



## Provision Mapping Guidance 2

costed maps for EHCP requests and Annual Reviews

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### Introduction

A costed provision map is requested as part of the Education Health **and** Care Plan (EHCP) request process in Slough.

Once a child or young person (CYP) has an EHCP then the use of a provision map is an effective way to monitor the implementation of the EHCP provision (detailed in Section F) and the costs of this.

When used as part of the Annual Review process, settings can track the use and impact of the funding from both;

- the **Notional SEN Budget** (formerly known as **Element 2**) allocated to schools to support the first £6,000 of any SEND pupil's additional needs
- the **High Needs Top-up** (formerly known as **Element 3**) paid directly by Local Authority to settings via a locally arranged 'banding' system for additional support over **£6,000**

Further details on funding can be found in the SEND Code of Practice 2014  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

and the Government's annual High Needs Funding Operational Guides  
<https://www.gov.uk/government/publications/high-needs-funding-arrangements-2018-to-2019>

## **A: COSTED PROVISION MAPS AND THE EHCP REQUEST TO ASSESS**

As part of the EHCP request to assess process Slough, settings are requested to,

‘attach 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.’ (Slough Borough Council Request for Statutory Education, Health and Care Assessment document 2018)



When deciding what to put onto a provision map for an EHCP Request it is advisable to start with the professionals reports.

### **i: Identifying Provisions: read, highlight and identify the answers to the following;**

- What do the reports say needs to be put in place that is **additional to** and **different from** that which is offered through the school’s curriculum and which are reasonable steps or adjustments? \*
- What does the CYP need 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?

\*

‘reasonable adjustments’ or ‘reasonable steps’ are referred to in the Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance> and <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> (9:91-9:94) and are **not** considered to be additional to and different from in this context.

**For further information on reasonable adjustments:** (Ctrl+ click to access the link)

[https://issuu.com/familyvoice/docs/a\\_guide\\_to\\_reasonable\\_adjustments](https://issuu.com/familyvoice/docs/a_guide_to_reasonable_adjustments)

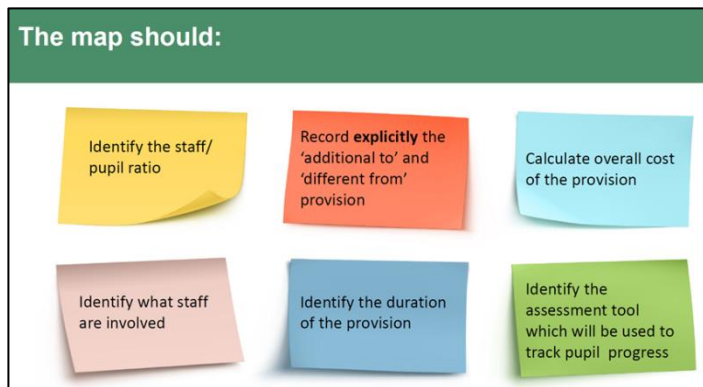
### **ii: Put the provisions (intervention/strategy/programme of work etc.) as detailed in the professionals reports onto the provision map and add the following;**

- **How often** does this need to happen to meet the pupil’s needs?
- **Where** does this need to happen to meet the pupil’s needs?
- **Who** will oversee/deliver this (if required)?
- **Clearly indicate** exactly **what** the staff member is doing to help the child achieve the objectives/outcomes identified
- **What** will this cost? (see N.B. below, page 7, for group interventions)

**Please note that...**

- ↗ Professionals reports often indicate the type of provision/intervention and strategies required.
- ↗ Think about the objective of the provision rather than the geography i.e. sensory work does not have to be done in the Sensory Room.
- ↗ Interventions do not have to be done outside the classroom.
- ↗ Interventions do not have to be delivered by solely by support staff.
- ↗ Provision should be matched accurately to a pupil's need as evidenced in professionals reports and assessments rather than because it is an intervention that the school is already running/has staff trained in.
- ↗ 1:1 does not mean the same person
- ↗ 1:1 does not have to mean a person right next to the pupil at all times, forever.

