David Bartram, OBE

As a specialist SEND consultant, David has visited and worked with over three hundred schools working collaboratively with London Challenge, the National College and the Department for Education (DfE). David is an author of the SEND Review Guide, a national peer-review framework that has now been downloaded by over 3000 schools. As part of this project, David wrote and delivered the SEND Reviewer training to over 200 SENCOs and senior leaders.

Getting SEND right in Provision Map

Preamble:

The SENCO has an important role to play with the headteacher and governing body in determining the strategic development of SEN policy and provision in the school (6.87 Code of Practice). However, leaders of SEND are often unable to work strategically because they are drawn into spending a disproportionate amount of time working in an operational or administrative capacity.

In order to work effectively, it is important to ensure that the SENCO has sufficient time and resources to work strategically. This can include providing the SENCO with sufficient administrative support and tools, such as Provision Map Writer, that mean SENCOs are able to fulfil their responsibilities in a similar way to other important strategic roles within a school.

Best practice in terms of Learning Plans

Schools are still required to keep clear records of a child's SEN, the provision put in place for them and the difference that support will make.

There is now more flexibility for schools to record support, outcomes and progress in a way that they think would most benefit students. It is important to note that as part of any inspection, Ofsted will expect to see evidence of learner progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided.

Progress must be reviewed at least termly with the class teacher and parents, with support from the SENCO. Where a learner is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the learner and the school.

For Learning Plans that include targets, it is helpful to remember that these should always be:

- Specific
- Measurable
- Achievable
- Realistic
- Timed

Best practice in terms of Provision Maps

Provision Mapping is a transparent method of showing the range of provision available to learners throughout the school. It allows schools to monitor, evaluate and plan the development of provision, increase access for disadvantaged groups, secure the entitlement of all learners and raise achievement and standards. An effective provision map gives a clear link

between provision and learner progress.

Provision management is a strategic management approach which provides an 'at a glance' 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 differentiated curriculum.

Effective provision maps should:

- Audit how well provision matches need and recognise gaps in provision
- Provide an illustration of the school's graduated approach to support
- Ensure progression and age-appropriate interventions
- Identify strengths in provision and areas for development
- Cost provision
- Highlight ineffective resources
- Demonstrate accountability
- Inform all stakeholders how provision is used to meet needs

To ensure you maximise the effectiveness of Provision Map writer, your school should consider:

1. *Auditing the provision* including all interventions that are additional to and different from the school's differentiated curriculum. It is often helpful to map provision across the four areas of need:

   - Cognition and Learning
   - Communication and Interaction
   - Social, Emotional and Mental Health
   - Sensory & Physical

2. *Collecting baseline data and setting targets* so that progress can be tracked.
3. *Measuring progress* and deciding on the most effective way to do this.
4. *Evaluating outcomes* and making strategic decisions on the

effectiveness and appropriateness of the intervention/provision.

Best practice in terms of Passports

Passports can be a useful tool for ensuring a child-centred approach and offer the opportunity for teachers to engage children in meaningful discussions about learning. Used effectively, they can help to ensure teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children.

Assessment of need starts with a whole- school approach that can identify quickly where a child is not making expected progress. Many schools use regular pupil progress meetings to identify this issue. For pupils identified as underachieving, further assessment may indicate the cause of their difficulties and suggest what might need to be done to enable them to get back on track.

Passports can help to communicate:

• what the learner wants the teacher to be aware of
• what the learner finds difficult
• what the learner will do independently
• what the learner would find helpful to support their learning

Best practice in terms of evidencing for ECHP application & associated funding.

High needs funding is intended to provide the most appropriate support package for a learner with special educational needs (SEN) in a range of settings, taking account parental and student choice. It is also intended to support good quality alternative provision for learners who cannot receive their education in schools.

Schools will not generally be supplied with additional funding where learners who are being provided with support that is less than £6k as these resources have been distributed to schools.

When evidencing for ECHP application & associated funding it can be helpful to ensure the following:

- Explain why the application is being made
- Provide information on why it is difficult for the learner to access the curriculum
- Detail how the £6k from the notional funding block has been spent
- Provide details of the previous interventions
- Ensure interventions are costed and meet or exceed 6k
- Provide details of the impact of any support provided
- Provide evidence from recent assessments and observations
- Include evidence from external agencies or specialists
- Explain how the additional funding can be used