



The SEND Code of Practice states that:

- The provision made for pupils with SEN should be recorded accurately and kept up to date.
- Schools should particularly record details of additional or different provision made under SEN support which should form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps.
- Schools should ensure that they have accurate information to evidence the SEN support that has been provided over the pupil's time in the school, as well as its impact.

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. 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. They can also 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.

All Settings are asked to provide costed provision maps demonstrating how the school has utilised its resources to make provision. This **must** clearly show purposeful, evidence-based provision costing at least the £6000 threshold from the notional SEN budget.

When completing provision maps for individual children, please ensure that you include the following:

- The type of intervention
- How the intervention links to the outcomes
- The weekly plan/timetable for the child/young person which must indicate/specify:
 - Number of sessions per week
 - The length of each session
 - Who is delivering the intervention (TA, HLTA, SALT, Specialist Teachers)
 - The size of the teaching group, indicating whether it is in class, in a small group (specify the size of the group) or on an individual basis.
- Please ensure that for group interventions, you calculate the cost per child. You must show annual costs.
- The individual costed provision map needs to map the learners support against their weekly timetable. You must include particular interventions that are over and above the ordinarily available provision. These interventions must be relevant and purposeful and specific to the primary and secondary needs of the children/young people.

You cannot include class teacher time and SENCO time

Please see some examples of costed provision maps below.





West sussex county council Provision Map Settings are asked to provide costed provision maps demonstrating how the school has utilised its resources to make provision. This must clearly show purposeful, evidence-based provision costing at least the £6000 threshold from the notional SEN budget. This only applies to mainstream settings.									eful,	provi Total	tal Funding p sion per aca will automa up to equal	demic year tically add	£3,502.07		
Child name:		Date of birth				Setting									
Area of need (Use drop down)	Outcome(s) child is working toward(s)	Intervention and Provision	Delivered by	Session length	How often sessions take place?	Total Hours Per Week	Duration of Intervention	Cost of Intervention and or/ Provision	Grou	p size	Associated cost (£) per year	RAG (Use drop down)	Details of the impact of each intervention and analysis		
(e.g. Cognition and Learning/Social Emotional and Mental needs / Communication and Interaction / Sensory and or Physical)	(e.g. To use pronouns correctly when speaking)	(e.g. SALT programme, Nessy Programme, □T programme, Circle of Friends Intervention)	(e.g. Teaching Assistant - Do not include SENCOlteacher time in class)	Minutes in total per session	Total frequency of sessions (e.g. 1 session a day, 5 days a week = 5)	Hours	Weeksper academic year	£ Per Hour	Adult	Pupil	Cost x session	R = No Impact A = Some, not sustaining G= Good, and sustaining	Provide details as to the impact of each intervention and what progress has been seen.		
Communication & Interaction	(e.g. To use pronouns correctly when speaking)	(e.g. SALT programme)	Teaching Assistant	10	6	1.00	39	£13.40	1	1	£ 522.60	R = No Impact	Example;		
Cognition & Learning	To understand and include subject specific words confidently	Language support in all science lessons	Teaching Assistant	50	3	2.50	39	£13.40	1	3	£ 435.50	G = Good & Sustaining	progress from grade 2 - 3		
Social, Emotional & Mental Health	To attend school for a full day	EBSA work to support attendance . 'Listen to me' daily intervention, follow recommendations on LBAT report.	HLTA	30	5	2.50	14	£18.00	1	1	£ 630.00	A = Some, Not Sustaining	Attendance improved from 25-37%		
Sensory and or/ Physical	To be confident moving from lesson to lesson	Early pass with TA	Teaching Assistant	10	30	5.00	28	£13.40	1	1	£ 1,876.00	A = Some, Not Sustaining	Still requires taking, unable to queue in busy corridors.		
Cognition & Learning	To be able to read the first 100 high frequency words	Precision Teaching	Teaching Assistant	10	5	0.83	39	£13.40	1	1	£ 435.50	G = Good & Sustaining	20 new words learnt in Autumn 2		
Communication & Interaction	To be able to speak in front of a small group using new vocabulary	Let's Talk: SALT intervention	Teaching Assistant	10	4	0.67	28	£13.40	1	3	£ 83.38	A = Some, Not Sustaining	Wider range of vocabulary not always transferred to new context		
Sensory and or/ Physical	vocabulary To develop balance, co- ordination and spacial awareness	Big Moves: Gross Motor Skills group	Teaching Assistant	20	2	0.67	14	£13.40	1	3	£ 41.69	R = No impact	Coordination difficulties are still a challenge. Intervention to be discussed at OT review		





