

Provision Mapping – cognition & learning early learning and play

WAVE 1 All children as appropriate	WAVE 2 Graduated Approach	WAVE 3 SEN
<p>All children have an EYFS baseline assessment on entry.</p> <p>The nursery uses the Iconnect program to monitor and observe children. Learning journeys are individual. Parents can access their child's profile to add comments</p> <p>Parents who have English as additional language are offered documents in their language. We have resources that support different cultural backgrounds to enhance areas of provision.</p> <p>Areas of provision are enhanced and set out to include all styles of learning styles. (visual, auditory and kinaesthetic)</p> <p>We plan /do /review our children's learning but we also observe spontaneous actions that the children do. And plan from these spontaneous acts to encourage development.</p> <p>Planning and observations are gained from both child lead and adult led activities.</p>	<p>Planning is done for individual children and is grouped into children who need the planning.</p> <p>A tracker is printed off every 6-8 weeks for the rooms and children's needs are identified and planned for.</p> <p>Areas of provision can also be updated or added to if there is a cause to.</p> <p>For children who have English as an additional language and children on an EAL program planning is differentiated to support all areas.</p> <p>At circle time we have a variety of resources, the children stand to share their news and we use music and movement to enhance the stories. Smaller groups are used to differentiate the planned activity.</p> <p>Observations are recorded on the Iconnects program using the androids</p> <p>Observations are recorded as the activity is happening and in retrospect. Children's words are used in the writing and pictures taken. Open ended questions are encouraged to gain the most out of the conversation. There is a parent portal for parents to view their child's learning journey and add their comments.</p>	<p>The activities are differentiated to different children's needs Targeted Learning plans are completed by the SENCO</p> <p>Targeted learning plans are drawn up with information from outside agencies, and based on small targets. The TLP's have resources and strategies that should be used who is responsible.</p> <p>Linguistic support can be available to us from the inclusion teacher and the local children's centre.</p> <p>Training and advice is sought for any specialist help required.</p> <p>Planning is reviewed every 6-8 weeks parents are informed where their child/children are up to and areas that we are going to concentrate on. TLPs are then reviewed to keep the children's development moving forwards.</p> <p>Evaluation of TLP's links to next steps and parents are given a copy to encourage activities at home.</p>

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