



# Guidance September 2025

This guidance is for  
parents/carers of children  
0-5 and professionals  
working with children 0-5  
years



**Bury**  
Council



**NHS**

**Northern Care Alliance**  
NHS Foundation Trust

# Index-Bury Early Years Physical Development Pathway



Page 5- How children learn and develop

Page 6-What is the Physical Development Pathway

Page 7-Why has the pathway been developed

Page 8-GMCA Summary Physical Development

Page 9-Physical Activity for children under 5

Page 10-Let's Get Bury Moving

Page 11-Overview of the pathway

Page 12-GETTING INFORMATION AND ADVICE-To Support a Child's Physical Development

Page 13-GETTING INFORMATION AND ADVICE-Midwifery Team

Page 14-16-GETTING INFORMATION AND ADVICE- Health Visitor Team

Page 17-22-GETTING INFORMATION AND ADVICE- Physical Activity-NHS

Page 23-GETTING INFORMATION AND ADVICE- Links with Handwriting

Page 24-GETTING INFORMATION AND ADVICE- Essential Parent



# Index-Bury Early Years Physical Development Pathway



Page 25-GETTING INFORMATION AND ADVICE- Bury Physiotherapy Team

Page 26-30-GETTING INFORMATION AND ADVICE- For Early Years Settings from Bury Council Early Years Team

Page 31-35-GETTING INFORMATION AND ADVICE- For Early Years Settings from Greater Manchester Combined Authority(GMCA)

Page 36-37-GETTING INFORMATION AND ADVICE- What does Sensory Sensitivity look like

Page 38-GETTING INFORMATION AND ADVICE-Family Hubs and Children's Centres

Page 39-GETTING HELP-To Support a Child's Physical Development

Page 40-41- GETTING HELP-Health Visitor Team

Page 42- GETTING HELP-GMCA Mini Motor Skills

Page 43-47-GETTING HELP-SEND Code of Practice



# Index-Bury Early Years Physical Development Pathway

---

Page 48-50- GETTING HELP-Sensory Needs

---

Page 51-GETTING MORE HELP-To Support a Childs Physical Development

---

Page 52-53-GETTING MORE HELP- Bury Portage Team

---

Page 54-GETTING MORE HELP-SEND Local Offer

---

Page 55- GETTING EXTRA SUPPORT-To Support a Childs Physical Development

---

Page 56- GETTING EXTRA SUPPORT-Bury Physiotherapy Team

---

Page 57-59- GETTING EXTRA SUPPORT-Bury Occupational Therapy Team

---

Page 60-GETTING EXTRA SUPPORT-Bury Child Development Centre

---

Page 61-62-Acknowledgements



# How children learn and develop in communities that are supportive towards their needs...

"Children aged 0 to 5 are supported in their communities through strong family partnerships, access to quality early childhood education, health and developmental services, and safe, nurturing environments. These foundations support children to grow, thrive, and reach their full potential during their most critical years of development."

**Family and caregiver support:** Programs that help parents with parenting skills, home visits, or access to childcare.

**Early learning and care:** High-quality early years settings that support cognitive, emotional, and social development.

**Health services:** Regular health checkups, vaccinations, nutrition, and developmental screenings.

**Community infrastructure:** Safe play areas, libraries, Childrens Centres, Family Hubs and inclusive community events.

This guidance document has been created as a combined effort of joint services working across Bury to support children in their earliest years.



# The pathway is a multi-agency approach to supporting Physical Development for early years children in Bury.

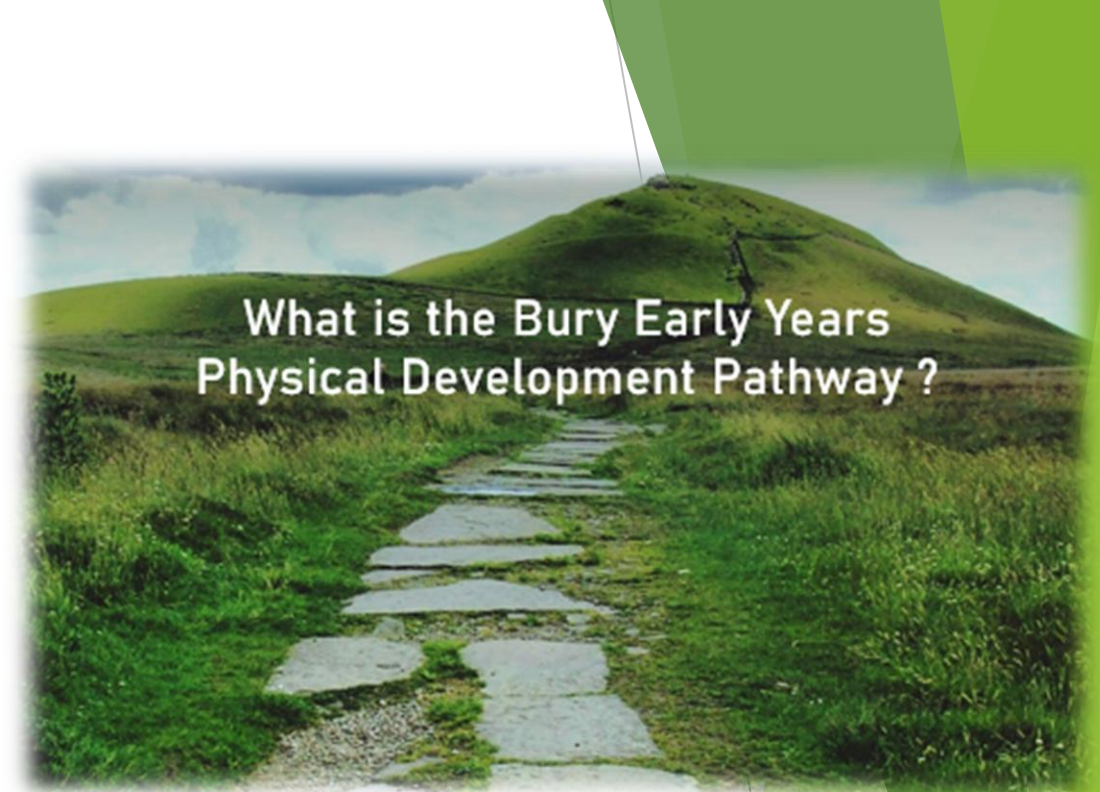
It is a supportive resource that is available to guide parent/carers of a child aged 0-5, or any professional working with children 0-5 to understand the support available in Bury for a child's Physical Development.

The pathway will help children gain access to the support they need when they need it.

It also contains a range of preventative and early intervention approaches to support a child to develop physically within the early years.

The pathway is designed to be flexible, allowing children and families to access support from multiple sections simultaneously if needed.

It also recognises that a child's needs may change over time, enabling movement between different parts of the pathway to ensure the most appropriate support is provided at each stage.



# Why has the pathway been developed?

Physical development lays the foundation for learning, health and wellbeing. The more physically active we are as young children, the more likely we are to maintain an active lifestyle later in life.

This sets a positive health trajectory, promoting long-term physical well-being and reducing the risk of chronic diseases.

Encouraging early physical activity is crucial for establishing healthy habits and impacts greatly on the social, emotional, and cognitive development of children.-GMCA Early Years PD Pathway- 2024



"If children don't develop the basic movements and physical attributes through early childhood they are at risk of delays in their physical, social and emotional development. We are seeing more children that need a foundation of physical development and access to play to maintain good health, make a good level of development and be ready to learn as they transition into primary school."

