

Towards 2014 – Preparing for Change

Guidance Sheet 8 (July 2014)

Provision Management & Mapping

Audit Need & Current Provision:

Consider: pupil progress and achievement data, other quantitative and qualitative data, areas/types of need, statutory requirements/Statemented/EHCP provision, a 'must, should, could' chart, pupils that would benefit from additional provision, staffing available.

Research: provision mapping formats and determine best format for schools needs



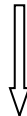
Plan Future Provision:

Consider: range & types of need, effectiveness of current provision/interventions, the gaps in the provision available, role of IEPs

Research: evidence of what works best in increasing progress and achievement, methods of assessing/measuring progress

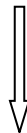
Identify: funding/staffing available, training needs, resources

Map provision: prioritise through the 'must, should, could' audit, match to the needs of the current pupils



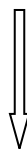
Implement Termly Provision Map:

Consider: length of intervention, entry and exit assessment data to track progress, targets for pupils, information-sharing with parents



Track Progress and Monitor Impact

Consider: the 'test on'/'test off' data for each pupil in the intervention group. Have the pupils made progress? Has their progress accelerated? Has the gap between the pupil and their peers narrowed?



Evaluate Effectiveness of Provision in Provision Map

Consider: the progress which the pupils have made. Does this indicate that the intervention has been effective? If yes, consider whether other pupils would benefit from keeping this intervention on the provision map. If no, could steps be taken to make the intervention more effective?

Implement any identified measures and continue to evaluate or discontinue the intervention.

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The Issue:

The Ofsted Framework for School Inspection September 2013 says:
When reporting, inspectors must consider...:

.....the extent to which the education provided by the school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.

The SEN Code of Practice 0-25 years (July 2014) says:

6.76 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 helps 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.

What are Provision Management and Provision Mapping?

- **Provision Management** – a process of identifying needs, matching provision to the needs, evaluating the effectiveness of provision and ensuring future actions are identified.
- **Provision Mapping** - an overview of the interventions and support that a school makes for pupils with additional needs.

Why Provision Management & Mapping?

At Whole School Level:

- a strategic approach to planning provision and the management of resources
- provides an oversight of needs & patterns of needs
- determines how well provision matches need and facilitates the identification of gaps in provision
- supports proactive planning of provision
- supports identification of training needs
- supports deployment of staffing to best meet needs
- enables costing, and efficient and effective management of funding streams
- supports evaluation and impact of provision
- contributes to self-evaluation

At Subject Leader Level:

- provides SENCO (and other relevant parties) with overview
- demonstrates how resources are allocated
- ensures pupils receive the relevant provision and prevents duplication &/or repetition
- reduces the number of learning plans
- enables effective tracking of all additional provision accessed by pupils
- supports impact evaluation for individuals and groups of pupils