

Provision Mapping and Management Monitoring and Accountability Framework

A guide to good practice

Dear Colleagues,

I have pleasure in providing you with a copy of the provision mapping and management document. I would like to thank you all for your contributions, thoughts and ideas many of which have made their way into this document.

I would like to offer particular thanks to the students on the National SENCO Award programme and the groups of experienced SENCO's, Head Teachers and School Improvement Professionals as well as colleagues from the Additional Needs Service for their contributions.

Please feel free to use this document however you wish; it can be used flexibly, creatively and innovatively.

I, Dee Freeman and Gill Curtis would welcome your feedback.

Kindest Regards,

Gary Nixon

Head of Service – Additional Needs.

Introduction

In the recent government consultation Green Paper, “Support and Aspiration: A new approach to special educational needs and disability” (March 2011) the proposals consider ways in which bureaucracy can be avoided in the special needs agenda. Accounting for and evaluating the use of resources to ensure they have been used in the most efficient way possible is highlighted. The document further speaks in terms of inclusion and places clear responsibilities on schools to monitor, evaluate and plan the development of educational provision for diverse needs, increase access for disadvantaged groups, secure the entitlement of all pupils and raise achievement and standards.

‘We know that parents value the use of non-statutory Individual Education Plan (IEPs), which are recommended by the Code of Practice. In the period since 2001, when the Code was last revised and published, we know that many schools have developed new approaches to planning, reviewing and tracking the progress of all pupils that have enabled them to achieve what IEPs aimed to do without many of the associated bureaucratic burdens. These approaches have included new ways of tracking pupil progress, involving pupils in setting their own targets, engaging regularly and effectively with parents, and using individual profiles and provision mapping.’

Support and Aspiration: A new approach to special educational needs and disability : 5.22

Ofsted continues to look for evidence of outcomes from interventions that ‘narrow the gap’ and accelerate progress particularly for students with special educational needs. Within these contexts, provision mapping offers a powerful strategic management approach. The guidelines offered have been created as a result of collaborative work between the Local Authority, notably the Educational Psychology Service and CfBT Lincolnshire School Improvement Service. Whilst the focus for this work has been mainly special educational needs, it must be remembered that Provision Management in itself can be used to develop best inclusive practice. The resources offered within this pack are a suggested way forward. The text within each section is not intended to be definitive intervention but represents **some** of the interventions that colleagues have found useful at various times. It is important that schools adapt and modify the approach to suit their particular context.

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Provision Management and Mapping

- **Provision Management** is a strategic management approach which enables schools to identify, 'at a glance', the provision necessary to meet the needs of their pupils, record and cost their provision and review and evaluate its effectiveness in terms of pupil progress outcomes.
- **A Provision Map** is a record of the 'additional to' and 'different from' provision that a school is currently providing for pupils with special educational needs and disabilities.

The 'additional to' and 'different from' provision is provided for identified groups of pupils within the school. These groups might include:

- ❖ Pupils with special educational needs and disabilities
- ❖ Pupils for whom English is an additional language
- ❖ Young people in public care
- ❖ Traveller students
- ❖ Refugee and asylum seeker students
- ❖ Young carers
- ❖ Pupils from families under stress: CAF, TAC
- ❖ Pupils who are at risk of disaffection or exclusion

Purposes of Provision Management and Mapping

- To contribute significantly to whole school self review and the identification of appropriate school improvement strategies
- To support the school in identifying pupil need, making curriculum adjustments and planning appropriate interventions to overcome specific barriers to learning
- To assist the school in assessing its effectiveness in narrowing the gap between the performance of different groups of pupils in the school
- To audit how effectively provision matches pupils' need and impacts on long term outcomes
- To assess the school's effectiveness and Value for Money (VFM) when linked to outcomes for pupils
- To highlight gaps in provision, repetition and ineffective use of resources
- To record changes in provision
- To contribute to the setting of annual success criteria for school's SEN policy
- To engage and work in partnership with parents, Local Authorities, Ofsted etc how resources are being used
- Meet the statutory reporting and accountability requirements within the *Education (Special Educational Needs) (Information) (England) Regulations 1999* and the *Special Educational Needs (Provision of Information by Local Education Authorities) (England) Regulations 2001* and *Section 14(2) of the SEN and Disability Act 2001*.

