

## Communication and Interaction - Provision Mapping

Provision (Environment & Resources) and Practice (Practitioners & SENCO)

Quality Early Years Provision (All children as appropriate)	Reasonable Adjustment (Catch up)	SEND Support (SEND)
<p><b>Practitioners:</b></p> <ul style="list-style-type: none"> <li>• Promote a language rich environment</li> <li>• Model good positive relationships</li> <li>• Use prompts such as I wonder.....</li> <li>• Model speech and language</li> <li>• Use music and movement</li> <li>• Extend children's thinking</li> <li>• Ask open ended questions</li> <li>• Letters and sounds materials</li> <li>• Use Makaton signing</li> <li>• Colourful Semantics</li> </ul> <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>• Provide a wide range of planned and unplanned activities</li> <li>• Good quality interaction</li> <li>• Story time</li> </ul>	<p><b>Practitioners:</b></p> <ul style="list-style-type: none"> <li>• Use key words and instructions</li> <li>• Use a wide range of sign/pictures/gestures &amp; symbols</li> <li>• Use observation as evidence</li> <li>• Set TLP with SENCO and implement</li> </ul> <p><b>SENCO</b></p> <ul style="list-style-type: none"> <li>• Discuss worries/concerns with parents</li> <li>• Consider RFI with parent consent</li> <li>• Discussion with Health Visitor</li> </ul> <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>• Small S&amp;L group weekly</li> <li>• Small group/1:1 away from noise/distraction</li> <li>• Circle/story time</li> </ul>	<p><b>Practitioners:</b></p> <ul style="list-style-type: none"> <li>• Adopt specific strategies identified by inclusion teacher or SLT</li> <li>• Are aware of specific needs of individual children</li> <li>• Support family</li> </ul> <p><b>SENCO:</b></p> <ul style="list-style-type: none"> <li>• Identifies children on Code of Practice</li> <li>• Liaises with relevant professionals such as Inclusion Teacher SLT</li> <li>•</li> </ul> <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>• Visual/auditory/sensory aids</li> <li>• Small group/1:1</li> <li>• Quiet room for discussion with Parents/professionals</li> <li>• AIS Package/HLTA/Money</li> </ul>

<ul style="list-style-type: none"> <li>• Circle time</li> <li>• Small and large group activity</li> </ul>		
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### Physical and Sensory - Provision Mapping

Provision (Environment & Resources) and Practice (Practitioners & SENCO)

<b>Quality Early Years Provision (All children as appropriate)</b>	<b>Reasonable Adjustment (Catch up)</b>	<b>SEND Support (SEND)</b>
<p><b>Practitioners:</b></p> <ul style="list-style-type: none"> <li>• Physical activities planned into continuous provision &amp; adult led</li> <li>• Develop wide range of vocabulary to describe senses and explain things</li> <li>• Encourage to explore a wide range of sensory activities</li> </ul> <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>• Good quality interaction from all practitioners</li> <li>• Sensory resources</li> <li>• Wake up and shake up</li> <li>• Sports hall</li> <li>• Gym time</li> <li>• Fun Tower</li> <li>• Outdoors</li> <li>• Music and movement</li> </ul>	<p><b>Practitioners:</b></p> <ul style="list-style-type: none"> <li>• Use key words and instruction</li> <li>• Offer choices of reduced options</li> <li>• Plan activities to support specific areas of focus</li> <li>• Set TLP with SENCO and implement</li> </ul> <p><b>SENCO:</b></p> <ul style="list-style-type: none"> <li>• Support families and practitioners with any worries/concerns</li> <li>• Support implementing TLP with Parents &amp; practitioners</li> </ul> <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>• Sensory aids</li> <li>• Quiet time/1:1</li> <li>• Large P.E Equipment</li> </ul>	<p><b>Practitioners:</b></p> <ul style="list-style-type: none"> <li>• Adopt specific strategies identified by inclusion teacher</li> <li>• Are aware of specific needs of individual children</li> <li>• Support family</li> <li>• Observation as evidence</li> <li>• Physio therapist</li> </ul> <p><b>SENCO:</b></p> <ul style="list-style-type: none"> <li>• Identifies children on C.O.P</li> <li>• Take next appropriate next steps e.g. CAF/Referral/panel</li> <li>• Arranges reviews, TAF's with parents and professionals</li> </ul> <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>• Auditory/Sensory Aids</li> <li>• Small group/ 1:1 support</li> <li>• Time/staff</li> </ul>

