

Provision Mapping 2019/20

Wave 1/ Quality Early Years Provision	Communication and Interaction What do we provide to support Communication and/or interaction development for all children?	Social, Emotional and Behavioural Development What do we provide to support social, emotional and behavioural development for all children? How do we identify children who are experiencing some delay (catch up) Or more significant delay or difficulty (SEN) in this area?	Cognition and Learning What do we provide to support cognitive and learning development for all children? How do we identify children who are experiencing some delay (catch up)?	Physical and Sensory What do we provide to support physical and/or sensory development for all children? How do we identify children who are experiencing some delay (catch up) or more significant delay or difficulty (SEN) in this area?
<p style="text-align: center;">Current Provision Policy, Environment, Resources, Activities</p>	<p>No specific policy but reference to C&L and PSED in curriculum documentation available at the setting.</p> <p>Notice board for parent's around developing speech and language, featuring the Early Language Development Programme and information on stages of development.</p> <p>Labelling using Words and photos throughout the setting.</p> <p>Letters and Sounds activities during session time. Resources for Letters and Sounds is readily available.</p> <p>Resources for staff include Inclusion Development Programme booklets and DVD's.</p>	<p>The setting has a behaviour policy and a member of staff is nominated as the behaviour co-ordinator.</p> <p>Key person system which supports children's social and emotional development.</p> <p>Children set the 'Golden Rules' to set themselves boundaries.</p> <p>Activities to support children's development in these areas.</p> <p>Resources for staff include Inclusion Development Programme booklets and DVD's.</p> <p>2-Year-old progress checks and trackers completed for the children.</p>	<p>The setting has the EYFS in place and all learning is planned around this.</p> <p>'Planning in the moment' is used to develop children's development both individually and as groups.</p> <p>Continuous provision allows children to choose what they play with and in which areas.</p> <p>Free flow provides the opportunity for children to learn both indoors and outdoors in an environment which suits them, and they learn best in.</p> <p>Resources for staff include Inclusion Development Programme booklets and DVD's.</p>	<p>Activities planned to promote physical and sensory development following the EYFS curriculum.</p> <p>A wide range of equipment to support development.</p> <p>Free flow to the outdoor area for all the children with baby room having their own area.</p> <p>Resources for staff include Inclusion Development Programme booklets/ DVD's and books focusing on activities and experiences in these areas.</p> <p>2-Year old progress checks and trackers</p>

	<p>2-Year-old progress checks and tracker completed for the children.</p> <p>Resource bags available to take home.</p> <p>The setting has signed up to the Local Authority Reading pledge.</p> <p>Reading nooks have been added in each room to allow a quiet space for children.</p> <p>All children take part in Forest School sessions.</p>	<p>Home visits are offered to all families when starting the setting or when a child changes room or Keyperson.</p>		<p>completed for the children.</p> <p>Observations of individual children and regular assessment and tracking make staff aware of developmental delays or significant delays.</p>
<p>Current Practice Practitioners</p>	<p>Staff adapt language to the need of the children adding more words and extending language to support further development.</p> <p>Ask open ended questions and promote a language rich environment.</p> <p>Staff have attended various speech and language courses.</p> <p>Many of the staff have attended training in relation to the Early Language Development Programme.</p> <p>3 staff members have attended Letters and Sounds training.</p>	<p>All staff support children's behaviour using the 'Golden Rules'</p> <p>Staff build nurturing relationships with their key children which supports their social and emotional development.</p> <p>Practitioner's respond to children as appropriate to their age and stage of development.</p> <p>Staff use the information gained from progress checks and trackers as appropriate.</p>		<p>Staff support children's development in these areas, setting out and encouraging children to take on physical activities.</p> <p>Some members of staff have training in providing both physical and sensory activities for children across all ages.</p> <p>Some staff trained on outdoors which is age appropriate to the children they are taking care of. The setting is providing Forest School activities to support development across all areas outdoors.</p>

