



Provision Map
Hart Hill Nursery School

	Universal Provision Whole school approach	Targeted Intervention Small group, short term, focused interventions	Specialised Provision Individualised, specialised intervention (resourced place)
Cognition and Learning	<p>A rich, stimulating and challenging environment that extends skills taught in adult led sessions.</p> <p>Children’s interests and motivations are used to inform planning.</p> <p>Staff work closely with parents to understand how the children in their class learn best.</p> <p>Planning is differentiated and suitable resources/strategies are used to scaffold and support learning e.g. visuals, simplified language, Makaton.</p> <p>Every child will have a Contract</p>	<p>Baseline assessments and pupil progress meetings identify where additional support is required. Children with similar needs are grouped together and their needs are targeted in small group adult led sessions or in intervention groups.</p> <p>Practise is modified to meet the needs of individual children e.g. simplified language, visuals, using a work area, individual TEACCH schedule, communication and choose boards etc.</p> <p>Additional support identified to and provided to develop specific skills 1:1 or in a small group.</p> <p>Referrals may be made to external</p>	<p>Contract of Education to include input from parents, the SENCO and other professionals involved with supporting the child.</p> <p>A highly differentiated curriculum and specialised interventions to meet the child’s individual needs.</p> <p>Access to or a place in Squirrel Class and interventions that happen here.</p> <p>A multi-sensory approach to learning with a focus on children’s individual stage of development and next steps in development.</p>

	<p>of Education, which is reviewed termly and completed in consultation with parents.</p> <p>A thorough plan, do, review cycle is followed with clear links to children's interests and using observations and assessment to inform planning.</p> <p>Staff engage in play activities with children, following the child's lead and developing shared and sustained thinking.</p> <p>Every classroom has a quiet, distraction free work area that any child can use.</p> <p>A whole class visual timetable is used to support children to understand the nursery routine.</p> <p>Songs are used to help children understand key routines e.g. tidy up time, home time etc.</p> <p>Makaton is used by all staff to support children's understanding of key vocabulary</p>	<p>agencies e.g. Speech and Language Therapy, SENS Team, Educational Psychologist and advice will be implemented in the child's Contract of Education.</p>	<p>Individual and small group specific interventions/strategies to promote development in play and learning skills e.g. structured work area with work area tasks, structured turn taking games, Attention skills sessions etc.</p> <p>Individual Support Plans identifying the function of behaviour and strategies to support behaviour.</p> <p>Involvement from external agencies such as the Edwin Lobo Centre, Speech and Language Therapists, Educational Psychologist, the SENS team etc.</p> <p>A resourced place, and evidence gathering and application of EHCP.</p>
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	<p>and instructions.</p> <p>Choose boards are used in every classroom to support children to think about where they would like to play.</p>		
<p>Communication and Interaction</p>	<p>Planning is differentiated and suitable resources/strategies are used to scaffold and support learning e.g. visuals, simplified language, Makaton, objects.</p> <p>Communication boards, choose boards and other visuals are used to extend opportunities for communication and interaction.</p> <p>Children with English as an additional language are supported by working with parents to learn key vocabulary to support the child in school (e.g. toilet, help) and to support assessment.</p> <p>Children with English as an additional language will work</p>	<p>Additional visual support materials and communication aids used to support an individual child e.g. individual TEACCH schedule, now/next boards, Communication boards across the setting, PECS books, objects of reference, objects to exchange, visuals specific for key routines e.g. 'stand up', 'boots on' etc.</p> <p>Baseline assessments and pupil progress meetings identify where additional support is required. Children with similar needs are grouped together and their needs are targeted in small group adult led sessions or in intervention groups.</p> <p>Additional support identified to and provided to develop specific skills</p>	<p>Contract of Education to include input from parents, the SENCO and other professionals involved with supporting the child.</p> <p>A highly differentiated curriculum and specialised interventions to meet the child's individual needs.</p> <p>Access to or a place in Squirrel Class and interventions that happen here.</p> <p>A multi-sensory approach to learning with a focus on children's individual stage of development and next steps in development.</p> <p>Individual and small group</p>

