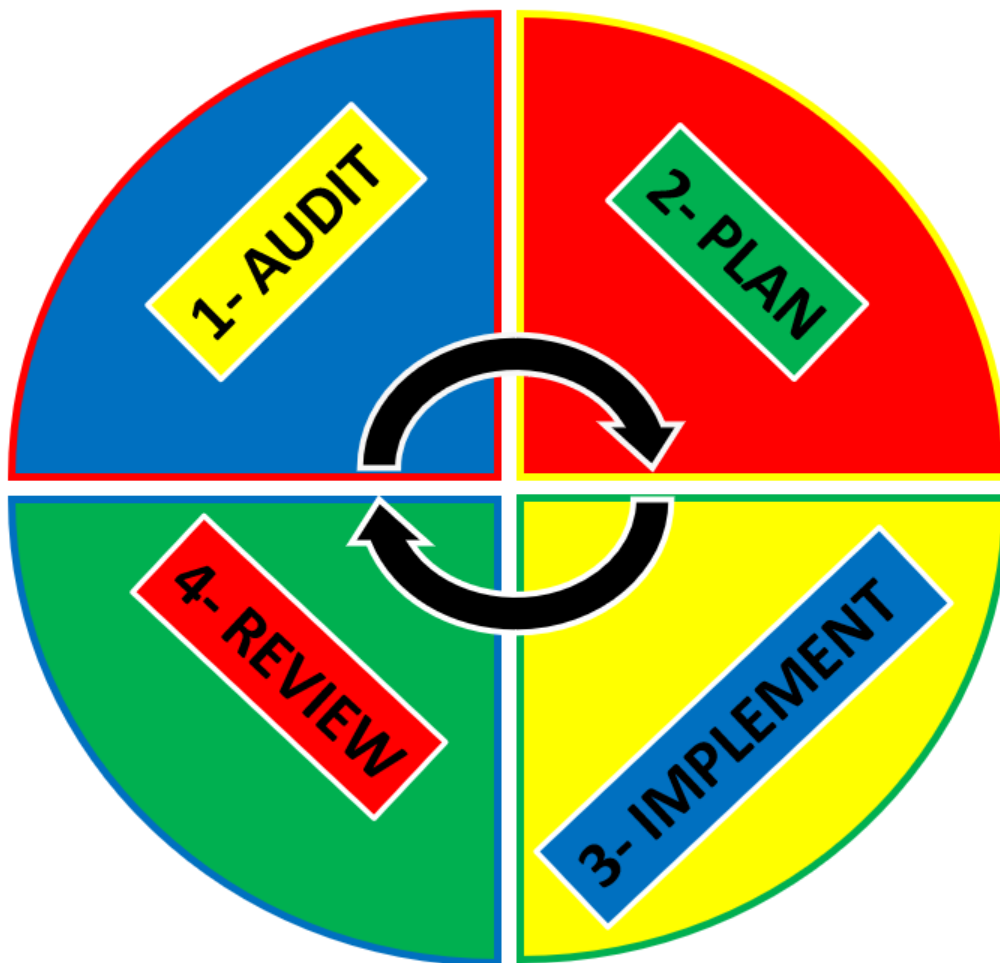




**GUIDANCE ON THE APPROACH TO
SPECIAL EDUCATIONAL PROVISION MAPPING
(NURSERY)**

CYPS, SEND IMPLEMENTATION TEAM, 2022



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WHAT IS PROVISION MAPPING?

Provision Mapping is a method of showing the range of provision available to learners in schools. It is an ongoing self-evaluation process which requires schools to continuously audit, plan, implement and review their provision in order to identify and overcome potential barriers to learning with a view to meeting the needs of all pupils within the school setting.

The use of this process enables schools to look strategically at the needs of all their pupils, including those in vulnerable groups, to clearly identify strengths and areas of concern. As a result, provision can then be planned to meet highlighted needs and track pupil progress so as to improve learning outcomes. An effective provision map should provide a clear link between provision and learner progress and will ensure that every teacher is an inclusive teacher, responsible for each pupil's progress.

