



Appletree Nursery Provision Map

Curriculum Area: Communication and Interaction

| | Provision, (Environment and resources), Practice (practitioners and SENCo) | Anticipated Outcomes |
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| Wave 1 | <p>Provision Appletree nursery offers a language rich indoor and outdoor learning environments appropriate for 2 to 4 year olds, Provision promotes learning in a challenging and stimulating way. Environmental print is supplemented with visual supports throughout each area e.g. visual timetable, visual sequences such as toilet / hygiene.</p> <p>Children with English as an Additional Language (EAL) are supported with additional resources such as dual language books and games which are used both in school and at home.</p> <p>Opportunities for listening are provided in quieter environments e.g. reading areas, gazebo.</p> <p>ICT is used to extend opportunities for communication and interaction.</p> <p>Practice All children are assessed on entry through the EYFS and WellComm (Speech and Language screening) to identify specific needs. Information from the assessment data is used by practitioners to inform daily planning.</p> <p>Practitioners use a wide range of communication strategies in everyday practice including verbal interactions , gestures,</p> | <p>Practitioners:</p> <ul style="list-style-type: none"> - Promote a rich language environment. - Embellish children's language to extend their expressions. - Use a wide vocabulary and explain the meanings of words - Model language & repeat children's speech - Model and emphasise correct speech sound production. - Use open ended questions - Use prompts such as 'I wonder...' rather than asking lots of direct questions. - Use a wide range of communication strategies – gestures, signs, pictures and symbols - Use EYFS assessments to inform planning - Plan specific activities to develop communication and interaction - Ensure daily routines are opportunities for developing language and communication e.g. nappy changing, snack/lunch times etc. - Use Inclusion and Development Programme materials - Use Letters and Sounds phonics materials - Use WellComm Assessment Toolkit for assessing children’s language and communication skills <p>SENCo</p> <ul style="list-style-type: none"> - Analyses and monitors children's communication EYFS |

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| | <p>signs, pictures and symbols.</p> <p>All children's attempts to communicate are recognised and valued. Practitioners know when to listen and give children time to express themselves. Practitioners model language and repeat children's speech to extend the language used and/or to model correct speech sound production.</p> <p>Open ended questions are used to stimulate conversation. Practitioners make use of prompt such as 'I wonder...', 'what if...?' rather than asking direct questions.</p> <p>Opportunities to promote communication and interaction is maximised e.g. at snack / lunch time, during nappy changing. Opportunities are developed to enable children to make and communicate their choices in a variety of ways.</p> <p>Opportunities are made to encourage children to talk about their experiences and interests, including contributions to and the sharing of their learning journey.</p> <p>Inclusion Development Programme materials are used by SENCo to develop practitioner's knowledge & skills in relation to supporting children's speech, language & communication development.</p> | <p>and WellComm assessment scores to identify specific needs.</p> <ul style="list-style-type: none"> - Supports teaching staff to provide a language rich environment in continuous provision <p>Children are encouraged to:</p> <ul style="list-style-type: none"> - Develop listening and attention skills to support early phonological awareness - Develop speech & language and communications skills at an age appropriate level - Develop relationships with their peers - Make choices - Take turns and share - Follow routines - Follow simple instructions - Develop question and answer skills <p>Environment & Resources:</p> <ul style="list-style-type: none"> - Communication friendly spaces developed and identified within the setting - Images of signs and symbols are displayed in all areas of the setting - Use of bi-lingual support & resources - Availability of a wide range of resources to support communication & interaction at appropriate level e.g. microphones, camera, talking photograph albums. |
| <p>Wave 2</p> | <p>Provision</p> <p>Additional visual support materials may be used to support an individual child such as visual timetables.</p> <p>Children may receive targeted intensive interaction with the SENCo/ experienced practitioner using WellComm activities.</p> | <p>Practitioners:</p> <ul style="list-style-type: none"> - Use key words for instructions and comments - Offer choices with reduced options to aid decision making. - Plan activities to support specific areas of focus in small groups - Are supported by SENCo to plan appropriate focused |

