

PROVISION MAPPING/MANAGEMENT FOR INCLUSION

GUIDANCE MATERIALS



**Leading education
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Institute of Education
University of London



INTRODUCTION

SENJIT's work in the area of provision mapping/management began early in 2002, shortly after the publication of the *Special Educational Needs Code of Practice*. Our starting point was a one day course entitled, *Additional to and Different From*. We were joined in the afternoon by Jean Gross who gave a presentation on Provision Maps. Since that initial day we have not looked back as school and LEA interest in the use of Provision Management has increased.

SENJIT now provides one day courses for schools as an introduction to Provision Management, follow-up courses entitled, *Next Steps in Provision Management* and has worked with a number of partner LEAs to introduce Provision Management and to support LEAs in running pilot projects with groups of primary and secondary schools who are interested in developing Provision Management. SENJIT also runs a Provision Management, LEA Support Group, which provides networking and information sharing for LEA personnel who are leading Provision Management Developments within their own authorities.

SENJIT has also worked in partnership with the SEN London Regional Partnership Project in the area of Provision Mapping/Management.

SENJIT's starting point for this work was in the area of special educational needs, and in particular looking to develop a tool which would allow schools to clearly account for how they allocated their additional resources *to and amongst* pupils with special educational needs. Schools who worked with us very quickly decided that Provision Management was a tool that could be used for inclusive practice rather than just special educational needs.

These guidance materials are designed as a stand alone resource for any school or LEA who wishes to introduce Provision Management and they are based upon over three years development work in schools and LEAs.

Provision Management is a strategic management tool and one of the key lessons from our development work has been that it is crucial that schools adapt and modify the approach to suit their particular school context.

I would like to thank all the schools and LEAs who have worked with us and have taken up the challenge of changing traditional approaches to planning additional to and different from provision for individuals and groups of pupils in order to improve pupil progress and achievement. Their enthusiasm, hard work and innovative ideas have kept us going and have directly contributed to these guidance materials.

I would also like to thank Jean Gross for getting us started and for her continuing support and advice.

Mary Hrekow

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Why do we need provision management?

The new statutory framework for inclusion places clear responsibilities on schools and LEAs to monitor, evaluate and plan the development of educational provision for diverse needs, increase access for disadvantaged groups, secure the entitlement of all pupils and raise achievement and standards.

The OFSTED Framework for the inspection of schools focuses more clearly upon a school's capacity to self-evaluate in relation to both pupil-level outcomes and to the factors that contribute to these outcomes.

Within this context provision management offers a powerful strategic management approach.

1. What is provision management?

Provision management is a strategic management approach which provides an 'at a glance' way of showing all the provision that the school makes which is *additional to* and *different from* the school's differentiated curriculum offer.

The additional to and different from provision is provided for identified groups of pupils within the school. These groups might include:

- pupils with special educational needs and disabilities;
- pupils for whom English as an additional language;
- young people in public care;
- traveller pupils;
- refugee and asylum seeker pupils;
- minority ethnic and faith groups;
- pupils with medical needs;
- young carers;
- pupils from families under stress;
- pupils who are at risk of disaffection and exclusion;
- pupils from different gender groups.

Provision management is both a means of accounting for *additional to* and *different from* provision, evaluating effectiveness in terms of pupils' outcomes and an approach, which supports inclusive practice.

2. What are the benefits?

Provision management will allow a school to produce an inclusive education provision map, which will enable those with defined responsibilities in schools, other settings and the LEA, to:

- Meet the statutory reporting and accountability requirements within the *Education (Special Educational Needs) (Information) (England) Regulations 1999* and the *Special Educational Needs (Provision of Information by Local Education Authorities) (England) Regulations 2001* and *Section 14(2) of the SEN and Disability Act 2001*.
- Demonstrate to external evaluators (e.g. OFSTED, Audit Commission, LA Monitoring Officers) a real commitment to inclusive principles and a realistic approach to securing Best Value from available resources.
- Balance competing demands from within the statutory inclusion and standards frameworks and ensure there is a clear rationale and evidence base for the 'reasonable steps' that are planned and taken by the school to improve both access to, and the quality of, educational provision for all.
- Audit the needs of pupils and plan systematically how best to use the school's resources to meet those needs.
- Plan both the staffing and the skills that will be required to meet the needs of pupils.
- Ensure a closer match between the mapped continuum of provision and the assessed continuum of needs at school/setting, local area and LEA level.
- Facilitate the sharing of best practice between schools/other settings and develop a common language for thinking about factors that contribute to pupil level outcomes.
- Reduce bureaucracy at all levels in the local system, as part of a strategy for reducing the need for traditional style IEPs.
- Ensure that parents/carers and others in the local community are better informed about what is available within local educational settings and how it may be accessed.
- Help to ensure the entitlement and improve pupil-level outcomes for all learners at risk of underachieving by ensuring that a range of effective universal strategies and targeted/special interventions is generally available and regularly evaluated.

4. The Process

The initial gathering of the information that is needed to produce an inclusive education provision map does require a significant investment of time and energy for the first year only. However, schools that have already produced a provision map report that:

- The process itself is worthwhile, since it helps to raise awareness of what is available and how much is already being done in the school/setting to provide for diverse needs.
- Once produced, the map only requires minimal adjustment as changes/developments occur.
- Provision management helps staff to do a better job for pupils and their families by keeping a range of strategies clearly in mind and focusing attention on solutions rather than problems.

When considering the introduction of Provision Management, the following questions need to be considered:

- Who will we involve in drawing up the provision map?

Inclusion is a whole school issue and it is essential that the introduction of Provision Management should be a whole staff development. Members of the leadership or inclusion team should be fully involved in the strategic planning. It is important that one person takes responsibility for leading the development.

