Provision Mapping and Management

Guidance and materials for schools and professionals

Contents

How to use this guide
This guide has been developed to help schools and professionals:

- ✓ understand the elements of effective provision management to support inclusion
- ✓ provide information for schools to introduce provision management into their own schools
- ✓ to assist in preparing provision maps for SEN support plans

Introduction

Provision Management/Mapping is not a new idea. Schools and Local Authorities have been developing this approach since 2001. The impetus for the introduction and development of Provision Management/Mapping came out of the recognition of the need for a strategic approach to managing the needs of an increasing population of pupils with SEND. Previous development focused on the nature of individual children's special educational needs and how to address them.

Provision Management/Mapping is about managing SEND provision strategically, rather than operationally; it is about managing SEND at a whole school level, as part of a school's overall school improvement process. An additional driver for the need for change was a move from an emphasis on identifying pupils and providing support to one in which the outcomes of that additional support were the key focus. This change was further fuelled by a change in external monitoring which shifted attention increasingly onto the performance of vulnerable pupils, rather than exclusively on those who do not experience barriers to learning.

Similarly, the push towards greater delegation of SEND funding to schools, accompanied by an expectation that schools will evaluate their own performance with pupils with additional needs and as a result, will be able to demonstrate their effective use of the additional resources within school budgets for vulnerable pupils. More recently, the introduction of a National Funding approach to how SEND's are funded in mainstream schools has set the expectation that schools will use up to £6000 from their SEN Notional (Additional) Budget to support individual pupils per annum before the LA will provide additional financial support. Schools will be required to provide evidence of any spending that exceeds £6000 to the LA before any additional money can be provided from central funds. Individual costed Provision Maps provide a clear format for providing this information for the LA to consider.

In addition, the increasing focus on using research on 'what works?' in terms of different interventions and approaches has enabled schools to go even further in terms of applying Best Value principles to their task of increasing progress and attainment and promoting inclusion for all.

Special Educational Needs and Disability Code of Practice 2015

The revised SEND Code of Practice clearly endorsed the systems of Provision Mapping/Management being used in many schools:

> *Provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of provision maps can help SENCOs to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention. (SEND Code of Practice, Jan. 2015, para 6.76)*

> *Provision management can be used strategically to develop special educational provision to match the assessed needs of pupils across the school, and to evaluate the impact of that provision on pupil progress. Used in this way provision management can also contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. It can help the school to develop the use of interventions that are effective and to remove those that are less so. It can support schools to improve their core offer for all pupils as the most effective approaches are adopted more widely across the school. (SEND Code of Practice, Jan. 2015, para 6.77)*

What is provision management?

Provision management is a strategic management approach which provides an 'at a glance' way of showing all the provision that the school makes which is *additional to* and *different from* the school's differentiated curriculum offer.

The additional to and different from provision is provided for identified groups of pupils within the school. These groups might include:

- o   pupils with special educational needs and disabilities;
- o   pupils for whom English as an additional language;
- o   children and young people in public care;
- o   traveller pupils;
- o   refugee and asylum seeker pupils;
- o   pupils with medical needs;
- o   young carers;
- o   pupils from families under stress;
- o   pupils who are at risk of disaffection and exclusion;
- o   pupils from different gender groups.

Provision management is both a means of accounting for *additional to* and *different from* provision, evaluating effectiveness in terms of pupils' outcomes and an approach, which supports inclusive practice.

It is essential to recognise that there is a difference between creating a whole school provision map and adopting a Provision Management approach. Many schools have created Provision Maps which provide a record of all the *additional to* and *different from* provision that a school is currently providing for pupils with additional needs. It is useful in that it provides a big picture of what the school has in place at a moment in time. However, unless the school uses this information strategically to audit, plan, cost, review and evaluate effectiveness in terms of pupil outcomes its usefulness will be limited. Ofsted identified the features of the most effective provision mapping:

*A few of the local authorities and schools visited used **provision mapping** to improve provision and outcomes for CYP with additional needs. The **best provision mapping** observed did not simply list what was available; it also showed which interventions were particularly effective. This contributed to efficient planning to meet the needs of individuals or groups, kept pupils and their parents up to date with progress following an intervention, and helped a school or LA to evaluate its overall effectiveness.* (The Special Educational Needs and Disability Review, A Statement is not enough, Ofsted 2010)

What are the benefits?