WHOLE SCHOOL EDUCATIONAL PROVISION

Key point: Whole School Educational Provision is at the start of the continuum of educational provision.

All schools may have examples of effective whole school provision mapping which outline the provision available for all learners within a range of areas of the school, e.g. Behaviour, Language, Pastoral Care, Medical, Newcomer, etc and will be able to identify aspects of these that require further development.

Through whole school educational provision which offers a continuum of support, all teachers, using their professional judgement and a systematic cycle of observations, assessments and insight to the child, should recognise and respond to the different abilities, aptitudes, interests and diverse needs of their pupils. Whole school educational provision includes common strategies, approaches, differentiated teaching, and learning support which help all children to access the curriculum and recognises that children are individual, have different learning styles and make progress at a different rate and pace. Central to whole school educational provision is an expectation and responsibility on all staff to strive to improve outcomes for all pupils. Schools should try to find ways to reassure parents that they make the provision that a child requires available, as and when they require it, irrespective of whether they have a special educational need or not.

Most children make progress commensurate with their abilities through whole school educational provision which incorporates creative teaching and learning strategies, reasonable adjustments, learning support and appropriate use of resources and services with no requirement for Special Educational Provision to be made. It is only when this provision ceases to be effective and the pupil is not making progress because in the school's

opinion they have a significantly greater difficulty in learning than their peers, that the school should consider making Special Educational Provision for the child.

Key point: Differentiation within the curriculum and learning support which recognises different aptitudes and abilities facilitated by whole school educational provision and high-quality teaching is not Special Educational Provision

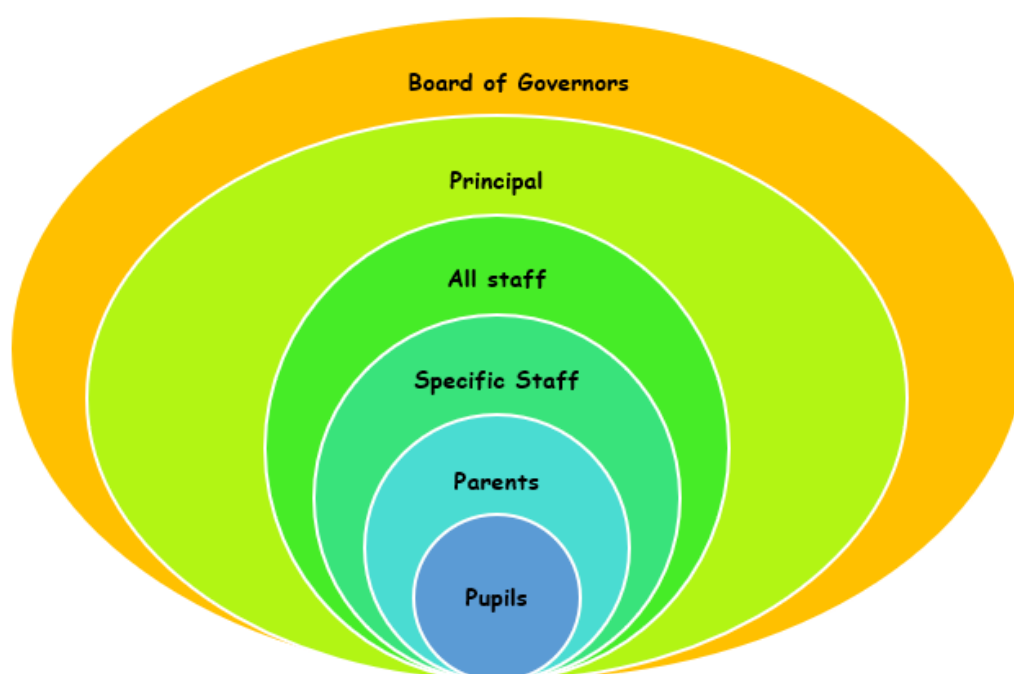


SPECIAL EDUCATIONAL PROVISION

Some children may have a significantly greater difficulty in learning which calls for Special Educational Provision to be made.

Key point: Special Educational Provision is additional to or otherwise different from the educational provision which is normally provided to children of the same age.

