

Area of need	Wave 1 – All children as per universal practice	Wave 2 – Catch-up	Wave 3 - SEN
Cognition & Learning	<p>Upon entry all children have a baseline EYFS assessment after four weeks.</p> <p>All children are planned for on an individual basis, ensuring that their development is mapped and tracked evenly across the curriculum.</p> <p>Every child has their own learning journey file which is updated on a weekly basis alongside and as part of individualised planning.</p> <p>Parents are asked to complete an ‘all about me’ for their child upon entry to nursery, giving information on their development to date, their first language, likes, dislikes, photos of family etc. this goes into their learning journey file to support keyworkers. As well as this we provide a number of cultural books, writing tools, dolls and toys which reflect a range of cultures and ethnicities.</p> <p>All staff are trained to understand various learning styles and the characteristics of learning as stated by the EYFS.</p> <p>The setting uses monthly enhancements based on seasonal events and celebrations which inform monthly planning and incorporate long term plans across each area of provision.</p> <p>Spontaneous play is as much a focus as planned activities and all staff are trained to understand and recognise children’s interests and their impact on development. Children’s interests also impact upon planned activities, ensuring that children have input and ownership over their own learning.</p>	<p>Baseline assessments inform daily planning as learning focuses and next steps for development are outlined and highlighted for each child through baseline assessments.</p> <p>Learning journeys are updated using a variety of recording styles, often including pictures, long observations and significant comments which reflect children’s interests, strengths and next steps.</p> <p>Additional support through planned and spontaneous activities is provided as a means to celebrate and share cultural differences and needs. All children are provided with examples of various languages and text so that all cultures and ethnicities are catered for when appropriate.</p> <p>Activities are adapted and differentiated to meet the needs of all learners, i.e. story time is delivered in a number of ways, in a quiet and relaxed atmosphere, in a physical representation or using puppets etc. when necessary small group activities are designed to meet similar learning styles.</p> <p>All children are involved in termly progress checks which summarise how far children have developed across the seven areas of development over the course of a term; this will also highlight any shortfalls which will be addressed if they have not been already.</p> <p>Various forms of recording tools are available to staff in each area of provision, ensuring that staff are already ready to record spontaneous</p>	<p>Baseline assessment and initial observations provide detailed evidence which would prompt a Targeted Learning Plan were one necessary. Staff members are trained to recognise when a child is under developed in an area of development, and understand that this needs to be addressed promptly.</p> <p>Parents are invited to review their child’s learning journey with the setting and appropriate staff members so that a Targeted Learning Plan can be written cooperatively. The Plan will outline who will be involved, under what conditions and what strategies will be put into place. This also ensures that parents are involved in every step of the support process.</p> <p>Advice is sought from Inclusion Teachers and Teacher Team and specialist linguistic support will be acquired.</p> <p>Additional training along with regular refresher training regarding learning styles and characteristics is made available to staff</p> <p>Parents are invited to the setting at regular intervals to discuss and review progress and consider how next steps will support development based upon observations gathered.</p> <p>Simple step activities are planned and differentiated to suit the needs of the child, the activities are evaluated, next steps decided and discussed with parents to</p>

		<p>comments and observations. All staff are trained and understand the significance of open-ended questions and are able to model appropriate actions and vocabulary to support and enhance development.</p>	<p>support development at home.</p>
<p>Communication & interaction</p>	<p>All staff use and model good use of English language to promote a rich language environment.</p> <p>Staff are able to recognise and repeat proper use of language, and are able to re-cast in-correct speech to model good use of language and sound production.</p> <p>To promote conversation and questioning ability, staff regularly model the use of open ended questions rather than asking direct questions which initiate one word responses.</p> <p>The setting provides a number of cosy & comfortable areas which promote opportunities for listening and easy communication.</p> <p>Staff training is addressed at each staff meeting, and staff are regularly made aware of relevant and appropriate courses available to them alongside in-house training.</p> <p>In writing and Reading provisions staff make use of literature and signs which include different languages, where possible the languages used match those of children who speak a second language, or have roots in another culture.</p> <p>Individual Development Plans are used when necessary to support children's speech, language and communication development. These are used in conjunction with managers and SENCO's to develop staff training and understanding.</p>	<p>Staff understand that it is often appropriate to differentiate their language by pitch, speed etc. to best suit the needs of learners with language delay.</p> <p>Staff are able to recognise and respond to individual needs and plan small group activities which support specific language development for children with similar needs in the form of cohort groups.</p> <p>Flash cards and various other visual cues are used alongside spoken identifications to support children who display difficulty expressing choices and preferences.</p> <p>Within each area of provision there are visual cues and photographs of the children engaging in appropriate activities for that area. This promotes support for specific groups who may struggle with expressive or receptive language.</p> <p>Staff are able to gather advice and strategies from the Inclusion Development Programmes to support children with speech, language and communication needs, as outlined by the National Strategies.</p> <p>Speech and Language Therapist available for advice and guidance.</p>	<p>Speech and Language therapists are consulted and involved alongside Inclusion teachers to ensure the best possible support network is provided for individual children. Staff are aware of and understand the importance of following strategies put in to place to support development.</p> <p>Alongside recommendations from Speech and Language therapists and Inclusion Teachers, staff deliver specific programmes which promote speech development, such as Letters & Sounds which are available for and delivered to all children within the setting as part of pre-school provision.</p> <p>Targeted Learning Plans are devised with support from appropriate practitioners and professionals, alongside parents, which are accessible to all staff.</p>