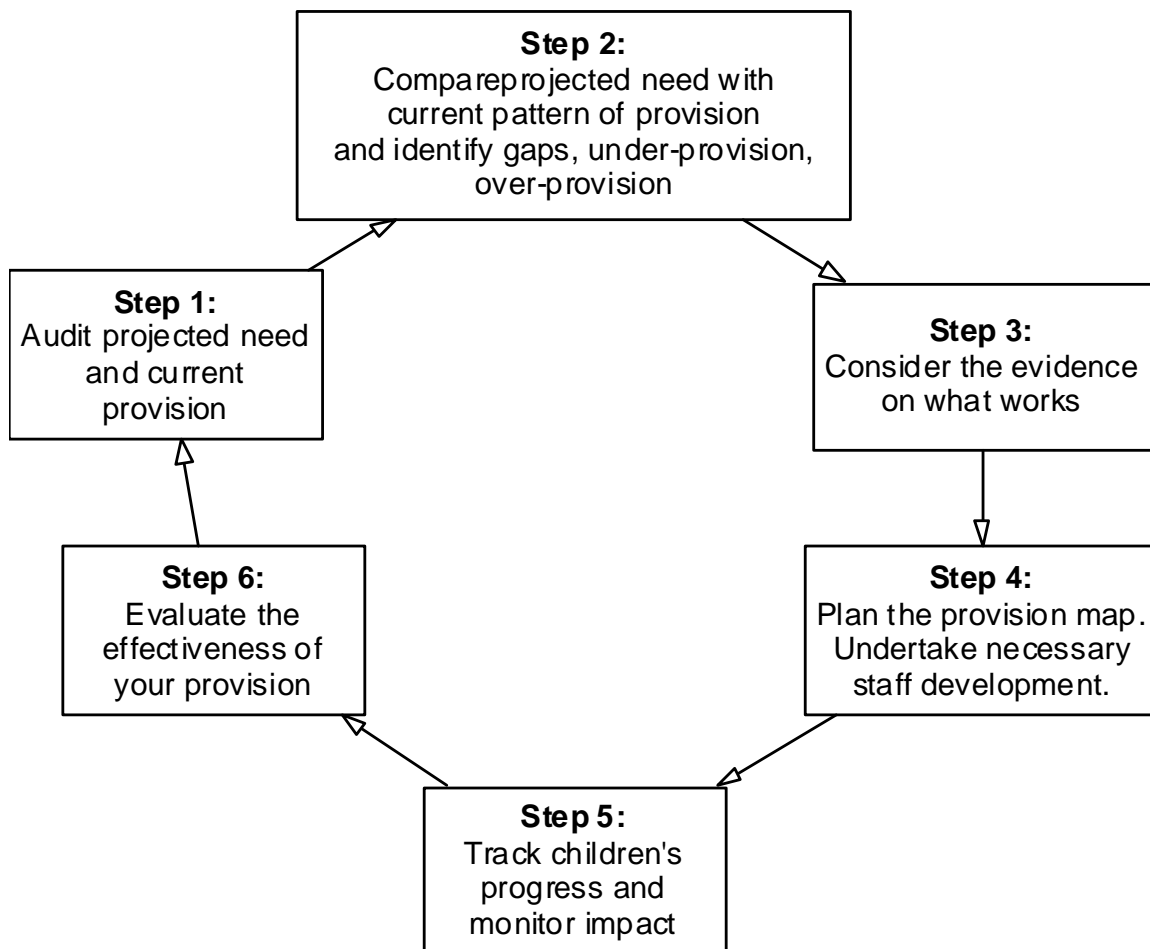
- What information will we need?

You will need to 'capture' all the current *additional to* and *different provision* across the whole school. You will also need to collect information on all pupils who have additional needs. This information will be available within the school in the form of PLASC information, SEN and Disability Profiles, EAL records and pupil progress data.

5. Steps to a provision map

The experiences of schools and LEAs who have been involved in Provision Management suggests there are seven distinct steps involved in developing an initial provision map.

The six steps are:



Step 1 – Audit Projected Need

The purpose of the audit of projected need is to show how many pupils you have in each year group who need additional interventions. These are likely to be in the areas of language, literacy, mathematics, motor skills and social and emotional learning.

1. Schools collect a range of data relating to the progress of all pupils. These data sources will help to identify pupils who are not making adequate progress. . In addition, other sources of information such as PLASC information, the SEN profile, the EAL profile and the Gifted and Talented profile. The focus of this audit is not just to identify who has additional needs but to be much clearer about what type of provision they will need to address their needs. One of the major outcomes of the introduction of Provision Management in recent years has been the extension of the range of provision that schools are providing. Early provision maps often demonstrated lots of literacy provision but very little provision for numeracy, language and the development of social, emotional and behavioural skills.

2. Use a *must/could/should* chart.

Many schools complement their data analysis with a *must, could, should* chart. For each year group class teams complete a *must/could/should* chart to map the projected needs in each year group for the school year. Using a range of information from parents/carers, achievement and progress data and a range of other assessment evidence, a list is compiled of all known pupils who would benefit from additional provision and the type of provision they might require.

In the *must* rows of the grid the names of pupils are recorded for whom specific types of provision are either statutory or clearly essential: for example, children with a statement of SEN or at School Action Plus, children at an early stage of English language acquisition. Place ticks against the name in each relevant type of provision column.

In the *should* row the names of pupils are recorded who have the next highest call on available provision, either because of the severity of their needs and the impact of those needs on their own progress or that of other learners. These are likely to include children at School Action. Assessment information, including, for example, that from detailed tracking of pupil progress, EAL assessments and SEN/PLASC information, should be used to show the type of provision each child might require.

The *could* row is for pupils for whom the school would like to make additional provision, if the budget allowed, but for whom the priority is lower. Not all schools choose to use the 'could' row.

An example of a completed *must/should/could* chart is shown in Figure 1.

Figure 1

YEAR GROUP										
	Name of child	Better Reading Part.	Phono-graphix	A Wave 3 Numeracy Intervention	Language Programme	Jump Ahead Motor Skills Programme	1:1 Counselling	Friendship Skills Group	In-Class Support	Other
MUST (Sments/SAP)	William		✓			✓			✓	Lunchtime Club
	Patrick						✓	✓		Circle of Friends Lunchtime Club
	Maria									Circle of Friends
	Ben		✓	✓	✓	✓			✓	
	Edward			✓			✓			1:1 ASD social skills work with TA
SHOULD (SA)	Jamia	✓							✓	
	Shane	✓		✓						
	Kylie	✓			✓					
	Leroy	✓		✓				✓		Lunchtime club
	Daniel			✓						
COULD (Pre SA)	Mohammed					✓				
	Holly				✓					
	Niamha							✓		Lunchtime club

Step 2 – Compare projected needs with current pattern of provision and identify changes and staff development issues.

