Leading on inclusion: planning effective provision

Objectives

To support those who lead or coordinate inclusion in their school in:

- developing their strategic approach to the management of inclusion;

- developing their middle management skills;

- understanding what provision maps are and why they are useful;

- developing a provision map for their own school, based on provision that has been shown to be effective;

- beginning to reduce bureaucracy in school.

Resources

Slides 3.1–3.21

Handouts 3.1–3.6

Flipchart and pens

Sticky-notes

Linked sessions

This session links to the following professional development sessions in the Primary National Strategy *Leading on inclusion* materials.

School self-evaluation

Understanding and using data

Pre-course task

Participants will need to be asked in advance (**Handout 3.1**) to collect and bring with them to the session information about the additional needs of children in one year group in their school, in the form of a list of:

- children not on track to achieve the nationally expected levels of attainment in English and/or mathematics, who could achieve accelerated progress and work at age related expectations as a result of short-term small group intervention, together with information about their assessed National Curriculum levels in English and mathematics;

- children with SEN at *School Action*, *School Action Plus* or with Statements, together with information about their areas of special educational need and assessed National Curriculum levels in English and mathematics;

- children learning English as an additional language, together with information about their stage in terms of English language acquisition (based on the step descriptors in the QCA guidance *A Language in Common*) and assessed National Curriculum levels in English and mathematics;

- children who might need or be receiving additional provision for other reasons, for example, because they are new arrivals, are looked after by the local authority, have medical needs or are experiencing transient emotional or social difficulties, together with information about their assessed National Curriculum levels in English and mathematics.

They should also come to the session with an idea of the overall budget for provision for children with additional needs in their school and how it is currently spent.

Session outline	
Introduction	10 minutes
Why use provision maps?	15 minutes
What are we doing already?	15 minutes
Steps to a provision map	20 minutes
Evidence on what works	15 minutes

Information for presenters

This session is the first of two linked sessions on planning effective provision through a process called provision mapping. It forms part of a suite of professional development materials that also includes sessions on school self-evaluation and on understanding and using data. It is intended that, if you use all the sessions, those on provision mapping would follow those on self-evaluation and using data.

The professional development materials are designed for LEA presenters to use with school staff responsible for leading and coordinating inclusion. The ideal audience would be a leadership team including the headteacher, deputy headteacher and, if the school has one, an inclusion coordinator responsible for overseeing provision for children with a range of additional needs: children learning English as an additional language, children with SEN, children with disabilities, children who need additional help to develop their social emotional and behavioural skills, children who are vulnerable because they are looked after by the local authority, are refugees or asylum seekers, from Traveller communities and so on. In many cases, however, SENCOs and/or EMA coordinators may form the main audience. In these cases you will need to consider how key messages from the session will be communicated to others in the school leadership team, and balance the need to focus on specific SEN or EMA/EAL issues against the need to present provision mapping as a tool which enables a school to plan coherently and efficiently for **all** types of additional need, at one and the same time.

The aim of all the professional development materials in this folder and CD-ROM is to encourage schools to take a more strategic approach to managing inclusion issues, focusing on whole-school development rather than solely on meeting the needs of individual children. The framework for all the sessions is the school improvement cycle, in which the school asks itself the questions:

- How well are we doing?
- How do we compare with similar schools?
- How well should we be doing?
- What more can we aim to achieve?
- What must we do to make it happen?

The sessions on self-evaluation and understanding data relate to the first four of these questions. The sessions on provision mapping relate to the last question.

An additional aim of these materials is to enhance the skills of the inclusion coordinator, EMA /EAL coordinator or SENCO as a middle manager. In this sense they follow the model of materials provided by the National Strategies for literacy and mathematics coordinators which were highly successful in developing this group of staff as leaders in their own schools.

In planning professional development on provision mapping, it is important to draw on the experiences of a number of local authorities that have already begun to introduce this approach. You will find case studies from four such local authorities on the CD-ROM. The case studies highlight:

- the need to position any discussion of provision mapping with schools within LEA policies (for example, on how schools can access and use different funding streams) which support this approach;

- the importance of developing work on provision mapping in a staged way; for example, by engaging a group of schools in trialling the approach so that they can feed back their experiences at later training events, and provide ongoing support to colleagues via local leading teacher or Advanced Skills Teacher schemes;

- the importance of presenting work on provision mapping as a developmental process within any one school, which will take time, so that the training is seen as offering starting points rather than recipes;

- the importance of adapting any professional development offered on provision mapping to the particular context of the audience. The issues around provision mapping are very different in small schools as distinct from large schools , schools with high numbers of children with additional needs as distinct from schools with low numbers, multi-ethnic schools with high numbers of EAL learners as distinct from those with isolated EAL learners . You will need to reflect these differences in the work you plan.