**iii: Costing the Provision Map**



You will need to identify the average hourly salary of each of the 'staff type' (Teaching assistant (TA), Higher Level Teaching Assistant (HLTA) etc.) e.g., **£15 per hour** – and convert this to minutes e.g. **25p per minute**

**On the map you will need to indicate;**

<b>The time spent on the intervention per day or week</b>	10 mins per day <b>and/or</b> 50 mins per week
<b>The staffing cost for the intervention per day or week</b>	10 mins per day x 25p per minute = <b>£2.50 and/or</b> 50 mins per week x 25p per minute = <b>£12.50</b>
<b>How long the provision is for</b> <i>Is it for one term? Is it for the whole year?</i>	Social Skills Group- Spring Term 1:1 play therapy with E.P. for 6 weeks
<b>The total expenditure for each intervention</b>	<i>This can be expressed in termly chunks as some interventions may not last for the whole year but as the notional SEND (Element 2) figure is an annual expenditure of up to £6,000, it also needs to be expressed as an annual cost.</i>
<b>The grand total expenditure of support/provision for the pupil</b>	

**N.B.**, If a pupil attends a group intervention the total cost should be divided by the number of pupils in order to arrive at the cost per pupil. **e.g. Social Skills group 1:6 for 20 mins per week for 6 weeks-** The TA costs £15 per hour = 25p per min, Cost per week is therefore 20mins x 25p = £5:00, Total cost (6 weeks) is £30:00.

**The cost per pupil is therefore £5:00**

**iv: What not to include**

For an EHCP request to assess, schools are required to evidence the provisions that are additional or different which cost at least the £6000 threshold from the Notional SEN Budget.

This is **not expected** to include;

- SENDCO time or time of other managers in the school
- Admin time dealing with SEND paperwork
- One off assessments/observations by professionals such as the E.P.
- General inclusive resources which are part of the schools facilities to create an enabling environment – e.g., sloping board, IT programmes/apps, guidance documents for motor skills programmes etc.



**Can I add the E.P. or other professional to the Provision Map?**

This depends upon the way in which settings are funded and their service level agreements (SLA) i.e., you should not add in anything that is already covered by your SLA but can include that which is over and above your SLA.

Therefore, you would **not include** E.P. reports and assessments that are carried out as part of the school's **general practice** but you could include a specific block of focused therapeutic work such as **6 weeks of play therapy** which is over and above that which you generally provide.

***If in doubt, make sure that you indicate the context and the reason/evidence for the provision. e.g., 8 weeks of therapeutic CBT style sessions with the E.P. extra to our service level agreement.***

**v: Examples of Provision Maps**

In Slough, there is no set proforma for provision maps and so settings are able to use the format that suits them best as long as it has the information as detailed above which are drawn from the professionals reports and/or the EHCP document.

Below are some examples;

This provision map template from NASEN (for silver and gold members only) has been designed to help you with provision management in your setting i.e. to record, monitor and evaluate SEND provision.

[http://www.nasen.org.uk/resources/?r\\_keyword=PROVISION+MAP](http://www.nasen.org.uk/resources/?r_keyword=PROVISION+MAP)

Intervention	Number of pupils	Start date	End date	Hours per week	Total no. of weeks	TOTAL TIME (hours)	Staff costs / hour TA (£)	Staff costs / hour HLTA (£)	Staff costs / hour T (£)	Staff costs / hour SEND (£)	Total staffing cost / hour (£)	Total staffing cost for intervention (£)	Additional overheads (£)	Total cost (£)
	1					0						0	0	0
	1					0						0	0	0
	1					0						0	0	0
	1					0						0	0	0
	1					0						0	0	0
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	1					0						0	0	0

This provision map is for the whole school but could be adapted for an individual pupil. It covers each area of need and contains formulae to help you calculate total time spent on the intervention, total staffing cost for the intervention, total cost of the intervention for all pupils and total cost of the intervention per pupil. To view the article explaining how to use this document, visit <http://schoolleaders.thekeysupport.com>

This provision map is for an individual pupil and contains formulae to help you calculate costs.

