

SEND SCENARIOS

Practical strategies for
mainstream settings



Saying **YES** to every child



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KNOWING YOUR CHILD

It's important to know your child. It allows staff to understand their individual needs, interests, and ways of learning. When practitioners are aware of a child's personality, strengths and challenges, they can provide the right support to help them feel safe, settled, and valued.

WHY IT MATTERS

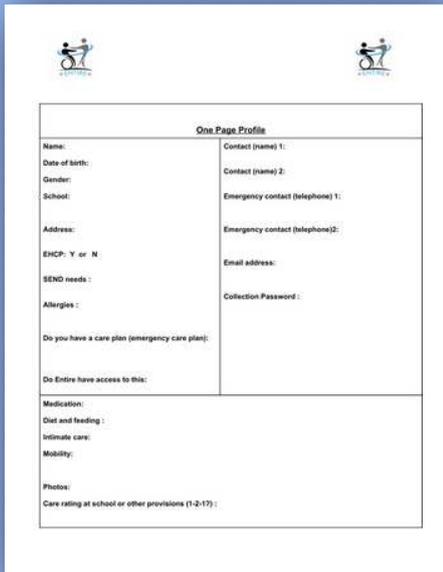
- Builds positive relationships
- Creates a safe environment
- Children feel comfortable and supported



Let the child show you something that matters to them, this helps build trust and opens the door to deeper understanding.

Spend a few minutes each day observing what your child enjoys and what triggers stress. Small patterns often reveal big insights.

PERSONALISED OPP FORM



The image shows a screenshot of the 'One Page Profile' form. At the top, there are two logos for SEND (Special Educational Needs and Disabilities) featuring a person on a bicycle. The form is titled 'One Page Profile' and is divided into several sections for data entry:

- Name:** Contact (name) 1: and Contact (name) 2:
- Date of birth:**
- Gender:**
- School:** Emergency contact (telephone) 1: and Emergency contact (telephone) 2:
- Address:** Email address:
- EHCP: Y or N**
- SEND needs:** Collection Password:
- Allergies:**
- Do you have a care plan (emergency care plan):**
- Do Entire have access to this:**
- Medication:**
- Diet and feeding:**
- Intimate care:**
- Mobility:**
- Photos:**
- Care rating at school or other provisions (1-2-17):**

OPP (One Page Profile) forms collect key information about each child, including medical needs, dietary requirements, emergency contacts, and any additional support. Completing this ensures staff have the most up-to-date details to keep every child safe, supported, and happy in our care.

THINGS TO INCLUDE

- SEND Needs
- Allergies
- Likes and Dislikes
- Preferred Communication Method
- Known Triggers
- Regulation Techniques
- Sensory Needs
- Medical Care



10 SILENT SECONDS

When you have asked a child a question such as “what happened?” or “how are you feeling?”, give them time to answer.

✓ DO

Ask your initial question and give the child time to listen, process, and answer.

Stay silent and count slowly to ten, giving them **10 silent seconds**.

✗ DON'T

Ask a series of questions, this only puts extra pressure on the child and they can't process your question.

REMEMBER

If you feel uncomfortable with silence, remind yourself that the child isn't being rude or ignoring you – they're processing. Your patience helps them feel confident and heard.



UNDERSTANDING TRIGGERS

Issues, arguments, and disagreements often come from unmet needs or misunderstandings. Take the time to learn about the child to gain an understanding of why they react in a certain situation.

FIRST CONSIDER

- What has actually happened?
- What are they thinking about?
- What does the child think has happened?
- Are they frustrated, angry or hurt?
- Have they had time to process?
- Have they had time to voice their opinion and be heard?
- Have they had any calm/quiet time?



REMEMBER

Think about the tone of voice you use and the words that you choose. Frustration and anger sometimes comes from not being heard or overstimulation.





OPEN CONVERSATION

Having open conversations means everyone involved is heard and all questions are given a response.

