



Norfolk Early Years **Ordinarily Available Provision**

Summer 2025 consultation draft



Norfolk Early Years Ordinarily Available Provision May 2025 – consultation draft

Introduction

Early years practitioners in preschool, nursery, childminding and school settings should welcome children with Special Educational Needs and / or Disabilities (SEND). All children with SEND and their families deserve to feel a sense of belonging and have positive experiences in early years settings.

Ordinarily Available Provision has been coproduced by parents, carers, practitioners, SEND coordinators, teachers and early years partners. Anyone working with children can use it to ensure consistent inclusive provision and strengthen relationships between children, families and education settings from the very beginning.

Ordinarily Available Provision describes practices and adaptations that benefit all children and help practitioners feel confident to meet a range of additional learning needs, without formal diagnosis or specialist support.

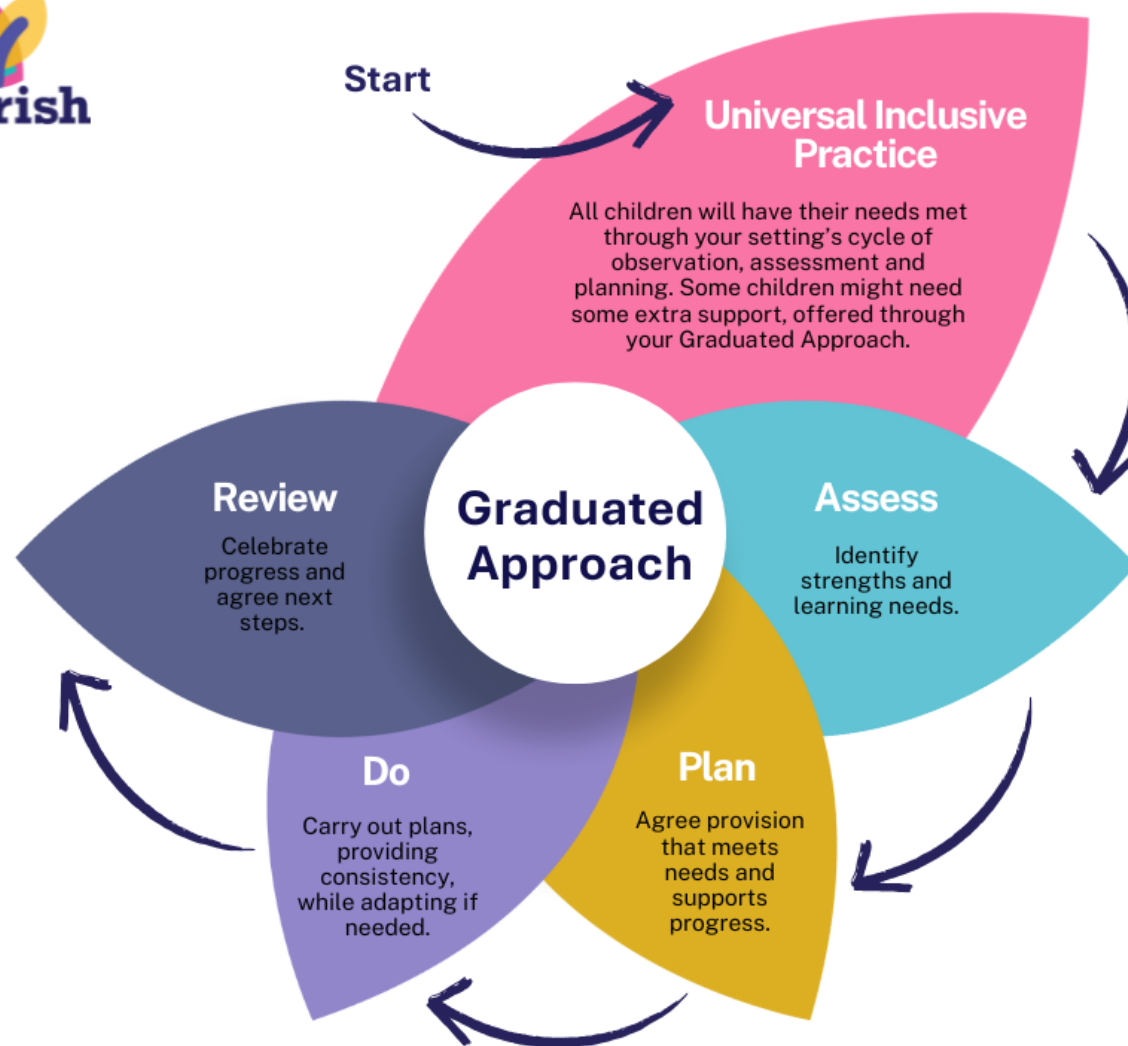
Wherever children live in Norfolk we want them to have the right support, in the right place, at the right time, enabling them to flourish.

High quality learning and development in Early Years - Building a culture of inclusion

SEND is everyone's responsibility. Adults can promote high-quality learning for all children by building supportive relationships, thinking carefully about interactions, resources, the environment and the process of observation, assessment and planning. Ensuring all adults feel confident to listen to, observe and assess children helps create a culture where all adults work together to offer provision that meets individual needs. This ensures all children can access play and learning opportunities that capture their interest and build on their strengths to create a supportive learning community.

Respectful Partnerships	Understanding and meeting children's needs	A supportive environment for all children
<p>Families are the most important part of a child's life. Making sure all adults feel confident to build trusting relationships with children and their families supports early conversations about child development to agree how best to meet children's individual needs.</p> <p>Working together helps build trust and develop a shared understanding of need. Agreeing together how to help a child learn will lead to support that gives each child the best opportunity to flourish.</p> <p>Partnerships with other agencies ensure timely support is provided to meet the needs of the child and family.</p>	<p>Listening to a child's voice, expressed both verbally and non-verbally helps to build a fully inclusive learning environment.</p> <p>Observing and understanding helps adults to plan support that meets need. Children communicate their needs in a variety of ways including through behaviour and play.</p> <p>Building supportive and responsive processes promotes early identification of need. Observation and assessment practice that is embedded in your setting helps to identify need in a timely way, so you can act on this information to support children's progress.</p> <p>Professional development through training, peer support, group supervision and shared observations, builds motivation, confidence, knowledge and skills.</p>	<p>Children's emotional wellbeing is an essential foundation for effective learning.</p> <p>Children access the early years curriculum in a supportive and playful environment where barriers to learning are removed and play-based, child-centred learning opportunities are promoted.</p> <p>Providing a learning environment that is built on what children know, and can do, will promote engagement, enjoyment and progress.</p>

The Graduated Approach



Norfolk Early Years Ordinarily Available Provision Coproduction

Thank you to everyone who has contributed to the development of the Norfolk Early Years Ordinarily Available Provision draft for summer term 2025.

This achievement reflects the strength of our coproduction community—united by a shared passion and commitment to improving outcomes for children and young people with SEND. Together, we are creating a more inclusive and supportive future.

Cambridgeshire Community Services NHS Trust

Council for Disabled Children

Early Childhood Services – Family Hubs

Early Years Learning and Inclusion Team

Early Years Providers

Education Psychology Support Service

Family Help & High Needs Service

Family Voice Norfolk

NHS Continuing Care Team

Norfolk & Waveney NHS Clinical Commissioning Group

Portage Team

School & Community Team

SEND Learning and Inclusion Team

SEND Partnerships & Engagement Team

SENDIASS

Virtual School for Looked After Children

Virtual School for Sensory Support

We want your feedback

We're inviting you to share your thoughts on the Early Years Ordinarily Available Provision – summer 2025 consultation draft.

Your feedback is vital in shaping inclusive and supportive early years education across Norfolk. Please take a few minutes to complete our feedback form and help us ensure the provision meets the needs of all children:

Click here to respond: <https://forms.office.com/e/0hfxd5iDM4>



Deadline for responses: 31 July 2025

Thank you for helping us build a stronger, more inclusive early years community in Norfolk.

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Communication & Interaction



Communication and Interaction

Social Interaction (Social communication, non-verbal communication, play)

What adults might notice	Child's view	What support can be provided	How this supports learning	Further support
This child rarely smiles or responds warmly to familiar adults or peers.	"I feel uncomfortable in group situations."	<p>Greet me by name and make eye contact at my level.</p> <p>Use warm facial expressions to encourage connection.</p> <p>Provide a calm, predictable environment where I feel safe.</p> <p>Use play-based interactions to encourage engagement, starting with a familiar adult or chosen playmate.</p> <p>Include what I enjoy and my cultural background in your planning.</p> <p>Share ideas and information with my family about my interests, needs, and fears.</p> <p>Key information and related strategies should be shared with all adults in the room.</p> <p>Consider using a "mirroring" technique to build connection.</p>	<p>Helps the child feel valued and secure in social interactions.</p> <p>Builds trust and strengthens relationships with familiar adults and peers.</p> <p>Encourages the child to engage with others in a positive and reassuring way.</p>	<p>Nurturing Norfolk Play Padlet NCC</p> <p>Child Development & Additional Needs Just One Norfolk</p> <p>Mirroring-Strategy.pdf NHS</p>
This child struggles with taking turns.	"I don't always understand turn taking."	<p>Provide sufficient similar resources in all areas of the environment so that I can be included wherever possible without the need to "take turns".</p> <p>Model turn-taking through simple activities like rolling a ball back and forth to me.</p> <p>Support me to use visual cues when needed, such as giving me the spare cycle helmet to show that I am next to use the</p>	<p>Supports the development of self-regulation.</p> <p>Encourages cooperative play and social communication skills.</p> <p>Helps the child engage in shared activities more successfully.</p>	<p>Turn Taking Just One Norfolk</p>

		<p>tricycles. This will help to understand when it's my turn. My turn should continue until I feel I have finished what I planned to do.</p> <p>Notice when I take turns and acknowledge it calmly. Sometimes I find praise uncomfortable.</p> <p>When developmentally appropriate, provide structured opportunities for turn-taking in group play. Offer positive reinforcement when I successfully take turns.</p>		
This child prefers to play alone and does not seek out interaction with others.	"I don't feel comfortable playing with others."	<p>Solitary play can be enjoyable and beneficial. If it feels as though the child is <i>only</i> engaging in solitary play, you may want to try the following:</p> <p>Gently encourage joint play with a trusted adult or chosen playmate.</p> <p>Provide opportunities for side-by-side play.</p> <p>Use my interests and plentiful resources, to introduce shared play experiences in the environment where I am most comfortable.</p> <p>Offer encouragement for any social interaction attempts.</p> <p>Consider the use of "Intensive Interaction" or "The Curiosity approach".</p>	<p>Creates a safe and supportive space for developing interactions.</p> <p>Builds confidence in engaging with others.</p> <p>Encourages social curiosity and shared enjoyment.</p>	<p><u>Intensive Interaction</u> Just One Norfolk</p> <p><u>Behaviour: Emotional regulation & behaviour support in the early years NCC Padlet Intensive Interaction</u></p>
This child wants to play with others, but this often leads to conflict.	"I want to play, but I don't always know how to join in."	<p>Notice which adults I have a positive relationship with, so that this person can support me to experience social situations more comfortably.</p> <p>Provide quiet, low-stimulation spaces for me to use when needed.</p> <p>Encourage participation through activities which follow my interests.</p>	<p>Encourages the development of relationships and a sense of belonging.</p> <p>Helps the child build confidence in group interactions over time.</p>	<p><u>Speech, Language and Communication: Supporting the early years in Norfolk</u> NCC Padlet</p> <p><u>Occupational Therapy For</u></p>

