

# Leading on inclusion: planning effective provision

## Objectives

To support those who lead on 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 3.22–3.34

Handouts 3.7–3.16

Examples of school provision maps from CD-ROM

Flipchart and marker pens

## Linked sessions

This session follows *Planning effective provision Session 1* and links to the following professional development sessions in the Primary National Strategy *Leading on inclusion* materials.

*School self-evaluation*

*Understanding and using data*

## Session outline

Evidence on what works	10 minutes
Beating bureaucracy	10 minutes
Monitoring and evaluating particular provisions	15 minutes
Evaluating and reviewing the provision map	15 minutes
Different types of provision map	15 minutes
Conclusion	10 minutes

## Evidence on what works

10 minutes

Use **slide 3.22** to summarise the research on effective additional provision (over and above quality first teaching – Wave 1) for children with a range of additional needs.

**Handout 3.7** provides supporting information.

Slide **3.22**

**Additional provision: what works**

- Early intervention: nurture groups, social skills groups plus parenting support, National Pyramid Trust, early language and literacy intervention, e.g. Talking Partners, Reading Recovery
- Accelerated/learn/write, Phono-graphix, Catch-up, Better Reading Partnership, Multi-sensory Teaching System for Reading (MTSR), Reciprocal teaching, Paired reading, THRASS, Family Literacy and Numeracy, Mathematics Recovery, Numeracy Recovery
- Peer tutoring
- Social skills groupwork, for example, anger management
- Stress reduction
- Some mentoring schemes and some learning support units

Primary National Strategy © Crown Copyright 2005 SureStart

Handout **3.7**

Summary of research on effective additional provision

Key findings	Reference	Where to find out more
<p><b>Pre-school education</b></p> <p>A major review of the effects of pre-school education found that high-quality early education significantly reduces the number of children at risk of being identified as having special educational needs.</p>	Syha, K., Mehuish, E., Sammons, P., Siraj-Blachford, I., Taggart, B. and Elliott, K. (2003) <i>The Effective Provision of Pre-school Education (EPPE) project: findings from the pre-school period</i> London: Institute of Education.	
<p><b>Social, emotional and behavioural development</b></p> <p>A review of the research on the impact of early intervention on children's social, emotional and behavioural development concluded that there is evidence for a number of small-group interventions which have been shown to have powerful, long-term positive effects. Three early intervention programmes are particularly recommended: nurture groups, structured group work on social skills combined with parenting groups and a programme specifically designed for vulnerable and withdrawn children in their early years of school.</p> <p>Nurture groups</p> <p>In the London borough of Enfield, where nurture groups were first introduced, the progress of children who had been in nurture groups was compared with that of a control group of children who had similar needs but had not taken part in a group. The study showed that three times as many children in the control group later required a Statement for special educational provision than those who had been in nurture groups. The proportion of children who went on to special schooling was almost seven times higher in the control group.</p> <p>A study of nurture groups at Cambridge University found measured improvements in speech and language skills and baseline assessment in 342 children who received this provision. At entry to the nurture group programme, 52% of the children were in the abnormal or borderline range on a standardised questionnaire measuring behavioural, emotional and social</p>	<p>DIES / Coram Family (2002) <i>Intervening Early</i> London: DIES.</p> <p>Huzar, J. and Waislewska, T. (1997) 'Nurture Groups: an early intervention model', <i>Educational and Child Psychology</i>, 14, 3.</p> <p>DIES / Coram Family (2002) <i>Intervening Early</i> London: DIES.</p>	<p>www.nurturegroups.org</p>

You will find a supplementary set of slides on the CD-ROM, which amplify the points on slide 3.22, for use if you have more time to give to discussion of the evidence on effective additional provision.

Conclude by recapping on the basic steps in provision mapping, and with a short discussion about when school leadership teams might put together their provision maps and how this might fit with the inclusion coordinator's /EMA coordinator's/SENCO's calendar (**Handout 3.8**).

