**Provision Map case study: Acorn Childcare UK**

Jimmy has portage involvement and started nursery when he was 2.5 years old. He is now 3.5 years old. Jimmy has Down syndrome along with global development delay. His is delayed in his speech. Interventions were put in place as soon as he started nursery. The areas targeted were:

- Personal, social and emotional development
- Communication
- Physical development
- Early play skills

Jimmy attends nursery for his free 15 hours a week and is entitled to the SEND premium. He is a friendly little boy and his well-being is good. His mum informs us that he really enjoys coming to nursery.

**Focuses for Jimmy:**

Communication - To use signs/noises and words to label 10 early nouns, rabbit, cow, dog, duck, car, cat, horse, plane, sheep and pig. This was to be carried out through feely bags and cards. This is on a one to one basis throughout his sessions.

Physical development - To attempt to pedal a bike. He loves the outdoors and enjoys sitting on the bikes.

Personal and social development - To turn take with one other child in a structured activity such as a ring game and the parachute.

Early Play skill - To complete four adult directed activities per session for up to 3 minutes each. The focus is on his colour recognition.

**A List of tool kits used to monitor his progress and outcomes are:**

Portage development profile

Special Educational Needs and Disabilities (SEND) action plan and Evaluation sheet (every 6 weeks)

“I can” Tool kit

Baseline assessment (although this tool with our SEND is replaced with the Portage development profile)

Time sheet for staff, including resources purchased if required

Observations
All our children with SEND are monitored on a 6 week review and from all the evidence gathered it is then transferred on to a data sheet. This can then be seen at a glance. This information is then RAG rated in to three categories:

- Achieved= Green
- Practically Achieved= Orange
- Not Achieved = Red

See the data below for an example:

<table>
<thead>
<tr>
<th>Keyworkers</th>
<th>Room</th>
<th>Surname</th>
<th>Name</th>
<th>In relation to descriptors</th>
<th>DOB</th>
<th>Age [Months]</th>
<th>Date intervention started</th>
<th>Personal, Social and Emotional Development</th>
<th>Communication</th>
<th>Physical Development</th>
<th>Early Play Skills</th>
<th>Date of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snowman</td>
<td>Evergreens</td>
<td>Clothes</td>
<td>Jimmy</td>
<td>Green</td>
<td>03/02/2012</td>
<td>42</td>
<td>11/01/16</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Yellow</td>
<td>22/02/16</td>
</tr>
<tr>
<td>superman</td>
<td>Evergreens</td>
<td>Cat</td>
<td>Elsa</td>
<td>Purple</td>
<td>28/01/2012</td>
<td>48</td>
<td>01/02/16</td>
<td>Green</td>
<td>Green</td>
<td>Red</td>
<td>Green</td>
<td>14/03/16</td>
</tr>
</tbody>
</table>

(This information and data is completed on Excel. It is only an example)

The overall progress can be seen visually by referring to the colours code. Using this tool has enabled us to track the outcomes for the child and the use of the inventions. The evidence to support this data has worked in conjunction with using the tool kits listed above by the SENCo and the keyworker.

One identified outcome from analysing the provision map and collating the data led to a discussion between the inclusion leader, keyworker, parent and outside professional in relation to progress being made and narrowing the gap. If any of the targets set have not been achieved over a period of time, the process has enabled us to evaluate and reflect why! Identifying whether we need to adapt the intervention or not. For example, break the targets down, look at the environment, offer training to the staff member supporting the child, more staff intervention required and to look at the child’s attendance etc.

At our nursery during the provision mapping process we have also been able to track and evidence the impact on spending. (Information can be provided if required)