		<p>Create small, structured group activities where I can participate at my own pace.</p> <p>Support me in social situations and talk to me about how I'm feeling.</p>	<p>Reduces anxiety and makes social participation feel safe and enjoyable.</p>	<p><u>Parents & Carers</u> Just One Norfolk</p>
<p>This child struggles to understand social norms, such as personal space or turn taking in conversation.</p>	<p>"I don't know how to interact with others."</p>	<p>Provide clear, consistent expectations.</p> <p>Work on one social skill at a time.</p> <p>Notice when I display good listening and positive social behaviours.</p> <p>Introduce social rules through modelling using role play and toys as props. For example, use teddies to model a conversation based on a recent event.</p> <p>Use visual supports such as social stories.</p>	<p>Offers clear guidance for daily routines.</p> <p>Supports the child to navigate social situations with more confidence.</p> <p>Supports the development of friendships and social skills.</p>	<p><u>Turn Taking</u> Just One Norfolk</p>
<p>This child finds transitions very unsettling.</p>	<p>"I get upset sometimes when I must stop doing what I'm doing and do what someone else wants me to do."</p>	<p>Give me opportunities to watch other children and adults engaged in a transition, such as tidying up or getting ready to go home, so I can begin to understand what you are asking for.</p> <p>Always give reminders when a transition is about to happen... In five minutes, we will be going inside.</p> <p>Avoid unnecessary transitions. If I am deeply engaged in play, allow me to continue when possible.</p> <p>Talk with me about ways that you can support a transition. For example, putting my Lego model or play dough creation onto a shelf to be continued later.</p> <p>When I am struggling with transitions, allow me extra processing time.</p>	<p>Watching adults and peers during a transition for example, tidy up time, will help children to understand what is being asked of them.</p> <p>Modelling and commenting throughout this process will allow for greater understanding of 'why', 'what' and 'how'.</p> <p>Young children need time to process what is being said to them and what this means for them.</p>	<p><u>Behaviour:</u> <u>Emotional regulation & behaviour support in the early years</u> NCC Padlet</p>

		Use transitional objects to support my wellbeing. For example, allow me to hold onto my favourite animal while I am visiting the snack table.		
This child finds it difficult to express their needs and feelings in a way that others understand.	"I don't know how to tell people what I want."	<p>Always respond positively to my attempts at communicating, whether I use gestures, facial expressions, body language or words.</p> <p>When I point to what I want, please name it for me using consistent single words and simple phrases.</p> <p>Try to ensure that all adults use the same words and phrases as my family. You may want to keep a list, for example, I say cup rather than mug, beaker, drink etc...</p> <p>If you use signing, start with a few of the most useful words and then build up each week. All adults need to use these signs to maintain consistency. The signs must also be shared with my family so that they understand what I am doing when I am signing.</p> <p>Provide a language-rich environment with visual aids (such as choice boards) to support communication.</p> <p>Give me time to express myself. Give me at least 10-15 seconds processing time.</p> <p>Encourage self-determination and choice making. As often as possible, offer children choices. For example, about which chair they sit in at snack time, which drink they have, how long they spend at the table.</p> <p>Support my emotional regulation by co-regulating with me.</p>	<p>Supports confidence in communication.</p> <p>Builds a foundation for stronger language and social skills.</p> <p>Reduces frustration by giving the child tools to express their needs.</p> <p>Supports children's independence and autonomy.</p>	<p>www.justonenorfolk.nhs.uk/nd-digital-library/ Just One Norfolk</p> <p>Home - Speech and Language UK: Changing young lives Speech and Language UK</p> <p>Behaviour: Emotional regulation & behaviour support in the early years NCC Padlet</p>
This child has difficulty understanding social cues.	"I don't always understand how people are feeling."	<p>Ensure that I can see your facial expressions when communicating.</p> <p>Talk about emotions in play and when looking at picture books.</p>	Encourages appropriate responses to different social situations.	

		Model and talk about social cues during everyday interactions.	Supports emotional regulation and peer interactions.	
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Attention and Listening

What adults might notice	Child's view	What support can be provided	How this supports learning	Further support
This child does not respond when spoken to or takes longer to process verbal information.	"I sometimes don't hear when someone is talking to me, or I need extra time to think."	<p>Come down to my level, use my name, make eye contact or gently touch my arm to get my attention before speaking to me.</p> <p>Speak clearly and use simple language appropriate for my developmental stage.</p> <p>Allow extra processing time before expecting a response – a minimum of 10-15 seconds.</p> <p>Use visual prompts or props alongside speech.</p> <p>Where appropriate, ask my family if I have had a recent hearing test to rule out underlying conditions such as glue ear.</p> <p>If it's possible that I experience anxiety about talking, try to adapt your language to remove any expectation of speaking. Try to use comments rather than questions. For example, 'I wonder what colour you'd like to use next'. Respond positively to my attempts at communication (often non-verbal). Do not pressure me to speak.</p> <p>If I am learning English as an additional language, I will often go through a silent period where I may say nothing for several months in the new environment. This is natural. Avoid putting</p>	<p>Helps the child process and understand language at their own pace.</p> <p>Reduces frustration and supports confidence in communication.</p> <p>Encourages participation in conversations and activities.</p>	<p>Speech & Language Therapy Digital Library</p> <p>Just One Norfolk</p>

		pressure on me to speak and try to comment to me rather than question me.		
This child finds it difficult to follow multi-step instructions.	"I forget what to do when I am asked to do several things."	<p>Break instructions into small steps and repeat them if needed.</p> <p>Use visual aids or gestures to reinforce spoken instructions.</p> <p>Repeat and /or re-phrase if I seem confused.</p> <p>Use transition words such as 'first' and 'next' to help me follow a sequence of events.</p> <p>Reduce steps if needed.</p> <p>Revisit common tasks to build familiarity and confidence.</p> <p>Reassure and praise me when I have a go.</p>	<p>Supports understanding and memory recall.</p> <p>Reduces confusion and helps the child follow routines.</p> <p>Encourages independence and the ability to complete tasks.</p>	<u>Using visuals</u> Just One Norfolk
This child struggles to maintain attention in group activities, often losing focus.	"I often lose interest in group activities."	<p>Use interest-led activities with movement, sensory play, or interactive elements to engage my interest.</p> <p>Offer regular breaks and use consistent routines.</p> <p>Ensure activities are at the right level for me to access.</p> <p>Provide visual timetables, first-then boards, or objects of reference to help me understand.</p> <p>Consider where I'm positioned during group activities. Minimise distractions where possible.</p> <p>Use your voice and facial expressions to keep my interest in activities.</p> <p>Consider the use of fidget resources or transition toys which sometimes help me to focus.</p>	<p>Encourages participation and sustained engagement.</p> <p>Supports the child in managing their energy levels effectively.</p> <p>Helps them feel more in control.</p>	<u>Attention & Listening</u> Just One Norfolk
This child seems to listen but doesn't	"I hear words, but sometimes I don't know	Ensure you have my attention before speaking to me. For example, come down to my level, use my name, make eye contact or gently touch my arm.	Helps the child process and retain new information.	

always understand what is being said.	what they mean."	<p>Use simple, clear language appropriate for my level.</p> <p>Use visual or physical prompts to support my understanding.</p> <p>Check that I understand what's being said by talking with me.</p> <p>Give me enough processing time to give a response – a minimum of 10-15 seconds.</p> <p>Offer 'forced alternatives' such as 'Do you want an apple or a banana?'.</p> <p>Ensure new vocabulary is planned for, repeated and used in context to support understanding.</p>	<p>Builds confidence in following conversations and instructions.</p> <p>Makes learning and communication feel easier and more enjoyable.</p>	
This child reacts strongly to sudden or unexpected sounds.	"Loud noises scare me, and I don't know what to do."	<p>Model calmness in response to the sudden sound.</p> <p>Ensure that adults talk quietly and move to be near to me rather than shout across the room/outdoor space.</p> <p>Provide me with headphones or a quiet/less busy space to retreat to if I need this.</p> <p>Practice self-soothing techniques such as deep breathing.</p> <p>Prepare me in advance if you know that there is going to be a loud noise.</p> <p>Reassure me and talk with me about where the noise is coming from.</p>	<p>Helps the child feel safe and in control.</p> <p>Reduces stress and sensory overload.</p> <p>Encourages resilience in busy environments.</p>	
This child finds it hard to listen when there is a lot of background noise.	"I can't hear properly when too many things are happening at once."	<p>Think about your communication environment and consider doing a sound audit.</p> <p>Reduce unnecessary noise where possible.</p>	Makes it easier for the child to focus on what is being said.	