Handout 3.8

Autumn term	Throughout year	Spring and summer term
<p><b>How well are we doing and how do we compare with similar schools?</b></p> <p>Inclusion coordinator</p> <ul style="list-style-type: none"> <li>Analyse and interpret trends in progress of vulnerable pupils and groups.</li> <li>Working with literacy and mathematics coordinators, review success rate of differentiated curricular targets for lower-attaining children and additional individual targets, e.g. IEPs.</li> <li>Share outcomes of analysis with leadership team, (JLT) and whole staff.</li> <li>Staff - Discuss analysis of pupil progress.</li> </ul> <p><b>What more should we aim to achieve?</b></p> <p>Inclusion coordinator</p> <ul style="list-style-type: none"> <li>Working with literacy and mathematics coordinators, support teachers' annual and end of key stage target setting for individual pupils.</li> <li>Support individual staff to identify targeted pupil progress objectives.</li> <li>Support LT to set school targets from individual targets and school performance data.</li> <li>Staff - Participate in annual and end of key stage target setting.</li> </ul>	<p><b>Take action, monitor and review progress</b></p> <p>Inclusion coordinator</p> <ul style="list-style-type: none"> <li>Working with literacy and mathematics coordinators, support staff in planning curricular targets for children with additional needs, including appropriate differentiation of medium and short-term planning.</li> <li>Monitor progress of vulnerable individuals and groups across year groups towards end-of-year pupil progress objectives and towards end of key stage targets.</li> <li>Coordinate professional development activity to support pupil progress objectives.</li> <li>Monitor the quality and impact of inclusive teaching in classrooms (Wave 1).</li> <li>Monitor the quality of the overall learning environment and conditions for learning in order to ensure that this is inclusive of all children.</li> <li>Monitor the quality and impact of Wave 2 and 3 interventions.</li> <li>Undertake periodic, focused scrutiny of children's work and teachers' planning, along with discussions with children and parents or carers, in order to gather qualitative information on the quality and impact of the school's provision for children with additional needs.</li> </ul>	<p><b>Planning for the next school year</b></p> <p>Inclusion coordinator</p> <ul style="list-style-type: none"> <li>Support LT to audit the projected needs of children in different year groups in the next school year and plan appropriate provision in the light of available budget and evidence on the types of provision that are likely to be most effective.</li> <li>Work with LT to decide priorities for school improvement plan, confirm budget, resources and CPD necessary.</li> <li>Identify the professional development needs of year group teams in relation to the range of needs in their new class groups.</li> </ul> <p><b>End of year review of progress</b></p> <p>Inclusion coordinator</p> <ul style="list-style-type: none"> <li>Review progress towards pupil progress objectives with teachers.</li> <li>Draft annual analysis and review of progress of vulnerable individuals and groups.</li> </ul> <p><b>End of key stage assessment</b></p> <ul style="list-style-type: none"> <li>Advise on appropriate arrangements for end of key stage assessment for children with additional needs.</li> </ul>

Beating bureaucracy

10 minutes

The session now moves into considering some further ways of using provision mapping to improve practice, overviewed in **slide 3.23**.

Slide 3.23

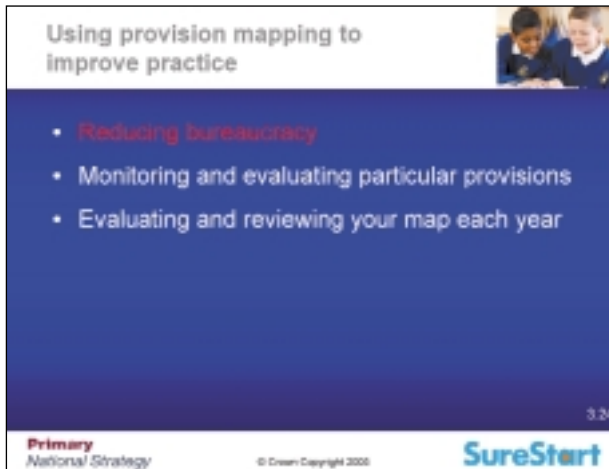
**Using provision mapping to improve practice**