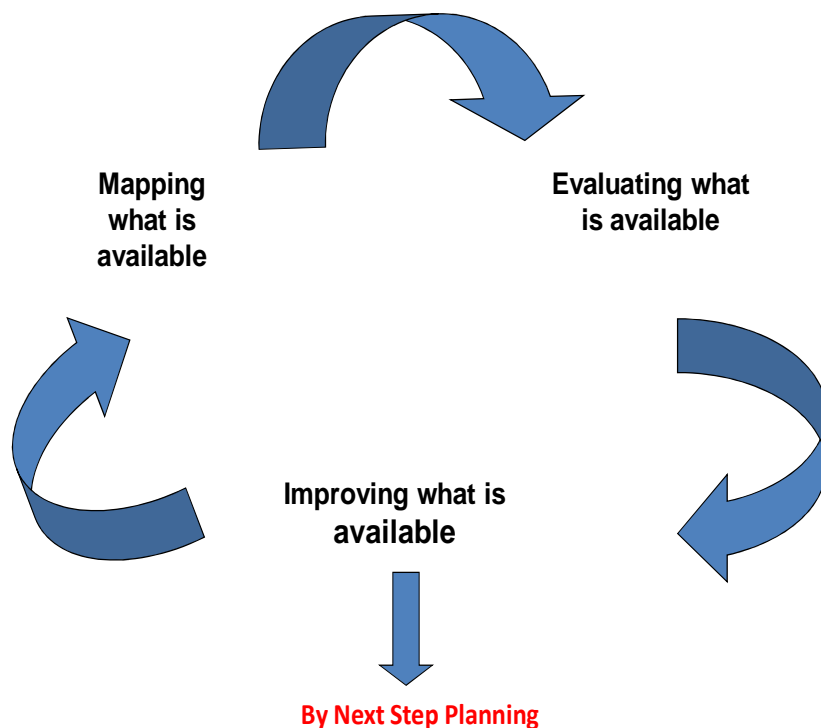
Types of provision mapping

Mapping can detail additional provision in a variety of ways:

- ✓ Provision by Key Stage
- ✓ Provision by Year Group
- ✓ Provision according to Code of Practice graduated response: Action, Action Plus, Statement
- ✓ Provision according to the Waves of support, as identified in the National Literacy and Numeracy Strategies
- ✓ **Provision within the four areas of difficulty identified within the Special Educational Needs Code of Practice (DfES 581/2001):**
 - ❖ **Cognition and Learning**
 - ❖ **Communication and Interaction**
 - ❖ **Emotional, Behaviour and Social**
 - ❖ **Sensory and Physical**

This model based on the Special Educational Needs Code of Practice (updated 2001) has been used in creating the templates and exemplars.

Strategic Provision Management Cycle



In practical terms there are six key steps to follow

Six steps to Provision Mapping

Step 1: Capture your current provision.

Question: *What do you currently provide?*

- As a whole school community (staff, support staff, governors, parents and students) identify and record all the current provision within the school for each class or year group
- Complete the Provision Overview pro-forma. Use the sample for Diversity Primary School as a model and an aid to getting started.

Step 2: Audit the projected need for each year group within the school.

Question: *What are the needs of your pupil population in terms of the provision you will need to put in place?*

Collect all relevant information/data

- The SEN register
- Categories of need
- NC attainment data
- Other data: Reading Age, Spelling Age, Maths data, data relating to behavioural, emotional and social development
- Intake information

Analyse this to project how many pupils in each year group require different types of provision e.g. speech and language / literacy / numeracy / motor skills / BESD support.....

Step 3: Compare your current provision (Step 1) with the projected need for each year group (Step 2) and identify 'gaps'

Questions: *Is there over provision in some areas?
Are there any areas of under provision?*

- Identify any changes required to meet the profile of needs within your school.
- Identify staff development needs relating to those changes.

Step 4: From your school's data and evidence critically consider what works, including the impact of any external agencies.

Questions: *What has been successful; how do I know this?*

- The school will have evidence to evaluate the effectiveness of existing provisions in terms of:
 - ✓ VFM
 - ✓ Sustained impact on pupil outcome and narrowing the gap
 - ✓ Collaborative working with external agencies

**Step 5: Plan and cost your provision, including identified gaps
Prioritise additional provision to the available resources (see Planning and Costing sheet for guidance)**

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Questions: *What are our priorities? What can we afford to do now? What further training/skills are needed for staff to deliver planned interventions?*

- Plan provision using
 - ✓ School's entry and exit criteria (see County criteria for guidance)
 - ✓ any commercial publication entry and exit criteria (e.g. Accelerated etc)
- The school may need to prioritise which provision they will introduce immediately and how they might plan over time to address all the gaps identified.
- Cost provision:
 - ✓ Simple accounting e.g. average hourly rates for staff costs, cost of a resource such as Toe by Toe (see Finance Support Guidance)

Step 6: Monitoring and Accountability (Impact assessment grid)

