

Provision Map by SEN category (PLASC) across the school **Year: Foundation Stage 1**

Area of Need	All pupils, where appropriate	Catch up/ booster	SEN
<i>Cognition and Learning</i>	Differentiated planning Differentiated aids/ resources in areas Planning/ provision led by children's interests- motivated to learn Characteristics of effective learning- 'dinosaurs' to encourage ownership of own learning Visual aids on display e.g. visual number lines (pictures of hands and numbers)	ECAT interventions LAPS/ EAL communication and interaction interventions Visual aids e.g. action/ signs Maths/ physical/ key skills interventions Key vocabulary- 'big small' actions/ visual and auditory clues	Differentiated planning Adult support ILPPs Differentiated resources/ additional aids during carpet times etc Planned activities within provision to suit individuals
<i>Communication and Interaction</i>	Consistently modelling correct use of language Chatterbox challenge ECAT 'top tips' for talking Communication- friendly environments Songs and rhymes with actions (routines) Signing key words Enriched provision (S and L activities) Class bears/ show and tell Child's voice in folders Prompts for talking e.g. pictures/ objects	ECAT interventions Aids to help with routines- 'now' and 'next' boards Additional signs and actions Ipad used for translations (EAL) All staff learn key words in needed languages (Romanian, Polish and Latvian)	Input modelling Model interactions and encouraging repetition of key phrases Speech and Language Therapy and support Additional signs and actions
<i>Emotional, Behavioural and Social</i>	Thinking spot- question prompts Feelings cards Bee rules Giving choices- thumbs up/ down to help Using puppets e.g. tidy up tiger Consistent expectations-modelling interactions and manners British values display Targets and rewards Timers (encouraged to use independently) Celebrating achievements – stickers/ wow moments	Now/ next boards Cue cards, e.g. sitting, 'sh' cards Reward charts	All staff aware of procedure for behaviour- who to get/ what to do Reward charts/ target boards Now/ next for managing behaviour in routines

<i>Sensory and Physical</i>	Outside- balancing blocks and obstacle courses Inside- steps in toilets Finger gym activities/ busy boards Encouraging independence in health and self- care	Interventions- e.g. name writing, pencil grip, dressing and undressing Differentiated equipment- scissors, triangular pencils, chubby crayons	Physiotherapy Occupational Therapy
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