Youth Sports Trust



# GMCA Summary : Physical Development links to other areas of learning



Communication and Language-Speech development: Fine motor control of facial muscles aids in articulation.  
Interactive movement: Physical activities promote turn-taking, listening, and expressive language

Personal, Social and Emotional Development (PSED) Confidence building: Achieving physical milestones boosts self-esteem. Social interaction: Group games and movement activities foster cooperation and emotional regulation.

Literacy-Fine motor skills: Essential for holding writing tools and turning pages.  
Postural control: Supports sustained attention and engagement in reading and writing.

Mathematics-Spatial awareness: Developed through movement, helps with understanding shapes and positions. Physical counting: Games involving steps, jumps, or claps reinforce number concepts.

Understanding the World-Exploration: Movement allows children to investigate their environment.  
Cause and effect: Physical interactions help children understand basic scientific principles.

Expressive Arts and Design-Creative expression: Dance and role play rely on physical movement.  
Tool use: Fine motor control is needed for painting, cutting, and constructing.



**Conclusion: Physical development is not an isolated domain—it underpins and enhances learning across all EYFS areas. Encouraging active play and movement supports holistic development and prepares children for lifelong learning.**

# Physical Activity for children under 5.

In broad terms, physical activity is defined as “any body movement produced by the skeletal muscles that results in a substantial increase over resting energy expenditure”

Accordingly, we focus here on gross motor physical activity involving the large muscle groups.

In the early years, physical activity occurs in numerous forms such as active transportation (e.g., walking to the shops) and adult-facilitated activities (e.g., dance/swimming lessons) but the predominant source is physically active play.

Hereafter in this review, we refer to physical activity in its entirety to encompass all types mentioned above.

[Physical activity guidelines: early years \(under 5s\) - GOV.UK](https://www.gov.uk/physical-activity-guidelines-early-years)

**Physical activity for early years**  
(birth – 5 years)

Active children are healthy, happy, school ready and sleep better

- BUILDS RELATIONSHIPS & SOCIAL SKILLS
- MAINTAINS HEALTH & WEIGHT
- CONTRIBUTES TO BRAIN DEVELOPMENT & LEARNING
- IMPROVES SLEEP
- DEVELOPS MUSCLES & BONES
- ENCOURAGES MOVEMENT & CO-ORDINATION

**Every movement counts**

Aim for at least **180** Minutes per day for children 1-5 years

**Under-1s** at least 30 minutes across the day

- PLAYGROUND
- JUMP
- CLIMB
- MESSY PLAY
- THROWCATCH
- SKIP
- OBJECT PLAY
- DANCE
- GAZES
- PLAY
- TUMMY TIME
- SWIM
- WALK
- SCOOT
- BIKE

**Get Strong. Move More. Break up inactivity**

UK Chief Medical Officers' Physical Activity Guidelines, 2019

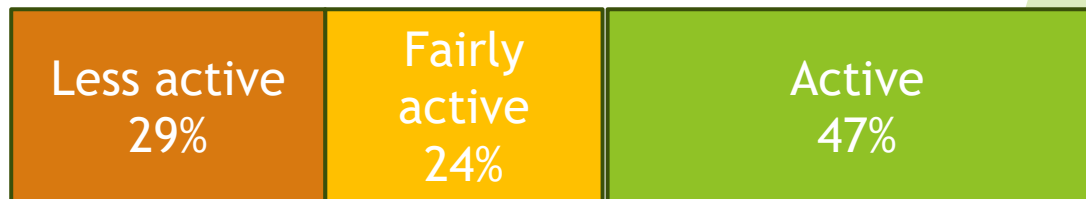
# Let's get Bury Moving



The 'LET'S Get Bury Moving' renewed strategy is designed to ignite a passion for physical activity and well-being within our community. As we embark on this journey together, we envision a healthier, happier, and more vibrant Bury.



Over half of our children 53% are not active enough



# Bury Early Years Physical Development Pathway guidance for Professionals working with children 0-5 Years



*A collaborative approach*

*A knowledgeable workforce*

**Getting Information and advice**

Services  
 HV Team  
 Children's Centres/Family Hubs  
 EY Setting/Schools  
 Early Years Team-LA

Resources  
 EYFS Statutory Framework  
 Mini Motor's Skills  
 Resource Padlet's  
 GMCA Tips  
 Essential Parent  
 DfE resources  
 Social Media Padlets  
 Sensory Needs Toolkit

**Getting Help**

Services  
 HV Team  
 Home Start  
 Dads Matters  
 Midwifery Teams  
 Children's Centres/Family Hubs  
 EY Setting/Schools  
 Portage Service  
 Early Years Team-LA  
 Bury Live Well Service

Resources  
 EYFS Statutory Framework  
 Mini Motor's Skills  
 Resource Padlet's  
 SEND Graduated Approach  
 Family Help Assessment-Story so Far  
 Essential Parent



**Getting Extra Support**

Services	Resources
Occupational Therapy Team	Referral systems
Physiotherapy Team	Education Health and Care Plan
Paediatrician-CDC	

(More info re these services/resources are on the PD padlets)

**Getting More Help**

Services	Resources
Team around the Child	EYFS Statutory Framework
Specialist HV	Mini Motor's Skills
Portage Home Learning	Resource Padlet's
Home Start in the home	Universal Plus Session at Children's
Children's Centres/Family Hubs	Centre's/Family Hubs
Family Help Team	EHCP Assessment
Portage Service	Inclusion Funding
(info re these services on PD padlets)	Sensory Needs Toolkit



# Getting information and advice to support a child's Physical Development

Monitoring & Support for All Children



# Getting Information and advice from the Midwifery Teams



After the birth of a baby the midwifery team will monitor and assess a parent and their newborn to ensure that everyone is healthy and recovering well.

The midwives will provide postpartum care for the parent and baby, including: a complete physical exam of the newborn and routine newborn screening tests.



## Checks for Babies

On day 5 to 8 after the birth, parents are offered two screening tests for their baby:

- newborn hearing screening test
- blood spot (heel prick) test

If the baby is in special care, these tests will be done there. If the baby is at home, the tests will be done at home by the community midwife team.

In the early days, the midwife will check the baby for signs of jaundice, infection of the umbilical cord or eyes and thrush in the mouth.

The midwives are also on hand for any questions regarding to a baby's health and development

Any initial concerns relating to a baby's Physical Development will be addressed swiftly and the families will be referred to services within the relevant section of this Pathway.

# Getting Information and advice from the Health Visitor Teams



## BURY HEALTH VISITING TEAM Resources and signposting

Supporting and encouraging child development in the early years is crucial to laying strong foundations upon which babies can develop and progress through childhood, adolescence and into adulthood.

Through the universal offer health visitors and their skilled teams play a crucial role in supporting families with their children's physical development and identifying early development 'red flags'.

Any initial concerns relating to a baby's Physical Development will be addressed swiftly and the families will be referred to services within the relevant section of this Pathway.



# Getting Information and advice from the Health Visitor Teams

The Health Visiting Services key contacts are:

- New birth visit. This visit is usually between 10-14 days old.
  - 6-8-week review.
- 8-12 months developmental assessment.
  - 2-2 years 6 months developmental assessment.



# Getting Information and advice from the Health Visitor Team

The Ages and Stages Questionnaires (ASQ3/ASQSE) are used by Health Visiting teams during some of these contacts to assess a child's development. This is to ensure they are developing as expected and is part of the Healthy Child Programme.

Parents/ carers will be invited to complete an ages and stages questionnaire (ASQ/ASQSE) via the GM Early Years app prior to the developmental assessment appointment. This gives parents/carers the opportunity to inform the team what the child can already do at home.

At this stage if there are any concerns relating to a child's Physical Development parents will be supported at the 'Getting Help' section of this Pathway.