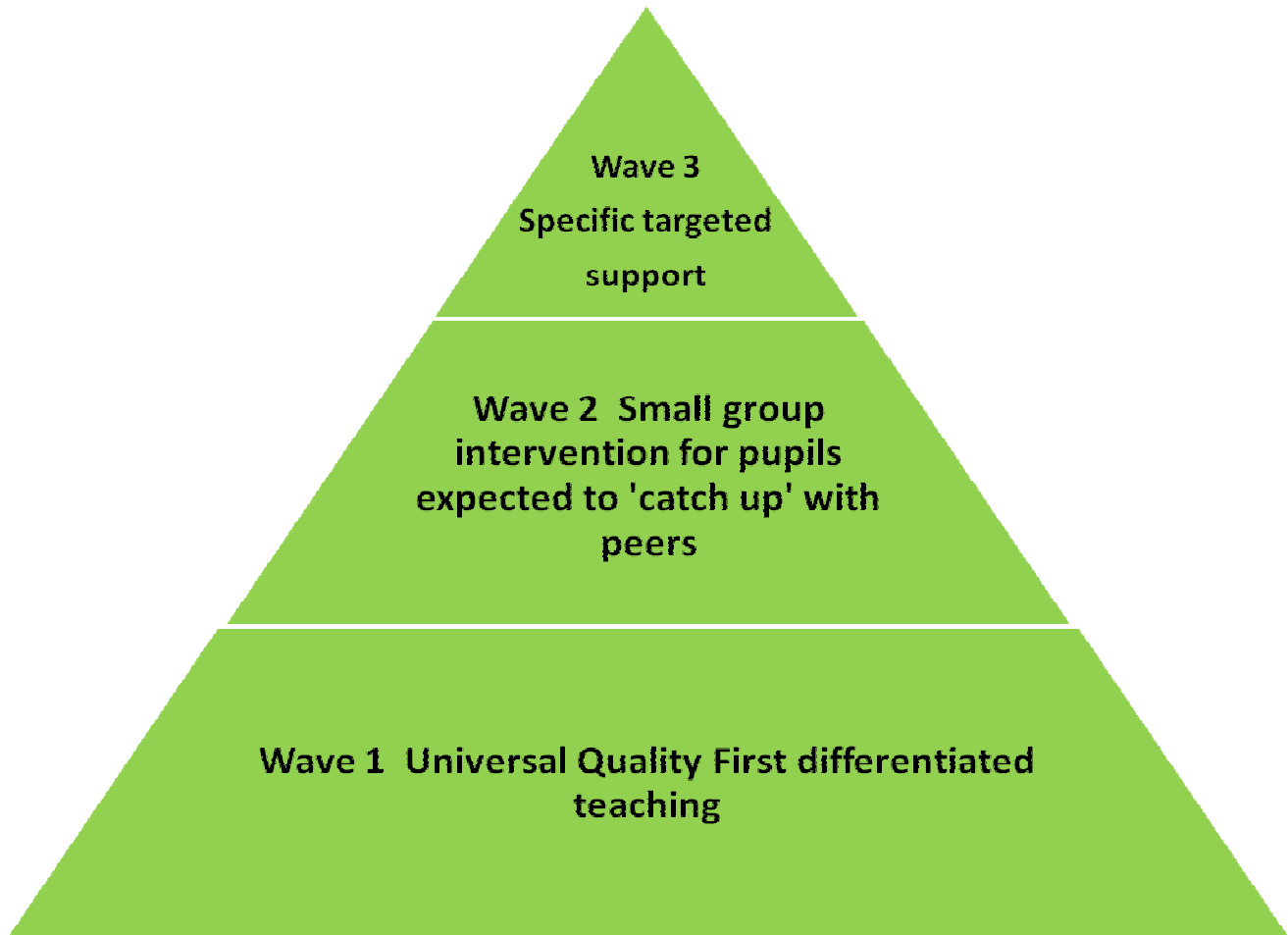
Questions: *What intervention did you use?
What difference has it made?
Did the intervention meet expected outcome?
How do you know?*

Evaluate the impact of provision through pupil outcomes

- ✓ Evaluate the effectiveness of provision VFM
- ✓ Review the provision map

Waves of Support

This is one easy to implement model of intervention



- Wave 1** The effective inclusion of all pupils in a differentiated Quality First teaching environment
- Wave 2** Small group intervention e.g. Springboard, ELS, FLS, booster classes. These could be school based or LA based programmes. They are aimed for pupils to 'catch up' with their peers. They are not primarily SEN interventions but some pupils receiving Wave 2 **may** be at School Action or Action Plus as a result of difficulties for which they are receiving other forms of support.
- Wave 3** Specific targeted support, individual or small group for pupils requiring SEN support e.g. Specialist Teaching and Applied Psychology Service (STAPS), SALT, ASD Outreach Support, Behaviour Management programme

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Provision Overview

Diversity Primary School

2011 – 2012

Area of Need	All pupils Wave 1	Wave 2 (Catch up)	Specific targeted approaches	
			Wave 3 (Action)	Wave 3 (Action Plus)
<i>Cognition and Learning</i>	Differentiated curriculum planning, activities, delivery and outcome Increased visual aids / modelling etc Visual timetables Illustrated dictionaries Use of writing frames Access to technology e.g. word processor, camera, Dictaphone Generic TA in class support Jolly Phonics Brain gym exercises (daily, x 5 min, CT)	ELS programme (daily, 1:5 with TA) High frequency word games (2 x weekly, 1:5, TA) ICT group (1 x 30 min, 1:6, TA) Multi-sensory spelling practice groups (2 x 15 min, 1:6, TA) Personalised learning programme	Intense programme of intervention e.g. Cued Spelling , Accelerad, Accelewrite, Paired Reading, THRASS (2 x weekly, 1:4, SEN teacher) Additional individual reading (4 x weekly, 1:1, TA) Memory skills training (1 x weekly, 1:3, SENCO) Personalised learning programme	Normally involves use of external agency e.g. STAPS Personalised learning programme
<i>Communication and Interaction</i>	Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language Increased visual aids / modelling etc Visual timetables Use of symbols Structured school and class routines Jolly Phonics	In class support with focus on supporting speech and language (daily, 1:4, TA) ICT – Clicker 4 (as appropriate)	Speech and Language support (3 x weekly, 1:1 speech therapist and/or TA) Input from Autism Outreach Team (twice termly, 1:1 AOT) Makaton Visual organiser ICT – Writing with Symbols Carol Gray's Social stories TM	Normally involves the use of external agency e.g. SALT, STAPS