	<p>Practitioners respond to children as appropriate to their age and stage of development.</p> <p>Staff use the information gained from progress checks and trackers as appropriate.</p> <p>1 member of staff with the role of Language Lead.</p>			<p>3 members of staff now qualified Forest school practitioners.</p> <p>Practitioners respond to children as appropriate to their age and stage of development.</p> <p>Staff use the information gained from progress checks and trackers as appropriate.</p>
Area to develop	<p>Action plan from Early years Commitment being worked through and regularly reviewed.</p> <p>Peer observations used a reflection tool for Speech and language development.</p>		<p>Through staff meetings/peer observations staff are developing clear learning intentions to ensure quality of education is high and aspirations for all children are high.</p>	

Wave 2/Intervention	Communication and Interaction What do we provide for children who need some support to 'catch up' in relation to their communication and/or interaction development?	Social, Emotional and Behavioural Development What do we provide for children who need some support to 'catch up' in relation to their social, emotional and behavioural development?	Cognition and Learning What do we provide for children who need some support to 'catch up' in relation to their cognition and learning?	Physical and Sensory What do we provide for children who need some support to 'catch up' in relation to their physical and/or sensory development?
Current Provision Policy, Environment, Resources, Activities	<p>Plan specific language or turn taking/interaction-based activities for small groups.</p> <p>Quiet areas are used to enable good listening activities without distractions.</p> <p>2-year progress checks and trackers are used to identify concerns in any areas.</p> <p>Targeted Learning Plans are put into place to offer specific targets to support children's development.</p> <p>In consultation with parents 'Request for Guidance' completed where a period of targeted intervention such as TLP is not impacting on children's development or progress.</p> <p>Specific resources may be purchased using AIS funding.</p> <p>SEN Policy includes Provision Mapping.</p>	<p>Activities which focus on developing children's development in these areas.</p> <p>Targeted Learning Plans are put into place to offer specific targets to support children's development and behaviour.</p> <p>The setting has several behaviour management strategies which could be used with the children.</p> <p>In consultation with parents 'Request for Guidance' completed where a period of targeted intervention such as TLP is not impacting on children's development or progress.</p> <p>Specific resources can be purchased using AIS Funding.</p>	<p>Enhance the environment to support the children's development within this area.</p> <p>In consultation with parents 'Request for Guidance' completed where a period of targeted intervention such as TLP is not impacting on children's development or progress.</p> <p>Specific resources may be purchased using AIS funding.</p>	<p>Plan specific activities focusing on physical and/or sensory development.</p> <p>Free flow available to the outdoors throughout the sessions.</p> <p>2-year progress checks and trackers are used to identify concerns in any areas.</p> <p>Targeted Learning Plans are put into place to offer specific targets to support children's development</p> <p>In consultation with parents 'Request for Guidance' completed where a period of targeted intervention such as TLP is not impacting on children's development or progress.</p> <p>Specific resources may be purchased using AIS funding.</p>

	Children can be referred to Speech and Language with parental agreement.			
Current Practice Practitioners	<p>Practitioners identify in tracking that C&L/PSED areas are not quite age appropriate. Not always consistent between practitioners.</p> <p>Planning in the moment and having a 'focus child' can help support children's language development.</p> <p>Practitioners meet with parents to discuss progress checks and any concerns.</p> <p>Practitioners complete TLP to support Children's development.</p> <p>SENCo supports staff to initiate and complete an RFG if required.</p> <p>AIS funding can be used to increase ratios for targeted periods of time or to purchase relevant resources.</p> <p>1 members of staff trained to deliver Nuffield programme.</p> <p>Deputy Manager qualified to MA level in Inclusion and Disability.</p>	<p>Practitioners can identify when children require support with their social, emotional and behavioural development. The setting has a Behaviour Management co-ordinator who can support staff and children.</p> <p>Targeted learning plans which use specific focused activities which support children's behaviour.</p> <p>Additional support through the IDSS teacher.</p>	<p>Practitioners complete TLP to support children's development.</p> <p>SENCo supports practitioners to identify, initiate and complete an RFG.</p>	<p>Practitioner's will use enhancements to support children's development.</p> <p>Practitioners meet with parents to discuss Progress checks and any concerns.</p> <p>Practitioners complete TLP to support children's development.</p> <p>SENCo supports staff to identify, initiate and complete RFG.</p>