The continuum of whole school educational provision and special educational provision is delivered through an ongoing, systematic cycle of auditing, identification, planning, taking action, monitoring, evaluation and review by the school to enable all children, including those with SEN, to learn and progress. Special Educational Provision should build upon normal differentiation in the classroom by intensifying whole school provision and focusing on supporting individual pupil needs. **This is a whole school responsibility.**



Special Educational Provision may include:

- Specific interventions targeted to improve identified SEN areas
- Additional individually tailored approaches and strategies
- Individualised learning opportunities
- The implementation of resources, advice, guidance, support and training, as appropriate, from EA pupil support services provided through the EA Plan of Arrangements for Special Educational Provision or through special educational and non-educational provision as specified by the EA in a statement.

Key point: Special Educational Provision supplements Whole School Educational Provision – it is a whole school responsibility

SPECIAL EDUCATIONAL PROVISION MAPPING

Mapping provision for pupils with special educational needs is an efficient way of outlining all the provision that the school makes which is **additional to and different** from that which is offered through whole school support strategies. It is important that schools view Special Educational Provision mapping as part of a cyclical school improvement process which is linked to the school's self-evaluation procedures and is an integral part of the school's SEN Policy. The school's Special Educational Provision Map is not intended to be either limiting or prescriptive. It represents a fluid resource, aimed at providing the school with a sound and consistent basis for making provision which is appropriate to pupil needs.

When undertaking Special Educational Provision mapping, schools should take time to consider what teachers and assistants may need to do differently in order to meet the needs of all pupils in terms of the curriculum, pupil groupings, staffing, time and resources. Most importantly, schools should make the process manageable.

Information within the Special Educational Provision map should:

- Be accurately recorded in order to document the SEN support that has been provided by the school
- Evidence the impact the provision has made
- Be disseminated throughout the school to promote whole school ownership and responsibility
- Be updated at least annually, to reflect good practices and the changing needs of pupils with SEN throughout the school
- Map the types of provision delivered to support each of the three stages of the Code of Practice
- Record provision under each of the overarching SEN Categories:
 - **Cognition and Learning**
 - **Social, Behavioural, Emotional and Wellbeing**
 - **Speech, Language and Communication**
 - **Sensory**
 - **Physical**

EA PLAN OF ARRANGEMENTS FOR SPECIAL EDUCATION PROVISION

The arrangements for Special Educational Provision as set out by EA pupil support services in the annual EA Plan of Arrangements for Special Educational Provision can help schools identify, assess and make provision for children with SEN. The school should ensure whole school awareness of the EA Plan and how to access EA services. In keeping with effective partnerships, schools should make parents aware of the EA Plan and how it supports the Special Educational Provision made by the school.

Key point: The school's map of its special educational provision **under each of the overarching SEN Categories** is a **key resource** for a school to draw from in determining the appropriate Special Educational Provision for a pupil

WHY IS SPECIAL EDUCATIONAL PROVISION MAPPING A USEFUL PROCESS FOR SCHOOLS TO UNDERTAKE?

The Special Educational Provision Map should be an integral part of the whole-school planning and development process and should involve all staff. It can be used effectively in a number of ways to inform and support the school's improvement plan by:

- Auditing how effectively provision (resources, intervention and skills) matches need
- Identifying particular patterns of need and potential areas for professional development of staff
- Providing an overview of the school's graduated approach to support
- Highlighting gaps in provision and planning necessary developments to meet pupils' identified needs
- Developing the use of interventions that are effective and removing those that are less so
- Improving and evidencing pupil progress
- Promoting high-quality teaching, differentiated to meet individual needs, as the first step in responding to pupils who are underachieving and who may or may not have SEN
- Forming the basis for writing Personal Learning Plans (PLPs)

- Demonstrating accountability to parents, governors, the Education Authority, DE and other external services in the ways that provision is used to meet needs
- Encouraging a collaborative approach to planning support for pupils which emphasises that all teachers are responsible and accountable for the progress and development of pupils in their class