The sessions on provision mapping touch on controversial issues and provide information that may challenge many existing preconceptions about what constitutes effective provision for children with additional needs. Participants will need time to consider these issues and opportunities to have questions and concerns addressed. You may find it helpful to ask them to jot down such questions and concerns on sticky-notes as they arise, collecting these on a flip chart so that you can group and address them at intervals throughout the sessions.

Introduction   10 minutes

You could introduce the session by showing **slide 3.1**.

Remind participants of the cycle of school improvement that forms the context for the strategic management of inclusion (**slide 3.2**) and locate this session on planning effective provision within the cycle at the 'What must we do to make it happen?' stage. Emphasise that in this model, planning provision is seen as an intrinsic part of on-going school development, part of securing a focus on achievement and progress for all children, and not as an 'add-on' for some individuals.

Planning effective provision involves, **among other things**, (you might want in an SEN context to mention the Strands of Action here) thinking about how to deploy additional staffing to meet the identified needs of children in the year ahead. This thinking is a key element of school's actions at the 'What we must do to make it happen?' stage – though not the only element. Other elements might be planning professional

development for staff or alignment of staff effort around a particular focus (such as to increase children's involvement in assessing their own learning).

One way of planning how to deploy additional staffing to meet the identified needs of children is to construct a provision map each year – a management tool that details the range of provision the school makes for children with additional needs and provides an 'at a glance' picture of what is planned or in place (**slide 3.3**).

Slide **3.3**
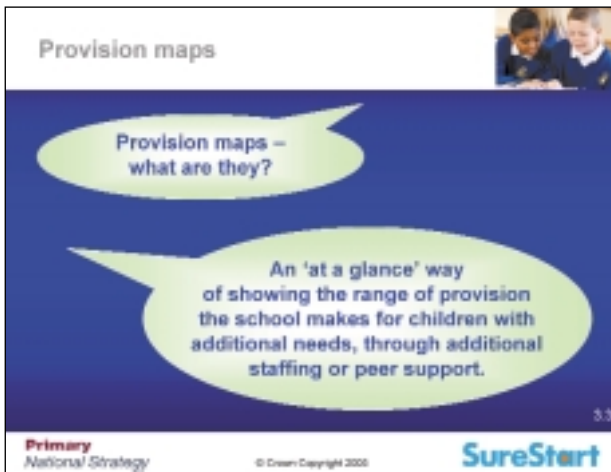
At this point ask participants to look at **Handout 3.2**, an example of one school's provision map. You may want to point out that the school involved receives relatively high levels of funding because of the nature of its intake. It invests heavily in additional provision, particularly in the Foundation Stage and Key Stage 1, on the basis that this has proved effective in preventing long-term problems and thus improving the climate for learning and raising standards throughout the school.

Handout **3.2**

Take some time to explore the map and answer any immediate questions, while explaining that later on in the session there will be an opportunity to consider in more detail the way in which the school arrived at its provision map and the reasons for the choice of particular provisions. At this point, the purpose of looking at the example is simply to make concrete the discussions that follow.

Why use provision maps?   15 minutes

The next set of slides (**3.4–3.7**) provides an opportunity to 'sell' the benefits of provision mapping to participants. If you have already involved a group of coordinators in successfully trialling the process, you might want to ask them to describe some of the benefits they have experienced – for children, for staff and for themselves as coordinators. You might also find the school case studies on the CD-ROM useful at this point.

Slide **3.4**

Points you might make to support this slide include the following:

• Developing a provision map will involve all staff and makes transparent the criteria for deploying additional adult support. The map makes explicit the additional provision on which class teachers can expect to draw.

• Developing the map will involve inclusion coordinators, EMA coordinators and SENCOs in roles that are strategic rather than merely procedural (keeper of IEPs, records of children with SEN and so on).