		<p>Speak to me in a quiet area and ensure you are speaking clearly and quietly.</p> <p>Use gestures, pictures, or signs to help me to focus and understand.</p> <p>Where appropriate, ask my family if the I have had a recent hearing test to rule out underlying conditions such as glue ear.</p>	<p>Helps them feel less overwhelmed by their environment.</p> <p>Supports their ability to participate in conversations and activities.</p>	
<p>This child struggles to listen to and join in with stories, rhymes, or songs.</p>	<p>"I don't always know what's happening in stories or songs, so I don't join in."</p>	<p>Read stories and sing songs which are of interest to me as I have favourite books and interests.</p> <p>Explain any new or difficult vocabulary to me before you start.</p> <p>Talk about what to expect in the story before you begin.</p> <p>Read stories and sing songs with expression, actions and props. I find this helps me to stay focused and understand the story.</p> <p>Use a dialogic approach to sharing stories. Encourage me to be an active participant in the story. Allow me to share my thoughts and ideas. Ask me open ended questions and support our conversations about the story's themes.</p> <p>Encourage me to join in with the chorus, or repetitive phrases or actions. For example, in Dear Zoo, I like to say, "I sent him back!"</p> <p>Check that I can see any pictures for long enough to support my understanding.</p> <p>Consider using "blanks level questioning" to check my understanding.</p>	<p>Helps the child develop a love of stories and language.</p> <p>Encourages listening skills in an engaging way.</p> <p>Supports communication and social interaction skills.</p> <p>Supports oracy and the development of a rich and varied vocabulary.</p>	

Expressive Language and Speech Sounds

What adults might notice	Child's view	What support can be provided	How this supports learning	Further support
This child does not babble, experiment with sounds, or uses a limited ranges of sounds and noises	"I don't know how to make different sounds."	<p>Model sounds to me.</p> <p>Encourage babbling through playful interactions.</p> <p>Use exaggerated facial expressions and respond positively to my attempts at vocalisation.</p> <p>Think about using the mirroring technique.</p> <p>Use books to encourage me to make noises, for example "Dear Zoo" can be used to support me to experiment with sounds. Use only the animals named in the book, give one noise to each one – make the camel really grumpy with your voice, hiss so the snake is sssscary.</p>	<p>Encourages the child to explore sounds.</p> <p>Helps the child understand the link between sounds and communication.</p> <p>Builds confidence in making sounds.</p>	Pre-School Age Speech & Language Request for Support
This child struggles to use vocalizations or gestures to express their needs.	"I don't know how to show you what I want or need"	<p>Use gestures and pointing to help me understand.</p> <p>Use "objects of reference" to help me with everyday routines.</p> <p>Use choice boards signs to help me make choices.</p> <p>Use pictures to back up what you're saying.</p> <p>Respond positively to any attempt I make at communication.</p>	<p>Helps the child develop different ways to express themselves.</p> <p>Reduces frustration and encourages intentional communication.</p>	Toddler - Start for Life - NHS Start for Life
This child has a limited vocabulary and struggles to name objects and actions.	"I don't know the words for things."	<p>Introduce one or two new words at a time, choose words which are useful to me and relate to my everyday experiences and or interests.</p> <p>Talk with my parents about words that we use at home. Try to use the same words in the setting, for example, I say cup rather than mug, beaker, drink etc.</p>	<p>Expands the child's vocabulary and understanding of words.</p> <p>Supports their ability to express thoughts and needs.</p>	<p>Just one norfolk, professional log-in Just One Norfolk</p> <p>How to help when toddlers say words wrong -</p>

		<p>Use real objects, pictures, and gestures to support my understanding.</p> <p>To reinforce key words, make sure that all adults are aware of the new words that we are focussing on, and use them when appropriate. For example, when I was learning the word “boots”, (which is the word that we use at home) this word was used by adults when I was going outside, and when we were looking at a book. Making sure that we used “boots” rather than alternatives such as – wellies, wellingtons etc helped me to learn the new word more quickly. Using real objects, storybooks and repetition reinforced this learning.</p> <p>Respond positively to all my attempts to communicate.</p>	Encourages curiosity and language development.	BBC Tiny Happy People BBC Tiny Happy People
This child struggles to put words together into short phrases or sentences.	"I only say one word at a time."	<p>Expand on what I say by adding an extra word. For example, when I say “ball,” you could say “big ball, red ball or your ball.”</p> <p>Model short meaningful phrases. For example, when I say “ball” you say “Yes, you kicked the ball”.</p> <p>Keep your language simple during daily routines.</p> <p>Use songs, rhymes, and play to reinforce my language patterns.</p>	<p>Helps the child move from single words to short sentences.</p> <p>Supports sentence-building skills.</p> <p>Encourages more natural speech development.</p>	
This child frequently uses incorrect grammar or word order.	"I say things, but they don't always come out right."	<p>Learning about sentence structure is a natural step in my language development.</p> <p>Model correct grammar by repeating sentences to me with the correct structure. Recast, by repeating back what I say, correcting any errors. If I say “He goed swimming”, you might say, “Yes, he went swimming”.</p> <p>Use songs, nursery rhymes and play to reinforce my language patterns.</p>	<p>Supports the child in learning correct sentence structure.</p> <p>Helps them develop confidence in using language.</p> <p>Encourages expressive language growth.</p>	Using Sentences Just one Norfolk
This child struggles with	"People don't always know	If you find it difficult to understand what I'm saying, you might ask me to show you.	Helps the child feel understood and valued.	Speech Sounds Just One Norfolk

speech sounds and is often difficult to understand.	what I'm saying."	<p>Use context to help you make an informed guess. For example, think about what the child is playing with, what they have been doing previously and/or what they have spoken to you about before.</p> <p>Try to respond positively to what I'm saying, rather than focusing on how I say it.</p> <p>Repeat back what you do understand. I say "Tar" you say "Yes, a car". Do not place any pressure on me to copy you, just let me absorb what you are saying.</p>	<p>Encourages self-expression and communication skills.</p> <p>Reduces frustration in social situations.</p>	<p>Questions about language development - BBC Tiny Happy People BBC Tiny Happy People</p>
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Understanding

What adults might notice	Child's view	What support can be provided	How this supports learning	Further support
This child struggles to follow simple instructions.	"I don't always understand what you have asked me to do."	<p>Ensure you have my attention, saying my name first, and getting down to my level.</p> <p>Use clear and simple language with visual cues such as real objects or symbols/photos to reinforce instruction.</p> <p>Break instructions into smaller steps for me.</p> <p>Give me a minimum of 10-15 seconds to process what you have said.</p> <p>Consider my hearing levels (any glue ear or hearing loss) and talk to my parents about any concerns they have.</p> <p>Minimise background noise or distractions before giving me an instruction.</p>	<p>Helps the child understand and follow requests with greater confidence.</p> <p>Reduces frustration and anxiety.</p> <p>Encourages independence.</p>	<p>Understanding Spoken Language Just One Norfolk</p>

This child does not respond to questions or gives unexpected answers.	"I don't always know how to respond"	<p>Ensure you have my attention, saying my name first, and getting down to my level.</p> <p>Give me a minimum of 10-15 seconds to process what you have said and formulate a response.</p> <p>If I don't respond after you have given me processing time, try to simplify your language for me.</p> <p>Model possible responses to me.</p> <p>Use real objects to support my understanding</p> <p>Use the same words at different times to reinforce the learning and model how to ask questions and have a conversation.</p>	<p>Helps the child process questions more effectively.</p> <p>Builds confidence in responding.</p> <p>Encourages participation in conversations and empower the child's success.</p>	<u>Language</u> Just One Norfolk
This child struggles to understand new words.	"I hear new words, but I don't always know what they mean."	<p>Introduce a few new meaningful words at a time. Choose words which are useful to me in my daily routines or reflect my interests.</p> <p>It would be useful to talk with my parents about words we are learning both at home and in the setting.</p> <p>Use real objects, pictures, and gestures to support my understanding.</p> <p>To reinforce key words, make sure that all adults are aware of the new words that we are focussing on, and use them when appropriate. For example, when I am learning the word boots, (which is the word that my family uses at home) this can be used by adults when we are going outside, or when looking at a book. Make sure to use "boots" rather than alternatives such as – wellies, wellingtons, shoes.</p>	<p>Expands the child's vocabulary and understanding.</p> <p>Helps them connect new words to their experiences.</p> <p>Supports comprehension and language development.</p>	<u>Concepts</u> Just One Norfolk
This child has difficulty understanding routines,	"I get confused about what comes next."	<p>Sometimes, you will need to personalise information for me, - get down to my level and use my name. For example, "Jo, in two minutes it will be time for lunch".</p>	<p>Helps the child feel more secure and prepared for transitions.</p>	<u>Visual Timetable</u> Just One Norfolk

sequences and transitions.		<p>Always give me clear verbal explanations.</p> <p>Use first/then boards to support transitions between one activity and another. Model the 'first' and 'then' sequence throughout the day across multiple contexts and in play.</p> <p>Use role-play and repetition to support my understanding.</p> <p>Use visual timetables to support my understanding of routines.</p> <p>Always give me a reminder when a transition is coming up. For example, "In five minutes, it will be time for lunch". Three minutes later you might say, "In two minutes, it will be time for lunch".</p>	<p>Reduces anxiety around changes in routine.</p> <p>Supports independence in daily activities.</p>	
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English as an Additional Language

What adults might notice	Child's view	What support can be provided	How this supports learning	Further support
This child is new to my setting and is unable to speak much English.	"I don't know many English words yet. I'm not sure how to share my thoughts and feelings.	<p>You can use 'Language Line' - a fully funded translation service to support conversations with my family, if needed.</p> <p>Talk to my family about how I am getting on communicating in our home language. Use this information to help you understand what developmental stage I am really at.</p> <p>Remember that because I am learning English as an additional language I will often go through a silent period where I may say nothing for several months in the new environment. This is natural. Avoid putting pressure on me to speak and try to comment to me rather than question me.</p> <p>Implement good universal practices and strategies. For example, ensure you have a communication friendly</p>	<p>Helps the child to feel welcome, valued and included in their new setting.</p> <p>Supports the child to engage in their learning and access texts.</p> <p>Helps them to learn at their own pace without the pressure to respond.</p>	<p>Language Line https://www.schools.norfolk.gov.uk/article/30057/Language-Line</p> <p><u>Supporting Children Who Speak English as an Additional Language</u> Just One Norfolk</p>

		<p>environment, use visual aids to support my understanding and give me a minimum of 10-15 seconds processing time.</p> <p>Familiarise yourself with my culture. Consider learning a few common words in my language such as hello, goodbye and thank you to help me and my family feel welcome.</p> <p>Provide some resources in my home language if possible – for example signs or dual language story books (the library service can support you with this).</p>		<p><u>Libraries - Norfolk County Council</u> Norfolk Libraries</p>
<p>This child speaks English as an Additional Language, and I'm concerned they have speech, language and communication needs (SLCN).</p>	<p>"I find communication difficult in my home language and in English"</p>	<p>Use 'Language Line' - a free translation service funded by Norfolk County Council's Early Years Team - to support conversations with my family, if needed.</p> <p>Talk to my family about how I am getting on communicating in our home language. Use this information to help you understand what developmental stage I am at. Does my family have concerns?</p> <p>If it is likely that I do have a speech, language and communication need, continue to support me with universal and targeted strategies, using the plan, do review cycle. Ask for support from Just One Norfolk.</p>	<p>If a child has SLCN, it will be present in all the languages they speak. It is not possible to have SLCN in one language and not the other.</p> <p>Helps the child to receive the most appropriate support for their needs.</p>	<p>Language Line https://www.schools.norfolk.gov.uk/article/30057/Language-Line</p>