Provision management will allow a school to produce an inclusive education provision map, which will enable those with defined responsibilities in schools, other settings and the LA, to:

- o Meet the statutory reporting and accountability requirements within the Special Educational Needs and Disability Regulations 2014.
- o Audit the needs of pupils and plan systematically how best to use the school's resources to meet those needs
- o Plan both the staffing and the skills that will be required to meet the needs of pupils
- o Ensure a closer match between the mapped continuum of provision and the assessed continuum of needs at school/setting, local area and LA level.
- o Facilitate the sharing of best practice between schools/other settings and develop a common language for thinking about factors that contribute to pupil outcomes
- o Ensure that parents/carers and others in the local community are better informed about what is available within the school SEN Information Report and how it may be accessed
- o Help to ensure the entitlement and improve pupil-level outcomes for all learners at risk of underachieving by ensuring that a range of effective universal strategies and targeted/special interventions is generally available and regularly evaluated
- o Demonstrate to external evaluators (e.g.OFSTED, LA Monitoring) a real commitment to inclusive principles and a realistic approach to securing Best Value from available resources

The Process

There are three key principles which underpin the process of developing a Provision Map and introducing Provision Management:

1. The process is part of the school self-evaluation process

2. All teaching and support staff clearly understand the purpose and aims of the provision mapping process

3. All teachers and support staff should be included in the development of the provision map.

The initial gathering of the information that is needed to introduce provision management requires a significant investment of time and energy for the first year. However, schools that have already begun the journey report that:

- The process itself is worthwhile, since it helps to raise awareness of what is available and how much is already being done in the school to provide for diverse needs.

- Once produced, the map only requires minimal adjustment as changes or developments occur.

- Provision management helps staff to do a better job for pupils and their families by keeping a range of strategies clearly in mind and focusing attention on solutions rather than problems.

Getting Started

The experiences of schools who have been involved in Provision Management suggest there are eight distinct steps involved in developing an initial provision map:

Step 1 • Audit the projected need for each year group within the school

Step 2 • Capture your current provision

Step 3 • Compare projected need (Step 1) with current pattern of provision (step 2) and identify any 'gaps'

Step 4 • Consider the research evidence on what works

Step 5 • Plan and cost your provision, including identified gaps and prioritise additional provision to the available resources

Step 6 • Evaluate the impact of provision through pupil progress outcomes

Step 7 • Evaluate the effectiveness of the provision

Step 8 • Review the provision map

The Steps to a Provision Map

Step 1 – Audit the Projected Need for each year group within the school

The purpose of the audit of projected need is to show how many pupils you have in each year group who need additional support and/or interventions. It is helpful to recognise that the majority of pupils with special educational needs and disabilities (SENDs) have high incidence needs in the areas of speech and language, literacy, numeracy and social skills.

Schools collect a range of data relating to the progress of all pupils. These data sources will help to identify pupils who are not making adequate progress. In addition, other sources of information such as the school SEND Profile or Register will also have information which can inform this audit. The focus of this audit is not just to identify who has additional needs but to be much clearer about what type of provision they will need to address their needs. One of the major outcomes of the introduction of Provision Management in recent years has been the extension of the range of provision that schools are providing. Early provision maps often demonstrated lots of literacy provision but very little provision for numeracy, speech and language and the development of social and emotional skills.

Many schools complement their data analysis with an audit of pupil need chart. For each year group class teams complete an audit of need chart to map the projected needs in each year group for the school year. Using a range of information from parents/carers, achievement and progress data and a range of other assessment evidence, a list is compiled of all known pupils who would benefit from additional provision and the type of provision they might require.

An example of a completed audit of pupil need chart is shown in Figure 1. A blank template for a must/should/could chart is provided at the back of this guidance booklet

In the top rows of the grid the names of pupils are recorded for whom specific types of provision are either statutory or clearly essential: for example, pupils with an EHC Plan/Statement or pupils at SEN support with very high level needs. Appropriate additional provisions are listed across the top of the grid as each pupil's needs are considered.

In the next row the names of pupils are recorded who are at SEN support or have other additional needs and must receive provision which is *additional to* or *different from* that made generally for the majority of children of the same age. Assessment information, from detailed tracking of pupil progress and other data on pupil needs will inform the type of provision each child might require.

