

## Provision Mapping

Provision mapping is a system which supports the identification of provision to support children with additional/special educational needs.

Provision maps help to identify exactly what a setting offers all children including those with additional/special educational needs that is above and beyond what is ordinarily provided for in differentiated provision.

Within the 'three waves of intervention' framework provision mapping would ordinarily be linked to waves two and three.

**Wave 1** – high quality inclusive teaching which is **ordinarily differentiated**

**Wave 2** – wave 1 plus intervention to support children '**catching up**' – not primarily SEN interventions though some children may be at Early Years Action or Action Plus. Children are performing at levels just below age-related/national expectations.

**Wave 3** – increasingly personalised intervention – **essentially SEN interventions**. Children at Early Years Action/Action Plus with individual/specific targeted input e.g. S&LT, Physio, support from services external to the setting.

Provision mapping can be done by age group, areas of need – according to graduated response and four areas identified within CoP, waves or combination of these.

Provision Mapping: Age/Year/Phase	Setting:		Term:
Area of need	Wave 1 All pupils as appropriate	Wave 2 Catch-up	Wave 3 SEN
Cognition & learning	First draft 23-10-12 HO'H. Reviewed 22/11/13 & 04.02.14 & 29.06.2014 HOH		
Communication & interaction	First draft 21-10-11 HO'H. Reviewed 23-10-12 & 22/11/13 & 04.02.14 & 29.06.14 HOH		
Emotional, behavioural & social	First draft 24-11-11 HO'H. Reviewed 23-10-12 & 22/11/13 & 04.02.14 & 29.06.14 HOH		
Sensory/Physical	First draft 23-10-12 HO'H. Reviewed 22/11/13 & 04.02.14 & 29.06.14 HOH		

# SANDCASTLES CHILDREN'S NURSERY

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

## Communication & interaction

2-5 YEARS SANDCASTLES Last updated: 22.11.13 & 04.02.14 & 29.06.14 HOH

Area of need	Wave 1 All pupils as appropriate	Wave 2 "Catch-up"	Wave 3 SEN
Monitoring & assessment	All children are observed using ECaT / WellComm development scheme and individual communication skills are assessed. Children identified as 'at risk of delay' are discussed across the team. Key people (supported by Early Language Lead Practitioners prepare strategies to support catch up). Parent involvement practitioner works to share any concerns with parents and engage their support to encourage progress beyond nursery.		Where children's communication development remains 'at risk of delay' following 1-2 terms of support we encourage parents to access specialist services. Within nursery we support children through TLP's and integrated working practices with our early years specialist colleagues.
Team skills & capability	All practitioner have received training and coaching in ECaT / WellComm monitoring & assessment, Sustained Shared Thinking and Communication Friendly Spaces. Additionally of our 3 ELLP's, Helen O'Hagan & Judith Stewart have completed 10 weeks ELKLAN training. Additionally 3 practitioners have completed an introduction course in BSL and Claire Hayes has completed level 1 BSL training. Both our Manager and SENco have completed Inclusion Development Training in S&L – CD rom version.		
<b>Communication &amp; interaction</b>	<p>Practitioners promote a language rich environment.</p> <p>Practitioners model language and 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 and communicate their choices.</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 to develop practitioners knowledge and skills in relation to supporting children's speech, language and communication development.</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 / negotiating &amp; social communication.</p> <p>Practitioners offer choices with reduced options to support children having difficulty making or expressing choices or preferences.</p> <p>Signs and symbols 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 are supported by colleagues to use and implement strategies and activities from programmes such as Elklan – Early Language Builders book</p>	<p>Practitioners focus on developing areas or aspects of language advised by therapists/Inclusion Teacher 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' nursery provision.</p> <p>Targeted learning plans are devised with advice and guidance from SLT &amp; Inclusion Teacher.</p> <p>Where possible children requiring support will be allocated a higher staff: child ratio – ideally this support will be aligned to the child's attainment age rather than chronological age.</p>
Working with parents & carers	All parents receive a written record of their child's ECaT / WellComm assessments each Autumn. All parents of pre-school children receive termly instalments of our Letters & Sounds guide and guidance regarding dialogic book reading through our book bag scheme. All families are encouraged to borrow at least 2 book bags per term.	Parents of children identified as 'at risk of delay' are invited to discuss their observations, concerns and how they are / can support their child at home. We tailor our media, interaction and engagement of parents and carers to each family and their child's needs – e.g. where we rarely see the child's parents and most regularly see a childminder we will phone parents to engage them in the process. Periodically we will invite parents to attend information sessions regarding speech, language and communication development – the timescale for this is set by relevance and need rather than nursery calendar – our last formal group session was delivered by Helen O'Hagan in Autumn 2010, more recently we have met with individual parents as relevant.	We build strong trusting relationships with parents and children; as such we are well placed to offer emotional and practical support when they begin the SEN assessment – statement process. Where possible we host meetings in our setting and sit alongside parents to offer reassurance. We aim to inform parents of the services and processes of SEN assessment and intervention. We host transition to school meetings here at our nursery and invite all feeder schools to visit during the Summer term.