- Reducing bureaucracy
- Monitoring and evaluating particular provisions
- Evaluating and reviewing your map each year

Primary National Strategy © Crown Copyright 2005 SureStart

One of these uses, in the SEN field, is to develop maps as an alternative to writing large numbers of individual education plans for children with relatively common, low-level needs routinely met through group provisions such as Wave 3 literacy or mathematics interventions (**slide 3.24**). More and more schools are using this approach as SEN funding is increasingly delegated so that they do not have to 'prove' a case for additional funding from the LEA through elaborate paperwork.

## Slide 3.24



**Using provision mapping to improve practice**

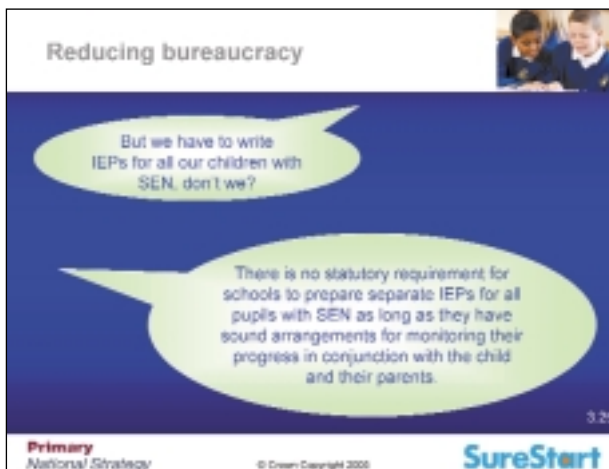
- Reducing bureaucracy
- Monitoring and evaluating particular provisions
- Evaluating and reviewing your map each year

3.24

Primary National Strategy © Crown Copyright 2005 SureStart

Some inclusion coordinators or SENCOs will need reassurance that such a step is consistent with national policy and the SEN Code of Practice (quoted on **slide 3.25**).

## Slide 3.25



**Reducing bureaucracy**

But we have to write IEPs for all our children with SEN, don't we?

There is no statutory requirement for schools to prepare separate IEPs for all pupils with SEN as long as they have sound arrangements for monitoring their progress in conjunction with the child and their parents.

3.25

Primary National Strategy © Crown Copyright 2005 SureStart

You may want also to refer to other recent guidance from the DfES, below.

### Individual Education Plans

It is now government policy that IEPs are only one method by which schools can plan for pupils with SEN. They are not statutory and are merely one way of planning and recording the additional or different provision for a child with SEN and recording outcomes for individual pupils. Where schools have arrangements to plan individually for all pupils and record their progress – as will become more common with personalised learning – then IEPs may be unnecessary. The DfES will be promoting this view in order to cut down unnecessary paperwork and duplication.

You will want to encourage debate about what might be lost if the needs of a child with SEN were to be met through a highlighted provision map rather than an IEP or individual behaviour plan.

The next activity is intended to support such a debate.



### Activity 4

(10 minutes)

Ask participants to work in pairs and highlight on **Handout 3.9** all the provision that one child with SEN (for example, William Burnett) receives. They should then discuss what they think this child's needs are and what a school might want to add to the highlighted provision map in order to fulfil the functions of an IEP. You might want to begin the activity with some discussion about these functions, for example, to set targets, to involve parents and carers, to record provision, to monitor progress and so on.

The task is described on **slide 3.26**.

