

Early Years SENCO/INCO Network

Autumn Term 2024



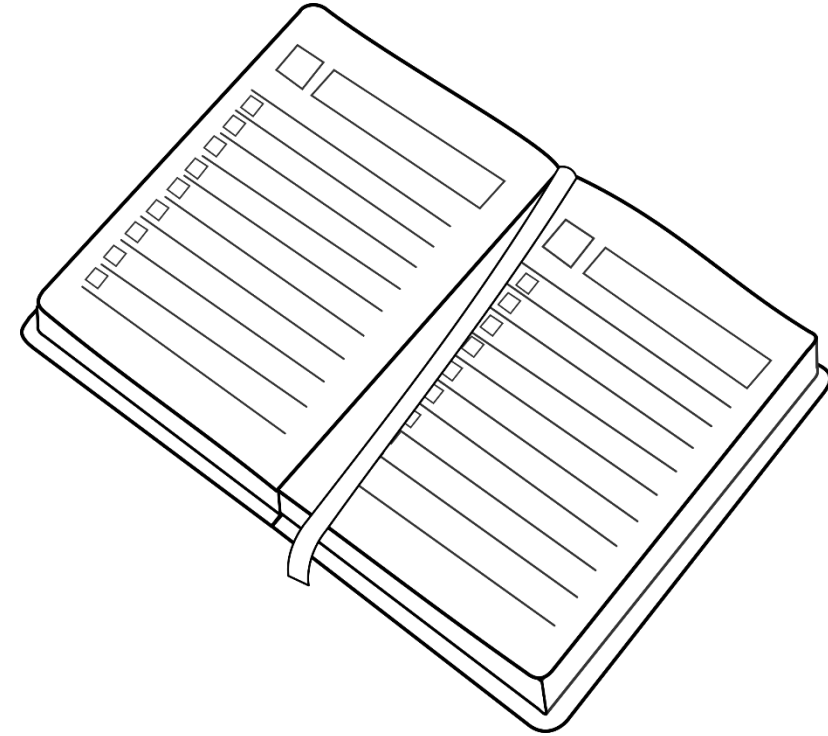
House keeping

- Name in Chat
- Toilets
- Mute button
- Contribution
- Respecting others
- Confidentiality



Agenda

- Updates
- Team changes
- Introduction to Sensory Processing
- Resources
- Reframing our Language
- Open ended activities



Updates



- New training programme- services for Education [Early Years Portal Homepage | Education | West Sussex](#)
- Practical, early years SEND assessment resources that you can use to help children with SEND. [Help for early years providers : SEND assessment guidance and resources \(education.gov.uk\)](#)
- SEND under 5 update request form and outcome emails
- SENDIAS school admission support [SEND-IAS Admissions poster 2025.pub.pdf](#)
- Setting support phoneline and when to call – Call backs
- EYC-SEND and Inclusion email boxes
- Updated OAIP
- EHCNAR paperwork

Team changes

- EYCA SEND and Inclusion – North and South Teams
- EYCA Quality and Sufficiency – Eastern, Central and Western Teams

Area	North	South	Central (Adur & Worthing and Horsham)	Western (Chichester & Arun)	Eastern (Crawley & Mid Sussex)
Role	SEND and Inclusion		Quality & Sufficiency		
EYCA's	Kerry Iden Anna Parsons Sarah Morgan-Petrillo	Amanda Thorne Ellie Blythman Kerry Iden	Debbie Fry Renira Currid Ellie Partridge	Amanda Scutt Fiona Crowther Jo Hernandez-Stenson Lizzie Austin	Donna Cavallo Nicky Holman Sarah Bennett-Leyh Yvonne Branchfield

SEND & Inclusion Mentors



Area	North	South
Mentors	Frannie Blunden Mollie Collins Liah Harrison Hayley Sherrell	Rosie Briggs Sadie Lee Emmajane Merritt Chloe Hill Leonie Russell

EYCA contact details



SEND and Inclusion enquires:

