



Provision Mapping Guidance 1

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1: Provision Mapping and the Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Chapter 6 of the SEND Code of Practice states that;

- i. The provision made for pupils with SEN should be **recorded accurately** and **kept up to date (Chpt 6.72)**
- ii. 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.
- iii. 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**. (**Chpt 6.73**)
- iv. A local authority that is considering or is carrying out an assessment of the pupil's needs will wish to review such information (see *SEND Code of Practice Chpt 9 Education, Health and Care needs assessments and plans*)

This closely links to the Slough Request for an EHCP Assessment which states that,

'In order for a statutory assessment to be undertaken, the balance of evidence must show that:

- o *The child/young person's learning difficulties have not responded to relevant and purposeful measures by the school and external specialists over a significant period of time, (**at least 2-3 cycles of Assess, Plan, Do, Review**)*
- o *The child/young person's learning difficulties may call for special education provision which cannot reasonably be provided within the resources normally available to mainstream settings, i.e., provision that costs over £6k per annum.'*

Settings are also 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. Settings may also wish to show provision provided from other funding streams'

2: Recording Provision and the Code of Practice

Chapter 6 of the SEND Code of Practice states that;

- v. Schools use information systems to monitor the progress and development of all pupils. Details of SEN, outcomes, teaching strategies and the involvement of specialists should be recorded as part of this overall approach (**Chpt 6.74**)

Provision maps are therefore 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’ because ‘**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. (**Chpt 6.76**)

Provision management can 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.

Used in this way provision management can also contribute to **school improvement** by identifying particular patterns of need and potential areas of development for teaching staff.

It can help the school to **develop the use of interventions** that are **effective** and to remove those that are less so.

It can support schools to **improve their core offer for all pupils** as **the most effective approaches are adopted more widely across the school.** (**Chpt 6.77**)

3: What is a Provision Map?

What is a Provision Map?

‘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.’



Chapter 6.76 (pg 105) SEND Code of Practice 2014
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



‘The use of 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.’



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Provision mapping takes into account the **full scope of provision**, including **high quality, whole class teaching, guided and group work** and **individual interventions** in order to identify and overcome potential barriers to learning and meet the needs of all pupils within and beyond the school setting.

<http://webarchive.nationalarchives.gov.uk/20130903171627/http://education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/onetoonetuition/a00199972/provision-mapping>

4: Why Undertake Provision Mapping?

Documentation from the national archives assert that gaps in attainment and patterns of underachievement still persist for some groups. Many schools have developed systematic approaches to mapping planned interventions for potentially vulnerable individuals and groups. To successfully tackle underachievement these schools believe there is a need to move **beyond intervention mapping** which identifies specific targeted support for individuals and groups of pupils **towards** the more holistic process of **provision mapping**.

Depending upon their context, the driving force for provision mapping will be different for different schools. These could include a change to current or future school cohorts, the need to address underperformance of different pupil groups, accessing expertise in different ways or a decision to take a fresh look at what is happening in school.

Schools that provision map well for progression recognise the process is empowering and **raises aspirations**. It is central to their whole school improvement, linked to accountability and value for money. Senior leaders ensure that all staff know and understand their local context, the uniqueness of their pupils and community and what they bring to the school. Pupils, parents / carers and staff are valued and there is a whole school expectation that all staff are striving **to improve outcomes for young people**.

5: What do Schools say are the Key Features of Provision Mapping?

In the national archives, provision mapping is seen as an ongoing, self review process designed to identify and overcome barriers to learning where they exist, ensuring every teacher is an inclusive teacher responsible for each pupil's progress.

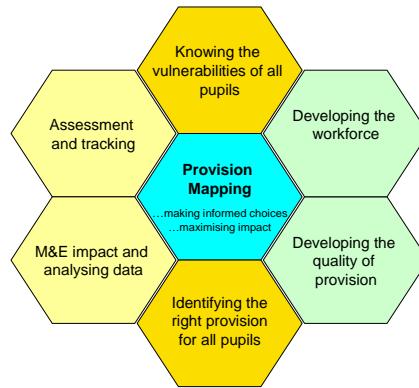
All schools may have examples of effective provision mapping practice in place and will be able to identify aspects that require further improvement. Schools are clear the process is dynamic - it not only looks back using historical data but also uses a range of pupil level information, together with current intelligence, to plan for future cohorts of pupils both within and across phases. Robust and consistent assessment and tracking underpins this whole process.

Schools should tackle provision mapping at whole school, department, year group and classroom level. They take time to consider what leadership teams, teachers and additional adults may need to do differently to meet the needs of all pupils. The schools have developed a more flexible approach to their curriculum offer, pupil groupings, staffing, time and resources. Most importantly, schools should make the process manageable.

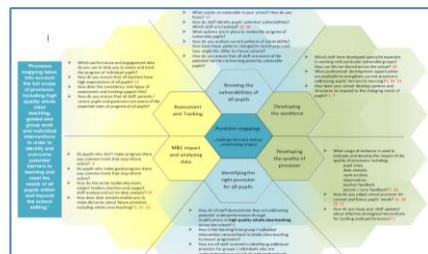
Provision mapping involves:

- Knowing how well pupils are doing compared with their peers and against national standards
- Knowing what works to prevent underachievement in whole class contexts, at group and individual level
- Identifying the potential barriers to learning for each pupil
- Knowing what else we need to do, both now and in the future, to meet the needs of all pupils and prevent underachievement
- Continuously reviewing all provision and its impact

These six interlinked aspects of provision mapping can be used by schools as part of their self review process.



The resources available on this page bring together some of the key learning points and effective practices from schools on how they have used provision mapping to identify and overcome potential barriers to learning, and meet the needs of all pupils within and beyond the school setting.



This **provision mapping review diagram** ([Ctrl+ click to access the link](#)) highlights six key areas which pose questions designed to support school leaders' thinking about whole school improvement and to help them make informed choices to maximise the impact of pupil support at their schools. Some of the questions on the diagram have numbers next to them which refer to specific examples of effective provision mapping in schools.

To view these examples, please refer to the corresponding example number in the **Examples of effective provision mapping** ([Ctrl+ click to access the link](#)) document, which is also available to download from this page.

<http://webarchive.nationalarchives.gov.uk/20130903171627/http://education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/onetoonevaluation/a00199972/provision-mapping>