

Greenfield Nursery School Provision Map

A child or young person has special educational needs if they have a learning difficulty or disability which requires special educational provision to be made. This could be to do with behaviour or ability to play with other children, academic progress, ability to understand, ability to concentrate or perhaps their physical disability is affected in a way that makes it difficult for them to learn.

Special Educational Needs (SEN) support is the way we at Greenfield Nursery School assess the needs of children and then provide appropriate support. **Additional support for children with SEN at Greenfield Nursery School is delivered through ‘three waves of intervention’.**

Wave 1: UNIVERSAL– This is the expectation that good ‘quality first teaching’ meets the individual needs of **all** the children in the setting including those with SEN. Teachers and Early Years Practitioners at this point are responsible for making sure children’s individual learning needs are considered in assessment, planning and delivery of our curriculum so it is inclusive and accessible to all. It forms the basis of our teaching and learning policy- the way we teach and what we teach. Most children within Greenfield Nursery School will receive wave 1 support and will make progress at wave 1.

Wave 2: TARGETED- This is used alongside wave 1 to provide additional support for **some** children who are not quite meeting age-related expectations. It’s at this point that some children may be identified as requiring access to specialised interventions/resources within the school. This support may be for a short term or may be the start of an Assess, Plan, Do, Review Cycle (APDR). Some children may be referred on for external support outside of the educational setting.

Wave 3: SPECIALIST- This where a **few** may be identified as requiring external specialist support or a highly tailored educational programme to accelerate progress. This may be because they are significantly delayed in meeting developmental milestones, or they have not made expected progress despite intervention at wave 2. Some children will start our Nursery at wave 3 as they may already have external professional involvement e.g., a Speech and Language Therapist (SALT). Children will have regular APDR cycles to monitor support and progress and work closely with parents and external professionals to ensure progress is made.

Children that require additional SEN support usually have an educational need that falls into one or more of the following broad categories-**Communication and Interaction; Sensory and Physical; Social, Emotional and Mental Health and Cognition and Learning**. The following information maps the provision that Greenfield Nursery School provides at each ‘wave of intervention’ in these four broad categories.

It highlights at each ‘wave’-

- **The Provision**-what we provide for the children- resources and environment
- **The Practice**- what we do as practitioners and the skills we have to support children
- **Anticipated outcomes**- how the provision and practice at each wave impacts practitioners; children; the role of the SENCo and the learning environment

Broad area of need: Communication and Interaction

	Provision and Practice	Anticipated outcomes
<p>UNIVERSAL (Wave 1)</p>	<p>Provision- Greenfield Nursery school offers language rich indoor and outdoor learning environments appropriate for 2–4-year-olds. Provision promotes learning in a challenging and stimulating way. Photo and pictures of resources help aid understanding and promote language development. Visual timetable, visual sequences such as toilet / hygiene and visual supports are created using photos and ‘Communicate in Print’ (alternative communication software that creates visual pictures)</p> <p>Children with English as an Additional Language (EAL) are supported with additional resources such as dual language books. We also have staff that speak additional languages including Turkish, Bengali, Albanian and Hindu.</p> <p>Opportunities for listening are provided in quieter environments e.g. reading areas and dens. We have a sensory area and sensory room and quiet spaces in the setting that children can access.</p> <p>ICT is used to extend opportunities for communication and interaction. All staff have access to an iPad that are used to supplement teaching.</p> <p>Practice- All children are assessed on entry using Observation of Play and Learning Assessment Tool (OP&L) and WelComm (Speech and Language screener) 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, signs, pictures and symbols.</p>	<p>Practitioners will:</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 OPAL and Welcomm assessments to inform planning - Use all child-initiated play (CIL) as an opportunity to develop language and communication skills. - Ensure daily routines are opportunities for developing language and communication e.g. nappy changing, snack/lunch times etc. - Use Letters and Sounds phonics materials and Foundations in Phonics - Use WellComm Assessment Toolkit for assessing children’s language and communication skills <p>SENCo will:</p> <ul style="list-style-type: none"> - Analyses and monitors children's communication against OPAL and the EYFS and WellComm assessment scores to identify specific needs. - Supports teaching staff to provide a language rich environment in continuous provision and identify further training needs <p>Children are encouraged to:</p> <ul style="list-style-type: none"> - Develop listening and attention skills to support early phonological awareness

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	<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>Blank level questioning strategies are used to encourage the development of general language; vocabulary, comprehension, reasoning, inferencing, predicting and problem solving.</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>Children with English as an Additional Language are assessed using stages of English acquisition. Assessment data is used to plan provision.</p> <p>All staff are Makaton Level 1 trained. Learning Support Assistants are Elkan trained. These practices are used daily to support children in the development of their language and communication.</p>	<ul style="list-style-type: none"> - 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, Mantra lingua pens, play bags, book corners, library books and iPads.
<p>TARGETED (Wave2)</p>	<p>Provision: Additional visual support materials may be used to support an individual child such as visual timetables.</p> <p>Children may receive targeted support with the SENCo/ experienced practitioner using WellComm activities and ECAT activities.</p> <p>Children with English as an additional language receive differentiated support by nursery practitioners.</p> <p>Practice:</p>	<p>Practitioners will:</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 activities and choose resources - Are supported by SENCo to implement and evaluate targets - Plan specific WellComm activities relevant to identified needs - Have access to additional training opportunities. <p>SENCo will:</p>