Social, Emotional and Mental Health



Social, Emotional and Mental Health

Managing Relationships

What adults might notice	Child's view	What support can be provided	How this supports learning	Further support
This child finds it difficult to look at people or smile when they are near.	"I find it hard to look at people or smile when they are near me."	<p>Let me take my time to look, smile, or respond when I'm ready.</p> <p>Use ways to communicate without words but through tone of voice, body language and actions that can help to create a relationship between us</p> <p>Show me body language, like smiling, without expecting me to do the same right away.</p> <p>Having special people to play with can help me feel safe. We can play turn-taking games from a little distance.</p> <p>We can do activities side by side without having to talk or play together directly so I get used to being around others without feeling too much pressure.</p>	Creating a safe and supportive environment builds trust and allows the child to engage at their own pace.	<p><u>Baby friendly project</u></p> <p><u>Communication without Speech</u></p>
This child struggles to stay calm when playtime ends, or interaction stops.	"When people stop playing with me, I feel upset, but I don't know how to tell them."	<p>Let me know what will happen next so I can be prepared.</p> <p>Be nearby when things change, so I know you're there to help.</p> <p>We can use social stories and role play so you can show me how to respond in different situations.</p> <p>You can use first and then boards, visuals or timers to help me understand and let me know when an activity is ending.</p> <p>A soft toy or sensory item can help me feel safe during changes.</p> <p>Showing that you know how I might feel will help me to know you understand.</p>	Reassurance helps the child understand that transitions are manageable, and that support is always available.	<p><u>Supporting transitions</u></p>

		You can use timers, songs, or countdowns that will warn me about transitions and offer some choices about what I can do to help me cope.		
This child finds it hard to distinguish between familiar and unfamiliar people.	"I'm not sure if someone is a stranger or someone I know well, and that makes me feel scared."	<p>Help me learn who is safe and familiar by staying with me and introducing new people slowly.</p> <p>We can create a 'My People' book with photos of important adults and friends that I can look at often.</p> <p>Visitors and new adults can wear name and photo lanyards to help me know who they are.</p> <p>I can draw pictures or make up stories about the people I trust.</p> <p>Seeing the same adults do the same things, like giving comfort or helping with routines helps to know they can be trusted.</p>	Gradual introductions help the child build confidence in interacting with new people.	<u>Key Person and Attachment</u>
This child wants to join social play but doesn't know how.	"I want to play with other children, but I don't always know how to join in."	<p>Show me how fun it can be to play with others by joining in with my games and being interested in my play.</p> <p>Encourage me to connect with others by including them gradually when I'm ready.</p> <p>Use playful ideas like puppets and small world toys to show me how to interact with others</p> <p>Support my social communication by creating visual cue cards with phrases like "Can I play?" or "Can I help?" That will allow me to process information and offers me choices as I start to play with others.</p> <p>Let me play next to peers who are kind and patient, so I can get used to being around others.</p> <p>Talk about what my friends are doing so I can understand and learn how interactions work, like "Look, Sam is building a tower and saying, 'let's put this here.'"</p>	Modelling how to play gives the child a framework for interacting socially in a positive and safe way.	<u>Supporting Social Play</u> <u>Play Pedagogy Toolkit</u>

<p>This child becomes upset when separated from familiar adults.</p>	<p>"I get upset if someone I trust goes away, and I don't know how to feel better."</p>	<p>Make sure there's always a familiar adult nearby who knows how to help me feel safe.</p> <p>Comforters, familiar books, photos, safe spaces, and special objects can help me feel secure.</p> <p>Providing soothing sensory experiences like rocking, music, and the kind of physical contact I like, will help me relax</p> <p>Helping me create a special goodbye ritual or phrase for when I need to switch between adults</p> <p>Show me which adults and key adults are here today.</p> <p>Read storybooks or tell me stories about separations and reunions to help me understand.</p> <p>Create comfort bags with familiar objects or familiar smells, like a fabric item with my parent's scent, to reassure me.</p>	<p>Having a consistent and trusted adult close by provides emotional stability and encourages exploration.</p>	<p><u>Difficult Goodbyes</u></p>
<p>This child struggles to take turns or play games cooperatively.</p>	<p>"I want to take turns and play with others, but sometimes I don't know how to wait."</p>	<p>Show and Model and taking turns and playing games in a way that makes it look fun</p> <p>Use sand timers or turn-taking visuals like a 'my turn' token to help me understand what taking turns means so I don't get anxious.</p> <p>Use simple back-and-forth games one-on-one before adding other people.</p> <p>Use activities that need cooperation but come with low pressure, like group drawing or parachute play.</p> <p>Provide opportunities and let me enjoy creating my own successes and celebrate them by talking about the effort and process for example, "you worked so hard on that, you were really careful and thoughtful about the items you chose"</p>	<p>Practicing turn-taking builds social skills and teaches patience in a safe, supportive environment.</p>	<p><u>Turn-Taking and Fun</u></p>

<p>This child has difficulty recognising their own emotions and the impact they have on others.</p>	<p>"Sometime s, I don't understand why I feel the way I do and how this affects my behaviour"</p>	<p>Help me notice my feelings and when they change.</p> <p>Use small world play, role play, and social stories to name and explore different emotions. Make it meaningful to me.</p> <p>Use mirrors and pictures and my friends to help me recognize different facial expressions.</p> <p>Find out how I am feeling and help me understand and process feelings that are uncomfortable I may not be able to talk about my feelings – can you support my energy levels? Can you help me recognise what my body might be feeling?</p> <p>Understand that if I am neurodivergent that my experiences are different to yours and that you need to understand me and the support I need, not for me to fit into a neurotypical framework</p> <p>Read books to me about emotions with characters I can relate to.</p> <p>Help me understand my emotions by narrating them, like saying "It looks like your body is showing me you're frustrated. That's okay. Let's figure it out together."</p>	<p>Explaining social dynamics builds empathy and helps the child navigate friendships more effectively.</p>	<p><u>Autism Level UP!</u></p> <p><u>Supporting Regulation</u></p> <p><u>PSED for Early Years</u></p> <p><u>Supporting Neurodiversity</u></p>
<p>This child becomes upset when others are sad or distressed.</p>	<p>"I feel sad when I see someone else is upset, but I'm not sure how to help."</p>	<p>Use emotion storybooks and puppet play to help me understand and explore empathy.</p> <p>Show me how to use phrases like "Are you okay?" or "Can I help you?" when someone needs help.</p> <p>Create a comfort box with items like tissues, a soft toy, or a 'kindness card' that I can use to support others.</p> <p>Help me understand my feelings by saying things like "You feel worried when your friend is sad – that shows you care."</p>	<p>Teaching empathy gives the child tools to respond appropriately to others' emotions.</p>	<p><u>Supporting Distress</u></p>

		Comfort me when I see someone upset and teach me how to offer kindness in those moments.		
This child hesitates to explore new activities or spaces.	"I don't always feel brave enough to explore unless someone I know is nearby."	<p>Be nearby while I explore and welcome me back when I return, so I feel safe and secure.</p> <p>Use photo books to show me new spaces and activities before we go there.</p> <p>Let me explore new areas during quiet times with a familiar adult.</p> <p>Give me something special to carry into the new environment, like a favourite toy.</p> <p>Provide a 'safe base' I can return to when I feel unsure, like a cushion or staying close to you.</p>	A secure base encourages the child to take risks and try new things while knowing they have support.	Problem Solving Strategies
This child finds it difficult to share or join in group play.	"I want to make friends, but I don't know how to share or join in their games."	<p>Show me how to share and join in with friends by modelling positive interactions but wait for me to be ready.</p> <p>Use games with visual cues like "first, then" or a timer or signing to help me understand taking turns.</p> <p>Narrate and celebrate my efforts, like saying "my turn, your turn" and "You waited your turn – that was kind."</p> <p>Pair me with a friend to make it easier and less overwhelming for me in new situations.</p> <p>Include activities where I can work together with others, like building blocks, music, or cooking.</p>	Modelling social behaviours helps the child understand and practice interacting positively with others.	Helping children join in play
This child struggles to resolve	"When I argue with others, I	<p>Show me ways to resolve conflicts and disagreements with others.</p> <p>Use play and stories to model and explore social conflicts.</p>	Teaching conflict resolution helps the child build	Helping children navigate conflict

disagreements or conflicts with peers.	don't know how to make things right or ask for help."	<p>Create a calm space with visuals of solutions that we have practiced like breathing, hugging a toy, or finding a comfort box.</p> <p>Use role play and puppets to act out social conflicts and show different ways to handle them.</p>	essential social and communication skills.	
This child is unsure how to join in or engage in peer activities.	"I want to join in and have fun with others, but it's hard to know what to do."	<p>Encourage me to understand pro-social behaviours that will help me to connect with others in playful scenarios.</p> <p>Look for my Play Cues that might not seem friendly because I do not know how to ask if I can join in or tell someone I would like to play with them. Show and model to me ways I can connect with others when I want to play.</p> <p>Support me to learn how to join in and play with my peers.</p> <p>Offer me activities where I have a clear way to join in and have a role to play.</p> <p>Start with 1:1 play and extend and invite others to play when you feel I am ready.</p>	Support and encouragement provide the confidence the child needs to participate in group play.	<u>Self-Directed Neurodivergent Play</u>
This child struggles to follow rules or play cooperatively in group settings.	"I need help figuring out how to play and follow the rules when I'm with my friends."	<p>Use simple visual rules with pictures and remind me consistently. Let me be a part of making the rules if possible</p> <p>Start by showing me how to play cooperatively with an adult before I join my friends</p> <p>Break games into smaller steps and give me lots of positive reinforcement.</p> <p>Use social stories, visuals or puppets to show me what behaviours are expected. Be clear and make sure I understand.</p>	Clear guidance helps the child understand expectations and enjoy positive group experiences.	<u>Guidance Strategies</u>

