

Provision Map Early Years – K code

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.



Year / Class:
Academic Year: 2023–24

Universal Provision	Cognition Learning	Communication and Interaction	Social, emotional and mental health	Sensory and/or Physical
Learning Environment Toolkit (these practices – are our 'Must Have' in our universal SEND provision)	<ul style="list-style-type: none"> Vocabulary rainbow Phonic prompts and referred to by adults Number visuals and referred to by adults learnings areas are defined with visuals prompts 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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” 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Other strategies provision	o		o	o
Assessment tools	Little Wandle assessment tool EYFS framework ages & stages Graduated Response Toolkit – Cognition 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 Plan, do, assess, review	o 1.2.1 teaching o Colourful semantics o phonic play	Little Wandle: <ul style="list-style-type: none"> keep up / catch up repeated practice reading practice 	<ul style="list-style-type: none"> Speech Link interventions Languagelink interventions Lego-therapy Working memory 	<ul style="list-style-type: none"> Social skills games SALT speech programme SALT language programmes Verve 	<ul style="list-style-type: none"> Thrive - action plan AET - intervention work 	<ul style="list-style-type: none"> Circle time 	<ul style="list-style-type: none"> FunFit Peanut / gym ball Physio/OT programmes 	<ul style="list-style-type: none"> High-five Dough disco Theraputty
	Pupils	Intervention	SMART target	Duration / Frequency	Led by	Entry data	Exit data	Evaluation / Next steps

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 GP	SEMH team	OT	Physiotherapy
	EYS advisory service	EP	Complex Needs team	Multi-disciplinary assessment	CAMHs	PHN - school nursing team Early Help	VI / HI	Advisory service for chn with phys difficulty