

## Clifton Lodge Nursery Provision Mapping

| Area of Difficulty  | All pupils where appropriate Wave 1  | Catch-Up Wave 2   | SEN Wave 3   |
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| <p>Early Learning &amp; Play (Cognition and Learning)</p> | <p>All children have an EYFS Baseline assessment on arrival at the setting.</p> <p>All Children have individual Learning Journeys, which take into account their personal development, achievements, and interests.</p> <p>Practitioners carry out observations and assessments of the children, which are used to inform future planning.</p> <p>Practitioners are aware of and take into account children's individual learning styles.</p> <p>Appropriate resources are provided for the age and development stage of the children.</p> <p>All parents and families have the opportunity to input into their child's Learning Journey.</p> <p>All children have a home-nursery link diary which allows information about the child's learning and development to be shared weekly.</p> <p>Practitioners engage in play activities with the children, both planned activities and also following the child's lead, developing shared thinking.</p> | <p>The EYFS Baseline Assessment identifies where differentiated provision is necessary.</p> <p>Children identified as needing differentiation are provided with suitable activities, supporting them in specific areas.</p> <p>Learning Journeys are kept up to date, showing up to date information about the child's learning and progress.</p> <p>A wide range of observation and assessment techniques are used.</p> <p>All areas of the provision are used to support the implementation of the EYFS, such as, the garden and outside areas.</p> <p>The different learning styles of children are taken into account when planning group activities.</p> <p>Practitioners use a variety of techniques to share, enhance, and extend children's play, by following the child's lead, modelling play, asking open ended questions, and demonstrating techniques such as questioning and being inquisitive.</p> | <p>Targeted Learning Plans are formed using the child's Baseline Assessment and observations, and are written with the child's parents. Targeted learning are made up of small achievable steps, and reviewed and updated every 4-6 weeks.</p> <p>Advice and support is sought from the setting's Inclusion Teacher and Area SENCo.</p> <p>Specialist training is sought.</p> <p>Resources may be borrowed or bought to ensure their suitability for the child, and to ensure that they are provided with suitable learning opportunities.</p> <p>Regular meetings are held with the child's parents, where observations, progress, development, and next steps are discussed.</p> <p>Practitioners use strategies to encourage and allow children to engage in suitable activities.</p> |

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| <p>Communication and Interaction</p> | <p>Practitioners use a wide variety of communication strategies and techniques</p> <p>Children have opportunities to communicate their preferences and choices.</p> <p>Children are given opportunities to listen to communication in quiet environments.</p> <p>Practitioners model successful communication, including correct sound pronunciation.</p> <p>Open-ended questions are used to stimulate conversation.</p> <p>Bilingual children are supported.</p>   | <p>Practitioners plan activities to support specific areas of a child's communication.</p> <p>Grouping is adapted to suit children, for example, story time may be done in smaller groups.</p> <p>Practitioners modify their own communication to ensure that the child is supported in understanding.</p> <p>Differentiated signs, symbols, and photos, and used into the child's environments.</p> <p>Children who have difficulty making or expressing choices are offered choices with reduced options.</p>   | <p>Targeted Learning Plans are formed using the child's Baseline Assessment and observations, and are written with the child's parents.</p> <p>Practitioners focus on developing areas of language advised by Inclusion Teacher.</p> <p>Practitioners are involved in delivering specific programmes for children.</p> <p>Referral to Speech and Language may be written.</p>   |
| <p>Sensory and Physical</p>          | <p>The setting provides an accessible sensory and physical environment.</p> <p>The setting provides a range of sensory activities, such as, treasure baskets, light/sound toys, CDs, and instruments.</p> <p>Practitioners, use observations to inform future planning, ensuring that children's access requirements are met. Practitioners engage in joint planning to ensure an accessible learning environment.</p> <p>Appropriate clothing is provided allowing children to access all sensory activities.</p> <p>Appropriate space and resources allow physical activities, such as, energetic play using bikes, large blocks, and tunnels, and also quieter activities, such as, benches, sofas, and cushions.</p> | <p>Planned activities include differentiation allowing all children to access the provision.</p> <p>SENCo ensures that children's individual access needs are known and adhered to.</p> <p>Practitioners adjust the environment to ensure accessibility due to observation and assessment.</p> <p>Children who have specialised equipment such as inhalers are supported with Health Care Plans.</p> <p>Changes to environments are planned in advance, and outcomes for the children are discussed, and then assessed.</p> <p>Equipment is labelled in pictures.</p> | <p>Individual access requirements are supported by key workers and specialist staff.</p> <p>Programmes from outside agencies are incorporated into planning within the setting.</p> <p>The setting looks to specialist staff for advice and guidance to ensure a child's individual access requirements are met.</p> <p>TLP's are devised using advice from specialist staff.</p> <p>Specialist advice and equipment is used to help children reach their full potential. Storage space for equipment is provided</p> |

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| <p>Emotional, Behavioural and Social</p> | <p>A welcoming and nurturing environment is provided for all children.</p> <p>On arrival children attend settling-in sessions to ensure a smooth transition.</p> <p>Key worker systems are in place.</p> <p>The setting has a Behaviour Policy which is reviewed annually.</p> <p>Consistent positive praise is used to encourage positive behaviour and.</p> <p>Children's self-esteem is actively supported and encouraged.</p> <p>Environments with clear consistent boundaries are maintained, where children can make independent choices about their own learning.</p> <p>Children are given opportunities to access activities which encourage understanding of feeling, and emotions, such as, through books, feelings dolls, stories, and jigsaws.</p> <p>Practitioners provide an environment where children and adults are shown respect and support.</p> <p>All staff have a good knowledge of child development and have accessed EYFS training.</p> <p>Practitioners use observations, and assessment, to understand emotional development alongside the EYS.</p> | <p>Practitioners ensure that children are given support to access all areas of provision.</p> <p>Practitioners model successful interaction and communication through role play, and through small group activities.</p> <p>Practitioners model play skills.</p> <p>Practitioners model communication and interaction in role play.</p> <p>Nursery Managers and SENCOs access Managing Positive Behaviour training.</p> <p>Observations and assessments are used to support positive behaviour.</p> <p>Environments are used to support positive behaviour.</p> <p>Visual resources are used to support children's behaviour, such as, visual timetables, flash cards, and symbols.</p> <p>Behaviour Coordinator will liaise with parents.</p> <p>Observations and assessments are used to support positive behaviour.</p> <p>ABC records are kept in order to identify patterns or behaviour or triggers.</p> <p>The child may be placed on the CoP Record.</p> <p>A TLP may be written.</p> | <p>A Request for Guidance referral may be made following evaluations of the child's TLP.</p> <p>Focus is given to developing areas of PSED.</p> <p>Practitioners are involved in the delivery of specific programmes for identified children.</p> <p>New targets in a child's Targeted Learning Plan are devised to meet specific PSED needs.</p> <p>A CAF may be completed.</p> <p>Development is monitored through EYFS support materials.</p> |
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