• Provision maps enable a school to manage different funding streams (SEN, EMAG, funding for catch-up and booster provision and so on) coherently to target particular patterns of need in different year groups. For example, the audit of need might show a group of children in Year 1 with significant literacy difficulties, a problem with behaviour across Year 3, a group of children who with a little catch-up help could get back on track to reach nationally expected levels in mathematics in Year 4,

significant underachievement by advanced bilingual learners* in Year 5. This analysis would allow the school to combine funding from various sources and plan Wave 3 literacy intervention in Year 1, lunchtime clubs and social skills groups in Year 3, a Wave 2 mathematics programme like Springboard in Year 4 and additional guided language groupwork in Year 5.

- Starting by auditing the needs of children allows schools to identify where there will be a need to develop staff skills – if, for example, the audit shows a large group of children needing additional help to develop speaking and listening skills, it may be necessary to plan CPD for staff in this area.

- Often schools plan provision on the basis of history or particular staff skills – 'we do Additional Literacy Support (ALS) in Year 3 because we've always done it and Mrs. B knows how to do it'. This approach may, or may not, match the actual needs of children from year to year.

Slide **3.5**

Points you might make to support this slide include the following:

- Provision maps can reduce bureaucracy and paperwork if the school records the steps it has taken to meet a child's needs by highlighting the relevant provisions on a provision map, rather than writing individual education plans.

- All schools have to undertake self-evaluation, and a provision map enables the inclusion coordinator to track and evaluate the impact of specific provisions on children's progress.

- Schools are accountable for the provision they make in a number of ways. In SEN, they must have a policy that sets out how resources are allocated 'to and amongst pupils with special educational needs' (Annex 1 to the SEN Code of Practice): a provision map, attached to the policy, could fulfil this requirement.

* The term advanced bilingual learners refers to those who are beyond the early stages of English language acquisition and have had considerable exposure to an English-speaking educational environment.

- Governing bodies are accountable through annual reports to parents on how resources are allocated and the effectiveness of their provision for SEN: a provision map provides the framework for this report.

- LEAs are required to monitor schools' use of resources to ensure that they raise the achievement of pupils with SEN: many schools are finding their provision map, combined with data on pupil outcomes, allows them to provide the LEA with the necessary information quickly and effectively. Similarly, there may be a need to demonstrate the effective use of other funding sources, such as the Ethnic Minority Achievement Grant or Behaviour Improvement Programme funding, which a provision map will fulfil.

Slide 3.6

Points you might make to support this slide include the following:

- Provision maps help schools to avoid situations where in one class there might be a teacher and three teaching assistants, each attached to support individual children, while next door in a parallel class the teacher is struggling alone with no additional support.

- Some schools choose to use their provision maps to help them cost the provision they make through additional staffing, so as to manage the overall inclusion budget effectively and work out which types of provision represent 'best value for money'.

The benefits for children and parents and carers

- Children receive more coherent provision.
- Provision for individual children can be highlighted, tracked and monitored.
- Provision maps provide good information for parents and carers and increased parental confidence that their child's needs will be met.
- Provisions that are costed show how much is being spent for any given child.

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Points you might make to support this slide include the following:

- Provision maps help schools to make sure that the provision children receive is coherent over time. They quickly show up contexts where the provision that children receive is the same year-after-year-after-year (working on a particular reading scheme designed for lower-attaining children, plus the same phonics software in Years 3, 4, 5, 6 …, for example).

- Copies of highlighted maps showing the provision the child has received each year can be kept in a child's file to provide a useful record of interventions over time. This can be matched to evidence about the child's learning.

- It can be really helpful to use a provision map as a tool for communicating with parents and carers. A provision map can form the basis for discussions about the forms of support available in school and for involving parents and carers in decisions about which provision will be most appropriate. A provision map, highlighted to show the particular provision a child receives, can also demonstrate to a concerned parent or carer exactly what is being provided for their child. Such a map will often reveal that the child with SEN, for example, is accessing a greater range of group and individual provisions than other forms of recording, such as IEPs with individual 'hours' of TA support on them, may show.

- Some schools have found provision maps invaluable in demonstrating the range of provision in place for a child to the SEN and Disability Tribunal .

