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A cohesive approach between LA SEND teams and schools to embed consistent, actionable SEND targets in early years

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EYSEN Initial Consultation Summary

A cohesive approach between LA SEND teams and schools to embed consistent, actionable SEND targets in early years



Walsall Children's Services

EYSEN Initial Consultation Summary

Child: AA Setting: Referral date: 09.10.24 Observation/assessment date: 03.12.24	Name: Designation: Early Years SEN Teacher
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Summary of Initial Observation/Assessment

Broad summary of strengths and current learning needs

Strengths:

AA demonstrates good gross motor skills and explores the nursery environment by walking from one area to another. He is aware of the snack routine and will approach staff when he sees the food enter the room and his peers sit at the table for snack time.

AA makes vocalisations as he explores the nursery such as 'aieee' and 'wayeee.' He responded well to massage on his arms and back as he stood by the Christmas Tree to feel it. He stilled and calmed, leaning into the adult to encourage them to continue. This was the same when the adult used tickles to encourage a positive response from him later in the session.

During focussed individual work in the sensory room, AA began to respond to Bubble Play once the interaction had been repeated several times. Eventually, he started to look at the adult and smile. His attention increased when the adult used light toys to encourage his interaction, and he enjoyed watching the adult operate the switches on a Pop-up toy.

Needs:

AA's use of eye contact is extremely limited, and he does not yet respond to his name, often appearing to be 'in his own world.' He finds it difficult to gain and sustain his attention with adults and peers, preferring to follow his own agenda. He is not yet able to follow the nursery routine and moves away from adult expectations such as snack time and carpet time. He often needs physical support in order to engage with adult expectations, which can often trigger distress. AA will take fruit from staff at snack time and take it away to one of his 'safe spaces' to eat, sometimes then spitting it out onto the floor when he has had enough.

AA tries to find areas of the nursery which help him to feel safe, such as standing against the wall in between the sink and the home corner, or in the peg rack, which has sides and a 'roof.' From these positions he can see in front of him, and no-one can approach him from behind or either side. He seems to find the nursery environment quite overwhelming and noisy, and benefits from accessing the sensory room where he can engage in a calmer environment and begin to explore the sensory resources on offer.

AA finds noise in the nursery over whelming and spends time covering his ears with his hands to reduce the volume. He will jump up and down and flap his arms to physically process his response to his environment, particularly when he feels overwhelmed by sound or interaction. AA prefers to access nursery without shoes and will sometimes walk on his tip toes for physical sensory input, pacing from one side of the nursery room to the other. AA wears tights under his trousers so that he can't access his nappy.

During focussed individual work in the sensory room, AA was introduced to various cause and effect toys, but he was extremely reluctant to touch them and explore, only managing to touch one once independently, and only once again when the adult used hand over



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hand support. He visibly recoiled from toys with a sound function, bringing his hands to his ears again, even in the quiet of the sensory room.

Broad Area of Need:	Social, Emotional and Mental Health
Target:	AA will <u>stop and turn</u> to a tap on his shoulder or leg to give his attention to the adult 3 out of 5 times.
Provision:	Use the syllables of his name ' <u>A/J</u> ' (<u>two taps</u>) when gaining his attention. Upon turning, AA to be given brief interaction through verbal praise (good looking) or a motivating object to engage with. Always say his name verbally, as you tap, to link his name with the physical prompt. Ensure adult is positioned appropriately to provide the interaction and support his responses.
Review:	Spring 2025

Broad Area of Need:	Communication and Interaction
Targets:	AA will look at the adult when they imitate his sounds and movements using an Intensive Interaction approach, 3 out of 5 times. AA will follow transition requests when shown an object of reference and given physical hand hold support 3 out of 5 times. AA will look at an adult/object of interest to prompt 'Go' during 'Ready Steady' play, 3 out of 5 times. AA will respond to the verbal prompts to 'Stop' when supported by the Makaton sign and/or picture clue, 3 out of 5 times. AA will make a choice through touch when offered two foods at snack time, 3 out of 5 times.
Provision:	Adults to 'tune in' to AA's play and offer periods where they mirror his sounds and actions, communicating with him on his terms and building his awareness of shared attention and adult presence. Adults to wear an apron with Objects of Reference and pictures in (ball for outside, nappy for change time, cup for snack time, photo of parents for home time, photo of room he is transitioning to etc) so they are always to hand. The appropriate object needs to be shown to AA before he is asked to transition.



