Provision Map Statements

Horsham Nursery School

Universal – accessible for all children with a commitment to high quality, inclusive provision

High quality, inclusive provision is supported by effective whole school polices and frameworks that clearly target children's individual needs. It ensures planning and provision is adapted to make learning accessible for all children based on age-related expectations.

The environment should include the universal offer as listed on our website including:

- Makaton signs in use – to include sign of the week
- Choice cards for breakfast menu images
- Text for labels
- Signs Symbols/photos on staff lanyards
- Child height self-registration
- Good looking/ listening/sitting signs
- Visual timetables

Targeted Additional Support – short and long term adjustments/interventions

Targeted additional support will focus on putting additional support in place, above what is universally available to all children to enable children to meet age related expectations. This may be in one or more areas of learning. This draws on Quality First Teaching using the OAIP as guidance for strategies.

The focus is on planned support as suggested in the provision offer documents eg.

- Social, Emotional, Wellbeing plans
- Targeted small group intervention eg. Attention Autism, Lego Therapy
- Mindfulness sessions 1:1/ groups, calm bags available
- Home-school link books if appropriate
- Busy boards/boxes to support choice and activity making
- Emotion/behaviour cards and/or boards

This can take place on a 1:1 basis or within a small group as appropriate. This does not necessarily involve withdrawing children for separate interventions, this support should, wherever possible, happen alongside their play.

Targeted, specialist Support – highly specialised and personalised provision

Targeted, specialist support focuses on the needs of children who may have been awarded Inclusion Funding and are categorised as being on 'SEN Support'. These children will also be on the SEND register.

It will be based on the action plan submitted for the funding and **must** be reviewed and evidenced as being impactful ahead of the Early Years Childcare Advisor review visit. This will ensure funding continues for the child.

This includes specialised support in delivering 1:1 or small group activities to meet very specific targets alongside a **bespoke individual learning plan.**

EHCNA/EHCP

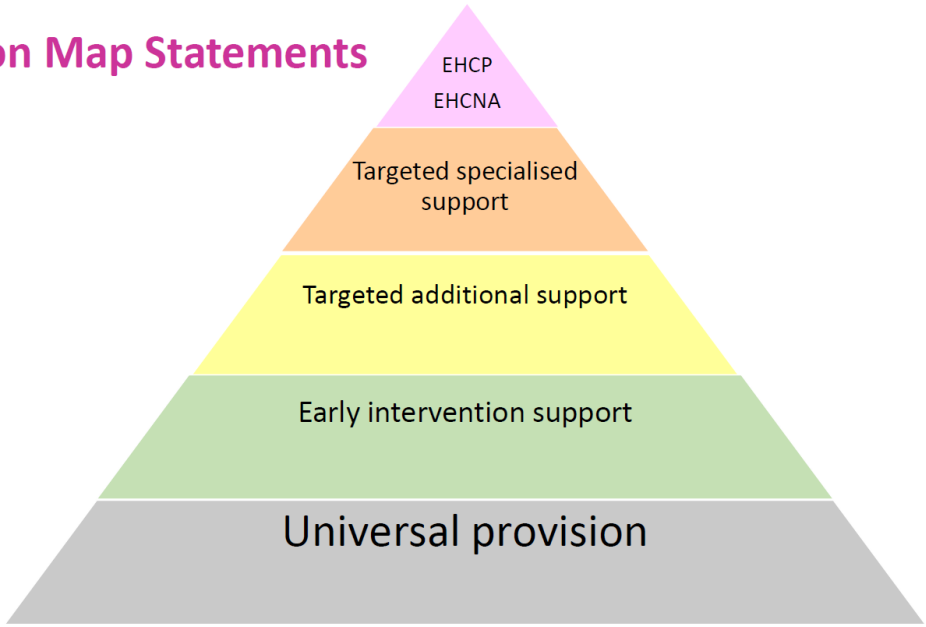
At this level a child will have completed a minimum of 2 cycles of the Assess Plan Do Review process and will have been discussed at the SEND under 5's panel.

