Provision Map case study: Little Fishes pre-school, Brackley

The Provision map was a useful tool to evidence interventions and their impact, measure progress, measure effectiveness against spending of notional SEN.

The setting had a very basic provision map before the group began but its purpose was financial only - to evidence spend of notional SEN rather than measure effectiveness of interventions and progress.

The setting Provision map takes the form of a spreadsheet – Sheet 1 summarises the information for all the children are receiving support and behind it sits individual spreadsheets for each child in the group. Children included were any that needed any strategies that were different from or additional to a ‘typical’ child – these included SEN, EAL, EYPP, 2YR funded children.

The spreadsheet includes criteria such as age, number of sessions attended, absence rate, SEN focus, costings split by additional resources, report writing, review meetings and supporting outside professionals. The costings are added into each child’s spreadsheet by time spent in meetings/report writing/supporting professionals and at what hourly rate of pay to take account of different pay levels of practitioners. It also uses a colour coded traffic light system to identify the effectiveness of the interventions that links directly through to our individualised tracking and assess plan do review process. The spreadsheet is updated every six weeks (termly). This is a fairly quick process but requires input from all key workers to record time spent carrying out interventions/strategies with their key child, which means that the whole team needed to be ‘on board’. The only negative was that this added to staff workloads and that some costing were difficult to calculate as they fell ‘in the mix’ of the day. However it did provide a good system to monitor that interventions were being carried out by key workers and provided quality documented evidence.

The colour coded traffic light system was a very visual and effective way to map the effectiveness of interventions. Impact was measured by assessing whether the intervention had enabled the child to make the expected/intended progress between the starting point of a target being set and the end point at review – met (green)/partially met (amber)/not met (red). Impact was measured in context of the child’s abilities and therefore progress differed from child to child depending on their level of need – very small incremental steps for some, larger steps for others. Positive impact was not measured by the child moving up/between development age bands in all cases. At no stage did financial costing affect decisions to put interventions in place – a potential danger of provision mapping would be if costings were to influence whether strategies were put in place where progress is incremental.
The provision mapping tool was also beneficial as it highlighted interventions that were not working and needed adapting/reviewing to support the individual child to make progress and to help identify effective use of practitioner time. In some cases amber or red coded impacts were the outcome of lack of access due to non attendance rather than the quality of the intervention, therefore including the % attendance in the spreadsheet was key to reflect this.

In conclusion, for our setting, the Provision Map was well worth the time invested to as it provided a tool to monitor and measure the effectiveness and impact of interventions put in place to support children at the setting that needed support additional to or different from, to ensure that every child is making progress to reach their potential. It enabled us to identify and reflect on strategies that were not effective to make improvements and provided quality documented evidence to demonstrate we were planning for and supporting additional needs. From a financial perspective it allowed us to document our SEN spend, helpful for Higher Needs SEN applications and helped the committee budget for additional associated staff costings/time to carry our report writing and interventions.