The next step is to capture the school's current provision in each year group and compare this with the projected needs for the year group. This will reveal gaps in provision and may also show under and over-provision in some areas of need.

Step 3 – Consider the evidence on what works

The school will use evidence from their own evaluation of the impact of additional provision in their own school and should draw on the evidence of LA, national and international research about what works for pupils with additional needs.

The Primary National Strategy has produced a summary of the outcomes of research and its effectiveness. This summary is available as a download from the Primary National Strategy Website

(www.standards.dfes.gov.uk/primary/publications/inclusion/1146355)

Step 4 – Plan the provision map for the next year and undertake necessary staff development

The school should consider the information they have collected – the range of provision that is needed, the amount of provision required and the types of provision likely to be effective. It may be that schools are unable to fill all the identified gaps in their provision at immediately. In these cases schools should prioritise provision and plan over time to address all gaps and under provision within the school.

It is highly likely that if you are introducing some new or different provisions as a result of your audit you will need to plan for staff development time to ensure that all staff are confident in providing these new provisions in an effective manner.

When the school has decided what will be provided it can record this information on a provision map.

It is essential not to forget to also complete a provision map sheet to record the allocation of resources amongst pupils with individual needs. This is 'general' provision which cannot be directly tracked to individual pupils or groups of pupils but which benefits all pupils. These provisions are likely to

include continuing professional development costs, administration time or purchase of ICT hardware and software for pupils with individual needs.

Step 5 - Track children's progress and monitor impact.

It is essential to identify how you will measure 'distance travelled' as a result of the interventions you are providing. This will require a combination of annual tracking of progress within the National Curriculum for identified pupils and careful assessment of progress as a result of the intervention. You will need to identify what assessment tools you will need to assess the pupils' starting points and then use the same tool to assess progress at the end of the intervention.

The assessment tools you choose will depend upon the nature of the intervention and the particular area you are targeting for improvement.

Some schools have found it useful to record on their provision map the form of assessment they are using to assess progress.

Appendix B presents some ideas for different assessment tools, which might be useful for tracking pupils' progress.

Step 6 - Evaluate the effectiveness of your provisions.

The final step in this process is an annual evaluation of the effectiveness of the provisions. This evaluation must focus on pupil outcomes in terms of progress made from starting points and analysis of data relating to progress within National Curriculum levels for the identified groups of pupils. This annual evaluation should also include a mechanism for gathering the views of pupils and their parents/carers about the additional to and different from provision, which they have received. Many schools are linking this annual evaluation to the Ofsted Self Evaluation Form (SEF). The information gathered during this annual evaluation will provide information for the Governing Body to undertake their statutory responsibility to evaluate the success of the education which is provided at the school to pupils with special educational needs.

6. Costing the provision map

Some schools and LAs cost each element of the provision map. When these costs are totalled they can be compared with the additional funding received by the school for additional needs. In this way schools can clearly account for their additional funding. Schools also find this approach useful to consider the

'value for money' they are getting from various interventions when they combine it with measures of progress for pupils. However, other schools and LAs do not cost provision maps. Their approach to accountability is to look at the progress and achievement of pupils with additional needs.

If a school decides to cost their provision map there are some important things to consider. To identify the overall budget within the school for additional needs schools will need to identify all the different funding streams, which can be combined in order to plan coherent provision across the school. These may include SEN funding, EMAG funding, funding identified for meeting the needs of advanced bilingual learners, funding for EiC, BiP, Children's Fund. Combining all available funding streams enables the school to adopt a strategic approach to planning provision.

The National Strategies and the Audit Commission have produced a SEN/AEN VfM Resource Pack for Schools. This is a very useful tool to help schools in evaluating whether they are making best use of available resources, focusing on better outcomes. The pack also has lots of helpful resources relating to provision mapping and management. It can be accessed at www.sen-aen.audit-commission.gov.uk

Appendix A, 'Costing your additional provision' provides additional guidance on costing the map.

7. Using provision management to reduce bureaucracy

Schools that have developed provision management have found that they can use provision maps as an alternative to writing large numbers of traditional IEPs for pupils with relatively common, low-level needs which are routinely met through group provisions.

It is now government policy that IEPs are only one method by which schools can plan for pupils with individual needs. 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 then IEPs may be unnecessary.

It is essential that individual pupil progress is regularly reviewed. The SEN Code of Practice states that reviews should take place at least twice per year and ideally termly, or possibly more frequently for some pupils. If traditional IEPs are no longer used then the IEP review meeting should be replaced by a pupil progress review.

Examples of some individual provision maps and alternative models to individual planning are provided in Appendix C.

8. Different types of Provision Maps

There are a range of different types of provision map. Schools involved in trialling provision management have devised and used a number of different approaches to meet needs in their own unique context.

Provision maps can detail additional provision in a variety of ways:

- Inclusive provision maps
- SEN provision maps
- Provision by year group or key stage
- Provision within the four areas of need identified within the SEN Code of Practice
 - Cognition and Learning
 - Communication and Interaction
 - Behaviour, emotional and social development
 - Sensory and/or physical needs
- Provision mapped by Waves
- Provision mapped by SEN strands of action
 - Assessment, planning and review strategies
 - Curriculum and teaching strategies
 - Grouping strategies
 - Additional Human Resources

Whatever type of provision map you choose, we have found that it must include the following important elements:

- An explicit record of the additional to or different from provision. It is much more helpful to record 'Better Reading Partnership' rather than 'Literacy Provision' or 'Support for increased concentration' rather than 'In-Class Support'.
- The staff/pupil ratio for the provision
- Which staff are involved.
- An estimate of the weekly time for the provision and the duration of the provision.
- The assessment tool which will be used to track progress as a result of the intervention.

Blank proformas are provided at the end of this pack. Schools may wish to adapt these proformas or create their own. Some schools and LAs have created software programmes for provision management and mapping.

Appendix A

Costing Your Additional Provision

1. What to cost?

Your provision map should only include provision which is '**additional to**' and '**different from**' what is available for all pupils.

It should only include the provision, which is **planned for** and linked to pupils with additional learning needs.

For example, you would include:

A lunchtime club designed for pupils with behaviour problems to help them keep out of trouble during unstructured times.

But, you would not include lunchtime library sessions, which are open to all pupils.

