

Areas of Learning	Little Owls Adaptation Framework	Eagle Owls Adaptation Framework	Reception Owls Adaptation Framework
Communication & Language	Visual Supports: Use of 1-2 step visual widget symbols and now/next boards. Makaton Signing: Pairing words with Makaton signs or Widget symbols. Processing Time: Allowing 10–15 seconds response time before repeating prompts and instructions. Key Group Focus: Incorporating any extra teaching within the key group or hello times.	Social Story Boards: Using social story visuals, a story map or photo prompts for story recall. Resources: Using different resources (objects of reference, toys, videos etc.) to retell and pre-teach the story. Adult Modelling: Modelling core words spoken correctly rather than complex sentence structures. 1:1 EYP Focus: Incorporating any extra teaching within CP 1:1 for bespoke support.	Social Stories & Strips: Providing sequential visual strips for multi-step tasks. C&L Interventions: Using a physical "talking object" to regulate turn-taking in small groups for interventions. Alternative Expression: Using and encouraging non-verbal indications along with key words to encourage confidence. CT Adapted Forms: During input, ensuring that children have time and different resources available to encourage speaking at stage of development.
C&L Adaptation Framework	Across all of Early Years, children are able to have speech and language interventions which can be provided by EYPs and TAs. Staff can assess children through functional communication through preferred modes (verbal, visual symbols, or Makaton signing) alongside standard visuals and objects of reference. All children are exposed to vocabulary and deep interactions by staff across all of Early Years, which chatterlogs supporting the staff to ensure gaps are filled and certain areas are focused on.		
Personal, Social & Emotional Development	Transition Objects: Providing comfort items or personalised visual timetable cues. Structured Parallel Play: Setting up side-by-side sensory play opportunities with specialised resources to ensure access is inclusive. Emotion Flashcards: Providing the zones of regulation with exclusive teaching of this in input and CP.	Pre-Warning Visuals: Using visual timers and Widget cards prior to any transitions. Sensory Safe Space: Ensuring access to a designated sensory and calm strategies when overwhelmed. Emotion Displays: Enabling children to point to emotion visuals to discuss how they feel.	Self-Care Teaching: Step-by-step routines are embedded for hygiene and dressing. Role Play/Social Scenarios: Using small world and imagination in CP to model reading emotional expressions. Give Me 5: Work around 5 safe adults for children to reference.
PSD Adaptation Framework	In every room and phase children have access to a sensory/quiet space in provision, which all children have access to when needed. Across all of Early Years, children are able to access the sensory space 'Forest Room' and the 'non-stimulating' breakout room, in which children can have their own quiet time and learn about how to regulate. Staff focus on regulation tools, adaptive self-help routines, and co-regulation strategies. In every area of Early Years, we also provide the intervention 'Bucket Time' to support PSD further for those who need support.		
Physical Development	Physical Modifications: Height and size are adjusted accordingly. Social Snack: Group snack is embedded in the timetable so staff can work closely to develop this and support appropriately. Sensory Exploration: Tactile play with playdough, water, or sand to build hand strength.	Adaptive Tools: Fine motor tools are adapted and developed to meet needs. Visual Hygiene Steps: Visual prompts are fixed above sinks and toilets. Gross Motor Aids: Stepping stones with physical adult scaffolding or balance aids.	Ergonomic Adaptations: Pencil grip, weighted resources for sitting. Spatial Boundaries: Floor markings or sit-spots to define personal physical space. Multi-Sensory Fine Motor: Tracing in sand, shaving foam, or textured paper before paper pencil tasks.
PD Adaptation Framework	Across all of Early Years, children have access to the climbing walls (which is also embedded in our Cultural Capital Statements). All children are assessed through their Gross Motor skills by the PE team on entry and undergo small group interventions if necessary.		
