

Provision mapping: Updated September 2019

Provision mapping by waves and areas of need identified within the SEN CoP

Areas of need	Universal High-Quality Early Years Provision	Catch Up Intervention	SEN Support Provision
<p>Early Learning and Play (Cognition &amp; Learning)</p>	<p>All practitioners have a sound knowledge and awareness of child development from birth to five and good knowledge and awareness within the age group in which they primarily work.</p> <p>Resources are appropriate for the age and stage of development of children within an age group</p> <p>All children have a baseline assessment on entry</p> <p>All children have Individual Learning Journeys taking into account the children's interests and achievements at home and in the wider community</p> <p>Practitioners have high expectations for all children.</p> <p>Practitioners take into account and value the children's linguistic and cultural background. Appropriate resources are provided and used in all play areas (e.g. role play appropriate dolls, dressing up clothes, books)</p> <p>Practitioners are aware of children's learning styles (visual/auditory/ kinaesthetic etc.)</p>	<p>Activities are paced appropriately to ensure children are able to engage and respond at their own level, and practitioners ensure they give children sufficient time to access and process information enabling them to actively participate.</p> <p>The EYFS baseline assessment informs daily planning and helps to identify where differentiated provision is needed ~ Grouping children with similar needs</p> <p>Learning Journeys are updated and demonstrate a range of recording styles. Learning Journeys show how, through a small steps approach, children's interests can be used to extend their learning</p> <p>Identified children are targeted for differentiated support in these areas</p> <p>Children are encouraged to move and interact physically at story time</p> <p>Small group activities are planned and this takes in to account different learning styles and individual needs</p> <p>Practitioners demonstrate a range of observational techniques, e.g.            * Timed samples            * tracking significant achievements/actions</p>	<p>Practitioners adopt strategies which support children to engage as active rather than passive participants in activities.</p> <p>Fading of prompts and supports is planned for in order to move towards the greatest independence possible.</p> <p>The EYFS baseline assessments forms the basis for Targeted Learning Plans</p> <p>Targeted Learning Plans are written with parents ~ based on children's interests ~ targets are SMART ~ they include level of support/ resources/ strategies            They include ~ Who, does what, under what condition, with what degree of success is expected. Key practitioners are involved</p> <p>Specialist linguistic support is available.</p> <p>Advice and guidance is sought from the setting's Specialist Teacher</p> <p>Specialist training and/or advice sought</p> <p>Regular review meetings are held with parents where observations are used to plan next steps</p>