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| <p>Children with English as an additional language receive differentiated support by nursery practitioners.</p> <p>Specific ICT equipment may be introduced to encourage and extend communication and interaction.</p> <p>Practice</p> <p>EYFS and WellComm assessments are used to inform daily planning and identify where differentiated provision is needed.</p> <p>WellComm screening identifies children's speech, language and understanding needs and provides suggested targeted activities.</p> <p>Practitioners have a variety of techniques to share / extend and enhance children's play and learning</p> <ul style="list-style-type: none"> - follow child's lead - give running commentary - ask open ended questions - model play actions and vocabulary - demonstrate inquisitiveness, hypothesising, questioning etc. <p>Intervention is implemented through a small steps approach. Practitioners may need to simplify their language, allow pauses and / or support understanding through visual prompts.</p> <p>Children's individual learning styles are identified and considered when planning e.g. interactive stories and action songs encourage children to move and interact physically at group time. The outdoor environment is used for all curriculum</p> | <p>activities and choose resources</p> <ul style="list-style-type: none"> - Are supported by SENCo to implement and evaluate targets - Plan specific WellComm activities relevant to identified needs - Use specific elements of Inclusion and Development Programme materials to support small groups - Have access to additional training opportunities. <p>SENCo:</p> <ul style="list-style-type: none"> - Analyse children's communication EYFS and WellComm assessment scores - Liaise with and support key person and parents - Plan intensive interventions using the WellComm toolkit. - Monitor children's progress - Refer to Speech and Language therapist (SALT), as appropriate. - Refer for additional support (SEND), as appropriate. - Uses advice and guidance from involved professionals to set appropriate next steps. - Encourage parents to attend speech and language drop in clinics - May initiate Common Assessment Framework to access multi agency team around the child if appropriate <p>Children are encouraged to:</p> <ul style="list-style-type: none"> - Develop listening and attention skills in focused small group activities - Develop a wide vocabulary of single words and begin to combine words - Initiate interaction and communication with adults and peers |
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| | <p>areas.</p> <p>Children are observed using a range of techniques and in different areas of the environment. Practitioners record children's shared and sustained thinking /adults actions and words. Records show links between adult's actions /words and children's learning. (planned interventions).</p> | <ul style="list-style-type: none"> - Work towards individual targets <p>Environment & Resources:</p> <ul style="list-style-type: none"> - Specific resources obtained to support targeted work on communication and interaction in small groups - Quiet areas identified for focused work |
| <p>Wave 3</p> | <p>EYFS baseline, WellComm assessments, children's behaviours and other needs and disabilities form the basis for Targeted Learning Plans (TLPs).</p> <p>Targeted Learning Plans (TLPs) are written by the SENCO with the key worker and parents and shared with all relevant nursery practitioners. Each child's individual TLP reflects their interests and includes 'SMART' targets (specific, measurable, attainable, relevant, and time-limited). Other details specify the people involved, the level of support, suggested strategies resources needed and the context.</p> <p>Targeted learning plans detail differentiated provision with a small steps approach and include appropriate strategies and resources. TLPs are dated and signed by parents. Regular meetings are held with parents to review and evaluate the TLP targets and to plan the next steps.</p> <p>Advice sought from a speech and language therapist and / or Inclusion Teacher. Other specialist linguistic support may be sought, as appropriate.</p> <p>Specialist training and/or advice sought as required.</p> | <p>Practitioners:</p> <ul style="list-style-type: none"> - Are aware of specific needs of individual children. - Deliver specific programmes. - Adopt specific strategies identified by Inclusion Teacher and/or speech and language therapist. - Consistently use appropriate augmentative and alternative communication (AAC) systems e.g. Picture Exchange Communication System (PECS) symbols, signs where appropriate. - Support children to develop skills in AAC - Collect written evidence to support SENCo in writing reports - Support communication with Makaton <p>SENCO:</p> <ul style="list-style-type: none"> - Identifies children on SEN Code of Practice record - Liaise with and support key person and parents - Works in partnership with professionals e.g. speech and language therapist. - Writes Targeted Learning Plan (TLP) with parents, key person and using professionals' advice and guidance. - Supports practitioners to implement TLPs - Review TLP regularly. - Works with Inclusion Teacher to take appropriate next steps e.g. CAF (Common Assessment Framework) and |

