

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.

This generic setting wide map is an attempt to describe the current level of provision delivered by Sandcastles. Individual child specific provision maps are usually defined over time with the intention of adapting this generic provision to meet children's individual needs. Whilst it is our ambition to be fully inclusive there may be some needs which Sandcastles is unable to meet despite our best efforts.

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

Wave 2 – wave 1 + accessing listed intervention to support children '**catching up**' – not primarily SEND interventions though some children may be listed on setting SEND code of practice. Children are performing at levels just below age-related/national expectations. *SEND code of practice is essentially the list of children who our setting SENDco is currently allocating sustained support to.*

Wave 3 – increasingly personalised intervention –**SEND interventions**. Children with individual/specific targeted input e.g. SaLT, Physio, support from services external to the setting who have accessed LCC portage or LCC SEND teacher team services and are listed on nursery SEND code of practice.

Provision Mapping: Age/Year/Phase		Setting:	Term:
Area of need	Wave 1 All pupils UNIVERSAL	Wave 2 Catch-up	Wave 3 SEN
Cognition & learning	First draft 23-10-12 HO'H. Most recently Reviewed 01/05/24 HOH		
Communication & interaction	First draft 21-10-11 HO'H. Most recently Reviewed 01/05/24 HOH		
Emotional, behavioural & social	First draft 24-11-11 HO'H. Most recently Reviewed 01/05/24 HOH		
Sensory/Physical	First draft 23-10-12 HO'H. Most recently Reviewed 01/05/24 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: 01/05/2024 HOH

Area of need	Wave 1 All pupils as appropriate	Wave 2 "Catch-up"	Wave 3 SEN
Monitoring & assessment	<p>All children are observed using WellComm development scheme and individual communication skills are assessed. SENDco reviews WellComm screening along with EYFS termly assessments and supports keyperson to deliver tailored support to any child 'at risk of delay'. SENDco supports key people to share any concerns with parents and engage their support to encourage progress beyond nursery. With parents' permission SENDco may email HV team to request home visit. Lancashire LA reviews anonymised WellComm data to identify training needs and local trends.</p>		<p>Where children's communication development remains 'at risk of delay' following 1-2 terms of support we encourage parents to access specialist services e.g. SaLT / ENT / Audiology referral. Nursery we support children through TLP's reviewed every 6-10 weeks in partnership with parents. Integrated working practices with specialist services. We will monitor child's developments using LCC ATTS.</p>
Team skills & capability	<p>All practitioners have received training and coaching in WellComm monitoring & assessment. Staff serving over 10 years have also attended Sustained Shared Thinking and Communication Friendly Spaces training. Additionally Helen O'Hagan & Judith Stewart have completed the 10 week ELKLAN training program. Rebecca Watson our Communication champion attends termly network updates regarding local services. Helen and Judith have completed Autism awareness training and Rebecca has completed Cygnets ASD course.</p>		
Communication & interaction	<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 prompts 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>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 & 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 SaLT & 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	<p>PreSchool parent consultation phone calls Oct & Feb. Autumn term PreSchool parents notified via Tapestry of age appropriate WellComm screening or individual conversations to design support.</p> <p>Explorers (2's) parents are all allocated a face to face 'Progress review meeting' with key person ideally this falls 2-6 months of attending Sandcastles. Key people update parents of WellComm screening results as screening is completed in each age band.</p> <p>World book day – we use WBD as a prompt to spend a month focusing on sharing our love of stories and books with families –e.g. book swap boxes, books bags and information about dialogic reading with families.</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. Periodically we 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.</p>	<p>We build strong trusting relationships with parents and children; as such we are well placed to offer emotional and practical support if Ed P / EHCP assessment is needed. We host meetings either in our setting or online and ensure our team sit alongside parents to offer reassurance. We aim to inform parents of the services and processes of assessment and intervention.</p> <p>We contact schools within two weeks of allocation drawing attention to children with need of enhanced transition. We co-design individual transitions in collaboration with parents and teachers.</p>

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: 01/05/2024 HOH

	Wave 1 All pupils as appropriate	Wave 2 "Catch-up"	Wave 3 SEN
Monitoring & assessment	During practitioner supervision sessions our managers ask practitioner to evaluate individual children's well-being and involvement. Children with low WB/Inv are discussed across the team and key people design and deliver activities to promote progress.	Our team are very aware of the challenges 'inappropriate developmental expectations' and '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 emotions / 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 specialist services. We will monitor child's developments using LCC ATTS.
Team skills & capability	Our Director (Helen O'Hagan) and SENco (Judith Stewart) have attended training in the Laevers scale and concepts. Director (Helen O'Hagan), SENDco (Judith Stewart), Senior practitioner (Nicky Pennington) and ENco (Katharyn Pughsley) attended attachment theory training / L.A.C. awareness. Kathryn has also attended Children's Wellbeing training aligned with the LCC Wellbeing toolkit. Our senior practitioner (Judith Stewart) has attended training in behaviour management including the Solihull approach – focusing on the whole family working together to resolve issues and habits. 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 (Helen O'Hagan & Judith Stewart & Rebecca Watson) have also completed nominated officer training.		
Social, Emotional, Behavioural	<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 a testosterone surge (4-6yrs) may cause behavioural changes. As with all areas 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>Positive behaviour policy.</p> <p>Adults role model polite friendly behaviours. Adults narrate their own emotions. Adults draw children's attention to the feelings of other children. Discussions all year (when relevant) regarding considerate behaviour, care of things, friendship and emotions. Box full of emotions activities & Colour monster. Adults moderate their own emotions to cascade desirable emotions to children's mirror neurons.</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 respect</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 & 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 SENDco 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>Practitioners & 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 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 & 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 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 & access to our nursery community and environment.</p>
Working with parents & carers	We share our behaviour management policy with parents – we summarise our approach within a paragraph in our visit brochure, we also share our parent facing short version of this policy on our parents' page of our website. We also share more specific literature/blogs 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 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. Our induction process is flexible and adapted to meet the needs of each family – if necessary we can extend induction following the Berlin model or similar.	We build strong trusting relationships with parents and children; as such we are well placed to offer emotional and practical support. We host meetings in our setting and sit alongside parents to offer reassurance. We aim to inform parents of the services and processes of SEND assessment and intervention. We host transition to school meetings and invite all feeder schools to visit during Summer term drawing attention to children with need of enhanced transition. We co-design individual transitions in collaboration with parents and teachers.