	<p>with the EAL Learning Mentor 1:1 and/or in small groups to support learning English vocabulary.</p> <p>Labels will include words and pictures where appropriate.</p> <p>A 'help' and 'toilet' sign is available for all children to use so that they can communicate for these things without having to speak.</p> <p>Choose boards are displayed in each classroom to support children to choose an activity.</p> <p>Language and key vocabulary is modelled and correct speech sounds are emphasised in daily routines, group times and in CHIL time.</p> <p>Specific activities are planned to develop communication and interaction including role play, puppets, story sessions etc.</p> <p>Every class follows a routine</p>	<p>1:1 or in a small group (following advice from external professionals if appropriate).</p> <p>Referrals may be made to external agencies e.g. Speech and Language Therapy, and advice will be implemented in the child's Contract of Education.</p>	<p>specific interventions/strategies to promote development in communication and interaction skills e.g. intensive interactions, TAC PAC, sensory play etc.</p> <p>Involvement from external agencies such as the Edwin Lobo Centre, Speech and Language Therapists, Educational Psychologist, the SENS speech team etc. (advice included in the child's Contract of Education)</p> <p>Individual TEACCH schedule (object, picture or symbol) or objects of reference.</p> <p>Now/next boards</p> <p>Individual PECS books, communication boards, objects to exchange etc.</p> <p>Makaton, visual cues (object or picture cues) to aid understanding.</p> <p>Highly structured turn taking games to promote interaction</p>
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	<p>which is displayed on a whole class visual timetable.</p> <p>Self-help schedules are used across the school in every class e.g. hanging coats up, toileting schedule, hand washing schedule.</p> <p>Children who need support with their speech are referred to the Speech and Language Therapy team.</p> <p>All children have daily access to books, story sessions where stories are told in a range of ways and weekly library sessions. Children take a book home each week.</p> <p>Children are allocated a key worker who will work closely with the child and their family to build relationships to ensure the child feels safe and secure at school.</p> <p>Phonics sessions are taught across the school and Monster</p>		<p>and basic communication skills. Developing early communication skills through Attention skills sessions, making choices, intensive interactions etc.</p> <p>Developing organisation and sequencing skills through highly structured TEACCH tasks.</p> <p>A resourced place, and evidence gathering and application of EHCP.</p>
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	Phonics is used in Otter and Badgers classes. Phonics groups are based on ability.		
Sensory and/or physical needs	<p>Daily access to activities to encourage self-help skills e.g. dressing, washing, toileting.</p> <p>Self-help schedules across the school.</p> <p>Access to large outdoor area including climbing area, trim trail and slide as well as bikes, scooters and other ride-on equipment.</p> <p>Enhancements in the outdoor area e.g. balls, ladder, large building blocks, brushes for sweeping etc.</p> <p>Adaptations are made if necessary to support a child's physical needs.</p> <p>Daily access to resources that encourage fine motor and gross motor skills.</p> <p>Finger gym sessions.</p>	<p>Baseline assessments and pupil progress meetings identify where additional support is required. Children with similar needs are grouped together and their needs are targeted in small group adult led sessions or in intervention groups such as sensory circuits or additional finger gym sessions.</p> <p>Adaptations to be made where necessary to support a child's sensory needs e.g. a personal quiet space, time out of the classroom/in the sensory room.</p> <p>Additional time to access sensory play.</p> <p>Support from external agencies e.g. physiotherapists and the targets to be included in the child's Contract of Education.</p> <p>Fine motor equipment adapted or specialised tools used e.g. scissors.</p>	<p>Contract of Education to include input from parents, the SENCO and other professionals involved with supporting the child.</p> <p>A highly differentiated curriculum and specialised interventions to meet the child's individual needs.</p> <p>Access to or a place in Squirrel Class and interventions that happen here.</p> <p>A multi-sensory approach to learning with a focus on children's individual stage of development and next steps in development.</p> <p>Individual and small group specific interventions/strategies to promote development in sensory and/or physical skills e.g. sensory circuits, sensory play, TAC PAC, sensory cooking, time in sensory room.</p>