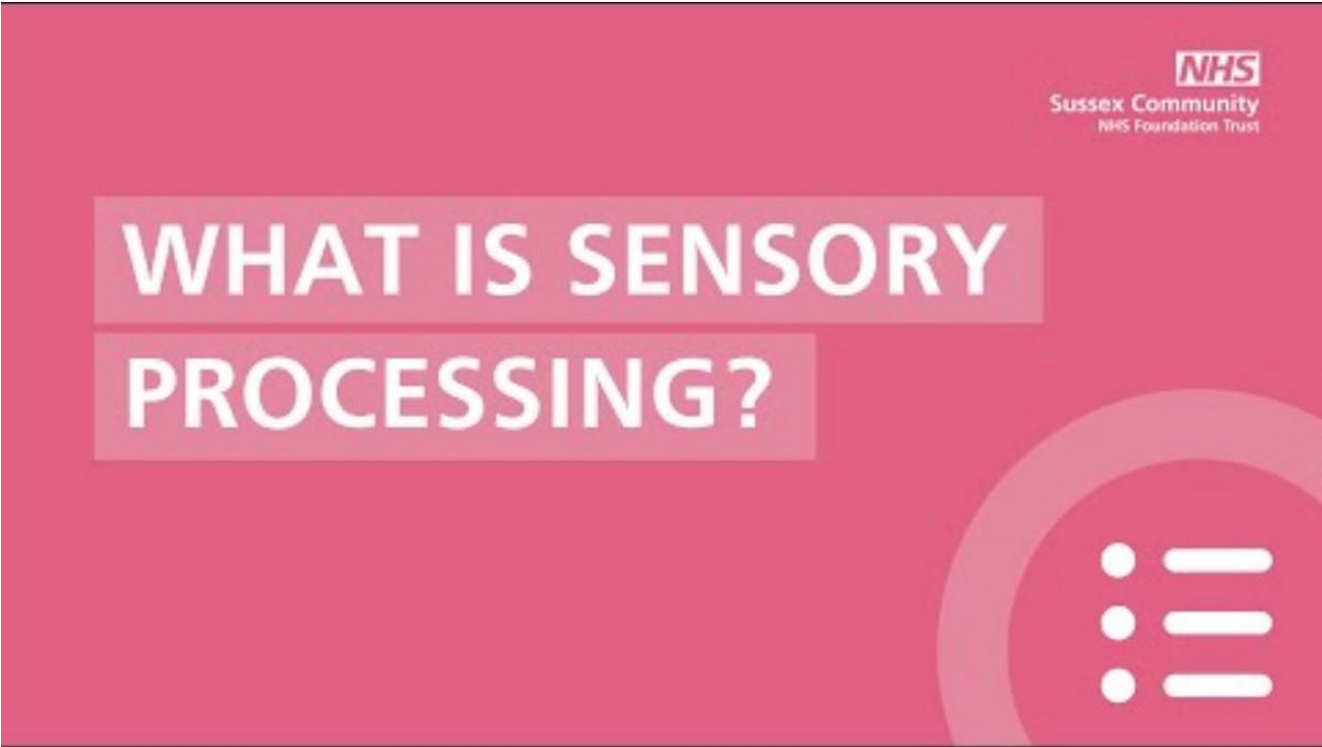
Eycsend.north@westsussex.gov.uk

Eycsend.south@westsussex.gov.uk

Quality and sufficiency enquires

- SettingSupportCrawley@westsussex.gov.uk
- SettingSupportHorsham@westsussex.gov.uk
- SettingSupportMidSussex@westsussex.gov.uk
- SettingSupportChichester@westsussex.gov.uk
- SettingSupportAdurWorthing@westsussex.gov.uk
- SettingSupportArun@westsussex.gov.uk

What is sensory Processing?



- [Sensory videos - What is sensory processing? \(sussexcommunity.nhs.uk\)](https://www.sussexcommunity.nhs.uk/healthcare-professionals/mental-health/mental-health-conditions/sensory-processing-disorder/)



Sensory Differences-Needing/Avoiding



Discuss in your groups what sensory differences might look like in your setting?