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Area of Need	All pupils Wave 1	Wave 2 (Catch up)	Specific targeted approaches	
			Wave 3 (Action)	Wave 3 (Action Plus)
Emotional, Behavioural and Social	Whole school behaviour policy based on Assertive Discipline approach Whole school / class rules Class reward systems Circle Time	Small group Circle Time (as appropriate, 1:6 or 8, TA or CT) Social Skills group training (1 x weekly, 1:4, TA)	Individual counselling (2 x weekly or as appropriate) Individual reward system Home – school record (daily) Peer mentoring (as appropriate) Social story	TLC, STAPS
Sensory and Physical	Flexible teaching arrangements Staff aware of implications of physical impairment Writing slopes Pencil grips	Keyboard skills training group (2 x 20 min, 1:6, TA) Additional handwriting practice (2 x 15 min, 1:6, TA)	Individual support in class during PE and lunch time Physiotherapy programme (daily x 15 min, 1:1, TA) Access to PC with switch	SIS, Physiotherapy, OT, Community Paediatrician

In this model, the school has chosen to show Wave 3 in two areas: interventions for pupils at School Action and interventions at School Action Plus. This reflects the graduated response approach of the Special Educational Needs Code of Practice.

STAPS: Specialist Teaching and Applied Psychology Service

TLC: Teaching and Learning Centre

SIS: Sensory Impaired Service

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Provision Planning and Costing

Diversity Primary School

2011 – 2012

YEAR GROUP	AREAS OF NEED	WAVE 2		
		Intervention activity	Individuals /group	Cost in Time (per week unless specified)
3	Cognition and Learning	High frequency word games	DW GN LW DF PF KB	2 x 10 mins TA
		ICT group - skills development	PS ABr AC	1 x 30 mins TA
		In class support from TA	1:6 group	1 x 1 hr TA
		Multi-sensory spelling practice groups	Gp1: SH GF BN LK	1 x 20 mins TA
		Group reading practice	Gp 2: PL NJ HG RE	1 x 20 mins TA
		Group Reading Practice	GF DH SH	1 x 20 mins TA
	In class support for extended writing task	PS ABr GH	1 x 60 mins TA	
		Spelling group	JK DR YK	1 x 30 mins LSS
		Guided Reading	DR SC BN	
	Communication and Interaction	In class support with focus on supporting speech and language	1:4	Daily x 10 mins
		ICT – Clicker 4	3 pupils	As appropriate
	Emotional, Behavioural and Social	Small group Circle Time	1:6	As appropriate
		Social Skills group training/SEAL	1:4	1 x 30 minutes
	Sensory and Physical	Keyboard skills training group	GH BN DF LW	2 x 20 mins TA
		Additional handwriting practice	MN JO LK DW VG CD	2 x 15 mins TA

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Provision Planning and Costing

Diversity Primary School

October 2010 – June 2011

YEAR GROUP	AREAS OF NEED	WAVE 3 (Action and Action Plus)		
		Intervention activity	Individuals /group	Cost in Time (per week unless specified)
3	Cognition and Learning	Intense literacy support	DW GN LW DFPF KB	2 x 1hr SEN teacher
		Additional individual reading	PS ABr AC	4 x 10 mins : TA
		Memory skills training	Gp1: SH GF BN LK Gp 2: PL NJ HG RE	1 x 20 mins : Senco 1 x 20 mins Senco
		Additional individual reading	BN KJ DE	4 x 20 mins TA
		Multi sensory spelling group	TH LK SD AS BH VG	1 x 20 mins Senco
		Use of Dictaphones and ICT with 'Co Writer'	BH VG CF	As appropriate
	Communication and Interaction	Speech and Language support	GN DF LW	Indvl session x 20 mins fortnightly : SpL therapist Group session weekly x 30 mins TA
		Autism Outreach support	BG VS ZC MK OJ	Termly : 30 mins per student
	Emotional, Behavioural and Social	Individual counselling	FD CB LK	As appropriate
		Individual reward system	LK NJ RE	Daily
		Peer mentoring	MN BN ABr GN	2 x 20 mins
	Sensory and Physical	Individual support during PE and lunchtime	MN GD	5 x 40 mins TA 2 x 35 mins TA
		Physiotherapy programme	GF	5 x 15 mins TA

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Year Group	Provision	Wave	Delivered by	Pupil	Entry Assesmt		Date	Target		Assmnt 1		Date	Outcome		Assmnt 2		Date	Outcome		
					NC	APS		NC	APS	NC	APS		NC	APS	NC	APS		NC	APS	
2	Reception NC High Frequency Words (reading)	3	KT	Tracey Jackson	7/45	words	13.10.10	30/45	n/as	19/45	n/a	02.12.10								
				James Short	9/45		13.10.10	30/45	n/as	32/45	n/a	02.12.10								
				Jack Wing	4/45		13.10.10	25/45	n/as	11/45	n/a	02.12.10								
2	Talk, Learn, Communicate	3	AR	Tracey Jackson	P6	4	13.10.10	P7	5	P6	4	02.12.10								
3	Springboard 3	2	PL	Jo Taylor	2b	15	15.10.10	3c	19	2a	17	05.12.10	+1	+2						
				Matt Smith	2b	15	15.10.10	2a	17	2b	15	05.12.10	=	=						
				Toby Reddy	2c	13	15.10.10	2a	17	2b	15	05.12.10	+1	+2						
3	Further Literacy Support	2	PL	Julie Adams	3c	19	14.10.10	4c	25	3a	23	18.02.11	+2	+4						
				Jack Brown	2a	17	14.10.10	3b	21	2a	17	18.02.11	=	=						
				Henry Smith	3c	19	14.10.10	4c	25	3b	21	18.02.11	+1	+2						
3	Accelerad	3	LW	Hope Bright	2a	17	14.10.10	3a	23	3c	19	24.02.11	+1	+2						
				James Long	3c	19	14.10.10	4c	25	3c	19	01.03.11	=	=						
				Henry Smith	3c	19	14.10.10	4c	25	3b	21	24.02.11	+1	+2						
3	Precision Teaching Number Bonds to 10	3	RW	Julie Adams	NuP8	6	14.10.10	Nu1b	19	Nu1c	7	18.02.11	+1	+1						

