

In-class specific differentiation.	Additional and differentiated targeted Support and Interventions	Specialist Support and interventions – IE&SP in place
<ul style="list-style-type: none"> • Planned Class teacher or nursery nurse focus for:- <ul style="list-style-type: none"> ➢ Language ➢ Social skills ➢ Basic skills for areas identified by EYs profile. ➢ Attention, listening and focus. ➢ Speech and Language (not EAL) ➢ Speech and Language EAL. • Differentiated / extra reading activities • Differentiated / extra maths activities. • Differentiated/extra phonics activities. • Support for daily language practise within regular Early Years activities. • Carpet time focussed. • Specific position on carpet, (carpet spot). • Focus on turn taking and sharing. • Additional prompts for self-help/personal care skills. • Additional handwriting linked to phonics. • Write Dance. • Support to ensure he/she engages in regular mark making. • Focus on gross motor exercises. • Support to ensure he/she fully uses and explores the EYs environment and materials. • Building Self confidence. • All staff aware and alerted to health/medical issue. 	<ul style="list-style-type: none"> • In-school assessment. • Specific 1-1 teaching based on school assessment and E.Ys development profile. Target identified on IE&SP. • Additional meetings with parents. <p><u>Interventions</u></p> <ul style="list-style-type: none"> • 5mins a day box. Extra home learning support provided. • Speech and language group. • Use of Communicate in Print to aid memory/language/reading. • Teacher/TA social skills group. Based on observations in school. (SIG) • Lego therapy group (language and social) • Behaviour for Learning. (Attention & Listening) • Time out. • Additional monitoring when using outside area and apparatus. • Additional support to develop age appropriate play skills. • Ensure child completes a focus activity to develop reading/phonic skills. • Specific activity to engage child's focus of attention for adult lead activity • Additional support for fine and/or gross motor skills, • Write dance or OT group. • One-off support from school nursing service. • Toileting programme. <p><u>EAL Support</u></p> <ul style="list-style-type: none"> • EAL Nursery group • EAL Speech and Language group (/A. Cousins) • Bradford Talking Partners. (EAL) • EAL homework group (N. Sharief) 	<p><u>Professional Assessments and Reports.</u></p> <ul style="list-style-type: none"> • Early Year Inclusion Team assessment. (school referral) • NHS Speech and Language assessment (school referral) • Educational Psychology assessment.(EYI /school referral) • Merton Autistic Outreach Service (MAOS). School& EP referral • Paediatrician. • Other NHS medical reports • School Nurse –health care plan. • LBL team (Merton) or Virtual Behaviour Support (VBS) • CASA/Team Around Family or Child meeting (TAF/TAC) • Occupational Therapy (OT) and or Physiotherapy. • Hearing Impairment service (HI) • Visual Impairment service. (VI) <p><u>Interventions</u></p> <ul style="list-style-type: none"> • 1:1 support for targets set by professional. Targets on IESP & reports. • S&L home school programme from S&L NHS Clinic. • Use of sign-a-long or Makaton to aid understanding. • Use of PECs other visual aids or objects of reference • Care plan for medical and health issues. • Supervision 1:1 for medical or personal care. Staff training as required. • 1:1 Behaviour intervention and targets. • Individual visual cue cards. • Social narratives. • HI service support • VI service support. • 1:1 support for physical activity. • Break/lunch/ outside focussed supervision. • Key worker to support access to EYs curriculum. • Access to EYs SLCN ARP. (C Knapman) • ELSA – (C. Gilonis/C Butler)

Provision Map 2018 - 2019 for Phase One

Name

Class