

# Provision Mapping

**Age:** 2-4years

**Setting:** Heyhouses Nursery

**Date:** September 2020- July 2021

(Reviews will be made regularly, and the environment will be adjusted as and when necessary for each child concerned where possible)

**Provision mapping for individual SEN children are shared with parents, key person and families and reviewed together.**

Area of Need	Universal high quality early years provision	Catch up Intervention	SEN support provision
<b>Cognition and Learning (Early Learning and Play)</b>	<p>Continuous provision within the main nursery</p> <p>Enhanced environment from children's observations and children's play. Child initiated activities</p> <p>Planning, observation and assessment, trackers used to monitor development. Differentiated activity groups</p> <p>Free flow to the outdoors throughout the day</p> <p>Rolling snack time, children</p>	<p>Provide differentiated activities where observations indicate the need for this and track progress.</p> <p>Make any reasonable adjustments to the environment to allow all accessibility</p> <p>Audit areas, carry out scan to see what is working well or not discuss with staff at meetings and consult where possible with parents and children</p> <p>Carry out planned observations sign post parents to relevant groups</p>	<p>Discuss and refer to EYFS tracking look at prime areas to check development and share with parents. If needed a targeted learning plan will be put in place with key person and parent.</p> <p>Referrals to agencies ie. speech etc</p> <p>CAF and TAF to bring everyone together along with the family to share information</p> <p>Review meetings to be held to look at what progress has been made and discuss</p>

	<p>encouraged to be independent, flexibility inside and outside snack</p> <p>Flexible routines that enable children to finish their activity or to carry on their learning to a conclusion where appropriate</p> <p>Outdoor visits to wider community, to church, school, visit the school pond.</p>	<p>and information where helpful</p> <p>Discussions with parents and key people, speak with health visitors or child family centres if collectively this would be helpful for child and family.</p> <p>Discussion with staff at planning meetings</p> <p>Contact health visitor or children's centres for advice and support</p>	<p>Support routines with visual aids where needed</p> <p>Now and Next</p> <p>All Staff to support additional needs children, and to be aware of the targets the child is working towards and to help implement these</p> <p>Trips out and visits, discussed with parents, risk assessments done</p> <p>Parents can support us on these trips if possible.</p>
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**Communication and Interaction**

Interactions from adults during free play and activities to support language and to promote new language.

Small groups listening activities

Introduce parents to our lending library and our "swop a book scheme"

Story times, rhyme sessions and "talk boost"

Communication friendly spaces for "play, chat and read"

"Early years commitment programme"

Adult modelling correct sounds

Introduction of "I can, talk boost" Supporting the children's communication development.

Introduce Makaton sign each week

Provide differentiated activities, smaller groups, targeting specific issues

Discussion with parents and staff regarding any concerns

Referral to speech and language

Small group listening activities

EAL children/signs and translations used for parents and children in the setting

Range of dual language books available

Introduce parents to our lending library

Contacts for support for setting and families

Workshops for parents

Any parental or staff concerns about children with delayed speech,

Advice and support programmes from speech and language therapist

Targeted learning plans to be put in place, with key people and parents

CAF when appropriate

TAF

Carry out speech therapy programme where required

Referral to SEND if appropriate

Review with professionals and parent

**Emotional,  
Behavioural and  
Social**

Role modelling of positive interactions with children by staff and volunteers. Clear boundaries and rules of appropriate behaviour discussed with the children (policy for parents to sign on behaviour)

Activities to talk about feelings, encourage children to share these and learn the language to tell us the feeling

Keeping good communication with key families about home/children

Staff aware of behaviour guidelines in ABC book, recording patterns of negative behaviour for triggers

Continuity of practice all staff

Any concerns with a child's behaviour should always be discussed with the families and strategies used together to manage these.

Positive language and praise for the good should be used

Ferre Laevers/well being and involvement scans/sharing findings at staff meetings to evaluate and to plan for strategies, discuss with parents

Discussions with parents and key person

Home visit offered and if thought to be beneficial a referral to children's family and wellbeing centre

Strategies developed and reviewed

Monitor personal and social and emotional development, A TLP should be put in place to measure progress. This can be reviewed with parents and staff.

CAF/TAF

Referral for guidance to inclusion service SEND or other services

Sharing strategies with parents and supporting parents

<p><b>Sensory/Physical</b></p>	<p>Access to the sensory room for small group activities or quiet time if needed</p> <p>Free flow to the outdoors/planting herbs, visiting our allotment.</p> <p>Range of continuous provision for fine motor and gross motor activities</p> <p>Observation, and assessment/tracking done</p> <p>Physical activities planned into continuous provision and adult led activities/malleable experiences sand and water</p> <p>Tracking for hyper-sensory children, observations for hearing and sight impaired and plan accordingly</p> <p>Treasure baskets accessible to all children</p> <p>Enhancements planned for and provided from observations</p> <p>Yoga in group time Meditation</p>	<p>Observations, assessment/tracking done to check development</p> <p>Planning next steps</p> <p>Discussion with parents, staff, health visitor where there are concerns</p> <p>Differentiation of activities i.e. headphones for hyper-sensitive to sound etc</p> <p>Contacts available through SEND for specialist advice and support for any sensory or physical need.</p> <p>The outdoors is a great area for sensory, water play, planting, digging in the soil. Fresh air, rain, sunshine</p>	<p>Referrals to Specialists at SEND inclusion service</p> <p>OT or PT for advice and guidance</p> <p>CAF completed</p> <p>TAF and reviews held</p> <p>Any reasonable adjustments made to the environment for children to access and to promote independence</p> <p>Consultation with parents, staff and other professionals to be on going to support nursery to support the child.</p> <p>Identify the child's sensory need and support.</p>
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