Between 4-5 years children transfer to the School Nursing Team.

[Your baby's health and development reviews - NHS](#)



# Information and advice around Physical Activity

**NHS**

## Physical activity guidelines for children (under 5 years)

Being physically active every day is important for the healthy growth and development of babies, toddlers and pre-schoolers.

For this age group, activity of any intensity should be encouraged, including light activity and more energetic physical activity.



[Physical activity guidelines for children \(under 5 years\) - NHS](#)

# Information and advice around Physical Activity



Babies (under 1 year)

Babies should be encouraged to be active throughout the day, every day, in a variety of ways, including crawling.

If they're not yet crawling, encourage them to be physically active by reaching and grasping, pulling and pushing, moving their head, body and limbs during daily routines, and during supervised floor play.

Try to include at least 30 minutes of tummy time spread throughout the day when they're awake.

Once babies can move around, encourage them to be as active as possible in a safe and supervised play environment.

For more ideas, see [how to keep your baby or toddler active](#).



[Physical activity guidelines for children \(under 5 years\) - NHS](#)



# Information and advice around Physical Activity

Toddlers (aged 1 to 2)

Toddlers should be physically active every day for at least 180 minutes (3 hours). The more the better. This should be spread throughout the day, including playing outdoors.

The 180 minutes can include light activity such as standing up, moving around, rolling and playing, as well as more energetic activity like skipping, hopping, running and jumping.

Active play, such as using a climbing frame, riding a bike, playing in water, chasing games and ball games, is the best way for this age group to get moving.

To help a child or toddler reach the 'recommended 180 minutes of physical activity per day', even slight physical improvements can make a big difference. These don't need to be structured exercises — everyday movement counts!

[Physical activity guidelines for children \(under 5 years\) - NHS](#)



# Information and advice around Physical Activity

## Simple Activities for Toddlers (aged 1 to 2)

### Active Play Indoors

- Dancing to music
- Crawling through tunnels or under tables
- Playing with balls (rolling, throwing, kicking)
- Building with blocks or climbing soft play structures

### Sensory & Movement Games

- Jumping in puddles
- Playing with sand or water
- Obstacle courses using cushions, chairs, and blankets

### Outdoor Movement

- Walking to the park or around the garden
- Climbing on playground equipment
- Running or chasing games
- Scooting or riding a balance bike

### Helping at home

- Tidying up toys
- Carrying light items
- Watering plants with a small watering can

### Short Bursts Throughout the Day

- 10-minute dance breaks
- Stretching or yoga for toddlers
- "Simon Says" with movement commands



Bury Early Years Physical  
Development  
Pathway



# Information and advice around Physical Activity

**NHS**

Pre-schoolers (aged 3 to 4)

Pre-schoolers should spend at least 180 minutes (3 hours) a day doing a variety of physical activities spread throughout the day, including active and outdoor play. The more the better.

The 180 minutes should include at least 60 minutes (1 hour) of moderate-to-vigorous intensity physical activity.

Children under 5 should not be inactive for long periods, except when they're asleep. Watching TV, travelling by car, bus or train, or being strapped into a buggy for long periods are not good for a child's health and development.

All children under 5 who are overweight can improve their health by meeting the activity guidelines, even if their weight does not change. To achieve and maintain a healthy weight, they may need to do additional activity and make dietary changes.

Find out [what you can do if your child is overweight](#).



[Physical activity guidelines for children \(under 5 years\) - NHS](#)

Here are some great examples of simple activities a preschooler (ages 3–5) can do to help reach the recommended 180 minutes of physical activity per day— which includes light, moderate, and vigorous movement:

### Helpful Tasks at Home

- Tidying toys or helping with light chores
- Setting the table or carrying small items
- Helping with cooking (e.g. stirring, reaching, fetching)

### Active Play (Moderate to Vigorous)

- Running games like tag or races
- Jumping on soft mats or trampolines
- Climbing on playground equipment
- Dancing to music or action songs
- Scooting or cycling on balance bikes or tricycles



### Creative Movement (Light to Moderate)

- Pretend play involving movement (e.g. pretending to be animals, superheroes)
- Obstacle courses using cushions, chairs, and tunnels
- Yoga or stretching with child-friendly poses
- Ball games (throwing, catching, kicking)

### Outdoor Exploration

- Nature walks or treasure hunts
- Playing in sand or water with movement-based tasks
- Gardening (digging, watering, planting)

Bury Early Years Physical  
Development  
Pathway



# Information and advice...

## Physical Development and the links with Handwriting

Area of Physical Development	Description	How it helps Handwriting
Gross Motor Skills	Use of large muscles (e.g, core, shoulders, arms)	Supports posture, balance, and shoulder stability
Fine Motor Skills	Use of small muscles (e.g., hands, fingers)	Allows for pencil grip, control and finger movement
Hand-eye coordination	Linking visual input with hand movement	Helps with letter placement, spacing and line alignment
Bilateral Coordination	Using both hands together in a controlled way	One hand stabilizes the paper while the other writes
Sensory Processing	Interpreting touch, movement, and pressure	Controls pencil pressure and spatial awareness
Visual-Motor Integration	Turning what the eyes see into motor action	Helps with copying, letter formation and helps to write more smoothly.

Physical development plays a crucial role in a child's ability to write effectively.

Handwriting is not just a cognitive task— it's a fine motor skill that depends heavily on the development of the body, especially in early childhood.



[The road to writing physical skills.pdf](#)

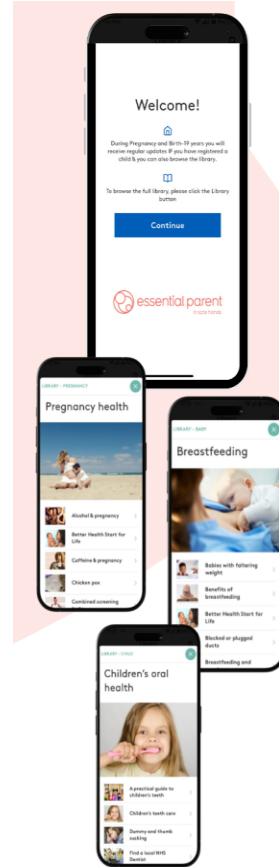
[Help for early years providers : Writing](#)

[The writing framework](#)

# Getting Information and advice from Essential Parent

Essential Parent is a free app providing evidence-based articles and videos developed by health and parenting professionals.

The app provides trusted information at various stages throughout your child's development including conception, baby, toddlers, child, and teenagers.