<p>Emotional, behavioural & social</p>	<p>Staff understand and act upon the necessity to provide a warm, nurturing and welcoming environment for the children and parents alike.</p> <p>All new children to the nursery are included in the setting's new starter procedure which consists of a checklist to ensure that every child has the same resources and files regarding their nursery journey, including emergency contacts and medical details. The procedure also provides an easing into to everyday practices, allowing children to become integrated members of the group as comfortably as possible.</p> <p>As part of standard staff induction and training, all staff members receive detailed support and guidance, along with training of child development from birth to five years. All staff members have a universal knowledge of the EYFS so that should they move around the nursery, their knowledge remains consistent.</p> <p>All staff understand and implement a consistent approach to behaviour as stated in our Policies and procedures. Our approach promotes and rewards positive behaviour and is reviewed annually. Through regular and consistent staff training, all staff have a strong understanding of this.</p> <p>Children's self-esteem is consistently supported and developed through the consistent use of praise throughout the setting.</p> <p>Every child within our care is praised for positive behaviour so that every child's self-esteem is regularly boosted and re-enforced.</p> <p>During circle times, activities and spontaneous</p>	<p>All children have access to all areas of provision, and provisions provided are well resourced with toys and equipment that are stimulating and grounded in developmental and educational purpose.</p> <p>Through planned activities and spontaneous play staff members engage children in play by getting involved across the areas of provision. Not only does this allow the children to develop understanding of how to play with various resources and toys, it also promotes a sense of partnership and reinforces communication skills.</p> <p>Staff members are encouraged to voice any concerns they may have regarding children's family circumstances to management so that the appropriate support agencies may be informed and outreach support provided.</p> <p>Information regarding positive behaviour strategies and research are available to staff both on visual displays and in document form. Visual displays are also available for parents and carers, and advice consistently available when requested.</p> <p>Staff are encouraged to share examples of positive behaviour and strategies, observations are also regularly recorded when positive behaviour is witnessed, this contributes to building self-esteem and positive relationships.</p> <p>Where activities involve more than one child they are differentiated accordingly to best suit the needs of individual learners present.</p> <p>A variety of visual cues and resources are</p>	<p>Following an evaluation of the Targeted Learning Plan it may be necessary to make a Referral for Guidance to the Inclusion & Disability Support Service.</p> <p>When appropriate HLTA rapid response is used to model advice outlined by SENCO and support services.</p> <p>Once additional advice has been acquired the Targeted Learning Plan is updated to reflect new targets for specific needs.</p> <p>A CAF may be completed where necessary.</p> <p>Based upon SENCO and support services assessments, an Educational Psychologist may be considered.</p> <p>All appropriate staff members are aware to constantly observe and record and share behaviours so that any patterns or change can be quickly recognised.</p> <p>As standard all areas of development are regularly observed and recorded, however additional focus may be placed on specific areas as outlined and highlighted by support services, SENCO, Educational psychologist or HLTA.</p> <p>As per standard provision all children are involved in activities and groups which promote good manners, caring for others and team work.</p>
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Sensory/ Physical	<p>Baseline assessments and subsequent observations are used alongside individualised planning to ensure that all children's needs are met.</p> <p>Staff members plan on an individual basis for their key worker group to ensure that specific developmental needs are met, where possible key workers share their planning with others working within the same area so that should there be any children with similar next steps, their activities can be combined.</p> <p>All areas of provision are well equipped with materials and resources that are appropriate to the environment, accessible, sensory and stimulating to the imagination.</p>	<p>Staff are trained and understand the impact environments can have upon individual needs, and alongside SENCOs appropriate staff members are made aware of any specific access needs and enabling environments for individuals.</p> <p>As all planning is based on individuals, there is consistent differentiation which ensures that the activities and resources provided for each child are appropriate for and support their specific developmental needs.</p> <p>Staff regularly observe and evaluate provisions and activities for specific children and groups to ensure that the environments provide appropriate opportunities and expectations for</p>	<p>Nominated officers amongst staff members will work alongside relevant support agencies and SECO to ensure the delivery of individual access requirements is consistent and relevant.</p> <p>Adjustments to enabling environments are recognised and replicated throughout the setting to ensure that all areas of provisions are as accessible as possible and incorporate programmes suggested from outside agencies such as SENCO or HLTA.</p> <p>Advice, guidance and support regarding specialist knowledge and provisions for specific needs will be identified and</p>