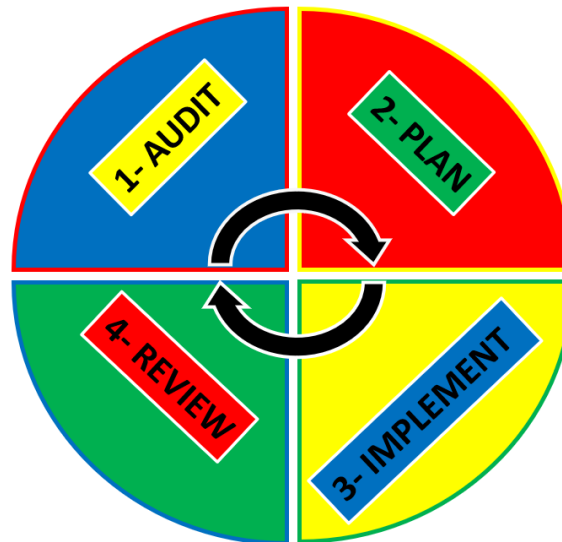
SpEP MAPPING PROCESS

STEP ONE - AUDIT

- What SpEP is currently available within the school?
- What SpEP has been effective in the past?
- What evidence do we have of the impact of SpEP on pupil progress?
- What SpEP hasn't worked so well?
- What evidence do we have to support this?
- Which SpEP should we continue to use and develop?
- Which SpEP needs to be amended or removed?
- Which categories of SEN are identified from the SEN Register as being most prevalent within the school?
- Are there particular groups of pupils within the school who are experiencing a greater incidence of SEN than others?
- Compare the needs identified from the SEN register with the existing SpEP within the school. Are there gaps in the provision?
- How can we fill these gaps?
- Do the staff in the school have sufficient skills and experience to deliver the required SpEP or should additional training be sought?
- Does the school have the appropriate resources and staff availability to implement the identified SpEP?

STEP FOUR- REVIEW

- Review pupil progress in relation to targets set
- Take into account other factors that may have affected progress
- Consider the views, observations and evidence presented by staff who delivered the SpEP, class/subject teachers, LSC, parents and pupils
- Consider the impact of training which was accessed by staff in order to implement SpEP and whether this was effectively utilised
- Decide whether the school made best use of additional assistant support and resources to implement SpEP
- Identify any aspects of SpEP within the school which have not been effective or need to be amended or discontinued
- Anticipate future pupil needs in light of the review of SpEP and considering whether the SpEP which is currently available within the school will meet these needs



STEP TWO- PLAN

- Decide who SpEP will be made for e.g: focusing on specific SEN categories
- Collect baseline data (either quantitative or qualitative) about the pupils who will access SpEP
- Plan what SpEP will be made including the content, frequency and duration of sessions, timescale, staff-to-pupil ratio, etc
- Devise SMART targets specifically linked to the planned SpEP
- Decide who will deliver the agreed SpEP and plan for staff development accordingly
- Plan use of resources to implement SpEP effectively
- Decide on monitoring and assessment methods
- Set a review date
- Make the plan manageable and easy to understand for everyone who might use it or need to access its contents: teachers, support staff, senior leadership, substitute teachers, parents, etc.

STEP THREE- IMPLEMENT

- Ensure that the class or subject teacher retains responsibility for the pupil where SpEP involves group or one-to-one teaching away from the main class group
- Ensure that SpEP being made and targets set are clearly discussed and understood by all staff with responsibility for delivering SpEP
- Decide on a suitable quantitative or qualitative means of monitoring and assessing pupils' progress as a result of the SpEP made throughout a specified timeframe
- Continuously observe and collect evidence of the impact of SpEP
- Make ongoing amendments to SpEP appropriate to the changing needs of pupils and in light of evidence of what is effective
- Liaise with any school based or external support staff involved to track the impact of SpEP on pupil progress and be aware of ways in which approaches and strategies employed could be usefully linked to classroom teaching
- Inform parents about SpEP being made for their child and how they can further support them at home

CONSTRUCTING THE SPECIAL EDUCATIONAL PROVISION MAP- GETTING STARTED

Key point: Developing the Special Educational Provision Map which outlines provision or interventions is only one part of the process. The most effective maps do not simply list what provision is available in the school, but also evaluate the impact of provision made and identify which provisions were most successful or least successful in effecting pupil progress.

