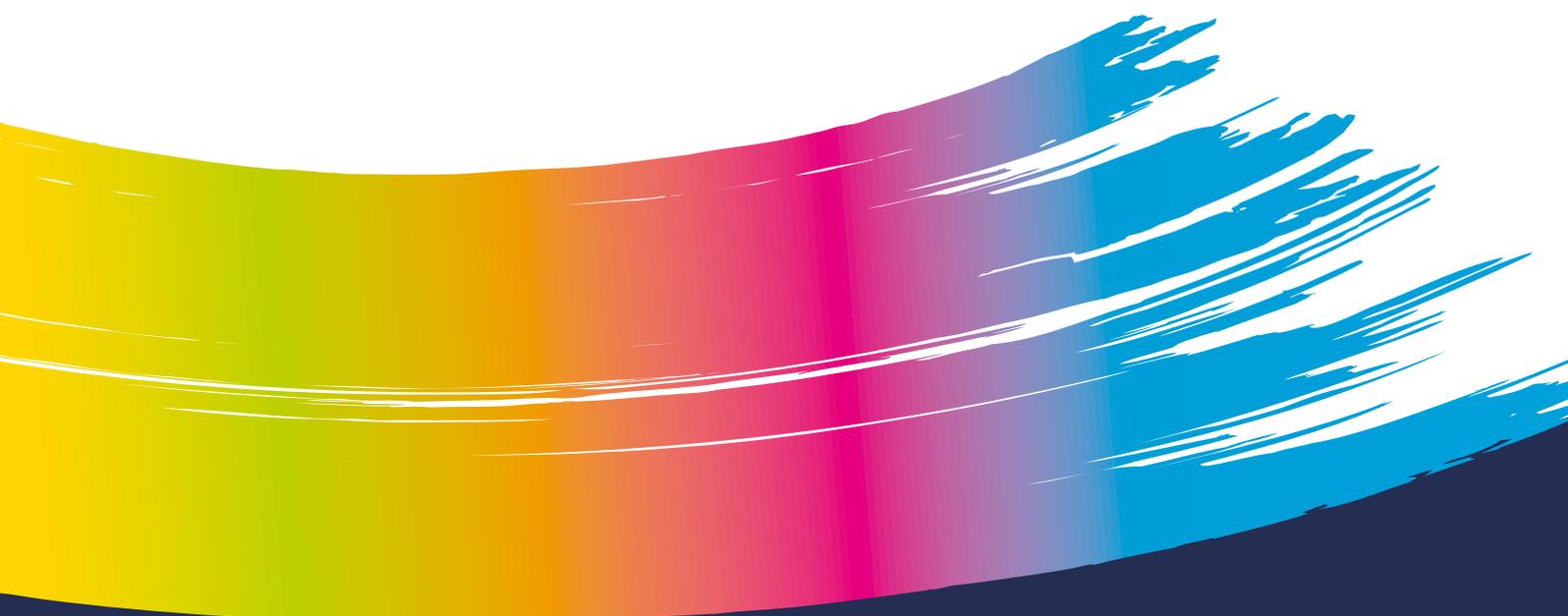


# Provision Mapping Guide/Process



# Provision Mapping Guide/Process

Provision Mapping **identifies** the provision required **in addition to** quality first teaching **that exceeds the notional £6000 that each child receives per annum by being on the SEN register**. This includes group work **and/or** individual interventions in order to identify and overcome potential barriers to learning and meet the needs of a pupil within and beyond the school setting.

**The vast majority of children and young people who have special educational needs and disabilities (SEND) will not need a referral to the EHC Pathway because their needs can be met through the provision made through our Graduated Approach to SEND. This Graduated Approach expects schools and other providers to identify where a child or young person is experiencing difficulties in their learning. The provision made will depend on the significance of their difficulties and previous levels of support provided.**

The EHC Pathway describes the process of assessment and planning for any child or young person needing “exceptional support” who will have, or may have, special educational needs which are long term, complex and require additional support to access the educational opportunities available from early years providers, schools and post 16 institutions. If appropriate, the assessment will lead to the development of an Education Health and Care Plan.

## Introduction

**Provision maps help you show provision that is **ADDITIONAL TO AND DIFFERENT FROM** what is offered through your main school curriculum.**

**A COSTED PROVISION MAP IS REQUESTED AS PART OF THE EHCP PROCESS IN GATESHEAD.**

Once a child or young person has an EHCP then the use of a provision map is an effective way to monitor the implementation of the EHCP provision (detailed in Section F) and the costs of this.

