



The Role of Special Educational Needs Consultant in Bolton

Local Context

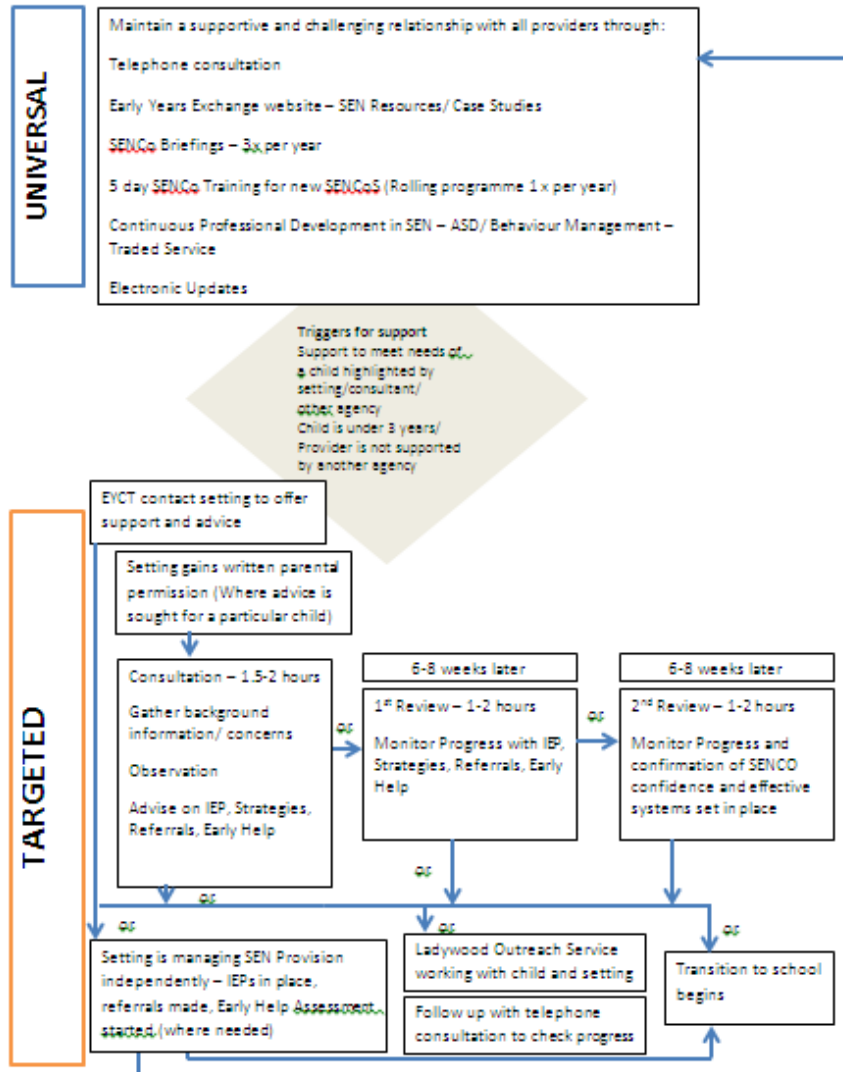
- Outreach support from special school for 3 and 4 year olds in group provision
- Identified need to;
 - support providers with funded 2 year olds
 - support child minders
 - develop and empower the SENCOs within settings in order to improve their effectiveness in their role.

Nature of support

- Targeted support around early identification of SEND
 - monitored and time limited
 - access to funding, Pre-school Inclusion Supplement
 - Early Help assessments
- Professional development for SENCOs and child minders
 - 5 day SENCO training
 - termly briefings
- Online support
 - case studies
 - resource materials

Support for EYFS providers 2014

EY Education and Childcare team universal offer – SEN Provision



A transparent process

Example of Support (1)

- X started in the two year old room and was presenting with a global delay. X was oblivious to the other children and enjoyed climbing, riding in the cars and gazing out of the windows.
- Practitioners were advised to work on 'ready steady go' games, activities to extend joint attention , Signalong and strategies to support communication.
- The Senco was supported with filling in the paperwork in order to access 5 hours of funded support through the Preschool Inclusion Supplement to work on his targets.
- Senco was advised to refer to the Educational Psychology Team.