Slide 3.26

Handout 3.9

Provision	Year 4
Wave 2 mathematics intervention	Springboard mathematics 4 - children to be identified through tracking but ? Jamia, Jelan, Mary, Kaham, Ben
Wave 3 literacy intervention	Contingency for Phonographia™ with children new to the school. Paired Reading programme, organised by inclusion coordinator, involving trained cross-age peer tutors and parents - approx 18 children involved on a rolling programme
Wave 3 mathematics intervention	Teacher and TA use Primary Strategy Wave 3 materials with 4 children William Burnett, Liam, Travis, Sara
ESMA provision	Small group language enrichment/development for children at later stages of learning EAL: Sara, Jamia, Mohammed
Coordination programme	Weekly lunchtime group plus home programme William Burnett, Aidan, Iafe
One-to-one counselling for children with behavioural, emotional and social difficulties	Patrick, Maria
Small group work to develop social, emotional and behavioural skills	Circle of friends for Patrick and Maria
One-to-one mentoring to increase aspirations/engagement with learning	Travis, William Paris, Aston
In-class support	William Burnett, Patrick, Travis, Sara
Other	Lunchtime club for children needing help with social skills/playground interactions William Burnett, Shelby, Jelan, Leroy, Aston One-to-one TA work with child with ASD on social scripts Luke

Take feedback from the activity. Ideas are likely to include:

- the active involvement of the child in setting and reviewing individual targets;
- a record of strategies that might be needed in class to help the child access the curriculum;
- the active involvement of parents or carers.

Explore these ideas with the group, to see if they can come up with alternative ways of meeting these helpful functions. They may, for example, describe existing good practice in their school through which every child sets their own personal targets and reviews them with their teacher. They might suggest ways of using parents' evenings and other

pecially arranged meetings to discuss with parents and carers the provision the child is receiving and (using tracking data, for example) the impact on the child's progress. They may suggest that some additional information might need to be recorded to help the class teacher and additional adults remember useful access strategies and teaching styles for use in class. **Handout 3.10** is an example from one LEA.

Handout 3.10

Handout 3.10 page 1 of 1  
Individual Education Plan

Name C	DoB 9/6/95	Class 3J
School Action	Date of IEP 12th December 2002	Date of review 4th April 2003

Areas of need  
C has needs in the area of literacy and numeracy (Reading - 1c/Writing - 1a/Numbers and the number system - 1c) Handwriting is poorly developed and pencil grip is poor.

Curriculum Differentiation - access strategies and teaching styles  
Consider:

- supplementing print materials with diagrammatic and pictorial material;
- a peer reading buddy;
- extra adult support for reading and scribing;
- provision of personal resource box for mathematics (blocks, clear number line);
- recording using mind-mapping, highlighting, sorting;
- increased access to ICT for recording;
- use of a pencil grip.

Curricular targets	Review/Outcomes
1. C will use her knowledge of phonics to spell and read CVC words.	
2. C will count on and back in 1s and 10s reliably.	
3. C will form the letters b, f, k, p, r, s, v and w clearly.	

Provision - see attached provision map.

© Crown copyright 2005. Leading and coordinating inclusion - Planning effective provision Session 2 DfES 1183-2005 G Primary National Strategy

## Monitoring and evaluating particular provisions 15 minutes

**Slide 3.27** sets the scene for looking at ways in which provision maps can form the basis for monitoring and evaluation of impact.

Slide 3.27

Using provision mapping to improve practice

- Reducing bureaucracy
- **Monitoring and evaluating particular provisions**
- Evaluating and reviewing your map each year

3.27

Primary National Strategy © Crown Copyright 2005 SureStart

Give out **Handout 3.11**, an example of a monitoring proforma used in one school for TAs to record which children have attended a particular group intervention and any brief evidence of progress.

Handout 3.11

**Record of Intervention Programme**

Please tick if the child attended the session and add any evidence of impact on children's progress.

Name of member of staff: \_\_\_\_\_ Name of intervention: \_\_\_\_\_

Session date: \_\_\_\_\_

Name:		Brief evaluation	
John Eboen			

*Handout 3.11 page 1 of 1*

Another school's proforma (**Handout 3.12**) shows how evaluation of impact and assessment for learning can be built into provisions right from the start. The school uses these proformas to help them decide on and record the methods that will be used to evaluate progress over the course of the intervention. **Handout 3.13** shows an example of the subsequent monitoring and evaluation.

