

Provision Map-Lark Hill Nursery School

Further information is included in our school information report, the table below provides a brief summary of our approaches for all children and those who need further support to ensure that they make progress.

	Cognition and Learning	Communication and Interaction	Behavioural, Social and Emotional	Sensory and Physical
	<p>Termly meetings between keyperson and Deputy Headteacher to moderate assessments and monitor children's progress agreeing strategies to support each child's learning and development.</p> <p>Termly meeting between Deputy Headteacher and Headteacher monitoring progress of all children.</p>			
<p>Universal approaches (Quality First Teaching)</p>	<p>In the moment planning-adults respond to children immediately and use their knowledge of children's interests and needs to respond to them in the moment to ensure that they make progress and have appropriate challenge at nursery.</p> <p>Three and four year old key people plan a learning review week for each child in their group at least twice a year. During this week they focus on this child and use Tapestry to record their interactions and the child's progress.</p> <p>Two year old keypeople have four children at nursery at a time and focus on these children as and when needed in</p>	<p>Wellcomm assessment for all two year olds, for all three and four year olds in receipt of Early Years Pupil Premium and for any child assessed below age related expectations in communication and language.</p> <p>Two year olds have a weekly language focused group based on Wellcomm 'Book of ideas' materials.</p> <p>Experienced adults who make time to talk to children as they play about the things that interest them. All adults have had training about extending children's speech and one member of staff has completed both Elklan and Wellcomm training and provides support and advice for staff if needed.</p>	<p>Weekly circle time for all three and four year olds with their keyperson.</p> <p>Well-being and involvement assessment included in termly assessments.</p> <p>Keyperson who will get to know the children and families in their group well and provide a positive relationship that gives children the confidence to explore.</p> <p>Keypeople working in duos/trios so wherever possible one of the duo/trio is at nursery at all times.</p> <p>Adults talk to children about their feelings sometimes using symbols or Makaton signs to</p>	<p>Challenging environment with adults available to support and encourage children to keep practising their physical skills.</p> <p>Nursery room planned to include quiet areas and spaces where children can hide-e.g. mirrored tunnel.</p> <p>Two year olds have a weekly group time with a physical focus planned as appropriate for them-this could simply be walking round the garden going up the hill and down the steps or using small equipment.</p> <p>Daily mile-all children encouraged to walk or run for fifteen minutes each day. Children supported to join in with this as appropriate.</p>

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	<p>order to support their learning and development.</p> <p>Two year old progress summary and discussion with family supports early intervention and provides an opportunity to discuss the progress review that families have had with Health Visitor.</p> <p>Termly tracking on Tapestry summarising a best fit judgement for children. SEND statements are used if appropriate for individual children.</p> <p>Adults provide commentary on what children are doing and support reflection on learning- for example by summarising the activity at the end of a group time. Or by commenting on what children have completed.</p>	<p>Two, three and four year old children share the nursery space so younger children have older children playing alongside them and modelling more advanced language.</p>	<p>support this communication. For example when a child is settling their feelings will be acknowledge, "I know you are sad that Mummy had to go, I will look after you until she comes back."</p> <p>Children are supported to understand the consequences of their behaviour, "Look X is crying because they are sad. They had not finished their turn when you took the car."</p> <p>Children are given specific verbal praise which recognises effort and progress.</p> <p>All staff have completed Team Teach training (Summer term 2019)</p>	<p>Regular access to sensory activities including water, sand, clay, powder paint, cornflour and water, soapflakes and water, cloud dough, playdough.</p>
Targeted approaches Small group interventions/extra support	<p>Liaison with Startwell coordinator and link Health visitor to provide further support at home if appropriate.</p> <p>Groups planned according to children's assessments so if appropriate older children have some group times with younger children to ensure they have</p>	<p>Weekly Wellcomm groups for children who when screened are below the expected level with termly reassessment followed by referral or advice from speech and language therapist.</p> <p>The use of Makaton signs and visual symbols to support</p>	<p>Box of feelings and Hopla groups for children assessed as having low well-being.</p> <p>Liaison with Startwell coordinator and link Health visitor to provide further support at home if appropriate.</p> <p>Visual timeline of routine</p>	<p>Funky fingers group for children assessed as needing additional support with fine motor skills.</p> <p>Liaison with Startwell coordinator and link Health visitor to provide further support at home if appropriate.</p> <p>When professionals advise that</p>

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	<p>appropriate experiences and group sizes.</p> <p>In the moment planning supports and individual approach for all children. If children need some extra support they might have more frequent learning review weeks or receive additional time from Anne, Heather or Cathy.</p>	<p>communication.</p> <p>Liaison with Startwell coordinator and link Health visitor to provide further support at home if appropriate.</p> <p>Working with speech and language therapist and using materials provided by them in nursery to support children if appropriate.</p>	<p>activities so children know what is going to happen next.</p> <p>Children are supported by an adult when playing alongside others to take turns and to manage their frustration.</p>	<p>extra one to one or small group activities might support a child's needs these will be planned into the child's time at nursery. This support will usually be provided by the child's keyperson.</p>
<p>Individualised approaches Individualised targeted support for children with SEN</p> <p>In all areas of need we liaise with other professionals as appropriate.</p>	<p>Additional support plan with specific targets and strategies for support discussed and agreed with child's family and reviewed at least once a term.</p> <p>Assessment completed using Tapestry's SEND statements to support staff to consider smaller steps of progress.</p>	<p>Additional support plan with specific targets and strategies for support discussed and agreed with child's family and reviewed at least once a term.</p> <p>Assessment completed using Tapestry's SEND statements to support staff to consider smaller steps of progress</p>	<p>Additional support plan with specific targets and strategies for support discussed and agreed with child's family and reviewed at least once a term.</p> <p>Assessment completed using Tapestry's SEND statements to support staff to consider smaller steps of progress</p>	<p>Additional support plan with specific targets and strategies for support discussed and agreed with child's family and reviewed at least once a term.</p> <p>Families provide information about their child's needs before they start nursery and these are discussed with the keyperson at the home visit and adaptations planned before they start. For example all staff might be made aware of the best place for a child to sit during group activities.</p> <p>Regular access to quiet areas.</p> <p>Individualised support following recommendations of occupational therapist including rocking, deep pressure massage, one to one sensory</p>

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				activities with play materials or food. Assessment completed using Tapestry's SEND statements to support staff to consider smaller steps of progress