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| | | <p>referral to Early Years panel for further support /funding.</p> <ul style="list-style-type: none"> - Report writing for reviews - Arranges reviews of progress through TLPs and TAFs - Referral to speech therapy service <p>Children are encouraged to:</p> <ul style="list-style-type: none"> - Develop communication to express wants and needs - Engage and participate in targeted activities – 1:1, small and larger groups - Work towards individual targets <p>Environment & resources: Specific resources used to support work towards TLPs as advised by Inclusion Teacher and/or speech & language therapist.</p> |
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Curriculum Area: Sensory and Physical

| | Provision, (Environment and resources), Practice (practitioners and SENCo) | Anticipated Outcomes |
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| Wave 1 | <p>Provision Appletree Nursery offers an indoor and outdoor learning environment that is planned to be accessible to all children and offers the flexibility to be adapted to cater for individual needs. The classrooms are furnished with adjustable tables and chairs and reasonable adjustments are made to accommodate children’s physical needs. The nursery has good natural light which can be controlled by blinds and there is a dimmer switch to control lighting in the creative area.</p> <p>Our indoor & outdoor learning environments allow sufficient space to set up relevant activities for both energetic play and quiet relaxation. We have a range of seating and relaxing facilities e.g. cushions, sofa, book area and outdoor gazebo and canopy.</p> <p>An accessible toilet and changing area is provided.</p> <p>Equipment & open ended resources are provided that challenge and motivate children to learn new skills and build on what they can do already.</p> <p>A range of developmentally age appropriate toys are provided e.g. cause & effect, inset, trainer scissors, finely graded construction bricks.</p> <p>To promote independence and free exploration, all equipment is stored in same place at child level and is clearly labelled</p> | <p>Practitioners:</p> <ul style="list-style-type: none"> - Consider the learning environment at all stages of planning to ensure accessibility for all children - Build a detailed understanding of each child's individual needs and use this information to plan appropriate learning environments and experiences. Use Learning Journeys to record significant learning experiences. - Adapt the outdoor learning environment to provide for the abilities, needs and interests of all children - Provide a range of challenging, developmentally age appropriate toys and resources to explore and practice skills - Encourage child independence by creating an enabling environment, e.g. low storage of resources. - Ensure displays are purposeful and accessible to children - Provide areas for energetic play and relaxation - Design a stimulating creative area with a wide range of resources and equipment - Plan supported / adult-led activities to develop skills e.g. cutting - Manage the learning environment to ensure appropriate light and noise control. <p>Children are encouraged to:</p> <ul style="list-style-type: none"> - Learn through their senses - Make choices - Develop independence - Access all areas of the learning environment |

