applies for this service in Bromsgrove and Redditch.

Entry criteria:

- Child has significant developmental delay in at least two areas and/or has a recognised disability
- Child lives within the county boundary
- Parents are willing to commit to a regular teaching programme
- The home visiting model is appropriate
- The child is not attending a special needs placement for 50% of the working week
- Children are of a pre-school age
- The child has at least one full term before s/he is due to start school.



Special Support Team (part of the Inclusion Team)

01527 598 947

www.worcestershire.gov.uk/eys

They support settings, who have children with additional needs, to support these children. They offer a maximum of ten weekly sessions:

- Week one is an observational visit setting out some short-term goals
- Possible loaning of relevant equipment
- Modelling of good practice to support the individual child's needs
- Advice on strategies that may help with the inclusion of the child in nursery
- Contribution to IEP as required
- A summary report at the end of the involvement.

They also offer a six-week language project called 'Listen and Learn' - this is particularly helpful if a setting has a number of children with additional needs. The project:

- Enables the children to partake in small group work
- Encourages good listening and attention skills
- Aids development of understanding and memory skills
- Through a workshop, delivered at the end of the six-week period, it aims to increase the confidence of the practitioners to plan for and facilitate language, attention and listening skills. It provides ideas for strategies and activities and gives a basic understanding of language development.

In order to make the best use of this service the setting will need to:

- Gain parental consent
- Make available time for the staff to observe the SSW working and playing with the child
- To allow time for the SSW to talk to key staff and parents
- To inform the SSW of other professionals who are involved with the child and have visited the setting
- To share all relevant information.

Referral: Area SENCos, Educational Psychologists, Birth to Three Workers, Childminding Co-ordinators and the Inclusion Team.

Specialist Play Services

Wyre Forest

01562 850461

Is a service to develop children's developmental skills through play, for 0 to 12 years olds.

Referral: Via health professionals only.

Speech and Language Service

Bromsgrove and Redditch

01527 488326

Wyre Forest

01562 752749

Malvern, Wychavon and Worcester

01905 681592

Provides advice, therapy and training for parents and carers of children with communication difficulties.

Referral: Education and health professionals, early years settings etc. Referral forms can be obtained via the above numbers.

Sleep Clinic

Worcester

01905 681446

Offers advice to parents/carers on children's sleep management (i.e. babies/children sleeping in parents' bed, waking, nightmares etc.)

Appointment only.

Referral: Health Visitor, GP or self referral.

Sunfield Professional Development Centre

01562 883183

www.sunfield.org.uk

Sunfield's Professional Development Centre offers a wide range of conferences, courses and workshops to educators, carers, parents and other professionals.

These range from conferences on national issues, to workshops on care and educational practices, and support and consultancy services to staff in day and residential settings.

Sunfield also hosts conferences of a multi-disciplinary nature relating medical, social and care issues to the everyday needs of people with disabilities.

Worcestershire Carers Unit

01905 730 970 or Freephone 0800 3893896

carers@worcestershire.gov.uk

Provides support, advice and information to carers and parents of children with disabilities, sensory impairment, learning disabilities and mental health problems.

Referral: Self



Consent Form for Visiting Settings

.....(setting name) would like to gain some support and advice from the Early Years and Childcare Service Inclusion Team, to ensure that the practice in the setting is meeting the needs of your child.

We want your child's experience at their early years setting, to be of the very best quality, and we want to ensure that we develop our practice for the benefit of every child.

Name of Child:

Date:

Name of Setting:

Reason the support is requested:

Setting Contact Name:

Signature of setting contact:

Your views as a parent/carer are very important to us and therefore the Inclusion Team will be happy to talk to you, either on the phone or in person. Please arrange with your early years setting to make arrangements for this.

[To be completed by parent / carer of child]

Child's Name:

Date of Birth:

Parent / Carer's Name:

I give permission for the setting to gain some support and advice.

Parent / Carer's Signature:

[Please do not sign if you do not agree]

Date:

Thank you for completing this form. The Inclusion Team is not able to visit the setting until permission is granted from the child's parent/carer.

Developmental chart (1 – 24 months)

Physiotherapist:
 Location:
 Diagnosis:

Childs Name:
 Address:
 GP:

Date of Birth:
 Date started:
 Referred By:

Mental age in months = Score/4

Month	Motor	Social	Hearing and speech	Eye and hand
1	Head erect for a few seconds	Quieted when picked up	Startled by sounds	Follows light with eyes
2	Head up when prone (chin clear)	Smiles	Listen to ball or rattle	Follows ring up, down, sideways
3	Kicks well	Follows person with eyes	Searches for sound with eyes	Glances from one object to another
4	Lifts head and chest prone	Returns examiner's smile	Laughs	Clasps and retains cube
5	Holds head erect with no lag	Frolics when played with	Turns head to sound	Pulls paper away from face
6	Rises onto wrists	Turns head to person talking	Babbles or coos to voice or music	Takes cube from table
7	Rolls from front to back	Drinks from a cup	Makes four different sounds	Looks for fallen object
8	Tries to crawl vigorously	Looks at mirror image	Shouts for attention	Passes toy from hand to hand
9	Turns around on the floor	Helps to hold cup for drinking	Says 'mama' or 'dada'	Manipulates two objects at once
10	Stands when held up	Smiles at mirror image	Listens to watch	Clicks two bricks together
11	Pulls up to stand	Finger feeds	Two words with meaning	Pincer grip
12	Walks or side-steps around pen	Plays	Three words with meaning	"Holds" pencil meaningfully
13	Stands alone	Holds cup for drinking	Looks at pictures	Preference for one hand
14	Walks alone	Uses Spoon	Knows own name	Makes marks with pencil
15	Climbs upstairs	Shows shoes	Four to five clear words	Places one object upon another
16	Pushes pram, toy horse, etc	Tries to turn door knob	Six to seven clear words	Scribbles freely
17	Climbs onto chair	Manages cup well	Babbled conversation	Pulls (table) cloth to get toy
18	Walks backward	Takes off socks and shoes	Enjoys pictures in books	Constructive play with toys
19	Climbs stairs up and down	Knows one part of body	Nine words	Tower of three blocks
20	Jumps	Bowel control	Twelve words	Tower of four blocks
21	Runs	Bladder control by day	Two word sentences	Circular scribble
22	Walks upstairs	Tries to tell experiences	Listens to stories	Tower of five or more bricks
23	Seats himself at table	Knows two parts of body	Twenty words or more	Copies perpendicular stroke
24	Walks up and down stairs	Knows four parts of body	Name four toys	Copies horizontal stroke

Weekly activity sheet

South Worcestershire Development Centre

Week Commencing	Mon		Tues		Weds		Thurs		Fri	
	am	pm	am	pm	am	pm	am	pm	am	pm
Cause and effect										
Puzzles										
Threading										
Matching – colour / shape										
Posting / pegboards										
Hand eye co-ordination										
Building / Books										
Cars / garage										
House / Duplo cars										
Megablocks / Mega Zoo										
Farm / Railway										
Dolls / home corner play										
Dressing up / soft play										
Skittles / sensory toys										
Fun toys / Heuristic Play										
Lego / Duplo										
Stickle bricks / Tikes Pl Gr										
Puppets / Mirror										
Magnetic Blocks / Lego										
Play people / play houses										
Duplo farm / Labyrinth										
Books: Big / Sensory										
Fun Shapes										
Musical Toys										
Lotto / dominoes										
Sensory / animal sounds										
Listening / Story time										
Symbolic play / BIG bag										
Music / drum										
Ball run / Post box										
Concepts:										
Painting / colouring										
Join the dots										
Cutting / gluing										
Playdough / tactile										
Pencil skills / drawing										
Sand / water / rice										
Ball skills / playground										
Trikes / sit and ride										
Climbing frame / swing										
Tunnel / stepping stones										
Movement / physio ball										
Rocker										
S&L / Physio / OT/ SCSI										

You can contact us in the following ways:

By phone:

01905 790558

By fax:

01905 790551

By post:

Inclusion Team, Early Years and Childcare Service
3 De Salis Court, De Salis Drive,
Hampton Lovett, Droitwich,
Worcestershire, WR9 0QE.

By email:

eycsinclusion@worcestershire.gov.uk

Online:

www.worcestershire.gov.uk/eycs

This publication can be made available in other languages (including British Sign Language) and alternative formats (including large print, audio tape, computer disc and Braille) on request from the Inclusion Team on 01905 790 558 or by emailing eycsinclusion@worcestershire.gov.uk

'If you need help understanding this document in your own language, please contact Ethnic Access Link. Tel: 01905 25121' (*English*)

'যদি এই দলিলটি আপনার নিজের ভাষায় বুঝতে আপনার সাহায্যের প্রয়োজন হয়, অনুগ্রহ করে Ethnic Access Link (এথনিক অ্যাক্সেস)-কে 01905 25121 টেলিফোন নম্বরে যোগাযোগ করুন' (*Bengali*)

如果你需要這個文件的中文信息，請聯絡 Ethnic Access Link，電話是01905 25121 (*Cantonese*)

'Jeśli potrzebujesz pomocy w zrozumieniu tego dokumentu we własnym języku, zadzwoń do Ethnic Access Link. Tel: 01905 25121' (*Polish*)

'Se necessitar de ajuda para perceber o conteúdo deste documento na sua língua, contacte a associação Ethnic Access Link pelo telefone: 01905 25121' (*Portuguese*)

'Si necesita ayuda para entender este documento en su idioma, puede ponerse en contacto con Ethnic Access Link en el teléfono 01905 25121' (*Spanish*)

Bu dokümanõ kendi dilinizde anlamak için yardım isterseniz Ethnic Access Link ile temasa geçiniz
Tel: 01905 25121' (*Turkish*)

'اگر آپ کو اس دستاویز کو آپ کی اپنی زبان میں سمجھنے میں مدد کی ضرورت ہے، تو براہ کرم
(Urdu) Ethnic Access Link (ایتھنک ایکسس لنک) سے رابطہ کریں۔ ٹیلی فون: 01905 25121'

Produced by Worcestershire County Council's Early Years and Childcare Service and correct at the time of printing March 2008.