A snapshot of SEN support in
The Early Years Foundation Stage

EEF – 5 A Day Adaptive Teaching Strategies

EI – Explicit Instruction MS – Metacognitive strategies S – Scaffolding FG – Flexible Grouping T – Technology

Communication & Interaction	Cognition & Learning	Social, Emotional and Mental Health	Sensory and/or Physical
Use of clear and succinct language, modelled by adults. EI	Chunked instructions which are minimised according to need. MS	Safe and calm break out space within the classroom. FG	Tactile, sensory resources and toys within the classroom calm down space.
Visual aids on lanyards shown alongside spoken language. EI	Use of visuals and pictorial prompts in learning times and activities. S	Check-ins with familiar staff alongside 'time to talk' if needed or appropriate. FG	Classroom areas and layout adapted as required. FG S
Where appropriate, key words signed using signalong actions. EI	Links made and referenced to prior learning. MS	When appropriate, specific social stories. S	When required and appropriate, use of specific carpet space or other to include cushion/ chair or similar. FG
Visual and pictures cues in the environments. S	Child-height, accessible learning resources. EI	Emotions thermometer and class check-ins within the classroom. S	Resources within the classroom are labelled with words and pictures. S
Repeated phrases using SHREC approach to reinforce vocabulary. EI	Where appropriate, writing frames including word mats. S	Sensory and calming resources available in the classroom calm area, linked with Colour Monster story which is taught in Aut 1. FG	
Adults model and support clarity of speech sounds enunciation. S.	Use of modelled and repeated verbal sentence stems. S	Modelling by adults using appropriate and relevant strategies. EI MS	
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