Include a specified amount of Headteacher or Head of Year/Key Stage Leader time where the Headteacher or Head of Year has a **planned** role in supporting pupils with additional needs.

Do not include time where this is reactive/disciplinary.

You should include small classes with 15 pupils or less where a decision has been made to keep the class small as a planned strategy to increase progress and raise attainment of pupils with additional needs.

It is important to remember that research evidence has failed to find a link between smaller class sizes and increased progress and attainment for pupils with SEN.

Costing the SENCO's salary

You should cost in the proportion of the SENCO's salary and on-costs, which relates specifically to **direct work with pupils with SEN** and not to general co-ordination or to class or subject teaching or form tutoring etc.

The SEN Code of Practice states that it is best practice for the costs of the SENCO (or those parts of the post holder's work devoted to SENCO duties) to be set against the core or base budget of the school rather than against additional funds delegated to the school for the purpose of meeting the needs of pupils with SEN.

2. How to cost?

The process of costing your provision can be quite complex and it is essential to remember that this is an 'accountability' exercise not an 'accounting' exercise!

Costs are calculated using 'average' teacher, LSA and learning mentor hourly costs, including on costs. This is the 'mid-point' on the pay scales. The annual salary is

converted into a weekly cost by dividing by 38 weeks and then to an hourly cost by dividing by 30.

If you feel this would not be representative of the true costs for your school because you have a high proportion of teachers and/or LSAs on the upper points of their respective pay scales you can choose to calculate the 'average' rate for a teacher and/or LSA in your school and use this figure.

The next step is to 'estimate' a number of hours per week for each element of provision listed on your provision map and then calculate the actual cost across the whole year.

The annual cost is then calculated by multiplying the number of weeks the intervention runs for by the weekly number of hours.

It is important to remember that research evidence generally demonstrates that time-limited, intensive interventions lasting between 12 and 20 weeks are most effective.

Costing small classes

Calculate the cost of an average sized class e.g. between 26 and 32 by dividing the average hourly cost of a teacher by the number of pupils in the class. That is the cost per pupil in an average class. Do the same again but divide by the number of pupils in the support class. That gives the cost per pupil in the support class. Take away the cost per pupil in the average class. This sum is the per pupil cost of the SEN support.

Costing 'allocation amongst' pupils with special educational needs

Record all 'general' provision which cannot be 'tracked' to individual pupils but which benefits all pupils with additional needs. Items, which might be included, are: administrative support time; professional development activities; annual budget for additional learning resources.

Appendix B

Assessment Tools which can aid school based assessment of pupils with SEN and measure progress 'before' and 'after' interventions

This document provides a range of standardised assessments which can be useful for diagnosing the barriers to learning for pupils with special educational needs. In addition, these assessments can be used to 'baseline' pupils at the beginning of targeted interventions and used at the end of interventions to measure the progress made. In this way, they can help to inform schools about the effectiveness of their special provision for different pupils and contribute to school self-evaluation in the area of special educational needs.

It is not suggested that standardised assessments are more important than teacher devised assessments but this information attempts to inform teachers about what is available. These assessments should be used in conjunction with teacher assessments such as observations and pupil self-assessments. In this way teachers are more likely to build a more rounded and informative assessment of their pupils' strengths, areas for development and distance travelled from starting points, in terms of progress and achievement.

Some of the assessments take time to administer and require specific training. These are more suitable for pupils causing special concern. It is essential that teachers consult with outside specialists such as educational psychologists and speech and language therapists to discuss which assessments should be used and who should administer them.

Contact details are attached for all publishers. Further details of all assessments are available from the publishers.

COGNITION AND LEARNING

General Development

Play Ladders – Pre-School (Play Ladders Publications)

EYES (Early Years Easy Screen) (NFER Nelson)

The Portage Early Education Programme (NFER Nelson)

Schedule of Growing Skills ICT Programme - 0-5 years (Granada Learning)

The Aston Index - 5 – 11 years (LDA)

CAT 3 Digital (reasoning) – 7.6 – 17 years (NFER Nelson)

Literacy

Spelling

Progress in English (Literacy) – 7 – 11 years (NFER Nelson)

Single Word Spelling Test – 6 – 14 years (NFER Nelson)

Dyslexia Screener 5 – 16 years (NFER Nelson)

British Spelling Test Series – 5 yrs – adult (NFER Nelson)

SPAR Spelling and Reading Tests 7 – 9 years (Hodder & Stoughton)

Graded Word Spelling Test – 5 – 18 years (Hodder Murray)

LASS 11 – 15.11 (Lucid)

Digital Single Word Spelling 6 – 14 years (NFER Nelson)

LASS junior 8 – 11 years (Lucid)

Diagnostic Spelling Tests 5 – 16 years (Hodder Murray)

WRAT – E, 5 – 24 years (Ann Arbor)

Quick Spelling Inventory 7 – 13 years (Ann Arbor)

WRAT 4, 5 – adult (Harcourt)

Early Literacy Test 4.6 – 7.5 years (Hodder Murray)

Reading

McMillan Graded Word – 6 – 14 years (NFER Nelson)

Vincent Individual Reading 5 – 9 years (Hodder Murray)

New Reading Analysis – 6 – 13 years (NFER Nelson)

Diagnostic Reading Analysis 7 – 16 years (Hodder Murray)

Neale Analysis of Reading Ability - 6-13 years (NFER Nelson)

Reading Progress Tests 4 – 8 & 7 – 16 years (Hodder Murray)

Word Recognition and Phonic Skills – 5-9 years (Hodder Murray))

Salford Sentence Reading 5 – 12 years (Hodder Murray)

Suffolk Reading Scale –6-14 yrs) (NFER Nelson)

Edinburgh Reading Tests 1 – 4 7 – 16 years (Hodder Murray)

Reading Now 5 – 7.3 years (NFER Nelson)

SPAR 5 – 10 years (Hodder Murray)

Single Word Reading Test 6 – 16 years (NFER Nelson)

Hodder Group Reading Tests 1 – 3 7.6 – 12.7 years (Hodder Murray)

Individual Reading Analysis 5.6 – 11 years (NFER Nelson)

Cloze Reading Tests 1 – 3 7.6 – 12.7 years (Hodder Murray)

Wordchains, 7+ (NFER Nelson)

Access Reading Test 7 – 20 years (Hodder Murray)

