

LEE ROYD NURSERY SCHOOL

Inclusion and Special Educational Needs Provision Map

Lee Royd Nursery School makes effective provision for children with special educational needs using the following:

Wave One:



(Whole school intervention – inclusive quality-first teaching for all)

Initial parents' meetings and open day before children start in September.

Close home/school liaison.

- Regular observations.
- On Entry assessments/ongoing/summative.
- Differentiated resources/continuous provision.
- Practitioners support play and social development.
- Differentiated focused learning plans.
- Eye-level communication from adult to child.
- School behaviour expectations.
- Reward systems promoting positive behaviour.
- Clear policies in place.
- Teacher/SENCO to support group work.

Wave Two:



(Additional interventions to enable children to work at Typical Level of Development or above)

- Daily support based around regular nursery activities.
- (1-1, small group, whole class TA/Teacher).
- Withdrawing groups to raise attainment (e.g. social skills, speech & language).
- Following Speech and Language Therapy (SALT) programmes (TA/Teacher).
- Individual behaviour reward charts (School/home).
- Monitoring by HT/SENCO.

Wave Three



(Additional highly personalised interventions)

- Individual TLP (Teacher/SENCO).
- Withdrawal for group/individual work (TA/Teacher).
- In class support/TLP delivery (All staff).
- Additional teacher support.
- Following programmes by OT/Physiotherapist etc.
- Individual arrangements for transition (SENCO/Head).

The impact of provision mapping can be measured by the successful pupil outcomes:

Pupil Outcomes:

- Whole school and consistent approach-All teachers/TAs take responsibility for SEN.
- Multi-agency approach where appropriate, to seek the correct expertise to ensure pupils' needs are fully met.
- Planned programmes to develop children's individual and identified needs.
- Pupil progress is monitored and reviewed via TLPs and class planning/assessment.
- Enables children to be fully supported in their learning.
- Pupils show "value added" in their progress from their starting point.
- All pupils fully accessing the curriculum.
- Develops pupil confidence and self-esteem.