

Provision Mapping

Age: 2-4years

Setting: Heyhouses Nursery September 2024- July 2025. (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 |
|---|---|--|---|
| Cognition and Learning (Early Learning and Play) | <p>Continuous provision within the main nursery.</p> <p>Enhanced environment from children's observations and children's play. Child initiated activities, in the moment planning. differentiated where and when needed</p> <p>Free flow to the outdoors throughout the day</p> <p>Snack time, children encouraged to be independent, flexibility inside and outside snack. All children to have snack and gain independent skills, pouring, collecting their coin, choosing snack, taking plates and cups to the kitchen</p> | <p>Provide differentiated activities where observations indicate the need and track progress accordingly.</p> <p>Use Wellcomm screening to support language needs</p> <p>Make any reasonable adjustments to the environment to allow all accessibility. Individual provision mapping to be looked at</p> <p>Put in place strategies to support the child and monitor effectiveness</p> | <p>From catch up intervention and information gathered and collated, if no progress has been made, a referral to the relevant agencies i.e., SEND, speech, CDC etc.</p> <p>Early Help Assessment will be discussed with parents and all the agencies and family will come together to review things in a holistic way, The TAF meetings will look at progress and as a team of agencies, family and nursery look at next steps for the child's development and needs</p> <p>Support routines with visual picture cards where needed</p> |

flexible routines that enable children to finish their activity or to carry on their learning to a conclusion where appropriate
Outdoor visits to wider community, to church and school,

Daily walks around the local environment

Audit areas, carry out a scan preferably half termly to see what is working well discuss with staff at group meetings and consult where possible with parents and children

Carry out planned observations
signpost parents to relevant groups and information where needed.

Discussions with parents and key people, speak with health visitors or child family centres if collectively this would be helpful for child and family.

Discussion with staff at planning meetings and collate up to date reflections

Contact health visitor or children's centres for advice and support

Now and Next. Use a visual timetable where needed.

Apply through SEND for additional funding to support a child's specific needs

ALL Staff to support additional needs children, and to be aware of the targets the child is working towards and to help implement these.

Trips out and visits, discussed with parents, risk assessments done. Parents can support us on these trips if possible.

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 "swap a book scheme"

Story times, rhyme sessions and "talk boost"

Communication friendly spaces for "chat play and read"

"Early years commitment programme"

Link up with local nurseries through the local speech therapist.

Adults to model correct sounds

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

Provide differentiated activities, smaller groups, targeting specific issues as and when possible
Wellcomm screening to be used if no progress is made then referral to speech and language service.

Discussion with parents and staff regarding any concerns
Speak to parents suggesting hearing test as first call

Referral to speech and language

Small group listening activities

EAL children / signs and translations used for parents and children in the setting (use separate This is me) specifically for EAL children

Range of dual language books available

Introduce parents to our lending library

Advice and support programmes for specific children will be followed from speech and language therapist

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

Referral to SEND if appropriate

Reviews held with professionals and parents

Use to Wellcomm to track children's speech and communication development.

Contacts for support for setting and families

Workshops for parents
Any parental or staff concerns about children with delayed speech, discuss with parents and key person, and SENCO.

**Emotional,
Behavioural and
Social**

Role modelling of positive interactions with children by staff and 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 vocabulary of the zones of regulation to identify the feeling, validate it and use the strategies.

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.

Ferre Laevers/ wellbeing 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 for behaviour will be developed and reviewed by key person and parents, An ABC file will be completed when a persistent behaviour is a concern, this will establish any antecedents to the behaviour to help staff and parents support this.

When a child is finding the day challenging and it is impacting behaviour and social and emotional health, nursery will make extra home visits if

Monitor personal and social and emotional development, A TLP should be put in place to measure progress. This should be evaluated as per discussed when the targets are agreed by the key person and SENCO. This can also be reviewed with parents.

EHA (Early help Assessment)

Referral for guidance to inclusion service SEND or other services

Sharing strategies with parents and supporting parents

Consistent routines to support the child along with strategies to help with self-regulation.

Positive language and praise for the good behaviours should be used
Zones of Regulation for all children
Self regulation encouraged and supported
Self regulation area for reflection and meditation

Use the calming tent when needed

needed to talk with family and discuss ways forward. If necessary, the health visitor will be contacted

| | | | |
|--------------------------------|--|--|---|
| | | | |
| <p>Sensory/Physical</p> | <p>Access to the sensory room for small group activities or quiet time if needed</p> <p>A pop-up tent is available to use for quiet time, regulation when 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>Use the children's interests to inform planned activities</p> <p>Physical activities planned into continuous provision and adult led activities/malleable experiences sand and water</p> <p>Observe hyper sensory children, observations for hearing and sight impaired and plan accordingly</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 hypersensitive 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>EHA 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> |

Treasure baskets accessible to all children

Enhancements planned for and provided from observations

Yoga in group time, teddy gym and tummy time