

Revision Guide

endorsed for
BTEC

BTEC Tech Award

CHILD DEVELOPMENT

Student Book



 Pearson

Learning Aim, A: Investigate individual circumstances that may impact on learning and development

Physical Circumstances - There are several different physical circumstances that children may face that may impact on their learning and development.

Sensory Impairment - There are two sensory impairments:

1. **Visual** impairment: when a child has a problem with their sight
2. **Hearing** impairment: when a child has a problem with their hearing

Area	Possible impact of visual impairment	Possible impact of hearing impairment
Physical	Reluctant to move = unsure what is around them. May not move towards things = can't see them.	Discharge from ear/s May need to tilt head = impact posture.
Cognitive and Intellectual	Not fully explore the environment. May not develop concepts such as shape or space.	Difficulty reading.
Emotional	May be less independent - rely on adults. Impact self-esteem.	Low self-esteem. Feel left out.
Social	Unable to make eye-contact = hard to engage in social situations. Children who cannot see will not pick up on non-verbal communication.	Affects language with others. Prevents child from interacting socially.
Communication and language	Difficulty learning to talk, Cannot read lips.	Difficulty learning to talk = can't hear the sounds.

Restricted Gross and fine motor skills

Gross motor skills - A child may have a disability or a medical condition that **limits** the amount of large movements their body can make >>>> Unable to use equipment and join in with activities that are suitable for children of the same age. **Example:** a 4-year-old who cannot walk and uses a wheelchair will be unable to use the same climbing frame as other 4-year olds.

Fine motor skills - Unable to control smaller muscles in their hands and fingers as well as other children of the same age >>>> struggle with activities such as using a knife and fork, fastening buttons or holding a pencil.

Delayed gross and fine motor skills

Gross motor skills - The large movements made by their bodies are not progressing as quickly as other children the same age >>>> Most play uses physical movement. A child with delayed gross motor skills may find it hard to explore the environment which can affect other areas of development.

Area of development	How delayed motor skills could affect it
Communication and language	Finds it hard to explore environment >>>> not have opportunities to talk about experiences.
Social development	Limited opportunities to join in play >>>> not make friends easily.
Emotional development	Self-esteem affected as they see themselves not being able to do things others their age can do >>>> feel inadequate.

Delayed fine motor skills - Movements in hands and fingers are not progressing as quickly as other children of the same age. >>>> Find it hard to explore new materials using their hands. **For example:** Children can usually hold a crayon and draw simple shapes by the age of 3. A child who has delayed fine motor skills may not be able to do this at 3.

Cognitive and Intellectual Circumstances - There are several different cognitive and intellectual circumstances that children may face that may impact on their learning and development.

Poor Concentration Levels - Some children have a short attention span and find it hard to focus on what they are doing >>>> this can lead to disruptive behaviour.

- Find it hard to concentrate >>>> may talk a lot and interrupt people >>>> this can affect their communication and language development >>>> taking turns in conversation.
- Can be restless and fidgety >>>> may not persevere with learning a new skill >>>> they lose interest quickly >>>> this can affect their physical development.
- Hard to pay attention, follow instructions and complete activities >>>> this can impact their cognitive development >>>> especially 3-5 years when they start school.

Age	Concentration Levels
0-18 months	Very short concentration span = become distracted easily.
18m-3 years	Levels of concentration develops = concentrate for a few minutes.
3-5 y	Children usually sit for long periods and concentrate enough to complete tasks.

Delayed Literacy Skills - If a child has delayed literacy skills, >>>> their reading and writing skills are not progressing as quickly as those other children the same age. **For example:**

- A child who is left-handed may have delayed writing skills as they struggle to find a comfortable grip when holding a pencil.
- A child with delayed literacy may develop behavioural issues or learning difficulties.
- A child with delayed literacy may continue to be delayed as they get older, they can be at risk of dropping out of school.

Age	Literacy Across Age Ranges
0-18 months	Developing hand-eye coordination skills for writing = picking up objects. May begin to make marks with brushes. Enjoy looking at simple books = learn how they are held and the way the pages turn.
18m-3 years	Children will be starting to show a preference for a particular hand for writing. Use palmer grasp to hold crayons. Children learn print has meaning.
3-5 y	Children use tripod grip to hold crayons and pencils. Make shapes and start to form letter and write own name. Usually read own name and recognise familiar words.

Communication and Language Circumstances

One important circumstance that impacts a child's learning and development, is if they are learning **EAL- English as an Additional Language**. This means when English is not the first language of a child and the first language that the child has been exposed to since birth. Being able to speak more than one language is a positive in a child's development.

However, it can cause some **challenges** for the children in childcare settings. The staff may not speak the language that the child speaks at home. The child may develop a speech delay.

Benefits of children learning English as Additional language - Thinking and problem-solving skills are developed as children can think in more than one language.

- 1) Children develop strong sense of identity as they are associated with a particular culture
- 2) Create a closer bond with parents as they speak the same language as them.
- 3) Children can learn more than one language so they can socialise with different family members or members of the community they live.
- 4) Helps their memory to develop which makes it easier for them to retain information.

Negative impact of Learning English as an additional language - If a child enters a setting where all the children speak another language. They may feel:

- Frightened >>>> will not understand why others cannot understand them and why they cannot understand others.
- Feel different other children which could affect their self-esteem
- May take a long time to settle in >>>> may find it difficult to leave parents when starting school.

Social and Emotional Circumstances - Adults are an important influence on children's social and emotional development. Children learn by observing adults

Limited interaction with adults - Children interact with adults as soon as they are born. They enjoy spending time with adults and soon learn how to respond positively to play experiences and develop skills such as taking turns. Playing with adults help create a bond.

It is very important to give children the attention they need or there can be a significant impact on children's learning and development. Limited interaction with adults means that children:

- Have a lack of interest in things
- Do not learn how to join in with other children
- Behave unacceptably in order to gain the adults attention
- Do not develop their language skills because they are not spoken to by adults

0-18 months	Children will prompt adults to play with them - putting up their hands to show they want to be picked up.
18m-3 years	Children will often follow familiar adults, tugging and pulling on their clothes to get their attention. They start to transfer the skills they learn from playing with adults to playing with other children.
3-5 y	Children will sometimes ask adults to play with them. Children need support to play fairly and follow the rules.

Poor awareness of social norms - The expression 'social norms and values' refers to the attitudes and behaviours that are expected in society.

Some children have a poor awareness of social norms and values, which means they display inappropriate and unwanted behaviour in social situations and public places. This can make them disruptive. This can make them difficult to make friends and concentrate. They may become withdrawn and not join in with others. This can lead to low self-esteem.

Difficulty forming bonds with adults - By the time a child is 18 months old, they have usually formed bonds with familiar adults. However, there could be situations when a child has difficulty forming bonds due to individual circumstances. For example:

Premature birth	May need care away from home - they may spend first few days in an incubator, which may prevent them from building an attachment to parents/carers.
Postnatal depression	This affects mother's ability to cuddle, show affection and interact with baby, which can prevent her building an attachment with the child.
Child's health	If a child spends time away from home - in a hospital, they may not spend as much time with their parents.
Parent's health	If a parent/s is ill, they may not spend a lot of time with the child - relationship may not develop.
Abuse	Some children are abused by their parents - do not build positive relationships with them.

Limited experience of play - Play is an important part of health, wellbeing and development. However, some children may have limited experience of play, because;

- Overcrowding at home or nursery
- Lack of outdoor play
- Not having the opportunity to mix with other children

If the child doesn't have enough opportunities to play; it can impact on their learning and development. **Without play children will:**

- Not find out what they are interested in and what they like
- Find it difficult to control their emotions
- Be unable to make friends and learn to get along with others
- Not learn how to use resources and equipment
- Not progress in all PIES
- Find it difficult to adapt to different situations

Children are happy when they are engaged in play, therefore limited experience of play can lead to anxiety and depression.

Friendships

Friendships are important as they grow and develop. Friendships enable children to have positive interactions with other children and show children they are accepted, giving them confidence.