Handout 3.12

**Handout 3.12 page 1 of 1**

**Additional provision**

Name of provision:	Social use of language programme
Lead person:	Debbie Lorna
Supported by:	Ails (speech and language therapist)
Start date:	Each term
Length of intervention:	1 term
Frequency:	1 x per week
Target group:	Reception - Year 4
Groupings:	Maximum 6
Named pupils:	
Assessment method:	Teacher rating scales supplied by speech and language therapist, used before and after the intervention

*Handout 3.12 page 1 of 1*

© Crown copyright 2005. Leading and coordinating inclusion - Planning effective provision Session 2. Primary National Strategy. 197

Handout 3.13

**Handout 3.13 page 1 of 1**

**Additional provision**

Name of provision:	Paired reading
Lead person:	SENCO
Supported by:	
Start date:	Each term (from Sept 06)
Length of intervention:	12 weeks
Frequency:	Daily with parent or carer or Year 6 child
Target group:	Years 3 and 4
Groupings:	1:1
Named pupils:	
Assessment method:	Macmillan Individual Reading Analysis before and after the intervention

*Handout 3.13 page 1 of 1*

© Crown copyright 2005. Leading and coordinating inclusion - Planning effective provision Session 2. Primary National Strategy. 199

Emphasise here the importance of involving parents or carers and children in evaluating provision. Their views will provide essential qualitative information to complement quantitative information about actual progress.

The next activity invites participants to consider a range of methods for assessing children's progress.



### Activity 5

(10 minutes)

Ask participants to work in pairs using **Handout 3.14**. They should highlight the assessment tools on the handout as indicated on **slide 3.28**.

Handout 3.14

Handout 3.14 page 1 of 1  
Tools which can be used to assess the impact of interventions


Attainment	English as an additional language
OCA optional tests for Years 4 and 5 Teacher – assessed NC sub-levels (Note: expected points: gain at least 3 points per year where W = 3 points, 1c = 7, 1b = 9, 1a = 11, 2c = 13, 2b = 15, 2a = 17, 3 = 20)	A Language in Common (LCA)
Communication and interaction	Behaviour, emotional and social development
Renfrew language scales (Windsor) Teaching Talking (NFER Nelson) Living Language (NFER Nelson) The AFASIC Language Checklists (LDA)	The Boxall profile (AWCEBD) Goodman's strengths and difficulties questionnaire www.sdqinfo.com Emotional literacy assessment and intervention (NFER Nelson)
Cognition and learning	
Literacy	Mathematics
Placement and progress check tools for NLS Wave 2 interventions: Early Literacy Support Additional Literacy Support: Further Literacy Support Criterion referenced assessments taken from Playing with sounds: a supplement to Progression in Phonics (DES (2080-2004)) An Observational Survey of Early Literacy Achievement: 5-7 years (M. Clay, Homecraft)	Tracking charts for AWS Wave 3 mathematics intervention Materials from NMC: Using assess and review lessons: probing questions linked to key objectives Reception to Year 6, sample assess and review lessons Basic Number Diagnostic Test: 5-9 years (Hodder & Stoughton) Early Mathematics Diagnostic Kit: 4-8 years (NFER Nelson) Staffordshire Mathematics Test: 7-8 years (NFER Nelson) Target Mathematics Test 4 + 5: 8-13 years (Hodder & Stoughton)
Reading	Spelling
Individual Reading Analysis: 5-11 years (NFER Nelson) New Reading Analysis: 6-13 yrs (NFER Nelson) Nucleus Analysis of Reading Ability: 6-13 years (NFER Nelson)	Single Word Spelling Test: 6-14 years (NFER Nelson) British Spelling Test Series: 5 years – adult (NFER Nelson)