	<p>PE lessons as well as yoga sessions provided by an external yoga teacher.</p> <p>Quiet area in each classroom.</p> <p>Food tasting and cooking sessions.</p>	<p>Use of wheelchair/walker/standing frame.</p> <p>Involvement from external agencies such as the Epilepsy Team, or hearing/visually impaired team.</p> <p>Care plan for medical/health needs.</p> <p>Supervision/administration/support for medical or personal needs if required.</p>	<p>Physio programme.</p> <p>Involvement from external agencies such as the Edwin Lobo Centre, Speech and Language Therapists, Educational Psychologist, the SENS team. Physiotherapist, Occupational Therapist etc. (advice included in the child's Contract of Education).</p> <p>Resource and advise services from Lady Zia Wernher School where appropriate.</p> <p>Additional training for staff to enable effective use of specialised equipment if needed e.g. walker, wheelchair etc.</p> <p>Individual TEACCH schedule (object, picture or symbol) or objects of reference.</p> <p>Now/next boards</p> <p>Individual PECS books,</p>
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			<p>communication boards, objects to exchange etc.</p> <p>Makaton, visual cues (object or picture cues) to aid understanding.</p> <p>Adaptations to learning materials e.g. scented pens, bigger toys, sensory resources.</p> <p>Individual Support Plans identifying the function of behaviour and strategies to support behaviour (including sensory needs).</p> <p>Sensory diet implemented.</p> <p>A resourced place, and evidence gathering and application of EHCP.</p>
<p>Social, Mental and Emotional Development</p>	<p>An environment with clear and consistent behaviour boundaries where children can make independent choices and have control of their learning.</p> <p>Children are supported to develop friendships and turn</p>	<p>Baseline assessments and pupil progress meetings identify where additional support is required. Children with similar needs are grouped together and their needs are targeted in small group adult led sessions or in intervention groups such as confidence building</p>	<p>Contract of Education to include input from parents, the SENCO and other professionals involved with supporting the child.</p> <p>A highly differentiated curriculum and specialised interventions to meet the child's</p>

	<p>taking/sharing skills.</p> <p>PSED adult led sessions and signs for feelings used.</p> <p>All children are given opportunities to access activities during CHILD and adult led sessions that promote understanding of feelings of self and others.</p> <p>Zones of Regulation used across the school.</p> <p>Quiet areas in each classroom.</p> <p>Children are allocated a key worker who will work closely with the child and their family to build relationships to ensure the child feels safe and secure at school.</p> <p>Trained staff with knowledge of child development including emotional and social development.</p> <p>Home visits completed before a</p>	<p>or turn taking groups.</p> <p>Adaptations to be made where necessary to support a child's emotional needs e.g. a personal quiet space, time out of the classroom/in the sensory room, sharing specific stories e.g. bereavement.</p> <p>Adaptations to be made during group times if needed e.g. fidget toys, sitting on a chair/spot, sitting for a specified amount of time using a timer etc.</p> <p>Individual Support Plans identifying the function of behaviour and strategies to support behaviour.</p> <p>Involvement from external agencies e.g. Educational Psychologist.</p> <p>Personalised resources to support emotional regulation e.g. 'calm down' poster, symbols, zones of regulation.</p> <p>Countdown/sand/button timers.</p>	<p>individual needs.</p> <p>Access to or a place in Squirrel Class and interventions that happen here.</p> <p>A multi-sensory approach to learning with a focus on children's individual stage of development and next steps in development.</p> <p>Individual and small group specific interventions/strategies to promote development in social, emotional skills e.g. sensory circuits, sensory play, TAC PAC, time in sensory room.</p> <p>Involvement from external agencies such as the Edwin Lobo Centre, Speech and Language Therapists, Educational Psychologist, the SENS team etc. (advice included in the child's Contract of Education).</p> <p>Individual TEACCH schedule (object, picture or symbol) or</p>
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	<p>child starts at the nursery.</p> <p>Consistent and established routines supported by a whole class visual timetable.</p> <p>Communication with parents so that we can support the child if there is a change in their circumstances.</p> <p>Family worker support including parent groups, signposting, support with form filling etc.</p>	<p>Individual schedule and/or now/next board.</p>	<p>objects of reference.</p> <p>Now/next boards</p> <p>Individual PECS books, communication boards, objects to exchange etc.</p> <p>Makaton, visual cues (object or picture cues) to aid understanding.</p> <p>Adaptations to learning materials e.g. scented pens, fidget toys, sensory resources.</p> <p>Individual Support Plans identifying the function of behaviour and strategies to support behaviour.</p> <p>Sensory diet implemented.</p> <p>Parental support from family workers.</p> <p>A resourced place, and evidence gathering and application of EHCP.</p>
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