Sense of Self

What adults might notice	Child's view	What support can be provided	How this supports learning	Further support
This child struggles to understand their own physical abilities or needs encouragement to explore their body movements.	"I'm learning about my body, but I don't always know what my hands and feet can do."	<p>Provide safe, fun activities to help me move and learn what I can do.</p> <p>Use obstacle courses or movement trails that match my comfort level.</p> <p>Include sensory-rich activities that support proprioception like climbing, jumping, pushing, and pulling.</p> <p>Offer opportunities through games, songs, stories, obstacle courses and dance to move my body.</p> <p>Talk about what I'm doing, like saying "you have very wiggly fingers – and a wobbly head!"</p>	Encouraging exploration helps the child develop confidence in their abilities and physical awareness.	Teaching Body Parts
This child has difficulty expressing preferences or asserting their autonomy.	"I know what I like and don't like, but I don't know how to tell people."	<p>Help me express my choices and preferences in a way that feels right for me.</p> <p>Offer me meaningful choices throughout the day, like "Would you like the blue or green cushion?"</p> <p>Support my expressive language or favoured form of communication with visuals</p> <p>Help and show me how to say things like "I don't like that" or "I want a turn now" and let me know it's okay to use these phrases.</p> <p>Let me know that my voice and my choices matter.</p>	Supporting autonomy boosts the child's confidence and self-awareness.	Building Independence in PreSchoolers
This child has difficulty engaging in new tasks or	"I'm learning to try new things, but	Encourage me as I explore new challenges and guide me when I need help.	Providing encouragement and guidance builds resilience and a sense of accomplishment.	Mastering Challenging Tasks

feels frustrated when attempting something unfamiliar.	I get upset when I can't do them right away."	<p>Help me understand that new experiences can be tricky at first and that it is okay to make mistake or fail. Celebrate my efforts to keep trying.</p> <p>Break tasks into manageable parts for me and use visuals to help me understand and be independent</p> <p>Tell me stories about times when you or others struggled and overcame difficulties.</p> <p>Offer calming tools or comfort strategies for when I get frustrated or agitated, like breathing or safe spaces.</p> <p>Record my successes so I can see what I have achieved for example, creating a "Trying New Things" chart or book.</p>		
This child struggles to recognise themselves in mirrors or photos.	"I see myself in the mirror, but I'm not sure that it's me looking back."	<p>Point to my reflection in the mirror and talk about it with me.</p> <p>Play games with the mirror, like making silly faces or copying actions.</p> <p>Create a personalized photo book with pictures of me in familiar places.</p> <p>Include my photo in things like self-registration, coat peg labels, and visual timetables.</p> <p>Talk about what I'm doing and say, "You did that!" to help me understand my identity.</p>	Positive interactions with mirrors help the child develop self-awareness and confidence.	<u>Mirror Exploration</u>
This child struggles to engage in pretend play.	"I like to know what to expect when I'm playing"	<p>Offer me toys and objects that are easy to use for pretend play and show me how to use them.</p> <p>Use and model realistic, familiar themes like playing house, cooking, or cleaning.</p>	Children learn about themselves by exploring different roles and identities.	<u>Pretend Play</u>

		<p>Introduce small world characters and tell simple pretend stories with them.</p> <p>Show me how to pretend step-by-step, with me right beside you.</p> <p>Use photos or storybooks to give me ideas for imaginative play</p>		
This child displays repetitive and intense / focussed behaviours.	"I prefer to revisit familiar ideas and resources as it makes me feel safe"	<p>Explore my schematic play and support my special interests.</p> <p>Provide opportunities to extend and enrich my play and encourage me to try new things.</p> <p>Understand that my repetitive behaviours are meaningful and comforting to me.</p> <p>Use my interests to help me learn and interact, like using trains for counting or stories.</p> <p>Give me similar-but-slightly-different materials to gently encourage flexibility, like different sizes of the same object.</p> <p>Avoid stopping my repetitive behaviours unless they are harmful. Use them to connect with me.</p>	Approaching behaviours we see with a strength-based approach rather than deficit language or a traditional approach that tries to 'fix a problem' we can support and validate children in their choices, use their interests to help them learn and develop and explore their schemas and interests with them.	<u>Strength-Base Approach</u>
This child hesitates to make decisions or is unsure how to choose.	"I want to make choices, but sometimes it's hard to know what's best. Sometimes I stop or	<p>Offer simple choices and explain the options in a way that makes sense to me and doesn't feel overwhelming.</p> <p>Use visual choice boards or objects to help me make decisions.</p> <p>Start with 'limited' choices like "this or that" to make it easier for me.</p> <p>Give me extra time to think without any pressure.</p> <p>Celebrate when I make a choice, even if it's small, by saying "You chose that all by yourself!"</p>	Offering choices empowers the child to practice decision-making in a safe and supportive way.	<u>Offering Choices</u>

	feel uncertain"			
This child struggles to connect with others or feel valued in group activities.	"I like being part of a group, but I don't know how to show what makes me feel special."	<p>Make sure I'm part of group activities and show what makes me special.</p> <p>Give me a special job in group tasks, like being the 'helper,' 'collector,' or 'leader of the line.'</p> <p>Use positive affirmation that is just for me, like saying "Your idea really helped me"</p> <p>Show me how to welcome others in group settings.</p> <p>Use a strengths-based approach to highlight my interests or skills.</p> <p>Model behaviours within your team and with your colleagues that show how we can value others like apologising, giving praise and thanking each other.</p>	Feeling valued and included builds the child's confidence and sense of belonging.	Encouraging Friendships

Understanding Emotions

What adults might notice	Child's view	What support can be provided	How this supports learning	Further support
This child finds it hard to express or identify their emotions.	"Sometime s I feel happy or scared, but I don't know how to show it."	<p>Say things like "Your face is telling me you might be sad. Is that right?" to help me recognise my emotions.</p> <p>Create space for me to express my feelings without words, like through drawing, sensory tools/toys, or movement.</p>	Teaching emotional expression supports communication and self-awareness.	Emotional Regulation Activities
This child becomes overwhelmed by frustration	"When I get upset, I need someone to	Be near me and help me co-regulate, because you know me and you will do it in a way that feels right for me.	Offering support during overwhelming moments helps the child feel safe and	Sensory Support

or overstimulation.	show me how to calm down and help me to regulate."	<p>Offer me sensory tools that will help me regulate like weighted items, sensory bottles, or fidget toys.</p> <p>Create a soothing space with soft lighting and predictable routines.</p> <p>Use the same words each time, like saying "Let's take deep breaths together."</p> <p>Show me techniques I can use during playful activities like roleplay that I can remember when I am upset</p>	learn self-regulation techniques.	
This child struggles to understand why others feel a certain way.	"I don't always understand why people feel or behave the way they do."	<p>Help me understand why people feel the way they do by explaining emotions, feelings and their behaviours.</p> <p>Show me how to notice how others are feeling and model the right responses in a way I can understand.</p> <p>Act out emotions with puppets or social stories to make them relatable and meaningful for me.</p> <p>Use in-the-moment opportunities to talk about and label emotions like saying "Look, Sam is frowning—he might be cross."</p> <p>Use feelings faces, and role play to explore different emotional expressions.</p> <p>Help me ask others how they feel and show me how to be understanding and show care.</p> <p>If I have upset someone, help me to understand and process my feelings. Explain what you are doing as I may not understand your actions and that could confuse or frustrate me e.g. "I am taking the skipping rope away because the way you are playing with it is not safe". Follow up your actions by teaching me "after snack we can play safely with the rope, and I will show you some fun games"</p>	Explaining emotions fosters empathy and helps the child connect actions to feelings.	<p><u>Emotional Development</u></p> <p><u>Nursery World - EYFS Best Practice: All about ... Empathy</u></p>

This child struggles to manage big emotions or wait for things they want.	"I'm learning to wait my turn, but it's so hard when I want something now."	<p>Teach me to wait by playing simple waiting or turn taking games with me and praising my patience.</p> <p>Start with just you and me first so that I can understand and make it fun for me!</p> <p>Use timers, "First-Then" visuals, signing or waiting cards to help me understand waiting.</p> <p>Give me positive feedback, letting me know you have noticed I have been waiting patiently, not just for the outcome, by saying "Good waiting!"</p> <p>Give me a tangible 'waiting tool', like a token to hold while I wait.</p> <p>Start with short wait times and gradually make them longer.</p>	Practicing patience helps the child regulate their emotions and develop self-control.	Learning to Wait
This child doesn't know how to comfort someone who is upset.	"I see other children are sad or happy, but I don't know what to do to help."	<p>Show me how to help someone who is feeling sad or upset and let me be part of the comfort if possible</p> <p>We can read stories that show different ways to be kind.</p> <p>Create a role play area with empathy prompts, like dolls that need caring for.</p> <p>Notice my kind gestures, like saying "That was really thoughtful when you gave them a tissue."</p>	Modelling empathy teaches the child how to respond to others' needs in a caring way.	Best Practice - Empathy
This child feels unsure how to fix things when they've upset someone.	"When I upset someone, I don't know how to make things better."	<p>Show me how to fix things when I've upset someone and make it better and help me be part of the restorative process.</p> <p>Model phrases and sorry responses within the setting so that I can hear how you repair and restore situations like "I didn't mean to hurt your feelings. Can we try again?"</p>	Teaching repair strategies builds the child's social skills and emotional intelligence.	Building Empathy



Physical & Sensory



Physical and Sensory

Gross Motor

What adults might notice	Child's view	What support can be provided	How this supports learning	Further support
This child struggles to lift their head or to roll from back to tummy or tummy to back.	"I see other children playing with toys in different positions. I want to be able to join in."	<p>Put soft toys close to me or suspend something engaging above me to look at.</p> <p>Lie next to me during tummy time and talk or sing to keep me happy.</p> <p>Give me soft toys, mirrors, play gyms, or sensory objects to reach for and move around.</p> <p>Encourage rolling by placing a colourful toy to the side to make me roll and stay close to help if I need it.</p> <p>Encourage movement by using playmats that encourage me to move, roll and lift my head.</p>	<p>Encouraging movement helps strengthen muscles and improves coordination. Tummy time also develops core strength and prepares the child for future milestones like rolling and crawling.</p> <p>Practicing rolling builds the child's strength and coordination. This helps the child to gain confidence to move independently</p>	<u>Active Movement Tummy Time, Rolling and Crawling</u>
This child struggles to sit without support.	"I would like to sit up by myself."	<p>Help me sit independently by sitting behind me or using cushions while I practice.</p> <p>Use soft play mats or cushions to keep me comfortable and safe when I practice sitting.</p>	Practicing sitting builds the child's strength, balance, and coordination.	<u>When do babies sit up? BabyCentre</u>
This child is starting to support themselves in a range of positions including kneeling and	"I would like to move into different positions. I need help to balance."	<p>Use sturdy, child-safe furniture and low surfaces to help me practice pulling myself up kneeling and standing.</p> <p>Place soft toys, mirrors, or sensory objects on top of tables to encourage reaching. Stay close to me to keep me safe.</p> <p>Provide stable push-along toys to encourage me to stand and balance.</p>	<p>Pulling up builds the strength and balance needed for standing and walking. Providing support reassures the child and encourages independence.</p>	<u>Balance & Coordination</u>

standing. They may attempt to pull themselves up on furniture but struggle to balance.				
This child may struggle to walk independently and often loses balance or hesitates to let go of support.	"I would like to walk around my environment."	<p>Provide stable push-along toys to encourage me to stand and walk.</p> <p>Ensure the environment is an open and uncluttered space where I can practice walking safely.</p> <p>Hold my hands to help me practice walking. Stay close and offer lots of encouragement and praise.</p>	Walking with support helps the child build confidence, balance, and coordination, essential for independent mobility.	<u>On The Move from Zero to Three</u>
This child may struggle to move in and out of different positions. For example, on and off a chair. They may struggle to use play equipment including small climbing frames.	"I would like to play and move around my environment"	<p>Use sturdy, child-safe furniture to help me practice moving on and off a chair.</p> <p>Encourage me to climb and balance. Reassure me that I have support if I feel unsafe.</p> <p>Offer me help when I am practicing but gradually allow me to do it myself as I get more confident</p> <p>Create environments where I am encouraged to climb. Offer me obstacle courses and games which are challenging but match my level of development</p>	<p>Moving into different positions builds strength and balance.</p> <p>Using age-appropriate climbing equipment builds strength in the core, arms and legs. This will be beneficial for future milestones.</p> <p>Providing support reassures the child and encourages independence.</p>	<u>Having Good Climbing Skills Are Important For All Children</u>