There is no judgement, and all emotions are met with empathy and understanding.



TALK ABOUT HOW WE FEEL

Talking about how a situation makes us feel creates understanding from both sides.



USE OPEN BODY LANGUAGE

Showing open body language is the best form of non-verbal communication. It helps others feel at ease.

DE-ESCALATING DO'S

Supporting a child to process their feelings safely is the priority. Using helpful techniques can make this easier for them.



DO

- Kneel down and talk to the child at eye level.
- Speak in a calming tone of voice.
- Choose positive words: "It's OK, I understand", "How could we do things differently?"
- Validate the child's feelings - "It's OK to feel angry, cross, frustrated, upset."
- Give '10 Silent Seconds' for processing.
- Use movement breaks to help children take a break from sitting still or information overload.
- Use calming visuals where possible, such as colour/emotion charts (red, blue, green, yellow).
- Encourage deep breathing to help de-escalate and calm.
- Explain to the the child, you are feeling angry, sad, frustrated etc.

REMEMBER

Children feel safest when adults stay calm, supportive, and consistent. Your approach helps them process their feelings with confidence.



DE-ESCALATING DON'TS

When a child is trying to manage big emotions, certain actions can make things harder for them. Here are some DON'Ts to be aware of:

✓ DON'T

- Don't stand over a child - this can be intimidating and will not help to de-escalate the issue.
- Don't shout over a dysregulated child - shouting is never helpful.
- Don't stay in overstimulating environments - external stimulation will only keep escalating the issue.
- Don't judge the child - their actions may feel warranted to them.
- Don't overwhelm the child with demands.
- Don't allow a child to create demands that will not be fulfilled.
- Don't invade their personal space - feeling hemmed in causes more anxiety and escalation.
- Don't hold a grudge - once the issue is de-escalated, move on and forget about it.

REFLECT

Which reactions of yours help a child feel understood, and which might accidentally add pressure? What could you adjust next time? Add notes to the OPP.

CALMING AREAS

We all get flustered, anxious and angry sometimes. Children also have these emotions, the only difference is the way that some process those feelings. This may present in anger, sadness, loudness or silence.

Being surrounded by sensory stimuli can overwhelm a child and make the process even more difficult.

Creating a calming area where a child can visit to regulate their emotions will help them to refocus and process. What they need is all individual to each child.

This may include:

- Lights (Dim or colourful)
- Bubbles
- Fidget toys
- Soft furniture, beanbags, chairs
- Ear defenders or quieter area





EXTERNAL FACTORS

External factors are out of our hands and can't be changed. They can, however, be spoken about and supported to help the child process them.

External factors include anything happening in a child's life outside of the setting. They may be tired, homesick, dealing with family problems, school pressures, or simply trying to understand life.

If a child is experiencing external factors, make sure you are open, empathetic, and kind. Understand their feelings and create a happier, calmer environment for them while they are in your care.



REMEMBER

Every child arrives with their own experiences, worries, and energy levels. You can't change what happened before they walked through the door but you can meet them where they are right now.

Adjust your expectations, and give them the space they need to feel safe and ready to engage again.

BOUNDRIES & EXPECTATIONS

Be very clear on rules and boundaries.

- Make sure that children know and understand what is expected at settings.
- Explain that, "I understand you feel like this, but while we are here (at the setting), this is what I expect of you."
- Give realistic expectations. Do not tell any child how they should be outside of a setting (home, school, with parents etc.); only give boundaries and expectations of them when they are in your care.
- Always start with, "While you are here/with us, this is what we expect..."





CORRECT WORDING

Why do you think this/that happened?

Is that a good choice or a bad choice?

I understand

The wording used should always be positive.

Usually children that have become heightened are not aware of how to process their emotions. Leading to hitting, kicking, biting, spitting, screaming, scratching etc.

This is usually not their choice and they do not understand they are hurting themselves or others. It is mostly sensory reverb for them (the feeling they get back).

