

Welcome – help yourself to tea and coffee.

- ▶ Catherine – EYFS SENCo/ Phase Lead
- ▶ Sabrina – Child & family support Worker

- ▶ See posters for drop in Sessions.



Health and care ▾ Young people ▾ Families ▾ SEND Local Offer ▾ Community connections ▾ Things to do ★ My shortlist (0) My account

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Services in parenting skills (28)

Information about your search ^

Independent advice and support >

Sorted by: Name ▾ Add all to my shortlist ▾

Ambler Children's Centre and Extended School LOCAL OFFER

Children's Centres
Monday to Friday 8am to 6pm.
The Ambler Children's Centre is set in the grounds of Ambler Primary School at the northern end of Blackstock Road, near Finsbury Park. Access to Ambler Children's Centre is via its own entrance on Romilly Road, at the rear of the property. The Children's Centre provides...

Bright Start ISLINGTON

More info ⓘ

- Filter by postcode ▾
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- Childcare funding ▾
- Service has Local Offer ▾
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What challenges do you see with behaviour?

- TRANSITIONS – MOVING FROM PLAY TO DINNER TIME OR BATH TIME?
 - GETTING DRESSED, SO YOU END UP DOING IT ALL?
 - EATING – SO YOU END UP FEEDING THEM?
 - AFTER THEY HAVE HAD SUGAR, CAN YOU SEE AN IMPACT BECAUSE WE CAN.
-
- MAKE IT POSITIVE
 - ADD A CHALLENGE/ TIME
 - GIVE A CHOICE WHERE APPROPRIATE BUT ON YOUR TERMS.
 - MAKE UP A STORY ABOUT IT
 - IMPACT OF DIET/ SUGAR



I go to Duncombe School. My friends and

teachers think I am wonderful. They love

seeing me come back inside after sensory room or

play outside. When I come in the classroom

I will give an adult a high 5 so

they know I am back because they miss

me.

Zones of Regulation

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
 sad  tired	 happy  calm	 frustrated  worried	 angry  terrified
 sick  bored	 feeling ok  ready to learn	 silly  excited	 yelling  hitting
I can try...  stretch	I can try...  drink water	I can try...  deep breaths	I can try...  take a break

What Zone Are You In?			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

We start teaching this through stories, it's a great strategy for you too. Point out when you are feeling yellow and say why and what you will do about it.

Routines

- ▶ Using a Now/Next
- ▶ Visual Timetables.

Please speak to Catherine if you need visuals for home routines.

- ▶ EG. Homework Now. Next **the reward**.



MORNING routine

DIGITAL DOWNLOAD



BRUSH TEETH



GET DRESSED



BRUSH HAIR



EAT BREAKFAST



PUT SHOES ON



GET BACKPACK



READY FOR SCHOOL



The image is a digital download for a morning routine. It features the title 'MORNING routine' in a yellow, handwritten font, with a sun and clouds to the right. Below the title is a blue circle with the text 'DIGITAL DOWNLOAD'. The routine is presented in two columns. Each step consists of a square checkbox, a small illustration, and the step name in all caps. The steps are: 1. Child in bed (waking up), 2. Brush teeth (toothbrush), 3. Get dressed (overalls), 4. Brush hair (hairbrush), 5. Eat breakfast (two children eating), 6. Put shoes on (a pair of shoes), 7. Get backpack (a backpack), and 8. Ready for school (a school building). The background is white with a pink and blue decorative bar at the top right.

Meaningful interactions



Strategies: Try the **ShREC** approach (source: Education Endowment Foundation), using the strategies below. This approach includes many "Adult Child Interaction" strategies (see website linked below for more information). You can find video examples online.

1) Shared attention:

- Get down to your child's level and be face to face with them
- Pay attention to what they are focussed on



2) Respond:

- Follow your child's lead
- Respond to their verbal and non-verbal communication (e.g. nod, copy their sounds/actions, smile, or use simple language to make a brief comment that describes what the child can see, hear, or feel).