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Impact Assessment Grid

Year Group	Provision	Wave	Delivered by	Pupil	Entry Assesmt		Date	Target		Assmnt 1		Date	Outcome		Assmnt 2		Date	Outcome	
					NC	APS		NC	APS	NC	APS		NC	APS	NC	APS		NC	APS
4	Springboard 4	2	JK	Jane Grey	Num2a	17	14.10.10	3b	21	2b	15	01.03.11	-1	-2					
				Henry Ford	Num2a	17	14.10.10	3b	21	2a	17	01.03.11	=	=					
4	Wave 3 Maths material	3	GN	Pat Smith	Nu1b	9	15.10.10	2b	15	1a	11	18.02.11	+1	+2					
				Carrie Brown	Nu1b	7	15.10.10	1a	11	1a	11	18.02.22	+2	+4					
				Damian Hurst	Nu1c	7	15.10.10	1a	11	1b	9	18.02.11	+1	+2					
5	Launch the Lifeboat	3	PL	Hope Bright	2b	15	14.10.10	3c	19	2a	17	18.02.11	+1	+2					
				Kerry Jackson	2c	13	14.10.10	3b	21	2a	17	18.02.11	+2	+4					
				Charlie Mays	2b	15	14.10.10	3c	19	2a	17	18.02.11	+1	+2					
				Harry White	2c	13	14.10.10	2a	17	1a	11	18.02.11	-1	-2					
6	Springboard	2	PF	Hope Bright	Nu3b	21	14.10.10	4c	25	3a	23	18.02.11	+1	+2					
				Kerry Jackson	Nu3b	21	14.10.10	4c	25	4c	25	18.02.11	+2	+4					
				Charlie Mays	Nu3c	19	14.10.10	4c	23	4c	25	18.02.11	+3	+6					
				Harry White	Nu3c	19	14.10.10	4c	25	3c	19	18.02.11	=	=					
6	Rapid Reading	3	GN	Hope Bright	RA 7.6		12.10.10	8.6		7.9		12.04.11							
				Jennie Smith	RA 7.1		12.10.10	8.0		7.9		12.04.11							
				Jack Spratt	RA 7.0		12.10.10	8.1		8.3		12.04.11							

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Adequate Progress - as defined by the Special Educational Needs Code of Practice (updated 2001)

Adequate Progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and the pupil's peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the pupil's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour

Secondary sector additionally

- Is likely to lead to appropriate accreditation
- Is likely to lead to participation in further education, training and/or employment

Special Educational Needs Code of Practice DfES 2001 6:49

**For Ofsted evaluation of rates of progress which augment the above please refer to the new Ofsted evaluation framework:
Appendix Whole School Evaluation – How Effective Are We?**

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Examples of *possible* literacy Interventions at Wave 2 and 3.

Intervention	Age group	Delivered by	Description	More information
Accelerad Accelexite	Years 3-6	Computer and supervising Teaching Assistant	TA works with individual child , 20 mins daily for 4 weeks using talking word processor to type sentences following phonic patterns	E mail: talksystem@aol.com
Better Reading Partnerships	Years 1-6	Trained volunteer adult or Teaching Assistant	The adult reads 1-1 with pupil 3 times weekly for approx. 25 mins, over a 10 week period. Aim for the pupil to develop independent reading strategies. Intervention will also emphasise parental involvement. Particularly successful with pupils who have less severe difficulties.	www.Rowa.co.uk E mail: info@rowa.co.uk Ref: SBT/BRP
The Catch Up Project	Years 2-6	Teacher or Teaching Assistant	10-15 minute individual session, once or twice a week, involving reading a text and a linked writing or spelling activity (plus optional 15 min group session) over a period of 1-3 terms.	www.thecatchupproject.org E mail: catchup.eaz@virgin.net
Cued Spelling	All ages	Parent, volunteer, another pupil	Paired working in spelling based on choosing cues to remember a word ; 3x15 mins a week for 6 weeks.	www.Dundee.ac.uk/psychology/TRWresources
Family Literacy	Reception Years 1,2,4	Trained tutors	Children and parent/carer work in groups for 8 hours a week over a 12 week period. Aim is to raise standards of literacy among adults with difficulties, boosting their ability to help their children and reducing the inter-generational transmission of literacy problems. Particularly successful with families where parents themselves have literacy difficulties.	Contact your LA lifelong learning
Interactive Assessment and Teaching (IAT)	Years 2 and 3	Teacher	An individually adaptive programme with the emphasis on phonic skills in the broad reading context. Includes both writing and reading. Children are taught for 10 weeks in a group.	E mail: rea.reason@man.ac.uk Or a.fawcett@sheffield.ac.uk
Multi sensory Teaching System for Reading (MSTSR)	Years 2-5	Teacher or Teaching Assistant	A scripted, multi sensory package for teaching word-level reading, used with groups of children for 20 mins a day, four days a week, over a period of 12-20 weeks.	www.Mmu.ac.uk/ioe/projects/mtsr/mtsr1.html
Paired Reading	Years 1-6	Parent, volunteer, another pupil	A simple technique used to practise reading aloud, first supported and then alone. Varying durations- approx 9 weeks.	www.Dundee.ac.uk/psychology/TRWresources