<p>This child may run with enthusiasm but struggle to stop, change direction, or avoid obstacles. They may struggle to coordinate pedalling or balancing on wheeled toys.</p>	<p>"I see other children move safely and confidently around the environment. I want to join in with their games."</p>	<p>Set up games and obstacle courses with lots of space for me to practice running, walking, balancing, changing direction and climbing.</p> <p>Model moving in different ways to me.</p> <p>Practice using tricycles, scooters, balance bikes and ride-on toys together. Hold the toys steady while I practice pushing pedals and balancing.</p> <p>Celebrate with me when I succeed.</p>	<p>Practicing stopping and changing direction helps the child develop spatial awareness, coordination, and control.</p> <p>Balancing activities improve core strength, stability, and body awareness, supporting overall motor skill development.</p> <p>Practicing riding wheeled toys develops coordination, leg strength, and confidence in independent movement.</p>	<p><u>Balancing - the OT toolbox</u></p>
<p>This child may avoid activities involving throwing or catching balls.</p>	<p>"I would like to join in with ball games with my friends."</p>	<p>Gently roll the ball to me. Practice passing the ball back and forth.</p> <p>Help me to practice throwing lightweight, soft balls or bean bags towards a target.</p> <p>Help me to practice catching using lightweight, soft balls or bean bags. Practice these skills in open areas with plenty of room for movement. Reduce distractions to help me focus.</p>	<p>Practicing throwing and catching builds hand-eye coordination and motor planning, helping the child participate in group play and games.</p>	<p><u>Ball Activities</u></p>
<p>This child may tire easily, slump when sitting, or avoid physical activity. They may appear 'floppy' or</p>	<p>"I get tired easily. My body feels heavy. I want to join in but sometimes I just need more help."</p>	<p>Offer me short bursts of physical activity with frequent rest breaks.</p> <p>Let me change position often (for example stand, lie, kneel).</p> <p>Use supportive seating or cushions for me when we do floor time.</p> <p>Celebrate my small steps and progress.</p>	<p>To reduce physical strain and support access to learning/play.</p> <p>To improve stamina and strength in a low-pressure way.</p>	<p><u>Keep Your Cool Toolbox - Get Active!</u></p> <p><u>Why kids struggle with movement and coordination</u></p>

lean on furniture or adults.				
This child may watch others playing but refuse to join in. They may be fearful of climbing, jumping, or running and prefer to stay near adults.	"I want to try, but it looks scary. I don't want to fall or be laughed at.	<p>Let me watch others until I feel ready.</p> <p>Stay close and offer me encouragement without pressure.</p> <p>Offer safe, predictable physical challenges that are at my level.</p> <p>Build trust with me by praising effort, not just success.</p>	<p>To build confidence in gross motor skills gradually.</p> <p>To reduce fear and create emotional safety during physical play.</p>	
This child may bump into objects or people, misjudge distances, or appear "clumsy." They may not know where their body is in space.	"I don't always know where my body is. I'm not being rough or silly. I just need help working out where I am."	<p>Give me heavy work activities to do (for example proprioception activities like pushing, pulling, carrying).</p> <p>Use clear physical boundaries for a challenge (for example mats, cones, spots).</p> <p>Break down movement games into small, clear steps if I need it.</p> <p>Offer movement activities like yoga, animal walks, or obstacle courses.</p>	<p>To support motor control and spatial awareness.</p> <p>To reduce accidents and help the child move more confidently.</p>	<u>The Building Blocks for Learning: Body awareness A Unique Child Teach Early Years</u>

Fine Motor

What adults might notice	Child's view	What support can be provided	How this supports learning	Further support
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This child may drop toys or objects frequently.	"I would like to hold the toys I want to play with."	Place objects within reach so that I can practice holding them. Use soft, squeezable toys, chunky blocks and textured balls that are easy to grip. Show me how to hold a squishy toy or ball and encourage me to squeeze it. Practice gripping blocks together, one at a time.	Practicing gripping large objects builds the child's hand strength and coordination, laying the foundation for fine motor control.	Fine Motor Skills Activities
This child may struggle to coordinate their hands to stack or manipulate puzzle pieces.	"I would like to play with the building blocks and to do a variety of puzzles"	Show me how to stack the blocks. Use different size blocks to practice these movements. Use hand-over-hand guidance to support my movements. Celebrate my achievements. Show me how to rotate the puzzle pieces to fit together. Start by using chunky puzzles, shape sorters and stacking rings to practice rotating and manipulating objects.	Practicing puzzles and stacking helps develop problem-solving skills, hand-eye coordination, and fine motor control.	Fun and Easy Eye-hand Coordination Activities
This child may have difficulty holding tools such as large paint brushes, chunky crayons and rollers.	"I would like to use the paint brushes and crayons to be creative."	Have different tools that I can use which might make it easier for me to pick things up and use them for example, bigger handles Let me practice while I play in the sand or playdough with different kinds of objects and tools Offer me sensory activities and games that will have me squeezing things or holding things that will help my grip like a sensory basket. Show me how to hold paint brushes and chunky crayons to mark make. Use large sheets of paper, large chalk boards, the floor in the outdoor area and easels to support me.	Practicing holding objects with a whole-hand grasp supports independence. It strengthens the hand and prepares the child for using smaller items and utensils.	Grip Development
This child may have difficulty using a	"I would like to create pictures using scissors, pens,	Start me with easier tasks using thicker pens or pencils	Practicing the pincer grip strengthens finger coordination and prepares	Fine Motor Activities for Preschoolers

pincer grip to pick up small items, relying instead on a whole-hand grasp.	pencils and paint brushes.”	<p>Choose scissors for me that are going to be comfortable and easy to use for example, left-handed or trainer scissors. Show and guide me how to use them.</p> <p>Encourage me to practice in my play.</p> <p>Model how to pick up smaller objects and play games with me that will help me with these skills.</p> <p>Celebrate my achievements and creations.</p>	the child for tasks like writing and using utensils.	
This child may avoid drawing, writing, or using scissors. They might give up quickly, say “I can’t do it,” or show frustration when tasks are tricky.	“My hands get tired quickly and I don’t always feel good at it. I want to try, but I’m worried I’ll get it wrong.”	<p>Break tasks into smaller steps and celebrate effort.</p> <p>Let me choose fine motor activities I enjoy (for example threading, construction, messy play).</p> <p>Offer me gentle encouragement including what I am doing that is working for example” is that position comfortable for you, because it is working really well.”</p> <p>Provide fidget tools or hand warm-ups for me before focused tasks.</p> <p>Avoid comparing me and my efforts to others because we are not the same for example “if Molly can do it, you should be able to – have another go”</p>	<p>To build confidence and persistence.</p> <p>To promote positive attitudes toward writing and drawing.</p> <p>To develop strength and coordination gradually.</p>	Dyspraxia Foundation – Motor Skills Support
This child may switch hands mid-task or show no clear hand preference for drawing, eating, or cutting.	“I’m still figuring out what feels right. Sometimes one hand feels stronger than the other.”	<p>Let me explore using both hands until I choose what feels best.</p> <ul style="list-style-type: none"> - Avoid forcing hand dominance too early. - Observe which hand I use most for fine tasks and support accordingly. - Offer tools that work for both left- and right-handed children. 	<p>To support natural development of handedness.</p> <p>To avoid creating unnecessary stress or confusion.</p> <p>To help the child feel in control and confident.</p>	Left-Handed Children’s Development – LDA

Self-care including feeding and toileting

What adults might notice	Child's view	What support can be provided	How this supports learning	Further support
This child may find it difficult to feed themselves.	"I would like to be able to select what I want to eat and feed myself"	<p>Offer me lots of opportunities to feed myself. At mealtimes, offer me a range of foods to try.</p> <p>During mealtimes, give me a selection of utensils with bigger handles or grips that might help.</p> <p>Model how I can scoop with a spoon and how to use a fork to pick up food.</p> <p>Ensure that I am in a comfortable position when eating. I will need good core strength to sit at a table.</p> <p>Encourage me to drink from a cup and to pour water from a jug.</p> <p>Encourage me to explore food using different senses.</p> <p>During play opportunities, offer me utensils in the sand, playdough and role play areas for me to practice using the utensils.</p>	<p>Offering utensils during play gives children a way to explore without pressure. Offering utensils that they can use more easily helps with confidence.</p> <p>Exploring food without the pressure to eat it can lead to the curiosity to taste!</p>	<p>Feeding and Mealtimes</p> <p>Sensory food education</p> <p>Let's Make Sense Together</p>
This child may not have awareness of where limbs need to go for dressing.	"I want to be able to dress myself."	<p>Help and guide my arms and legs when I am dressing to help me see where to put them.</p> <p>Let me practice with easy things for example: oversized clothes</p> <p>Let me look in a mirror while I am dressing so that I can see what is happening</p> <p>Break down the steps for me or use visuals to help.</p> <p>Practice pulling things over their head</p>	Practicing dressing builds independence and self-confidence.	