Friendships form easily if children have well developed social skills and the confidence to interact with others

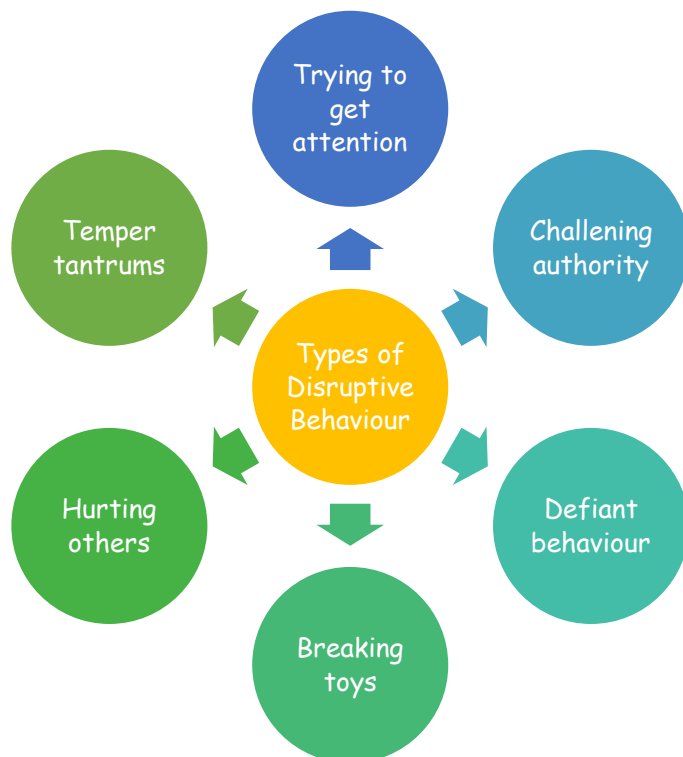
Difficulty forming friendships with other children can be for a number of reasons:

- Delayed social skills
- Not formed strong bonds with adults and so cannot understand the needs and feelings of others
- Delayed language skills meaning a difficulty communicating with other children
- Personality differences mean they like to take the lead and do things their own way. This can put children off wanting to play with them if they are too forceful.

Disruptive behaviour

One of the reasons that children may find it difficult to form friendships is that they have disruptive behaviour. This is attention seeking behaviour that disturbs and interrupts activities. If a child has disruptive behaviour this will affect:

- Their learning
- Their development
- The children around them



A child may display disruptive behaviour for a few reasons. They may have difficulty forming friendships because of delayed language, sensory impairment, or poor concentration levels.

Expectations for Each Age Group

0-18 months	Do not understand the needs of others or understand that toys belong to others.
18m-3 years	Children are easily frustrated and may have tantrums. They do not like attention being given to other children.
3-5 y	Children can follow simple instructions and play more cooperatively with others. By 5 children usually understand the difference between right and wrong.

Transitions - A transition is a change in a child's life.

Starting Care or Educational Providers - Almost all children will experience this transition.

- 0-18m & 18m-3y: Children may attend a day care setting.
- 3-5y: Children will start school

This can be exciting for a child but also a stressful time. They will be nervous and will not know anyone or where anything is.

They may suffer from separation anxiety >>>> distress caused when separated from parents.

- 0-18m: Children may become clingy.
- 18m-3y & 3-5y: Children may ask questions.

Moving between Care/Educational Providers - Sometimes children move between care or educational providers >>>> finishing childcare to move to school.

This can be distressing as they have made bonds which will be broken and will need to form relationships with new people and make new friends.

Birth of a Sibling - A new baby can be a huge adjustment for a child >>>> new baby taking their place, feeling jealousy towards new baby, therefore acting like a baby to get attention.

Death of a Significant Family Member - Death can be difficult to understand. When a significant family member dies, a child will struggle to understand why the person is no longer there and why they cannot see them.

The child may cry and feel angry, becoming clingy to other significant family members. They can become withdrawn, stop speaking or start playing alone.

Change in Family Structure - Family structure can change through divorce, separation or death, meaning new additions can occur in families, with step-parents or step-siblings. A child may feel jealousy or resentment to the new additions.

The family may need to move house, or may spend time at two different houses, which can be confusing and unsettled.

Moving House - This can be exciting but also distressing. There can be an impact on the child's emotional development. Especially if their routine is disrupted. They may become anxious or clingy, and even angry.

How Individual Circumstances May Impact on Learning and Development

Milestone - Milestones are aspects of children's development that are expected at ages. Milestones have been decided by professionals who have studied large groups of children and reached a conclusion about the normal pattern of development for different ages. **Examples: starting to walk, starting to talk, riding a bike.**

Not Meeting Expected Milestones - A child may not be meeting expected milestones because they have additional needs known as 'development disorders' which prevent them from developing at the expected rate in one or more areas of development.

- If a child's rate of progress across all areas of development is a lot slower than what is considered 'typical' for their age, this is called 'global development delay'.
- Some children have a delay in one aspect of one of the areas of development.
- Where children are not meeting the milestones in one area of development, this can impact on other areas of learning and development.

Impact of not meeting physical development milestones	<ul style="list-style-type: none"> • May find it hard to explore the environment • Limited opportunities to play with others, impacting on language and social. • Feeling of frustration leading to low self-esteem, poor self-concept and effects on behaviour
Impact of not meeting cognitive/intellectual development milestones	<ul style="list-style-type: none"> • May find it hard to learn language • May struggle with shapes which will affect reading and writing development • May play differently to others-social development • Low self-esteem when excluded from play.
Impact of not meeting communication and language development milestones	<ul style="list-style-type: none"> • May be unable to express feelings • Fewer opportunities to interact with others, impacting on social development • Impact of cognitive /intellectual development as may find hard to organise their thoughts.
Impact of not meeting emotional development milestones	<ul style="list-style-type: none"> • May not understand the needs and feelings of others • Miss out on opportunities to play with others • Unable to manage behaviour appropriately • Poor concentration
Impact of not meeting social development milestones	<ul style="list-style-type: none"> • Unable to develop friendships • Can affect physical development • May not learn language easily • Impact on self-esteem • Poor behaviour

Not-Initiating Play - When children initiate play, they choose resources and how the play develops. Some children may not be able to initiate play, which means they are less likely to be confident and independent. This could be for a number of reasons:

- Low self esteem
- Delayed social development
- Delayed language development
- Lack of experience of play

Impact of Being Unable to Initiate Play:

Unable to develop own ideas and make connections	Unable to understand concepts such as colour and shape	Will not develop imagination and creativity.
May not develop language and social skills	May not learn to control their movements	Poor concentration, perseverance and memory skills.

How Individual Circumstances May Impact on Physical Learning and Development

- **Varying Levels:** Surfaces at different heights
- **Navigate:** Move with planned direction
- **Constructive:** Use or purpose
- **Sustain Involvement:** Being involved for an extended period of time without interruption.

Some children have difficulty with their gross motor movements, which means they are unable to access learning activities at varying levels or navigate their way around play areas and activities. Some are unable to pick up or grasp small objects or manipulate materials to use them correctly.

Unable to Access Learning Activities at Varying Levels - A child who is sensory impaired or has restricted or delayed gross motor skills may be unable to access learning activities at varying levels because their physical skills of coordination and balance are not as good as other children.

- **Physical Development** - May not develop stamina.
- **Social Development** - May not develop friendships.

Unable to Grasp Small Objects or Manipulate Materials in A Constructive Way - Children who have restricted or delayed fine motor skills, may be unable to grasp small objects such as buttons or beads. The movements and muscles in their hands are not as well developed as other children.

They may find it hard to manipulate materials such as clay, playdough, paint, building bricks or jigsaw pieces to make something constructive.

- **Cognitive Development** - May find it hard to think and make choices.
- **Emotional Development** - May find it hard to express their emotions and may lack a sense of achievement.

May tire easily and not be able to sustain involvement in activities - It is not unusual for children to feel tired occasionally. However, some children tire more easily than others and this can affect their ability to sustain involvement in activities. This means they are not involved in activities for long before needing a rest. They may tire easily because they are not getting enough sleep as going through a phase, have a change sleep pattern- no longer having a nap or have previously done a very tiresome activity.

- **Physical Development** - May lack the energy to take part.
- **Cognitive Development** - May struggle to learn and remember things.
- **Emotional Development** - May be irritable and moody which can affect relationships.

May Be Unable to Navigate Play Areas and Activities - Some children may find it difficult to navigate round the setting. Children with restricted or delayed gross motor skills or a physical disability may find it difficult to control movements to gain access to the play areas and activities. Those with sensory impairment may be unable to see clearly, making it hard for them to explore the environment.

- **Physical Development** - Children may move less because they find it difficult to control their movements.
- **Cognitive Development** - May struggle to access activities and resources.
- **Emotional Development** - May not play with other children because they cannot move in the same way = affecting their self-esteem.