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	<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>Attention Autism strategies employed to aid the development of shared attention.</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 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 in their observations. Records show links between adult's actions /words and children's learning.</p>	<ul style="list-style-type: none"> - Analyse children's communication OP&L and WellComm assessment - Liaise with and support key person and parents - Plan and monitor intensive interventions using the WellComm/ECAT - Refer to Speech and Language therapist (SALT)/ Family Centre, Step1Support where required - Refer for additional support (Inclusion Funding), as appropriate, monitoring the spend and the impact. - Uses advice and guidance from involved professionals to set appropriate next steps. - Encourage parents to attend speech and language drop in clinics - May arrange Team Around the Family (TAF) meetings or refer for Early Help/Family First Assessments 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 - Work towards individual targets <p>Environment and resources:</p> <ul style="list-style-type: none"> -Specific resources obtained to support targeted work on communication and interaction in small group -Quiet areas identified for focussed work
<p>SPECIALIST (Wave 3)</p>	<p>OPAL baseline, WellComm assessments, children's behaviours and other needs and disabilities form the basis for ADPR Plans AKA Learning Plans (LP).</p> <p>LP's are written by the Class teacher/Key Person with the support of the SENCO and parents and shared with all relevant nursery practitioners.</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 EY SEND Special Advisory Teacher or other specialist advice

	<p>Each child's individual LP 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>Learning plans detail differentiated provision with a small steps approach and include appropriate strategies and resources. LPs are dated and signed by parents. Regular meetings are held with parents to review and evaluate the LP targets and to plan the next steps.</p> <p>Advice sought from a speech and language therapist, EY SEND Specialist Advisory Teacher, Educational Psychology Service (Enfield). Other specialist linguistic support may be sought, as appropriate.</p> <p>Specialist training and/or advice sought as required.</p>	<ul style="list-style-type: none"> - 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 <p>SENCO:</p> <ul style="list-style-type: none"> - Identifies children on SEN Census - Liaise with and support key person and parents - Works in partnership with professionals e.g. speech and language therapist. - make applications and refer for additional support and funding - Supports practitioners to implement LPs - Review LP's with the KP and the carers. - Report writing for reviews - Arranges reviews of progress through LPs and TAFs <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:</p> <ul style="list-style-type: none"> - Specific resources used to support work towards LPs as advised by Inclusion Teacher and/or speech & language therapist.
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Broad area of need: Sensory and Physical

	Provision and Practice	Anticipated outcome
<p>UNIVERSAL (Wave 1)</p>	<p>Provision- Greenfield Nursery School 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.</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, book areas and outdoor dens and a sensory garden. An accessible toilet and changing area are 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 with photo and/or text. Displays remain neutral to avoid over stimulation and display children’s work.</p> <p>Greenfield Nursery School provides opportunities for sensory play and exploration using treasure baskets, musical instruments, messy play, smart board and sensory resources.</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 - 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>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.</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>	<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 - noise management strategies in place
<p>TARGETED (Wave 2)</p>	<p>Provision- Changes to environment are highlighted, discussed and carefully planned. 'Quiet or calm' areas are provided for children. Carpet areas and furniture are used to manage noise & reverberation. Additional equipment and resources will be used as recommended. Sensory room provides a space for children to engage and develop their senses or to calm and focus themselves for learning.</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>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

	<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 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>	<ul style="list-style-type: none"> - Planned walk through to access children’s environmental needs (- May initiate Families First assessment to access multi agency team around the child if appropriate - seek advice from Children and Young Peoples therapy team <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 & reverberation - Visual timetables are accessible - Equipment is labelled in pictures and symbols
<p>SPECIALIST (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 where possible.</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 EY SEND advisory 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.

	<p>Learning Plans (LPs) are used to focus on specific areas within accessible provision. LP's are devised with advice/ guidance from parents, settings and other relevant professionals</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 with the use of specialist advice and equipment is used to enable individual children to reach their full potential.</p>	<ul style="list-style-type: none"> - Supports practitioners to implement TLPs - Review TLP regularly. - Take appropriate next steps e.g. Families First Assessment and Early Years Panel referral - Arranges reviews of progress through LPs and TAFs <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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	Provision and Practice	Anticipated Outcomes
<p>UNIVERSAL (Wave 1)</p>	<p>Provision Greenfield Nursery School 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. Children's interests and motivations are planned for.</p> <p>Practitioners All children have an OP&L starting point assessment on entry and Spotlight in their birthday month and subsequent 6 month. Our planning reflects each child's interests and motivations as well as our curriculum which is designed around the holistic needs of the cohort. Nursery practitioners understand the characteristics of effective learning and use these to guide and scaffold learning during child- initiated play All children have an individual Learning Journey which considers the child's interests and achievements at home and in the wider community. Each child's linguistic and cultural background is considered, 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 Practitioners engage in play activities with children, following child's lead and developing shared and sustained thinking.</p>	<p>Practitioners:</p> <ul style="list-style-type: none"> - Conduct OP&L assessments and record them on Learning Journals. - 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. - Develop and record children's learning 'in the moment' <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 outdoors
<p>TARGETED (Wave 2)</p>	<p>Provision OP&L 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>Practitioners:</p> <ul style="list-style-type: none"> - Use OP&L assessment and curriculum map to inform planning - Differentiate planning to meet individual needs - Plan group activities to target similar needs and learning styles

