
PROVISION MAP

Timetable showing how provision is delivered

[MAY 2015]
TAMESIDE MBC
Inclusive Services

Name		School		Date Prepared
Date of Birth		Year Group		

Attach a timetable showing how this provision is delivered

Identified need	Anticipated outcome	Description of provision <ul style="list-style-type: none"> • Activity • Staff:pupil ratio • Frequency and time of sessions • Grouping • Curriculum and teaching methods 	Cost per academic year <i>(Schools should make the first £6k of provision from delegated funding, further funding is made available via high needs funding bands.)</i>	Response to provision <i>(reasons for success or lack of success of provision)</i>
<i>E.g. Poor letter formation and writing speed</i>	<i>To be able to write simple text independently e.g. birthday card, post card</i>	<i>1:4 group using 'write from the start' 3x15 min sessions weekly TA2</i>	<i>£439.12 (1hour per annumTA2) x 0.75 =329.34/4 (chdn in group)=£82.34 pa</i>	

General comments about the success of this provision map and factors to be taken into account when planning future provision.

Guidance Notes

- A provision map should show the provision which will be made for a child costed for a 12 month period.
- The provision map should be constructed in partnership with the parents, where parents are involved in agreeing the outcomes.
SENCOs may find the following 3 questions helpful in formulating a provision map
 - What do you want your child to be able to do in 12 months time that they can't do now?
 - What support will they need to help them achieve this?
 - Who is best placed to provide this support and how is it best provided?

What **can** be included on a provision map?

Provision detailed must be that which is provided which is additional and different to that which the school generally makes available for children of this age group.

- Costs of specialist one off purchase resources eg specialist seating or resources for the exclusive use of the child
- Additional staffing – giving a clear indication of exactly what the staff member is doing to help the child achieve the objectives/outcomes identified. This should be costed at TA2 unless the EHCP/Statement clearly states that it should be delivered by a more qualified member of staff.
- Specialist services bought in to provide support or advice to the school. This can include traded services, but not those provided through the DSG funded services. Remember EPS for Statement/EHCP children is commissioned by the SEN team.
- Training for staff specific to meeting needs of this child

What can't be included?

- SENCO time or time of other managers in the school, supporting SEN is part of what they can be expected to do.
- Additional admin time in dealing with SEN paper work
- General inclusive resources which will become part of the schools facilities to create an enabling environment – eg sloping board, IT programmes/apps, guidance documents for Motor skills programmes