



## Guidance on Provision Maps

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.



 <b>Provision Map</b>											<b>Total Funding per pupil provision per academic year</b>  <b>£3,502.07</b>		
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.											<b>Total will automatically add up to equal -----&gt;</b>		
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	Group 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, Messy Programme, OT programme, Circle of Friends Intervention)	(e.g. Teaching Assistant - Do not include SENCO/teacher time in class)	Minutes in total per session	Total frequency of sessions (e.g. 1 session a day, 5 days a week = 5)	Hours	Weeks per 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	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
<b>Mon</b>	8.45 - 9:15 LM 1:1 Settling activity/ time to talk/ EBSA	09.15 - 10.30 TA small group 1:3 literacy support to aid speech, language and concentration needs - support to focus on task.	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 11.51 13.07 11.51 13.07 13.07	5.76 2.30 14.38 4.36 11.51 16.34 2.17	56.82
<b>Tues</b>	8.45 - 9:15 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.	15 mins - Supervised break (not costed)	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 Puppets group 1:3 LM	5.50	TA 1 hr ÷ 2 TA 0.5 hrs ÷ 5 TA 0.5 hrs TA 1.25 hrs ÷ 2 TA 1 hr ÷ 3 LM 1.25 hrs LM 0.5 hrs ÷ 3	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
<b>Weds</b>	8.45 - 9:15 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.	15 mins - Supervised playtime (not costed)	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
<b>Thurs</b>	8.45 - 9:15 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.	15 mins - Supervised playtime (not costed)	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
<b>Fri</b>	8.45 - 9:15 LM 1:1 Settling activity/ time to talk/ EBSA	09.15 - 10.30 Specialist Teacher small group 1:4 literacy support – Dyslexia Programme	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 ÷ 4 TA 1 hr ÷ 2 TA 0.5 hrs LM 1.25 hrs LM 0.5 hrs ÷ 4 Specialist Teacher 1 hr ÷ 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
<b>Totals</b>							<b>26.50</b>				<b>222.58</b>
<b>TOTAL COST PER YEAR 222.58 x 39</b>											<b>8,680.62</b>

