Non-Negotiables: *Learning Aim A*

1	Q: Identify what individual needs are. A: Individual needs are specific requirements that may affect a child's play, learning and development.
2	Q: Give the examples of physical needs. A: Sensory impairment (visual or hearing), delayed gross motor skills, delayed fine motor skills, use of a wheelchair or walking frame, and a long-term health or physical condition that restricts movement or activity.
3	Q: Give the examples of cognitive and intellectual needs. A: Learning disability, poor concentration levels, memory issues, difficulties in problem solving, and delayed literacy skills.
4	Q: Give the examples of communication and language needs. A: English as an additional language, learning more than one language, and language or communication delay.
5	Q: Give the examples of social and emotional needs. A: Limited interaction with adults, poor awareness of social norms and values, difficulty forming bonds with adults, limited experience of play, difficulty forming friendships, disruptive behaviour, and experiencing transitions such as starting or moving educational settings, birth of a sibling, change in family structure, or moving house.
6	Q: Explain how all areas of development are linked. A: Not meeting expected milestones in one area of development can affect progress in other areas of development.
7	Q: Describe how physical needs may impact on play, learning and development. A: A child may be unable to access activities, grasp or manipulate objects, sustain involvement in activities, or move around play areas independently.
8	Q: Describe how cognitive and intellectual needs may impact on play, learning and development. A: A child may struggle to understand rules, maintain attention, solve problems, complete mathematical tasks, or cope with too much choice.
9	Q: Describe how communication and language needs may impact on play, learning and development. A: A child may have difficulty communicating preferences and choices, playing with others, building friendships, sharing, and developing confidence.
10	Q: Describe how social and emotional needs may impact on play, learning and development. A: A child may find cooperative play difficult, have poor emotional resilience, become isolated, struggle to join group activities, have difficulty expressing thoughts and feelings, find it hard to build positive relationships, cope poorly with change, and have low self-esteem.

Non-Negotiables: *Learning Aim B*

1	Q: Identify what a risk is. A: A risk is the likelihood of an environment, activity or resource causing harm.
2	Q: Identify what a hazard is. A: A hazard is anything with the potential to cause harm.
3	Q: Explain what positive risk taking means. A: Positive risk taking balances the potential risk of harm against the benefits of children participating in activities and exploring challenging environments.
4	Q: Give the ways children can be taught to stay safe. A: Raising awareness of personal safety, teaching children to use resources safely, choosing age- and stage-appropriate resources, being aware of choking hazards, checking safety labels and planning appropriate adult-to-child ratios.
5	Q: Give the safety labels that should be checked on resources and equipment. A: BSI Kitemark, age-advice symbol, Lion Mark and CE mark.
6	Q: Describe how children can be kept safe when using internet-enabled technology. A: Using parental controls, limiting time online, blocking in-app purchases, talking about internet safety and recognising and reporting age-inappropriate content.
7	Q: Give the health and safety considerations for inside environments for children with individual needs. A: Width of doorways and corridors, layout of furniture, flooring and floor coverings, organisation of resources, continuity of play areas and routines, selecting appropriate resources and monitoring activities.
8	Q: Give the health and safety considerations for outside environments for children with individual needs. A: Appropriate clothing, planning ahead for outings, accessibility, choice of outdoor resources, choosing quiet or noisy spaces, equipment at different levels, signs symbols and maps, and weather considerations.
9	Q: Identify the age groups that should be considered when adapting environments. A: 0–18 months, 18 months–3 years and 3–5 years.
10	Q: Explain why accessibility is important in indoor and outdoor environments. A: Accessibility helps children with individual needs enter, move around and take part safely in activities and play opportunities.

Non-Negotiables: *Learning Aim C*

1	Q: Give the types of play that activities may be adapted for. A: Locomotor play, creative play, sensory play, imaginative play, symbolic play, technological/investigative play and construction play.
2	Q: Identify the age groups that should be considered when adapting play activities. A: 0–18 months, 18 months–3 years and 3–5 years.
3	Q: Summarise why adapting activities is important for children. A: It ensures every child has the right to learn and promotes all areas of development.
4	Q: Describe the role of the adult in supporting inclusive play. A: Select and organise play, role model behaviours, support play without being intrusive, provide resources, ensure activities are suitable, promote inclusion, offer choices, use praise and recognise when children need additional support.
5	Q: Give the benefits to other children of playing with children who have additional needs. A: Learning to include others, developing positive behaviours, improving social skills, sharing resources, turn-taking, becoming responsive to others' needs, recognising different communication methods, developing patience and tolerance.
6	Q: Give the ways activities can be adapted to support a child with physical needs. A: Adjust the environment, select appropriate resources, secure movable objects, adjust difficulty levels, provide resources for visual impairment, keep resources in the same place, adapt activities for hearing impairment and adapt technological resources.
7	Q: Give the ways activities can be adapted to support a child with cognitive and intellectual needs. A: Provide opportunities to learn alongside others, shorten activities, break activities into steps, repeat activities, demonstrate activities, modify resources, limit materials, use technological resources and keep equipment in the same place.
8	Q: Give the ways activities can be adapted to support a child with communication and language needs. A: Use group activities, praise communication attempts, give short clear instructions, demonstrate activities, reduce language complexity, repeat activities, use PECS, use Makaton, use non-verbal communication, use songs and rhymes, label equipment and display routines using pictures.
9	Q: Give the alternative communication methods that may be used to support children. A: Picture Exchange Communication System (PECS) and Makaton.
10	Q: Give the ways activities can be adapted to support a child with social and emotional needs. A: Promote resilience, provide structured routines, assign specific transition tasks, maintain engagement, focus on interests, use books and games linked to worries, promote choice and control, encourage expression of thoughts and feelings, role model social norms and values, and encourage small-group activities.