

Hounslow's
**Notional Funding
Guidance**
for Early Years

September 2025



Communication & Interaction Needs

General Principles for Inclusive Practice	What this should look like in your setting	How you can use your notional funding to support this:
<ul style="list-style-type: none"> • All behaviours are communication – staff in all settings and schools are committed to working out the unmet need that lead to distressed behaviour. • Every child should be enabled to have the resources and be taught the skills they need to communicate with others. • Consistency amongst parents/carers and staff supporting child is crucial. 	<ul style="list-style-type: none"> • A total communication approach in place to inform how practitioners communicate, including using high quality and clear language and vocabulary as appropriate to need. • Use of signing and visuals alongside verbal instructions including choice making boards, song boards, visual timetables and routine strips. • Have access to augmentative and alternative communication, e.g. visual prompt cards, choice boards, aided language displays, core boards. • Children are given the opportunity to communicate through their preferred method of communication e.g. verbal or preverbal. • Support macro and micro transitions, e.g. explain and show the child what will happen; Use visual supports (First /Then, Visual Timetable, Social Story) to support understanding. 	<ul style="list-style-type: none"> • Purchase Communicate Inprint3 software licence to create visuals for child's interests/needs, social stories, labels for areas and resources, visual timetables, visual routines, rules etc. • Makaton training or the add on software to access Makaton visuals through Communicate Inprint3. • British Sign Language training if appropriate. • AAC (Augmentative and Alternative Communication) • CPD budget (universal calendar) • Additional assessment toolkits, e.g. Wellcomm Speech and Language. <p>Resources for interventions and strategies such as -</p> <ul style="list-style-type: none"> • Attention and Listening – Group Intervention • Building Blocks – Group Intervention • Early Language – Group Intervention • Social Communication – Group Intervention • Bucket Time • Choice Making / Requesting • Colourful Semantics • Early Play Skills / Identiplay • Requesting / Choice Making • Special Time • Turn Taking • What's in the bag?

Cognition & Learning

General Principles for Inclusive Practice	What this should look like in your setting	How you can use your notional funding to support this:
<ul style="list-style-type: none"> • Giving the child time to process information. • Provide regular opportunities for overlearning. • Use clear and specific language • Use visual cues e.g. timers, words and pictures, to support all verbal language, including timetables. • Ensure that the child has easy access to resources. • Provide flexible groupings so that the child can learn from their peers across the ability range. • Setting-wide understanding of Cognitive Load Theory and how to avoid cognitive overload. 	<ul style="list-style-type: none"> • Reduce sensory overload, e.g. Organise the environment to minimise sensory experiences that may be distracting or uncomfortable; Use clear labels and visuals around the room; Create a safe place or quiet area (or designate somewhere they can go); Uncluttered environment. • Ensure resources used to support sensory processing are readily available and easily accessible. • Ensure all children have access to resources that are developmentally appropriate. • Setting-wide understanding of Cognitive Load Theory. 	<ul style="list-style-type: none"> • Staff training on Cognition Load Theory • Structured Activity Time resources • Develop resources in areas of learning • Identiplay ideas and resources (x2 sets of each resource) • Fine motor resources • Develop multi-sensory story/singing and group times • Appropriate and reflective books and stories • Tuff trays for activities linked to area of learning

Social, Emotional and Mental Health

General Principles for Inclusive Practice	What this should look like in your setting	How you can use your notional funding to support this:
<ul style="list-style-type: none"> • For some children behaviour is how they communicate their emotions and feelings. • Anxiety may be secondary to any of the other areas of Special Educational Needs identified. • The whole setting or school culture and ethos will be warm and accepting. • There is collaborative working observed between staff and child. • There is promotion of a culture of collective responsibility for everyone's emotional wellbeing, relationships and communication. • Promotes the health and wellbeing of all children in the setting. 	<ul style="list-style-type: none"> • Adults understand distressed behaviour in the context of trauma and attachment and work to deescalate this. • Behaviours linked to dysregulation are identified and strategies are established to aid self-regulation / co-regulation to deescalate. • Staff know the developmental age of the child in their setting, adapting emotional and social tasks and expectations accordingly. • Settings taking a neuro affirmative approach. This ensures the team around the child consider how the systems and environment may need to change to meet a child's needs, rather than the other way around. 	<ul style="list-style-type: none"> • Allow access to resources that support the child's attention and concentration, e.g. fiddle toys, sensory emotion bottles, movement and pressure activities, doodle books, mindfulness colouring. • Quiet area for children to support their regulation / co-regulation when required. • Ensure staff have had attachment-based training; use attachment-informed strategies and attachment aware language within class and across the setting. • Zones of Regulation linked approaches e.g. resources of boxes to use for each zone • Emotional regulation pack / Emotional Regulation cards • Turn Taking resources • Small group activities • A Box Full of Feelings • Emotion balls / beanbags • Worry Monster / Mood Bears to assist with regulation

Sensory and/or Physical

General Principles for Inclusive Practice	What this should look like in your setting	How you can use your notional funding to support this:
<ul style="list-style-type: none"> • Every setting should have policies for Health and Safety, SEND, Medical Needs and Intimate Care, which names the key people responsible for implementation. • Reasonable adjustments to key policies are made according to child's needs e.g. attendance, punctuality and behaviour. • Child and parents are actively engaged in decision making and planning of their support with a flexible approach to timetabling and routines to ensure fair access. • All staff (including supply, new staff, agency and volunteers) are informed about the needs of child with physical and medical needs and are supplied with an up-to-date Care Plan with due regard to GDPR. 	<ul style="list-style-type: none"> • Break out spaces available to reduce visual/audio input when required. • Movement breaks available throughout the session as and when needed. • Range of resources available to assist with sensory input in the room accessible to the children at all times. • Calming areas with appropriate resources. • Indoor – outdoor provision if applicable (freeflow) • Staff awareness of overstimulation and under stimulation signs of children in the provision. • Accessibility to all areas of the setting e.g. ramps, handrails. • Staff aware of processing times when providing instructions / transitions. • Resources appropriate in size and colour if child identified with specific needs. • Accessible resources for all child needs e.g. fine and gross motor. 	<ul style="list-style-type: none"> • Multi-sensory group times, e.g. song time • Age / developmentally appropriate resources <p>Access to sensory resources:</p> <ul style="list-style-type: none"> • Sensory room / areas or spaces • Pop Up Tent / Dark Tent • Sensory circuits / diet • Access to sensory activities • Chewellery / chew safe resources e.g. toothbrush • Weighted blankets / Weighted Lap Buddy • Scooter boards • Purchasing of messy play textures and vessels • Tactile activities • Gym ball/Peanut ball • Light up resources • Ear defenders • Wobble / Vibration cushions or resources • Lycra