How Individual Circumstances May Impact on Cognitive and Intellection, and Communication and Language Learning and Development

- **Preferences:** things children prefer to do
- **Perceived:** interpreting something in a particular way
- **Lack of responsiveness:** not responding to people

Cognitive/Intellectual Learning and Development

Difficulty understanding the rules in play - Some children have difficulty understanding the rules in play because they have not learned these. This could be because they have poor awareness of social norms and values or limited experience of play. **Play requires children to:**

- Share
- Wait
- Be kind
- Take turns
- Listen to others
- Rules of the particular game they are playing
- Use the equipment correctly
- Respect the choices and preferences of others

Communication/Language Learning and Development

Difficulty communicating preferences and choices - Depending on their age, children may find it difficult to communicate their preferences and choices. This means they do not have the language to be able to tell people what they want. Where this happens children may use other ways to express themselves.

Children who are not meeting the expected milestones in their language or EAL children may also struggle to communicate their preferences and choices.

Play with others may be limited - Some children find it hard to communicate preferences and choices. This could lead to:

- Feelings of isolation = poor self-image
- Limited opportunities for play = impact development of physical and cognitive skills
- Limited opportunities for social development
- Feelings of frustration = disruptive behaviour

How Individual Circumstances May Impact on Social and Emotional Learning and Development

- **Isolate:** cause a person to be apart/alone from others
- **Emotional resilience:** a person's ability to adapt to stressful situations
- **Positive relationships:** a relationship between two people that makes them happy.
- **Expression:** the action of making known one's thoughts or feelings.
- **Routine:** a sequence of actions that is followed regularly.

Children May Find Cooperative Play Difficult - This could be because of their stage of development. Children who are used to 'getting their own way' at home may try to take the lead and dominate the play. This can be off-putting for other children and could cause them to isolate the child. However, isolation may be the child's choice or they may find it difficult to join in group or team activities. Emotional skills come more easily to some children than others.

From aged 3-4 children begin to play well with their peers and learn to share and take turns. They often engage in the same play. This stage of play is called **cooperative play**.

- Some children find cooperative play difficult. This could be because they:
- Cannot negotiate as they like to have 'their own way'
- Are unable to recognise the needs and feelings of others
- Have not learnt to respect the choices and preferences of others
- Do not understand rules of play
- Have delayed language or social development
- Have not learned to be patient

Children who **find it difficult to play cooperatively:**

- Will be less confident about interacting with others
- May feel unwanted, which will impact on their self-esteem, their self-concept
- They may display inappropriate behaviour because they feel left out
- May miss out on development of language because playing cooperatively enables children to listen and talk to other children and practise language in their play.

Children May Have Poor Emotional Resilience - Children with poor **emotional resilience** find it difficult to cope with stressful situation. Their age and development stage can affect how emotionally resilient they are. For example, babies and toddlers cannot express their feelings and manage these as well as older children. Poor emotional resilience can be **affected** by many factors:

- Transitions
- Abuse
- Parental depression
- Bullying
- Family stress- such as divorce/separation.

Stress takes its toll on the body; therefore, it can have a negative impact on children's learning and development. Stress can instil feelings of fear and make children more dependent on adults. Children with poor emotional resilience may develop problems such as anxiety or depression.

Children May Isolate Themselves or Be Isolated by Others - Some children may isolate themselves from other. This could be because they enjoy their own company and may like to complete activities by themselves, or it could be that their social skills are lacking.

For example;

- May not bond with others or form friendships,
- Effects on self-esteem,
- May not interact which will affect language development,
- Social problems later in life,
- May feel unwanted.

Children May Refuse or Find It Difficult to Join in Team or Group Activities - Team/group games require confidence to interact with other; however, some children refuse or find it difficult to join in these types of activities. Children who do not like these kinds of activities or find it difficult to join in may need support from an adult to help them engage. **Without support they may not:**

- Form friendships
- Learn about difference learn respect
- Learn to negotiate and cooperate.

Children Who Have Limited Expression of Thoughts and Feelings - Just like adults, children experience many different feelings, for example:

- Fear,
- jealousy,
- happiness,
- anger,
- happiness,
- sadness.

Some children are able to express their feelings through their language, but some children do not find this easy because they may have limited vocab or communication. Children can be overwhelmed by their thoughts and feelings which, because they cannot explain what they are thinking or what they want can lead to:

- Temper tantrums
- Disruptive behaviour
- Aggression towards others

Children Who Find It Difficult Building Positive Relationships with Adults - Children need to make relationships with other adults who may be caring for them. It is important that these adults are approachable as this will make it easier for positive relationships to be built. Adults can show they are **approachable** by:

- Showing they are interested in children's interests
- Having open body language
- Making eye contact
- Being sensitive
- Smiling at children
- Showing respect

If a child finds it difficult to build positive relationships with adults, they may;

Have difficulty developing relationships with others	Be unable to form friendships	Be unable to control behaviour and emotions
Be unable to trust people	Have difficulty understanding the needs and feelings of others	Lack confidence and independence to explore and try new things

Children Who Find It Difficult to Cope with Change, Routines and New Situations - Change and

new situations can be difficult for some children to cope with. They get used to having the same routine and this enables them to feel safe and secure.

Children learn routines from a very young age >>>> a baby soon learns that the sound of a tap running means it is bath time.

Routines make children feel emotionally safe and secure because they enable their lives to have predictability, which means they know what is going to happen next. When routine is changed, children become confused and unsettled.

Low Self Esteem - This is how we feel about ourselves. Some children have low self-esteem which means they do not feel good about themselves.

Low self-esteem can be **caused** by a range of factors, such as:

- How others react to us
- Comparing ourselves to others or being compared
- Poor relationships with others
- Not understanding the rules of play
- Delayed or restricted development
- Not being praised
- Not feeling accepted.

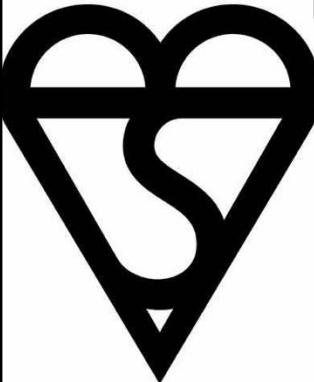





Low self-esteem can **lead** to:

- Lack of confidence,
- lack of perseverance,
- depression and anxiety,
- lack of independence,
- over critical of self,
- lack of social skills,
- difficulty coping with transitions.

Learning Aim B: Create Safe Environments to Support Play, Learning, Development in Children Aged Birth to 5 Years

Managing Risks and Hazards of Environments and Activities - There are several different physical circumstances that children may face that may impact on their learning and development.

- **Risk:** The likelihood of an environment or event or resource that could cause harm
- **Risk Assessment:** A process of evaluating potential risks and making sure things are in place to manage risk and prevent them
- **Hazard:** An environment or task that could cause harm

<p>BSI Kitemark. This means that safety requirements have been met.</p>		<p>The Cup and Fork Mark. This means that it is safe for use with food.</p>		<p>The CE Mark. This is a declaration by toy manufacturers that the toy is safe.</p>	
					
<p>Age Advice Symbol. This means that the toy is not suitable for children 0-3</p>	<p>The British Lion Mark. This means that the toy has been tested.</p>	<p>Fire Resistant Symbol. This is attached to items that have passed a scientific test showing they are resistant to fire.</p>			

Considering Risks and Hazards - We can minimise risks and hazards by ensuring that the environment is safe and that toys and activities are not dangerous and are suitable for the age of the child.

0-18 months	Explore by putting things in their mouths. This is known as 'mouthing'. This means items for older children such as building blocks will not be suitable.
18m-3 years	Often take part in exploratory play, which can consist of gross motor movements such as opening and closing doors. This means the adult needs to check there is no risk of trapped fingers or harmful substances available.
3-5 y	More independent in their play and they seek opportunities to play away from adults. Adults need to ensure that there is not a risk of accident in any of the areas they may be out of sight, even for a small time.

Carrying out **risk assessments** minimises risk and identifies potential hazards >>>> to highlight the actions to prevent hazards from happening.

Positive Risk Taking and The Role of The Adult

- **Positive Risk Taking:** balancing the potential risk of harm against the benefit of children participating in activities
- **Adult to Child Ratio:** the number of adults to the number of children.