	<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 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>	<ul style="list-style-type: none"> - Support children in their own language when a bilingual practitioner speaks the same language. - Know the children's preferred learning 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 though ‘teachable moments’ - 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 set appropriate next steps. - 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>SPECIALIST (Wave 3)</p>	<p>OP&L assessments, WellComm assessments, IALED or Developmental Journal basis for Learning Plans.</p>	<p>Practitioners:</p> <ul style="list-style-type: none"> - Are aware of specific needs of individual children

	<p>Learning Plans (LPs) are written with the key worker SENCO and parents and shared with all relevant nursery practitioners.</p> <p>Each child's individual LP 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 Specialist Advisory Teacher through referral to Early Years panel.</p> <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. LPs are dated and signed by parents.</p> <p>LPs are reviewed and evaluated which leads on to next Steps (ADPR Cycle).</p>	<ul style="list-style-type: none"> - 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 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 - Oversee Learning Plan (LP) with parents, key person and using professionals' advice and guidance. -Supports practitioners to implement LPs -Review LP regularly. -Refer for additional funding where possible -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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Broad area of need: Social, Emotional and Mental Health

	Provision and Practice	Anticipated outcomes
<p>UNIVERSAL (Wave 1)</p>	<p>Provision- Greenfield Nursery School 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>Resources and the environment are visually labelled with text and photos / visual symbols.</p> <p>Practitioners- All the nursery practitioners have a good knowledge of child development and have accessed EYFS and positive behaviour management training and STEPs training.</p> <p>Practitioners use observations and prior knowledge to understand emotional and social development alongside the EYFS. A key person approach ensures effective communication with parents/carers.</p> <p>Monitor children's wellbeing and involvement using Leuven scales. Set out next steps for children who are displaying low levels of wellbeing and involvement and make adaptations to the environment, resources, and practice.</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 their families at the start of each session.</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 Greenfield Nursery School 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 - 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>Practitioners actively encourage each child's self-esteem using 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 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. Our positive behaviour policy is reviewed annually and is shared with all staff and parents / carers</p> <p>Children are taught self-regulation skills from an early age. Children's feelings are named for them so they can begin to identify how they feel. Children are given choices and options to help them manage their feelings in the setting.</p>	<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>TARGETED (Wave 2)</p>	<p>Provision- 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>Additional interventions e.g. Nurture Group may be offered.</p> <p>Practitioners- 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:</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 'Behaviour as communication' - Use observations to support positive behaviour management - Carry out an environmental audit and adjust to routines and environments as required - Use ABCC as required - Supports individual children to achieve targets on their- Differentiate planning according to the abilities and needs of individual children and groups. - Use visual supports to enhance children's understanding - Targeted Learning Plan <p>SENCO:</p>

	<p>Practitioners model early play skills.</p> <p>Behaviour Monitoring using ABCC are used to identify specific triggers or patterns of behaviour.</p> <p>Individual behaviour plans or Nurture plans list additional resources used in order to meet individual needs e.g. Empathy doll, a box full of feelings resource.</p> <p>Practitioners signpost families in difficult circumstances to other agencies / children's centres/ health visitors for 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"> -Monitor the group and co-ordinate small group work to support the development of SEMH -Work with KP to write Nurture plans in consultation with nursery practitioners and parents / carers and Nurture Lead -Support nursery practitioners to use additional resources and 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 - 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 - Feeling's box - Empathy dolls - Stories about feelings and emotions - Behaviour plans
<p>SPECIALIST (Wave 3)</p>	<p>Provision</p> <p>Specific target boards/routines for individual tasks using Communicate in Print</p> <p>Involvement of Children's Centre to access targeted services to support SEMH</p> <p>Seek additional advice from EY SEND advisory teacher and/or Step 1 support.</p> <p>Practitioners</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.

	<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. Practitioners are involved in the delivery of specific 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. 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. Behaviour Monitoring Plans and ABCC charts 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"> - Support nursery practitioners to deliver specific programmes. - Conduct an environmental audit and / or risk assessment, as appropriate. <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) - Write Learning Plan (TLP) with parents, key person and using professionals' advice and guidance. - Supports practitioners to implement TLPs - Review TLP regularly. - 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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