# SANDCASTLES CHILDREN'S NURSERY

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

## Social, Emotional, Behavioural

2-5 YEARS SANDCASTLES Last updated: 22.11.13 & 04.02.14 & 29.06.14 HOH

	<b>Wave 1 All pupils as appropriate</b>	<b>Wave 2 "Catch-up"</b>	<b>Wave 3 SEN</b>
Monitoring & assessment	Each term all children are observed using Laevers well-being and involvement scales. Children with low SICs or POMs observation scores are discussed across the team and key people lead interventions to promote progress. Parent involvement practitioner supports key people - sharing concerns with parents and carers.	Our team are very aware of the challenges 'transitions' present for young children and aim to anticipate and respond accordingly. Social, Emotional Behavioural concerns may be interlinked with other 'at risk' areas – e.g. communication / safeguarding.	Where children's development / behaviour persists despite wave 1 & 2 support we encourage parents to access further specialist services. Within nursery we support children through TLP's and integrated working practices with our early years specialist colleagues.
Team skills & capability	Our Manager (Helen O'Hagan) and SENco (Julie Parlane) have attended training in the Laevers scale and concepts. Manager (Helen O'Hagan), SENco (Julie Parlane) & ENco (Katharyn Pughsley) attended attachment theory training / L.A.C. awareness. Our senior practitioner (Judith Stewart) has attended training in behaviour management. Judith (June 2014) attended Solihull approach behaviour management training – this focuses on the whole family working together to resolve issues and habits. All practitioners contribute to annual policy reviews – including behaviour management. All practitioners receive ongoing coaching. Where possible we plan our key groups to support both children and adult strengths, experience and interests. All staff complete L1 safeguarding & L1 CAF training, Safeguarding designated officers (Janet Burns & Helen O'Hagan) have also completed nominated officer training. Team ECaT / WellComm skills also support these needs – restricted communication->frustration.		
<b>Social, Emotional, Behavioural</b>	<p>During the ages of 2,3,4 and 5 children's emotional literacy, self soothing/control, negotiation and play styles are developing rapidly – children learn how to cooperate, interact, contribute to own well-being etc – part of our role as Early Years Practitioners is to support children towards developing fluency in these skills. Children are not fully mature and not always able to manage their urges. In boys the testosterone surge (4-5yrs) may cause behavioural changes. As with all area of nursery practice it is essential that practitioners have a solid grasp of child development and that we share our knowledge with worried parents.</p> <p style="text-align: center;">Positive behaviour policy.</p> <p>Nursery song &amp; discussions throughout year (when relevant) regarding considerate behaviour, care of things, friendship and emotions. Box full of emotions activities.</p> <p>Discussions and praise at the end of sessions – celebrating successes and progress with families and carers.</p> <p>Opportunities for children to develop independence and evaluate 'risk'.</p> <p>Attitude:- Positive expectations and responsibility.</p> <p>Inclusion Development Plan &amp; EYFS Early Support materials are used by manager &amp; practitioners to extend knowledge and skill.</p>	<p>Practitioners supported by SENco plan activities and opportunities to support specific areas of focus with small groups of children e.g. friendship building / negotiating &amp; social communication.</p> <p>Where appropriate to child practitioners use visual timelines, countdown timers, quiet warnings and transition tactics to support children's well-being.</p> <p>Practitioners supported by Pico ensure parents and carers are fully involved and consistency is delivered for child both at nursery in line with home.</p> <p>Practitioners offer choices with reduced options to support children having difficulty making or expressing choices or preferences.</p> <p>Photo welcome in porch +ve talking point.</p>	<p>Practitioners &amp; SENco focus on delivering support sessions advised by therapists/Inclusion Teacher and adopt specific strategies identified. These sessions / activities are generally offered within the context of 'normal' nursery provision, however some focused small group and 1:1 sessions may be valuable. Support ratios may also need to be reduced to ensure that children receive the intensity of adult attention they need.</p> <p>Targeted learning plans are devised with advice and guidance from Therapists &amp; Inclusion Teachers.</p> <p>Communicating with parents and carers – celebrating success and being honest about challenges is essential every day.</p> <p>Whilst inclusion is our ideal – we must accept our limitations - all children have the ECM right to be safe and feel safe. In some circumstances children requiring 1:1 support may need to be accompanied by their parent / carer to facilitate their inclusion &amp; access to our nursery community and environment.</p>
Working with parents & carers	We share our behaviour management policy with parents – we produced a version of this policy designed for the parent audience. We also share more specific literature when relevant. Through our welcome & goodbye process we aim to build relationships with parents and carers; encourage an atmosphere where we both feel confident to share concerns and worries.	Parents of children identified as having low well-being / involvement are casually invited to discuss their observations, concerns and how they are / can support their child at home. We tailor our media, interaction and engagement of parents and carers to each family and their child's.	We build strong trusting relationships with parents and children; as such we are well placed to offer emotional and practical support. Where possible we host meetings in our setting and sit alongside parents to offer reassurance. We aim to inform parents of the services and processes of SEN assessment and intervention. We host transition to school meetings and invite all feeder schools to visit during Summer term.