Figure 1

Audit of Pupil Need Chart

YEAR GROUP			4							
	Name of child	Phono-graphix	Jump Ahead Motor Skills Programme	In-Class Support	1:1 Counselling	Friendship Skills Group	Number Sense	Language Link Programme	Better Reading Part.	Other
EHCPs School Support +*	William	✓	✓	✓						Lunchtime Club
	Patrick				✓	✓				Circle of Friends Lunchtime Club
	Edward				✓		✓			1:1 ASD social skills work with TA
School Support Additional Needs	Jamia								✓	
	Shane						✓		✓	
	Kylie							✓	✓	
	Leroy				✓		✓		✓	Lunchtime club
	Daniel (PP)						✓			

* School Support + denotes very high level of need but no EHC plan.

Step 2 – Capture your current provision

The next step is to capture the school's current provision in each year group or class. This is often completed at a staff meeting. Class teachers or Key Stage Teams identify all current additional to and different from provision and record this. It is helpful to have SEND Profiles and Register to hand and other relevant information such as timetables of existing provisions. Generate ideas of all provision provided by year group or class. A blank template which could be used to record current provision is provided at the back of this guidance booklet.

Step 3 – Compare projected need (Step 1) with current pattern of provision (Step 2) and identify any gaps

Using the information collected in Steps 1 and 2, match your projected needs with current provision and identify 'under' and 'over' provision. Identify what changes are required in your provision. Identify any staff development issues relating to these changes.

Step 4 – Consider the research evidence on what works

The SEND Code of Practice states that the support and interventions provided by schools should be, based on reliable evidence of effectiveness.

The school will have evidence from the evaluations of the impact of additional provision in their own school and should also draw on the evidence of Local Authority, national and international research about what works for pupils with SENDs. There has been a significant investment in research about what works for pupils with SENDs in recent years and schools should be aware of the findings of this research when they are considering what interventions to put in place for children.

A list of sources of further information about what works in school-based intervention is included in Appendix A.

Step 5 – Plan and cost your provision, including identified gaps and prioritise additional provision to the available resources.

The school should consider all the information it has collected – the range of provision that is needed, the amount of provision required and the types of provision likely to be effective. It may be that the school is unable to fill all the identified gaps in provision immediately. In this case schools should prioritise provision and plan over time to address the gaps and under provision within the school.

When the school has decided what will be provided it can record this information on a provision map and cost the provision.

There is some provision that cannot be tracked to individual pupils, but which benefits all pupils with SEN and Disabilities. This might include: administrative support time; professional development activities; budget allocation for general resources to support pupils and time allocated to the preparation of resources. It is important to record and cost this provision on a separate sheet of the provision map.

Step 6: Evaluating the impact of provision through pupil progress outcomes.
It is essential to identify how you will measure 'distance travelled' as a result of the interventions you are providing.

Figure 2

Intervention Record

Name of pupil(s)	
Provision	In-class support
Time	
Duration	9 weeks 9/1/18– 24/2/18
Supported by	
Class Teacher	
Focus of support	Listening and responding
Expected outcome(s)	Will attend to adult instructions and follow them.

Date	Progress Review
Assessment Tool	Frequency record pre-intervention – repeated post-intervention.
Monitoring Arrangements	Class teacher to monitor progress record sheet each week. Class teacher and TA meet fortnightly to discuss progress.

Step 7- and 8 - Evaluate Effectiveness and Review the Provision Map

Undertake a strategic annual evaluation of the effectiveness of the provisions. This evaluation brings together all the data on pupil outcomes in terms of progress made from starting points and analysis of data relating to progress within the curriculum for the identified groups of pupils. This annual evaluation should also include a mechanism for gathering the views of pupils and their parents/carers about the additional to and different from provision, which they have received. Many schools are linking this annual evaluation to the annual whole school self-evaluation. This evaluation will feed back into the next provision management cycle and a review of the Provision Map. The information gathered during this annual evaluation will also provide information for the Governing Body to evaluate the success of the education is which is provided at the school for pupils with special educational needs and disabilities.

Additional points to consider when costing the provision map

It is important to cost each element of the provision map. When these costs are totalled they can be compared with the additional funding received by the school for meeting individual needs. In this way schools can clearly account for their additional funding. Schools also find this approach useful to consider the 'value for money' they are getting from various interventions when they combine it with measures of progress for pupils.