When used as part of the Annual Review Process, settings can track the use and impact from both:

- The Notional SEN budget allocated to schools to support the first £6000 of any SEND pupil's additional needs
- The High Needs Top Up paid directly by Local Authority to settings via the banding system.

The SEND CODE OF PRACTICE (paragraph 6.76) recommends them for helping keep an overview of programmes and interventions for different groups of pupils and whether your financial spend is making a difference and a way of reflecting both practice and provision.

## ASSESS:

**Assessments should be carried out before any intervention begins to identify the pupil's starting point.** This will help ensure that support and intervention are matched to need, barriers to learning are identified and **provision can be put in place to overcome these as identified by the EHC plan.**

## PLAN:

All teachers and support staff who work with the pupil should **co-operate to identify the required outcomes. These outcomes should be what the child can do at the end of the intervention. They should then identify** the support, teaching strategies, approaches **and resources** that are required. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and should be provided by staff with sufficient skills and knowledge. Parents **MUST BE** fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

## DO:

**The intervention should be carried out as identified in the provision map. If this needs to change at any point, school should make a note of this and report on it in the review of the EHC plan.** The interventions delivered should be an ongoing process of assessing the impact **to ensure** effective implementation of support.

## REVIEW:

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should be considered when revising the support in light of the pupil's progress and development and ensuring outcomes are evaluated.

# Costed Provision Maps and the EHCP Request to Assess

## Settings are requested to:

“attach costed provision maps demonstrating how the setting has utilised its resources to make provision. This must clearly show purposeful, evidence-based provision costing at least the £6,000 threshold from the notional SEN budget. Settings may also wish to show provision provided from other funding streams.”

When deciding what to put onto a provision map for an EHCP request it is advisable to start with the professional reports.

## Key questions to ask:

What do the reports say needs to be put in place that is ADDITIONAL TO and DIFFERENT FROM that which is offered through the setting’s curriculum and which are reasonable adjustments?

What does the CYP need to be able to do in 12 months time that they can’t do now?

What support will they need to help them achieve this?

Who is best placed to provide this support and how is it best provided?

Which of the 4 broader areas of need or the PfA outcomes (Section B) does this refer to?

## Ensure the need (Section B of EHCP) is identified within the provision/intervention (should relate to Section F) and which outcome it is matched to (Section E/Action Plan)

Put the provisions (intervention/ strategy/programme of work) as detailed in the professionals reports onto the provision map and add the following:

**How often** does this need to happen to meet the student’s needs?

**Where** does this need to happen to meet the student’s needs?

**Who** will oversee/deliver this?

**Clearly indicate exactly** what the staff member is doing to help the child achieve the outcomes identified

**What** will it cost?

## Please note that...

Professionals reports often indicate the type of provision/intervention and strategies required.

Think about the objective of the provision rather than the geography i.e. sensory work does not have to be done in the Sensory Room.

Interventions do not have to be done outside the classroom.

Interventions do not have to be delivered solely by support staff.

Provision should be matched accurately to a pupil’s need as evidenced in professional’s reports and assessments rather than because it is an intervention that the school is already running/has staff trained in.

1:1 does not mean the same person

1:1 does not have to mean and MUST not be a person right next to the pupil at all times, forever.

## The map should:



Identify the staff/  
pupil ratio

Record explicitly  
the 'additional  
to' and 'different  
from' provision

Calculate  
overall cost of  
the provision

Identify what  
staff are  
involved

Identify the  
duration of the  
provision

Identify the  
assessment tool  
which will be  
used to track  
the pupil

You will need to identify the average hourly salary of each of the 'staff type' (Teaching assistant (TA), Higher Level Teaching Assistant (HLTA) etc.) e.g., **£15 per hour** – and convert this to minutes e.g. **25p per minute**.

