



EASEYS for ASN

Encourage And Support Early Years Skills for Additional Support Needs

Highland Council
Pre-school Home
Teaching Service

'Meeting Additional Support Needs'

What are additional support needs?

All children need support to help them learn. Through good quality learning and teaching, staff in early learning and childcare settings are able to meet a diverse range of needs without any additional support. Some children will require support that is additional to, or different from, that received by children of the same age to ensure they benefit from education.

Additional support needs can be both long and short-term, or can simply refer to the help a child needs in getting through a difficult period. Additional support needs can also arise due to a disability, health, learning environment, family circumstances or social and emotional factors.

Scottish Government, Parentzone

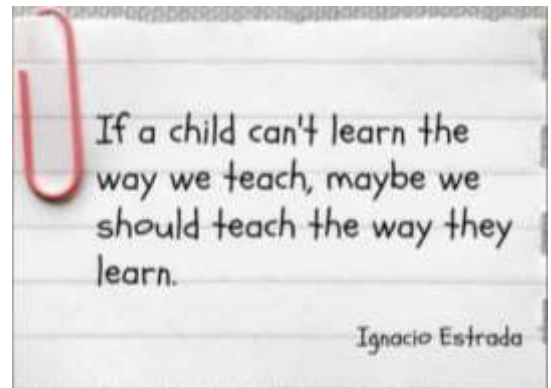
First Questions

What information is already available about the child and their additional support needs:

- Is there any existing paperwork; Form 1, Developmental Overviews for 3 and 4 year olds?
- If there is a Child's Plan familiarise yourself with the child's strengths, pressures and any actions for your setting
- Are there any reports or guidance from professionals working with the child and family?
- Is there a more detailed 'All About Me' booklet?

Have you met the parents and discussed their main concerns and priorities?

Make sure you have a clear understanding of the needs of the child and the types of support they require.



Initial observations - ongoing assessment

Getting to know a child is one of the most important first steps to meeting their individual needs. If possible observe the child in your setting before you begin to support them.

As you play and interact, over time, begin to gather information in the following areas:

- **Level of play skills** - What do they do with toys?
- **Social Skills** - how do they relate to and interact with their peers and adults?
- **Communication Skills** – what are their preferred methods? What do they respond to best? How do they make their needs known? Can they follow instructions?
- **Concentration and Attention** – how long do they sustain engagement with an activity and are they able to switch between activities on request?
- **Fine and Gross Motor Skills** - can they access all areas and activities on offer?
- **Interests and Motivators** – which activities do they access most frequently?
- **Problem Solving** - do you notice any strategies they are already using?
- **Sensory Play Skills** – do you notice them avoiding any sensory experiences or engaging in any self-soothing activities?
- **Emotional Development** – how do they cope: with separation; sharing stories, toys and ideas; when something goes wrong; following rules?

- **Routines and Mini Transitions** – are they able to join in and follow the familiar routines of your setting? Are they able to move easily from one activity to another through the course of their time in the setting?

You may notice something new. Remember to share with parents and feedback to others working with the child

Being ATTUNED to your Learner:

- Know the best pace for their learning
- Know their state of readiness
- Build in waiting time and be comfortable with it
- Know what to accept as communication and run with it
- Pitch your communication level appropriately
- Work on building a quality interpersonal relationship





EASEYS for ASN

Encourage And Support Early Years Skills for Additional Support Needs

'Meeting Additional Support Needs'

Sources of information additional to enrolment information which may be available in your setting

ASN Information in Pupil Progress Record (PPR): Additional information on the child may be found within their confidential PPR file. This will be stored securely. The contents of the PPR may include the following;

- Child's Plan
- Individual Education Plan (IEP)
- Educational Assessments, Plans and Reports
- Multi-Agency recommendations and reports
- Protocols and Risk Assessments (e.g. Personal Emergency Evacuation Plan (PEEP), Moving and Handling Plans, Intimate Care, Administration of Medication, Medical Protocol, Behaviour Support Plan, etc.)

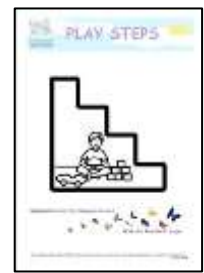
All About Me Booklet or Communication Passport

Documents and resources which professional may use to help identify personal targets at the level of development a child has reached

Play Steps - differentiated activities at a level appropriate to a child's stage of development

Developmental Journals

- Early Years
- Downs Syndrome
- Visual Impairment
- Deaf Children
- Multiple Needs



Play@Home

- Baby
- Toddler
- Pre-school



Milestones

Quest and Q Skills - assessment tools, used in schools, which may be used as part of transition planning for Primary 1 for some children



Useful websites, apps and publications

The Education (Additional Support for Learning) (Scotland) Act 2004 and as amended 2009

<https://www.gov.scot/Publications/2009/11/03140104/3>

Parentzone <https://education.gov.scot/parentzone/additional-support>

Support for all - Inclusion <https://education.gov.scot/scottish-education-system/Support%20for%20all>

PSA Handbook - Additional support needs manual, PDF 19.56 MB - Highland Council

https://www.highland.gov.uk/downloads/file/205/pupil_support_assistant_handbook

Play Steps <https://highlandcouncilpsychologicalservice.wordpress.com/pre-school-home-teaching-service/play-steps/>

Milestones <https://education.gov.scot/improvement/learning-resources/Milestones%20to%20support%20learners%20with%20complex%20additional%20support%20needs%20-%20Literacy%20and%20English>