This child may struggle to use the toilet. They may be reluctant to use the toilets in new environments	"I want to be able to use the toilet by myself."	<p>Consider the environment of the toilet. Are there things in the toilet that make me anxious? Consider adjusting the lighting and noises in the room.</p> <p>If I seem anxious, show me how things work to help me understand. Demonstrate using the flush on the toilet and the hand dryers.</p> <p>Give me visual supports and reminders. Help me to understand the signals my body gives me when I want to go to the toilet.</p>	<p>To help the toilet environment to become more familiar</p> <p>Helps me to think about the signals my body is giving me</p> <p>Helps to understand what I need to do and what happens in the toilet</p> <p>Reduces the pressure to go but allows time to acclimatise</p>	<p>Sensory Strategies to Improve Toilet Training</p> <p>Home - ERIC</p> <p>Toileting</p>
This child may resist nappy changing and become dysregulated	I feel vulnerable and uncomfortable when people are changing me. I don't want to be changed now. I might be sore or busy.	<p>Give me warning to let me know that you are going to change me soon, show my nappy or a photograph of the changing area so I know what's coming</p> <p>Change me standing up if possible</p> <p>Try to have the same adult(s) for me so that I get used to them</p> <p>Encourage me to climb up the stairs of the nappy changing unit myself</p> <p>Avoid changing me on the cold toilet floor and ensure the area is inviting.</p> <p>Tell me what you are doing for example- "let's give you a wipe" or "I am going to put your cream on now, which may be cold"</p> <p>Offer me distractions and things to hold.</p> <p>Sing to me or talk to me because it helps me to regulate, it helps us to connect, and it is a way of supporting my language acquisition</p>	<p>To help the toilet environment to become more familiar</p> <p>Helps me to think about the signals my body is giving me</p> <p>Helps me connect with you and build trust, because it shows me you value the way I like things.</p> <p>Supports transitions</p> <p>Develops language</p>	<p>Intimate Care and Toileting guidance</p> <p>Promoting Positive Nappy Changing</p>
This child may avoid	"I want to be able to put on	Build independence by encouraging me to dress myself in clothes that only require Velcro to start with.	Practicing buttons and zippers builds independence	How to Modify and Adapt

tasks like buttoning or zipping. They may appear frustrated or seem unsure of where to start.	my own coat and shoes-. I want to be able to pull a zip up and dress myself independently .	<p>Offer me bigger buttons or zips practice with. These may be easier for me to use. Button boards, zippers on toys, or a dress-up area for practicing self-care skills will help me practice.</p> <p>Guide my hands with yours to show me what to do. When practicing these skills, make sure there is plenty of time so I can practice without rushing.</p> <p>Celebrate my efforts even if I do not get it quite right.</p>	and fine motor strength needed for dressing.	Buttoning and Zipping For Your Child
This child may avoid using the toilet, have accidents, or appear anxious when prompted. They might prefer nappies or ask to go home to use the toilet.	"I want to feel safe and not rushed. I don't always know when I need to go, or I might feel scared of using the toilet."	<p>Allow me time to get used to the toilet routine gradually.</p> <p>Make sure I know where the toilet is and that it's okay to ask.</p> <p>Give me lots of praise when I try, even if I don't succeed.</p> <p>Avoid drawing attention to accidents. Help me clean up with dignity.</p> <p>Use visuals, songs, or social stories to help me understand what to do.</p> <p>Let me use the same toilet each time if possible so I feel safe.</p>	<p>To reduce anxiety and build familiarity.</p> <p>To support autonomy without shame.</p> <p>To promote positive associations with toileting.</p>	ERIC: Children's Bowel & Bladder Charity Just One Norfolk – Toileting Advice
This child may resist wiping, handwashing, or wearing certain materials (for example	"I don't like how the toilet or wipes feel. Noises and smells in the bathroom upset me. I want to stay	<p>Let me choose from a few options (for example wipes vs paper).</p> <p>Turn off loud dryers for me and offer me paper towels if needed.</p> <p>Use wipes that do not smell and are soft</p> <p>Offer me a fidget toy to hold if I feel anxious.</p>	<p>To reduce sensory distress.</p> <p>To encourage independence in hygiene tasks.</p> <p>To show respect for the child's sensory needs.</p>	Supporting Sensory Needs Webinar Sensory Processing Bitesize Training

wipes feel too cold, toilet paper is scratchy, hand dryers are too loud). They may become distressed by smells or textures.	clean, but I want to feel comfortable too.”	Keep hygiene routines short, simple and consistent so that I know what the beginning and end look like.		
This child may resist dressing, toileting, or feeding themselves. They might rely heavily on adults or seek lots of reassurance. Attempts to encourage independence may result in distress or withdrawal.	“I don’t feel ready to do this by myself. I need to feel safe and connected before I can try.”	<p>Build my trust through predictable routines and gentle encouragement.</p> <p>Offer me co-regulation before expecting me to self-regulation (for example “Let’s do it together”).</p> <p>Talk through our routines with warmth and patience so that I know what is happening and I know you understand my feelings.</p> <p>Allow me more time and reduce the pressure on me until I am ready</p> <p>Focus on connecting with me first and use language that shows you care.</p>	<p>To support emotional safety and build secure attachments. To help the child feel seen, soothed, and supported.</p> <p>To develop independence through relational trust.</p>	<p><u>P.A.C.E</u></p> <p><u>Sensory processing, coordination and attachment Article</u></p>

Sensory Processing

What adults might notice	Child's view	What support can be provided	How this supports learning	Further support
This child may appear overwhelmed or distressed in loud environments, covering their ears or becoming visibly upset.	"I want to feel happy and relaxed in my environment. I don't want to feel overwhelmed by my surroundings."	<p>Offer me a quieter space to retreat to when it gets too noisy.</p> <p>I sometime like wear ear defenders during certain times of the day.</p> <p>Talk to me and let me know it's okay to take a break.</p> <p>Give me a quiet area with sensory objects that are familiar and calming. These objects help to make me feel safe.</p> <p>Get to know me and what sensory support I need.</p> <p>Show me calming techniques like breathing. Help me to find an adult I trust to help me co-regulate.</p>	Providing a safe retreat and reducing sensory overload helps the child feel secure and regulate their emotions.	<p>sensory suggerter tool</p> <p>Using sensory regulation strategies to help your child</p> <p>An EY Sensory Processing Resource Pack</p>
This child may frequently mouth, or chew on objects, especially when they're feeling anxious.	<p>"I want to be safe and not put objects in my mouth."</p> <p>"I want to be able to play with my friends without hurting my friends or myself as a way to regulate my sensory needs"</p>	<p>Offer me a chew box with objects in it that are safe for me to chew on.</p> <p>Celebrate me choosing items that are ok for me to chew and help me to sort out different objects so that I can see exactly what I can chew.</p> <p>Help me to understand which items are ok for me to chew and which ones are not.</p> <p>Ensure you do not to have out in the environment items that you know I am likely to chew on. Support this with a risk assessment so that everyone knows how to keep me safe.</p>	Providing safe sensory tools satisfies the child's need for oral or tactile input while promoting focus and self-regulation.	The Story of Mr Tongue

<p>This child may avoid messy play or refuse to engage in certain textures or activities (for example, painting, sand, water). They may become distressed if their hands or clothes are dirty or avoid foods with specific textures.</p>	<p>"I want to feel comfortable in my body. I don't like how some things feel on my hands or skin. I want to choose what feels ok for me."</p>	<p>Let me watch others before asking me to join in.</p> <p>Offer alternatives (for example dry play instead of wet textures).</p> <p>Don't force me to touch things I'm not ready for.</p> <p>Give me tools to explore (for example spoons, gloves, paintbrushes)</p> <p>Allow me time and space to engage in my own way.</p> <p>Support me to clean up in ways I feel comfortable with (for example, hand wipes instead of soap).</p>	<p>To support sensory preferences and reduce anxiety.</p> <p>To enable access to learning and play without distress.</p> <p>To show that their feelings and boundaries are respected.</p>	<p><u>Sensory Overload</u></p>
<p>This child may spin, jump, rock, climb on furniture, or constantly move. They may find it hard to sit still at group times or during mealtimes.</p>	<p>"I need to move my body to help me feel calm and focused. Sitting still for too long makes me uncomfortable."</p>	<p>Offer me frequent movement breaks and physical play opportunities if there is no free flow.</p> <p>Use 'wiggle/wobble cushions or stretchy bands on chairs.</p> <p>Build sensory input into routines (for example animal walks, jumping, stretching).</p> <p>Provide time outside including activities that enable me to climb or balance.</p>	<p>To regulate the child's sensory system.</p> <p>To increase focus and reduce frustration.</p> <p>To support participation in group learning.</p>	<p><u>Vestibular Input Activities</u></p> <p><u>Sensory Regulation</u></p>
<p>This child may enjoy crashing into</p>	<p>"I feel calm when my body gets</p>	<p>Offer me 'heavy work' activities (for example pushing carts, carrying books, sweeping) that will help my proprioception</p>		<p><u>Heavy work and sensory processing</u></p>

things, lifting heavy items, pushing chairs, or receiving deep pressure. They may hug tightly or lean on others.	strong input. I'm not being rough – I just need to feel where my body is."	<p>Put out 'crash' mats or climbing frames that allow me to be physical</p> <p>Use deep pressure tools if I like it because it will help to regulate me (weighted lap pads, firm hugs – only with consent).</p> <p>Provide me resistance materials like playdough or putty or clay</p>	<p>To support body awareness and regulation.</p> <p>To reduce unsafe or disruptive behaviours by meeting sensory needs intentionally.</p>	<p><u>challenges:</u></p> <p><u>What you need to know</u></p>
This child may react strongly to smells such as perfumes, cleaning products, certain foods, or other children's lunchboxes. They may gag, cover their nose, or avoid certain areas	"Strong smells make me feel sick or scared. I want to feel safe and breathe comfortably."	<p>Avoid using strong-smelling products when I'm around.</p> <p>Let me sit away from smells I find upsetting.</p> <p>Give me warning if the room will smell different (for example, after cleaning or cooking).</p> <p>Offer a familiar smell on a cloth to comfort me if needed.</p>	<p>To reduce sensory, overwhelm and avoid distress.</p> <p>To make learning environments feel safe and predictable.</p> <p>To support participation without triggering a negative sensory response.</p>	

Hearing Impairment

What adults might notice	Child's view	What support can be provided	How this supports learning	Further support
This child may struggle to follow instructions. They may struggle to have interactions with their peers.	"I would like to be able to hear as well as I can. I want to know what is happening"	<p>Don't have background music on, so I can hear instructions and conversations.</p> <p>Refer me to the audiologist if you think I am having trouble hearing.</p> <p>Give me extra time to process what you are saying</p> <p>Repeat or rephrase instructions if I look confused</p> <p>Let my parents know if you notice any changes in how I hear</p> <p>If I have hearing aids my parent/carer will tell you how to check these are working. Check them regularly to ensure they are working well.</p> <p>I find it helpful when you use consistent visuals to support instructions and routines. You could use actions and/or pictures to demonstrate what you want me to do. A visual timetable or objects of reference will help me understand what is going to happen next and what I need to do.</p> <p>If we are sharing a story, ensure I am sitting near to the reader.</p> <p>When we are sharing a story, ask other adults to reduce background noise. Try not to set up new activities and snack time when I am trying to listen.</p> <p>When you speak with me, make sure I know you are talking to me. Address me by name and use visuals to support our conversation.</p>	<p>To ensure the child can access spoken communication throughout the day</p> <p>To reduce misunderstanding and frustration</p> <p>To help adults identify changes that might need medical follow ups like glue ear</p> <p>To help the child feel included and confident</p>	<p>National Deaf Children Society - Glue Ear</p> <p>National Deaf Children Society - Resources</p> <p>JON speech and Language Toolkit</p>

		Use facial expressions, signs, visuals, gestures and real-life objects to support my understanding.		
		Carpeting, soft furnishing and rubber feet on the table and chair legs will help keep the background noises quieter for me.		