	<ul style="list-style-type: none"> <li>• Fun Tower</li> </ul>	<ul style="list-style-type: none"> <li>• AIS Package/HLTA/Money</li> </ul>
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**Social, Emotional and Mental Health - Provision Mapping**

Provision (Environment & Resources) and Practice (Practitioners & SENCO)

Quality Early Years Provision (All children as appropriate)	Reasonable Adjustment (Catch up)	SEND Support (SEND)
<p><b>Practitioners:</b></p> <ul style="list-style-type: none"> <li>• Positive role modelling of positive interactions with children by all staff, volunteers, students</li> <li>• SEAD Ethos throughout the setting</li> </ul> <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>• Good quality adult/child interaction</li> <li>• Lots of praise and encouragement</li> <li>• Planned and un planned observation</li> <li>• Story time</li> <li>• Circle time/share news</li> <li>• Small and large group activity</li> <li>• Turn taking</li> </ul>	<p><b>Practitioners:</b></p> <ul style="list-style-type: none"> <li>• General observation</li> <li>• Model positive behaviour</li> <li>• Behaviour observation</li> <li>• Differentiate activities</li> <li>• Set TLP</li> <li>• Use sticker/reward chart</li> <li>• Consider RFI</li> </ul> <p><b>SENCO:</b></p> <ul style="list-style-type: none"> <li>• Support discussing with parents worries/concerns</li> <li>• Set TLP with key worker and parents</li> <li>• Support implementing TLP's</li> </ul> <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>• Behavioural Observational Sheets</li> <li>• Charts/stickers</li> <li>• Small group/ 1:1 support</li> <li>• Quiet time away from noise</li> </ul>	<p><b>Practitioners:</b></p> <ul style="list-style-type: none"> <li>• Record behaviour and monitor PSED</li> <li>• Support/encourage positive behaviour towards others/adopt specific strategies</li> <li>• Shadow child/ren</li> </ul> <p><b>SENCO:</b></p> <ul style="list-style-type: none"> <li>• Support practitioners, families and professionals.</li> <li>• Discuss relevant next steps</li> </ul> <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>• Rewards/Behaviour observation sheets</li> <li>• Time/staff</li> <li>• Quiet discussion room</li> <li>• AIS Package/HLTA/MONEY</li> </ul>

**Cognition and Learning - Provision Mapping**

Provision (Environment & Resources) and Practice (Practitioners & SENCO)

<b>Quality Early Years Provision (All children as appropriate)</b>	<b>Reasonable Adjustment (Catch up)</b>	<b>SEND Support (SEND)</b>
<p><b>Practitioners:</b></p> <ul style="list-style-type: none"> <li>• General observation of children</li> <li>• Planned adult led activities, individual Learning Journey and group activities</li> <li>• Model good practice and positive interaction</li> <li>• Ask open ended questions</li> </ul> <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>• Good quality interaction</li> <li>• Wide range of fun stimulating activities</li> <li>• Small and large group activity</li> <li>• 1:1 adult led activity</li> <li>• Letters and sounds materials</li> <li>• Computer interaction games</li> <li>• Books</li> </ul>	<p><b>Practitioners:</b></p> <ul style="list-style-type: none"> <li>• Discuss with SENCO, use observation as evidence for any worries/concerns</li> <li>• Offer choices with reduced options to support children having difficulty making choices.</li> <li>• Consider RFG</li> </ul> <p><b>SENCO:</b></p> <ul style="list-style-type: none"> <li>• Discuss with parents any evidence for any possible SEN/Additional needs</li> <li>• Provide relevant information</li> <li>• Seek advice</li> </ul> <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>• Leaflets/online support</li> <li>• Phone numbers for relevant agencies</li> </ul>	<p><b>Practitioners:</b></p> <ul style="list-style-type: none"> <li>• Adopt specific strategies</li> <li>• Are aware of specific needs</li> <li>• Set TLP with parents and SENCO and implement</li> </ul> <p><b>SENCO:</b></p> <ul style="list-style-type: none"> <li>• Works with inclusion teacher to take appropriate next steps, e.g. CAF, panel referral</li> <li>• Supports practitioners with TLP and reviews</li> </ul> <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>• Small Group/ 1:1 support</li> <li>• Time/staff to cover meetings/reviews</li> <li>• AIS Package/HLTA/Money</li> </ul>