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Paired Writing	Reception – Year 6	Other pupils	Pairs of children work together to tutor one another on writing, over a period of 6-8 weeks.	www.Dundee.ac.uk/psychology/TRWresources
Phono-Graphix™	Key Stages 1-4	Teacher plus Teaching Assistant or parent	The teacher works with the child 1-1 for 1 hour per week, supplemented by 3x20 minute sessions with TA or parent, over a period of 12-26 weeks. Phonics based plus practice in reading texts of own choice.	www.readamerica.net
Reading Intervention/ Sound Linkage	Years 1-6	Teacher	The teacher works with a group of children, twice a week, for 35 mins each time, over a period of 12 -25 weeks, on highly structured approach to reading and writing coupled with systematic activities to develop children’s phonological awareness.	www.york.ac.uk/res/crl/html/index.html
Reading Recovery	Years 1, 2	Teacher	The teacher works 1-1 with the pupil for 30 mins a day over a period of on average 20 weeks. Teaching is based on detailed and ongoing diagnostic assessment and aims to ensure that the child develops independent strategies for reading and writing and can operate at age-appropriate levels. Particularly successful with children in Year 1 who have the greatest difficulties (non readers at the start of intervention), children eligible for FSM and EAL children who experience literacy difficulties.	E mail: Readrec@ioe.ac.uk
Reciprocal Teaching	Key Stages 2-4	Teacher	The teacher works with a group for at least twenty 40 minute teaching sessions over a period of about 16 weeks, modelling text comprehension strategies; pupils are gradually encouraged to take on the role of the teacher. Particularly successful with children who have comprehension difficulties.	E mail: christa.rippon@haringey.gov.uk Or liz.bassant@haringey.gov.uk
RITA	Years 2-3	Computer and supervising adult	A computerised version of IAT. The child works with the software over a period of approximately 17 weeks.	E mail: r.nicholson@sheffiled.ac.uk
THRASS	Years 2-6	Teacher	A structured multisensory word-level programme covering handwriting, reading and spelling: the teacher works with individuals or a group for 30 mins a day over periods of 13-22 weeks.	www.thrass.co.uk

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Provision Overview

School _____

2011 - 2012

Area of Need	All pupils Wave 1	Wave 2 (Catch up)	Specific targeted approaches	
			Wave 3 (Action)	Wave 3 (Action Plus)
<i>Cognition and Learning</i>				
<i>Communication and Interaction</i>				

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Area of Need	All pupils Wave 1	Wave 2 (Catch up)	Specific targeted approaches	
			Wave 3 (Action)	Wave 3 (Action Plus)
<i>Emotional, Behavioural and Social</i>				
<i>Sensory and Physical</i>				

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Provision Planning and Costing

School _____

2011 – 2012

YEAR GROUP	AREAS OF NEED	WAVE 2		
		Intervention activity	Individuals /group	Cost in Time (per week unless specified)
3	<i>Cognition and Learning</i>			
	<i>Communication and Interaction</i>			
	<i>Emotional, Behavioural and Social</i>			
	<i>Sensory and Physical</i>			

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YEAR GROUP	AREAS OF NEED	WAVE 3		
		Intervention activity	Individuals /group	Cost in Time (per week unless specified)
3	<i>Cognition and Learning</i>			
	<i>Communication and Interaction</i>			
	<i>Emotional, Behavioural and Social</i>			
	<i>Sensory and Physical</i>			

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Impact Assessment Provision Grid School _____ September 2011 – July 2011

Year Group	Provision	Wave	Delivered by	Pupil	Entry assmt			Target			Assmnt 1			Assmnt 2			Outcome		
					NC	APS	Date	NC	APS	NC	APS	Date	NC	APS	NC	APS	Date	NC	APS
					NC	APS		NC	APS	NC	APS		NC	APS	NC	APS		NC	APS

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FINANCIAL GUIDELINES

As identified in documents such as the Green Paper, ‘Support and Aspiration: a new approach to special educational needs and disability’ (March 2011), it is becoming increasingly important to make some sort of analysis of how the monies assigned to school to support SEND have been used. In Lincolnshire this money comes into the school budget through the SEN formula funding and through the Band 6-8 Statement funding.

When trying to determine any sense of Value for Money (VFM), it is important to have some idea of the cost of the interventions/ resources that have been used, e.g.:

Toe by Toe	£25 per copy
Alpha to Omega Activity Pack	£245
Alpha to Omega Teachers Handbook edn 6	£30.50
Reading Recovery Easy Buy Pack	£61.25
Alpha Smart	£195

Certain resources can be shared; others are individual to a particular student.

Consider also the cost of other services you might buy in such as STAPS, TLC outreach and any particular training that staff have undertaken in order to more effectively deliver an intervention.

In determining a sense of VFM it is important to look at the outcome of an intervention, measured alongside the cost of the intervention and make a professional judgment as to its effectiveness. This is not meant to be an onerous financial exercise but at this stage is intended as a growing awareness of the need to monitor intervention and account for outcomes.

