

Parkway Preschool Provision Map 2026

Area	Wave 1	Wave 2	Wave 3	ADDITIONAL
<u>Communication and Interaction</u>	Language rich environment prints and visual support. Makaton is used. Mark making materials always available. Stories. Practitioners develop language during daily routines and play. Develop listening and attention skills to support early phonological awareness.	Additional visual support materials may be used to support an individual child such as visual timetables. Children may receive targeted intensive interaction with the SENCo/ experienced practitioner using WellComm activities. Practitioners Monitor children's progress. Refer for additional support (SEND), as appropriate. Use advice and guidance from involved professionals to set appropriate next steps. Encourage parents to attend speech and language drop-in clinics. Prepare an IAELD. May initiate Families First Assessment to access multi agency team around the child if appropriate.	EYFS baseline, WellComm assessments, children's behaviours and other needs and disabilities form the basis for an Individual Educational Plans, (IEP) Support Plan. IEPs are written by the key worker, with help from the SENCo, with input from parents. They are shared with all the practitioners. Each child's IEP reflects their interests and includes 'SMART' targets (specific, measurable, attainable, relevant, and time-limited). Other details specify the people involved, the level of support, suggested strategies resources needed and the context. Engage and participate in targeted activities – small and larger groups	Children are assessed on entry through the EYFS and Welcomm. This informs planning and targets. Use of bi-lingual support & resources. Children with English as an additional language receive differentiated support by practitioners plus any other appropriate adults who can offer language support. We work alongside and with Speech Therapists, The Early Years Learning Advisor, and Inclusion Officer. We are offered training courses/ opportunities.

