**Guidance for one to one support provided through the Early Years Inclusion Fund**

The funding is provided to enable the child to:

* Be fully included in all aspects of their pre-school education.
* Participate in the same learning activities as their peers.
* Become an independent learner.

The aim is to work towards a time when the child has made enough progress so that the support may be reduced or not needed. This may be when the child understands the routines in your setting, knows all adults and is clear about their expectations, or when the adults have a clearer understanding of the child’s needs, and have adapted the learning environment accordingly (for example: through the introduction of a behaviour plan or the use of visual support systems).

Adult support works best when it is clearly focused on the development of particular skills, rather than simply used to encourage children to participate in activities which have not been sufficiently differentiated to match their ability.

Where required, individual help should aim to:

* Promote the child’s feelings of success and achievement.
* Increase the degree to which the child is responsible for their own learning and choices.
* Develop the child’s independence.

**One to one support for a child provided through the Early Years Inclusion Fund could be used to:**

* Support the child to participate in whole group activities.
* Prepare materials or differentiate activities.
* Observe the child and update records.
* Meet with other professionals (for example: attending physiotherapy appointments).
* Organise small group activities to encourage turn-taking and sharing
* Help to implement the child’s individual targets.
* Assist with mobility, toileting, and feeding.

**Full-time one to one support**

Full-time one to one support is rarely necessary to meet a child’s special educational needs. In many cases it can be counterproductive to their long term progress because:

* Children can become isolated or made to seem ‘different’.
* It can create a ‘social barrier’ so that a child with individual support has very little involvement with the other children.
* A child can become too dependent on having someone there to help leading to ‘learned helplessness’.
* It can prevent a child from having direct contact with a range of adults and peers, and decrease their ability to relate to different people.
* When a child spends a large proportion of the day with one particular adult, other staff are denied the opportunity to work with the child or to develop the skills necessary to do so.

In some cases full-time one to one support may be necessary to meet an individual child’s needs if they are extremely severe or complex (such as tracheostomy, tube feeding, gastrostomy, extreme challenging behaviour).

**Remember:**

Working in a pair or small group with an adult is often more effective than one to one support.

Step in when necessary and step back when you can to encourage independence and not reliance on the adult.

Children working together in friendship groups are an essential component of quality education, and preparation for life outside school.

The needs of the adult who is providing the one to one support. They will need regular breaks building in and breaks when they request them, when another adult is responsible for the child and managing the child and situations in the same way.

**Reference:**

Torbay Parent Partnership Service

EPPI-Centre report no. 1702T ∙ April 2009