Using positive words instead of negative and shouting will help de-escalate the situation smoothly.

EGO & PRIDE

X DON'T

- Don't be reactive
- Don't have the desire to always prove yourself right
- Don't ignore self-reflection
- Don't take feedback personally
- Don't shy away from accountability
- Don't be defensive
- Don't put extra demand on a child
- Don't demand that a child should look you in the eye

✓ DO

- Do respond
- Do model desired behaviour
- Do put the children first
- Do show respect
- Do stay calm under pressure
- Do stay professional
- Do be open to swapping with another team member
- Do explain your instructions.

REMEMBER

A child's behaviour isn't about you. It's about how they're feeling. Stay calm, stay grounded, and respond - not react.





INCLUSIVITY V FACILITATING

Facilitating means the child is present, but the setting does not have the resources, training, or capacity to meet their needs safely – so they are technically included, but not meaningfully or safely supported.

Inclusivity means the setting can safely and fully meet a child's needs so they can join every activity smoothly and equally.

REFLECT

Am I setting this child up to succeed, or simply making space for them to be present?

REMEMBER

We aim for inclusivity in every setting, but it's not always possible. When deciding whether a child with additional needs can attend safely, we must think carefully about whether we are genuinely including them or simply facilitating their attendance without proper support.

SAFETY FIRST

If a child becomes overstimulated and cannot control their emotions, it can sometimes lead to outbursts, such as throwing things or hitting.

If de-escalation has not worked and guiding them away hasn't been successful, removing everyone from the room is the safest option.

Follow your protocols and ensure no child is left unattended.

REMEMBER:

Your response sets the tone. Staying grounded helps everyone feel safer.

It's ok to swap with another team member if the child is triggered by you.

ACTION PLAN TO ENSURE SAFETY

Stay calm and composed



Move the other children quickly to safety to reduce any potential risks



Remove potential hazards from the area



Support the child using their known regulation methods



Reflect and communicate with staff afterwards



TEAM TEACH/ STEP UP

Holding a child is not something that we practice unless qualified and should be the very last option.

Instead, we guide the child away. Making sure we use the positive words and phrases. Always guiding children with open palms. Never holding on to a child so they can not move.

When a child is hitting, kicking, biting, scratching or spitting it is best to turn the child away from you, remembering to keep their head away from yours as headbutting is also a sensory reverb for a heightened child.

If possible go to an environment where it is safe for both yourself and the child, a breakout room, sensory room or a cloud room. Always make sure you can see the child fully.



SMOOTH TRANSITIONS

Transitions can be one of the most challenging parts of the day for many children with SEND. Moving from an activity they enjoy, ending free play, leaving a space, or saying goodbye can trigger anxiety, dysregulation, or uncertainty.

✓ DO

- Give warnings: "Five more minutes, then we tidy-up."
- Use visual timers or now and next cues.
- Offer choice where possible: "Would you like to walk or skip to the next activity?" Both choices should be positive for the adult.
- Keep your tone calm, consistent, and encouraging.

✗ DON'T

- Don't rush a child through a transition.
- Don't remove a preferred activity suddenly unless for safety.
- Don't frame transitions as punishment.
- Don't assume a child understands what's happening without clear cues.



Every goodbye sets the scene for the next hello

Build the blocks for tomorrow
not just today.



ABOUT ENTIRE



Proof of Concept

We successfully deliver wraparound care in both mainstream and fully inclusive settings.



Deep Sector Knowledge

Our training is built on real experience of running wraparound care and understanding everyday challenges.



Specialist Focus

Entire Club exists solely to raise standards in wraparound care. Practical, relevant, and tailored to the sector.



Credibility & Trust

Created by practitioners for practitioners, our training is grounded, reliable, and proven in real settings.



Flexible Delivery

We adapt to the realities of wraparound care - irregular hours, part-time teams, and school environments.

GET IN TOUCH

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Rewriting the definition of
INCLUSION in sport & childcare