Positive Risk Taking - Rather than being overly concerned with safety, adults should also allow children opportunities to explore. Life is full of risks so the best way to prepare children for life is to ensure that they learn how to judge risk for themselves.

It is important to teach children how to be safe in public areas. From 2 years of age, children can be taught simple rules about personal safety. Older children can be taught to cross roads safely and be taught their address and telephone numbers in case of emergency.

The Role of The Adult

	Explanation	Example
Adult Led Play	When adults plan and organise children's play and he adult takes the lead.	Plan to build train tracks with the children aged 18 months- 3 years and count the pieces to teach them how to count to 10.
Adult Initiated Play	When adults plan and organised children's play to allow children to explore.	Setting up a painting activity for children 3-5 years. The adult may introduce different size brushes and explain how to mix colours
Child Initiated Play	When children choose what to play and how to play. The role of the adult here is to ensure that the children lead the play and decide what to do	Children aged 18 months- 3 years are building a tower, the adult does not suggest starting again if the tower looks unsteady.

Planning Adult to Child Ratios - There is a legal requirement for there to be enough adults to support children's play and learning. This is called **adult to child ratio**. The younger the children, the more adults are needed. This is because younger children (0-2) are less independent than older children and need more adult care.

Furthermore, there should be a minimum of two adults at all times, as it is illegal for an adult to be along with a group of children.

Age of Child	Adult to Child Ratio
0-2y	1 adult to 3 children
2y	1 adult to 4 children
3-5y	1 adult to 13 children

Supporting Children's Play

- **Stimulation:** Giving something interest, enthusiasm or excitement
- **Role Model:** A person looked up to by others to be imitated
- **Available:** Being there to supervise
- **Intrusive:** Causing disruption or annoyance through being unwelcome or uninvited

Children need adults in their play to support them, to ensure the play remains safe. It is the adult's role to model appropriate behaviours and responses. They should also supervise the children without interrupting or spoiling their play.

However, it's not always possible for an adult to stand back. There are times when adults need to intervene to ensure the child doesn't hurt themselves or become bored.

Adults can offer new ideas to maintain the child's stimulation and keep them safe.

Role Modelling Appropriate Behaviours and Responses - During play, adults should role model sharing, taking turns and helping others. This will encourage the children to be caring to others in their play. Adults should teach children to use resources carefully and safely.

Supporting Children's Play - It is important the adult is available to supervise and support the children but they need to judge when it is best to leave the children to get on with play themselves. If the adult is intrusive and interferes too much this could affect the children's development.

But, sometimes, adults may need to intervene if something is not safe, or to help children be respectful of others.

Offering New Ideas and Resources as Alternatives - Sometimes adults may need to give children some new ideas or resources to ensure that their play remains safe. The adult may also suggest that a child change what they are doing without making it obvious that it is a safety precaution.

Ensuring That All Play Is Suitable for Children's Ages, Needs and Abilities - Play should consider the child's:

- Age
- Child's needs
- Child's abilities

If a child has additional needs, they may need different resources. If a child is ahead of their development, they will need more challenging activities.

Teaching Children How to Use Internet Enabled Technology

- **Smart Device:** Allows us to connect to different devices and the internet
- **Parental Controls:** Software and tools that can be installed on the internet to keep children safe
- **Internet Enabled:** The term used for devices that can connect to the internet

The internet opens a world of exciting possibilities and enables us to learn, create and connect with people all over the world.

0-18 months	Watch a cartoon, listen to soothing music
18m-3 years	Start playing games, using apps
3-5 y	Chat online to family e.g. FaceTime.

The Benefits of Children Using Technology - Using the internet can be beneficial for children, if used appropriately. There are lots of apps available that encourage children's learning and creativity.

1. Hand eye co-ordination
2. Language skills are developed
3. Problem solving skills are developed
4. Vast amount of information about the world

However, the internet can also be a **risky** place for children.

Risk	Explanation
Cyberbullying	Bullying that takes place online and through social networks, games and text messages.
Online abuse	Abuse that happens online. It can include cyberbullying, sexual abuse or exploitation, grooming or emotional abuse.
Sharing private information	Children may share private information online - their home address or photographs/videos of themselves.
Phishing	Children may receive messages asking for personal information.
Falling for scams	Children may see offers on websites that promise them things - a new game in exchange for their parent's credit card information.
Accidentally downloading malware	Software that is specifically designed to gain access to or damage a computer without the knowledge of the owner. Children may accidentally click on something that downloads a virus.
Inappropriate posts	Anything a child posts on the internet cannot be permanently deleted. Children need to be aware that things they post online can be seen for years to come.

How to Be Safe Online - Adults can set up parental controls which will filter what the children can do or see online. The filters can be used on phones, tablets, games consoles, laptops and computers.

The **controls will filter:**

- Sexual content
- Inappropriate language
- Apps that are too young for children
- Violence
- Films with an age certificate rating

Controls Put in Place by Adults - Parental controls can;

- Limit the time of day children go online
- Limit how long a child is online for
- Block children from spending money online.

Talking to Children About How to Use the Internet Safely - When talking to children about internet safety, adults need to take the child's age and stage of development into consideration.

It is important adults talk to children about how to stay safe online. Adults should be aware of what apps, games or websites children are interested in and should tell children if they are worried about any of these.

Adults should teach children about what **personal information** means and how it is important not to share this online, including;

- Date of birth,
- Full name,
- Address,
- Name of school,
- Photos,
- Telephone number,
- Email address.
- Address

If children are using social media sites, adults should **teach** them:

- How to block someone
- How to report someone
- Not to reveal their location
- Not to give their full name

Recognising and Reporting Age Inappropriate Content - Some websites can have content that is inappropriate for children.

Adults have a **duty of care** to report age inappropriate content online. There is a facility to do this on social media sites. There may also be times when the police should be contacted.

Health and Safety Considerations for Inside Environments

- **Movable:** Capable of being moved
- **Immovable:** Fixed and impossible to move
- **Trip hazard:** Objects in the floor that could cause someone to trip or fall

Children's surrounds have a significant impact on their development. Adults should give great care and attention to the room layout, furniture and floor coverings to ensure safety indoors.

Furniture/area	Explanation and the potential risks
Width of doorways, aisles, corridors	<ul style="list-style-type: none"> • Doorways should be wide enough to let prams, wheelchairs and people who have disability through. • Aisles and corridors should be kept clear and should be big enough to accommodate more than one person. • In the event of a fire, aisles and corridors need to allow as many people as possible to move out in one go.
Layout of furniture	<ul style="list-style-type: none"> • Furniture should be positioned so there is a clear path so children can move around and access activities. • It should not block a child's view. 18m-3y are smaller. • Children and adults should be able to move around freely.
Types of furniture	<ul style="list-style-type: none"> • All furniture should be strong with round edges to prevent accidents. • Chairs should enable children to sit comfortably with their feet on the floor and maybe sides which support the child depending on their age. Chairs should support adults so they are able to work and play with the child. • Tables should be the right height to match the chairs. Posture of a 3-5-year-old could be affected if they lean down on low tables. They should be moveable so they can be transported around for different purposes. Adjustable tables are also a good idea, so the height can change. • Some furniture may be immovable, stopping them being knocked over.
Types of flooring and floor coverings	<ul style="list-style-type: none"> • Children spend a lot of time on the floor so it is important to have a play surface. • There should be carpet for younger children to crawl on. Washable flooring may be needed in some areas such as eating and messy play. • Hard flooring should be non-slip. Some flooring such as tiles can be a trip hazard.

How Resources Can Be Organised and The Use of Specific Areas

- **Organised:** When things are arranged in a specific way
- **Specific Areas:** Different areas in a setting that organise the play activities and resources

Resources should be **organised** in a way that enables children to find things easily. Childcare settings should be organised to minimise the risk to children. Many settings are set into specific areas separating different resources and activities. Each area has its own risks and safety precautions depending on the kind of resources being used there. It is the adult's role to ensure that all areas are kept safe and are suitable for the children using them.

How Areas Can Be Organised to Enable Children to Find Things Easily

- Resources are stored in sets so children can find them
- Drawers, shelves and boxes are the correct height for children to reach
- Drawers, shelves and boxes are labelled
- Words are displayed for older children to recognise lettering
- Organising areas so children can tidy up and not have trip hazards.

Use of Specific Areas

A good way to support children's learning through play is to divide the room into activity areas.