☞ Activity 1   (10 minutes)

Give out the case study on **Handout 3.3**, which demonstrates what can happen when a school does not have a shared map of its additional provision and clear systems for matching children to appropriate provision. Ask participants to work in pairs and discuss the questions on **slide 3.8**.

Handout **3.3**

Handout 3.3 page 1 of 2

A case study of an individual child

Prior to her admission to the reception class as part of the annual intake in September, Sarah had not attended nursery or playgroup, although she had spent brief periods with a childminder. During the first term her teacher became concerned about Sarah's development in terms of communication and in the spring term included her in small group structured oral language development sessions led by a teaching assistant who had attended 'Talking Partners' training.

During their weekly meetings to review the progress of children in this group, it was noted that Sarah's confidence and participation both within the group, in sessions involving the whole class and during independent, child-initiated activities was improving steadily and that she was developing a range of appropriate oral language structures and functions. It was therefore decided to continue this intervention into the summer term.

At this stage, Sarah's teacher had also noted that she would benefit from some additional support with phonological awareness and phonic knowledge, skills and understanding in order to keep in step with her peers. She therefore included her in the small group sessions which she regularly ran in addition to the daily 'word level' session based on 'Playing with Sounds'.

Although the school as a whole had not organised its books in the foundation stage and Key Stage 1 according to 'book band' levels, the Reception teacher had sought the advice of the literacy coordinator in order to level the books used in Reception. The records passed on to the Year 1 teacher showed that Sarah was able to read confidently at the pink level and enjoyed choosing and independently reading books from the box of familiar books provided at this level. The records also included the records of progress from the small group interventions in oral language and phonics in which Sarah had been involved.

As they started Year 1 the class teacher encouraged all children to choose books from the 'black level' – a selection of reading scheme books which appeared to be roughly at the same level. During the autumn term Sarah's teacher decided to place her in the 'SEN' group within the class. This group worked with the teaching assistant during the literacy hour and daily mathematics lesson. When a group of children was identified as likely to benefit from 'Early Literacy Support' in the spring term, Sarah was not considered for inclusion as she was in the SEN group .

By the end of Year 1, Sarah was achieving well below age-related expectations and had an IEP with targets 'to learn number facts to 10', 'to recognise the first 100 high frequency words', 'to be able to blend sounds for reading' and 'to raise her self-esteem'.

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Slide **3.8**

Activity

Consider the case study that tracks the provision a child receives as she progresses through the school.

In pairs, discuss the following questions:

In terms of strengths and weaknesses, what does this case study tell us about the school's approach to provision at Waves 1, 2 and 3?

If Sarah came into this school again what would you like to see done differently in order to secure more effective provision?

Primary *National Strategy*   © Crown Copyright 2000   **SureStart**   3.8

What are we doing already?   **15 minutes**

This part of the session encourages participants to reflect on the range of provisions already in place in their school. It provides a model for a process they might want to undertake themselves with colleagues in each year group in their school, as a first step in developing their own provision map.

☞ Activity 2   (15 minutes)

Ask participants to work in groups of two or three and use sticky-notes to record as many types of provision made in their schools for children with additional needs as they can think of in 5 minutes (one idea per sticky-note, stuck on to the wall or a piece of flipchart paper). This will include things that class teachers do to support children's learning, as well as work with additional adults and provision outside classrooms such as lunchtime or after-school clubs.

Then ask them to move the sticky-notes around to group them into any categories that make sense to them, taking another 5 minutes to do this.

The task is described on **slide 3.9**.

Take feedback on the types of groupings people used, making a point of celebrating the range of provisions already in place in schools, and emphasising how they would quickly fill up a provision map.

Participants may have used categories based on type of need (EAL first language provision, behaviour provision, literacy provision), based on roles (provisions made by the teacher, provisions using TAs etc.), or based on other factors such as year group or key stage.

Suggest that one way (and only one way – there are many more, as the activity has demonstrated) of thinking about provision is to distinguish provision that might be expected to be routinely made for all children through quality inclusive first teaching in class, and provision that, in SEN terminology, is 'additional to or different from' that made through such class-based inclusive teaching.

Give some examples here to illustrate the difference between inclusive quality first teaching and additional provision, drawn from participants' sticky-notes.

For example, you might draw out that the use of stretching learning objectives for more able pupils or visual teaching methods (pictures and real objects as props, concept maps, visual timetables and so on) to support children for whom English is an additional language or children with language or autistic spectrum disorders, would be regarded as aspects of inclusive quality first teaching.