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| <p>with photo / footprint and text. Colourful displays are used to promote children’s interests and enhance learning.</p> <p>Appletree nursery provides opportunities for sensory play and exploration using treasure baskets, musical instruments, messy play, smart board and sensory resources.</p> <p>We have a large well-equipped outdoor learning environment where children can practise physical activities and develop their fine and gross motor skills with increasing independence.</p> <p>Practitioners Nursery practitioners plan an accessible, language rich learning environment within the universal, continuous provision</p> <p>SENCo and key person will use observations to inform practice and meet individual children's sensory and physical needs.</p> <p>Our creative area offers a broad range of opportunities and equipment for tactile / messy / sensory activities. Opportunities for both supported and independent art work is available.</p> <p>Children are encouraged to wear appropriate clothing to enable full access to provision e.g. aprons, rain clothes and wellingtons, sun hats, etc.</p> <p>Practitioners and children are aware of and apply effective noise management strategies, particularly in our quiet area.</p> | <ul style="list-style-type: none"> - Experiment and explore - Develop physical skills - Develop their creativity and problem solving skills - Be active - Have opportunities and places to relax - Wear appropriate clothes for the activity and weather conditions <p>Environment & resources:</p> <ul style="list-style-type: none"> - a rich, stimulating and challenging indoor and outdoor environment - accessible resources at child level - opportunities to be active and to relax - natural light controlled by blinds - noise management strategies in place |
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| <p>Wave 2</p> | <p>Provision Changes to environment are highlighted, discussed and carefully planned.</p> <p>'Quiet or calm' areas are provided for children. Carpet areas and furniture are used to manage noise & reverberation.</p> <p>Additional equipment and resources will be used as recommended.</p> <p>Practitioners SENCo shares relevant information about children's access needs and enabling environments to all relevant staff. Plans for all activities include details of differentiation for individual's access needs with resources identified and available.</p> <p>All practitioners are aware of how to use observation to adjust the environment to ensure access so that physical and sensory needs are met whilst maintaining high expectations for all children.</p> <p>Medical and Health Care Plans are written when using any prescribed medicines or individual equipment e.g. Epi -pens; inhalers, glasses, boots, hearing aids. Risk assessments will be completed as required.</p> <p>Key workers plan time and opportunities to support and encourage children with disabilities, sensory or motor impairments to develop their physical skills and enable to participate in energetic play.</p> <p>Key worker / additional adults encourage increased</p> | <p>Practitioners:</p> <ul style="list-style-type: none"> - Produce plans which include details of differentiation for individual's access needs with resources identified and available. - Highlight, discuss and plan changes to environment as required. - Adjust the environment to ensure access for all children - Provide opportunities to develop physical skills to participate in energetic play. - Encourage increased independence in physical and sensory activities. <p>SENCo:</p> <ul style="list-style-type: none"> - Shares relevant information about children's access needs and enabling environments to all relevant staff. - Supports children, through Medical Care plans, when using any prescribed or individual equipment e.g. Epi –pens, inhalers, glasses, boots, hearing aids - Planned walk through to access children's environmental needs (supported by inclusion teacher) - May initiate Common Assessment Framework to access multi agency team around the child if appropriate <p>Children are encouraged to:</p> <ul style="list-style-type: none"> - Be independent - Access all areas of the continuous provision - Join in adult led activities. <p>Environment and resources:</p> <ul style="list-style-type: none"> - 'Quiet or calm' areas are provided for children. - Carpet areas and curtains are used to manage noise & |
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| | <p>independence in physical and sensory activities, as appropriate.</p> <p>In consultation with parents / carers the child may be placed on Wave 3. A Targeted Learning Plan will be devised to identify next steps.</p> | <p>reverberation.</p> <ul style="list-style-type: none"> - Visual timetables are accessible - Equipment is labelled in pictures and symbols |
| <p>Wave 3</p> | <p>Provision Children's specific environmental requirements are met. Building adaptations / specialist equipment or specific strategies are being used to meet the needs of individuals.</p> <p>Consistency of continuous provision to provide a stable environment that children can access.</p> <p>Equipment is labelled in pictures, print and visual symbols.</p> <p>Practice Specialist knowledge and advice about individual needs is used to ensure that children with identified physical and sensory needs can use all areas to their full potential.</p> <p>Programmes from outside agencies are incorporated in whole setting planning and delivered throughout all curriculum areas. The delivery of individual access requirements or therapy programmes is supported by specialist staff.</p> <p>Targeted Learning Plans (TLPs) are used to focus on specific areas within accessible provision. TLP's are devised with advice/ guidance from parents, settings and other relevant professionals.</p> | <p>Practitioners:</p> <ul style="list-style-type: none"> - Are aware of specific needs of individual children - Use knowledge of the individual child's needs to adapt the learning environment to increase accessibility. - Do not make unnecessary changes - Deliver specific programmes. - Adopts specific strategies identified by Inclusion Teacher and/or Occupational Therapist and physiotherapist. - Access training in the use of specialist equipment and resources. <p>SENCo:</p> <ul style="list-style-type: none"> - Identifies children on SEN Code of Practice register - Liaise with and support key person and parents. - Conduct an environmental audit. - Supports children, through Medical Care Plans, if appropriate - Works in partnership with medical professionals e.g. occupational therapist, physiotherapist. - Writes Targeted Learning Plan (TLP) with parents, key person and using professional's advice and guidance. - Supports practitioners to implement TLPs - Review TLP regularly. - Works with Inclusion Teacher to take appropriate next steps e.g. CAF and Early Years Panel referral - Supports practitioners with the use of specialist |