# SANDCASTLES CHILDREN'S NURSERY

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

## Cognition & learning

2-5 YEARS SANDCASTLES Last updated: 22.11.13 & 04.02.14 & 26.06.14 HOH

Area of need	Wave 1 All pupils as appropriate	Wave 2 "Catch-up"	Wave 3 SEN
Monitoring & assessment	<p>Each term all children are observed using EcAT / WellComm development scheme and individual communication skills are assessed. Key people (supported by Early Language Lead Practitioners &amp; SENco prepare strategies to support catch up). Parent involvement practitioner works to share any concerns with parents and engage their support to encourage progress beyond nursery. All 2 year olds receive our Sandcastles development check (aged 26-30m) which key people discuss with parents – often raising initial concerns. Key people monitor learning &amp; development across all areas of EYFS and raise any worries with Helen / SENco. SENco (Julie) approaches key people termly and encourages each to reflect on their key group and discuss any niggles or worries.</p>		<p>Where children's learning &amp; development remains 'at risk of delay' following 1-2 terms of support we encourage parents to access specialist services. Within nursery we support children through TLP's and integrated working practices with our early years specialist colleagues.</p>
Team skills & capability	<p>All team confident and familiar with monitoring progress and raising worries with colleagues. We introduced 2YO Progress checks during summer 2012 and Helen has coached individual team members in sharing this information with parents. SENco (Julie) and Manager (Helen) both confident in approaching our local area SEN service / specialist agencies to seek guidance. Helen &amp; Julie confident and familiar with identifying areas of development which are out of typical development bands and designing interventions [TLP's] to promote progress. Both our Manager and SENco have attended SEN Training.</p>		
<b>Cognition &amp; learning</b>	<p>Differentiated planning and interaction from staff</p> <p>Differentiated delivery &amp; grouping e.g. simplified language, slower pace</p> <p>Differentiated outcome e.g. explore glue rather than build robot</p> <p>Increased visual aids / modelling etc</p> <p>Visual timetables (if relevant)</p> <p>Photo inspiration within continuous provision / welcome at porch.</p>	<p>Review weekly planning to ensure that child's needs are influencing all areas of CP &amp; enhancements (e.g. multi-sensory learning &amp; reinforcement)</p> <p>Differentiated resources e.g. more simple games / puzzles</p> <p>Practitioners modify their language to meet children's level of understanding.</p> <p>Practitioners plan activities to support specific areas of focus with small groups of children e.g. number names, turn-taking, colour recognition.</p> <p>Practitioners offer choices with reduced options to support children having difficulty making or expressing choices or preferences.</p> <p>Signs and symbols are used by practitioners, and within the environment, to support specific groups of children and to reinforce messages.</p> <p>Practitioners are supported by colleagues to use and implement strategies and activities from programmes such as brain-gym (kinaesthetic learning).</p> <p>Request for guidance from SEN service.</p>	<p>Practitioners focus on developing areas or aspects of learning &amp; development as advised by therapists / Inclusion teacher.</p> <p>Targeted learning plans are devised with advice and guidance from Inclusion Teacher, parents and any specialist agencies.</p> <p>Where possible children requiring support will be allocated a higher staff: child ratio – ideally this support will be aligned to the child's attainment age rather than chronological age.</p> <p>Additional focus and planning in linking with other settings which the child may attend to ensure that our practices compliment one another. (setting visits, regular phone discussions etc)</p> <p>Advanced planning and approach to school – discussions re. transition to school.</p>
Working with parents & carers	<p>All parents receive a written record of their child's 2 yr Progress check &amp; EcAT / WellComm assessments, along with their child's learning journey folder visiting home each term. Helen welcomes families each day. Helen and our team aim to build strong trusting relationships with parents – enabling them to approach us with their worries.</p>	<p>Parents of children identified as 'at risk of delay' are invited to discuss their observations, concerns and how they are / can support their child at home. We tailor our media, interaction and engagement of parents and carers to each family and their child's needs – e.g. where we rarely see the child's parents and most regularly see a childminder we will phone parents to engage them in the process. We encourage parent to help to track their child's progress and become well informed about their child's needs and how and who might be able to offer their child support &amp; guidance.</p>	<p>We build strong trusting relationships with parents and children; as such we are well placed to offer emotional and practical support when they begin the SEN assessment – statement process. Where possible we host meetings in our setting and sit alongside parents to offer reassurance. We aim to inform parents of the services and processes of SEN assessment and intervention. We host transition to school meetings here at our nursery and invite all feeder schools to visit during the Summer term.</p>

