

St Stephen's Nursery- Provision Map 2016-17

Quality First teaching					
Universal	Staff training: sign along, supporting children with social communication difficulties, epilepsy, SCERTS, social interaction, attention autism				
	Cognition and Learning	Communication and Interaction	Behavioural, social and emotional	Sensory and physical	Parental involvement
	Story groups Differentiated Focus activities Forest school approach High emphasis on outdoor learning Well resourced provision	OWLing techniques Visual timetables Sign-a-long Use of first language by practitioners Core book approach All staff have visual aids	Attendance tracking Persona dolls "We Care" ethos and song Positive behaviour policy Carefully planned transition to primary school	Range of gross and fine motor differentiated provision inside and outside Focus activities and provision having a variety of sensory activities inside and outside	Initial parent consultation Curriculum days Basic skills workshops Home visits Information booklets Termly Parent consultations
Additional	Box clever - I can play and talk I can talk and make up stories Sensory story groups Small language based story groups Additional support through extra buy in from SALT Working closely with health visitors Weekly meeting to discuss vulnerable children Parent talk and play sessions with outreach worker				Home visits with keyworker and SENDCo for children with SALT and SEND needs Personal invitations to stay and play from SEND nursery officer Playing together workshop
Targeted	Regular meetings between SENDCo and class staff supporting children with higher needs. Attention autism Social interaction Colourful semantics Close links with children's centre eg family support worker, home talker provider, triple P (group and individual support) Focus activities in the sensory room Now and Next Boards PECs Additional support through buy in from EP service Additional activities such as bags of ability, soft play at Cleves.				Parent forum Profile and termly consultations

	Supported transition to primary school SENDCo working with staff, parents and children Additional adult support in class for children with identified additional needs	
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