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| | <p>Specialist advice and equipment is used to enable individual children to reach their full potential.</p> <p>Skilled practitioners enable the effective use of specialist equipment e.g. hearing aids, low vision aids, tactile resources which help to access learning.</p> <p>Storage space is provided for additional specific equipment & resources for individual children.</p> <p>Alternative augmentative communication is provided as appropriate e.g. visual symbols (PECs) and sign support or BSL as directed.</p> <p>Specialist ICT may be provided as appropriate.</p> | <p>equipment.</p> <ul style="list-style-type: none"> - Arranges reviews of progress through TLPs and TAFs (Team around the Family – multi-agency meetings) <p>Children are encouraged to:</p> <ul style="list-style-type: none"> - Be independent - Access all areas of the continuous provision - Work towards individual targets <p>Environment and resources</p> <ul style="list-style-type: none"> - Individual children's environmental requirements are met - Visual timetables are accessible - Changes to the environment are kept to a minimum - Equipment is labelled in pictures, print and visual symbols. - Personalised resources and visual supports |
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Curriculum Area: Cognition & Learning

| | Provision, (Environment and resources), Practice (practitioners and SENCo) | Anticipated Outcomes |
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| Wave 1 | <p>Provision Appletree nursery offers a rich, stimulating and challenging learning environment. Our continuous provision is frequently enhanced to vary and extend play experience. Learning opportunities are planned in both indoor and outdoor areas.</p> <p>Children's interests and motivations are planned for.</p> <p>Practitioners All children have an EYFS assessment on entry and each subsequent term.</p> <p>Our planning reflects each child's interests, motivations and learning style, e.g. visual /auditory / kinaesthetic.</p> <p>Nursery practitioners understand the characteristics of effective learning and use these to plan learning opportunities.</p> <p>All children have an individual Learning Journey which takes into account the child's interests and achievements at home and in the wider community.</p> <p>Each child's linguistic and cultural background is taken into account, valued and celebrated throughout our continuous provision and through planned special events and topics. A wide range of appropriate resources, including books, dolls, dressing-up clothes, role play and creative activities are used.</p> | <p>Practitioners:</p> <ul style="list-style-type: none"> - Conduct EYFS assessments and record EYFS data on tracker sheet. - Focus on the characteristics of effective learning. - Compile a Learning Journey for each child - Value and celebrate each child's linguistic and cultural background - Plan learning opportunities to reflect similarities and diversity - Plan learning opportunities to reflect each child's interests, motivations and learning style - Ensure observations and assessments inform future planning. - Engage in play activities with children to develop their learning - Develop opportunities for shared and sustained thinking. <p>Children are encouraged to:</p> <ul style="list-style-type: none"> - Learn through play experiences - Value themselves as individuals - Develop their individual learning styles - Develop their interests <p>Environment & resources:</p> <ul style="list-style-type: none"> - Continuous provision is frequently changed to vary and extend play experience. - Learning opportunities are planned both indoors and |

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| | <p>Observations, assessments and planning are carried out in cyclical way (plan/do/review).</p> <p>Individual observations are carried out to inform whole setting planning.</p> <p>Practitioners engage in play activities with children, following child's lead and developing shared and sustained thinking.</p> | <p>outdoors.</p> |
| <p>Wave 2</p> | <p>Provision EYFS baseline assessment informs daily planning and identifies where differentiated provision is needed. Children with similar needs may be grouped and their needs targeted.</p> <p>Individual Learning Journeys are updated regularly and demonstrate a range of recording styles. They show how, through a small steps approach, children's interests are used to extend their learning.</p> <p>Children with English as an additional language receive differentiated support by nursery practitioners.</p> <p>We recognise that children learn in different ways. Small group activities planned using different learning styles and children are encouraged to move and interact physically at story time. The outdoor play area is used for all curriculum areas.</p> <p>Observations demonstrate a range of techniques to track children's development. Practitioners record child's shared and sustained thinking. Records show links between adults actions /words and children's learning. (planned interventions)</p> | <p>Practitioners:</p> <ul style="list-style-type: none"> - Use EYFS assessment to inform planning - Differentiate planning to meet individual needs - Plan group activities to target similar needs and learning styles - Support children in their own language when a bilingual practitioner speaks the same language. - Know the children's preferred leaning style and plan appropriate activities. - Plan opportunities for children to learn through actions. - Conduct regular child observations and use these to assess learning and development and to plan next steps. - Practitioners record child's shared and sustained thinking /adults actions /words. - Practitioners share / extend and enhance children's play <p>SENCO:</p> <ul style="list-style-type: none"> - Plan intensive group activities to target similar needs - Liaise with and support key person and parents - Plan intensive interventions. - Monitor children's progress - Refer for additional support (SEND), as appropriate. - Use advice and guidance from involved professionals to |