	<p>The outdoor play space is fully used for all curriculum areas</p> <p>Practitioners carry out observations, assessments and planning in a cyclical way (plan/do/review) Using individual observations to inform whole setting planning</p> <p>Practitioners engage in play activities with children, following the child's lead and developing shared and sustained thinking</p> <p>Practitioners record the child's shared and sustained thinking/adult's actions/words</p> <p>Practitioners have and use a variety of techniques to share/extend and enhance children's play</p> <ul style="list-style-type: none"> <li>* follow child's lead</li> <li>* give running commentary</li> <li>* ask open ended questions</li> <li>* model play actions and vocabulary</li> <li>* demonstrate inquisitiveness ~ hypothesising ~ questioning etc.</li> </ul> <p>The setting has a qualified teacher (QTS)</p> <p>All staff have access to online training that provides training courses to support learning and development</p> <p>Two year old checks are carried out for all children between the age 2-3years.</p>	<ul style="list-style-type: none"> <li>* use of ICT</li> <li>* curriculum tracking</li> </ul> <p>Records show links between adults actions/words and children's learning (planned interventions)</p>	<p>Targeted learning plans detail differentiated provision with small steps approach and strategies/resources needed</p> <p>Targeted learning plans are dated and signed by parents. They are evaluated and the evaluation leads on to next steps</p>
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Areas of need	Universal High-Quality Early Years Provision	Catch Up Intervention	SEN Support Provision
<p>Communication and Interaction</p>	<p>Practitioners promote a language rich environment.</p> <p>Practitioners model language &amp; re-cast children's speech to extend the language used and/or to model correct speech sound production.</p> <p>Open ended questions are used to stimulate conversation. Practitioners make use of prompt such as 'I wonder...' rather than asking direct questions.</p> <p>Opportunities are developed to enable children to make &amp; communicate their choices.</p> <p>There are opportunities for listening in quieter environments.</p> <p>Practitioners use a wide range of communication strategies in everyday practice including formal gesture, signs, pictures or symbols.</p> <p>The IDP materials are used by managers/SENCOs to develop practitioner's knowledge &amp; skills in relation to supporting children's speech, language &amp; communication development.</p> <p>Additional language information Use of bi-lingual support &amp; resources</p>	<p>Practitioners modify their language to support children experiencing some delay in expressive and/or receptive language.</p> <p>Practitioners plan activities to support specific areas of focus in language with small groups of children e.g. vocabulary building.</p> <p>Practitioners offer choices with reduced options to support children having difficulty making or expressing choices or preferences.</p> <p>Signs, symbols, objects &amp; photos are used by practitioners and within the environment to support specific groups of children to develop their expressive and / or receptive language.</p> <p>Practitioners seek advice from local authority specialist Teacher or SLT to advise and support programme development or suggest appropriate interventions for general communication, speech and language development issues</p> <p>Practitioners have attended Teacher Talk Training A Encouraging Language Development in Early Childhood Settings.</p>	<p>Practitioners focus on developing areas or aspects of language advised by therapists / Specialist Teacher and adopt specific strategies identified. All practitioners need to be aware of individual needs of child.</p> <p>Practitioners are involved in the delivery of specific programmes for identified children, though these are generally offered within the context of 'normal' pre-school provision.</p> <p>TLPs are devised with advice &amp; guidance from SLT &amp; Specialist Teacher. To be accessible to all practitioners.</p> <p>Access &amp; action advice from SLT/EP/Specialist teacher</p>

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<p>Physical &amp; Sensory Development</p>	<p>Observations are used to inform practice &amp; meet individual access requirements.</p> <p>Plan jointly for an accessible learning environment for all.</p> <p>A rich &amp; accessible physical &amp; sensory environment which allows all children to achieve their potential is provided.</p> <p>The setting is a language rich environment.</p> <p>Equipment &amp; resources that are challenging &amp; interesting &amp; can be used in a variety of ways or to support specific skills are provided</p> <p>Appropriate clothing is available to enable full access to provision e.g. aprons, sun hats, rain coats.</p> <p>Sufficient space indoors &amp; outdoors is available to enable activities for energetic play, this includes 4 outdoor areas 1 for each age and also an extensive indoor soft play area.</p> <p>A range of seating /lying facilities with clear pathways &amp; defined areas and a quiet area is provided</p> <p>An environment in which children can develop gross / fine motor skills independently is provided</p> <p>Displays are positioned at child height.</p> <p>Messy/ sensory/ tactile activities are</p>	<p>SENCO ensures that staff are aware of the specific access needs of individual pupils or group of children.</p> <p>Practitioners/key workers:</p> <p>Show details of differentiation in their planning, with resources identified &amp; available.</p> <p>Use TLPs to focus on specific areas, in consultation with parents.</p> <p>Observe the physical environment and adjust as necessary to ensure access.</p> <p>Draw up care plans where medically appropriate and when using any prescribed or individual equipment e.g. epi-pens/ inhalers/ hearing aids and receive appropriate training where necessary.</p> <p>Encourage and support children to develop their physical skills/energetic play, using additional adult help if necessary.</p> <p>Take specific actions (e.g. carpets / screens) to manage noise &amp; reverberation.</p>	<p>The setting works with specialist staff to deliver individual therapy programmes/access arrangements.</p> <p>We incorporate programmes /specialist equipment from outside agencies into planning &amp; delivery.</p> <p>Use specialist knowledge &amp; advice about individual needs to ensure that children reach their full potential.</p> <p>Use TLPs which include advice/guidance from parents, settings and relevant professionals</p> <p>Use advice/training from relevant professionals to enable effective use of specialist equipment e.g. hearing aids, low vision aids / tactile resources which help to access learning.</p> <p>Provide space for storage of additional specific equipment &amp; resources for individual children.</p> <p>Children's specific environmental requirements are met.</p> <p>Building adaptations / specialist equipment or specific strategies are being used to meet the needs of individuals.</p>