<u>Cognition and Learning</u>	<u>WAVE 1</u> Parkway preschool offers a rich, stimulating, and challenging learning environment. Our continuous provision is frequently enhanced to vary and extend play experience. Learning opportunities are planned in both indoor and outdoor areas. Children's interests and motivations are planned for. All children have an individual Learning Journey on Tapestry which considers the child's interests and achievements at home and in the wider community. Each child's linguistic and cultural background is considered, valued, and celebrated throughout our continuous provision and through planned special events and topics. A wide range of appropriate resources, including books, dolls, dressing-up clothes, role play and creative activities are used.	<u>WAVE 2</u> EYFS assessments inform daily planning and identifies where differentiated provision is needed. Individual Learning Journeys on Tapestry are updated regularly. They show how, through a small steps approach, children's interests are used to extend their learning. Children with English as an additional language receive differentiated support by practitioners and any appropriate support offered from outside. We recognise that children learn in different ways. Small group activities planned to use different learning styles and children are often encouraged to move and interact physically at story time. Plan intensive group activities to target similar needs. Liaise with and support key person and parents. Plan intensive interventions. Monitor children's progress. Refer for additional support (SEND), as appropriate. Use advice and guidance from involved professionals to set appropriate next steps. Targets will be implemented as appropriate. In consultation with parents / carers the child may be placed on Wave 3. An IAELD may be used and then IEPs will be devised to identify next steps.	<u>WAVE 3</u> EYFS assessments, WellComm assessments, children's behaviours and responses form the basis for IEPs. IEPs are written by the key worker, (aided by the SENCo if needed), parents and shared with all practitioners. Each child's individual IEP reflects their interests and includes 'SMART' targets. Other details specify the people involved, the level of support, suggested strategies, resources needed and the context. Advice may be sought from Early Years Advisory Teacher through referral. Specialist training and/or advice sought as required. Regular review meetings are held with parents where observations are used to plan next steps. IEPs detail differentiated provision with a small steps approach and strategies /resources needed. IEPs are reviewed and evaluated which leads on to next steps.	<u>ADDITIONAL</u> All children are assessed using the Development Matters and termly summaries enable targets and planning. Our planning reflects each child's interests, motivations, and learning style, e.g., visual /auditory / kinaesthetic. Practitioners understand the characteristics of effective learning and use these to plan learning opportunities. Ensure observations and assessments inform future planning. Children are encouraged to: - Develop their play skills - Ask questions - Solve problems - Engage and participate in targeted activities – 1:1, small and larger groups - Work towards individual targets
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<u>Emotional,</u> <u>Behavioural and</u> <u>Social</u>	<u>WAVE 1</u> Parkway Preschool offers an environment with clear, consistent boundaries where children can make independent choices. Children's understanding of routines and expectations are supported with visual resources and prompts throughout the setting. Practitioners use observations and prior knowledge to understand emotional and social development alongside the EYFS. A key person approach ensures effective communication with parents/carers. All practitioners promote a welcoming, nurturing environment where all children are included and valued. Agreed procedures are in place to welcome children and their families at the start of each session. Practitioners actively encourage each child's self-esteem through the use of consistent, specific, positive praise. All practitioners use observations to support positive behaviour management. Planning is differentiated to meet individual needs. All practitioners support children to access all aspects of our provision. Practitioners model interaction and communication in role play. Practitioners model early play skills.	<u>WAVE 2</u> Practitioners carry out an environmental audit and adjust routines and environments to meet individual/group needs. Behaviour tracking plans are used to identify specific triggers or patterns of behaviour. List additional resources used to meet individual needs. Differentiate planning according to the abilities and needs of individual children and groups. Practitioners signpost families in difficult circumstances to other agencies / children's centres/ health visitors for support. In consultation with parents / carers the child may be placed on Wave 3. An IEP or Individual Behaviour plan will be devised.	<u>WAVE 3</u> Practitioners focus on developing areas or aspects of PSED as advised by SEND support and other professionals and adopt specific strategies identified. Specialist training and/or advice sought as required. Practitioners are involved in the delivery of specific activities for identified children, though these are offered within the context of continuous provision. Development is monitored through the EYFS Early support materials. IEPs are written by the practitioner and shared with parents and all practitioners. Each child's IEP reflects their interests and includes 'SMART' targets. Other details specify the people involved, the level of support, suggested strategies, resources needed and the context. Behaviour Monitoring Plans may be introduced to identify possible 'triggers' to negative behaviours. Regular review meetings are held with parents where observations are used to plan next steps. Advice may be sought from Early Years Advisory Teacher through referral. Arranges reviews of progress through IEPs and may initiate Families First Assessment to access multi agency team around the child if appropriate.	<u>ADDITIONAL</u> All children are given opportunity to access activities that promote understanding of emotions and feelings. All children have opportunities to access role play activities in order to develop an understanding of the feelings of self and others. Practitioners use a wide range of communication strategies in everyday practice including Makaton, informal gestures, signs and pictures or symbols. Our positive behaviour policy is reviewed annually and is shared with all staff and parents / carers on Tapestry. Involve support from outside agencies during wave 3 in consultation with parents
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<u>Sensory and Physical</u>	<u>WAVE 1</u>	<u>WAVE 2</u>	<u>WAVE 3</u>	<u>ADDITIONAL</u>
	Parkway Preschool offers an indoor and outdoor learning environment that is planned to be accessible to all children and offers the flexibility to be adapted to cater for individual needs. Equipment & open-ended resources are provided that challenge and motivate children to learn new skills and build on what they can do already. Displays are used to promote children's interests and enhance learning. Parkway Preschool provides opportunities for sensory play and exploration using treasure baskets, musical instruments, messy play, and sensory resources. We have a large well-equipped outdoor learning environment where children can practise physical activities and develop their fine and gross motor skills with increasing independence. Opportunities for both supported and independent artwork is available. Children are encouraged to wear appropriate clothing to enable full access to provision e.g., aprons, rain clothes and wellingtons, sun hats, etc. Practitioners and children are aware of and apply effective noise management strategies	The Manager shares relevant information about children's access needs and enabling environments to all relevant staff. Plans for all activities include details of differentiation for individual's access needs with resources identified and available. All practitioners are aware of how to use observation to adjust the environment to ensure access so that physical and sensory needs are met whilst maintaining high expectations for all children. Medical and Health Care Plans are written when using any prescribed medicines or individual equipment e.g., Epi -pens, inhalers, glasses, boots, hearing aids. Risk assessments will be completed as required. Key workers plan time and opportunities to support and encourage children with disabilities, sensory or motor impairments to develop their physical skills and enable to participate in energetic play. Key worker / additional adults encourage increased independence in physical and sensory activities, as appropriate. In consultation with parents / carers the child may be placed on Wave 3. An IAELD will be used, and an IEP will be devised to identify next steps.	Children's specific environmental requirements are met. Building adaptations / specialist equipment or specific strategies are being used to meet the needs of individuals. Consistency of continuous provision to provide a stable environment that children can access. Equipment is labelled in pictures, print, and visual symbols. Specialist knowledge and advice about individual needs is used to ensure that children with identified physical and sensory needs can use all areas to their full potential. Any advice or suggestions from outside agencies are incorporated in whole setting planning and delivered throughout all curriculum areas. IEPs are used to focus on specific areas within accessible provision. IEPs are devised with advice/ guidance from parents, settings, and other relevant professionals. Specialist advice is used to enable individual children to reach their full potential.	Children are encouraged to: - Learn through their senses - Make choices - Develop independence - Access all areas of the learning environment - Experiment and explore - Develop physical skills - Develop their creativity and problem-solving skills - Be active - Have opportunities and places to relax - Wear appropriate clothes for the activity and weather conditions Environment & resources: - a rich, stimulating, and challenging indoor and outdoor environment - accessible resources at child level - opportunities to be active and to relax - natural light controlled by blinds - noise management strategies in place e.g., rugs, ear defenders