A key cost for most schools is that of the Teaching Assistant or Learning Support Assistant. To calculate the cost of a Teaching Assistant or Learning Support Assistant, the sheets below give broad outlines of monthly and hourly rates.

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The average costs for a Teaching Assistant/Learning Support Assistant are shown below:

Delegation to schools of the One to One Budget 2011/2012
Banding Costs- SENDSAP/Additional Needs

Band	Hours Based on Ancillary Provision	Costs Calculated on Ancillary Provision	Monthly Cost
1	2.5	£1215.00	£101.25
2	5	£2430.00	£202.50
3	7.5	£3645.00	£303.75
4	10	£4860.00	£405.00
5	15	£7290.00	£607.50
6	20	£9720.00	£810.00
7	25	£12150.00	£1012.50
8	32.5	£15795.00	£1316.25

Note: Although Bands 1-5 now fall under the new formula funding for SEN it is important to have some sense of how that money has been spent on interventions and whether they proved to be VFM

The hourly rate for a Teaching Assistant / LSA is calculated at **£12.48** (see table below)

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BASIS OF CALCULATION

2011/12 = £14916.00 – GLEA POINT 6 – scale 2/3.

NATIONAL INSURANCE -	6.4%
SUPERANNUATION	18.5%

BAND 1 EXAMPLE (2.5 hrs)

THEREFORE $2.5/32.5 * 195/230$ or $44\text{weeks}/52\text{ weeks}$ (84.8%) * £14916.00 = **£972.78**

NATIONAL INSURANCE:- 6.4% of £972.78 = £62.25

SUPERANNUATION 18.5 % of £972.78 = £179.96

= £1214.99 = **£1215.00**

and

BAND 6 EXAMPLE (20 hrs)

$20/32.5 * 0.848 \% * £14916 =$ **£7782.26**

NATIONAL INSURANCE - 6.4% = £498.06 -

SUPERANNUATION - 18.5 % = £1439.71

= £9720.03 - **£9720.00**

HOURLY RATE

PAY £12646.17 £10.00 Per Hour

NATIONAL INSURANCE £809.35 £ 0.63 Per Hour

SUPERANNUATION £2339.54 £ 1.85 Per Hour

=£15795.06 (band 8- full time)

TOTAL HOURLY RATE SEN TAs - £12.48 PER HOUR

Achievement of all pupils, including those with disabilities and those with special educational needs

The school should evaluate:

- how well pupils make progress relative to their starting points
- how well gaps are narrowing between the performance of different groups of pupils in the school and compared to all pupils nationally
- how well current pupils learn, the quality of their work in a range of subjects and the progress they have made since joining the school
- how well disabled pupils and those who have special educational needs have achieved since joining the school
- the extent to which pupils develop a range of skills well, including communication, reading and writing and mathematical skills and how well they apply these across the curriculum
- the standards attained by pupils by the time they leave the school, including their standards in reading, writing and mathematics
- pupils' attainment in reading by the end of Key Stage 1 and by the time they leave the school

In this judgement for achievement, the school should consider:

- attainment and progress **in recent years** together with,
- the learning, progress and attainment of **pupils currently at the school**.

The school should take account of evidence relevant to the **context of the school**, and consider the proportion of pupils attaining particular national standards.

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Sources of evidence:

The schools should take account of the following evidence:

- the **learning and progress** of different groups of pupils, including looked after children and those with special educational needs and/or disabilities, drawn from:
 - observation of lessons and other learning activities and discussions with staff and senior leaders
 - scrutiny of pupils' work to assess standards, progress and the quality of learning of pupils currently in the school
 - discussions with pupils about their work
 - parent, pupil and staff questionnaires
 - case studies of individual pupils
 - listening to pupils read and checking on their rate of progress to assess their standard of, and progress in, reading, with a particular focus on weaker readers
- standards in reading for six year olds as indicated by the most recent screening check and any follow up screening undertaken by the school
- **standards attained** by all pupils as shown by national test and examination results and submitted teacher assessment, set against national benchmarks as indicated in RAISEonline for up to three previous academic years, using a range of indicators including where relevant:
 - the proportion of pupils attaining particular standards
 - average points scores
 - pass and completion rates at different levels, including pupils' attainment in reading and writing
 - attainment as shown by test and examination results available in school but not yet validated or benchmarked nationally.

Schools should note that:

- where the majority of indices of attainment are generally 'sig +' as shown in RAISEonline, then attainment may be regarded as above average
- where the majority of indices of attainment are generally not significantly different from average, then attainment may be regarded as broadly average
- where a majority of indices of attainment are generally 'sig -' in RAISEonline, then attainment may be regarded as low
- in school settings where significance data are not available, and/or group sizes do not permit significance testing such as in small schools, schools should draw on all available evidence to decide whether attainment is above average, broadly average or low.

