

# PROVISION MAPPING

## Provision Maps – What are they?

- An “at a glance” way of showing the range of provision the school makes for pupils with additional needs.
- A process that assists in the planning of provision for pupils with additional needs

## Why use Provision Maps?

- To enable schools to audit the needs of children and plan systematically how best to use resources to meet those needs
- To allow schools to plan both the staffing and the skills that will be required to meet the needs of children

## Benefits for Inclusion/SEN Co-ordinators

- They provide an effective way of compartmentalising and managing the complex matter of allocating and monitoring provision for pupils with additional needs
- They can provide a basis for evaluating the effectiveness of provision, and building this into school self-evaluation
- They provide information for any reporting you may have to do – such as governors, parents, school profile
- They enable co-ordinators to have a very clear overview of the school’s provision for children with additional needs

## Benefits for the School

- Provision Maps prevent over-provision in some classes and under-provision in others
1. They allow school management to cost provision and manage the budget effectively

## Key Elements

1. Analysis of pupil need
  - Prioritisation – Which pupils are to be supported? How do we decide?
  - Be aware of various groups of pupils vulnerable to under-achievement.
  - Be particularly sensitive to the needs of Looked After Children (LAC)
  - Recognise that some pupils with additional needs may actually be making (very) good progress despite lower levels of attainment than their peers.
  - Be aware that pupils who may be attaining higher levels could be under-achieving.
  
2. Audit of Resources (Human)
  - Who do we have available? (Teaching Assistants, SENCO, other?)
  - Which staff are qualified to deliver which programmes?
  - What are the implications for CPD? Link to appraisals/CPD interviews.
  
3. Audit of Resources (Material)
  - Which specialist programmes do we have available in school? *This may be a question for the whole staff, thereby providing SENCOs/Inclusion co-ordinators with the opportunity to consult with colleagues.*
  - Identify any gaps in the whole-school provision
  
4. Allocate support
  - Use available data to identify target groups
  - Consider vulnerable groups
  - Decide upon the level of support required (Wave 2, Wave 3)
  - Ensure that statutory requirements are met for pupils with statements of SEN
  - Ensure that School-based Identification System (SIS) funded pupils receive appropriate support
  - This may mean that all classes do not receive the same level of support

### **Wave 1 planned provision of:**

- An appropriate curriculum that is differentiated by input and output and is clearly evidenced in planning
- ICT support to increase access to the curriculum that has an impact on reducing difficulties associated with recording and learning
- Consistent assessment of the readability levels of text that are provided to pupils
- Increased use of multi-sensory teaching techniques, such as visual support, to impact on pupils' understanding
- Increased awareness of the use of language to ensure the academic vocabulary is over-taught and understanding is visually supported
- Assessment of the impact of the environment on the pupils' learning e.g. seating/grouping arrangements and noise levels
- Use of supporting apparatus e.g. wordlists, line guides, spell checkers etc.
- Planned and consistent use of teaching devices that are aimed at reducing barriers to literacy e.g. word frames, mind mapping, desk copy of notes
- Reflection on the effectiveness of school policies/practices on pupils with literacy difficulties e.g. homework policy
- Agreement and clarification of class routines and rules, with a reward and sanction system that is supported by all
- Procedures that facilitate a relations-led system, able to promote an ethos of trust and valuing
- Expansion of opportunities that are provided by the extended school to enhance literacy e.g. drama and sports
- Increasing the information and support to parents to increase the literacy levels of pupils

### **Wave 2 planned provision of:**

Everything in Wave 1 plus:

- Increased assessment involving external agencies to examine barriers to literacy acquisition

- Additional identification/support for pupils who have English as an Additional Language
- Catch-up intervention programmes, delivered in small groups by a skilled adult who has received both training and ongoing support
- Small group provision of targeted programmes placed within the curriculum to address gaps in pupil skills e.g. software aimed at increasing word recognition, spelling, Circle Time to increase verbal language skills etc.
- Analysis of the effectiveness of TA support within the curriculum to increase access and levels of success for pupils
- The use of peers to increase and support learning success e.g. homework/study buddies
- The development of effective study support for pupils e.g. an inclusion unit staffed with skilled adults able to locate solutions to challenges, homework clubs and website learning support
- Provision of support in skills that underpin school success e.g. keyboard skills, organisation and study skills training
- Application and evaluation of whole school initiatives to further support literacy development e.g. story-sacks, parent workshops, family literacy
- Evaluation of pupil cohorts to aid identification of support that could impact on specific barriers e.g. mentors for looked after pupils, diverse curricular choices for Traveller children, etc.
- Attention paid to the emotional health of pupils and the whole school devices that could increase resiliency

**Wave 3 planned provision of:**

Everything in Wave1/2 plus:

- Detailed assessment of holistic pupil needs, that seeks input from a range of external agencies
- 1:1 or small group additional provision that is matched with the pupil profile to ensure progress. This may not always be literacy based programmes although this is the most likely route but could also include counselling, speech & language therapist input etc.

- Provision identified by specialist teacher working in collaboration with external agencies and provided in school
- Provision that positively reflects the views of the pupils and its parents on actions necessary to meet additional needs
- Provision of resources and the training to use the resources, to support pupils with poor literacy skills e.g. word processor
- Application of a wide range of access arrangement e.g. desk-top notes, a reader, a scribe, additional time
- Increased targeted support and communication with parents to increase pupil literacy
- Targeted and evaluated support within the curriculum by skilled TAs to ensure effective access and increase levels of success.