Areas to Develop	Setting has new SENCo – attending SENCo training in Autumn term. Introduce and embed Makaton into everyday practice. Continue to develop practitioner’s awareness of the RFG process, especially with new staff.		To further develop a range of resources and activities which can be used to support different areas of Learning and Development when these are not at expected levels.	
-------------------------	--	--	--	--

(Wave 3/ SEN Support)	Communication and Interaction What do we provide to support children with more significant delay or difficulty in relation to their communication and/or interaction development — what is ‘additional to or different from’ that already provided universally or in ‘catch up’ provision?	Social, Emotional and Behavioural Development What do we provide to support children with more significant delay or difficulty in relation to social, emotional and behavioural development – what is ‘additional or different from’ that already provided universally or in ‘catch up’ provision?	Cognition and Learning What do we provide to support children with more significant delay or difficulty in relation to their cognitive and learning development — what is ‘additional to or different from’ that already provided universally or in ‘catch up’ provision?	Physical and Sensory What do we provide to support children with more significant delay or difficulty in relation to their physical and/or sensory development - what is ‘additional to or different from’ that already provided universally or in ‘catch-up’ provision?
<p style="text-align: center;">Current Provision Policy, Environment, Resources, Activities</p>	<p>Children can be referred to a Speech and Language Therapist.</p> <p>Request for Guidance completed where children’s interaction and/or communication skills are significantly delayed for their age.</p> <p>Where appropriate Panel referrals are made using CAF.</p> <p>Specific resources may be purchased using AIS funding.</p> <p>DAF money can be used to support a child in receipt of the funding.</p>	<p>Request for Guidance completed where children’s social, emotional and behavioural development is significantly delayed for their age.</p> <p>Where appropriate Panel referrals are made using CAF.</p> <p>Specific resources may be purchased using AIS funding.</p> <p>Using AIS funding the setting can employ extra staff.</p> <p>DAF money can be used to support a child in receipt of the funding.</p>	<p>Request for Guidance completed where children’s development is of concern and is not age appropriate.</p> <p>Where appropriate Panel referrals are made using CAF.</p> <p>Specific resources may be purchased using AIS funding.</p>	<p>Request for Guidance completed where it has been identified that a child’s development is delayed.</p> <p>Specific resources may be purchased using AIS funding.</p> <p>Setting has disabled facilities.</p> <p>The setting itself and all the rooms are easily accessible and can easily be moved around.</p> <p>DAF money can be used to support a child who is in receipt of the funding.</p>

<p>Current Practice Practitioners</p>	<p>SENCo or Key person makes referral to SALT.</p> <p>SENCo and key person develop targets for TLP and complete RFG if required.</p> <p>Time is made available for key person and SENCo to work with external agencies supporting the child.</p> <p>Regular reviews of TLP's.</p> <p>Work with IDSS teacher to take appropriate next steps e.g. CAF and Panel referral.</p> <p>Work with HLTA if part of a package.</p>	<p>SENCo and key person develop targets for TLP and complete RFG if required.</p> <p>Time is made available for key person and SENCo to work with external agencies supporting the child.</p> <p>Regular reviews of TLP's</p>	<p>SENCo and key person develop targets for TLP and complete RFG if required.</p> <p>Time is made available for key person and SENCo to work with external agencies supporting the child.</p> <p>Regular reviews of TLP's.</p>	<p>SENCo and key person develop targets for TLP and complete RFG if required.</p> <p>Time is made available for key person and SENCo to work with external agencies supporting the child.</p> <p>Regular reviews of TLP's.</p>
<p>Area to develop</p>	<p>New staff to attend SEN and Speech and Language training as appropriate.</p> <p>New SENCo to attend training and ask for support when required.</p>			