**Provision Map Early Years – E code** Logo

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*Code of Practice 6.1: All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.*

**Name:**

**Year /** **Class:**

**Academic Year: 2023-24**

| **Universal Provision** | **Cognition Learning** | **Communication and Interaction** | **Social, emotional and mental health** | **Sensory and/or Physical** |
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| Learning Environment Toolkit  **(these practices - are our ‘Must Have’ in our universal SEND provision)** | * Vocabulary rainbow * Phonic prompts and referred to by adults * Number visuals and referred to by adults * learnings areas are defined with visuals prompts | * Organised and supportive environment with clear, visual information about what is happening and what is expected * Visual timetable - removed through the day and referred to * `Images for areas of learning * Speech and Language rich environment developing receptive and expressive language skills * Use of a Total Communication Approach to support language | * Daily practices support calming routines * Visual timetable – dynamic and referred to * Visual prompts scaffold emotional language – displayed and referred to * 3 point scale * Spaces for calming down available – if / when needed | * Classroom setting, provision, routines are not overwhelming – practices in place for individual children who find the environment over stimulating or physically demanding * Alternatives / specific strategies are planned to reduce sensory overload allowing sensory regulation |
| Teacher Toolkit | * Use of specific resources appropriate to the needs of the child * Targeted 1.2.1 adult-child interaction / support to scaffold learning * Small steps teaching and adapted tasks pitched at the point of learning * Planned repeated learning activities / over learning in the context of the continuous provision * Use of visual prompts / scaffolds e.g. colourful semantics * Adapted teaching strategies in response to the needs of the child * Seating place to support needs (HI, VI, Physical, attention) * Bespoke curriculum content * precision teaching | * Total communication approach – Makaton / visual prompts to scaffold spoken words. * Talk strategies – pause for processing / comment over question / repeat vocabulary in different context / child: adult ratio of talk /add one more. * Speech – generalisation support in setting * Adapted teaching strategies – Blanks Level of Questioning / comment over question. * Use of Talk Partners to support oral rehearsal and 2 way interactions * Thinking time when responding to questions / interactions * Teach vocabulary and concepts in context e.g. continuous provision * Use single step instructions with visual prompts and/or Makaton signing. * Check for understanding e.g. repeat questions back to a child * ACI (adult child interactions) * Subject / verb approach – “Bobby jumping – Miss T jumping” | * Seating places scaffold social / emotional needs - proximity to the teacher / TA for individuals is planned to provide access to additional adult support for individuals. * Adult interactions / activities - develop social understanding, peer relationships and emotional language. * Structured routines and personalised practices for individual children * Whole-class circle time * Planned use of social stories * Bespoke strategies for co-regulation with a trusted adult * Attune and Validate dysregulation – contain and regulate ‘big emotions’ lending your thinking brain * Restorative support – safe place / time in with a trusted adult * Comic strip conversations / personal social stories (Widget) * 3-point scale e.g. too loud / just right / too quiet * Wait Buttons / timers * countdown from 5 with visual * choice boards | * Planned activities within the Continuous Provision – bespoke to individual needs to support physical / sensory processing, HI or VI * Routines to reduce sensory overload. * Fine motor skills activities * Gross motor skills activities * Movement/sensory practices managed by designated adults * Equipment for personal needs e.g. Ear defenders, movement cushion * Managing personal programmes / recommendations from other professionals e.g. physio / OT * Bespoke practices for children with HI or VI – metre from the teacher for inputs, seating plan to support individual difficulties. * Bespoke practices for children with physical needs |
| Pupil Toolkit | * Phonics chart - Little Wandle * Word banks e.g. HF words * Sentence scaffolds * Letter formation visual prompts * Visuals to support independence * Personal additional learning resources * Scaling | * Verbal rehearsal with an adult before writing *‘say a sentence – hold a sentence – write a sentence’* (language for writing) * Now/Next board * Choice board (needs / wants – place) – widget symbols or photos * Personal timetables / routines in the day * Visual prompts * Scaling | * Now and Next Board * Visual prompts / Makaton to support understanding * Emotional-scaling tools / strategies e.g. blow the candles out * Visual prompts to scaffold emotional literacy * Time in with a trusted adult * Personalised Social stories to develop social understanding e.g. kind hands * Scaling | * Specific equipment or specialist resources for individual needs * Sensory activities / resources e.g. peanut ball, heavy work, movement to manage sensory feedback * Break out time with a trusted adult. * Use of a quiet space for children with HI |
| Otherstrategies  provision |  |  |  |  |
| **Assessment tools** | Little Wandle assessment tool  EYFS framework ages & stages  Graduated Response Toolkit – Cognitive Learning | Language Link assessment (Reception)  Speech link assessment (Reception)  TALC  EYFS framework ages & stages  Working memory (auditory/ visual)  ?? ask Mel  Graduated Response Toolkit Communication and interaction | Thrive  AET framework (autism) – EYs  EYFS framework ages & stages  Graduated Response Toolkit SEMH | Fun Fit  High Five  EYFS framework ages & stages  Graduated Response Toolkit – Physical / Sensory |

| **Targeted**  **Provision & interventions** | * 1.2.1 teaching * Colourful semantics * Phonic play | Little Wandle:   * Keep up / catch up * repeated practice * reading practice | * Speech Link interventions * Languagelink interventions * Lego-therapy * Working memory | * Social skills games * SALT speech programme * SALT language programmes * Verve | * Thrive * AET – intervention work | * Circle time | * FunFit * Balance boards * Peanut / gym ball * Physio/OT programmes | * High-five * Dough disco * Theraputty |
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| Plan, do, assess, review | **cost** | **Intervention** | **SMART target** | **Duration** / **Frequency** | **Led by** | **Entry data** | **Exit data** | **Evaluation / Next steps** |
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**highlight diagnosis and any additional support plans**

| **Diagnosis** | **Global delay** | **Autism**  **Dyspraxia**  **Developmental Language Disorder**  **Developmental language Delay**  **Speech delay** | **ADHD** | **Hearing impairment**  **Visual impairment**  **Other: (add in)** |
| --- | --- | --- | --- | --- |
| **Support Plans** | PePs – chn in care |  | Alternative Timetable  Relational support plan  Risk assessment | IHCP  Personal emergency evacuation plan (PEEP)  Intimate Care Plan (ICP) |

| **External Agencies** | EYs SEND funding | Nursery Plus | SALT | CiT | Paediatrics | SEMH team | OT | Physiotherapy |
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| EYS advisory service | EP | Complex Needs team | Multi-disciplinary assessment | CAMHs | PHN - school nursing team | VI / HI | Advisory service for chn with phys difficulty |

|  | **Cognitive Learning** | **Communication and Interaction** | **SEMH** | | **Sensory / Physical** | |
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| **Outcomes on reports from other professionals’ services** |  |  |  | |  | |
| **EHC plan**  **OUTCOMES**  (E code) |  |  |  | |  | |
| **EHC plan**  **PROVISION**  (E code) |  |  |  | |  | |