Sensory Overload and Dysregulation



<https://www.youtube.com/watch?v=QdhwsK7E6cc>

How we can help

- Sensory Environment Checklist
- Adapt the environment
- Quiet space
- Time out/Decompress
- Low visual stimulus area

Resources to enhance or adapt the environment



- [Sensory videos - Introduction to Occupational Therapy sensory videos \(sussexcommunity.nhs.uk\)](https://www.sussexcommunity.nhs.uk)
- Sensory strategies by Corina Laurie- The national Autistic Society [Ten simple sensory strategies for autistic children \(autism.org.uk\)](https://www.autism.org.uk)
- [Sensory, physical and medical needs - West Sussex County Council](#) –OAIP
- Open ended activity chart

Reframing our Language and Thinking



• Deficit language	✓ Positive language
Attention seeking	Connection needing
Controlling, manipulative, bossy	Need for certainty, routine
Makes noises which distracts others	Seeks sensory feedback and may need adult support to identify when a sensory break is needed
Defiant, follows own agenda, refuses to follow adult instructions	Demand avoidant/demand resistant Focus on personal interest activities. Hyperfocus, monotropism, perfectionist
Makes poor choices and doesn't recognise the impact of their behaviour on others	Doesn't always understand social interactions with peers and misunderstandings can cause dysregulation
Lashes out/ kicks/ bites/ aggressive behaviour towards peers/adults or shuts down if things don't go their way or if asked to do something they don't want to do	Finds it challenging if routine changes, if peers do not follow the rules as they have learnt them and can become dysregulated or overwhelmed
Struggles when routines change	Responds well to structure and routine and needs support to prepare for any changes
Will not line up/ engage in PE/ go to assembly/ eat in the hall	Becomes distressed/ dysregulated/ overwhelmed during less structured, increased uncertain, times of the day

Identify a child you support or have supported, and identify an area of strength, difference and challenge.



Strength	Difference	Challenge
Example, Highly knowledgeable in areas of interest	Example, likes playing with water	Example, can struggle to engage with and participate in group games

Open ended activities



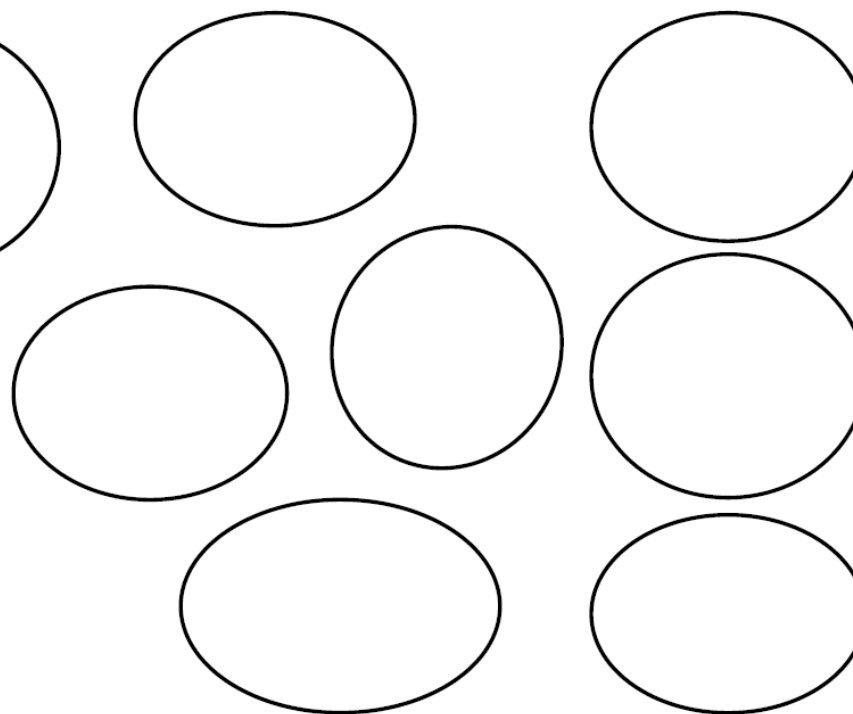
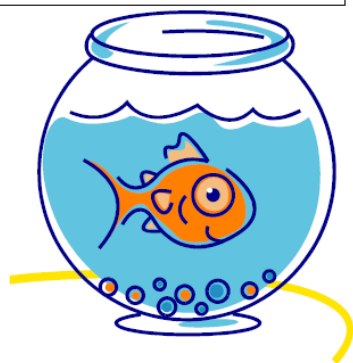
How can you build on a child's interest to support progress and transfer skills?

Open Ended Activity Chart

Date _____

Child's Name: _____

Activity: _____

A grid of nine empty circles arranged in three rows and three columns, intended for children to draw or write in.

Time to Network