## Bury's Essential Parent App

Expert Health and Parenting Advice  
Anytime, Anywhere

- ✓ 2000+ articles and videos
- ✓ Health information from pregnancy to teenage years for you and your family
- ✓ Available in over 75 languages
- ✓ Receive the latest local health and parenting advice



Scan QR code and download for free



Apple



Android

Bury Early Years Physical Development Pathway

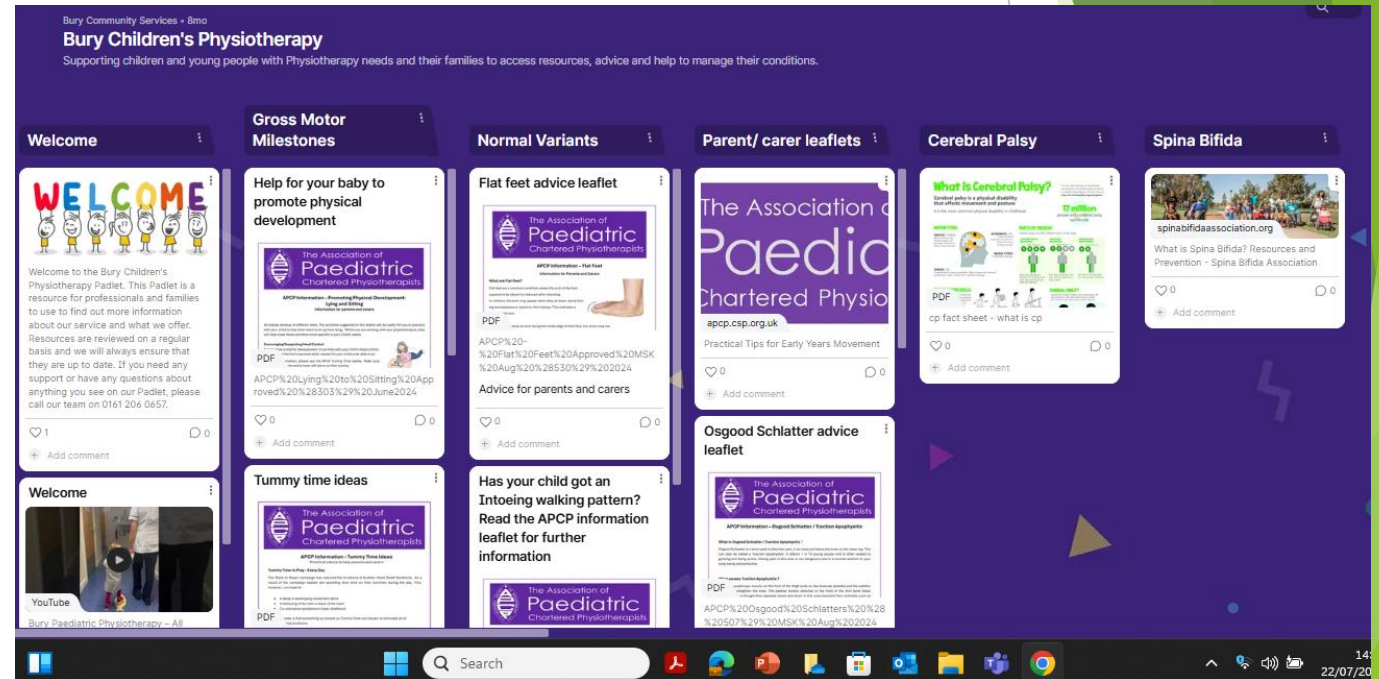


# Getting Information and advice from Bury Children's Physiotherapy Team

This Padlet is a resource for professionals and families to use to find out more information about our service and what we offer.

Resources are reviewed on a regular basis, and we will always ensure that they are up to date.

If you need any support or have any questions about anything you see on our Padlet, please call our team on 0161 206 0657.



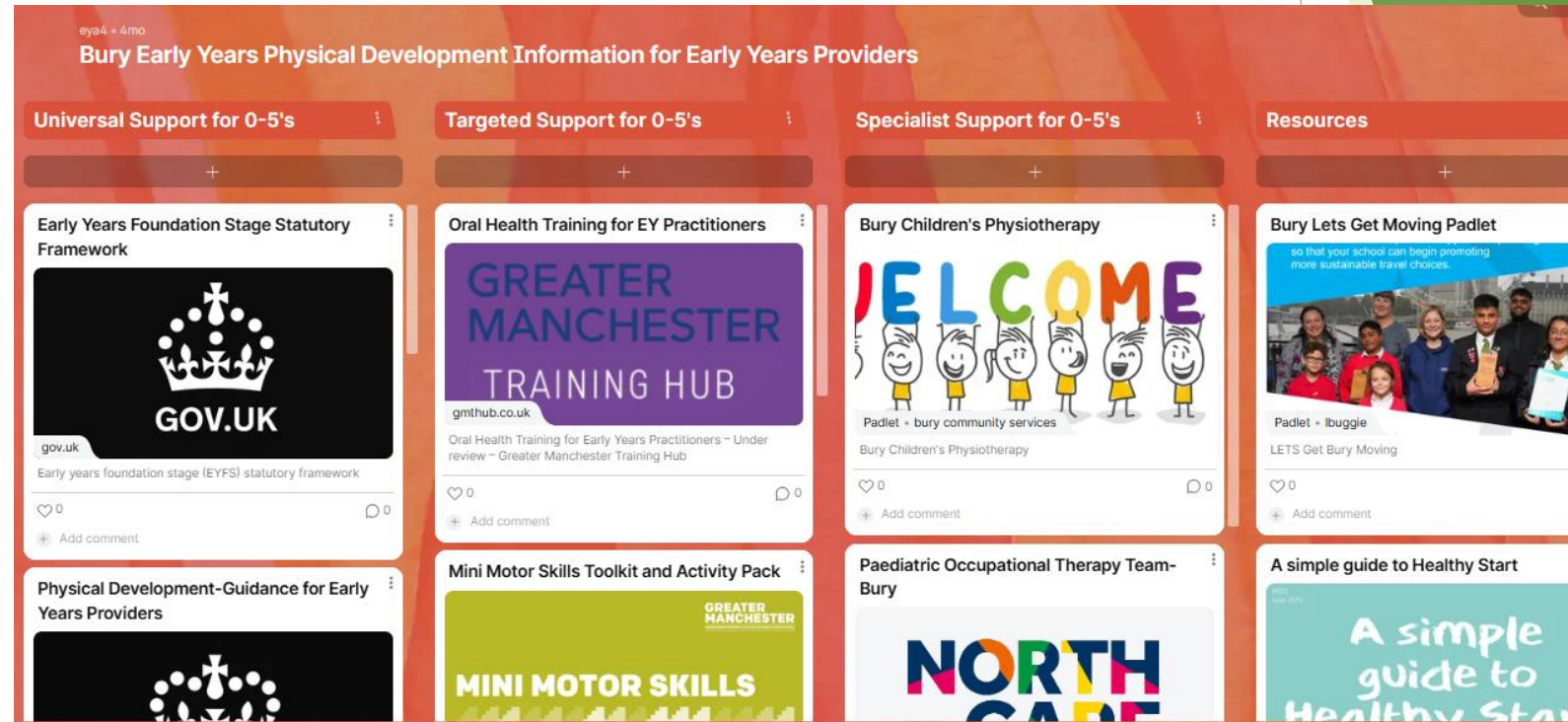
[Childrens Physiotherapy Information Padlet](#)



# Information and advice for Early Years Settings from Bury Council Early Years Team

Via the Bury Early Years Physical Development Padlet

Devised to support Early Years Settings



Bury Early Years Team Physical Development Information Padlet



# Information and advice for Early Years Settings from : Let's Get Bury Moving

In terms of 0-5yrs we are committed to encouraging all early year's settings nurseries, playgroups, and pre-schools to actively promote at least 180 minutes of physical activity per day for children aged 0-5.

This recommendation is in line with public health guidance and is vital to supporting physical, cognitive, and emotional development during these formative years.

Of the recommended 180 minutes, we will be encouraging early years settings to focus at least 60 minutes on moderate to vigorous physical activity.

This could include activities such as running, jumping, or climbing, which are crucial for building motor skills, developing strength, and boosting overall health and wellbeing.

By embedding these activity guidelines into the daily routines of our youngest children, we aim to not only address current gaps in physical activity but also support their long-term health outcomes. These early interventions can have lasting effects, improving health trajectories well into adolescence and adulthood.

Let's >>>>  
Get Bury Moving

LET'S  
do it!  
Shared success  
across Bury



Let's all play our part  
**Move more every day!**

LET'S  
do it!