© Crown copyright 2005  
DES 1183-2005 G

Leading and coordinating inclusion – Planning effective provision Session 2  
Primary National Strategy

Slide 3.28

Activity



Work in pairs, highlighting the handout of tools for monitoring progress in:

**Red:** Not likely to be useful in our context.

**Amber:** I'd like to know more.

**Green:** We use this tool or could definitely use it in the future.

3.28

Primary National Strategy © Crown Copyright 2005 SureStart

Take feedback on tools marked as amber by a number of participants. This will help you to decide what further information or support you may need to provide as follow-up to the session.

You could conclude this part of the session, if you wish, with an optional activity on reviewing and evaluating a provision map each year. Alternatively, you may want to give more time to the discussion of the different types of provision map which follows.



### Optional activity 6

(15 minutes)

Ask participants to work first in pairs. The task (**slides 3.29 and 3.30**) is to generate a list of questions they would want to ask themselves when evaluating and reviewing one year's provision map in preparation for constructing the next. After 5 minutes they should join another pair and work together to agree a joint list. Give out **Handout 3.15** so that they can complete the task.



## Handout 3.15

Handout 3.15 page 1 of 1

What does our data tell us about the impact of each type of provision within our provision map?

What are the views of children or parents and carers or staff on the effectiveness of the provisions we have made?

Are there any provisions in our map which could be incorporated into quality first inclusive teaching by the relevant year group team, so they are no longer seen as additional?

What have we learned this year about types of effective provision that are new to us – from other schools, from the LEA, from sources such as national conferences, websites or reading? Would any of these be useful in our context?

What does our audit of children's needs for next year tell us? How well does our current provision map match those needs? What changes will we need to make?

© Crown copyright 2005  
DES 0000-2005 G Leading and coordinating inclusion – Planning effective provision Session 2  
Primary National Strategy 2005

## Slide 3.29

Using provision mapping to improve practice

- Reducing bureaucracy
- Monitoring and evaluating particular provisions
- **Evaluating and reviewing your map each year**

3.29

Primary National Strategy © Crown Copyright 2005 SureStart

## Slide 3.30

Activity

In pairs: Come up with a list of prompts or questions to ask yourself when reviewing your provision map.

In squares (two pairs): Agree a shared list.

Compare with handout and cross out on the handout any questions you have on your list.

3.30

Primary National Strategy © Crown Copyright 2005 SureStart

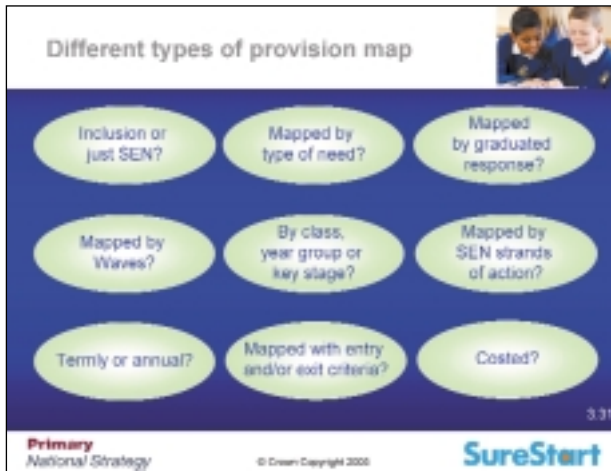
## Different types of provision map

15 minutes

Point out to the group that while so far they have looked at only one format for a provision map, schools trialling provision mapping have devised and used a number of different approaches to meet needs in their own unique context.

**Slide 3.31** describes some of the decisions a school needs to make when deciding what approach or format to use.

## Slide 3.31



You may want to select some of these and illustrate them with examples, drawing on those to be found in the School Examples section of the CD-ROM, or your own local examples. Participants could be asked to highlight advantages and disadvantages of the various formats, in the following activity.