On the other hand, providing a social skills group for the child with autism, or working with the child 1-1 on social scripts, would be regarded as provision that is additional to that made for the generality of children.

The distinction is important because, to keep them manageable, provision maps generally record **additional** provision, involving extra staffing or resources, rather than a long list of every adaptation that a teacher might make to his or her everyday teaching to personalise the learning for a particular child or group.

You might at this point want to remind participants of the 'Waves' model of intervention (**slides 3.10** and **3.11**) so that they understand that provision maps are not primarily about describing what happens at Wave 1.

Slide **3.10**

Slide **3.11**
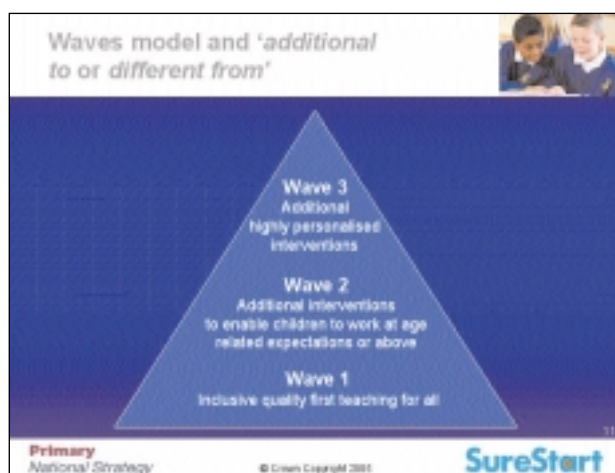
Ask participants (**slide 3.12**) to spend a few minutes regrouping their sticky-notes into two groups – provision that they would describe as Wave 1, inclusive quality first teaching and provision that they would regard as additional to this (Wave 2, which might include National Strategy interventions like ELS, ALS, FLS, *Springboards for mathematics* or additional language teaching for children in the early stages of learning English as an additional language, and Wave 3 which is explicitly about additional or different SEN provision).

Slide **3.12**

Reflect on the balance between these types of provision that this exercise shows, and draw out the point that the better the inclusive provision at Wave 1, the fewer children there will be who end up needing additional provision through a provision map.

If you need to, you could use **slide 3.13** to remind the group about what they know about quality first inclusive teaching (aligned to the principles of the National Curriculum statutory Inclusion statement), that is:

- teaching which 'tracks back' or forwards through relevant frameworks of learning objectives to identify those that are relevant to the child and linked to the work of the whole class;

- teaching which draws on a variety of teaching styles (open and closed tasks, tasks of varying lengths, visual, auditory or kinaesthetic learning, modelling of language for EAL learners) matched to the needs of individuals;

- teaching which builds in access strategies (such as alternatives to written recording, provision of culturally appropriate resources) to overcome real or perceived barriers to learning.

Slide **3.13**

You might want to make links here also to tools available to the group to help them monitor the quality of inclusive teaching, such as the inclusive teaching observation checklist in the Strategy's DVD pack *Learning and teaching for children with SEN in the primary years* (DfES 0321-2004), the checklist of inclusive practice in *Supporting pupils learning English as an additional language* (DfES 0239-2002), or the classroom observation checklists in the Strategy's *School self-evaluation: behaviour and attendance* audit materials (DfES 0323-2004 CDI AR).

Steps to a provision map   20 minutes

This part of the session takes participants through the process of constructing a provision map using a case study (**Handout 3.4**) linked to the example map at which they looked at the start of the session (**Handout 3.2**).

Handout **3.4**

Handout **3.2**

You could introduce the steps in the process using **slide 3.14**, then ask participants to read the case study.