Bury  
Council

Bury Early Years Physical  
Development  
Pathway



# Information and advice for Early Years Settings

## Settings

### Physical Activity Policy.

There is evidence to support the role of physical activity for early years in health, growth and development and by having a physical activity policy at your setting; You will have your statement of intent in writing about how you will contribute to improving movement among 0-5s

A policy will give you an opportunity to demonstrate your formal commitment to the health of young children in your care and your community. It will help you to create and document your physical activity goals and show clear direction and steps to achieve these goals.

It offers a basis of consultation with stake holders (staff, parents, carers, etc.) increasing the chances of it being well received.

It will complement other existing policies at the setting, such as the health and safety policy and the infant feeding policy It will give more recognition to existing positive physical activity practices for early years.



Bury Early Years Physical  
Development  
Pathway



# Information and advice for Early Years Settings

## Settings

### Policy set up guidelines

For the policy to be successful, staff, parents/carers and children will have to be involved in its set up.

Inform and consult the workforce, parents, carers and children where applicable Identify the setting's physical activity needs.

Develop the policy: base the policy on the results of your consultations, distribute the draft to the consultation group and incorporate their feedback into the final policy.

Notify workforce and parents/carers of policy launch date Monitor and review the policy after 3 months, and then continue review annually, making necessary adjustments.

\*Your physical activity policy must include specific rules for outdoor play. \*




Bury Early Years Physical  
Development  
Pathway




# Information and advice for Early Years Settings


**Approach in action**



**Wake up shake up**  
Watch Nazmul and Keyarna promote physical activity with a group of three- and four-year-olds during their regular morning exercise routine.



**Action Rhymes**  
Watch Phoebe promote physical activity with a group of one-year-olds during their daily nursery rhyme session.



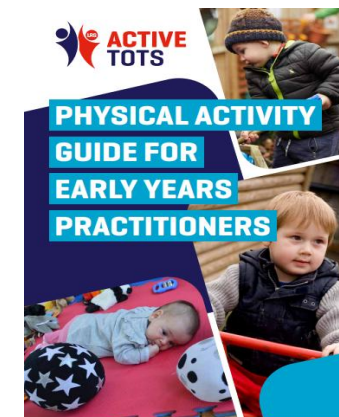
**Transport Movement**  
Watch Delene promote physical activity with three- and four-year-olds by role-playing different kinds of transport during their creative movement session.



## EEF | Physical Development

## Early Years Physical Activity Guide for Early Years Practitioners

## Healthy Movers Activity Cards



# Information and advice for Early Years Settings From GMCA



Training and Development Opportunities:-

Physical Development-online module: [Rise x Future Me at Manchester Met](#)

Building Blocks to Movement-Train the trainer. For information relating to the 'Train the Trainer' offer locally please contact : [s.walton@bury.gov.uk](mailto:s.walton@bury.gov.uk)

Other information : [Physical Development - Greater Manchester Combined Authority](#)

# Information and advice using the GMCA Mini Motor Skills Toolkit



## What is the Mini Motor Skills Toolkit?

Mini Motor Skills is a programme of activities developed and written by Stockport Children's Therapists Sally Holmes (Occupational Therapist) and Jodie Wynne (Physiotherapist), for children in the Early Years (Birth-5yrs) to develop Physical Skills and School Readiness at a Universal and Targeted Level.

It is intended to be used as a self-guided document, used by the Early Years workforce, with a range of activity cards, which aim to:  
Improve children's outcomes in Physical Development within the early years.



# Information and advice from Greater Manchester

## TEN TOP TIPS FOR MOVEMENT - BABIES

AGE  
**0-1**  
BABY

together  
we are  
**GREATER  
MANCHESTER**

Babies need to be physically active from birth; moving, stretching, kicking, looking, grabbing, wriggling and wiggling. Below are some top tips you can do at home, throughout the day to support your baby's physical development.

**1** **Move with me.** I love music and movement. Hold me and move around the living room with me or lie down and balance me on you so we can move together.

**2** **Put me on my tummy, on the floor or on your chest.** I need tummy time to strengthen my muscles that I'll need to crawl.

**3** **Give me something to look at.** Bubbles are a great way to get me to move my eyes and strengthen my eye muscles.

**4** **Help me to crawl.** When I'm on my tummy, put my favourite object in front of me to encourage me to move.

**5** **Make my bath time fun.** Keep smiling and looking at me when I'm in the bath and try and make it as fun as possible, with splashes and playful noises.

**6** **Let me explore.** I like to explore and experiment, by myself and with your help. Let me reach out, and hold onto things, like holding onto the sofa to pull myself up.

**7** **I love to roll around.** This helps me develop my balance and strength. Help me roll from front to back and back to front.

**8** **Take me out my pram, high chair and car seat for tickles and touches.** I love to kick my feet and wiggle about!

**9** **I don't need fancy toys.** I just need things to help me reach and grasp, pull and push. Tupperware, empty boxes, and rolled up newspaper are ideal.

**10** **Play with me.** Get down on my level, this helps me to engage with you. Involve my senses in play; smell, touch, taste, sight, listening.

All activities can be adapted for those with disabilities. Support your child to move as much as possible (arms, legs, head). If in a wheelchair and there's room, spin on the spot and move around; build up the energy in the room. Where movement is not possible as suggested, aid them to touch and feel the equipment to involve them in the activity.

The Ten Tips for Movement are part of Greater Manchester's work to give every child the best start in life. Find out more by visiting: [greatermanchester-ca.gov.uk](http://greatermanchester-ca.gov.uk)



Greater Manchester  
Moving > < v



Bury Early Years Physical  
Development  
Pathway



Top Tips for Moving Translated

# TEN TOP TIPS FOR MOVEMENT - TODDLERS

AGE 1-3

together we are GREATER MANCHESTER

Toddlers want to be physically active, they have lots of energy to burn and they need to experience all kinds of different movement. Below gives you things you can do as part of your normal routine in your home and out.

**1 Move with me.** I love music especially if I can move to it with you. Try different party games like musical statues.

**2 Let me move as much as possible.** Add some fun like asking me to speed up, slow down, tip toe and jump.

**3 Give me time to play.** Show me how to play. Support me in my play. Get down on my level, this helps me engage with you.

**4 Encourage me to move more when we are at home.** I love going on adventures and the best bit is that I can explore, climb and crawl without even leaving the house.

**5 Balancing.** Try making a balancing path for me to follow with chalk or tape. See if I can do it without stepping off, make it shorter or longer, or send it in different directions.

**6 Help me make my arms strong, this will help me learn to write.** Throwing different objects helps me master hand eye coordination and make my arms strong.

**7 I like to be barefoot, get me to take off my shoes.** Let me explore different textures with my feet, fill a bowl with water, newspaper or rice.

**8 Let me get messy.** As long as I'm dressed sensibly, I'll be able to move more independently. Let me make you a mud pie by filling empty containers/buckets with different textures.

**9 Help me to do things by myself.** This could include helping with household tasks like tidying my room - if you show me what to do I will love to try and help.

**10 Give me time to play outside.** This will help me to be more active and learn about the natural environment.

All activities can be adapted for those with disabilities. Support your child to move as much as possible (arms, legs, head). If in a wheelchair and there's room, spin on the spot and move around; build up the energy in the room. Where movement is not possible as suggested, aid them to touch and feel the equipment to involve them in the activity.

The Ten Tips for Movement are part of Greater Manchester's work to give every child the best start in life. Find out more by visiting: [greatermanchester-ca.gov.uk](http://greatermanchester-ca.gov.uk)



# Information and advice from Greater Manchester



Bury Early Years Physical Development Pathway



## TEN TOP TIPS FOR MOVEMENT - PRE-SCHOOL

AGE  
**3-5**  
PRE-SCHOOL

together  
we are  
**GREATER  
MANCHESTER**

Pre-schoolers want to be active, they have lots of energy to burn and they need to experience all kinds of different movement. Below gives you things you can do as part of your normal routine in your home and outdoors.