	<p>available and enhanced regularly</p> <p>Children's art work is displayed around the setting at their height, with identification it is their work.</p> <p>There is a range of age appropriate toys.</p>		
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Area of need	Wave 1 All pupils as appropriate	Wave 2 Catch-up	Wave 3 SEN
Emotional, Behavioural and Social Development	<p>Practitioners promote a welcoming, nurturing environment where all children are included.</p> <p>Agreed procedures are in place to welcome children.</p> <p>All staff have a good knowledge of child development from Birth to Five and have accessed EYFS training.</p> <p>The setting has a promoting positive, behaviour policy this is reviewed annually and is shared with all staff and parents / carers.</p> <p>Practitioners ensure consistent use of specific positive praise to support the child's development of self esteem.</p> <p>Practitioners actively encourage each child's self esteem.</p> <p>All children are given opportunity to access activities that promote understanding of emotions and feelings.</p> <p>All children have opportunity to access role play activities in order to develop an understanding of other's feelings.</p> <p>Practitioners plan an environment with clear consistent boundaries where children can make independent choices and have control</p>	<p>Practitioners give children support to access all aspects of provision</p> <p>Practitioners model interaction and communication in role play.</p> <p>Practitioners model early play skills.</p> <p>Practitioners sign post families in difficult circumstances to other agencies / children's centres/ health visitors for outreach support.</p> <p>Staff have accessed training 'Supporting Self- Regulated Behaviour in the Early Years'</p> <p>Observations are used to support positive behaviour management</p> <p>Planning is differentiated and enhanced using the Early Support resource</p> <p>Visual resources are used e.g. visual timetables, now and next, good looking/listening symbols</p> <p>ABC records are kept in order to identify specific triggers or patterns of behaviour.</p> <p>In consultation with parents / carers the child may be placed on the CoP Early Years Record at the Early Years Action stage. A TLP or Individual Behaviour plan should be devised in consultation with parents /</p>	<p>Following an evaluation of the TLP it may be necessary to make a RIST to the Specialist Teacher</p> <p>HLTA rapid response used to model advice given</p> <p>With advice and guidance from outside agencies &amp; SENIT new targets are devised in a TLP to meet specific PSED needs.</p> <p>A CAF may be completed</p> <p>Referral to EP may be considered</p> <p>Monitor development through EYFS Early support materials.</p> <p>Focus on developing areas or aspects of PSED as advised by the SENIT and other professionals and adopt specific strategies identified.</p> <p>Practitioners are involved in the delivery of specific programmes for identified children, though these are generally offered within the context of 'normal' pre-school provision.</p>

	<p>of their own learning.</p> <p>Practitioners plan an environment where adults are shown respect and support for each other.</p> <p>Practitioners use observations and prior knowledge to understand emotional and social development alongside the EYFS.</p> <p>Key worker systems are in place with effective communication to all parents/carers.</p> <p>Practitioners use a wide range of communication strategies in everyday practice including informal gesture, signs and pictures or symbols.</p> <p>The Inclusion Development Plan materials are used by managers / SENCO's to develop practitioners knowledge and skills in relation to supporting children's emotional and social development.</p> <p>All resources and the environment are visually labelled.</p> <p>Practitioners support mindfulness and children's well-being through age appropriate activities.</p>	<p>carers.</p> <p>The TLP / Individual behaviour plan should list additional resources used in order to meet individual needs e.g. Empathy doll, a box full of feelings resource.</p>	
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