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| | <p>Practitioners use a variety of techniques to share / extend and enhance children's play. These include:</p> <ul style="list-style-type: none"> - following a child's lead - give a running commentary - asking open ended questions - modelling play actions and vocabulary - demonstrating and modelling - questioning and hypothesising <p>In consultation with parents / carers the child may be placed on Wave 3. A Targeted Learning Plan will be devised to identify next steps.</p> | <p>set appropriate next steps.</p> <ul style="list-style-type: none"> - Targeted Learning Plans will be implemented as appropriate <p>Children are encouraged to:</p> <ul style="list-style-type: none"> - Develop their play skills - Ask questions - Solve problems - Engage and participate in targeted activities – 1:1, small and larger groups - Work towards individual targets <p>Environment and resources:</p> <ul style="list-style-type: none"> - Continuous provision is frequently changed to vary and extend play experience. - Learning opportunities are planned both indoors and outdoors. |
| <p>Wave 3</p> | <p>EYFS assessments, WellComm assessments, children's behaviours and responses form basis for Targeted Learning Plans.</p> <p>Targeted Learning Plans (TLPs) are written by the SENCO with the key worker and parents and shared with all relevant nursery practitioners. Each child's individual TLP reflects their interests and includes 'SMART' targets. Other details specify the people involved, the level of support, suggested strategies, resources needed and the context.</p> <p>Advice sought from Inclusion Teacher through referral to Early Years panel.</p> | <p>Practitioners:</p> <ul style="list-style-type: none"> - Are aware of specific needs of individual children - Use knowledge of the individual child's needs to adapt their planning to promote understanding and development. - Deliver specific programmes. - Adopt specific strategies identified by Inclusion Teacher or other professionals <p>SENCo:</p> <ul style="list-style-type: none"> • Identifies children on SEN Code of Practice register • Liaise with and support key person and parents. • Works in partnership with professionals e.g. Inclusion |

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| | <p>Specialist training and/or advice sought as required.</p> <p>Regular review meetings are held with parents where observations are used to plan next steps</p> <p>Targeted learning plans detail differentiated provision with a small steps approach and strategies /resources needed. TLPs are dated and signed by parents. TLPs are reviewed and evaluated which leads on to next steps.</p> | <p>teacher, Educational Psychologist</p> <ul style="list-style-type: none"> • Writes Targeted Learning Plan (TLP) with parents, key person and using professionals' advice and guidance. • Supports practitioners to implement TLPs • Review TLP regularly. • Works with Inclusion Teacher to take appropriate next steps e.g. CAF and Panel referral • Supports practitioners with the use of specialist equipment. • Arranges reviews of progress through TLPs and TAFs <p>Children are encouraged to:</p> <ul style="list-style-type: none"> - Work towards individual targets - Join in with peer activity - Engage with adult planned activities - Develop strategies for learning - Become independent learners through access to a wide range of experiences - Develop characteristics of effective learning - Build on what they know to consolidate skills and learn new ones <p>Environment and resources</p> <ul style="list-style-type: none"> - Personalised resources and visual supports |
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Curriculum Area: Social, mental and emotional health