**1 Move with me.** I love music especially if I can move to it with you. Try different party games like musical statues.

**2 Challenge me.** I like to be the best and the fastest. Set me challenges against the clock, or get me to make my own obstacle course using my favourite moves.

**3 Kick, strike and hit.** Give me different objects to kick with my feet and strike with my hands.

**4 Help me do things by myself.** Let me have a go at making my bed, putting my socks and shoes on and putting my coat or jumper on.

**5 Encourage me to move more when we are at home.** I love going on adventures and the best bit is that I can explore, climb and crawl without even leaving the house.

**6 Both sides of my body.** Help me use both sides of my body at the same time. An easy way to get me to do this is with head, shoulders, knees and toes, or Simon Says and get me to copy your movements.

**7 Let me take risks.** I'm getting braver when I'm moving, I may want to climb higher or run faster, this is okay as long as you keep an eye on me.

**8 Balancing.** Try making a balancing path for me to follow, see if I can do it without stepping off, make it shorter or longer, or send it in different directions.

**9 Help me make my arms strong, this will help me learn to write.** Throwing different objects helps me master hand eye coordination and make my arms strong.

**10 Help me sit in different positions.** I will copy you if you do it first.

All activities can be adapted for those with disabilities. Support your child to move as much as possible (arms, legs, head). If in a wheelchair and there's room, spin on the spot and move around; build up the energy in the room. Where movement is not possible as suggested, aid them to touch and feel the equipment to involve them in the activity.

The Ten Tips for Movement are part of Greater Manchester's work to give every child the best start in life. Find out more by visiting: [greatermanchester-ca.gov.uk](http://greatermanchester-ca.gov.uk)

# Information and advice from Greater Manchester



# Information and advice - What does sensory sensitivity look like



Children might seek sensory sensations, or they can also be 'sensory avoiders', meaning they find some sensations difficult. Some children will show signs of both.

Signs of a sensory need may include ongoing resistance to or fixations with things like:

Brushing their teeth.

Washing hands.

Brushing or washing hair.

Getting dressed or undressed.

Putting shoes on or fastening shoes.

Smell, taste or texture of food.

Presentation of food (such as a certain colour).

Chewing or sucking objects (such as hair, clothing, furniture).

New or different places.

Loud or unfamiliar noises (at supermarkets for example).

Feeling sensitive or overloaded can sometimes prompt some children to have a meltdown. Or they might retreat to a place they feel safe, with low stimulation.



# Information and advice -Types of sensory sensitivity

**Sound.** A child may be sensitive to too much noise, or a type of sound like clapping or footsteps. They might be sensitive to the direction of noise, or dislike when they can't see the source of a sound. Some children will want constant background noise.

**Touch.** Your child may feel uncomfortable with physical contact or seek it out. This can include contact with people or textures.

**Smell.** Some children are sensitive to some smells. They may feel overpowered by smell no matter where it comes from.

**Taste and texture.** They may want to put different textures in their mouth. This could be anything – food, hair or toys for example. They may only want soft foods or dislike wet foods.

**Visual.** This can include bright lights or being unable to cope with the dark. They may not like different colours being close together, or they may want things to be in a line.

**Movement.** They children may enjoy certain sensations, like pushing on something.



# Getting Information and advice from the Family Hub and Children Centres'

Here are some examples of the type of sessions that are run for parents and babies in Bury:

Sensational Baby Sessions

Tiny and Little Treasure's Sessions

Baby Stay and Play

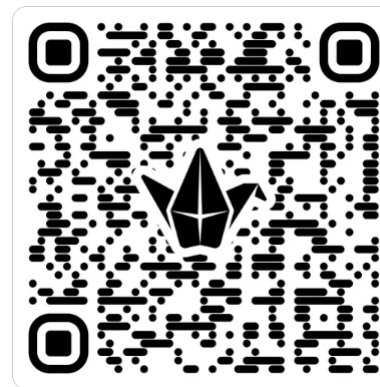
Little Cruisers Stay and Play

0-5 Stay and Play

Ready, Steady, Grow-0-5 Sessions

Little Adventurers and Forest Play

[Childrens Centres/Family Hubs Timetable](#)



Bury Early Years Physical  
Development  
Pathway





Early Concerns

# Getting Help to support a child's Physical Development





# Getting Help from the Health Visitor Team

The referrals are completed electronically, and each service has their own waiting times and processes. Health Visitors can make both routine and urgent referrals.

Health Visitors provide parents with advice on how to support their baby's physical development and examples may include:

Ideas to develop head and trunk control.

Avoiding the use of car seats, buggies, rockers etc. for any prolonged length of time - take them out and let them move.

Tummy time is crucial, remember back for bed, front for play

Ideas to promote reaching/grasping

Bury Early Years Physical  
Development  
Pathway



## Getting Help from the Health Visitor Team

Monitoring weight and physical growth is also offered as part of these early contacts and if there is a concern that a neonate may be faltering with their growth the Health Visitor can offer more home visits to support the baby and their parent. The Health Visitor will use the baby's Parent Held Record Book

(Red Book) to plot weights and record them. In some instances, a dietetic referral may be required, and this will be discussed with the parent/carer. There is also the offer of attending a well-baby clinic by appointment through your Health Visiting Team to have your baby weighed if there is a parental concern for growth.



# Getting Help using the GMCA Mini Motor Skills Toolkit

The toolkit can support with prevention and early intervention in relation to physical development, ensuring a whole system, population-based approach and reducing demand on specialist pathways.

It helps to develop a shared language around physical development for both professionals and parents.

It will also help the Early Years workforce in understanding and feeling confident in supporting a child's physical development, in a fun and easily accessible way.

The activities in the toolkit can be used by practitioners, parents and carers, to identify targeted activities to support aspects of a child's physical development at home or in a setting.

You can receive this information from your child's Health Visitor or Early Years Setting.

**GREATER  
MANCHESTER**  
DOING THINGS DIFFERENTLY FOR OUR CHILDREN & YOUNG PEOPLE

## MINI MOTOR SKILLS



# Information from the SEN Code of Practice

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

SEND Code of Practice (6.34)



# Getting Help via the SEND Graduated Approach

Assessment involves identifying the child's strengths, areas of need, and any barriers to learning.

It includes gathering information from various sources, such as practitioner observations, assessments, and the views of the child and their parents or carers.

Assessment should:

- highlight areas in which a child is progressing well.
- highlight areas in which some additional support might be needed.
- Enable practitioners to tailor learning experiences, track progress and inform teaching strategies
- Monitor progress over time and identify any developmental delays allowing for timely interventions and providing additional support where needed



# Getting Help via the SEND Graduated Approach

All settings should adopt a graduated approach with four stages of action:

Assess, Plan, Do and Review.

A graduated approach should be led and coordinated by the setting SENCO working with and supporting individual practitioners in the setting.

More information can be found on Bury Early Years SEND and Inclusion Pathway Guidance and also on the SEND Padlet



# Getting Help from the SEND Graduated Approach Toolkit

The toolkit has been co produced with setting and school staff, parents, carers, children and young people, and professionals living and working from Bury.

It is designed to offer guidance and support to anyone who experiences or supports someone with SEND.

The toolkit is split into sections specifically for Education Staff, parents and carers and children and young people.



