

Getting Ready to Learn

# Getting Ready to Learn

## Barnet EYSEND

This resource has been developed by members of the  
Barnet EYSEND Advisory Team

## Getting Ready to Learn: Definition



### Definition:

Children may need us to make **changes to their play environment** to give them the **best chance to learn**

# Getting Ready to Learn: Strategies

Good transition planning with the family

Shared communication with staff team

Predictable routines, Visual Timetable, Now & Next, timers

Teach skills across the day and when things are going well

Low arousal space/zoning

Clear, simple language and instructions

Consistency with adults

Follow the child's lead

Practice activities in play

Provide movement breaks & regulate activities across the day



# Getting Ready to Learn Activities & Tips

## Movement is important

- Some children need to get up and move between activities
- Blanket swings can calm children down
- Some children find deep/big hugs calming (some don't)
- Get the child involved – helping to tidy up, carrying objects



## Reduce Distractions

- Screens off
- Organise toys into boxes – to reduce visual distractions
- Get your games and activities ready so you don't need to get up and fetch things

## Short and successful play times.

- Activities with a clear beginning and ending
- Better to spend 2 x 15 mins a day in direct play with the child than trying to find time and feeling bad that you haven't done it
- Repetition is good



## Give the child time to respond

- Join child in their play
- Build up a bank of things they like in your setting
- Join them and do it too
- Play with them!
- Add sensory circuits, sensory trays and games outside



## Have Fun

- Remember you are your best resource!
- Have fun
- Physical play, swinging
- Sensory play, bubbles

Take opportunities when they arise



## Getting Ready to Learn Targets

### Some sample Getting Ready to Learn targets for children in Early Years

**Target:** To follow a simple nursery routine such as joining snack time/toilet time by responding to objects of reference twice a day

**Target:** To tolerate a motivating activity finishing with adult support 4 out of 5 times across the day

**Target:** To follow a one-part instruction from their key worker in the nursery 3 out of 5 times across the day

**Target:** To tolerate an activity finishing independently when in a group situation 4 out of 5 times across the day

**Target:** To transition from lunchtime to their next activity across the nursery, once a day

**Target:** To join an adult-led play session for 2-3 minutes, 3 times across the nursery session