Visual Impairment

What adults might notice	Child's view	What support can be provided	How this supports learning	Further support
This child may struggle to move around the environment independently.	<p>I would like to see things as well as I can.</p> <p>I would like to move around my environment on my own, without bumping into things.</p> <p>I would like to join in the same activities as my friends.</p>	<p>Refer me to an optician if you think I am having trouble seeing.</p> <p>If I need glasses, encourage me to keep them on. Make sure they are clean.</p> <p>Keep the floor tidy and free of clutter to help me move around safely.</p> <p>Keep furniture and resources in the same place to help me access equipment independently.</p> <p>Refer me into the VSSS team for extra support</p> <p>Use clear storage containers with large photos or tactile labels.</p> <p>Offer consistent adult narration and verbal cues during routines and transitions.</p> <p>Provide high-contrast or large-print materials.</p> <p>Check and adjust classroom lighting, avoiding glare.</p>	<p>To support the child's confidence, independence, and sense of belonging.</p> <p>To reduce the risk of trips and falls and support safe exploration.</p> <p>To help the child access learning on equal terms with their peers.</p> <p>To reduce frustration and help them participate fully in daily routines.</p> <p>To help the child feel secure and reduce anxiety in a predictable environment.</p>	<p>Early years support for children with vision impairment</p> <p>Just One Norfolk – Vision</p> <p>Norfolk Sensory Support Team</p>

		<p>Provide tactile markers to help me navigate.</p> <p>Provide shade outdoors to help me see more clearly.</p> <p>Refer me into the VSSS team for extra support</p>		
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Cognition & Learning



Cognition and Learning

Developing Attention and Focus

What adults might notice	Child's view	What support can be provided	How this supports learning	Further support
This younger child might benefit from support to engage with their surroundings.	I want to be able to look and feel all the new things around me.	Engage with me using with soft toys, rattles, songs, gentle movement and colourful objects to stimulate senses. Support me with a strong, nurturing key person relationship	Helping the child focus on different sensory input supports brain development as young children learn from new experiences. Strong key person relationship creates trust and safety	JON Developmental Milestones EY developmental Journal
This child may find it tricky to engage with new toys or to extend their play.	I would like to extend my interests and combine the toys I play with.	Join in with my play or play alongside me and model what I could do, for example: show me how to stack toys or fit lids on containers; let me try by myself and support me if needed. Share ideas for supporting may play with my family and other early years settings I attend.	Scaffold children's emerging understanding, joining in with children's play and investigations, without taking over.	Developmental Milestones
This child becomes easily frustrated or seems passive during play.	I would like to play for longer with things that interest me.	Use my interests to plan activities and experiences for me. Gently engage me in very short bursts of play based activities, starting with a few minutes. Support me to keep play going by modelling language and showing me ideas. Begin by playing alongside me and gradually introduce interaction when I am ready.	Encourage the child to keep play going, by teaching play skills, without overwhelming.	JON Play Ideas JON professional login – Curiosity Program

		Gradually introduce me to back and forth play and build up my interactions.		
This child might move quickly between areas of the setting, with fleeting attention.	I would like to extend the time I can focus on an activity for, so I can learn and develop new skills.	<p>Chunk learning activities into small steps for me.</p> <p>Use visual aids to support me to make choices.</p> <p>Encourage me to join in with listening games and songs with actions to practice my attention skills – especially those which involve moments of anticipation.</p> <p>I might enjoy sorting items by colour, shape and size.</p> <p>Help me to stay engaged with stories, songs and games which introduce anticipation.</p>	<p>Breaking tasks into small manageable chunks.</p> <p>Activities which require more than one action or thought process can increase mental load and attention span.</p> <p>Play-based, developmentally appropriate opportunities to practice 'waiting'; for example, lifting flaps on books before turning the page or 'ready, steady, go' games.</p>	<u>common difficulties</u>
This child seems lost or not to know what to do.	I might need longer to understand what is being asked of me.	<p>Use simple, clear language in the right order when giving me instructions.</p> <p>Match your language level to my understanding, such as using only one information carrying word.</p> <p>Get down to my level and gain my attention before speaking.</p> <p>Help me by providing visual prompts alongside instructions.</p> <p>Support me by giving me extra time to understand.</p> <p>Keep routines consistent for me as these support me to understand.</p>	<p>Reducing information to the level understood by the child will support processing and understanding.</p> <p>Support hearing and interactions, ensuring the child knows you are communicating directly to them.</p> <p>Give the child an opportunity to switch their attention to focus.</p>	<p><u>JON Early Language Blanks levels</u></p> <p><u>JON training video extra help for early communication</u></p>
This child might become	You need to show me how	Start by breaking the task down into small steps for me.	When teaching a new skill, we often start at the beginning. This can be	<u>JON Learning A Skill</u>

frustrated or upset when learning something new.	to do things a few times.	<p>Teach me the last step first, working backwards until I can reach the goal.</p> <p>Use multi-sensory opportunities to help me remember in different ways.</p>	challenging for children sometimes as they get frustrated. Starting at the last step, “backward chaining” is particularly useful when learning self-care skills like dressing.	
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Playing and Exploring

What adults might notice	Child's view	What support can be provided	How this supports learning	Further support
This child might seem passive in play, might become isolated or frustrated as their peers move into more imaginative play.	I find it difficult to pretend in my play.	<p>Play alongside me, showing me what I could do, such as pretending that a block is a car, or a stick is a magic wand, and invite me to join in when I am ready.</p> <p>Provide me with toys which I can easily recognise such as a car or truck, and others which invite me to use my imagination such as natural or open-ended objects.</p>	<p>Providing resources which match a child's understanding will support them to develop their imaginative play.</p> <p>Modelling symbolic play encourages imagination and creativity.</p>	JON Types of play
This child might watch or attempt to join in with play, in ways which are not understood	I would like to play alongside my peers, but I don't know how to start.	<p>Provide me with sets of toys so I can play alongside my peers.</p> <p>Create a collection of toys which I like and invite a peer to play alongside me when I am ready.</p> <p>Find games for me to play which are more exciting if there are a few players, such as anticipation games.</p>	<p>Reduces the need for collaboration straight away but works towards interaction with peers.</p> <p>Providing duplicate resources reduces pressure.</p>	Norfolk best practice booklets

by their peers.		When I get more confident, provide me with opportunities for collaborative play supported by an adult who knows me well.	Scaffolds developing play interactions, reduces anxiety of resources being taken away or unavailable. Adult support ensures success so that child builds confidence.	
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How I like to learn

What adults might notice	Child's view	What support can be provided	How this supports learning	Further support
This child might become frustrated with a toy or not understand what it does.	When I do something, I don't always know what will happen next.	Provide me with toys and experiences which help me to understand that when I do this, something happens. Plan opportunities for new learning based around a child's existing play schemas. Model how to play to help me to understand that I can repeat the same action to make it happen again. As I learn, I might enjoy pop up toys, pull along toys, sensory play, tactile resources, messy play, simple instruments, interactive books, puppets, manipulatives.	Celebrate when the child discovers what happens to support them to develop associations. Providing appropriate experiences according to how a child may like to learn, for example, through schematic play, by watching, listening or feeling how things work.	PACEY schematic play
This child might need support to complete simple puzzles or sorting activities.	I need support to solve simple problems, like fitting shapes into a sorter.	Sit alongside me and show me different ways to solve a problem, give me time and encouragement to support me to figure it out.	Scaffolding problem-solving helps the child develop persistence and critical thinking skills.	JON types of play

This child might benefit from understanding how they learn best.	Helping me to understand how I learn	<p>Give me opportunities for choice and decision making so I can choose for myself how to do something.</p> <p>Encourage me to think using open ended language “I wonder...” “tell me about...”</p> <p>Make sure all adults working with me know how I like to learn best, so that they can support me.</p> <p>Link learning to my experiences to help me to remember what I know and make sense of new experiences.</p>	<p>Enables information to be taken in, filtered, make choices, stay focussed and plan.</p> <p>Provide an environment that enables the sharing of knowledge and skills, enabling self-reflection of what one can share and what can be received from others.</p>	<p><u>Promoting independence</u></p> <p><u>Metacognitive Talk</u></p>
This child might struggle to know how to do things independently.	I might need support to do things for myself.	<p>Predictable routines will support me to understand what I am expected to do.</p> <p>Give me age-appropriate responsibilities to help me to learn.</p> <p>Plan some activities which support me to learn the skills I need and then give me opportunities to practice these.</p> <p>Support me at first, then gradually increase what I can do by myself.</p> <p>Show me visual aids such as simple photographs or symbols so I understand the next step.</p> <p>Use simple language which matches my understanding to support me.</p>	<p>When children can anticipate their day, they are better equipped to take on responsibilities with less help.</p> <p>Problem solving – trial and error.</p> <p>Transferable skills – application of skills across various situations.</p>	<p><u>Developing Independence</u></p>
This child may become upset, withdraw or find it difficult to regulate emotions	I find it difficult to engage in new activities, or to be in new situations.	<p>Support me to understand, name and communicate my feelings.</p> <p>Help me feel prepared for new situations. A simple social story might help me to understand what to expect.</p> <p>Celebrate my strengths, use specific meaningful examples to help me understand; this will support me to feel good about myself.</p>	<p>Naming children’s emotions can help them to communicate more complex feelings.</p> <p>Positive reinforcement of the child’s strengths can help to increase confidence</p>	<p><u>Social Stories - Carol Gray</u></p>

when trying new things.		Make sure my pre-school environment reflects me, my achievements, and my experiences.	extending these to new situations. Naming specific examples of child's strengths makes it less abstract and easier to understand.	
This child might be afraid to have a go at new things or may withdraw once something goes wrong.	I find it difficult to make mistakes, or if things go 'wrong' during activities.	Find some time to talk to me and find out what I like and what I can do. Use language which helps me to feel happy to keep trying such as 'I wonder if we can...' Show me it is ok to make mistakes. Show me that when things go wrong, I can continue playing and find a way to solve the problem. Praise small steps in my progress so that I enjoy learning.	Altering language used can reduce anxieties around making mistakes. Creating play-based opportunities for learning new skills can reduce the pressure, naturally demonstrating that 'mistakes' are part of learning.	

We want your feedback

We're inviting you to share your thoughts on the Early Years Ordinarily Available Provision – summer 2025 consultation draft.

Your feedback is vital in shaping inclusive and supportive early years education across Norfolk. Please take a few minutes to complete our feedback form and help us ensure the provision meets the needs of all children.

Click here to respond: <https://forms.office.com/e/0hfxd5iDM4>



Deadline for responses: 31 July 2025

Thank you for helping us build a stronger, more inclusive early years community in Norfolk.