<b>On the map you will need to indicate; The time spent on the intervention per day or week</b>	10 mins per day <b>and/or</b> 50 mins per week
<b>The staffing cost for the intervention per day or week</b>	10 mins per day x 25p per minute = £2.50 <b>and/or</b> 50 mins per week x 25p per minute = £12.50
<b>How long the provision is for ? <i>Is it for one term? Is it for the whole year?</i></b>	Social Skills Group- Spring Term 1:1 play therapy with E.P. for 6 weeks
<b>The total expenditure for each intervention</b>	<i>This can be expressed in termly chunks as some interventions may not last for the whole year but as the notional SEND (Element 2) figure is an annual expenditure of up to £6,000, it also needs to be expressed as an annual cost.</i>
<b>The grand total expenditure of support/provision for the pupil:</b>	
<b>N.B.</b> , If a pupil attends a group intervention the total cost should be divided by the number of pupils in order to arrive at the cost per pupil. <b>e.g. Social Skills group 1:6 for 20 mins per week for 6 weeks</b> - The TA costs £15 per hour = 25p per min, cost per week is therefore 20mins x 25p = £5:00, Total cost (6 weeks) is £30:00. <b>The cost per pupil is therefore £5:00</b>	

## What not to include:

SENDCO TIME OR TIME OF OTHER MANAGERS IN THE SETTING

ADMIN TIME DEALING WITH SEND PAPERWORK/ MAKING PHONE CALLS/ PHOTOCOPYING

ONE OFF ASSESSMENTS/ OBSERVATIONS BY PROFESSIONALS SUCH AS THE E.P

GENERAL INCLUSIVE RESOURCES WHICH ARE PART OF THE SCHOOLS' FACILITIES TO CREATE AN ENABLING INCLUSIVE ENVIRONMENT EG sloping board, IT programmes or apps, guidance documents for motor skills programmes etc.

WHOLE school CORE offer

Anything that is part of general pastoral care that is NOT above and beyond anything you would do for any other pupil within your provision.

## Costed provision maps and the annual review process

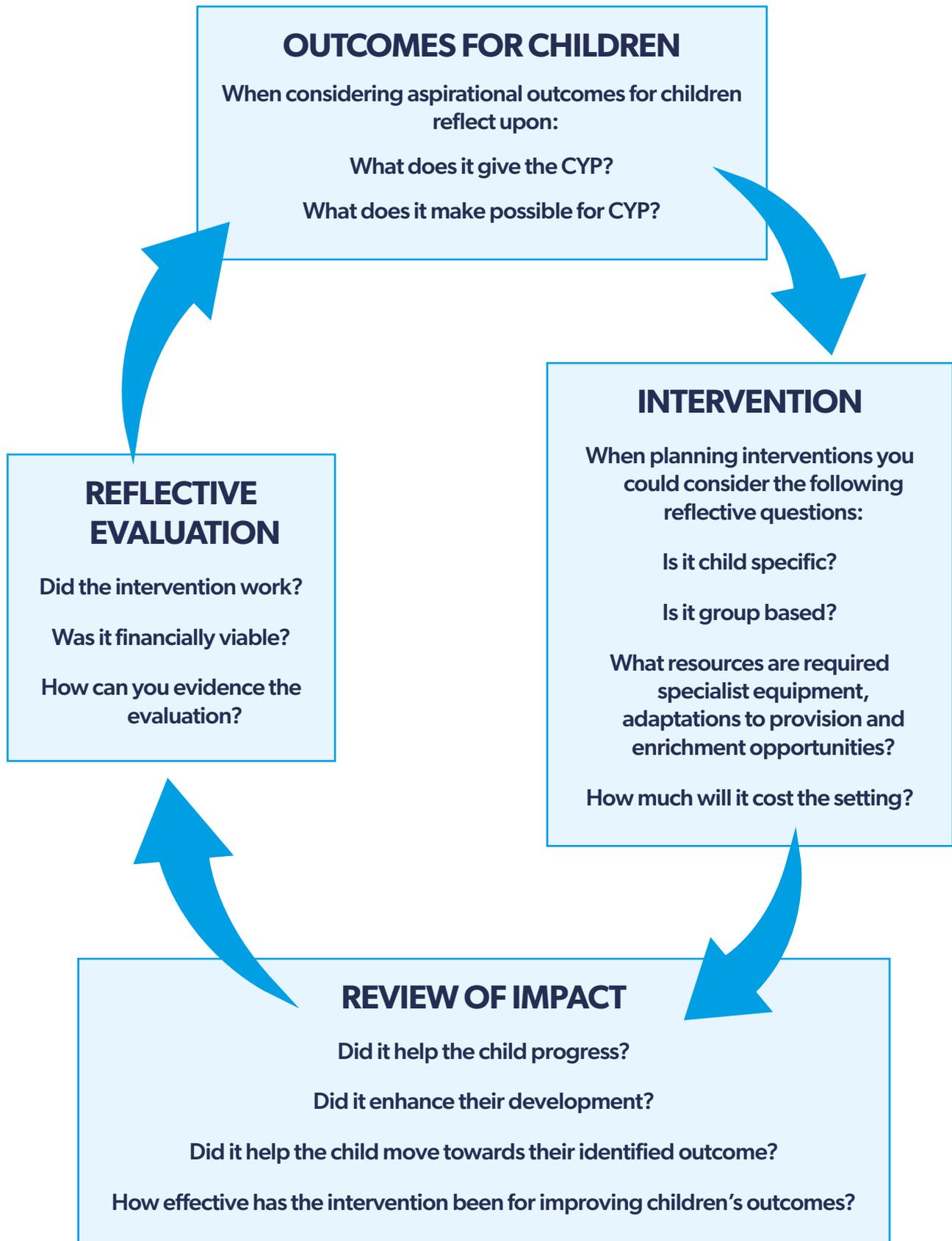
A provision map for a pupil with an EHCP should DIRECTLY RELATE to the provisions set out in the EHCP as this is the legal document that states the provision that the pupil is entitled to. At the Annual review the provision map may be reviewed to ensure that the pupil's current banding matches the provision specified in the EHCP and the banded funding descriptors. If a setting feels that the banding is not correct then they can, as part of an Annual review, send this request to the SEND Panel to request a REDUCTION or an INCREASE.