Day	Meet and greet	Session time/type 9.15am	Break 10.30am	Session time/type 10.45-12pm	Lunch	Session time/type	Total Hours	Individual hours	Cost per hour £	Total Cost £	Cost per week
Mon	LM 1:1 Settling activity/ time to talk/ EBSA		15 mins ELSA 1:1 (LM)	10.45 - 11.45 classroom 1:2 TA support for maths: Pre-teaching of topic vocab/Recap on previous learning/Misconceptions addressed	30 mins 1:6 learning mentor (LM) support with outdoor games – social interaction and cooperation	13.00 - 13.30 Speech and language programme 1:1 with SALT TA 13.30 - 14.45 In class small 1:5 group TA support Topic Vocabulary/Breaking down instructions	5.25	TA 1 hr ÷ 2 TA 0.5 hrs ÷ 5 TA 1.25 hrs ÷ 2 TA 1 hr ÷ 3 TA 1 hr 1:1 LM 1.25 hrs LM ÷ 6 for 0.5 hrs	11.51 11.51 13.07 11.51 13.07 13.07 13.07	5.76 2.30 14.38 4.36 11.51 16.34 2.17	56.82
Tues	LM 1:1 Settling activity/ Reading	09.15 - 10.30 TA small group 1:3 literacy support to aid speech and language and concentration needs support to focus on task.		10.45 - 11.45 classroom 1:2 TA support for maths: Pre-teaching of topic vocab/Recap on previous learning/Misconceptions addressed	30 mins 1:6 LM support with indoor games – social interaction and turn taking	13.00 - 13.30 Gross Motor session 1:1 TA 13.30 - 14:30 PE Lesson 14:30 - 15:00 Social Story Puppet group 1:3 LM	5.50	TA 1 hr \div 2 TA 0.5 hrs \div 5 TA 0.5 hrs TA 1.25 hrs \div 2 TA 1 hr \div 3 LM 1.25 hrs LM 0.5 hrs \div 3	11.51 11.51 11.51 11.51 11.51 13.07 13.07	5.78 2.88 5.76 14.38 3.84 16.34 2.18	51.16
Weds	LM 1:1 Settling activity/Times tables	09.15 - 10.30 TA small group 1:4 literacy support to aid speech and language and concentration needs support to focus on task.	playtime	10.45 - 11.45 classroom 1:2 TA support for maths: Pre-teaching of topic vocab/Recap on previous learning/Misconceptions addressed	30 mins 1:6 LM support with indoor games – social interaction and turn taking	13.00 - 13.30 Speech and language 1:1 session TA 13.30 - 14.45 In class small TA 1:5 group support Topic Vocabulary/Breaking down instructions	5.25	TA 1 hr ÷ 2 TA 1 hr ÷ 4 TA 0.5 hr TA 1.25 hrs ÷ 5 LM 1.25 hrs	11.51 11.51 11.51 11.51 13.07	5.76 2.88 5.76 2.88 16.34	33.62
Thurs	LM 1:1 Settling activity/ Spelling	09.15 - 10.30 TA small group 1:3 literacy support to aid speech and language and concentration needs support to focus on task.		10.45 - 11.45 classroom 1:2 TA support for maths: Pre-teaching of topic vocab/Recap on previous learning/Misconceptions addressed	30 mins 1:6 LM support with indoor games – social interaction and turn taking	13.00 - 13.30 Fine Motor Session programme 1:1 TA 13:30 - 14:00 Social Communication group 1:3 Comic strips/ Social story 1400 - 14.45 TA 1:1 Post Learning consolidation	5.25	TA 1 hr ÷ 2 TA 1.75 hr ÷ 3 TA 0.75 hrs TA 0.5 hrs LM 0.75 hrs	11.51 11.51 11.51 11.51 13.07	5.78 6.71 8.63 5.76 9.80	36.68
Fri	LM 1:1 Settling activity/ time		15 mins ELSA 1:1	10.45 - 11.45 classroom 1:2 TA support for maths: Pre-teaching of topic vocab/Recap on previous learning/Misconceptions addressed	30 mins 1:6 LM support with outdoor games – social interaction and cooperation	13.00 - 13.30 Speech and language session 1:1 TA 13.30 - 14.45 In class small 1:5 group TA support Topic (Practical) Vocabulary/Breaking down instructions	5.25 Inc ST	TA 1.25 hr \div 4 TA 1 hr \div 2 TA 0.5 hrs LM 1.25 hrs LM 0.5 hrs \div 4 Specialist Teacher 1 hr \div 4	11.51 11.51 11.51 13.07 13.07 28.32	3.60 5.78 5.78 20.43 1.63 7.08	44.30
Totals											222.58
TOTAL	COST PER YEA	AR 222.58 x 39									8,680.62