The construction of a Special Educational Provision map can be broken down into four steps:

- 1- An **audit** of current needs of pupils with SEN in the school and how existing provision, staffing and resources matches these needs
- 2- A **plan** of what provision will be made, deciding who will access it and who will deliver it, identifying what resources are needed and setting targets so that progress can be measured
- 3- The **implementation** of the plan, including ongoing tracking and monitoring of progress and improvement
- 4- A **review** of the effectiveness and appropriateness of the provision, evaluating targets set and the identification of new needs to be addressed

STEP ONE- AUDIT

Look at what you have already...



Audit and record current provision within the school that is additional to and different from the school's differentiated curriculum and resources which have been allocated to deliver this.

As a staff discuss:

- What has worked well in the past?
- What hasn't worked so well?
- What evidence do we have to support this?
- Which practices should we continue to use and develop and which need to be amended or removed?

Use the schools' SEN Register to identify current needs:

- Are some **categories of SEN** more prevalent than others within the school? Should this be a focus within your Special Educational Provision Map?
- **Compare the needs** identified from the SEN register with the existing provision within the school. Are there gaps in the provision? How can we fill these gaps?
- Do the **staff** in the school have sufficient skills, knowledge and experience to deliver the provision required or should **additional training** be sought?
- Does the school have the appropriate **resources and staff availability** required to implement the identified Special Educational Provision?

Nursery SEN Register Audit

Number of pupils on the SEN register	Percentage of pupils with SEN in the school	Number of boys on the SEN register	Number of girls on the SEN register	Number of FSM pupils on the SEN register	Number of pupils at CoP Stage 1	Number of pupils at CoP Stage 2	Number of pupils at CoP Stage 3

Number of pupils at each stage of the Code of Practice according to class group

	Class 1	Class 2	Class 3	Class 4	Class 5
Stage 1					
Stage 2					
Stage 3					

Number of pupils in the Nursery setting recorded within each over-arching category as their primary need

Cognition and Learning- Language, Literacy, Maths, Numeracy <i>(To include pupils recorded as having Dyslexia/SpLD, Dyscalculia/SpLD, MLD, SLD or PMLD)</i>	Social, Behavioural, Emotional and Wellbeing <i>(To include pupils recorded as having Social & Behavioural Difficulties, Emotional & Wellbeing difficulties or Severe Challenging Behaviour with SLD and/or PMLD)</i>	Speech, Language and Communication <i>(To include pupils recorded as having Developmental Language Disorder, Language disorder associated with a differentiating/ biomedical condition or Communication & Social Interaction difficulties)</i>	Sensory <i>(To include pupils recorded as being Blind, Partially sighted, or having a Severe/profound hearing impairment, a Mild/moderate hearing impairment or a Multi-sensory impairment)</i>	Physical Needs <i>(To include pupils recorded as having Physical difficulties)</i>

Staff Training and Skills Audit

Top 4 most prevalent SEN needs	Training received in the last 3 years (Yes/No)	Names of staff who accessed training in this area	Further training required in this area (Yes/No)	Prioritise your training needs from 1-5 with 1 being the highest.
Language and communication				
Social, behavioural, emotional and wellbeing				
Autistic Spectrum Disorder				
Cognition and Learning (e.g. Moderate Learning Difficulties)				

Other relevant staff training, skills, qualifications, and expertise within the school which could be utilised in the delivery of Special Educational Provision

Staff Name	Other relevant training, skills, qualifications, or expertise	Date completed

Other staff training that should be sought by the school to deliver the Special Educational Provision required to meet the identified needs of pupils on the SEN Register

Details of other staff training required to deliver Special Educational Provision	

SEND and Inclusion Audit

Name of setting:

Date:

Your name and role:

1. What training or support have you received personally in relation to supporting children with SEND and their families?

