

Ordinarily Available Provision in the EYFS Cognition and Learning

Monitoring, assessment and review	Learning environment	Curriculum and teaching methods	Partners and Resources
<ul style="list-style-type: none"> • Practitioner observations • EYFS Development Matters/Early Years Outcomes • Starting points collected from parents on entry to the setting (EAL version too) • Regular meetings with parents to establish skills and learning shown at home • IEP/SEND support plan monitoring • Consideration of the Characteristics of Effective Learning 	<ul style="list-style-type: none"> • Access to smaller, quieter, more enclosed spaces for learning with minimal distractions • Use of displays to support learning • Visual timelines • Individual timelines • Now and Next boards • Real objects and everyday objects • Open-ended resources • Treasure baskets and use of natural objects 	<ul style="list-style-type: none"> • Consistency of approach by all key people • Targeted intervention groups • 1:1 intervention to rehearse what will happen in a key group or to consolidate • IEP plans to ensure taught concepts are focussed on by key person in child initiated play so that application of skills and generalisation of skills can take place • PECs symbols • Makaton • Visual support • Consideration of size of groupings 	<ul style="list-style-type: none"> • SALT • MABS • Health Visitors • EP • EYAT/Area INCO • Access to Educational Psychologist at termly multi-agency drop in sessions (for more info email eyinclusion@portsmouthcc.gov.uk) • Portsmouth SEN Support Partnership (PSENSP) (contact eyinclusion@portsmouthcc.gov.uk or go to www.portsmouth.gov.uk and search '<i>support for childcare providers</i>' for referral forms) • Inclusion Development Programme (IDP) Supporting children on the autism spectrum • Portage and Portage+