Oral Reading Test 5 – 16+, (Hodder Murray)

COGNITION AND LEARNING

Mathematics

Basic Number Diagnostic Test – 5-9 years (Hodder Murray)
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Early Mathematics Diagnostic Kit – 4-8 years (NFER Nelson)
--

Staffordshire Mathematics Test – 7-8 years (NFER Nelson)
--

Profile of Mathematical Skills – Secondary (NFER Nelson)
--

Dyscalculia Screener 6 – 14 years (NFER Nelson)

Progress in Maths 6 – 14 Digital (NFER Nelson)
--

Basic Number Test 5 – 9 years (Hodder Murray)

Mental Maths – 6 – 11 years (NFER Nelson)

COMMUNICATION AND INTERVENTION	SENSORY AND/OR PHYSICAL
Pragmatic Profile of Everyday Communication Skills in Children (NFER Nelson)	Developmental Dyspraxia: Identification and Intervention. (Better Books)
Teaching Talking (NFER Nelson)	
British Picture Vocabulary Scale (NFER Nelson)	
Living Language (NFER Nelson)	
Renfrew language scales (Speechmark Publishing Limited)	
The Autistic Continuum (NFER Nelson)	
The Autistic Continuum: An Assessment and Intervention Schedule ICT Programme. (Granada Learning)	
Derbyshire Language 'Scheme (Derbyshire County Council)	
Chatterbox (LDA)	
Phonological Assessment Battery (NFER Nelson)	
The AFASIC Language Checklists (LDA)	
BEHAVIOUR, EMOTIONAL AND SOCIAL DEVELOPMENT	
The Boxall Profile (Nurture Group Network)	Emotional literacy assessment and intervention - 7 – 11 yrs (NFER Nelson)
B/G Steem - A self-esteem scale with locas of control items (Lucky Duck Publishing Ltd.)	Strengths and Difficulties Questionnaire (Dr. Goodman)
Emotional Literacy: Assessment and Intervention ICT Programme (Granada Learning)	SNIP Behaviour Audit (Special Needs Information Press)
QCA Criteria/Scales in Supporting School Improvement (QCA)	SNAP-B Special Needs Assessment Profile – Behaviour (Hodder Education)
Emotional Needs Achieving Behaving and Learning in Education (ENABLE)	VASES Visual Analogue Self-Esteem Scale (Winslow Publications)
Early Years Behaviour Checklist 2 – 5 years (NFER Nelson)	P.A.S.S. Pupil Attitudes to Self and School (W3 Insights)
CISS Coping in Schools Scale – Challenging behaviours in mainstream schools (David Fulton)	Sleuth – The Behaviour Tracking System (The School Software Company)
	The Emotional Competence Framework KS2 and KS3. (SNIP)

CONTACT DETAILS

Ann Arbor www.annarbor.co.uk

Better Books www.dyslexiabooks.co.uk

David Fulton Publishers www.fultonpublishers.co.uk

Derbyshire Language Scheme www.derbyshire-language-scheme.co.uk

Dr Goodman Strengths and Difficulties Questionnaire downloadable from www.sdqinfor.com or completed on line at www.youthmind.com

Granada Learning www.granada-learning.com

Hodder Murray www.hoddertests.co.uk

Incentive Plus www.incentiveplus.co.uk

LDA www.ldalearning.com

Lucid www.lucid-research.co.uk

Lucky Duck Publishing Limited www.luckyduck.co.uk

NFER Nelson www.nfer-nelson.co.uk

Nurture Group Network www.nurturegroups.org

Play Ladders Publications
Ainderby Hall
Northallerton,
North Yorkshire
DL7 9QJ

QCA www.qca.org.uk

Speechmark Publishing Limited www.speechmark.ne

SNIP (Special Needs Information Press) – Behaviour Audit downloadable from www.snip-newsletter.co.uk

The School Software Company www.schoolssoftwarecompany.com

W3 Insights www.w3insights.pass-survey.com

Winslow Publications www.winslow-cat.com

Appendix C Alternative approaches to individual planning

(An adapted IEP with an individual provision map attached)

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/Number – 1c) Handwriting is poorly developed and pencil grip is poor. She has been receiving additional literacy support and additional numeracy support for 3 sessions per week for two terms. She has made better progress in reading than in writing or number.		
Curriculum Differentiation Attention should be given to the reading and writing demands of the curriculum. C enjoys using the computer and is gaining confidence in this area. Consider: Supplementing print materials with diagrammatic and pictorial material. A peer reading buddy Extra adult support for reading and scribing. Provision of concrete materials for mathematics work (blocks, clear number line) Regular reinforcement of literacy and numeracy skills/understanding. ICT Pencil grip		
Targets		Review/Outcomes
1. C will be 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.		

Individual Provision Map Name 'C'

Yr. Gp.	Provision/Resource	Staff/Pupil Ratio	Staff Involved	Cost in time (Weekly)	Actual Cost (Annual x 38 weeks)
3	In class small group support for literacy (3 x 1 hours)	6:1	LSA	3 hours	£1316.70
	Literacy - Wordshark (4 x 15 minutes)	9:1	LSA Teacher	30 minutes 30 minutes	£219.45 £706.80
	Literacy skills small group (5 x 1 hours)	6:1	LSA	5 hours	£2194.50
	Handwriting skills small group (5 x 15 minutes)	6:1	LSA	1 hour 15 minutes	£548.63
	Maths skills small group (5 x 1 hours)	6:1	LSA	5 hours	£2194.50
	Maths - Power of 2 (3 x 15 minutes)	1:1	LSA	45 minutes	£329.12
	Social skills lunch club (1 x 40 minutes)	8:1	LSA SENCO	20 minutes 20 minutes	£146.30 £424.11
	Occupational therapy Programme (3 x 15 minutes)	2:1	LSA	45 minutes	£329.18
	Additional support for ICT (3 x 1 hours)	8:1	LSA	3 hours	£1316.70
12 pupils x school action 9 pupils x school action plus 1 pupil x statement (£4,171 = 22 hours LSA support)					