[Bury SEND Graduated Approach Toolkit - Bury Council](#)



# Getting Help from your child's Early Years Setting SENCO

The Early Years Foundation Stage (EYFS) framework for group and school-based early years providers and Childminders is mandatory for:

All persons registered in England with Ofsted on the early years register, or with an early year's childminder agency (CMA): to provide early years childcare on domestic premises, or to provide early years childcare on non-domestic premises (referred to collectively in this EYFS framework

All schools and independent educational institutions in England who provide early years provision in respect of which they are exempt from registration by section 34(2) of the Childcare Act 2006 (referred to in this EYFS framework as 'school based early years providers').

The framework states:

Early years providers must have arrangements in place to support children with Special Educational Needs and Disabilities (SEND).

Maintained schools, academies and maintained nursery schools are required<sup>54</sup> to identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO) and other providers (in group provision) are expected to identify a SENCO.



## Early years foundation stage statutory framework

For group and school-based providers

Setting the standards for learning, development and care for children from birth to five

Dated: 14 July 2025

Effective: 01 September 2025



Bury Early Years Physical Development Pathway



# Getting Help -How to tell if your child has a sensory sensitivity or need

If your child is sensitive to sound, touch, taste, smell, visuals or movements, they may have a sensory need. It's not always obvious whether a child has a sensory need. Some of the first signs can also be age-appropriate behaviour that will pass later.

Every child who has a sensory sensitivity is different, and their needs may change over time. Sensitivities are sometimes linked to autism or sensory processing disorder. But some children may have sensory needs without any connection to either.

[How to tell if your child has a sensory sensitivity or need](#)



# Getting Help: How to support a child with a sensory need



Recognising a child's needs is the first step. If they are resisting what you see as routine tasks, try observing this in more detail. This can help you pinpoint what the triggers might be. Once you have a clearer idea of what helps or upsets them, there are different ways you can support.

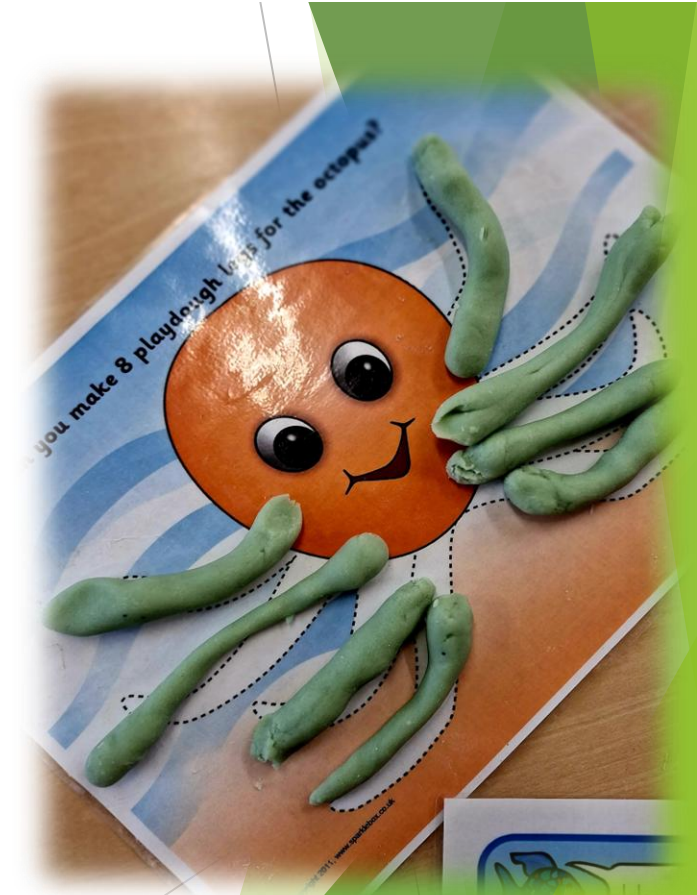
Adjust the home/setting environment. When is it noisy? Are there lots of colours and textures? Are there any strong smells? Think about creating a calm space for the child. This could be a room in another part of the home. Or a place they can retreat to (a blanket under a table can sometimes work).

Find ways to calm them. If you know a child is likely to find something difficult, think about what may help. This could be ear plugs, or something they like to smell. They might want a hug or wrap themselves tight in a blanket.

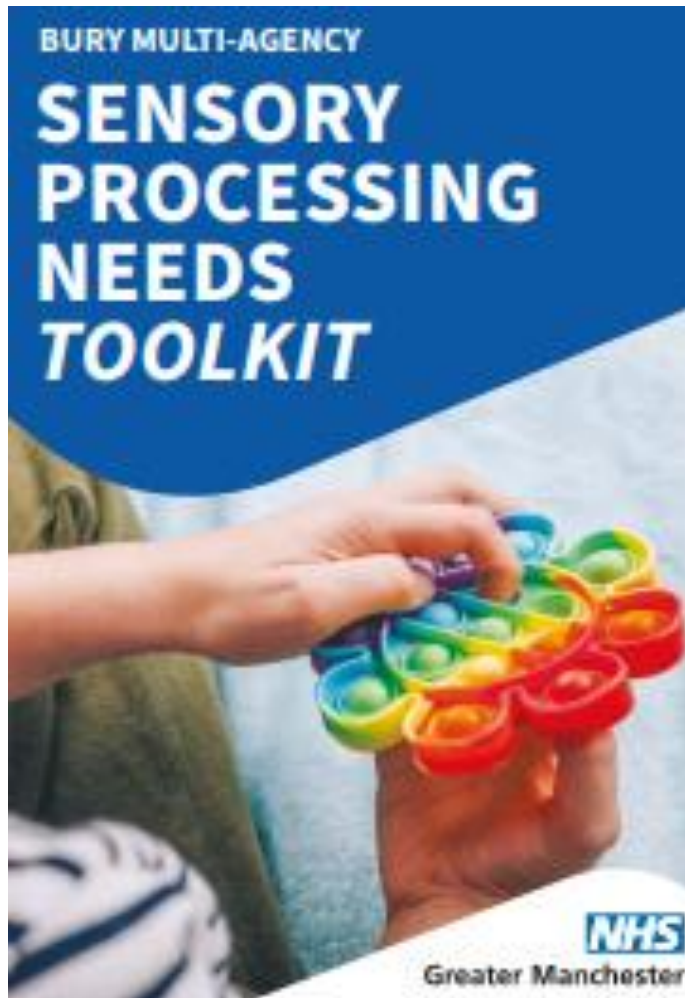
Use sensory support aids. This includes chewing or fidget toys, weighted blankets, dough or calming boxes. You can also buy clothes without seams or labels.

Communicate. Tell people. Explain to friends and family. Make plans and involve them so that they can also make changes to support the child.

[Sensory Processing Padlet](#)



# Early Years Settings: Getting Help from the Bury Multi Agency Sensory Processing Needs Toolkit



The toolkit is a guide for schools/settings/practitioners on how to support children with sensory differences, to remove or reduce the impact of this on their learning.

It is intended be used with individual children in a child centred approach rather than groups of children such as whole classes.

It can be used across all educational, therapeutic and community settings and age groups e.g. early years, mainstream, special schools, colleges, swimming, cubs, Judo, dance, respite care etc .

As part of the graduated approach to sensory processing differences there is an expectation that Step 1 is completed before you continue to Step 2.

This includes taking appropriate training.

[bury-multi-agency-sensory-processing-needs-toolkit](https://www.bury.gov.uk/early-years-physical-development-pathway)





# Getting More Help to support a child's Physical Development

**Referral for Support**



# Getting More Help from the Portage Team

The Portage Team offer a Home teaching service aimed at children aged 0-5 years with a delay in their development. They provide advice, support and educational activities to support the child's learning.

