

Beanies Provision Mapping September 2014

Provision mapping by waves and areas of need identified within the SEN Code of Practice

Areas of need	WAVE 1 All children as appropriate	WAVE 2 Catch up	WAVE 3 SEN
Early Learning and Play (Cognition & Learning)	All practitioners have a sound knowledge and awareness of child development from birth to five and good knowledge and awareness within the age group in which they primarily work. Resources are appropriate for the age and stage of development of children within a age group All children have an EYFS baseline assessment on entry All children have Individual Learning Journeys ~ taking into account the children's interests and achievements at home and in the wider community Practitioners have high expectations for	Activities are paced appropriately to ensure children are able to engage and respond at their own level, and practitioners ensure they give children sufficient time to access and process information enabling them to actively participate. The EYFS baseline assessment informs daily planning and helps to identify where differentiated provision is needed ~ Grouping children with similar needs Learning Journeys are updated and demonstrate a range of recording styles. Learning Journeys show how, through a small steps approach, children's interests can be used to extend their learning Identified children are targeted for	Practitioners adopt strategies which support children to engage as active rather than passive participants in activities. Fading of prompts and supports is planned for in order to move towards the greatest independence possible. The EYFS baseline assessments forms the basis for Targeted Learning Plans Targeted Learning Plans are written with parents ~ based on children's interests ~ targets are SMART ~ they include level of support/ resources/ strategies They include ~ Who, does what, under what condition, with what degree of success is expected. All practitioners are involved Specialist linguistic support would be sought if required Advice and guidance is sought from the

	all children. Practitioners take into account and value the children's linguistic and cultural background. Appropriate resources are provided and used in all play areas (e.g. role play – flat pan for making chapattis Or chop sticks etc.) There appropriate dolls, dressing up clothes, books Practitioners are aware of children's learning styles (visual/auditory/ kinesthetic etc.) The outdoor play space fully used for all curriculum areas Practitioners carry out observations, assessments and planning in a cyclical way (plan/do/review) Using individual observations to inform whole setting planning Practitioners engage in play activities with children, following the child's lead and developing shared and sustained thinking Practitioners record the child's shared and sustained thinking/adult's actions/words	differentiated support in these areas Children are encouraged to move and interact physically at story time Small group activities are planned and this takes in to account different learning styles and individual needs Practitioners demonstrate a range of observational techniques, e.g. * Timed samples * tracking significant achievements/actions * use of ICT *curriculum tracking Records show links between adults actions/words and children's learning (planned interventions)	setting's Inclusion Teacher Specialist training and/or advice sought Regular review meetings are held with parents where observations are used to plan next steps Targeted learning plans detail differentiated provision with small steps approach and strategies/resources needed Targeted learning plans are dated and signed by parents. They are evaluated and the evaluation leads on to next steps
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	Practitioners have and use a variety of techniques to share/extend and enhance children's play * follow child's lead * give running commentary * ask open ended questions * model play actions and vocabulary * demonstrate inquisitiveness ~ hypothesising ~ questioning etc.		
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Areas of need	WAVE 1 All children as appropriate	WAVE 2 Catch up	WAVE 3 SEN
Communication and Interaction	Practitioners promote a rich language environment. Practitioners model language & re-cast children's speech to extend the language used and/or to model correct speech sound production. Open ended questions are used to stimulate conversation. Practitioners make use of prompt such as 'I wonder...' rather than asking direct questions. Opportunities are developed to enable	Practitioners modify their language to support children experiencing some delay in expressive and/or receptive language. Practitioners plan activities to support specific areas of focus in language with small groups of children e.g. vocabulary building. Practitioners offer choices with reduced options to support children having difficulty making or expressing choices or preferences. Signs, symbols, objects & photos are used by practitioners and within the environment to support specific groups of children to	Practitioners focus on developing areas or aspects of language advised by therapists / Inclusion Teacher and adopt specific strategies identified. All practitioners need to be aware of individual needs of child. Practitioners are involved in the delivery of specific programmes for identified children, though these are generally offered within the context of 'normal' pre-school provision. TLPs are devised with advice & guidance from SLT & Inclusion Teacher. To be accessible to all practitioners.

	children to make & communicate their choices. Opportunities for listening in quieter environments. Practitioners use a wide range of communication strategies in everyday practice including formal gesture, signs, pictures or symbols. The IDP materials are used by managers/SENCOs to develop practitioner's knowledge & skills in relation to supporting children's speech, language & communication development. Additional language information Use of bi-lingual support & resources	develop their expressive and / or receptive language. Practitioners are supported by colleagues to use and implement strategies and activities Practitioners seek advice from Inclusion Teacher or SLT to advise and support programme development or suggest appropriate interventions for general communication, speech and language development issues	Access & action advice from SLT/EP/Inclusion Teacher
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Area of Need	WAVE 1 All children as appropriate	WAVE 2 Catch up for children with physical/sensory difficulties.	WAVE 3 SEN-on the Code of Practice
SENSORY & PHYSICAL (PHYSICAL DEVELOPMENT)	Use observations to inform practice & meet individual access requirements. Plan jointly for an accessible learning environment for all. Provide a rich & accessible physical & sensory environment which allows all children to achieve their potential.	SENCO ensures that staff are aware of the specific access needs of individual pupils or group of children. Practitioners/key workers: Show details of differentiation in their planning, with resources identified & available.	Work with specialist staff to deliver individual therapy programmes/access arrangements. Incorporate programmes /specialist equipment from outside agencies into planning & delivery. Use specialist knowledge & advice about individual needs to ensure that children