2. How inclusive is practice in your setting currently? What are the strengths?

3. What do you think needs to improve in your setting regarding support for children with SEND?

4. Rate your knowledge and confidence in relation to these areas:

Area	Confidence level									
	Low			Medium				High		
	1	2	3	4	5	6	7	8	9	10
Understanding the requirements of the SEND Act 2016										
The role of the SENCo and school staff in relation to SEND										
The importance of child-centred practice in improving outcomes										
What effective inclusive practice looks like and how to achieve it										
Working together with parents to support children with SEN										

Audit of Whole School Practice

Area of Practice	Embedded?	Needs consolidation?	Requires attention?
Do we offer good quality first teaching to all children?			
Do we offer children choices in their learning?			
Are staff confident about child development and where children are in their learning?			
Do we offer a fully differentiated curriculum?			
Are we flexible in our routines? Do children know the routines?			
Do we give children enough time to free play? Can they access outdoor play when they want to?			
Do staff have high expectations of all children?			
Have we made changes or adaptations to meet individual needs?			
How inclusive are our policies and practices?			

STEP TWO- PLAN

Use the information collated from the audit in Step One to plan:

- What Special Educational Provision will be made?
- Who will access it?
- Who will deliver it?
- What resources and staffing are needed?



Initial planning considerations....

In order to support thorough planning, data should be collected about the pupils identified as requiring Special Educational Provision. Planned provision should be designed specifically to meet the targets set for the selected pupils, be based on reliable evidence of its effectiveness, and be delivered by staff with sufficient skills and knowledge to make it a success.

Where it has been decided that a pupil will receive SEN support, parents and pupils should be involved. The teacher and LSC should agree in consultation with the parent and the pupil the support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. This should be documented in the pupil's PLP.

Key points in the planning process:

- Decide who Special Educational Provision will be made for e.g: focusing on specific SEN categories
- Plan what Special Educational Provision will be made including the content, frequency and duration of sessions, timescale, staff-to-pupil ratio, etc
- Plan targets specifically linked to the planned Special Educational Provision
- Plan use of resources to implement Special Educational Provision effectively
- Plan monitoring and assessment methods
- Set a review date
- Make the plan manageable and easy to understand for everyone who might use it or need access to its contents: teachers, support staff, substitute teachers, parents, etc...

Whole School and Special Educational Provision Map (Pre-Code & Stages 1-3)

	Cognition & Learning	Social, Behavioural, Emotional & Wellbeing	Speech, Language & Communication	Sensory	Physical
Whole School Education Provision					

Stage One Special Educational Provision					
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Stage Two Special Educational Provision					
Stage Three Special Educational Provision					

STEP THREE- IMPLEMENT

Monitor and assess throughout....

Schools will need to decide on a suitable means of assessing pupils' progress as a result of the Special Educational Provision made. Some provisions may come with their own assessment tools but for others, a qualitative or quantitative measure of the impact of support which has been implemented could be devised.



Where Special Educational Provision involves group or one-to-one teaching away from the main class group, the class teacher should still retain responsibility for the pupil. They should work closely with any school based or external support staff involved to track the impact of Special Educational Provision on pupil progress and be aware of the ways in which approaches and strategies employed could be usefully linked to classroom teaching.

STEP FOUR- REVIEW

Review the effectiveness....

The overall effectiveness of Special Educational Provision and its impact on pupil progress should be reviewed within an agreed timeframe. The impact and quality of support and interventions should be evaluated, along with the views of the pupil and their parents.



Consider the following questions:

- How do you evaluate the impact and effectiveness of Special Educational Provision?
- Who do you involve in the review of Special Educational Provision?
- Are there any aspects of Special Educational Provision within the school which have not been effective or need to be amended or discontinued?
- How will you use the review of Special Educational Provision to plan for future needs within the school?

Special Educational Provision can be reviewed by:

- Reviewing pupil progress in relation to targets set taking into account other factors that may have affected progress
- Considering the views, observations and evidence presented by staff who delivered the Special Educational Provision, class teacher, LSC, parents and pupils
- Considering the impact of training which was accessed by staff in order to implement Special Educational Provision and whether this was effectively utilised
- Deciding whether the school made best use of additional classroom assistant support and resources to implement Special Educational Provision
- Anticipating future pupil needs in light of the review of Special Educational Provision and considering whether the Special Educational Provision which is currently available within the school will meet these needs.