Lesson hours minutes	00:50											
Dyslexia teacher per week	00:30											
		Mon	Tue	Wed	Thu	Fri						
		TA in tutor to meet greet, SEMH	Assembly	EBSA intervention delivered trained TA	Maths Ninjas in class not costed	TA in tutor to meet greet, SEMH						
08:40	TUTOR TIME	intervention 'Listen to me'		1:1		intervention 'Listen to me'						
				CHEMISTRY: 1:3 TA support to access		ENGLISH: group of 15 students.						
				subject specific termionology, practical		(not costed)						
09:00	Lesson 1	Dyslexic specialist teacher	1:1Functional skills maths with HLTA	lessons, ensure treminology is used	RE	This lesson includes a 10 minute 1:1						
				correctly in recording of work.		regulation walk.						
						Physics 1:3 TA support to access						
		History : 1:3 TA to intrepret data	s Dyslexic specialist teacher	Dyslexic specialist teacher		subject specific termionology,						
09:50	Lesson 2	from sources, ensure terminology is			1:1DYSLEXIA PROGRAM delivered	practical lessons, ensure						
00.00	Lessone	understood, differentiate by	bysichio specialist tedorier	bysicillo specialist teacher	БуТА	treminology is used correctly in						
		outcome.				recording of work						
10:40	Break											
10.40	Ureak	CHEMISTRY 1:3 TA support to										
		access subject specific			Creative studies practical lesson 1:1	History : 1:3 TA to intrepret data						
11.00	1 3		RE 1:3 support to accesss literacy and	Creative studies 1:4 TA to support with		from sources, ensure terminology is						
11:00	Lesson 3	termionology, practical lessons,	exam techniques	GCSE course work literacy	support for physical needs using	understood, differentiate by						
		ensure treminology is used			wood tech equiptmnet	outcome.						
		correctly in recording of work				ļ		[]				
		BIOLOGY 1:3 TA support to access										
	Lesson 4	subject specific termionology,	ENGLISH: group of 15 students. (not		Creative studies practical lesson	1:1DYSLEXIA PROGRAM delivered by TA						
11:50		practical lessons, ensure	costed)	PE	1:1 support for physical needs							
		treminology is used correctly in			using wood tech equiptmnet							
		recording of work										
		TA collects from lesson and takes	TA collects from lesson and takes to	TA collects from lesson and takes to	TA collects from lesson and takes	TA collects from lesson and takes						
12:30	Early pass	to canteen, buy lunch and take to	canteen, buy lunch and take to lunch	canteen, buy lunch and take to lunch	to canteen, buy lunch and take to	to canteen, buy lunch and take to						
		lunch space	space	space	lunch space	lunch space						
		TA staffed Safe Space 1:6,		TA staffed Safe Space 1:6, regulation	TA staffed Safe Space 1:6,							
12:40	Lunch time	regulation time, suprvised social	Social skills group 1:6	time, suprvised social time	regulation time, suprvised social	Social skills group 1:6						
		time		ane, suprivised social ane	time							
		ENGLISH: group of 15 students.	BIOLOGY 1:3 TA support to access	ENGLISH: group of 15 students. (not								
13:10	Lesson 5	(not costed)	subject specific termionology, practical	costed)	1:1Functional skills maths with							
13.10	Lessons	(not costed)	lessons, ensure treminology is used	Costea)	HLTA	1:1 Support for Creative studies /						
			correctly in recording of work			GCSE.						
		BE	PHYSICS 1:3 TA support to access		ENGLISH: group of 15 students.	EBSA intervention. 1:4 review of						
14:00	Lesson 6	This lesson includes a 10 minute 1:1	subject specific termionology, practical	1:1Functional skills maths with HLTA	(not costed)	weeek, attendance stars, goals for						
14.00	Lessono	regulation walk.	lessons, ensure treminology is used	n in Grouonaiskiis matris with HETA	(not costed)	weeek, attendance stars, goals for the next week.						
		regulation walk.	correctly in recording of work			me next week.						
								Hours Mins				
tutuor time 1:1 TA	20 minutes			1 sessions		1sessions				13.52		18.03
early pass / regulation walk	10 minutes	2 sessions	1 sessions	1 sessions	1 sessions	2 sessions	7 sessions			13.52	£	15.77
break / lunch provision 1:6	30 minutes		1 sessions	1 sessions	1 sessions	1 sessions	5 sessions			2.25		5.63
Hours LSA 1:1	50 minutes				4 sessions	2 sessions	6 sessions	5.00 hours	£	13.52	£	67.60
Hours LSA 1:3	50 minutes	3 sessions	4 sessions	1 sessions		2 sessions	10 sessions	8.33 hours	£	4.51	£	37.56
Hours LSA 1:4	50 minutes			1 sessions		1 sessions	2 sessions	1.67 hours	£	3.38	£	5.63
Hours Dyslexia Specialist								· · · · ·				
Teacher	30 minutes	1 sessions	1 sessions	1 sessions			3 sessions			100.00		150.00
HLTA	50 minutes		1 sessions	1 sessions	1 sessions		3 sessions	2.50 hours	£	15.50	£	38.75
						Weekly total		24.00 hours	£ 16	6.20	£ 33	38.97
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							Fri 03Sep21	Thu 21Jul22	39	reeks	£ 13,2	19.92

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11