

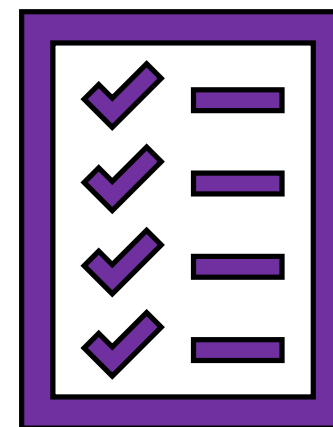
Developing an individual provision map



Developing high quality provision

Effective provision should:

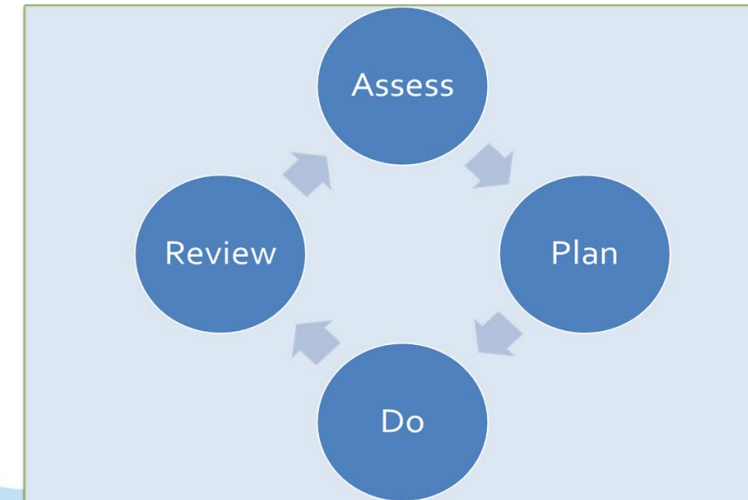
- Demonstrate that the **Graduated approach** has been applied
- Include **High Quality Teaching** strategies
- Describe **Ordinarily Available Provision**
- Document **targeted interventions**





The Graduated Approach

- Described in the **SEND code of Practice** (6.44 onwards)
- Support should take the form of a **four- part –cycle** (APDR)
- APDR : **Assess, Plan, Do, Review**
- A **growing understanding** of the learner's needs and support required
- Earlier decisions and actions are **revisited, refined** and **revised**
- Draws on more **detailed approaches**, more **frequent reviews** and more **specialist expertise** in successive cycles
- Matches the **adaptive approaches** to the SEN of learner



High Quality Teaching

- SEND code of Practice, 2015 "higher quality teaching ordinarily available to the whole class"
- Provision should include **High Quality Teaching strategies** that address the **barriers to learning** and help the learner function more independently
- These strategies fall into **universal provision** which every pupil is entitled to, they cannot therefore be included as a cost for the provision map, however it is helpful to detail them
- Section 2 of the **West Sussex Ordinarily Available Inclusive Practice** (OAIP) is a useful document to refer to



Quality First Teaching for Inclusion

Clearly Sequenced Curriculum



If taught in a logical sequential way, a progressive and cumulative curriculum is the most effective resource to support all learners, including those who are disadvantaged or have SEND.

Chunking Content



When information is new to learners, the best way for them to process this is in small, manageable bites or chunks, due to limits in working memory. Chunks can get bigger over time but allows pupils to master learning before moving on.

Retrieval Practice



A strategy designed to recall and remember information. Often termed 'low stakes testing', these can take the form of quizzes, flashcards, clickers and multiple choice questions.

Concrete Examples



For many learners, including those with SEND, understanding abstract concepts and ideas are difficult to comprehend, therefore concrete examples using visuals and other sensory stimuli, as well as real-life examples, will help understanding.

Explicit Teaching of New Vocabulary



It is essential that time is taken to ensure the explicit teaching of new vocabulary and key words - even if they have been covered in a previous scheme of work. When teaching new vocab pupils should: read it, explore its origins, understand it, see it in different contexts, and use it.

Pre-Teaching and Over-Learning



Where pupils struggle with new content pre-teaching introduces new vocab and ideas based on what they already know, whilst over-learning offers regular review and recall.