# SANDCASTLES CHILDREN'S NURSERY

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

## Sensory / Physical

2-5 YEARS SANDCASTLES Last updated: 22.11.13 & 04.02.14 & 29.06.14 HOH

Area of need	Wave 1 All pupils as appropriate	Wave 2 "Catch-up"	Wave 3 SEN
Monitoring & assessment	Helen our parent involvement practitioner works to share any concerns with parents and engage their support to encourage progress beyond nursery. Our 2 year progress check focuses on PSED, CL & PD – at which point key people take time to step back and assess each child's development. During our settling in visit we ask about and discuss any suggestions or concerns that the child's HV or parents or any other agency may have.		We work to observe progress and where valuable we will use video clips to record and compare movements over time.
Team skills & capability	All team confident and familiar with monitoring progress and raising worries with colleagues. We introduced 2YO Progress checks during summer 2012 and Helen has coached individual team members in sharing this information with parents. SENco (Julie) and Manager (Helen) both confident in approaching our local area SEN service / specialist agencies to seek guidance. Helen & Julie confident and familiar with identifying areas of development which are out of typical development bands. Both our Manager and SENco have attended SEN Training.		
<b>Sensory / Physical</b>	<ul style="list-style-type: none"> <li>Flexible teaching arrangements e.g. Seating, pupil able to move at will to access provision</li> <li>Practitioners aware of implications of sensory and physical impairment e.g. not covering mouth when talking to pupil with hearing impairment / light implications for visually impaired and lip readers.</li> <li>Availability of resources e.g. writing slopes, matt laminates, chunky resources</li> <li>Daily physical challenges within routines and continuous provision – pouring drinks from jugs, turning taps, steps to garden, balancing &amp; climbing, steps to entrance etc</li> </ul>	<ul style="list-style-type: none"> <li>Brain gym exercises</li> <li>Co-ordination &amp; movement focused activities – physical activities done in small group</li> <li>Fine motor skills group training</li> <li>Visual / Auditory perception group activities</li> <li>Risk assessment to ensure that child's specific needs are well met by our provision &amp; practice</li> <li>Research &amp; training to ensure that child's specific needs are well met by our provision &amp; practice.</li> </ul>	<ul style="list-style-type: none"> <li>Individual support to facilitate access to curriculum.</li> <li>Adaptation of learning materials e.g. braille, enlargement of text, scented pens etc</li> <li>Practitioner use of resources e.g. radio mike for hearing impaired</li> <li>Offer facilities for physiotherapist to visit Sandcastles</li> <li>Provision of specialist equipment e.g. seating, ICT</li> <li>Additional planning and arrangements for transition</li> </ul>
Working with parents & carers	<p>All parents receive a written record of their child's 2 yr Progress check, along with their child's learning journey folder coming home each term.</p> <p>Helen welcomes families each day. Helen and our team aim to build strong trusting relationships with parents – enabling them to approach us with their worries.</p>	<p>Parents are invited to discuss their observations, concerns and expertise. We tailor our media, interaction and engagement of parents and carers to each family and their child's needs – e.g. where we rarely see the child's parents and most regularly see a childminder we will phone parents to engage them in the process. We encourage parent to help to track their child's progress and become well informed about their child's needs and how and who might be able to offer their child support &amp; guidance.</p>	<p>We build strong trusting relationships with parents and children; as such we are well placed to offer emotional and practical support when they begin the SEN assessment – statement process. Where possible we host meetings in our setting and sit alongside parents to offer reassurance. We aim to inform parents of the services and processes of SEN assessment and intervention. We host transition to school meetings here at our nursery and invite all feeder schools to visit during the Summer term.</p>