



# **SEND Individual Provision Map Form SEN02 May 2015**

This document will be reviewed annually by SENDAR during July/August, and we welcome your thoughts on how it could be improved. Please email feedback to [senfeedback@warwickshire.gov.uk](mailto:senfeedback@warwickshire.gov.uk) at any time.

Warwickshire EHC application (School age) SEN02  
Available at [www.warwickshire.gov.uk/sendocs](http://www.warwickshire.gov.uk/sendocs)

## How to complete this form

This form must be completed and submitted electronically.

1. Have to hand the Warwickshire SEN Provision Matrix (SEN01).
2. Gather together all the relevant paperwork you have about the child or young person, including copies of Individual Education Plans or relevant Provision Maps, reports of specialists (such as a Specialist Teacher, Speech and Language Therapist, Educational Psychologist) about the child or young person, their attendance record, and the school SEN information report. Label these as Appendix 1, 2, 3 etc.
3. Complete Element 1 (pages 4 to 6) by typing 'yes' in the appropriate boxes. There is space in the second column to add further detail or clarification **if you think this is necessary**.
4. Complete Elements 2 and 3 by reading through the Provision Matrix from page 5 onwards and describing what you have done in terms of these categories (see worked examples). We would generally expect much of the support from Element 2, but only one of the four sections from Element 3, to be relevant to any one pupil.
5. As you become more familiar with the form, it should not be necessary to repeat the same information in different Elements. You need to decide whether the support you are giving is most appropriately described as Element 1, Element 2 or Element 3.

It is expected that most schools will complete this form together with the Specialist Teacher or Educational Psychologist working in their school. Further queries can be raised with your SENDAR officer.

## Your Information

Form Completed by	
Job Title	
School / Setting	
Email Address	
School website (at which policies can be accessed)	
Telephone number	

## Pupil Information

Pupil Name	
UPN	
Date of Birth	
Gender	
National Curriculum Year	
Brief description of SEN	

### **Element 1: Universal Provision**

Which aspects of Universal Provision has this child or young person experienced during the last 2 years? Please feel free to record anything outside this timeframe if it seems important.

In the first column, please type 'yes' or leave the box blank; in the second column please only add further clarification, or refer to evidence provided, if it is particularly relevant to this pupil. It will not necessarily disadvantage your application if you cannot answer yes to every item.

Element 1: Universal Provision		Yes?	Comments/Appendix number of evidence (if relevant)
	Teaching and Learning		
	1.1 A culture that values and supports the learning and wellbeing of all learners (called an “inclusive school ethos”).		
	1.2 A positive classroom climate in which learners generally receive more praise than correction, and are given specific praise for appropriate behaviour as well as for academic work.		
	1.3 Routines that promote emotional wellbeing, for example staff routinely ‘meeting and greeting’ all learners on entry to the classroom.		
	1.4 Ongoing monitoring of their progress using assessments related to the curriculum, with additional standardized and/or diagnostic tests when needed.		
	1.5 Short periods of specific extra support to help fill gaps in their learning, for example by following one-off, structured programmes which have been shown to be effective.		
	1.6 Regular access to practical, hands-on activities in the classroom to help them learn.		
	1.7 Activities, materials, and communication which take into account their individual needs and interests (this is called “differentiated teaching”). Classroom arrangements which ensure they have enough time to complete work.		
	1.8 Regular daily routines, and clearly-taught ways of doing things (these are called “routines for transitions”), for example learners are taught how they are expected to get changed for PE, come into school in the morning, or go to lunch.		
	Physical Environment		

1.9 Classroom layout and surroundings which take into account the needs of learners with SEND, for example seating arrangements, organization and labelling of teaching materials, consistent and meaningful use of a timetable that includes pictures (for the class in primary school; for the individual learner in secondary school).		
1.10 Active, meaningful use of extra supports for learning in the classroom, for example laptop computers, Widgit symbols <sup>1</sup> .		
1.11 Access to named quiet areas in school and playground.		
Staffing		
1.12 School staff who have ongoing training in meeting the needs of learners with the most frequently-occurring Special Educational Needs and Disabilities, for example difficulties with communication and interaction, literacy, or sensory processing.		
1.13 One-off assessment by an external specialist, if needed, for example Specialist Teacher, Educational Psychologist, Speech and Language Therapist.		
1.14 Targeted and planned support from Teaching Assistants in the classroom when needed.		
1.15 Time set aside for Teaching Assistants and Teachers to plan and review learners' needs together.		
1.16 Trained staff available to support learners at break times and lunch times.		
1.17 Support for basic eating, medical or personal care tasks, for example assisting with toileting.		
Systems		
1.18 A Special Educational Needs Coordinator (SENCO) who is a qualified teacher and has completed the National SENCO qualification or worked as a SENCO for at least 12 months before 1 <sup>st</sup> September 2009 <sup>2</sup> .		
1.19 Regular communication between staff and parents.		
1.20 An effective school behaviour policy, including clear systems for giving rewards and sanctions, which are used in the same way by all staff.		