Area	Organisation
Role play area- dressing up clothes, props, moveable furniture	Area should have enough space for children to move around, dress up and act out situations and stories. Should be kept in storage = dressing up items and props, and child sized, light and moveable furniture as the areas could be turned into anything from a home to a play shop or doctor's surgery.
Book area- books and cushions, carpeted.	Ideally in the corner of the room, children can relax and have quiet time. Soft seating should be available to create a homely environment. Bookshelves should be heavy and immovable, with the shelves at varied heights, with' - some low enough for children aged 0-18m , - 18m-3y to reach, - some higher for 3-5 children.
Messy play area- paints, sand, playdough, glue, glitter, crayons	As the area may cover painting, as well as gluing and sticking and materials like sand, water, playdough or gloop. It is important that this area is near to the sink to provide handwashing facilities. There should be a mop and a sweeping brush available nearby to prevent trip and slip hazards.
Small world area- farm, dolls house, dinosaurs, cars, trains	Area consists of building materials such as different types of blocks and small imaginative play, such as toy animals, people, cars and trains. Area needs to be spacious as children will play on the floor, as well as storage to prevent trips. Best suited in corner to stop children using it to gain access to other areas.
Mark making area- crayons, paper, felt tips, pencils	Pencils, crayons, felt tip pens and chalks should be organised into separate containers and be easily accessible to the children. There should be enough space for the children to work.
Baby and toddler room- changing mat, soft flooring, walking aids, balls, lights	0-18m have different needs to older children. They learn by exploring with their senses and through physical movement. Rooms for children should have plenty of space for babies who are rolling, crawling or starting to walk, but also quiet secluded areas where babies who cannot yet move by themselves are protected from older babies who may bump into them. There should be suitable space for changing babies' nappies with consideration of the height of changing tables to ensure babies do not roll onto the floor.

Health and Safety Considerations for Outside Environments

- **Toileting needs:** The need to use the toilet
- **Appropriate clothing:** Suitable clothes for the weather
- **Accessibility:** How easy it is for an area to be reached
- **Ramp:** A sloping surface joining two different levels
- **Levels:** Surfaces at different heights

It is good for children to play outdoors. This can happen at their childcare setting or away from the childcare setting for example on an outing. Outdoor play is good for children's development however safety considerations need to be considered.

Appropriate Clothing

Children should have access to outdoor play all year round. Which means they need appropriate clothing in all weathers.

Clothing for sunny weather	<ul style="list-style-type: none"> • Sunglasses • Sun hats • Long-sleeved t-shirts to protect arms from the sun • High SPF sun cream - with permission from parents.
Clothing for rainy weather	<ul style="list-style-type: none"> ○ Raincoats with hoods ○ Waterproof trousers ○ Waterproof all-in-ones for children aged 0-18m ○ Wellington boots ○ Umbrellas
Clothing for cold weather/snow	<ul style="list-style-type: none"> + Warm padded coats + Warm padded all-in ones for children 0-18m + Hats + Gloves + Scarves + Warm socks + Wellington boots/snow boots + Lots of layers such as fleeces and jumpers, underneath coats.

Planning Ahead

- **Clothing Changes >>>>** Regularly check the weather forecast to be prepared for sudden changes >>>> Important when planning an outing >>>> Rain covers for pushchairs, layers, coats, gloves, and hats packed.
- **Toileting Needs >>>>** Adults need to check for toilet facilities and nappy changing facilities >>>> Children should be given plenty of opportunities and reminders to go to the toilet and potties should be taken for children aged 18m-3y. Spare clothing and disposable PPE should be taken too.
- **Hunger and Thirst >>>>** When outdoors, children should drink plenty of water, particularly on hot days. Adults should monitor how much children are drinking to ensure they do not get dehydrated.

Accessibility

When playing in outdoor environments, adults should consider **accessibility** by ensuring children can enter and exit buildings and outdoor spaces safely. Levels should be safe to play on.

It is good practice for children to be allowed to move freely from inside to outside and vice versa to develop their play, and they need to do so safely.

0-18 months	There should be ramps available where there are stairs.
18m-3 years	Handrails should be provided on stairs for children who may still be unsteady on their feet.
3-5 y	Doors should be open so children can move in and out freely.

- It is important to plan the outdoor environment >>>> ensure the surface closest to the door is smooth >>>> prevent accidents when children step outside.
- Adults should check the outdoor area is safe >>>> no litter, broken glass, or animal faeces.
- Adults should have salt available >>>> put down when it is icy to prevent children from slipping.
- Secure outdoor area with fences and locked gates >>>> children cannot escape, and strangers cannot get in.

Choice of Outdoor Play Resources

0-18 months	Children like to explore natural materials like sand, water, gravel and mud.
18m-3 years	Children like items such as magnifying glasses for looking at insects. Plant pots and gardening tools enable them to explore nature.
3-5 y	There should be items such as cardboard boxes, plastic crates, tyres, play tents and sheets to enable them to make dens and hideaways.

Wheeled Toys

0-18 months	Sit and ride toys, push along toys as they are still learning to walk and control their bodies.
18m-3 years	Children able to ride a tricycle and push a toy pram.
3-5 y	Children are more advanced, and two-wheeled bicycles could be introduced for those who are ready.

Physical Circumstances - Adults will need to consider children who have physical circumstances. Ramps may be required and items such as climbing frames may need to be adapted to cater for children with mobility needs.

Choosing Quiet or Noisy Play Spaces

- Outdoor play areas should be split so that there are large areas where children can run around and make noise but also quieter corners for activities like gardening.
- Shade from sunshine and rain should be provided.
- Area needs to be spacious enough for children to move around freely.
- Should be space for adults to push children aged 0-18 months around in prams or pushchairs.

Levels - It is good practice to have varying levels to develop their physical skills of balance and coordination. This could include: stairs, climbing frames, low walls and logs.

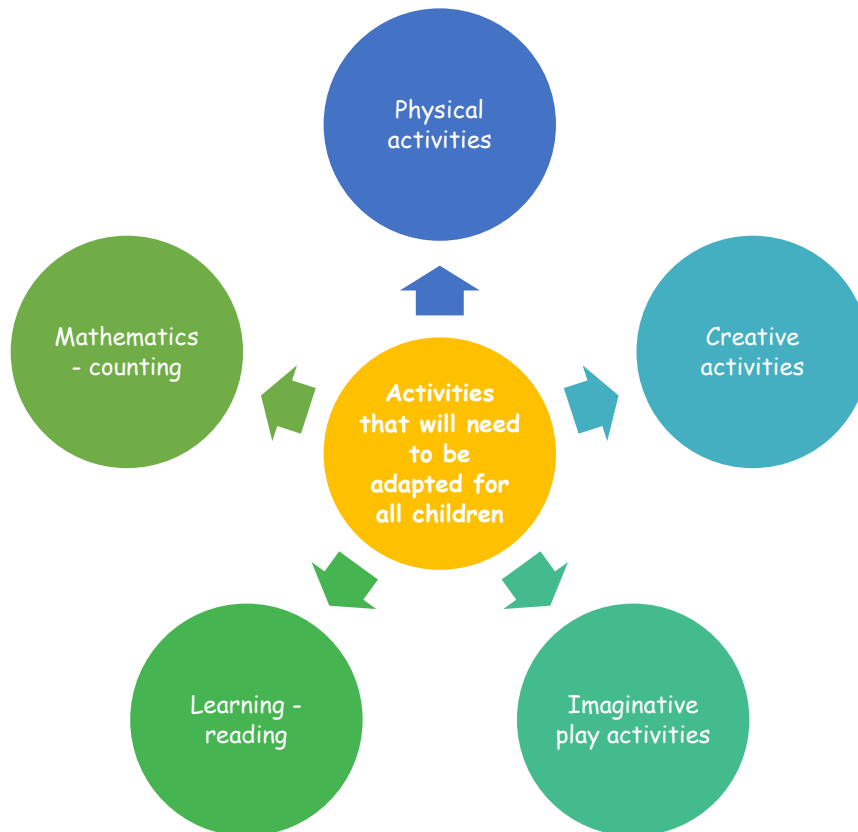
Labels and Maps - Labels can be used to support children in the outdoor area. Labels and signs can be used to point children in the right direction of the different areas.

Learning Aim C: Adapt play to promote inclusive learning and development.

Adapting Play to Promote Inclusive Learning and Development - Adults need to adapt

play to promote inclusive learning and development. This means making changes to activities for all children to ensure they can take part and learn.