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	<p>Use objects/activities that AA finds motivating such as bubbles, light, vibration or massage for example. Withhold releasing the object that AA wants in play until he has acknowledged the shared attention required by looking at the adult/object after they say, 'Ready Steady.'</p> <p>Adults to get down to AA's level, in front of his eye line and use visual clues as well as verbal prompts to discourage dangerous behaviour such as biting. Immediately offer distraction by showing AA another visual clue to prompt him to engage with another activity.</p> <p>Staff to always offer AA a choice of two foods at snack time to encourage him to use eye contact, scanning and accept adult interaction.</p>
Review:	Spring 2025
Broad Area of Need:	Cognition and Learning
Target:	F will complete two activities at a workstation with his keyworker, 3 out of 5 times.
Provision:	<p>Alternate one light toy/cause and effect activity and Bubble play at AA's workstation.</p> <p>Use motivating toys with light and sound functions initially to increase AA's attention skills and encourage him to engage with adult-led activity.</p> <p>Offer AA choices of task. Accept AA's eye pointing as well as touch to begin to teach him to tolerate adult direction and communication skills.</p>
Review:	Spring 2025
Broad Area of Need:	Physical and Sensory Needs
Target:	AA will self-navigate to his enclosed sensory space independently, 3 out of 5 times.
Provision:	<p>Physical adult support to encourage AA to explore his sensory area initially when calm. Try using a flashing/spinning light toy as an Object of Reference to encourage him to transition.</p> <p>Physical adult support to encourage AA to his sensory area when agitated. Adults to 'tune-in' to AA's triggers and try to predict when he may need to be encouraged to access this area.</p>
Review:	Spring 2025



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Assessment Data

Chronological Age: 3 Years (36 Months) at the time of observation

Walsall Early Years SEN Assessment Tool – Steps to Success		
Area of Development	Step	Developmental Age
Personal, Social and Mental Health	4-6	2 to 9 Months
Communication and Interaction	4-5	2 to 6 Months
Physical Development	6-10	6 to 24 Months
Cognition and Learning	4-5	2 to 6 Months

Please note: Assessment data is produced from the observation and assessment taken within the Nursery.

Advised Next Steps:

- AA has already been referred to Walsall Child Development Centre in June 2024 and a Specialist Assessment Visit is awaited.
- Introduce a sensory diet to increase AA's attention to focussed activities when in the nursery room (Stepping stones, balance beam, trampette for example) and enable the adult to offer Intensive Interaction input and a provision which AA will find less overwhelming and more motivating.
- Introduce a 'cosy corner' or 'safe space' where AA can go to make him feel safe and secure in the nursery environment. Something such as sensory tent would provide the enclosure he seeks and create a dark environment for staff to then use light and vibration toys to encourage his engagement, interaction and shared attention. AA needs a low arousal environment to encourage him to accept adult interaction.
- Try introducing a Chew Buddy to encourage AA to mouth/chew something safe when he seeks oral stimulation through biting.
- Consider offering AA sound reduction headphones during particularly noisy sessions or around noisy peers during child-led play, so that he may feel more comfortable to play and explore with his hands rather than using them to cover his ears.
- Parents and setting to review targets in line with the graduated response pathway / termly reviews.
- Setting SENCo to continue support at SEN Support.
- Setting to discuss available funding pathways with parents.
- EYSEN to review AA's progress in Spring 2025 – 11.03.25.

Further advice and Support:

Team Around the Child (Walsall CDC): 01922 605800 cdc.admin@nhs.net

Health Visting SPA: 01922 603074 bcicb.walsallhcp0-19.spa@nhs.net

SENDIAS: 01922 612008 walsallsendiass@family-action.org.uk

Walsall Local SEND Offer: <https://send.walsall.gov.uk/early-years-age-0-5>

Walsall Speech and Language: 01922 605400 walsall.slt@nhs.net



Walsall Council

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