Provide a language rich environment. Provide equipment & resources that are challenging & interesting & can be used in a variety of ways or to support specific skills. Provide appropriate clothing to enable full access to provision e.g. aprons, sun hats, rain coats. Allow sufficient space indoors & outdoors to set up activities for energetic play. Provide a range of seating /lying facilities with clear pathways & defined areas and a quiet area. Provide an environment in which children can develop gross / fine motor skills independently. Provide natural lighting controlled by blinds/curtains. Position displays at child height. Staff and children are aware of and apply effective noise management strategies Equipment and storage in same place clearly labeled with photo	Use TLPs to focus on specific areas, in consultation with parents. Observe the physical environment and adjust as necessary to ensure access. Draw up care plans where medically appropriate and when using any prescribed or individual equipment e.g. Epi-pens/ inhalers/ hearing aids and receive appropriate training where necessary. Encourage and support children to develop their physical skills/energetic play, using additional adult help if necessary. Take specific actions (e.g. carpets / screens) to manage noise & reverberation. Equipment is labeled with pictures and print. Additional labeling with Braille / sign graphics etc in response to children's individual needs	reach their full potential. Use TLPs which include advice/guidance from parents, settings and relevant professionals Use advice/training from relevant professionals to enable effective use of specialist equipment e.g. hearing aids, low vision aids / tactile resources which help to access learning. Provide space for storage of additional specific equipment & resources for individual children. Children's specific environmental requirements are met. Building adaptations / specialist equipment or specific strategies are being used to meet the needs of individuals. Use sign support or BSL/ PECs / augmentative communication and specialist ICT.
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	Change and extend tactile / messy / sensory equip. Ensure that independent art work is available Ensure a range of age appropriate toys.		
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Area of need	Wave 1	Wave 2	Wave 3
	All pupils as appropriate	Catch-up	SEN
Emotional, Behavioural and Social Development	Practitioners promote a welcoming, nurturing environment where all children are included. Agreed procedures are in place to welcome children. All staff have a good knowledge of child development from Birth to Five and have accessed EYFS training. The settings have a Positive, Behaviour Policy this is reviewed annually and is shared with all staff and parents / carers. Practitioners ensure consistent use of specific positive praise to support the child's development of self esteem. Practitioners actively encourage each child's	Practitioners give children support to access all aspects of provision Practitioners model interaction and communication in role play. Practitioners model early play skills. Practitioners sign post families in difficult circumstances to other agencies / children's centres/ health visitors for outreach support. Managers / SENCOs access training 'Encouraging Positive Behaviour in the Early Years' and cascade this to all staff. Observations used to support positive behaviour management	Following an evaluation of the TLP it may be necessary to make a RFG to the SENIT. HLTA rapid response used to model advice given With advice and guidance from outside agencies & SENIT new targets are devised in a TLP to meet specific PSED needs. A CAF may be completed Referral to EP may be considered Monitor development through EYFS Early support materials. Focus on developing areas or aspects of PSED as advised by the SENIT and other professionals and adopt specific strategies

	self esteem. All children are given opportunity to access activities that promote understanding of emotions and feelings. All children have opportunity to access role play activities in order to develop an understanding of other's feelings. Practitioners plan an environment with clear consistent boundaries where children can make independent choices and have control of their own learning. Practitioners plan an environment where adults are shown respect and support for each other. Practitioners use observations and prior knowledge to understand emotional and social development alongside the EYFS. Key worker systems are in place with effective communication to all parents/carers. Practitioners use a wide range of communication strategies in everyday practice including informal gesture, signs	Planning is differentiated and enhanced using the Early Support resource on the EYFS disc. Visual resources are used e.g. visual timetables, choice-board, good looking/listening symbols Carry out an environmental audit and make adjustments to routines and environments in order to meet individual/group needs. Records are kept in order to identify specific triggers or patterns of behaviour. In consultation with parents / carers the child may be placed on the CoP Early Years Record at the Early Years Action stage. A TLP or Individual Behaviour plan should be devised in consultation with parents / carers. The TLP / Individual behaviour plan should list additional resources used in order to meet individual needs e.g. Empathy doll, a box full of feelings resource.	identified. Practitioners are involved in the delivery of specific programmes for identified children, though these are generally offered within the context of 'normal' pre-school provision.
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	and pictures or symbols. The Inclusion Development Plan materials are used by managers / SENCOs to develop practitioner's knowledge and skills in relation to supporting children's emotional and social development. All resources and the environment are visually labeled.		
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