- **Risk:** The likelihood of an environment or event or resource that could cause harm
- **Inclusive:** Including everyone
- **Right to Learn:** A moral or legal right to have education and learn
- **The United Nations Convention on the Rights of the Child:** A Children's rights that must be followed.
- **Adapt:** Make something suitable for all children.



Being inclusive also covers ensuring activities are adapted for all individual circumstances and for the different age groups.

It is important that every child has the right to learn and within this right is the need to promote all the 5 areas of development. Adults need to understand how to adapt all activities to ensure that all areas of development are promoted to include all children.

Recognition That Every Child Has the Right to Learn

Every child has the right to learn. This means they have a moral and legal right to have an education. **'Every child has a right to an education' - this means we have a legal responsibility to ensure that every child learns.**

Children learn through play. To ensure every child learns through play, adults need to adapt activities for children with individual circumstances to promote their learning and development. Individual circumstances include:

- Physical circumstances >>>> disabilities, delayed/restricted skills.
- Communication and language circumstances >>>> EAL
- Cognitive and intellectual circumstances >>>> concentration, delayed literacy skills
- Social and emotional circumstances >>>> limited interaction, poor awareness of social norms/values

Promoting Five Areas of Development for All Children

When considering a child's right to learn adults needs to understand that this covers all five areas of development.

Physical Development	<ul style="list-style-type: none"> • Control over the body • Development of the senses • Gross and fine motor skills
Intellectual/Cognitive Development	<ul style="list-style-type: none"> • Development of information processing • Memory • Problem-solving skills
Emotional Development	<ul style="list-style-type: none"> • Development of bonds and trust • Independence • Development of emotional resilience
Social Development	<ul style="list-style-type: none"> • Development of relationships • Building confidence and self-esteem • Development of friendships
Language and Communication Development	<ul style="list-style-type: none"> • Development of speech sounds and language skills • Listening and attention skills • Social skills • Formation of sentences

All areas of development are as important as each other. The 5 areas are interrelated, which means one area of development is dependent on the others.

Role of the Adult - Adults need to promote inclusion to ensure all children can join in with organised activities.

- **Desired Behaviour:** The way in which we want children to behave
- **Additional Needs:** A term used to indicate that a child requires extra support or services to enable them to participate fully in activities.

To help with inclusion, adults should have a positive attitude, and come up with solutions to barriers. Adults can promote inclusion by role modelling **desired behaviours** when interacting with children who have **additional needs**.

Promoting Inclusion - To promote inclusion >>>> need to ensure all children can join in = no barriers.

Inclusion means including everyone regardless of their:

- Gender
- Ethnicity
- Age
- Religion
- Language
- Abilities
- Additional needs/disabilities

Some examples you could use are:

- Outdoor Play >>>> Special seats on outdoor swings
- Arts >>>> Different size paintbrushes
- Language/Story Time >>>> Books in different languages
- Maths and counting >>>> Counting in different languages
- Role Play & Dressing Up >>>> Dressing up clothes from different cultures
- Visual Games >>>> Soft play balls and toys with bells inside.

Desired Behaviour - Adults will have desired behaviour when interacting:

- Do not label the child >>>> 'Tommy has additional needs; he is dyslexic'
- Focus on the child not their additional need >>>> what would they like to do, not what they cannot do.
- Allow the child to be independent
- Develop solutions to barriers to include the child in all activities
- Talk about what the child is good at, and show the child is valued

Role Model Desired Behaviours

Interacting with children who have additional needs - Today, children with additional needs are given the same opportunities as others and included in all tasks. It is important that adults model the desired behaviour >>>> behave in the way we wish other children to behave.

Giving Children a Choice

It is important children are given a choice when both planning and choosing activities. Children can plan their own activities and choose their own materials and resources >>>> Important that resources are organised to enable children to find things easily. Giving children choices supports their learning and development as it allows them to:

- Learn to make decisions for themselves
- Develop independence skills

0-18 months	Children can be given a treasure basket containing different items and they can choose independently which item they explore.
18m-3 years	Children can be asked to choose a book they would like to look at with an adult.
3-5 y	Children can be given a choice of what they would like to eat and could serve themselves at the table.

Responding to Children - It is the role of the adult to respond positively to children in their play, learning, development.

- **Praise:** Express approval to behaviour
- **Reward:** Something given to someone to recognise their efforts or achievements

Children use their behaviour to get the attention of adults around them. Praise and rewards are needed for children to understand how to get the attention of adults in positive ways. It is important that adults recognise when children are becoming bored or losing interest/concentration.

Responding Positively to Desired Behaviours in Children

Praise - When adults praise children they are expressing approval >>>> helps children understand what desired behaviours are >>>> more likely to repeat the behaviour.

If child is not praised for their behaviour, they are less likely to repeat it >>>> Praise can be effective in supporting children to behave well. Praise **can help impact** children's learning and development by:

- Helping children feel good about themselves, building self-esteem.
- Building confidence.

Rewards - Adults sometimes use rewards as a way of responding positively to desired behaviours. Stickers are an example.

Rewards given to a child need to be carefully considered to ensure they are appropriate for the child's age and stage of development >>>> Can help children to understand what desired behaviour is. **BUT** rewards can also be ineffective if used too much as children may behave in a certain way to get the reward rather than it's the 'right thing to do'.

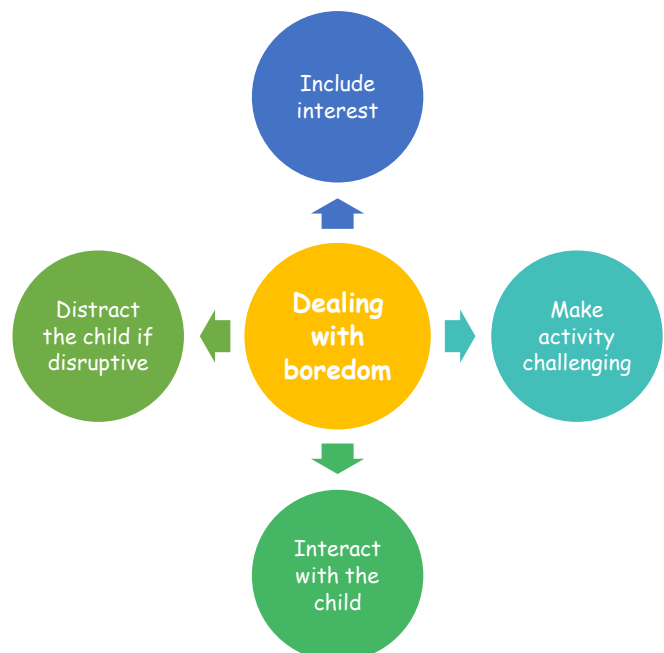
Recognising When Children Are Becoming Bored, Losing Concentration or Finding Activities Difficult

It is important that adults recognise when children are becoming bored with an activity or losing concentration. This can be shown in disruptive behaviour.

Children can be bored because they are losing concentration. Adults can interact with children to help them focus and avoid distractions, for example put the activity somewhere quiet or move other children who may be interrupting the activity.

There may be time when the children are finding the activity to difficult. To avoid this, it is the role of the adult to:

- Ensure activities are appropriate for age and stage of development of the children.
- Divide up big tasks into smaller ones
- Allow sufficient time for children to engage in the activity
- Support children by introducing different resources



Benefits to Other Children of Adapting Activities – There are various benefits to adapting activities to all children.

- **Positive Behaviours:** Behaviours that are good or desired.
- **Communication Methods:** The different ways in which we can communicate with each other

Providing an inclusive environment has many **benefits** to children:

- It supports them to learn how to include others in their games and activities
- It promotes positive behaviours, social skills and sharing of resources
- Children become more responsive to the needs of others.

Children Learn How to Include Others in Their Games and Activities

If the environment that children are exposed to is inclusive, children will learn how to include other in their games and activities. They will recognise that other children learn in different ways and will be able to understand accommodate them.

Where children are around other children with different needs, they begin to understand that some children learn at different rates to themselves or that they have some limitations to what they are able to do. This results in children being sensitive to the needs of others and they start to ensure that other children have equal chance to join in.

Children learn to become:

- Adaptable,
- Patient and
- Tolerant of others.

This supports their emotional development >>>> It is important to remember that children's ability to include others in their games and activities depends on their age and stage of development. For example, children aged 0-18 months do not yet understand the concepts of sharing or waiting.