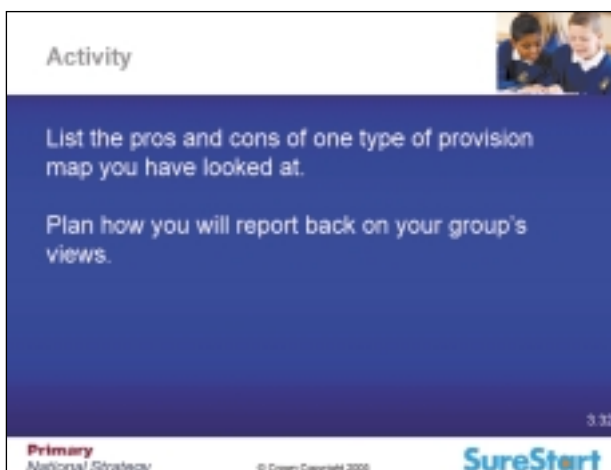
## Activity 7

(10 minutes)

Ask participants, working in small groups, to list the pros and cons of the example(s) you have given them to look at (**slide 3.32**).

You might choose to use a number of different examples, giving one type to each group. Alternatively, all groups could look at one particular type.

## Slide 3.32



When taking feedback, it may be important to highlight the advantages of mapping for all types of need rather than solely for SEN (**example 1** in the school examples). Mapping for all types of need helps to secure the efficient deployment of staff and allows for an overview, for any one child, of the range of provisions they access over time, so as to avoid duplication or repetition.

Mapping by type of special educational need (**example 2**) may fit with school philosophies which focus on individual children's impairments, but may not reflect the very different provision that children with the same pupil-level annual schools' census (PLASC) type of SEN may require.

Mapping by 'Wave' (**examples 2 and 3**) encourage staff to focus on quality inclusive first teaching as well as on additional provision. It can provide (**example 4**) a neat and helpful way of recording, over time, the provision a child has accessed, by colouring in the relevant segments of the chart. It may not, on its own, be sufficient to plan provision at whole-school level.

Mapping by graduated response (**example 5**) mirrors the SEN Code of Practice but may not add anything to strategic planning, which needs to focus largely on the school's responsibility for meeting needs from its own resources. Similar issues arise in relation to mapping by SEN Toolkit headings (**example 6**), which although encouraging thinking about assessment and appropriate groupings may produce a map more complex than is actually necessary to do the job of supporting whole-school planning for additional adult support.

Mapping by year group (**examples 6 and 10–12**) may be helpful in larger schools, providing clear information to the year group team, while in smaller schools or schools with relatively few children with additional needs, mapping by key stage (**example 2**) may be all that is needed.

Participants may well see term-by-term maps (**examples 7 and 8**) as an essential development to move towards, once their basic map is in place. Such models encourage schools to plan time-limited **interventions** over a period of one or two terms, rather than all-year round **support** for children – to plan provision for individual children that is 'an intervention, not a lifestyle'. You may want to highlight research which shows the impact of short, focused interventions (for example, the research reviews *What works for children with literacy difficulties* (DfES research report 380) and *What works for children with mathematical difficulties* (DfES research report 554) to support this point.

Participants are likely also to quickly see the advantages of provision maps that set out entry and exit criteria for particular interventions (**example 9**). These can provide the inclusion coordinator, EMA coordinator or SENCO with a management tool that enables them quickly to match provision to need in a transparent way based on clear prioritisation.

