



Specialist Provision Map  
Highly specialised and personalised provision

2-3s	3-5s
<p>EIF Allocation via Surrey panel (2-3s and 3-5s)            Inclusion in mainstream classroom with appropriate level of 1:1 support            Enclosed spaces            Highly specialised and trained staff            Developmentally appropriate toys            Sensory equipment            Outside provision with resources appropriate to needs of the child            Makaton signing used, other symbols, PECS, visual timetables            Weekly Access to soft play area (DNS)            Access to and visits from specialist professionals e.g. SaLT, OT, SEES as dictated by the NHS/Surrey CC            Regular tapestry observations            Delivery of recommended programmes from visiting specialists e.g. SaLT, OT, SEES, Physio etc.            Staff regularly carry out research and training depending on needs in the setting (both medical and educational)            Individualised intervention plans            Daily opportunity for informal contact between key workers and parents if required            Home school link books where needed            Termly in school staff TAC's (Team Around the Child)            Individualised targets via the Surrey Support Plan            EHCP application where appropriate            Specialist interventions such as Attention Autism, PECS, Lego Therapy (Building club), Intensive Interaction, TEACCH            Specialist parent workshops            Termly review meetings with School staff            High adult child ratio            Magnetic locks on cupboards            Light box (DNS)            Tailored support for individuals            Termly review meetings with School staff</p>	<p>EIF Allocation via Surrey panel (2-3s and 3-5s)            Inclusion in mainstream classroom with appropriate level of 1:1 support            Enclosed spaces            Highly specialised and trained staff            Developmentally appropriate toys            Sensory equipment            Magnetic locks on cupboards            Outside provision with resources appropriate to needs of the child            Makaton signing used, other symbols, PECS, visual timetables            Access to and visits from specialist professionals e.g. SaLT, OT, SEES as dictated by the NHS/Surrey CC            Regular tapestry observations            Delivery of recommended programmes from visiting specialists e.g. SaLT, OT, SEES, Physio etc.            Staff regularly carry out research and training depending on needs in the setting (both medical and educational)            Individualised intervention plans            Daily opportunity for informal contact between key workers and parents if required            Home school link books where needed            Termly in school staff TAC's (Team Around the Child)            Individualised targets via the Surrey Support Plan            EHCP application where appropriate            Specialist interventions such as Attention Autism, PECS, Lego Therapy (Building club), Intensive Interaction, TEACCH            Specialist parent workshops            Termly review meetings with School staff            Resources out of reach (promote initiation of communication)            Daily/weekly Access to soft play area at DNS / access to sensory room at CNS            Core vocabulary used            Pet therapy            Weekly Access to Speech and Language Therapists            Light box (DNS)            Tailored support for individuals            Breakout rooms for 1:1 activities (CNS)/therapy room for 1:1 activities (DNS)            Horseshoe table            Access to smaller class with higher adult ratio            Music therapy</p>