


Child development and early identification of SEND

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Session outline

- ▶ Typical development in young children
 - ▶ Toileting
 - ▶ Developmental delays
 - ▶ Identification and support
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Developmental stages

- ▶ Physical
- ▶ Social/emotional
- ▶ Communication
- ▶ Cognition

What milestones go in each section? When do you think children should have achieved them?




Toileting in schools

- ▶ “Managing the toileting needs of young children is part and parcel of managing their developmental needs and should not be seen as a separate or different issue. Staff in schools are used to dealing with children’s personal needs with the minimum fuss and maximum sensitivity. With children entering nursery at an earlier age (some before their third birthday) and many children with special educational needs in mainstream schools, toileting or managing the personal needs of young children may need more structured management.”

Toilet training Guidelines, Nov 2015
Clare Dorothy and Maureen Hart

https://find.redbridge.gov.uk/kb5/redbridge/fsd/results.page?practitionerschannel=4_1_1_4


Toilet training

- ▶ Does the child have the physical development needed?
 - ▶ Does the child have the motivation to want to be toilet trained?
 - ▶ Does the child have the understanding of what you are trying to communicate?
 - ▶ Liaison with parents is crucial!
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Activity




Developmental delay


- ▶ What is a developmental delay?
 - ▶ What factors may cause a child to have a developmental delay?
 - ▶ What can we do about it?
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Identification of need


What happens when a parent or setting is concerned about a child's development?

- ▶ They would normally be raised to health services in the first instance, e.g. the GP or health visitor.
 - ▶ In Redbridge, they may also be raised to the SEND Early Years Panel.
 - ▶ SEYP identify which services need to become involved and alert them accordingly.
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Who may get involved?

- ▶ There may be involvement from just one service, or many, depending on the level of the child's need.
 - ▶ There are many different teams in Redbridge who can be part of this Early Intervention process, such as: the Pre School Home Visiting Service, Hearing Impaired Service, Visually Impaired Service, Early Years SENCo, Speech and Language Therapy, OT, Physio, Early Years Advisory Service, the Educational Psychology Service, Newbridge Outreach...
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What happens next?

- ▶ Some services do initial assessments, such as SALT, Occupational Therapy or Physiotherapy. They then see children in clinic, send suggested activities to school or discharge.
 - ▶ Other services, such as PSHVS, HI or VI may do some direct work and advise staff/parents.
 - ▶ EPS and EYAS do lots of observations and, if appropriate, direct work.
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What happens next?

- ▶ Some children have clearly identifiable needs – services get involved quickly and a package of support is put into place as necessary.
 - ▶ Other children, who may not have such clear cut needs have to be given first quality teaching in order to have the opportunity to progress. There should not be a ‘knee jerk’ reaction – evidence needs to be gathered and built upon to get a full picture of where the child is and what they actually need. Support is not diagnosis dependent and a diagnosis is no guarantee of support.
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