Nursery Special Educational Provision Review

Review Special Educational Provision by following these steps:	Completed <i>(tick)</i>	Comment
Compare baseline pupil data/evidence with data/evidence collected at review stage		
Review pupil progress in relation to targets set		
Identify other factors that may have affected progress		
Consider the views, observations and evidence presented by appropriate staff, e.g. those who delivered the Special Educational Provision, class teachers, etc		
Consider the impact of training which was accessed by staff in order to implement Special Educational Provision and whether this was effectively utilised		
Decide whether additional assistant support and resources were utilised effectively to implement Special Educational Provision		
Identify any aspects of Special Educational Provision which have not been effective or which need to be amended or discontinued		

Nursery Special Educational Provision Review

<p>Consider these questions when collaborating with staff in the review of whole school Special Educational Provision:</p>	<p>Comment</p>
<p>Which aspects of Special Educational Provision were most effective in effecting pupil progress?</p>	
<p>What evidence is there to indicate that the implemented provision has been effective?</p>	
<p>Who was involved in the review of Special Educational Provision?</p>	
<p>Are there any aspects of Special Educational Provision within the school which have not been effective or which need to be amended or discontinued?</p>	

<p>Was the ongoing evaluation of Special Educational Provision used to support requests for external support or statutory assessment?</p>	
<p>Were parents consulted about the Special Educational Provision being made for their child and their role in supporting this further at home?</p>	
<p>How will you use the review of Special Educational Provision to plan for future needs within the school and to consider whether the provision which is currently available will meet these needs?</p>	

WHOLE SCHOOL RESPONSIBILITY FOR SPECIAL EDUCATIONAL PROVISION MAPPING



Schools should encourage a collaborative approach to Special Educational Provision Mapping and emphasise that all teachers are accountable for the progress and development of pupils in their class.

All class teachers, in collaboration with the LSC, should:

- use a wide range of strategies, effective differentiation and a variety of learning opportunities to meet pupil needs
- track pupil progress
- evaluate the impact of Special Educational Provision
- adjust Special Educational Provision made for pupils in light of evidence of what works
- ensure that Special Educational Provision being made is clearly discussed and understood by other staff with responsibility for delivering it
- ensure that parents are informed about Special Educational Provision being made for their child and know how they can further support their child at home

The LSC has a key role to play in managing Special Educational Provision mapping by:

- working closely with the Board of Governors, principal to ensure that Special Educational Provision mapping is an integral part of the school improvement process which is linked to the school's self-evaluation procedures
- overseeing Special Educational Provision across the school and evaluating and recording its impact
- identifying and accessing appropriate resources and staff training to support Special Educational Provision
- deciding on the most effective deployment of additional assistant support and allocation of resources
- monitoring teacher's evaluation of Special Educational Provision, investigating any Special Educational Provision that is proving ineffective, and taking appropriate action on this
- advising teachers on the most appropriate Special Educational Provision to meet pupil needs

- ensuring that the whole school Special Educational Provision map is disseminated throughout the school and that all staff take responsibility for it
- ensuring whole school awareness of the EA Plan of Arrangements for Special Educational Provision and how to access EA services
- liaising with the EA to request further support from the EA Plan of Arrangements for Special Educational Provision for pupils identified as needing external support
- ensuring that the Special Educational Provision map is updated at least annually to reflect good practices and the changing needs of pupils with SEN throughout the school

At whole school level the principal should:

- be aware of patterns of need across the school
- consider the impact of Special Educational Provision on pupil progress and whether resources are being used effectively

collaborate with the LSC to determine the deployment of staff and plan for professional development to ensure effective Special Educational Provision delivery

use data derived from the audit and review of the Special Educational Provision Map to inform the school's self-evaluation and improvement processes

be aware of the EA Plan of Arrangements for Special Educational Provision and how pupils in the school can access support from external services.

Key point: Special Educational Provision is **additional to or otherwise different** from the educational provision which is normally provided to children of the same age.