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: 01/05/2024 HOH

Area of need	Wave 1 All pupils as appropriate	Wave 2 "Catch-up"	Wave 3 SEN
Monitoring & assessment	<p>Each year all children are observed using WellComm development scheme and individual communication skills are assessed. Key people (supported by Early Language Lead Practitioners & SENco prepare strategies to support catch up). SENDco works to share any concerns with parents and engage their support to encourage progress beyond nursery.</p> <p>All 2 year olds receive our Sandcastles development check which key people discuss with parents – often raising initial concerns.</p> <p>Key people monitor learning & development across all areas of EYFS and raise any worries with Helen / SENco. SENDco 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 & 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 specialist services. We will monitor child's developments using LCC ATTS</p>
Team skills & capability	<p>All team confident and familiar with monitoring progress and raising worries with colleagues.</p> <p>SENDco (Judith) and Director (Helen) both confident in approaching our local area SEN service / specialist agencies to seek guidance and challenging any denied applications for support. Helen & Judith are both 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 Director and SENco have attended SEN Training. Helen has also attended training challenging LA refusing to undertake Education & Health Care plan Needs Assessment.</p>		
Cognition & learning	<p>Differentiated planning and interaction from staff</p> <p>Differentiated delivery & grouping e.g. simplified language, slower pace</p> <p>Differentiated outcome e.g. explore glue rather than build collage</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 & enhancements (e.g. multi-sensory learning & 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 & 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 complement one another (setting visits, regular phone discussions etc). Unless the level of need and intervention forces shared care we prefer to deliver all care and education to reduce the learning load for the child.</p> <p>Advanced planning and approach to school – discussions re. Transition to school & document transfer.</p>
Working with parents & carers	<p>All parents receive a written record of their child's 2 yr Progress check & EcAT / WellComm assessments, along with their child's learning journey folder visiting 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 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 & 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. We co-design individual transitions in collaboration with parents and teachers.</p>

Sensory / Physical

2-5 YEARS SANDCASTLES Last updated: 01/05/2024 HOH

Area of need	Wave 1 All pupils as appropriate	Wave 2 "Catch-up"	Wave 3 SEN
Monitoring & assessment	Our SENDco works with key people 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. We may monitor child's developments using LCC ATTS
Team skills & capability	All team confident and familiar with monitoring progress and raising worries with colleagues. SENDco and Director both confident in approaching our local area SEND service / specialist agencies to seek guidance. Helen & Judith confident and familiar with identifying areas of development which are out of typical development bands. Both our Director and SENco have attended SEND Training.		
Sensory / Physical	<ul style="list-style-type: none"> Flexible seating arrangements e.g. seating – allowing children to adjust to comfort e.g. away from glare of sunlight / out of breeze from window. Fidgets / sooth techniques not interrupted e.g. ribbon to rub fingers / need to leave and return if overwhelmed. 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. Availability of resources e.g. chunky resources. Therapy shoes / glasses / ear defenders etc Daily physical challenges within routines and continuous provision – pouring water in play, turning taps, steps to garden, balancing & climbing, steps to entrance, deliberate physical challenges in outdoor surfaces and resources etc 	<p>Group games and activities designed to build:</p> <ul style="list-style-type: none"> Neurological pathways e.g. Brain gym exercises Co-ordination & movement. Fine motor skills Visual / Auditory perception <p>Risk assessment to ensure that child's safety and that specific needs are well met by our provision & practice.</p> <p>Specific Research & training and possibly resourcing may be needed to ensure all team have necessary understanding and skills needed to meet child's needs. This training would be completed ahead of child joining us to ensure that we are well equipped from day one.</p>	<ul style="list-style-type: none"> Individual support to facilitate access to curriculum. Adaptation of learning materials e.g. bold/large images, scented pens etc Practitioner use of resources e.g. radio mike for hearing impaired Offer facilities for physiotherapist & OT to visit Sandcastles Provision of specialist equipment e.g. seating, ICT Additional planning and arrangements for transition
Working with parents & carers	<p>All parents receive a written record of their child's 2 yr Progress check, followed by Oct and Feb phone consultations in PreSchool and 24:7 child's learning portal access.</p> <p>Key people welcome families each day building strong trusting relationships with parents – enabling them to approach us with their worries. It is impossible for key people to always answer the door to their key families however we ensure we are always on hand to swap tasks if a family need us.</p>	<p>Parents are invited to discuss their observations, concerns and expertise. We tailor our media & interaction 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 & guidance.</p>	<p>We build strong trusting relationships with parents and children; as such we are well placed to offer emotional and practical support if they begin the EHCP assessment process. We host and chair meetings in our setting and sit alongside parents to offer reassurance. We aim to inform parents of the services and processes of assessment and intervention. We host transition to school meetings here at our nursery and invite all feeder schools to visit during the Summer term co-designing individual transitions in collaboration with parents and teachers.</p>