Earlsfield Primary School Key Stage 1 Provision Map

Name of Child _____ Year/Class _____

EAL/EMA Yes/ No Action /Action Plus/Statement

Teacher/TA/LSA _____

Stage	Communication and Interaction		Cognition and Learning				Behaviour, Emotional & Social Development			Sensory & Physical			
A	SLCN		Lit	Num	Gen		S	B	E	PD	VI	MSI	HI
A Plus	SLCN		SpLD	MLD	SLD	PMLD	S	B	E	PD	VI	MSI	HI
S	SLCN	ASD	SpLD	MLD	SLD	PMLD	S	B	E	PD	VI	MSI	HI

1-Primary Need, 2-Secondary Need, 3-Tertiary Need

*Awaiting Screening

Start date	Provision /Resources	Staff/ Pupil	Staff involved	Fequency/Length of intervention
	Focused Jolly Phonics Support		T/TA/LSA/SENC	
	Focused Maths Support		T/TA/LSA/SENC	
	Fine & gross motor skills support		T/TA/LSA/SENC	
	Curriculum support		T/TA/LSA	
	In class Behaviour support		T/TA/LSA/LM	
	Direct Phonics		TA/SENC	
	Self esteem Building		LM/TA	
	Social Skills Development		LM/TA	
	Reading Support		VRH/TA/LSA	
	Mentoring		LM	
	Chatterbox Language development		LSA/TA	
	Playground support		LSA/TA	
	Speech & Language support		TA/LSA/Senco/ Peri LST	
	Specialist advice & assessment		LST/SALT/EP/B& LSS	
	EMA/EAL Support		EMAT/TA	

Progress reviews

Name of child _____ Year ____

Date: Interventions and/or specific targets: Comments on progress: Next Steps:

Date: Interventions and/or specific targets: Comments on progress: Next Steps:

Date: Interventions and/or specific targets: Comments on progress: Next Steps:

Earlsfield Primary School in Wandsworth, have replaced traditional IEPs with individual provision maps. They have a standard individual provision map for Foundation Stage, Key Stage 1 and Key Stage 2.

Thanks to Kathy Owles from Earlsfield Primary School, Wandsworth.

Individual Pupil Planning Secondary School Model

- IEPs are only written for those students with statements.
- Each department has a named teacher with SEN responsibilities in the subject.
- The SENCO chairs a termly meeting of the SEN Liaison Group.
- Each SEN representative has created a system for managing and sharing information on students with SEN within the department and for disseminating information on teaching and learning in the subject relevant to SENs.
- The SENCO works regularly with each department through the SEN representative.
- Target setting for students with SEN occurs in the normal context of target setting for all:
 - Each teacher sets objectives for each lesson and shares them with students by writing them on the board at the beginning of the lesson
 - Subject teachers negotiate individually set targets with all students, specific to the subject and based on the work they produce and the difficulties they are having.
 - Form tutors have a period per fortnight for personal tutoring with members of their tutor group, to monitor progress towards the targets which students set in consultation with the form tutor and their parents
 - In-class support allows LSAs to monitor students with SEN (and others) and to help them achieve their targets and recognise when a target is achieved or needs to be changed. LSAs also have target sheets which, if appropriate, can be stuck in students' planners to remind them of the targets on which they are currently working within that week/month/module.
- Screening systems are in place to ensure that any difficulties which students may have are identified early. Literacy screening and numeracy assessment information is available on all students.
- The school has a provision map which sets out substantial provision for SEN.
- Students do not need to have IEPs to access this wide range of provision.
- The school produces a SEN 'Watch Out' list which includes every student with SEN. This alerts all teachers to the fact that these are the students for whom they will need to take special care when considering learning objectives, teaching styles and access.
- In addition there are about 50 students for whom teachers need further information. This is provided on an individual A4 sheet called a Student Information Sheet (SIS).
- Students with an SIS are reviewed by the learning support department in February and June and are updated.
- SIS are always discussed with students and parents at parents' evenings.

Secondary School Student Information Sheet

Subject _____

Teacher _____

Name _____ TutGp _____ Date Sept 02

Areas of Concern:

- Good average ability, but specific dyslexic difficulties affecting his literacy, especially spelling.
- His good general knowledge and conceptual ability are masked by slow language processing and difficulties with organising ideas.
- Keen a conscientious worker, but reading and particularly written work takes tremendous effort and time.
- Written work often does not reflect his ability or his understanding, can be untidy and incomplete.

Action *(To include helpful strategies, information or SMART targets to promote learning)*

- Provide extra time and support for processing oral responses, reading and written work.
- Accept alternative presentation (drawings, bullet points, word processed, etc.); provide key word list.
- He is proficient at word processing and uses a hand-held PC in lessons - support him to make judgements on when it is appropriate to use ICT or to handwrite; help him organise/present word processed work appropriately (possibly by providing A4 file rather than by sticking in exercise book)
- He finds using a coloured overlay helpful when reading.
- Marking all over his work is intimidating and discouraging to him; mark so that he is encouraged to focus on one subject-specific target at a time to improve presentation, spelling etc.

Review date: 3rd Feb 03

Return a photocopy of this form with bottom box completed to _____ by this date.

Teacher's working notes

- Barriers to achievement relevant to this subject:

- Action taken to ensure access and achievement in subject:

From 'Special Educational Needs and School Improvement - Practical Strategies for Raising Standards' by Jean Gross and Angela White.

Southfields Community College in Wandsworth have adopted the above Student Information Sheet for all pupils and now only have Individual Education Plans for students with a statement of Special Educational Need. A copy of their IEP format is shown below.

Individual Education Plan Statement (CoP)

