

## **Provision Mapping:** guidance and suggested use of templates to collect information and evidence Special Educational Needs (SEN) support

Most Early Years settings are familiar with the use of a large diary or calendar posted on the wall in the setting as a way of seeing an overview of enhanced provision and deployment of staffing resources. This is a form of a provision map.

When there are several children on SEN support this needs to be co-ordinated within the existing provision and a provision map will help to ensure that all staff meet the needs of every child.

Provision mapping is a useful way to show how each child with SEN is being supported in the setting and can be used as evidence to demonstrate how SEN funding (Inclusion funding or High Needs funding) is being used.

The following is a suggested way of coordinating SEN through a process which results in a SEN provision map. The Suffolk Early Years and SENCo training has linked this process to the graduated approach (asses, plan, do, review) from the SEND Code of Practice (2015.) Please note that this is just one example of provision mapping. There is no expectation that a setting uses any of these templates as they may have another system in place to evidence the same information.

As with all SEN support it is important that the keyperson and SENCo work collaboratively with parents of the child throughout the provision mapping process.

### **Stages in mapping SEN provision:**

#### **Stage 1: Assess**

Assessment for **individual** provision needs to be linked to what a child can do now, with support, and what support they will need in order to progress, as well as general SEN support strategies (SEN support plan.) This can be carried out by the keyperson/SENCo meeting with the child's parents and followed up with a team meeting so that everyone's views can be collected. Some settings will be able to make decisions at this stage (especially if it is small setting with only one or two children with SEN) based on whether a child's needs are being met within existing provision.

#### **Stage 2: Plan**

All the information from Stage 1 is collated onto one plan. Settings will need to establish whether:

- Changes need to be made within the staff deployment, the timetable of activities and/or typical daily routine
- Changes need to be made to the general inclusion support strategies being applied across the setting for all the children with SEN
- Additional resources will be required to ensure the child's needs are being met (such as enhanced ratio, specific training, dedicated time for specific observations to support planning, time for staff members to attend additional meetings with outside professionals etc..)

#### **Stage 3: Do**

The information is then added to the weekly plan so that **all staff** can then be involved in implementing the SEN support for every child with SEN.