Slide **3.14**
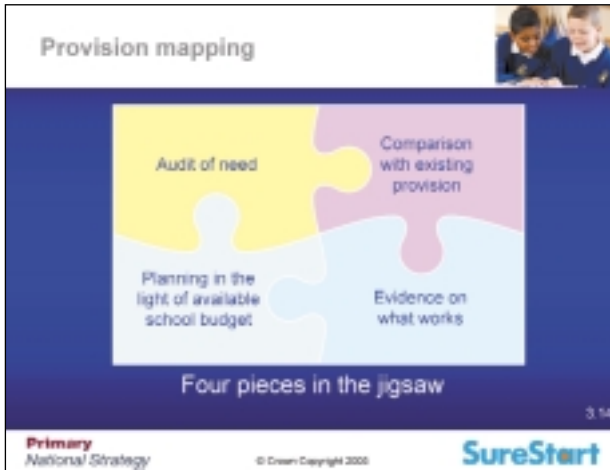
After the group have read through the case study, you could go through the steps in more detail, using **slide 3.15** and linking steps one to five to the relevant actions taken by Balshaw primary school. Steps six and seven will be covered in the next session.

Slide **3.15**
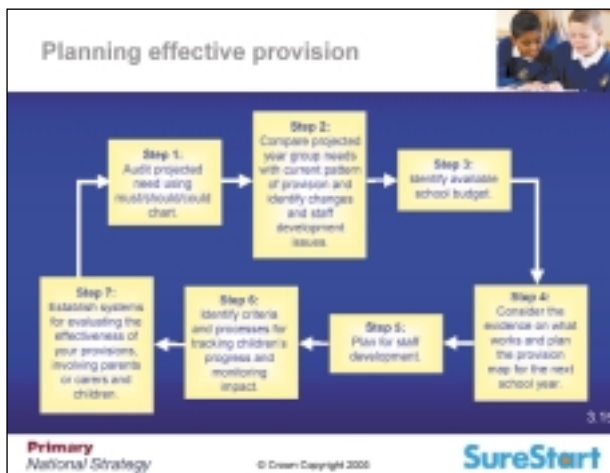
Activity 3   (10 minutes)

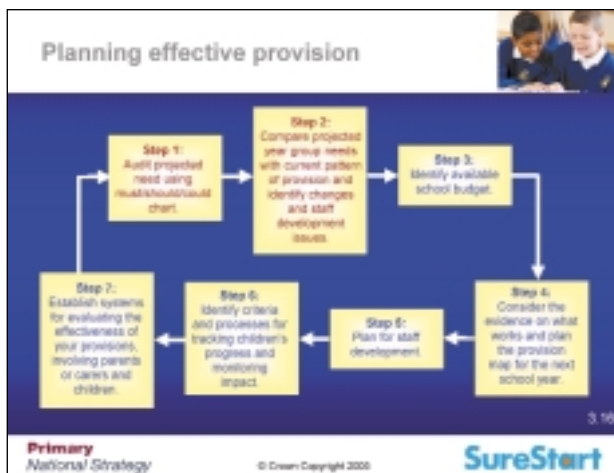Say that you are now going on to focus on the first two steps in constructing a provision map (**slide 3.16**) and introduce an activity directly linked to participants' own school context. This activity (**slide 3.17**) asks participants to complete a Must/Should/Could chart (**Handout 3.5**) for one year group in their own school, using the information they have brought with them from the pre-course task.

Planning effective provision

Planning provision additional to Wave 1
Quality First Teaching: an example
Year group: 4

Activity

Complete a must/should/could grid for one year group in your school.

What does it tell you about the provision you would want to make for that year group?

How does it match the provision that is currently in place?

Participants may want to discuss the questions on the slide with a partner once they have completed the must/should/could chart individually. If time allows, take feedback and explore the group's views on whether a must/should/could chart like this would be helpful to them in their own school.

Return to the slide on the steps in planning effective provision (**slide 3.18**) and use **slide 3.19** to explore with the group the idea of combining funding streams in order to plan coherent provision across the school. Participants may raise issues here about the need to ring-fence or protect certain budgets as discrete items managed separately. You can reassure them that in the SEN arena the only case where this applies is where a child has a Statement of SEN which specifies that he or she must receive a fixed number of hours of TA support or other specified provision.

Given the policy trend towards greater delegation of SEN resources to schools to manage in the way that will most effectively secure improved outcomes for children with SEN, this will increasingly apply only for children with more complex or severe needs.

