

Meadowfield School Early Years Department Provision Map

| Core offer | First phase interventions | Second phase interventions | Additional provision |
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| <p>Small class sizes High staff ratio Highly differentiated access to the EYFS Development Matters curriculum Online Tapestry Learning Journal Classroom structures support Behaviour for Learning Sensory Processing activities</p> | <p>Individual behaviour plans implemented by all class team members</p> | <p>Individual timetable and workspace beyond the classroom</p> | |
| <p>Literacy Phonic interventions – Letters & Sounds, Sounds Write, See & Learn Signed stories and sensory stories. Consistent use of PECS Consistent use of Objects of reference. Daily Access to books and stories Use of Makaton signing</p> | <p>Individual communication strategies – PECS, AAC, BSL</p> | | <p>Identified Intervener for identified pupils.</p> |
| <p>Mathematics Teacher led maths lessons with Numicon support Multi-sensory approaches to mathematics. Practical and real maths experiences through planned play.</p> | | | |

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| <p>Therapy programmes integrated into learning:</p> <ul style="list-style-type: none"> • Speech & Language • Physio • MOVE • OT • Hydro | <p>Specific EHCP targets drawn from therapy programmes and delivered daily in structured sessions by specially training support staff.</p> <p>Additional therapies with specialist staffing</p> <ul style="list-style-type: none"> • Individual hydro sessions | <p>Programmes delivered by therapists within school.</p> | <p>Clinics held in school:</p> <ul style="list-style-type: none"> • Physio • Wheelchair • OT <p>Regular therapy team meeting with DH to maintain clear communication.</p> |
| <p>Sensory needs met within class:</p> <ul style="list-style-type: none"> • Visual Impairment • Hearing Impairment <p>Access to eye gaze technology as appropriate</p> | <p>Specific targets developed with VI & HI Specialist Teachers and integrated into class teaching</p> | <p>Specific staff training of individual needs by Specialist teachers, on-going support from Specialist teachers to deliver programmes and adapt the environment.</p> | |
| <p>Health needs addressed within class routines:</p> <ul style="list-style-type: none"> • Medication • Feeds <p>Paediatric First aid trained staff.</p> <p>Regular medical needs training for all staff in:</p> <ul style="list-style-type: none"> • Asthma • Epilepsy • Epi-Pen • Administering medication | <p>Specific medical needs addressed by specially trained support staff.</p> | <p>Timetable adaptations in place to support pupils with complex medical needs access learning</p> | <p>Clinics held in school:</p> <ul style="list-style-type: none"> • Doctor • Dentist • Optometrist • Dietician • Consultants • CAMHS • Social worker 1:1 |
| Well Being | | | <ul style="list-style-type: none"> • Close liaison with social |

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| <ul style="list-style-type: none"> • Key worker builds close relationship with family • Individual needs supported within class • Parent stay and play sessions • Regular progress meetings with parents. | Specific identified support needs met within class. | | workers, Early Help workers and other agencies |
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