Promotes Positive Behaviours

When play and learning activities are adapted for all children this **promotes positive behaviours >>>>** children learn to be sensitive to the needs of others. This supports them to be caring and enables them to improve their social skills, **for example:**

- Sharing and taking turns
- Learning from each other
- Accepting that everyone is different
- Building up a good rapport with others
- Making friendships with children from different ethnicities, religions and with different abilities
- Socialising with both boys and girls
- Less likely to discriminate when they are older.

Children Become More Responsive to The Needs of Others

In an inclusive environment, children will become more aware of different communication methods and will respond to other children using these to meet their needs.

Adapting Activities and Resources to Support Children with Physical Needs

– Due to the physical needs of individual children, activities and resources need to be adapted.

- **Adjustments:** Changes or movements made to achieve a desired fit, appearance or result.
- **Grasping:** The movement of grabbing something by closing the fingers around it.
- **Holding:** To have grip of something.
- **Releasing:** The movement of letting go of an object that has been grasped.
- **Transferring:** Moving something from one hand to another
- **Sufficient space:** Enough room/ space
- **Visibility:** The state of being able to see or been seen

Making Adjustments to The Environment

Children with physical needs will need adjustments to their environments to enable them to use resources and take part in activities.

Space - Adults should ensure there is sufficient space available for a child with physical needs to carry out activities safely. They can **ensure** there is enough space by doing the following:

- Tidy away resources that are not being use
- Organise toys and resources so that children can find things easily
- Arrange furniture and equipment with wide aisles
- Ensure there is access for wheelchairs, walkers and crutches
- Keep cupboard doors and drawers closed so the children do not bang into these.

Lighting - To enable children with physical needs to move around easily, the amount of lighting may be adjusted to improve visibility.

If children can see where they are going, they are less likely to bump into things or trip. This is especially important for children with physical needs to ensure they keep safe when moving around.

Age and stage appropriate resources - When choosing activities and resources to support a child with restricted movement or delayed fine motor skills; it is important to remember to give them resources that are appropriate for their age.

1. Rattles >>>> good to support the development of grasping >>>> wouldn't give to 3-5-year-olds >>>> for babies.
2. Picking up buttons and threading buttons >>>> good activities for fine motor skills >>>> wouldn't give to a 0-18-month-old >>>> choking hazard.

Selecting appropriate resources that all children can use - Some children have restricted or delayed fine motor skills. These children will need to be provided with appropriate resources.

Resources to support grasping	<ul style="list-style-type: none"> • Books with tabs to help turn pages • Grippers on crayons • Playdough, clay, modelling clay
Resources to support holding	<ul style="list-style-type: none"> • Paintbrushes with knobs on the handle • Cups with fabric on • Large soft toys or balls
Resources to support releasing	<ul style="list-style-type: none"> • Small objects that children aged 3-5 can hide in their hands and then release • Hand puppets • Toys to push for example pop up toys
Resources to support transferring	<ul style="list-style-type: none"> • Items (spoons or crayons) that can be transferred from one hand to another • Shape sorters • Putting coins in the money box

Supporting Children with Physical or Sensory Needs – Children with sensory impairments, must

have materials and resources suitable for their sensory needs.

- **Sensory Needs:** Difficulty seeing or hearing
- **Textures:** The feel, appearance or consistency of surfaces or substance
- **Contrasting colour schemes:** Change in the appearance of a colour surrounded by another colour

Securing Movable Objects

To support children who may have physical or sensory needs >>>> using equipment and resources may be necessary. If an object is moving when a child is trying to use it, this can frustrate the child and have an impact on their ability to engage with the activity. It could also be dangerous.

Adjust the Level of Activities and Resources

It may be necessary to adjust the level of activities and resources to support children with physical or sensory needs.

- Some children prefer activities on the floor rather than table.
- Different children may need tables at different heights
- Some children may benefit from a table with a slanted top
- In outdoor equipment there should be climbing frames of different heights

Provide Material and Resources for Sensory Needs

Sensory needs may mean that a child has a visual or hearing impairment. This can be permanent or temporary. Adults need to provide materials and resources for sensory needs. When a child has an impairment, it is important that adults maximise their other senses to enable children to access activities.

Sight	Sound	Smell	Taste	Touch
<ul style="list-style-type: none">• Contrasting colour schemes• Mirrors• Pictures• Bright and shiny objects	<ul style="list-style-type: none">• Balls with bells in• Objects that make sound• Squeaky toys/rattles• Toys that play music	<ul style="list-style-type: none">• Scented playdough• Bags containing herbs tied securely• Scented toys• Flowers and plants	<ul style="list-style-type: none">• Different food• Playing with food during messy play	<ul style="list-style-type: none">• Sand• Water• Dough• Soil• Gravel• Treasure basket

Adapting Activities to Support a Child with Cognitive and Intellectual or Communication and Language Needs- Children with cognitive /intellectual and communication/language needs may have learning difficulties.

- **Concentration Span:** The amount of time a person can concentrate
- **Peers:** Children of the same age

Children will benefit from adults providing opportunities for them to play and learn and to play near to other children doing the same activity to encourage the sharing of ideas. Children with cognitive /intellectual and communication/language needs may have a short concentration span >>>> they cannot focus their attention for long periods of time.

Providing Opportunities to Learn and Play Near to Other Children

It is important to support children with cognitive and intellectual or communication and language needs by ensuring that the environment is arranged to ensure that children can play near other children. This is so they can play and learn from them.

There should be enough space for more than one child to take part in activities at a time. This will encourage sharing ideas and children who are unsure how to use equipment. They can copy the children around them if they are unsure how to engage.

Shortening Activities

There are times when activities will need to be shortened to suit concentration spans because some of the children cannot concentrate for a long time. This can mean that if activities take a long time they will lose concentration and not learn. **Adults can do the following:**

- Rotate toys
- When counting concentrate on small chunks of counting
- When baking, bake something quick such as crispy cakes
- When playing card, choose a game which doesn't take too long

Using Peers and Other Adults to Model Activities

Children learn by observing others and copying. This can be their peers or adults; children or adults may show children how something works. To ensure modelling can take place, adults need to ensure children can see adults and other children properly.

Breaking Down Activities to Short Steps

Some children need activities to be broken down into steps to make them more manageable. Children learn through trial and error and exploring. This means they make mistakes.

Take the coat form the peg	Put one arm into one sleeve of the coat	Pull the coat around the back	Put the second arm into the sleeve of the coat	Fasten the buttons
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Some steps may need to be repeated for the child to grasp what they need to do next. When breaking activities down, it is important that adults give simple, clear instructions to children, so they concentrate and process each step.

Adapting Activities to Support Individual Needs - Adults need to promote inclusion to ensure all children can join in with organised activities.

- **Modify:** To make changes to something
- **Limit:** To restrict the amount
- **Overwhelming:** Very intense and hard to deal with
- **Technological/Digital Resources:** Resources done on a computer

Modifying Toys and Equipment to Suit Individual Needs

In order to support the individual needs of children it may be appropriate to modify toys and equipment so they can use them.

Materials for children with individual needs do not have to come from special shops, website or cost a lot of money. Regular toys can be modified to make them more suitable.

How regular toys can be modified to make them more suitable:

- Reducing the number of part- remove some items from a treasure basket
- Remove items that are too small- remove small blocks from building blocks set
- Using specific colours- have only two or three colours of paint in the creative area

Limiting the Number of Materials Available

Some children with cognitive needs are very rigid in their thinking, which means they have limited ideas. If there are too many resources in an area, this can be overwhelming for the child as they may not know where to start or what to do.

Adults may need to limit the number of materials in an area in order to meet the child's needs.

For example, in the literacy area- having just a few books for the 18month-3-year-old children to choose from. More books can be added at a later stage when the children are ready.

The Use of Technology/Digital Resources

Some children benefit from the use of technology or digital resources to meet their needs.

1. **Digital devices** such as computers and tablets can be adapted >>>> apps and programmes use screen reading technology. These can help children aged 3-5 who are struggling to recognise their names. The device will read the name on the screen out to child, so they hear it being said.
2. There are also **apps** and **programmes** that enable children with speech and language needs to be able to communicate more effectively. For example, children click the picture they want and the computer speaks this out to the child. This can help them communicate to other children and adults around them.
3. For younger children (0-18months) there are **battery operated digital toys** which can play sounds such as animal noises.