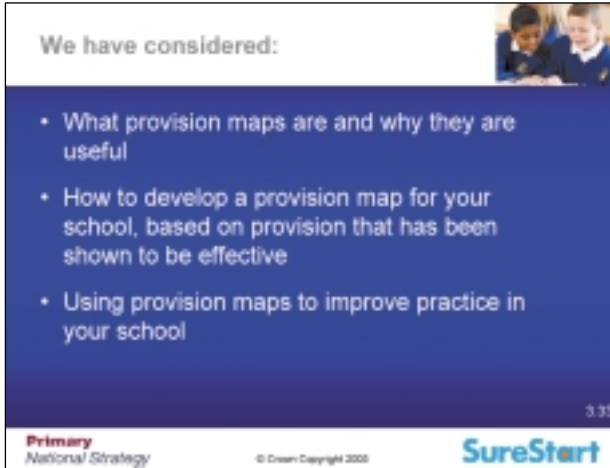
Finally, you could if you wish explore the advantages and disadvantages of provision maps that are costed (**examples 10–12**). Further ideas to help you talk coordinators through the costing process can be found in the book *SEN and school improvement: practical strategies for raising standards*, by Jean Gross and Angela White (David Fulton, 2003).

## Conclusion

10 minutes

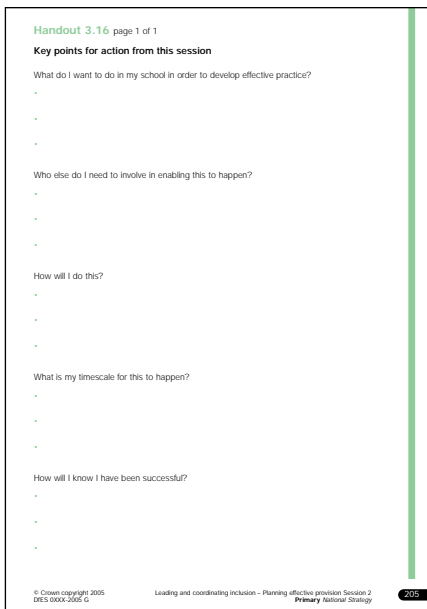
Summarise the key points of the session, using **slide 3.33**.

Slide **3.33**



Suggest that participants might want to record key points for their own action on **Handout 3.16**.

Handout **3.16**



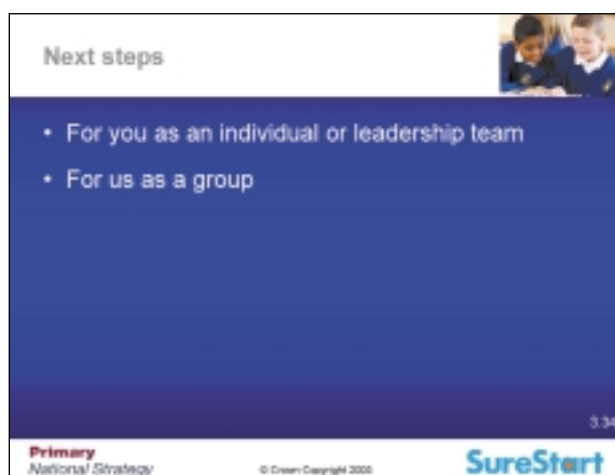
A set of briefing slides for a staff meeting is available for them to use (you will find these on the CD-ROM if required).

**Slide 3.34** invites a concluding discussion on steps the group as a whole might want to take to follow up the session. They might, for example, want to try out provision mapping in their own school and return to discuss the issues that arise. They might want

to continue to work together in smaller networks or clusters. They might want support from coordinators who have already trialled the process, or from LEA services. They might want more information about particular types of provision, or the opportunity to follow up research or information using the website links provided on the CD-ROM.

Whatever focus is chosen, it is important that it comes from the group itself and involves opportunities for peer support, coaching and collective follow-up.

Slide 3.34



Next steps

- For you as an individual or leadership team
- For us as a group

3.34

Primary National Strategy © Crown Copyright 2005 SureStart

The slide features a blue gradient background. In the top right corner, there is a small inset photograph of two young boys in school uniforms looking at a book together. The text 'Next steps' is positioned at the top left. Below it, two bullet points are listed. The slide number '3.34' is in the bottom right corner. At the very bottom, there are logos for 'Primary National Strategy', '© Crown Copyright 2005', and 'SureStart'.

