

Provision Map

For confidentiality, please ensure you remove children's names from this plan before sharing it with parents

Name of setting:	Northumberland Primary	Children being supported:	Poppy, Henry, Jill, Lee, Reed. Lyla
Staff:	4	SENCO:	Mrs Bun
Date:	February 2026		

Morning Session

Session & timings	Additional Support Required	Staffing
8.50-9.00 Morning Settling in routine	All six children need different levels of support at this time. <i>Poppy 1:1 to settle</i> <i>Jill support to remember routine</i> <i>Reed is easily distracted so needs reminders and prompts</i> <i>Henry is often upset coming in to Nursery and needs a calm start as he can be boisterous with the other children.</i> <i>Lee needs 1:1 support from 8.45 to settle. A member of staff comes into Nursery for this and does heavy sensory calming work or supports him 1:1 within the group</i> <i>Lyla can be dysregulated coming into Nursery</i> After being supported into the Nursery classroom by an adult, each child will be shown Now/next pictures for the following: - Coat on peg - Owl on register - WIDGIT posters to be used	1 member of staff outside greeting children. 1 member of staff at door to support children coming in with bags and bottles etc. 1 member of staff in cloakroom. 1 member of staff as support within the Nursery. <i>Additional member of staff comes into Nursery until to support Lee at this time – Heavy sensory work or supporting him 1:1 in a group</i> <i>Ideally Poppy needs 1:1 at this point, she often throws things or becomes dysregulated.</i>



9.00 – 9.10 Calming carpet time	Whole class on carpet to do Sensory Calming activity-Jill, Poppy and Lyla need adult support to join in. Lee usually does Sensory Circuits at this time in the Sensory Room. Reed also has Sensory Circuits at this point 1:1	1 adult leading session 1 adult in Sensory Room with Lee or Reed 1 adult supporting Poppy, Jill and Lyla 1 adult helping with rest of group
9.10-9.30 Group time	Poppy, Jill, Lee and Lyla were unable to join in with larger group and needed a more appropriate activity for their level of need. They are now in a group of 4 with 2 adults in the Sensory room at this time. Reed and Henry join the main class group but need additional Adult support.	2 adults with group of 4 2 adults with group of 22 1 adult with group of 5 – younger children
9.30 – 10.15 Continuous Provision and Interventions	Lee 1:1 sensory circuits and attention strategies Poppy 1:1 Intervention/ attention strategies in Sensory Room Jill 1:1 Intervention/ attention strategies in Sensory room Lyla – 1:1 Sensory Circuits and 1:1 attention strategies Reed – Goal directed Sensory activities spread throughout the morning when needed. Henry 1:1 SALT intervention at least 3 times a week Lee also needs very close supervision at this time when he is exploring Nursery to keep himself and the other children safe.	1 adult in Sensory room to carry out 1:1 interventions 2 adults outside 1 adult supporting children inside Nursery. 1 adult supporting Lee
10.15 – 10.30 Snack	Poppy, Jill, Lee and Lyla need additional support at snack time.	An adult now needs to be at each table (new guidelines)– we have three groups. Poppy can become very dysregulated at this time.



10.30 – 11.10 Continuous Provision and Interventions	1:1 and group Interventions with other children not part of this group request Reed– Goal directed Sensory activities spread throughout the morning when needed. Also self care – nappy change. Lee very close supervision at this time when he is exploring Nursery to keep himself and the other children safe. Currently leaves at 11.00 Poppy needs very close supervision, opens cupboards, climbs, eats inedible things, throws sand and tips boxes out. Currently leaving at 11.10, this was recently increased from 10.30. Lyla can easily become disregulated, poor social and emotional skills.	1 adult in Sensory room to carry out 1:1 interventions 2 adults outside 1 adult supporting children inside Nursery. 1 adult supporting Lee until 11.00 then she leaves.
11.10 – 11.15 Tidy up time	Reed 1:1 Sensory Circuit	1 adult with Reed in the Sensory room to do Sensory Circuits. Other adults inside supporting Jill, Lyla, Henry and the other children in Nursery
11.15 – 11.20 Sensory Massage	Henry, Jill and Lyla need an adult to support with this.	1 adult leading 1 adult supporting Jill 1 adult supporting Lyla 1 adult supporting Henry
11.20 – 11.30 Story	Small group – Jill, Henry, Lyla and two other children have story in Sensory Room.	2 adults in main classroom 2 adults in Sensory Room



11.30 – 11.45 Getting ready for lunch or home	Lyla and Jill find this time of day particularly tricky. Reed becomes distracted and wanders. Need a lot of adult support to manage the routine and remain regulated. Henry goes for lunch so he needs support to get ready to go into the hall.	1 adult having lunch 1 adult taking group into hall for lunch 2 adults seeing children out at hometime – 14 children including Lyla and Jill
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