	<p>All staff members promote a language rich environment which fosters good manners, good understanding and communication.</p> <p>A variety of open ended resources are permanently available to children so as to challenge, inspire imagination and support specific skills in all areas of provision.</p> <p>Dependant on the area of provision children are encouraged to and provided with appropriate clothing and protection. E.g. sun cream, aprons, gloves Etc.</p> <p>Physical play is consistently encouraged and provided both indoors and outdoors. Open spaces allow children freedom to use movements of their own choosing. As well as this our universal practice and provision incorporates physical education sessions and activities which mirror those performed in a school environment. This encourages children to dress and undress themselves, engage in exercise and activity, whilst promoting the importance of a healthy lifestyle.</p> <p>Comfortable and cosy areas are provided as per standard provision and practice, ensuring that children have consistent opportunities to relax and have quiet time, as well as engage with reading materials and quiet activities.</p> <p>Where possible displays and decorations are placed at child height and represent children engaging in activities and games appropriate to the area of provision in which they are placed. This encourages children to practice physical and sensory activities with increasing independence.</p>	<p>individual development.</p> <p>Where specific and additional resources are used or prescribed, care plans are drawn up to ensure that they are used to their full potential and do not pose a hazard to individuals or other children. E.g. glasses, left-handed scissors etc.</p> <p>All children are provided with opportunity to engage in physical and sensory play, and one-to-one time to do so is provided where possible and necessary, especially where sensory or physical impairments are present. This ensures that all children have equal and fair opportunities.</p> <p>Appropriate and additional adult to child ratios are used consistently to ensure that increasing independence in accessing physical and sensory activities is achieved for all children.</p> <p>Dedicated cosy and quiet areas are provided as universal provision, ensuring that there is always space for calm and peace.</p> <p>Where possible labels and signs are delivered with text and supporting picture to promote understanding.</p>	<p>implemented to ensure that children with physical and sensory needs can access all areas of provision to their full potential.</p> <p>Targeted Learning Plans are used to pinpoint and maxims accessibility within specific areas of identified provision to match specific developmental needs.</p> <p>Targeted Learning Plans are devised by relevant staff members alongside parents, carers and other relevant professionals.</p> <p>Where specialist equipment is required and used, appropriate staff members receive relevant skills to further enable access to learning.</p> <p>Specialist advice is sought and implemented from relevant professionals, where equipment is required to enable children to their full potential, space for such equipment is provided.</p> <p>Where specific equipment and environments are required to allow children to achieve to their upmost potential, the environment is kept as consistent as possible to deter detrimental effects on individual development.</p> <p>Where applicable staff awareness training and consideration will be taken to ensure sensitivity and understanding toward children with hearing and speech impairments. As well as this specialist ICT is respected and used appropriately to support specific individual needs.</p>
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Comfortable and cosy areas are promoted as quiet areas to ensure that children do not become overwhelmed by noise.

Where possible objects and equipment are labelled and have designated places, allowing children to recognise placements and remember where they belong.

Creative, malleable, tactile and messy provisions are constantly available and accessible to all children, and are extended, adapted and changed frequently.

All toys and equipment provided are age appropriate and support development where possible, for example to promote and encourage use of one handed tools scissors are provided with supervision, construction bricks promote motor skills etc.