Start Date and Duration of IEP: Sept 2005 – Feb 2006

Name	Year TG	Date of Birth
J	7	
Student strengths: <ul style="list-style-type: none"> • J is an Audio-Kinaesthetic learner • Works well with peers • Maintains good friendships • Has learned to manage his anger and frustration around learning 	Area(s) of Concern: <ul style="list-style-type: none"> • Delay in both verbal and non-verbal cognition • Difficulty acquiring literacy and numeracy skills • Poor expressive and sequencing language skills • Distractibility and attention-seeking behaviour 	
Long term objectives of statement: <ul style="list-style-type: none"> • To develop literacy and numeracy skills • To develop his social interaction skills; specifically, his ability to cope with challenges • To develop his attention, concentration, language and communication skills • To develop his confidence, self-esteem and motivation as a learner. 		
Short term teaching objectives <ul style="list-style-type: none"> • To engage J in learning activities immediately • To consolidate number bonds up to 20 • To develop phonic/grapheme awareness 	Achieved / Working towards/Not achieved Not achieved – Jordan will need structured targets to achieve this across the whole day. Working towards – J needs to attend lessons consistently to practice these. Working towards – J has only recently been included in a specialist basic skills group.	
Resources including teaching time input: 1x 1hr Opening Doors (A. D), 1x 1hr Learning 2 Learn (J. M) 1x 1hr SALT (tbc), 1x1hr Basic Skills Group (H. W) 12 hours core curriculum support (English, Maths, Science)		
Methods and materials/strategies <ul style="list-style-type: none"> • Encourage J to work with other students for peer modelling. • Offer learning activities in single steps. • Ask J to repeat an instruction before carrying out the task to ensure he has understood. • Reinforce learning with sequencing games and activities • Seat J near to the front of the room away from doors and windows. • Remind J of strategies for repairing poor communication e.g. I'm sorry, I forgive you, etc. • Reinforce learning with visual cues e.g. diagrams, photos, gestures, mindmaps etc. • Offer consistent praise and reward for work that is complete or targets that are achieved • Direct the TA to give J regular feedback about targets and progress in order to link effort with attainment. 		
IEP completed by: A. D		
IEP implemented by: A. D		
Parental response (please record dates of meetings and letters)		
REVIEW DECISION [Circle as necessary then sign and date] <ul style="list-style-type: none"> • Satisfactory Progress towards targets: No – targets to be reset and reviewed in Sept 2006 • Statement appropriate ✓ Next review date: February 2007 • Statement amended Followed up: 		
Signed:		Date:

Thanks to Amanda Desmond from Southfields Community College, Wandsworth LEA.

Appendix D Examples of Provision Maps

Provision Map by Year Group

Yr. Gp.	Provision/Resource	Staff/Pupil Ratio	Staff Involved	Cost in time (Weekly)	Actual Cost (Annual x no. weeks)
N	Circle Time Sessions for language development (3 x 15 mins)	6:1	NNEB	45 mins	
6 pupils x school action					

Yr. Gp.	Provision/Resource	Staff/Pupil Ratio	Staff Involved	Cost in time (Weekly)	Actual Cost (Annual x no. weeks)
R	Language Group (5 x 15 mins)	5:1	LSA	1 hour 15 mins	
	Listening Group (5x 10 mins)	2:1	LSA	50 mins	
2 pupils x school action 2 pupils x school action plus					

Yr. Gp.	Provision/Resource	Staff/Pupil Ratio	Staff Involved	Cost in time (Weekly)	Actual Cost (Annual x no. weeks)
1	In class small group support for literacy (5 x 1 hour)	5:1	LSA	5 hours	
	In class small group support for numeracy (5 x 1 hour)	4:1	LSA	5 hours	
4 pupils x school action 1 pupils x school action plus					

Provision Map

School:

Year: 7

Date: November 2004

Provision/Resource	Staff/Pupil Ratio	Staff Involved (Please use codes)	Cost in time (Weekly)	Actual Cost (Weekly cost x no. of weeks)
Individual Literacy Programmes (4 groups x 38 weeks)	1:1	S	4 x 1 hour	£7600
Literacy Workshops (2 groups x 10 weeks)	2:10	S TA	2 x 1.5 hours 2 x 1.5 hours	£1500 £600
Spelling Workshops (4 groups x 20 weeks)	1:6	S	4 x 1 hour	£4000
Literacy Booster Class (4 groups x 10 weeks)	1:16	T	4 x 2 hours	£4000
Numeracy Set 5 Class (38 weeks)	2:15	T TA	4 x 1 hour 4 x 1 hour	£7600 £3040
BESD Support (14 pupils x 38 weeks)	1:1	LM	14 x 1 hour	£10640
HI Support (LEA central support service)	1:1	T	18 hours per year.	No cost
Personal and Social Skills Groups 'Settling into Burntwood School' (3 groups x 10 weeks)	1:12	T	3 x 1 hour	£1500
Individual Transition Programmes (4 pupils x 10 weeks)	1:1	LM	4 x 2 hours	£1600
In-class support for individual pupils with statements (38 weeks)	1:1	LST	5 x 1 hour	£9500
In-class support for individual pupils with statements	1:1	LSA	80 hours	£1600
No. of pupils:	School Action 57 pupils	School Action + 14	Statement 5	
Staff Codes: Teacher (T), Learning Mentor (LM), Learning Support Assistant (LSA), Teaching Assistant (TA), SENCO (S)				

Provision Map

School:

Year: 8

Date: November 2004

Provision/Resource	Staff/Pupil Ratio	Staff Involved (Please use codes)	Cost in time (Weekly)	Actual Cost (Weekly cost x no. of weeks)
SPLD Group	1:13	LST	2 hours	
Basic Skills Group	1:13	LST	1 hour	
Targeted Reading Group (8N-EN5-FZD)	1:5 1:5	LST LSA	2 hours 9 hours	
Targeted Reading Group (8N-EN3-WBB)	1:6 1:6	LST LSA	1 hour 6 hours	
Targeted Reading Group (8N-EN2-FAR)	1:3	LSA	2 hours	
Targeted Reading Group (8S-EN4-SNY)	1:3	LSA	4 hours	
Targeted Reading Group (8S-EN2-FYD)	1:4	LSA	1 hour	
Targeted Numeracy Group (8N-MA5-ALI)	1:6	LST	1 hour	
Maths small group (8N-MA5-ALI)	1:16	T	3 hours	
Targeted maths support (8N-MA5-ALI)	1:16	LSA	4 hours	
Targeted maths support (8N-MA2-HST)	1:2	LSA	4 hours	
Support for BESD (8N-MA2-PKS) (P.5 Wednesday)	1:1	LSA	1 hour	
Support for BESD (8N-MA2-HGG) (P.5 Wednesday)	1:1	LSA	1 hour	
Support for basic numeracy (8S-MA4-MIL)	1:3	LSA	3 hours	
Targeted science support group (8SC4-RGN) (P.5. Monday)	1:6	LSA	3 hours	
Targeted science support group (8SC4-RGN) (P.3. Tuesday)	1:6	LSA	6 hours	
Targeted science support group (8N-SC5-RED)	1:4	LSA	5 hours	
Targeted science support group (8N-SC3-HNN) (Monday, PM)	2:6	LSA	3 hours	
Targeted history support for literacy (8HST-HI-GRA)	1:3	LSA	2 hours	