Literacy	Multi-Sensory Songs: Pairing songs with sensory props, puppets, or light-up objects. Tactile Books: Including touch-and-feel books, inclusive books. Messy Mark-Making: Exposing to finger painting, tray tracing, textured chalk/crayons.	Name Exposure: Different varieties of name labels with personalised visual adaptations. Tactile Lettering: Using textured visual cards and resources when storytelling. Makaton: Staff using signs to support story reading.	Visual Story Sequencing: Storyboards using Widget pictures and Makaton signing rather than full verbal retells. Supported Writing: Sentence stems, phonics sound mats, or visuals to order can be provided. Writing Adaptations: Mark making and grip

			can be focused on through 1:1 and small groups.
Literacy Adaptation Framework	All children are exposed to ‘Storydough’ to encourage a love of reading. Children are able to have bespoke mark making pre-teaching and interventions when necessary. Tummy time is embedded throughout all of Early Years to ensure core development. Age and stage are used to decide if a child need pre-phonics or can move on to RWI phonics teaching.		
Maths	Large/Grip Manipulatives: Using large construction items for stacking within CP. Sensory Containers: Use of sensory resources to support 1:1 EYP time to develop understanding. Rhythmic Counting: Pair counting with physical tactile beats during input and CP.	Concrete Frame Work: Use of numicon shapes, 5-frames, and tactile counting tracks. Multi-Sensory Numerals: Ensuring raised/textured numbers, playdough number moulds. Errorless Counting: Fixed visual slots for exact item placement (1-to-1 correspondence).	Visual Vocabulary Input: Picture glossaries for math vocabulary used in teaching. 3D Tactile Shapes: Use of concrete resources during input as a development to visual with EYP support. Pre-teaching: EYP pre-teaching and supporting in small groups.
Maths Adaptation Framework	In Early Years, maths is visible everywhere in the environment, to encourage all children to be exposed to maths elements at all times. Resources are used throughout and can be adapted and developed depending on each child’s needs.		
Understanding the World	Photo References: Themselves and key staff members visual photos. Sensory Weather: Bringing outdoor elements inside (ice, wet leaves, mud) for sensory processing. Real-Object Exploration: Direct hands-on touch of natural items (pinecones, bark).	Sensory Description Cards: Widget symbol cards for taste, smell, soft, hard, loud used. Role Play Uniforms & Visuals: Physical dressing-up clothes paired with picture identity cards. Concrete Life Cycles: Real-life caterpillar-to-butterfly kits or 3D tactile sequence models.	Visual Venn Diagrams: Sorting physical objects into visual sorting hoops. Cause & Effect Tools: Experiential science experiments (melting ice, mixing colours). Visual Storytelling: Using small-world figures, or story telling strips in CP.
UTW Adaptation Framework	All children have the opportunity through CP to work 1:1 and in small groups during adult-led activities. This ensures that staff can assess children’s understanding and complete pre-teaching where necessary. All Early Years children have the opportunity to complete Forest School and extra time is provided to children who would benefit from further sessions.		
Expressive Arts & Design	Prop-Assisted Movement: Ribbons, shaker eggs, weighted blankets/vests during music. Concrete Pretend Props: Real-life household objects for intuitive play. Desensitized Messy Play: Ziploc paint bags, tools/brushes for children with sensory avoidance.	Structured Small World: Fixed tray setups with visual story backdrops. Adaptive Craft Tools: Glue rollers, easy-peel stickers, chunky paint dabbers. Nursery Rhyme Focus: Areas with nursery rhyme singing with visual song boards.	Group Performance Role: Non-verbal role opportunities. Structured Creative Choice: Visual art option boards limiting choices to avoid overwhelm. Adaptive Drawing Grip: Ergonomic crayons, chunky charcoal or whole body painting using gross motor skills.
EAD Adaptation Framework	Across Early Years, children have the opportunity through CP to work 1:1 and in small groups during adult-led creative activities, using a range of resources. All children take part in Helicopter Stories also, and are supported by TAs or EYPs where necessary. Each area also provides the children with a music area where they can explore instrumentation through progression.		