Schools sometimes find it difficult to decide what provision should be included on their provision map and how they can cost it. The following points help to clarify this:

- Only provision which is '**additional to'** and '**different from'** high quality teaching that is differentiated and personalised is available for all pupils. This must be provision that is planned and linked to pupils with additional learning needs. For example, a lunchtime club designed for pupils with social and communication needs to help them develop social skills during unstructured times would be included but lunchtime library sessions, which are open to all pupils, would not be included.

- It is best practice for the salary and on-costs of the SENCO or Inclusion Manager which relate to administrative duties to be set against the core or base budget of the school rather than against additional funds delegated to the school for the purpose of meeting the needs of pupils with individual needs.

- Costs are calculated using 'average' staff hourly costs, including on costs.

The process of costing a provision can be quite complex and it is essential to remember that this is an 'accountability' exercise not an 'accounting' exercise! Costs are calculated using 'average' teacher, LSA/TA and learning mentor hourly costs, including on costs. This is the 'mid-point' on the pay scale

- An example of an hourly rate for a Teaching Assistant (mid-point) with on costs is £17.50.
- An example of an hourly rate for a Teacher (mid-point) with on costs is £31.05
- An example of an hourly rate for a Learning Mentor £23.50

7 step calculation

1. Start with the annual salary of the staff member which should be mid-scale point and not above e.g. £20006
2. Divide the annual salary by 38 to obtain the weekly cost
3. Divide by 5 to get the daily cost
4. Divide by 6 to obtain the hourly rate, if the intervention is for 30 minutes you can work out the cost by dividing by 2 etc.
5. Divide by the number of pupils in the group this will give you the cost per pupil per day
6. Multiply by the number of times the intervention takes place e.g. twice a week
7. Multiply by the number of weeks e.g. 38 to get the annual cost

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Illustrative example (TA) group of 6

£20,006 staff cost ÷ by 38 weeks = £526.03 weekly cost
£526.3 ÷ 5 days = £105.26 per day cost
£105.26 ÷ 6 hours = £17.54 per hour
£17.50 ÷ 6 pupils in group = £2.92 per child
X by 38 weeks = yearly cost £111

Illustrative example of a non-class based Teacher group of 6

£35406 staff cost ÷ by 38 weeks = £932 weekly cost
£932.3 ÷ 5 days = £186.3 per day cost
£183.6 ÷ 6 hours = £31.05 per hour
£31.05 ÷ 6 pupils in group = £5.17 per child
X by 38 weeks = yearly cost £197

Illustrative example Learning Mentor – Circle Time group of 6

£ 26,750 staff cost ÷ by 38 weeks = £704 weekly cost
£704 ÷ 5 days = £140.80 per day cost
£140.80 ÷ 6 hours = £23.50 per hour
£23.50 ÷ 6 pupils in group = £3.90 per child
X by 38 weeks = yearly cost £148.70

Appendix A

Sources and further information about what works in school based intervention

Reading, writing and spelling interventions

www.interventionsforliteracy.org.uk

Language interventions

www.thecommunicationtrust.org.uk

Interventions for children with autism

www.researchautism.net/autism-interventions

Interventions for children with social, emotional and mental health difficulties

http://www.eif.org.uk/wp-content/uploads/2015/03/Review-of-Social-and-Emotional-Skills-Based-Intervention_Report-WEB-VERSION.pdf

Maths interventions

www.nationalnumeracy.org.uk

General

www.educationendowmentfoundation.org.uk

http://bestevidence.org.uk/programmes/index.html

Appendix B - Examples of extracts from Provision Maps

Extract from a Year 3 Provision Map

Provision/Resource	Staff/ Pupil Ratio	Staff Involved	Cost in Time (Weekly)	Actual Cost (Weekly x no of weeks)	Assessment Tool to track progress
Literacy – Acceleread (4 X 15 mins for 12 weeks)	9:1	LSA Teacher	30 mins 30 mins	£105 £186	Reading Accuracy Assessment
Friendship Group (2 X 30 mins for 12 weeks)	4:1	ELSA	1 hour	£210	Pupil questionnaire – before and after intervention.