In the arena of EMA , the focus is also on **outcomes** for children from minority ethnic groups and for bilingual learners (inc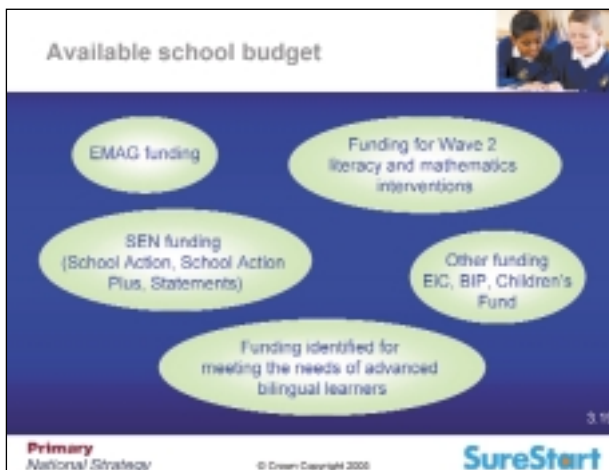luding advanced bilingual learners), rather than on **patterns of expenditure**. Coherently planned provision which draws together a range of funding sources is more likely to achieve positive outcomes than piecemeal use of pockets of money.

Slide **3.18**
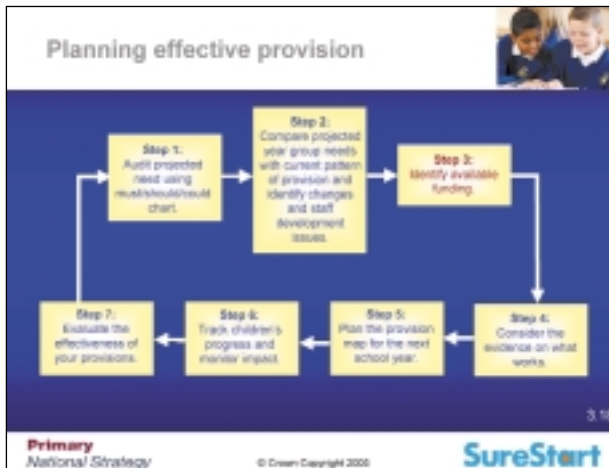
Slide **3.19**

Evidence on what works   15 minutes

Using the jigsaw image (**slide 3.14**) or **slide 3.20**, remind participants about another piece of the provision mapping jigsaw – considering the evidence about what forms of provision are most likely to be effective.

Inclusion coordinators will want to use evidence from their evaluation of the impact of additional provision in their own school. It will be helpful here to remind them about what they have learned about such evaluation in the previous sessions on evaluating inclusion and on understanding and using data.

They also need to draw on LEA, national and international evidence about 'what works'.
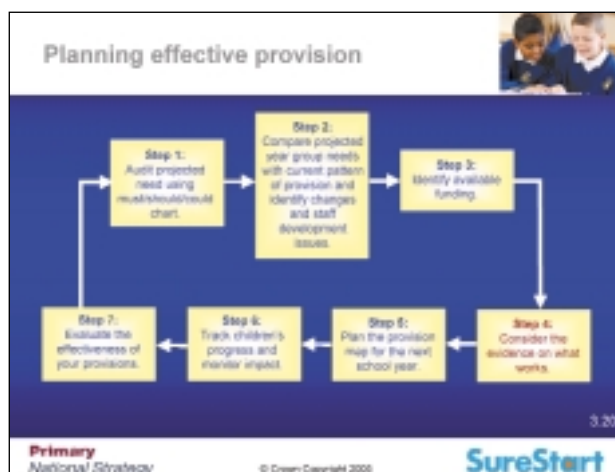
Look back to the sticky-notes lists made earlier in the session, about the types of additional provision made in participants' schools. Draw out reference to the commonly used forms of additional provision on **slide 3.21**.
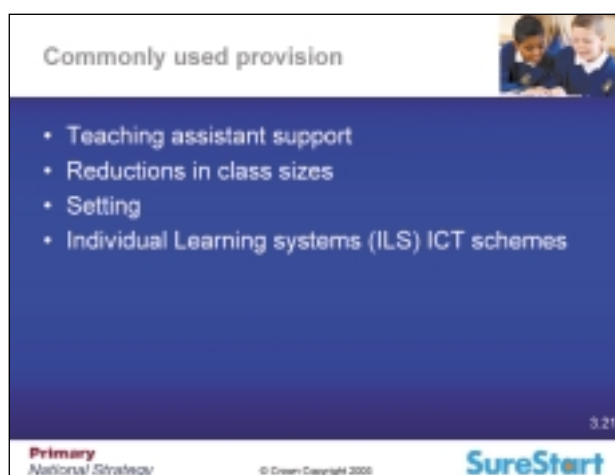
Activity 4   **(15 minutes)**

Give out **Handout 3.6**, and explain that this provides a summary of recent research evidence on teaching assistant support, reduction in class size (and avoiding mixed-age classes, as this is often the factor that leads to smaller classes), setting, and Individual Learning systems (ILS) ICT schemes.

