

# Nottingham City Schools

## Provision maps for pupils with Special Educational Needs (SEN)

**September 2014**

# Introduction

The 2014 Special Educational Needs and Disability (SEND) Code of Practice requires Local Authorities (LAs) to publish a local offer, setting out in one place information about the provision they expect to be available for children and young people in their area who have SEND. This includes special educational provision within mainstream schools. Schools must co-operate with the LA in the publication of the local offer and have a legal duty to publish information on their websites about the implementation of their SEND policy.

The Nottingham City Schools Provision Maps have been drawn up in consultation with schools, representatives from health and social care, the voluntary sector and parents' representatives. Based on recognised national good practice, the maps provide a framework for provision in schools across the city to meet the needs of pupils with SEND. The framework is published as part of the local offer and identifies interventions that it is reasonable for schools to provide. **The range of interventions is not exhaustive. Nor is it expected that all schools will provide all interventions included on the maps. School provision will vary year on year to reflect the changing needs of the pupils.**

The Code of Practice makes clear that provision for children and young people with SEND is a matter for the school as a whole. Every school will undertake a continuous cycle of planning, teaching and assessing, which takes account of the wide range of abilities, aptitudes and interests which is a feature of every group of children and young people. The majority of children and young people will learn and make progress within these arrangements. The Code of Practice also expects intervention for pupils with SEN Support to be **additional to** or **different from** the differentiated curriculum provision, which is made for all children and young people.

These Provision Maps outline the action schools should be taking at a universal level and the provision which is **additional to** or **different from** that which is available for all children and young people. Provision made at a universal level, high quality teaching differentiated for individual pupils, will be funded from element 1 of a school budget. Tailored intervention support programmes may be provided through element 2 funding. For a small number of pupils with the most significant needs additional support may be funded through element 3, targeted high level needs funding. (See table below)

School's Funding for Additional Needs from April 2013		
Element 1	Element 2	Element 3
Base funding – amount allocated to schools per head (in the region of £4k)	Notional SEN budget - formula funded based on prior attainment, not allocated to specific pupils (notionally to meet the additional needs of pupils up to about £6k on top of Element 1)	Targeted support for named pupils from funding held by the LA, to cover costs of support in excess of £10k (Element 1 plus Element 2)

The Provision Maps also indicate what specialist support is available for schools to complement and enhance their work with children and young people with special educational needs and disabilities.

## List of abbreviations used

<b>SEND</b>	Special educational needs and disabilities
<b>SLCN</b>	Speech, language and communication needs
<b>ASD</b>	Autistic spectrum disorders
<b>SPLD</b>	Specific learning difficulties
<b>MLD</b>	Moderate learning difficulties
<b>SLD</b>	Severe learning difficulties
<b>PMLD</b>	Profound and multiple learning difficulties
<b>SEMH</b>	Social, Emotional and Mental Health difficulties
<b>VI</b>	Visual impairment
<b>PD</b>	Physical disabilities
<b>SENCO</b>	Special educational needs co-ordinator
<b>SaLT</b>	Speech and Language Therapy/Therapist

# The Provision Map

The provision maps are set out under four areas of need. Within the areas of need there may be multiple maps for subdivisions of need.

<p style="text-align: center;"><u>Cognition and Learning</u></p> <ul style="list-style-type: none"> <li>• <b>Moderate/Severe/Profound and Multiple Learning Difficulties</b></li> <li>• <b>Specific Learning Difficulties</b></li> </ul>	<p style="text-align: center;"><u>Communication and Interaction Needs</u></p> <ul style="list-style-type: none"> <li>• <b>Speech, language and communication needs</b></li> <li>• <b>Autistic Spectrum Disorders</b></li> </ul>
<p style="text-align: center;"><u>Social, Emotional and Mental Health</u></p>	<p style="text-align: center;"><u>Sensory and Physical Needs</u></p> <ul style="list-style-type: none"> <li>• <b>Physical Disabilities</b></li> <li>• <b>Sensory Needs:</b> <ul style="list-style-type: none"> <li>◊ <b>Visual Impairment</b></li> <li>◊ <b>Deafness</b></li> </ul> </li> </ul>

Children and young people with medical needs should not be recorded as having special SEND, unless they have associated learning needs. However, schools should follow the guidance provided in the document Supporting Pupils at School with Medical Conditions (DfE 2014). This provides advice for schools on developing policies for the management and administration of pupils' medicines and putting in place systems for supporting individual pupils with medical needs. Schools can also seek advice and support from Nottingham City's Hospital and Home Education Learning Centre.

Children and young people will not necessarily fit neatly into any one area of need. When considering the needs of an individual, schools will often need to consult maps for more than one area of need.

**It would be inappropriate for any single child or young person to be in receipt of all of the strategies/interventions listed in the maps. Some strategies/interventions might be inappropriate for some children and young people. Careful assessment of the individual needs of the child or young person will identify the most appropriate menu of strategies/interventions to be used at any one moment in time.**

The Provision Maps are not divided into different phases, many strategies and approaches will be relevant to all phases if presented in an age-appropriate manner.

Within this document the term 'SENCO' is used to indicate the member of staff with responsibility for the management and co-ordination of SEND. In some schools this may be the inclusion co-ordinator or another title.

The Provision Maps suggest that all schools are aware of guidance and support which is available for staff from organisations specialising in various areas of need. Schools and SENCOs will need to be familiar with information and support available through the LA Local Offer.