Extract from a Year 7 Provision Map

Provision/Resource	Staff/Pupil Ratio	Staff Involved Please use Codes	Cost in time (Weekly)	Actual Cost (Weekly Cost x no. of weeks)	Assessment
Individual Literacy Programmes (4 pupils x 38 Weeks)	1:1	S	4 x 1 hour	£6080	Reading and Spelling Tests
Literacy Workshops (2 groups x 10 weeks)	2:10	S TA	2 x 1.5 hours 2 x 1.5 hours	£1200 £526	Pre and Post test.
Social skills group (10 weeks)	1:6	S	2 x 1 hour	£800	Incident reports – reduction.

Individual Provision Map Name 'C'

Yr. Gp.	Provision/Resource	Staff/Pupil Ratio	Staff Involved	Cost in time (Weekly)
3	In class small group support for literacy (3 x 1 hours)	6:1	LSA	3 hours
	Literacy – Wordshark (4 x 15 minutes)	9:1	LSA Teacher	30 minutes 30 minutes
	Literacy skills small group (5 x 1 hours)	6:1	LSA	5 hours
	Handwriting skills small group (5 x 15 minutes)	6:1	LSA	1 hour 15 minutes
	Maths skills small group (5 x 1 hours)	6:1	LSA	5 hours
	Maths – Power of 2 (3 x 15 minutes)	1:1	LSA	45 minutes
	Social skills lunch club (1 x 40 minutes)	8:1	LSA SENCO	20 minutes 20 minutes
	Occupational therapy Programme (3 x 15 minutes)	2:1	LSA	45 minutes
	Additional support for ICT (3 x 1 hours)	8:1	LSA	3 hours

An individual provision map is produced by highlighting the specific provisions the pupil is receiving and can be shared with parents/carers. The full costing column has been removed.

Example of Pupil A provision map at the beginning of year 3 (Actual costs)
To demonstrate spending in excess of £6000.

Pupil A has cerebral palsy (hemiplegia) which affects their gross and fine motor skills, thinking and learning, communication as well as social and emotional needs.

Outcome (medium term)	Intervention (solution)	Staff/ pupil ratio	Staff	Weekly Duration	Weekly cost	Annual cost
By the end of year 3 I will have improved my learning by achieving 1 sub level progress in literacy and numeracy	In class literacy and numeracy to support individual work on reading, spelling, writing	4:1	HLTA	2 hrs per day = 10 hrs	£175 ÷ 4 = £43.75	£1662
By the end of year 3 I will be able to independently play with one other child for 10 minutes	Social skills group to develop friendships, interaction skills and sharing	8:1	Learning mentor	5 x 30mins per week = 2.5 hrs	£43.75÷ 8 = £5.46	£208
By the end of year 3 I will be able to contribute to a small group discussion, observed on 3 separate occasions	Language programme to develop my ability to converse in a small group situation	6:1	Teaching Assistant	2 x 30 mins per week = 1 hr	£17.50 ÷ 6 = £2.92	£111
By the end of year 3 I will be able to manage my mobility around the school site	A physiotherapy programme to develop my mobility and strengthen my gross motor skills	1:1	Teaching Assistant	5 x 30 mins per week = 2.5 hrs	£43.00	£1660
By the end of year 3 I will be able to play independently with one other child for 10 minutes	A lunch time social skills group	1:3	Teaching Assistant	5 x 1 hr = 5 hrs ÷ 3	£29.16	£1108
By the end of year 3 I will be able to share my feelings with a trusted adult	Daily 30 minute session with a learning mentor	1:1	Learning Mentor	5 x 30 mins = 2.5 hrs	£58.30	£2232
Total						£6981

Blank Proformas

Provision Map

Year Group:

Provision/Resource	Staff/Pupil Ratio	Staff Involved	Cost in time (Weekly)	Actual Cost (Weekly cost x no of weeks)	Assessment tool to track progress

Audit of Pupil Need Chart (Step 1)
Planning Provision

Year Group									
	Name of pupil								
ECHPs School Support +									
School Support Additional Needs									

Template for capturing brainstorm of current provision (Step 2)

Year/Class Group:

'Additional to' or 'different from' Provision	Staff/Pupil Ratio	Staff involved	Weekly Cost in Time	Duration No of weeks

* School Support + denotes very high level of need but no EHC plan.