Handout 3.6

Summary of research on commonly used interventions
Teaching assistant support

Key findings	Reference
While noting that there are children with SEN who are now spending more time than they should with teaching assistants rather than with teachers, Ofsted found that the presence of teaching assistants can improve the quality of teaching, particularly 'where the teaching assistant is following a prescribed intervention or catch up programme, for which they had received training and worked in close partnership with the teacher'.	*Teaching assistants in primary schools: an evaluation by Ofsted*, 2001–2. London: Ofsted
In an unpublished study, the Primary National Strategy's Year 6 Teaching Assistants pilot, which ran during the autumn of 2002, has provided strong evidence of the positive impact that teaching assistants can have on attainment in English and mathematics. The results of the pilot showed gains of 2% points in level 4 Key Stage 2 English and 3% points in mathematics in excess of the national average. The pilot offered support for those children who, with additional help, could achieve level 4 in English and mathematics at the end of Key Stage 2. Key to the success of the pilot was the quality of the four-day literacy and numeracy training that it provided to teaching assistants.	
Evaluation of Wave 2 intervention programmes *Early Literacy Support* and *Further Literacy Support* (both involving a trained teaching assistant working closely with the class teacher) has demonstrated significant impact on children's progress.	Hatcher, P. (2004) *A brief summary of the North Yorkshire ELS/Reading intervention Research Project*, personal communication University of Leeds School of Education (2004) *National evaluation of the National Literacy Strategy Further Literacy Support Programme*. www.standards.dfes.gov.uk/literacy/about/news_and_events_archive/670975
Evaluation of other Wave 2 and 3 literacy interventions that involve trained teaching assistants working on time-limited intervention programmes (such as Better Reading Partnership, Acclelerad Accelewrite, Multi-sensory Teaching System for Reading (MTSR)) has demonstrated impact on children's progress.	Brooks, G. (2002) *What works for children with literacy difficulties?* London: DfES research report 380.

Ask participants to work in 'expert' groups of four or five. An 'expert' group should use the information on the handout to provide a quick summary of the evidence for one type of provision.

Allow a little time for this, then ask participants to form mixed groups made up of one 'expert' on teaching assistant support, one on reduction in class size and mixed-age classes, one on setting, and one on Individual Learning systems (ILS) ICT schemes.

Experts should report back to these mixed groups about what they have found out.

Draw out from this activity that the national and international evidence for some of the types of provision most commonly used in schools is at best ambiguous.

You might want at this point to use slides from the *Evidence on effective provision* file on the CD-ROM to pick up the evidence in more detail. You will want to choose only those that are relevant to the group: issues of setting may not be relevant, for example, for a group of small schools with single forms of entry.

It will be important to explore issues raised by these challenging research findings about class sizes, the role of teaching assistants, setting and ILS schemes in some depth. The important point to draw out is that the findings represent large samples but do not necessarily apply to every single individual school. It may well be, for example, that a school is using setting to good effect, monitoring the composition of lower sets carefully to make sure that children (for example, EAL learners) are not inappropriately placed, that children perceive setting as helpful rather than stigmatising, that the quality of teaching in lower sets is very high and that teachers are aware of the risk of low- and self-fulfilling expectations. In these circumstances, there might be a positive impact on all children's attainment.

Similarly, outcomes may be good where where a school is using well-trained and supported teaching assistants to provide evidence-based interventions that are time-limited and planned and delivered in close cooperation with the class teacher.

The key factor is for schools to be aware of the circumstances in which different interventions are effective, and to monitor and evaluate carefully the impact of the choices about provision that they make.

Conclude with a look ahead to the next session, which will consider the evidence on what types of provision have been shown to work well and go on to examine the use of provision mapping to reduce bureaucracy and support the coordinator's work on monitoring and evaluation.

Leading and coordinating inclusion – Planning effective provision Session 1
Primary *National Strategy*

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