1.21 A well-planned and structured PSHE (Personal, Social and Health Education) curriculum which is stimulating and effectively delivered <sup>3</sup> .		
1.22 An effective approach to managing conflict, for example Restorative Justice <sup>4</sup> .		
1.23 Regular anti-bullying activities across the whole school which mean that learners feel confident in reporting incidents.		
1.24 Effective communication between adults during the school day, for example between office staff, classroom staff, and lunchtime supervisors.		
1.25 Systems for learners to support each other, for which they are given appropriate training and ongoing adult support, for example playground buddies, 'bully buster' playground support, or peer mentoring.		
1.26 Opportunities to take on responsibilities in school, for example as school council representatives, prefects, or classroom monitors.		
1.27 Adaptations to transport for school trips and visits.		
1.28 Arrangements for administering medicines, for example inhalers.		
1.29 School policies and reports which are up to date, openly available on the school website, and which meet all current national requirements, for example Safeguarding, Intimate Care needs, Behaviour, Anti Bullying, Health and Safety including manual handling, SEN information report.		(You do not need to attach these, but they must be accessible to view on your website.)
1.30 Systems for monitoring and reporting concerns about learners' health, safety and wellbeing.		
1.31 Full records of attendance, internal and external exclusions.		
1.32 Access to extended school provision, for example breakfast club, homework club, lunchtime clubs.		

## Element 2: Targeted Provision

To complete this element, please refer to sections 2.1 to 2.27 (pages 5 to 7) of the Warwickshire SEND Provision Matrix (School age) (SEN01).

What provision, that is additional to and different from Universal Provision, has this child or young person needed during the last 2 years?

Feel free to record provision from longer ago if that seems important. Please insert extra rows as necessary.

Element 2: Targeted Provision	Section number (from Matrix)	What did you do?	How often, and for how long? Give dates.	Evidence attached (include Appendix number)	What was the outcome?	What did you do next?	Outside agency involvement (name, role)	Cost (if relevant)
	<i>EXAMPLES: 2.3</i>	<i>Social Skills Group</i>	<i>30 mins weekly, 5 out of 6 weeks during spring term 2015</i>	<i>Planning sheets attached as Appendix 3</i>	<i>No improve- ments seen.</i>	<i>Requested advice from IDS Autism team.</i>	<i>Run by EIS Specialist Teacher Clare Viney.</i>	<i>£180</i>
	<i>2.7</i>	<i>Following risk assessment, moved front door exit button higher on wall so X cannot let himself out of school front door.</i>	<i>January 2015</i>	<i>Receipt from builder. Appendix 8.</i>	<i>X now safely contained in school building during lesson times.</i>	<i>n/a</i>	<i>EP X advised risk assessment in planning meeting 07/09/14.</i>	<i>£350</i>
	<i>2.10</i>	<i>Class teacher and teaching</i>	<i>1 day 11/10/14</i>	<i>n/a</i>	<i>Use of simplified</i>	<i>Continued to use</i>	<i>Training delivered by</i>	<i>£200</i>



	<i>assistant attended training in meeting the needs of pupils with ASD</i>			<i>language; tasks presented as 'now and next' increased X's ability to complete adult-directed work.</i>	<i>strategies</i>	<i>Sylvia Zair, IDS Autism Team.</i>	
Teaching and learning							
Physical Environment							
Staffing							

	Systems						

### Element 3: Higher Needs Provision

To complete this element, please refer to sections 3.1 to 3.57 of the SEND Provision Matrix (pages 8 to 13).

What provision, additional to and different from Targeted Provision, has this child or young person needed over the last 2 years? Feel free to record provision from longer ago if that seems important. Please insert extra rows as necessary.

Element 3: Higher Needs Provision	Section number (from Matrix)	What did you do?	How often, and for how long? Give dates.	Evidence attached (include Appendix number)	What was the outcome?	What did you do next?	Outside agency involvement (name, role, dates?)	Cost (if relevant)
	<i>EXAMPLES: 3.23</i>	<i>1:1 full time support from learning mentor to model and praise appropriate behaviour, and to support X's relationships with other children.</i>	<i>Full time support in place since September 2015 (previous part time support reported under element 2).</i>	<i>Behaviour plan Appendix 5.  June 2014 EP report Appendix 7.</i>	<i>X displays much reduced anxiety, and is able to stay in the classroom for longer. His attendance has improved.</i>	<i>Support planned to continue for this academic year but opportunities will gradually be sought for X to get more independence.</i>	<i>Educational Psychologist Mel Shirley was involved in Sept 2013 and June 2014 and recommended 1:1 support.</i>	<i>£10,282.50 per year</i>
	3.36	Learning mentor meets mum every morning.	Daily Since January 2015.	IEP. Appendix 15.	X comes into school more easily and attendance improved.	Ongoing	n/a	Included elsewhere under 'staffing' section
	Teaching and learning							

Physical Environment							
Staffing							
Systems							