



Early Years Provision Map – 3 Prime Areas of Learning

This map outlines how we support children in Communication & Interaction, Physical Development, and Personal, Social & Emotional Development through high-quality provision, targeted support, and reasonable adjustments.

1. Communication & Interaction

Support Level	Practitioners	Provision / Environment	SENCO Role
Quality Early Years Provision (All children)	Promote a language-rich environment; Model positive relationships; Use prompts like “I wonder...”; Model speech and language; Use music and movement; Extend children’s thinking; Ask open-ended questions; Letters and sounds activities; Use Makaton & Colourful Semantics	Wide range of planned and spontaneous activities; Storytime sessions; Small & large group play; Good adult-child interaction	Observe children’s communication skills; Support practitioners with strategies
Reasonable Adjustment (Catch-up / Early Support)	Use key words & simple instructions; Visuals, signs, gestures, and symbols; Record observations; Implement Individualised Learning Plans (ILP)	Small speech & language groups; 1:1 or small group work away from distractions; Focused circle & story times	Discuss concerns with parents; Consider Early Help / Health Visitor involvement
SEND Support (Specialist / Targeted)	Follow strategies from Inclusion Teacher / SLT; Individualised support plans; Work closely with families	Visual, auditory & sensory aids; Quiet 1:1 or small group areas; AIS/HLTA resources; Adapted circle & group activities	Identify children on SEND Code of Practice; Liaise with professionals; Support families in accessing services

Examples: Sensory activity timetables, Makaton signing, letters & sounds, 1:1 or small group sessions, adapted story/circle time.

2. Physical Development



Support Level	Practitioners	Provision / Environment	SENCO Role
Quality Early Years Provision	Encourage fine & gross motor skills; Model safe handling & coordination; Promote daily active play; Provide positive feedback	Climbing, balancing & obstacle courses; Finger gym & fine motor activities; Outdoor play; Mark-making and writing tools	Observe children's physical skills; Advise on motor skill support strategies
Reasonable Adjustment	Adapt instructions & activities to child's needs; Give extra guidance or demonstrations	Small group or 1:1 physical activities; Modified equipment; Quiet practice areas	Recommend targeted activities; Liaise with OT if required
SEND Support	Individualised gross & fine motor plans; Follow OT or Inclusion Teacher recommendations	Sensory-motor resources; 1:1 physical support; Equipment adaptations	Work with therapists & families; Monitor progress & update support plans

Examples: Finger gym, sensory circuits, adapted climbing frames, 1:1 physical skill sessions.

3. Personal, Social & Emotional Development

Support Level	Practitioners	Provision / Environment	SENCO Role
Quality Early Years Provision	Model positive relationships & turn-taking; Encourage sharing & collaboration; Talk through emotions & feelings; Promote independence	Circle time & small group discussions; Cooperative games; Role play areas; Opportunities for responsibility	Observe children's social skills; Guide practitioners on emotional support
Reasonable Adjustment	Use visuals & social stories; Provide calm areas; Use specific praise & reinforcement	Small group or 1:1 social sessions; Quiet reflection spaces; Structured routines	Liaise with parents on strategies; Recommend early social interventions
SEND Support	Follow Inclusion Teacher / Educational Psychologist guidance; Individual behaviour & social support	Visual supports & social stories; 1:1 or small group work; Calm corners & structured	Identify children on SEND Code of Practice; Work with families & professionals to support



Support Level	Practitioners	Provision / Environment	SENCO Role
	plans	play	emotional development

Examples: Social stories, calm corners, turn-taking activities, emotion cards, small group role play.

Notes:

- Individualised Learning Plans are reviewed regularly with SENCO and families to ensure each child achieves their potential.
- Provision is adaptable, ensuring all children, including those with additional needs, are supported in all three prime areas.