| | Provision, (Environment and resources), Practice (practitioners and SENCo) | Anticipated Outcomes |
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| Wave 1 | <p>Provision</p> <p>Appletree nursery offers an environment with clear, consistent boundaries where children can make independent choices and have control of their own learning.</p> <p>Children's understanding of routines and expectations are supported with visual resources and prompts throughout the nursery</p> <p>All resources and the environment are visually labelled with text and photos / visual symbols.</p> <p>Practitioners</p> <p>All the nursery practitioners have a good knowledge of child development and have accessed EYFS and positive behaviour management training.</p> <p>Practitioners use observations and prior knowledge to understand emotional and social development alongside the EYFS.</p> <p>A key person approach ensures effective communication with parents/carers.</p> <p>All nursery practitioners promote a welcoming, nurturing environment where all children are included and valued. Agreed procedures are in place to welcome children and</p> | <p>Practitioners:</p> <ul style="list-style-type: none"> - Are qualified and experienced in Early Years education and care. - Have key worker approach - Ensure all children are included and valued - Provide a welcoming and nurturing environment. - Welcome children on arrival each session - Follow the Appletree Positive Behaviour Policy - Use specific praise to inform children of positive behaviour and achievements. - Actively encourage each child's self esteem - Promote children's understanding of emotions and feelings - Plan opportunities for role play activities - Respect each other - Use observations and prior knowledge to understand children's emotional and social development alongside the EYFS. - Communicate effectively with parents/carers. - Communicate through a range of strategies as appropriate - Use The Inclusion Development Plan materials - Work with parents to develop a consistent approach to positive behaviour management <p>Children are encouraged to:</p> <ul style="list-style-type: none"> - Develop their confidence and self-esteem |

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| | <p>their families at the start of each session.</p> <p>Practitioners actively encourage each child's self esteem through the use of consistent, specific, positive praise.</p> <p>All children are given opportunity to access activities that promote understanding of emotions and feelings.</p> <p>All children have opportunities to access role play activities in order to develop an understanding of the feelings of self and others.</p> <p>Practitioners use a wide range of communication strategies in everyday practice including informal gestures, signs and pictures or symbols.</p> <p>Our positive behaviour policy is reviewed annually and is shared with all staff and parents / carers</p> <p>The Inclusion Development Plan materials are used by SENCo to develop practitioners' knowledge and skills in relation to supporting children's emotional and social development.</p> | <ul style="list-style-type: none"> - Understand the boundaries in terms of behaviour - Develop control of their own learning. - Make independent choices - Play cooperatively - Develop an understanding of the feelings of self and others <p>Environment & resources:</p> <ul style="list-style-type: none"> - Clear consistent boundaries - Clearly labelled, child friendly resources - Specific resources e.g. feelings box, 'now and next' board, traffic lights. |
| <p>Wave 2</p> | <p>Provision</p> <p>Visual reminders, e.g. 'first / then' board and/or traffic lights, may be used to support individual children's understanding of routines and expectations.</p> <p>Additional resources may be used to promote social skills, e.g. personal dolls and puppets.</p> | <p>Practitioners:</p> <ul style="list-style-type: none"> - Support children to access all aspects of provision - Model interaction and communication in role play - Model early play skills - access training 'Encouraging Positive Behaviour in the Early Years' - Use observations to support positive behaviour management |