The Panel will examine the evidence detailed in the Annual review form and any professionals reports and assessments that are attached, which indicate that a reduction or increase in funding is required.

NB EMERGENCY ANNUAL REVIEWS can be held at any time if the needs of the pupil have changed (SEND CODE OF PRACTICE Chapter 9.130)

*Reviews of the EHC plan must take place at least annually. If a child or young person's SEN change, the local authority should hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate.*

# Provision Mapping Process



# Provision Map example

SEN High Needs Funding		Please Complete All Yellow Boxes	
<b>Childs Name</b>	Jonny Wolfe	<b>Date of Birth</b>	
<b>School</b>	Bash Street Primary	<b>Year Group</b>	Year 5
<b>School Contact</b>	Stephany Scott	<b>SEN Stage</b>	EHCP

Please provide any further information in the box below	
<p>Jonny has a diagnosis of Autism. Jonny requires support with his emotional regulation. His attention to adult directed tasks and social awareness is affected. His anxiety can become heightened. Jonny's outcomes are: 1. to join in with an adult directed activity with one other child for 10 minutes once a day (the times and number of peers will increase over time); 2. to choose and implement one taught strategy to emotionally regulate at least once a day; 3. to follow a scaffolded guide to manage his anxiety during transitions 3 times per day; 4. to take part in one social activity per day.</p>	

SEN Provision Details									
No	Provision/Intervention	EHCP Outcome/Statement Objective being addressed	Staff	Hourly Rate	Group size	Number of Weeks (39 if Full Year)	Length of Provision /Intervention (Hours)	Number of Times p/week	Total
X	EXAMPLE	EXAMPLE	TA3	£18.39	3	39	0.5	5	£597.68
1	emotional literacy targeted intervention group to teach strategies to self regulate	2	TA3	£18.39	4	6	1	2	£55.17
2	Targeted support to minimise anxiety at transition times	3	TA2	£16.59	1	12	0.1	15	£298.62
3	anxiety intervention session to teach anxiety management strategies	3	HLTA	£23.67	3	12	1	1	£94.68
4	Adult directed activity with one peer (with support)	1	TA2	£16.59	2	39	0.5	5	£808.76
5	Social Group targeting social skills	4	HLTA	£23.67	3	39	1	5	£1,538.55
6		(dropout)		£0.00					
7		(dropout)		£0.00					
8		(dropout)		£0.00					
9		(dropout)		£0.00					
10		(dropout)		£0.00					
								<b>TOTAL</b>	<b>£2,795.78</b>

**Notes & Guidance**

- ~ Please include any relevant professional assessments
- ~ Please include a timetable to show how the Provision/Intervention has been arranged - a decision on your application may be delayed without this
- ~ The Hourly Rate and Total Cost cells will automatically calculate once the provision details are complete
- ~ Provision must be linked to an objective within the Statement or an outcome in the Education Health Care Plan
- ~ The Length of Provision /Intervention (Hours) column should be shown as a decimal (i.e. 30 minutes = 0.5)

