

Area of Need	Wave One Whole Group Provision	Wave Two Catch Up	Wave Three Special Educational Needs
Communication and Interaction	<p>Pre school provides an environment rich in language. Practitioners speak clearly and grammatically, and listen to children's speech and language, using open questions, skillfully presented. Story, news time and show & tell sessions give opportunities for children to communicate at a quiet time, when listening is encouraged. Ideas are encouraged and valued unconditionally, and comment invited.</p> <p>An environment with exciting resources encourage an extended vocabulary. Staff use a variety of communication methods, signs, pictures, symbols. Clapping is used regularly to draw attention to syllables and rhythm. Rhyme is also a regular activity, as well as emphasis on initial sounds in words.</p>	<p>Natural modification/ simplification of communication for a child exhibiting difficulties. Sentences broken down into shorter phrases with an emphasis on gesture. Referral/ advice to/ from SALT, with increased home liaison. Use of visual timetable and pictures.</p> <p>Small group activities to develop listening, cognition, speaking skills,</p> <p>One member of staff Talk Boost trained, and registered for NELI training.</p>	<p>Advice from specialists, child-specific strategies adopted. Cascaded to all staff, with home involvement and regular feedback.</p>
Emotional, Behavioural and Social Development	<p>Nursery provides a stable, welcoming, nurturing environment, with strong Nursery/home links. Behaviour and settling in procedures in place are</p>	<p>Strong home -nursery links allow any behavioural problems to be addressed together. Sticker books are shared for good behaviour. A visual timetable is used where</p>	<p>Advice taken from specialist staff, re. strategies to be employed so that children develop appropriately within</p>

<p>Sensory and Physical</p>	<p>understood and implemented by all staff. A flexible approach is adopted to take account of the Unique Child. Policies and procedures are reviewed annually. Staff have a good knowledge of EYFS Development Matters. Children have clear boundaries, and staff use positive reinforcement, with praise, stickers and a (planned)reward system. Praise for positive behaviour/actions is given and shared with parents via home link books, on the WOW wall, and at drop-off / collection times. Staff provide positive role models in promoting social interaction, sharing and turn taking. Games used for learning about turn taking and sharing. Books chosen often have encouraging story lines. Role play activities are always available. Children's pictures, models, writing etc displayed with clear naming, so they know that what they do is valued.</p> <p>Access requirements met on entry. An environment with rich, accessible sensory stimuli, both indoors and outdoors is available. Sand, water and mud outside, herb, fruit and vegetable garden.</p>	<p>sequencing of activities is an issue. Adjustments made to routines so that all children have needs met appropriately. Empathy doll, soft toys available as support and comfort. Comfort toys from home encouraged to help settle young children. Key worker system, and close working staff ensure continuity of strategies. Staffing ratios above statutory requirements where necessary to support children with additional needs.</p> <p>Encouragement given to trying, as well as succeeding in physical challenge. Eg. In the forest area. Push and ride toys cater for younger children as well as more physically timid older ones. All areas of the nursery are made</p>	<p>the social environment of the Nursery and home.</p> <p>Advice sought from experts, depending on needs of individuals, and constraints of any impairment that might be present. In the case of physical impairment, advice from OTs and</p>
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<p>Cognition and Learning (Early Learning and Play)</p>	<p>Sensory boxes, vivid wall displays, sounds and music, paints and tactile materials, with a variety of tools for exploration. Hand painting and messy play encouraged. Fine motor control encouraged on mark making table with writing materials, scissors, hole punches, staplers, paper crimpers and shredders etc. Gross motor environment stimulating and challenging, loft ladder, balance bikes, pedal bikes, push along vehicles, adventure playground, access to field, hard standing and all weather surfaces. Access encouraged in all weathers with provision of protective clothing, sun Hats waterproofs etc. Activities provided at a variety of levels, encouraging different postures. Provision made for computer and iPad access. Children encouraged to 'feel danger' and do their own risk assessment! Music and movement encourages group activity and can be interpreted at different levels</p> <p>Staff are fully conversant with stages of child development. Children's development is monitored and a baseline is entered when the child has settled at Pre school.</p>	<p>accessible, but difficulties that might arise are discussed openly, with opportunities for whole group input and problem-solving. Great variety of tools allow for all capabilities, and use made of pencil grips if necessary to encourage pincer grip. Differentiation of an activity with regard to specific needs. Left-handed scissors available, as well as seating of appropriate height. With reference to the Development Matters suggestions, to use ideas suggested for slightly younger children might be appropriate</p> <p>Any difficulties or additional needs are quickly observed and necessary documentation made. All staff are made aware of addition needs and implement strategies to help.</p>	<p>Physiotherapists have been invaluable in the past. Adaptations to the environment would be necessary to take a wheelchair in quite a small pre school room.</p> <p>Children with significant problems will have a TLP drawn up in consultation with parent, inclusion teacher and any specialist staff as appropriate. Modification, and differentiation</p>
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