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| | <p>Additional interventions e.g. Nurture Group may be offered.</p> <p>Practitioners</p> <p>All nursery practitioners use observations to support positive behaviour management. Planning is differentiated to meet individual needs. All practitioners support children to access all aspects of our provision.</p> <p>Practitioners model interaction and communication in role play.</p> <p>Practitioners model early play skills.</p> <p>Visual resources are used, e.g. visual timetables, first and then board, choice-boards, songs, good looking/listening symbols, traffic lights.</p> <p>Practitioners carry out an environmental audit and make adjustments to routines and environments in order to meet individual/group needs.</p> <p>Behaviour Monitoring Plans are used in order to identify specific triggers or patterns of behaviour.</p> <p>The TLP / Individual behaviour plan list additional resources used in order to meet individual needs e.g. Empathy doll, a box full of feelings resource.</p> <p>Practitioners sign post families in difficult circumstances to other agencies / children's centres/ health visitors for</p> | <ul style="list-style-type: none"> - Differentiate planning according to the abilities and needs of individual children and groups. - Use visual supports to enhance children's understanding - Carry out an environmental audit and make adjustments to routines and environments as required - Use Behaviour Monitoring Plan as required - Supports individual children to achieve targets on their Targeted Learning Plan <p>SENCo:</p> <ul style="list-style-type: none"> - Plan intensive group activities / nurture groups to meet similar needs - Organise and lead specific interventions, e.g. nurture group - Record and analyse progress using Boxall Profile. - Work with other professionals and agencies to support the children - Write Behaviour Monitoring plan in consultation with nursery practitioners and parents / carers - Support nursery practitioners to use additional resources - Access additional training as appropriate and cascade this to practitioners - Sign post families in difficult circumstances to other agencies / health visitors / outreach support <p>Children are encouraged to:</p> <ul style="list-style-type: none"> - Access all areas of the indoor and outdoor provision - Gain confidence and self esteem - Interact and communicate with their peers |
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| | <p>outreach support.</p> <p>In consultation with parents / carers the child may be placed on Wave 3. A Targeted Learning Plan and /or Individual Behaviour plan will be devised.</p> | <ul style="list-style-type: none"> - Develop their play skills - Behave positively - Engage and participate in targeted activities – 1:1, small and larger groups - Work towards individual targets <p>Environment and resources:</p> <ul style="list-style-type: none"> - Visual reminders reinforce expectations - Feelings box - Empathy dolls - Stories about feelings and emotions - Behaviour plans |
| <p>Wave 3</p> | <p>Provision</p> <ul style="list-style-type: none"> - Specific target boards/routines for individual tasks using Boardmaker - Involvement of Children’s Centre to access targeted service such as Play to Learn, Learn to Play or improving learning programmes via Best Start <p>Practitioners</p> <p>Practitioners focus on developing areas or aspects of PSED as advised by SEND support and other professionals and adopt specific strategies identified. Specialist training and/or advice sought as required.</p> <p>Practitioners are involved in the delivery of specific</p> | <p>Practitioners:</p> <ul style="list-style-type: none"> - Deliver specific programmes of PSED through continuous provision. - Support individual children to achieve individual targets on their Targeted Learning Plan - Use Behaviour Monitoring Plan as required - Refer to children’s centre services <p>SENCo:</p> <ul style="list-style-type: none"> - Identifies children on SEN Code of Practice record - Liaise with and support key person and parents. - Support nursery practitioners to deliver specific programmes. - Conduct an environmental audit and / or risk assessment, as appropriate. |

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| | <p>programmes for identified children, though these are generally offered within the context of continuous provision.</p> <p>Development is monitored through the EYFS Early support materials.</p> <p>Targeted Learning Plans (TLPs) are written by the SENCo with the key worker and parents and shared with all relevant nursery practitioners. Each child's TLP reflects their interests and includes 'SMART' targets. Other details specify the people involved, the level of support, suggested strategies, resources needed and the context.</p> <p>Behaviour Monitoring Plans may be introduced to identify possible 'triggers' to negative behaviours.</p> <p>Regular review meetings are held with parents where observations are used to plan next steps.</p> <p>Targeted learning plans detail differentiated provision with a small steps approach and strategies /resources needed. TLPs are dated and signed by parents.</p> <p>TLPs are reviewed and evaluated which leads on to next</p> | <ul style="list-style-type: none"> - Submit referral to inclusion Teacher, SEND and or Educational Psychologist (EP) - Works in partnership with professionals e.g. Educational Psychologist (EP) - Writes Targeted Learning Plan (TLP) with parents, key person and using professionals' advice and guidance. - Supports practitioners to implement TLPs - Review TLP regularly. - Works with Inclusion Teacher to take appropriate next steps, e.g. CAF and Panel referral - Supports practitioners with the use of specialist equipment. - Arranges reviews of progress through TLPs and TAFs - Refer to children's centre services <p>Children are encouraged to:</p> <ul style="list-style-type: none"> - Behave positively - Achieve TLP targets - Follow personalised visual timetables <p>Environment and resources</p> <ul style="list-style-type: none"> - Personalised resources and visual supports |
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