

**Provision Mapping – sensory and Physical**

WAVE 1 All children as appropriate	WAVE 2 Graduated Approach	WAVE 3 SEN
<p>Key people will use observations to inform practice &amp; meet individual access requirements</p> <p>Setting staff engage in joint planning for an accessible learning environment for all children</p> <p>The nursery provides a rich &amp; accessible physical and sensory environment so that children can achieve their potential. i.e treasure baskets light/sound toys musical instruments</p> <p>Practitioners promote a language rich environment within their universal provision.</p> <p><b>The environment</b> provides equipment &amp; resources that challenge are interesting and can be used in a variety of ways to or to support specific skills</p> <p>Children should be encouraged to wear appropriate clothing to enable full access to provision i.e aprons, sunhats suncream, wellies</p> <p>Allow sufficient space indoors &amp; outdoors to set up relevant activities for energetic play. Have a range of seating/ lying facilities such as cushions, mats comfy area clearly defined areas.</p> <p>Provide any environment where children can practice physical activities with increasing independence. Gross/fine motor skills displays at children’s height.</p> <p>Staff and children are aware of &amp; apply effective noise management strategies (quiet areas)</p> <p>Tactile, messy, sensory equipment is frequently changed and enhanced. Creative child/independent art work available.</p>	<p>Senco disseminates relevant info about children’s access needs, enabling environments to all relevant staff</p> <p>Plans for all activities include detail of differentiation for individual’s access needs with resources identified &amp; available</p> <p>All staff are aware of how to use observation to adjust the environment to ensure access so that physical &amp; sensory needs do not compromise high expectations for any child.</p> <p>Children are supported to and care plans drawn up if required when using any prescribed or individual equipment. E.g. left handed scissors, epi pens inhalers glasses boots hearing aids</p> <p>Provide time &amp; opportunities to support &amp; encourage children with disabilities sensory or motor impairments to develop their physical skills to participate in energetic play</p> <p>Use of additional adult help to encourage increased independence in physical sensory activities.</p> <p>Changes to environment highlighted &amp; discussed</p> <p>Provision of ‘quiet and calm’ areas for children.</p> <p>The setting is taking specific actions i.e carpet area to manage noise &amp; reverberation</p> <p>Equipment is labelled in pictures and print</p> <p>Braille and bi-lingual can be accessed if needed</p>	<p>The delivery of individual access requirements or therapy programmes is supported by specialist staff</p> <p>Programmes from outside agencies are incorporated in whole setting planning &amp; delivered throughout all areas</p> <p>The nursery will use specialist knowledge &amp; advice about individuals needs to ensure that children with identified physical and sensory needs can be access all areas to their full potential</p> <p>TLP’s are used to focus on specific areas with the provision</p> <p>TLP’s are devised with advice/guidance from parents, setting, and other relevant professionals</p> <p>Skilled staff to enable effective use of specialist equipment i.e. hearing aids, low vision aids tactile resources with help to access learning</p> <p>Use specialist advice &amp; equipment to enable individual children to their full potential. Space for storage for additional equipment &amp; resources fro individual children</p> <p>TLP’s are used to focus on specific areas within accessible provision</p> <p>Changes to the environment kept to a minimum. 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>Equipment is labelled in pictures and print. Braille and bi-lingual can be accessed if needed</p> <p>Sign support or BSL as directed PEC’s</p>

Development age appropriate toys  
i.e. cause and effect, inset, trainer  
scissors etc...

augmentative communication.  
Specialist ICT