This is the map that Slough SEND Officers will send out to settings if requested but is **not an official proforma**.

Settings are free to create their own (see below for examples)

Provision Map:					
Name					
Class:	DOB	Area of need			
<b>Term:</b>	<b>Provision:</b> Strategy/Intervention		Staffing and frequency	Cost per hour/minute	<b>TOTAL COST</b>
Cognition and Learning	1:1 work on SaL.T programme		TA 20 mins x1 per week		
Communication and interaction					
Social, emotional and mental health					
Sensory and/or physical					
<b>Term:</b>	<b>Provision:</b> Strategy/Intervention		Staffing and frequency	Cost per hour/minute	<b>TOTAL COST</b>
Cognition and Learning					
Communication and interaction					
Social, emotional and mental health					
Sensory and/or physical					
<b>Term:</b>	<b>Provision:</b> Strategy/Intervention		Staffing and frequency	Cost per hour/minute	<b>TOTAL COST</b>
Cognition and Learning					
Communication and interaction					
Social, emotional and mental health					
Sensory and/or physical					
					<b>Annual Total</b>

This provision map focuses on the **4 areas of learning**.

Headings can be changed and rearranged to suit the individual setting's requirements.

Annual Provision Map for: \_\_\_\_\_

Area of need:	EHCP outcomes:	Provision required:	Costings:	Total cost:
Cognition and Learning				
Social Emotional and Mental Health:				
Communication and Interaction				
Sensory and Physical		o 1:1 handwriting programme with TA	o £40 per hour, once per week for 20 weeks	£800
<b>Grand Total per year</b>				

This provision map focuses on the **outcomes** specified in the EHCP.

Headings can be changed and rearranged to suit the individual setting's requirements.

Annual Provision map for: \_\_\_\_\_ Class: \_\_\_\_\_

	intervention/support	baseline assessment	cost and frequency	total cost per term	impact
Autumn Term 2017	1:1 phonics programme	can identify 12/24 single sounds	20 mins daily with TA £5:00 per day		can identify 20/24 single sounds
	Attention and Listening	Finds it hard to concentrate for more than a few minutes at a time.	30 mins daily with SEND TA £9:00 per day		Can focus on a task for 5 minutes with adult support.
Spring Term 2018					
Summer Term 2018					
Hourly rates: TA: HLTA: SEND TA:				<b>Annual Total Cost: £</b>	

These three provision maps focus on evidencing the **impact of the provision** put in place

Pupil Name:	Class	Date/Term
provision in response to need	frequency + personnel	cost per term/year
SaLT intervention: use of correct subject, verb, object (SVO) order in speech	2x40 min sessions per week 1: 1 with TA	outcomes/ impact
<b>Total:</b>		

In this way the impact of financial outlay can be clearly seen.

Pupil name	Class	Date:
Concerns/areas of need	Provision	Frequency
SaLT: significant difficulties with receptive and expressive language skills, word order, vocabulary and processing	1:1 SaLT intervention from report 15.06.18	30 mins daily x 32 weeks with TA
		Cost
		Outcome/Impact
		£6.50 per 30 mins £32.50 per wk £1,040 per annum
		<b>Annual Total</b>

## **SECTION B: COSTED PROVISION MAPS AND THE ANNUAL REVIEW PROCESS**

A provision map for a pupil with an EHCP should **directly relate** to the provisions set out in the EHCP as this is the legal document that states the provision that the pupil is entitled to.

At the Annual Review the provision map can be reviewed to ensure that the pupil's current banding matches the provision specified in the EHCP and the banded funding descriptors in the document shown below.



If a setting feels that the banding is not correct they can, as part of an Annual Review, send this request to the SEND Panel to request a reduction or increase.

The Panel will examine the evidence detailed in the Annual Review form and any professionals reports and assessments that are attached which indicate that a reduction or increase in funding is required.

NB: Emergency Annual Reviews can be held at any time if the needs of the pupil have changed see SEND Code of Practice, **Chpt 9.130**

*'reviews of the EHC plan **must** take place at least annually. If a child or young person's SEN change, the local authority should hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate'*