Further evidence should include:

- measures of progress for all pupils for up to three previous academic years, as shown by RAISEonline together with the school's own data, using a range of indicators including:
 - value added data
 - levels of progress against national thresholds
- standards attained and progress made by different groups of pupils, compared with the standards and progress of all pupils nationally
- standards attained and progress made by different groups of pupils compared with different groups within the school
- the progress made by disabled pupils and those with special educational needs compared with all pupils nationally, where appropriate

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- the school's performance against the Government's floor standards
- use of data below National Curriculum Level 1, including the national data analysis
- Early Years Foundation Stage Profile scores
- any robust attainment and progress data and its analysis presented by the school, including information provided by external organisations
- any evidence of past progress analysed by the school including whether pupils reached challenging targets, including those for reading
- the school's evaluation of the attainment and progress of:
 - all pupils and groups of pupils
 - pupils who have received intervention and/or additional support
 - any pupils who are educated wholly or partly off-site
 - any pupils who joined the school at times other than the usual phase transfer times

The Lincolnshire Tracker has been designed specifically to support schools in tracking progress of individual pupils, significant groups and whole cohorts. Further details can be obtained from CfBT School Improvement Service at the Myle Cross Office, Macaulay Drive, Lincoln LN2 4EL, Tel: 01522 553322.

The Lincolnshire Provision Management and Mapping Guidance will support the school with its evaluation of the attainment and progress for any significant groups within the context of the school, including looked after children, pupils with disabilities and pupils with special educational needs.

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Achievement of all pupils, including those with disabilities and those with special educational needs

	1: Outstanding	2: Good	3: Satisfactory	4: Inadequate
Progress of pupils and groups	Almost all pupils, including disabled children and those with special educational needs, are making rapid and sustained progress in most subjects over time given their starting points	Pupils are making better progress than all pupils nationally given their starting points. Groups of pupils, including disabled pupils and those with SEN, are also making better progress than similar groups of pupils nationally. Performance is likely to exceed floor standards	Pupils are progressing at least as well as all pupils nationally given their starting points. Groups of pupils including disabled pupils and those with SEN are also making progress in line with similar groups of pupils nationally. Performance is usually at least in line with floor standards	Achievement is likely to be inadequate if any of the following apply: <ul style="list-style-type: none"> pupils' learning and progress overall, or the learning and progress of particular groups is consistently below those of all pupils nationally given their starting point learning and progress in any key subject or key stage lead to underachievement the learning, quality of work and progress of disabled pupils and those with special educational needs show that this group is underachieving pupils' communication skills including in reading and writing and proficiency in mathematics overall, or those of particular groups, are not sufficient for the next stage of education attainment is consistently low showing little, fragile or inconsistent improvement or is in decline there are wide gaps in attainment and in learning and progress between different groups of pupils and of all pupils nationally which are showing little sign of closing or are widening there are wide gaps in attainment and in learning and progress between different groups of pupils which are barely closing or are widening.
How well pupils learn	Pupils learn exceptionally well and as a result acquire knowledge quickly and in depth and are developing their understanding rapidly in a wide range of different subjects across the curriculum including areas of learning in the Early Years Foundation Stage.	Pupils acquire knowledge quickly and are secure in their understanding in different subjects.	Pupils generally learn well in most subjects, with no major weaknesses.	
Development and application of skills	Pupils develop and apply a wide range of skills to great effect, including reading, writing, communication and mathematical skills across the curriculum that will ensure they are exceptionally well prepared for the next stage in their education	Pupils develop and apply a range of skills well, including reading, writing, communication and mathematical skills across the curriculum that will ensure they are well prepared for the next stage in their education.	Pupils are acquiring the knowledge, understanding and skills including those in reading, writing, communication and mathematics that will ensure they are prepared adequately for the next stage in their education	
Attainment	The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages for all pupils with many able average	The standards of attainment of the large majority of groups of pupils are likely to be at least in line with national averages for all pupils	The standards of attainment of the majority of groups of pupils are likely to be in line with national averages for all pupils	
If attainment is below average	Where standards of attainment, including attainment in reading, of any group of pupils is below that of all pupils nationally, the gap is closing rapidly as shown by a wide range of attainment indicators and there is a strong improving trend	Where standards of any group of pupils are below those of all pupils nationally, the gaps are closing. Where attainment, including attainment in reading, is low overall it is improving at a faster rate than nationally over a sustained period and the gap is closing	Where standards of groups of pupils are below those of all pupils nationally, the gaps are closing but not always consistently. Where attainment, including attainment in reading, is low overall, it is improving over a sustained period	
JUDGEMENT:				

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With the introduction of new attainment indicators, the schools might wish to use the following grid, taken from the previous Ofsted evaluation schedule, to provide an idea of pupils' attainment in relation to national standards.

Attainment indicators include:

- **points scores measures**, which provide an idea of attainment across an entire cohort / group;
- **threshold measures**, which refer to the percentage of students achieving floor standard or above in combined English and Mathematics Level 4 and the percentage of pupils making 2 levels progress in English and Mathematics over Key Stage 2 .

	1: High	2: Above average	3: Average	4: Low
RAISEonline overall attainment indicators for the final key stage over the last three years:	A large majority of indicators significantly above average	A majority of indicators significantly above average	Generally not significantly below average overall	General pattern has been significantly below average. This includes consideration of floor standards or
Attainment in key subjects and for sizeable groups of pupils:	Significantly above average.	Instances of significantly below average attainment are rare and there is a pattern of improvement.	Generally, not significantly below average in all key subjects and for different groups of pupils.	The general pattern for one or more key subjects or sizeable groups of pupils has been significantly below average or
Other data and the pupils' current work indicate that attainment is:	High	Above average	Average	Low
Our judgement:				

In schools where attainment is below the **floor standard**, overall attainment may well be judged as low.