Impact of Support (1)

- X is now in the Preschool Room and has made some lovely progress.
- He is now able to use some simple sentences such as 'I want coat', 'not take my bike' and 'on your marks get set'.
- Practitioners have regular 'Sing and Sign' group times which X likes joining in with.
- X enjoys saying 'goodbye' to all staff at the end of a session.
- X enjoys looking at books, holding them the right way and is able to turn the pages.
- X can complete a simple two piece puzzles.

Example of Support (2)

- X is a two year old little girl who appeared very much in her own little world. She loved to play with cause and effect toys and used to move around the nursery on her knees. She would become very distressed on transitions throughout the day and had very little non verbal communication.
- Support was given to meet and discuss with professionals in order to gather and share information.
- Support was given to access the Preschool Inclusion Supplement and 10 hours was allocated.

Example of Support (2) Continued

- Advice was given to introduce some visual cards and objects of reference in order to indicate and give warnings of transitions.
- Key signs were also introduced to X working on 'more' in particular.
- Key person was advised to work on 'Intensive Interaction' in order to develop some 'sustained shared attention'.
- PECS were introduced within continuous provision which have been very successful.
- Advice was also given for practitioners to reducing their language such as 'X coat' or 'X snack time'

Impact of Support (2)

- X is making some nice progress. She is now able to use some gesture and limited eye contact . She will part sign 'more' on the Keyperson's hand.
- X currently enjoys building towers and enjoys turntaking with an adult with the blocks.
- X will play alongside her peers although still prefers solitary play.
- X will use PECS to indicate which of her favourite toys she wants to play with. Pratisationer's have also developed a sensory room and X will use the PECS card to indicate when she wants to access this.

Use of website to provide up to date resources.

[http://
eye.boltonlea.org.uk/](http://eye.boltonlea.org.uk/)

↓ To explore the Early Years Exchange start here



Funding /
Funded Places



Observation,
Assessment and
Planning



Learning and
Development



Safeguarding
and Welfare
Requirements



Special
Educational
Needs and
Disabilities



Training and
Development

Special Educational Needs

Case Study of the Month December

This is a moving case study about how a childminder, Kate Hill, is supporting a little boy (B) with a diagnosis of Autism. B started with Kate last September and settled well. He loves to explore shiny materials and surfaces and throw different objects. Kate ensures her planning incorporates resources to support his exploration of shiny materials such as treasure baskets containing spoons and mirrors. She also makes sure that heavy objects are replaced with light objects that can be thrown safely such as screwed up paper and cotton wool balls. Kate also borrows resources from Bolton's Toy Library such as the fibre optics. Although Kate is planning to meet B's needs he did start with some self-harming behaviours such as scratching his face. Learning Disabilities Team recommended that Kate swaddles B's arms during these times with a fleecy blanket which seems to help support his sensory processing needs. She has accessed the Preschool Inclusion Supplement and has been able to use this to employ an assistant. This allows Kate to work on Intensive Interactions with B, through mirroring and copying play. These interactions are very successful and Kate is able to extend times of shared attention and gain some lovely reactions through some eye contact and an occasional giggle! Mum feels as though B is thriving within such a small group and loves how much communication she has with Kate when picking him up.

Paperwork and Referrals

- Early Help Assessment
- Speech and Language Therapy
- Educational Psychology
- Early Support Materials
- Targeted Plan
- Preschool Inclusion Supplement



Swaddling B



Resources from the Toy Library

Strategies and supporting Needs

- Intensive Interaction
- Swaddling to support Sensory Processing Needs
- Reqs under direction of Speech and Language therapist

Outcome

B is making lovely progress with showing more signs of joint attention through some eye contact, cuddles and even on occasions a giggle.