A decision to proceed with an Educational Health Care Needs Assessment (ECHNA) will have been made and the EYISP will be completed to make this request.

A child at this level may already have an ECHP.

Horsham Nursery School Provision Map

Universal Provision	Under 3's	Over 3's
Environment	Secure entry system video-phone Adult height door release buttons Password secure Personalised pegs with child's photo and name Adjustable height – tables, chairs, water and sand trays, tuff spots Child accessible door push pads Sinks, soap dispenser, towel holder at child height Child height toilets Hands free taps Steps for changing table Safe floors Non-slip floors and carpeted areas Soft play Sensory room Forest school	
In addition to this	Low, strapped chairs Separate sleep rooms	Low level windows
Resources	Role play equipment at child height and accessible Cosy and quiet areas for all children Continuous provision resources accessible for all children Age appropriate mark making tools, tripod, various sizes, triangular pencils Progressively age appropriate toys including ICT resources Books for educational, social and cultural needs Musical instruments from a variety of cultures and countries Story sacks to promote language development Child height dry racks for paintings Ethnic and cultural resources Waterproof clothing for outdoor access and all weather play Water and painting aprons	
In addition to this		Book bags – all children encouraged to borrow two books each week Low level notice boards for key carer areas
Sign and labels	Makaton signing encouraged – sign of the week Choice cards for breakfast menu or physical choices of breakfast offered Images and text on labelled resources Pictorial visual timetables Widget symbols and photos on staff lanyards	
In addition to this		Child height self registration Good looking, listening and sitting visuals to support group time
Self-help skills	Children encouraged to feed themselves as age appropriate Visual toileting strip in all toilets and sink areas Changes of clothes available Child friendly cutlery	
In addition to this	Non-slip cups Enclosed adult food preparation area Steps for changing area	Disabled access toilet Child height self service water machine

Outdoor environment	Step free access Continuous free-flow access to outside area All weather clothing available in a range of sizes Sheltered areas Bikes of assorted sizes for age appropriate challenge Access to climbing apparatus Safety surface Covered areas Secure and enclosed Access to outside tap Sun shades Mud kitchens Forest school area – secure and enclosed	
In addition to this	Low level sandpit – covered at night	Large sand pit – covered at night Unlimited access to mud, water, grass
Transition	Home visits with key carers Settling in sessions and stay and play sessions Settling in curriculum Enhanced transition and SEND transition team referral if appropriate at school transition point	
Targeted additional support: short and long term adjustments/interventions	Social, emotional wellbeing plans Health-care plans Risk assessments Targeted small group intervention including but not limited to: Attention Autism; Lego Therapy; Mindfulness 1:1 time with wellbeing lead; calm bags; speech and language/communication groups; sensory circuit activities Specific group time organisation –to meet individual needs Adaptations to teaching and curriculum guided by the Ordinarily Available Inclusive Practice document Food and toileting diaries Now and next boards Busy boards and choice boards Aided language boards to support snack time and free-flow learning Support and guided workshops for parents Adaptations to environment Staff training and CPD to meet individual needs – medical and educational Additional tracking eg speech monitoring tool, sensory checklist Purchase of specific equipment for specific needs Food exclusions – meeting dietary needs Sensory equipment and resources	
Targeted specialist support: highly specialised and personalised provision EHCP/EHCNA	Intervention and 1:1 work following recommendations and planned provision from outside agencies and professional action plans. Home-school communication books where appropriate Termly SENCo/key carer and parent ISP meetings Individual Support Plan SSC – allocation via West Sussex County Council run panel Raised adult ratio or 1:1 provision where appropriate Specialised interventions eg PECs; Intensive interaction Access to and visits from specialist professionals and outside agencies eg SALT, Educational Psychologist, Physiotherapy Individualised intervention plans EHCNA applications where appropriate Daily access to soft play and sensory room built into timetable	

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