3) Expand:

- Repeat what your child says and build on it by adding more words or sounds.
- Video example: <https://www.bbc.co.uk/tiny-happy-people/articles/zgrqnk7>

4) Conversation:

- Have an extended back and forth interaction. This back and forth interaction may be with sounds, actions, or words (use Intensive Interaction strategies if your child is non-speaking).
- Give your child time to listen, process, and reply

The fundamentals of communication: skills for your child to develop

- Enjoying being with another person
- Developing the ability to attend to another person
- Learning to do a sequence of an activity with the person
- Sharing personal space
- Learning into regulate and control arousal levels
- Using and understanding eye contact(face and mind reading)
- Using and understanding facial expression(face and mind reading)
- Using and understanding other non-verbal communication
- Vocalising and using vocalisations meaningfully(including speech)



Basic techniques for the parent/adult/helper

- Position yourself as 'being available' e.g. next to your child, at or below eye line
- Tune in, relax, **wait!**
- Enjoy the interaction- don't try to do too much
- Allow the child to lead, go first, or take the first turn
- Hold back: observe and wait for your child
- Respond in a variety of ways including imitation and joining in
- Be unhurried. Don't try to make something happen
- Time your responses. Make sure you pause; leave time and space for the learner.

Emotional learning outcomes:

- Knowing others care , learning to care
- Enjoying being with another person- connecting, bonding
- Attachment and tuning in to each other
- Feeling safe, secure, calm
- Increasing self-esteem , sense of self
- Identify own feelings and see same in others
- Gradually to understand feelings
- Trust
- Empathy, knowing /caring about how someone else feels

The only rule is 'stop when the person has had enough

15 minutes of quality play where child takes the lead allows you to be the parent who tells them what to do the majority of the time. Your child cannot dictate what they want/ need. You know best.

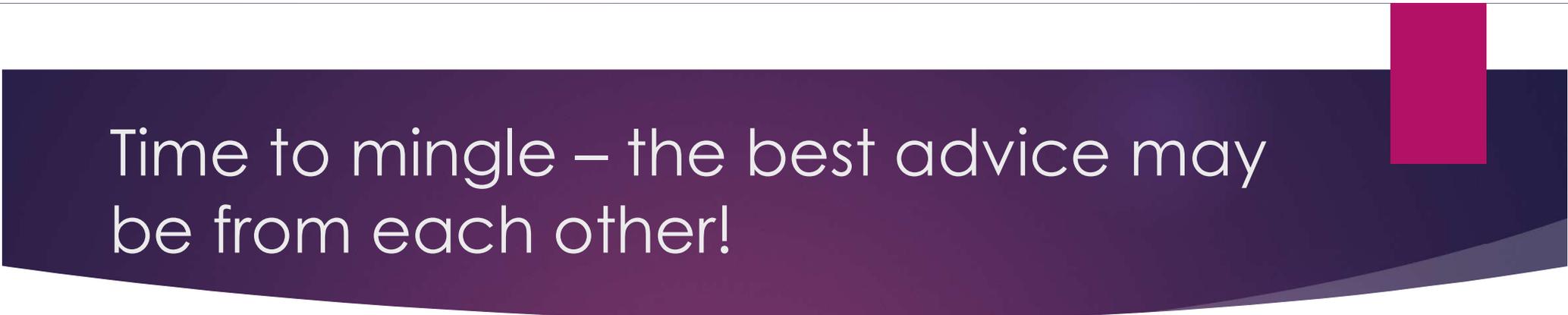
Steps before formal learning

- ▶ Children may not be ready to sit and write/ draw.
- ▶ It is vital to remember the gross motor skills we need in the EYFS.
- ▶ Getting children to 'work' with you should be fun and active at this age.

Can your child:

- ▶ Balance on 1 leg for 10 seconds
- ▶ Catch a large ball when thrown from 4 metres
- ▶ Stand up or sit down on the floor without using their hands
- ▶ Pass a small ball behind their back from hand to hand
- ▶ Cycle on a balance bike
- ▶ Walk sideways on a line, by age 4 cross stepping side walking.





Time to mingle – the best advice may be from each other!

▶ Share with the people next to you what success you have had since September.

E.G.

- ▶ Now settled in class
- ▶ Communication increase whether verbal or gesture.
- ▶ Tried a new food
- ▶ Bedtime routine has improved.