Adapting Activities to Support A Child with Communication and Language

Needs - Adults need to promote inclusion to ensure all children can join in with organised activities.

- **Social inclusion:** The process of joining in with others
- **Alternative communication:** Forms of communication used instead of or along with talking
- **Picture Exchange communication system (PECS):** A form of technology which allows children to communicate via pictures and technology
- **Makaton:** A language programme using signs and symbols to help children to communicate.
- **Identification of words:** To establish what words mean



Hello



Please



Book



Sit Down



Bird



House



Thank You



Goodbye

Adults may need to adapt activities to support a child with communication and language needs. Adults can use group and/or team activities to promote social inclusion, encourage friendships with other children and build bonds and trust with adults.

It is important that where a child has communication and language needs they are supported to build confidence in their own skills. One way this can be achieved in through the use of **alternative communication**. This enables children to communicate alongside speech that is not clear.

Using Group And/or Team Activities to Promote Social Inclusion

Some children who have additional needs are not very interested in other people and have difficulty making friendships. Using group/team activities can promote social inclusion and give children a reason to need to interact with others. **Taking part in an activity in a group or team:**

- Extends a child's speech
- Can allow children to overcome difficulties communicating with others
- Enables them to build friendships

It is important to recognise which group and team activities are appropriate for different age ranges. For example, circle time would not be suitable for younger ages because they are not interacting in the same way as older children.

Build Children's Confidence in Their Own Skills

Children with communication and language skills may lack confidence. Adults can build children's confidence in their own skills in the following ways:

- Emphasise key words in a sentence when speaking to a child
- Give clear instructions for the children to follow
- Model the correct use of language use alternative communication

Building up confidence in children's own skills will increase their self-esteem and this will support their language and communication development.

Use Alternative Communication

Alternative communication >>>> different forms of communication, instead of or along with talking.

Picture Exchange Communication System (PECS)	Makaton
<ul style="list-style-type: none"> • Allows children to initiate their own conversation using picture cards. • The child hands a picture to an adult to tell them they want something. • It starts around 18months-3 years- just like verbal communication. It begins with one word and builds up to sentences. 	<ul style="list-style-type: none"> • A form of communication when children use signs and signals to support speech or instead of speech. • Drawn symbols are used alongside signs made using hands and facial expressions.

Using Nursery Rhymes with Actions to Promote Identification of Words

Children love to join in with singing led by an adult. Nursery rhymes with actions can be used to promote **identification of words**.

Example: Head, shoulders, knees, and toes- children are encouraged to point to those areas of the body.

0-18 months	Round and round the garden
18m-3 years	Five little ducks went swimming one day
3-5 y	Miss Polly had a dolly

Labelling Equipment

This encourages independence and choice as children will learn where things are. Common items around the room can also be labelled such as clock and sink. For younger children pictures can be used. **The benefits of labelling equipment are:**

- Assists with tidying up and keeps things organised
- Helps children learn the words for each picture and supports with reading
- Helps children learn that words have meaning.

Displaying Routines and Activities as Pictures

To support children with communication and language needs it is a good idea to display the routine of the setting using pictures and simple words. This will enable children to understand the order in which activities happen, so they know what is coming next. **Benefits of displaying routines and activities as pictures:**

- Children develop sequencing skills as they refer to what will be happening next
- Children learn about time completion and concepts such as now, later, next,
- Children learn to talk about what they have done
- Children relate the words they are hearing to the picture they see which supports comprehension.

Adapting Activities to Support A Child Experiencing Social and Emotional

Needs – Some children have specific social and emotional needs, which may mean activities need to be adapted.

- **Self-resilience:** The ability to be independent and prepare for life's challenges
- **Overwhelmed:** Overcome by emotion
- **Structured approach:** A planned and organised way of dealing with a situation
- **Engagement:** Taking part in an activity

Promoting Self-Resilience

To support children experiencing social and emotional needs, it is important that adults promote self-resilience. Adults should promote self-resilience. It is made up of the following skills:

- Being independent >>>> being able to do things for themselves.
- Being able to look after yourself >>>> feeding, dressing, and cleaning themselves.
- Feeling confident >>>> in ability
- Being able to persevere with activities and not give up easily

Allowing Children to Do Things by Themselves

To promote children's emotional development, adults need to let children do things like get dressed or brushing their teeth, even if this takes a long time. However, important activities are age appropriate.

Limiting The Choice of Activity

It is important to offer children choices but sometimes adults need to limit these to avoid stress.

Providing A Structured Approach

To support adults through transitions adults can provide a structured approach, which means planning and organising specific tasks to reduce the child's worry.

- Starting or moving care/educational providers >>>> Ask children 3-5y, starting school or nursery to choose their own items of uniform and pack their own bag or lunchbox.
- Birth of a new sibling >>>> Giving an 18m-3y old a job to do to support the new baby - nappy changing.
- Moving house >>>> Asking a child 3-5y to oversee packing and unpacking their toys.

Maintaining Engagement

It is important that adults maintain the engagement of children. This means being able to keep children involved. An example of keeping children engaged is during **tidy up time**. Adults can keep children engaged during this time by:

- Pretending the toy (especially dolls/animals) are going to 'bed'
- Counting resources as they put them away.
- Having child size sweeping brushes
- Singing a song as they tidy up

Having short activities when tidying up will keep the children engaged and support their development of self-resilience.



Supporting Children in Activities – Adults should set out activities that focus on a child's area of interest to support a child who has social and emotional needs.

Adults should set out activities which focus on the child's area of interest. This will allow children to express themselves. If they feel confident that it is ok to have different feelings, it will make them more likely to talk about how they feel.

Children use play to work out their emotions and adults can encourage expression of thought, feelings, and ideas by providing appropriate resources.

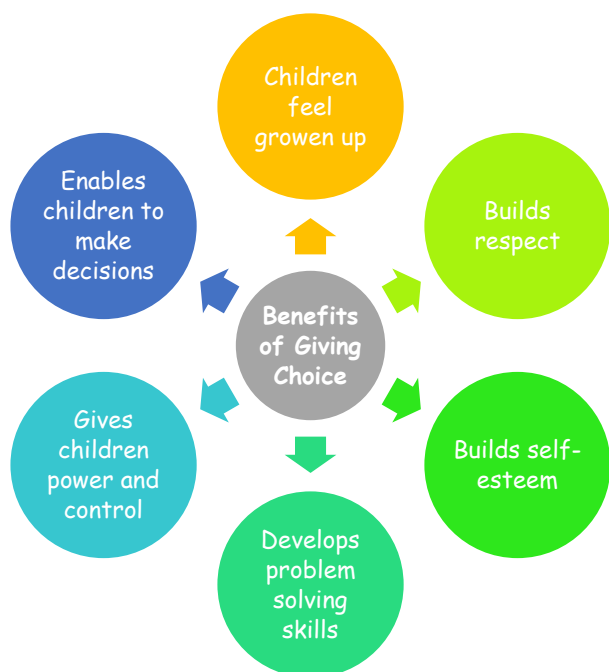
Setting Out Activities That Focus on Child's Areas of Interest

Setting up activities that focus on a child's area of interest can support children who are experiencing social and emotional needs as their confidence and self-esteem will be raised because they feel valued. For example:

- Adults can choose books and games to support a child with something that is worrying them
- They could set up role play scenarios
- They could set up a new setting- a dentist surgery for a child visiting the dentist
- They could tell them stories about aeroplanes- for a child about to fly for the first time
- Books about events in their lives - separation of parents, death of a relative, first day of school

Promoting Choice and Control Over the Environment

To support emotional and social needs children need to be provided with choice.



Encouraging Expression of Thoughts, Feelings and Ideas

It is important that children are given plenty of opportunity to express thoughts, feelings and ideas. Pretend play given these opportunities to children. It can develop their imagination.

- Dressing up clothes >>>> Children may dress up as a superhero to experience what it is like to be good, or a pirate to be bad.
- Role play >>>> In character children can pretend to be angry, happy, or sad.
- Cooking materials >>>> Banging a spoon on a bowl can help children express anger.
- Puppets and dolls >>>> Can be used in character where children can talk to a doll.

Encouraging Group Activities

Group activities build children's confidence in participating with children and encourage sharing and turn taking. They enable children to form relationships- an important part of social development.

0-18 months	Children sit together, facing each other so they can see other children
18m-3 years	Children play alongside each other. For examples dancing to action songs
3-5 y	Plan circle time activities that enable children to talk in a group and also develop their listening.