**Provision Map Early Years – E 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.*

**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
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| 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
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| 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
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| Otherstrategiesprovision |  |  |  |  |
| **Assessment tools**  | Little Wandle assessment toolEYFS 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 MelGraduated Response Toolkit Communication and interaction  | Thrive AET framework (autism) – EYsEYFS 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 planRisk assessment | IHCPPersonal emergency evacuation plan (PEEP)Intimate Care Plan (ICP) |

| **External Agencies** | EYs SEND funding  | Nursery Plus  | SALT | CiT | Paediatrics  | SEMH team | OT | Physiotherapy  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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**  |
| --- | --- | --- | --- | --- |
| **Outcomes on reports from other professionals’ services**  |  |  |  |  |
| **EHC plan** **OUTCOMES** (E code) |  |  |  |  |
| **EHC plan****PROVISION**(E code) |  |  |  |  |