Modelling



As with babies taking their first steps, learners moving towards independence need the guidance of the teacher to be shown the way. Modelling and worked examples of 'what a good one looks like' offers the prompts and support needed. E.g. I do, We do, You do.

Effective Questioning



Question starters should begin with *what, where, why, how*. Bloom's Taxonomy provides a range of question stems that can be used to draw out knowledge and understanding.

Dual Coding



When learning new material, our short-term memory is limited and this impacts on our attention and cognitive load. Presenting information through both words and images helps with new learning and retrieval. Examples include infographics, diagrams, sketch notes etc

Feedback



Feedback opens the lesson with clear aims and objectives, it is used throughout the lesson to acknowledge correct understanding or address misconceptions and is used on completion of work to advise how to improve or build on current knowledge.

Targeted provision focused on the specific needs of the pupil

- Provision should focus on supporting the pupil's needs, developing the pupil's independence and ensuring access to the full curriculum alongside their peers
- Ensure there is a clear focus on what the pupil's starting point is and what the intended outcome is, so that **impact** can be evaluated.
- This provision is the 'different from and additional to' provision and should be costed within an individual provision map
- Schools also need to ensure that staff are trained and competent to deliver support effectively

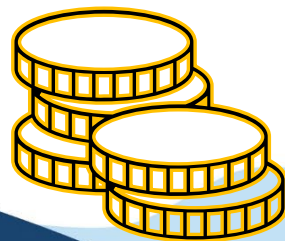


Managing the budget

The provision map should

- cover the full academic year
- show clearly how much of the school's notional SEND budget is being used to support the pupil
- link with the graduated approach

Where small group provision is used, costs should be calculated to show the proportion of time per pupil e.g. If the cost of a provision is £11 an hour and there are 4 pupils in a group, then the individual pupil's cost is $£11 \div 4 = £2.75$ per pupil per session. So, if the provision is delivered twice a week for 12 weeks then the cost per term for each pupil is £66.



Focused on the needs of the pupil

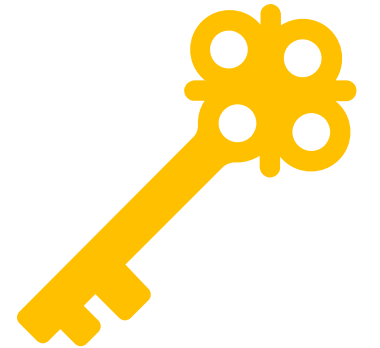
- Support must be focused on the needs of the pupil, not by the availability of certain types of provision within a school
- Staff should remain flexible and creative in providing support in a way that will have the most impact on the pupil
- Work strategically and do not offer too many interventions within a week as this can limit the pupil's access to the curriculum and make it harder to evaluate the impact of each type of support.



Key Information

A Provision Map should:

- Outline the **APDR** (Assess Plan Do Review) cycle
- Include input from the **learner, parents** and **specialists**
- Detail **strengths, difficulties** and **barriers** to accessing the curriculum
- Identify the pupil's **starting point** before the support is provided
- Focus on the intended **impact** of the support provided and ensure that targets are **Specific Measurable Achievable Realistic Time-bound (SMART)**
- Provide a clear overview of the **assessed needs** and how they **impact on** access to the curriculum
- Specify **Diagnoses** (if relevant)
- Describe the **adaptive approaches** that support the pupil in **accessing the curriculum, making good progress** and **securing good outcomes**
- Include **costs per pupil**



**Support for individual provision mapping is
available from the
Learning & Behaviour Advisory Team (LBAT)
and the
Autism & Social Communication Team (ASCT)**

Useful Resources



West Sussex Ordinarily Available Inclusive Practice

Find out more on the [OAIP](#) section of Tools for Schools

West Sussex Provision Mapping Tools and Templates

Find out more on the [EHCNA](#) section of Tools for Schools

National Association for Special Educational Needs (NASEN)

Find out more on the [NASEN](#) website.

Education Endowment Foundation (EEF)

Find out more on the [EEF](#) website.