- They are a service that works with children and families aged 0-5 years with additional needs.
- They provide holistic support to enable the child to develop and progress by direct teaching, key working and supporting the family with other issues relating to the child's needs e.g. Benefits, behaviour, housing, emotional support, signposting, completing Story So Far(SSF) and leading Team Around the Family Meetings(TAF).
- They will visit the parent/Carer in their home with their child to assess, plan, support and advise on the best way to meet their child's needs.
- The team accept referrals for children aged 0-5 years that are not accessing more than 10 hours of their 3-year-old government funding and have a significant delay in their development in 2 or more areas.
  - Referrals can be made by parents, health professionals, nurseries, schools or social workers.



# Getting More Help from the Portage Team

## Portage little stars

A sensory stay and play session for children aged 0-2 years with special educational needs or disabilities



Please email to book on:  
[portageservice@bury.gov.uk](mailto:portageservice@bury.gov.uk)

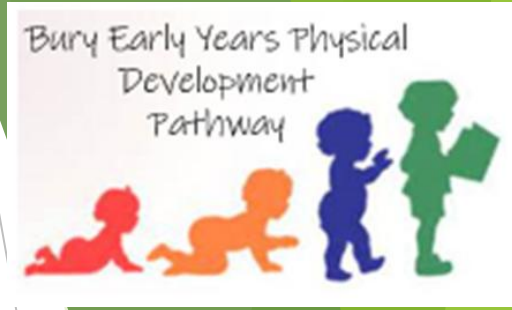
## Portage All Stars

A sensory stay and play session for children aged 0-5 years with special educational needs or disabilities

Bury Early Years Physical Development Pathway



# Getting More Help from SEND Local Offer

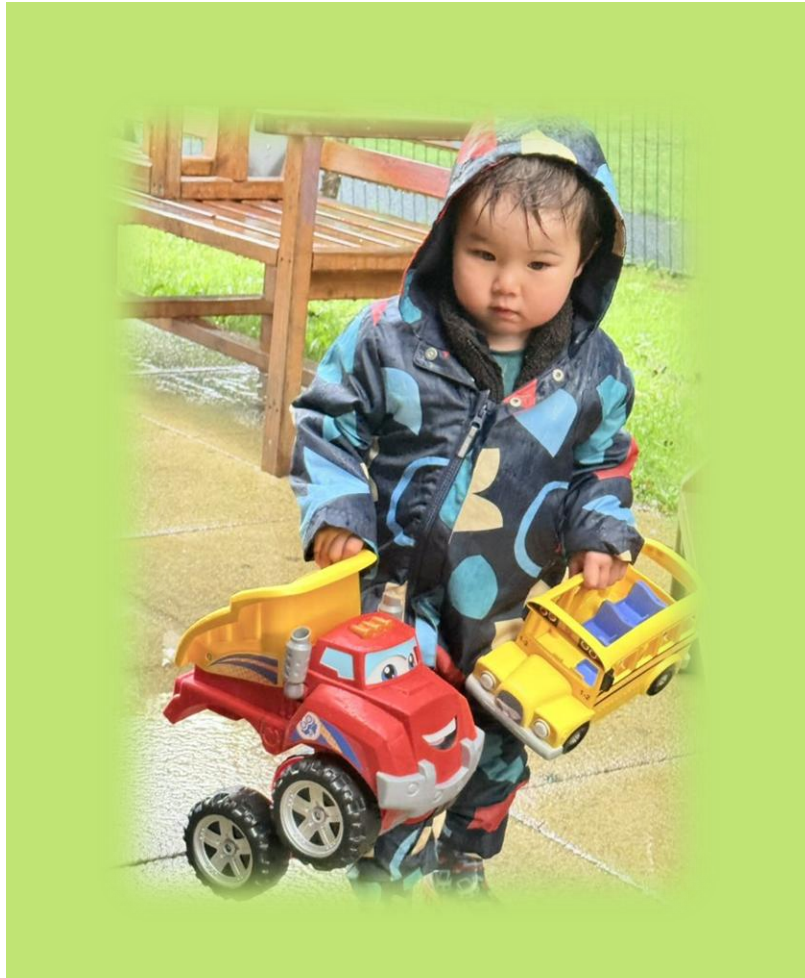


SEND Local Offer provides a range of information about the support and facilities which families can access in the borough for children and young people who have Special Educational needs and/or Disabilities.

The information covers education, health and Social care support and services for children and young people aged between 0-25 years.

What is the SEND  
Local offer - Bury Council





# Getting Extra Support to support a child's Physical Development

Specialist Support



# Getting Extra Support from Bury Children's Physiotherapy

We are a team of paediatric physiotherapists and supporting staff based at the Bury Living Well Centre but also across a wide range of community settings.

We provide a physiotherapy service for children and young people with additional physical needs or a disability, from birth to 16 years old (up to 19 years if in special education). We accept referrals from GP's, Health Visitors, School nurses and other health professionals.

A paediatric physiotherapist is a qualified healthcare professional with specialist skills, expert knowledge and experience of child development. They are trained to provide assessment and treatment for children with physical difficulties due to injury, illness or disability.

We accept referrals from GP's, Health Visitors, School nurses and other health professionals.

[Bury Paediatric Physiotherapy Services](#)



# Getting Extra Support from Bury Occupational Therapy Team

Paediatric Occupational Therapy Referral Criteria:

Children and Young People will be accepted onto our waiting list if they are:-

aged 0-18 (31<sup>st</sup> August after their 18<sup>th</sup> birthday or until 19 if they attend a Special School)

Have a Bury GP



# Getting Extra Support from Bury Occupational Therapy Team

Our Occupational Therapists have additional specialist knowledge and clinical skills to enable safe and effective assessment and the treatment of babies, children and young people.

We treat a wide range of conditions including developmental delay, developmental coordination disorder/dyspraxia, neurological and neuromuscular in differing environments. We use a variety of assessment techniques and provide treatment advice to homes, schools and early years settings.

We assess for and prescribe specialist equipment for use at home and/or in an educational setting. This includes seating, beds, sleep systems, hand splints, bathing and toileting equipment for under 5 years of age



# Getting Extra Support from Bury Occupational Therapy Team

We work with the child, parent's, carers and a wide range of other professionals to maximise a child's functional skills and independence. We work towards maximising independence in daily living skills such as feeding and dressing and self-care.

For children and young people with special educational needs and disability we are involved in education, health and care assessments, which are based around the child and young person's needs and aspirations.

[Bury Paediatric Occupational Therapy Service](#)



# Getting Extra Support from the Child Development Centre (CDC)

The Child Development Centre (CDC) provides a multidisciplinary assessment for children with disabilities or complex needs, often within one or two appointments.

This coordinated approach minimises the need for multiple appointments across different locations.

The CDC team works closely with Portage, social workers, and other relevant professionals.

Referrals to the CDC can come from various sources including GPs, Health Visitors, and School Nurses.



# Acknowledgements

A huge thank you to the following services across Bury who helped with the development of this guidance:

Midwifery Teams

Bury Health Visiting Service

Mulberry Bush Nurseries

Tiddlywinks Nurseries

Hoyle Nursery School

Bury Council Early Years Team

Bury Council-Department for Health and Adult Care

Bury Occupational Therapy Team

Bury Physiotherapy Team

Bury School Nursing Team

Jodie Wynn- Lead on GMCA Physical Development Pathway



# Acknowledgements



A big thank you to the children and families of Bury for your permission to use your photographs via our Bury Children's Centres and Family Hub Service ☺

Thank you



Northern Care Alliance  
NHS Foundation Trust