Provision/Resource	Staff/Pupil Ratio	Staff Involved (Please use codes)	Cost in time (Weekly)	Actual Cost (Weekly cost x no. of weeks)
Targeted history support for literacy (8SLD-HI-TMP)	1:3	LSA	2 hours	
Targeted support for geography (8SLD-GG-HNY)	1:5	LSA	2 hours	
Targeted support for geography project work (8HST-GG-HNY)	1:6	LSA	2 hours	
Targeted support for geography project work (8PKS-GG-WER)	1:6	LSA	2 hours	
Support for BESD (8HST-ART-SMP)	1:1	LSA	1 hour	
Support for HI access (8VNR-AR-DKE)	1:1	LSA	1 hour	
Targeted small drama group for performance work	1:12	LSA	1 hour	
Support for BESD (8VNR-RE-CLK)	1:1	LSA	1 hour	
Targeted small group support for ICT	1:6	LSA	1 hour	
Support for BESD (8SLD-AR-SPN)	1:1	LSA	1 hour	
Support for HI access (8SLN-GG-HNY)	1:1	LSA	2 hours	
Targeted support for access (8SLN-HI-FOX)	1:1	LSA	2 hours	
Support for BESD (8N-SP2-MQZ)	1:1	LSA	1 hour	
Targeted support for access (8OPW-HI-OBN)	1:1	LSA	1 hour	
Targeted support for access (8CHL-GG-GRY)	1:1	LSA	1 hour	
Targeted small group support (8FOX-HI-OBN)	1:12	LSA	1 hour	

No. of pupils:	School Action - 0 pupils	School Action + -51 pupils	Statement - 7 pupils
Staff Codes: Teacher (T), Learning Mentor (LMO), Learning Support Assistant (LSA), Teaching Assistant (TA), SENCO (S)			
Notes: In-class LSA Support			
Maths - 13 hours/Science - 17 hours/History - 7 hours/Geography - 7 hours/Drama - 1 hour/ICT - 1 hour/Art (BESD)- 1 hour/RE (BESD) - 1 hour/Spanish (BESD) - 1 hour)			
Total no. of hours = 50 hours.			

Provision Map by Key Stage

FOUNDATION STAGE				
Provision/Resource	Staff/Pupil Ratio	Staff Involved	Cost in time (Weekly)	Actual Cost (Annual x no. weeks)
Circle Time Sessions for language development (3 x 15 mins)	6:1	NNEB	45 mins	
Language Group (5 x 15 mins)	5:1	LSA	1 hour 15 mins	
Listening Group (5x 10 mins)	2:1	LSA	50 mins	
In class small group support for literacy (5 x 1 hour)	5:1	LSA	5 hours	
In class small group support for numeracy (5 x 1 hour)	4:1	LSA	5 hours	
KEY STAGE ONE				
Provision/Resource	Staff/Pupil Ratio	Staff Involved	Cost in time (Weekly)	Actual Cost (Annual x no. weeks)
In class small group support for phonics/sight vocabulary (5 x 15 mins)	3:1	LSA	1 hour 15 minutes	
Small group maths support (5 x 15 mins)	4:1	LSA Teacher	45 minutes 30 minutes	
Additional phonics (5 x 15 mins)	1:1	LSA	1 hour 15 mins	
Self-Esteem Workshop (2 x 30 mins)	4:1	Teacher	1 hour	

KEY STAGE TWO				
Provision/Resource	Staff/Pupil Ratio	Staff Involved	Cost in time (Weekly)	Actual Cost (Annual x no. weeks)
In class small group support for literacy (3 x 1 hours)	6:1	LSA	3 hours	£1316.70
Literacy - Wordshark (4 x 15 minutes)	9:1	LSA Teacher	30 minutes 30 minutes	£219.45 £706.80
Literacy skills small group (5 x 1 hours)	6:1	LSA	5 hours	£2194.50
Handwriting skills small group (5 x 15 minutes)	6:1	LSA	1 hour 15 minutes	£548.63
Maths skills small group (5 x 1 hours)	6:1	LSA	5 hours	£2194.50
Maths - Power of 2 (3 x 15 minutes)	1:1	LSA	45 minutes	£329.12
Social skills lunch club (1 x 40 minutes)	8:1	LSA SENCO	20 minutes 20 minutes	£146.30 £424.11
Occupational therapy Programme (3 x 15 minutes)	2:1	LSA	45 minutes	£329.18
Additional support for ICT (3 x 1 hours)	8:1	LSA	3 hours	£1316.70
Literacy - Toe by Toe (3 x 15 minutes)	1:1	LSA	45 minutes	£329.18
Literacy - Electronic Library(3 x 20 minutes)	4:1	LSA	1 hour	£438.90
Spelling group (1 x 1 hour)	8:1	LSA	1 hour	£438.90
Occupational therapy programme (3 x 15 minutes)	1:1	LSA	45 minutes	£329.18

Provision Map showing allocation of resources 'amongst' pupils with special educational needs

Resource	Staff involved	Cost in time	Actual Cost
Budget allocation for resources			£500
Training budget			£500
Management/supervision of LSAs (1 hour per week)	SENCO	1 hour per week	£1274.14
IEP preparation and review (12 hours per term)	SENCO	12 hours per term	£1207.08
IEP preparation and review - staff release (2 days supply cover)	Teacher	2 days per term	£1050.00

Provision Map by areas of need

Year	Cognition and Learning	Communication and Interaction	Behavioural, Social and Emotional	Sensory and Physical
1.	<p>Access to additional adult support in class (approx 24 hrs per week across 3 year groups)</p> <p style="text-align: center;">↓</p>		<p>Family involvement with Community Liaison Officer for one family (as appropriate)</p> <p>Involvement of lunchtime supervisors in behaviour programme (daily).</p>	→
2.			<p>Involvement of lunchtime supervisors in behaviour programme (daily).</p>	→
3.	<p>Family involvement with Community Liaison Officer for one family (as appropriate)</p> <p style="text-align: center;">↓</p>	<p>Speech and language therapy for small group (4 sessions) AHT (3.25 hours) – in class / withdrawn TA (25 hours)</p>	<p>Involvement of lunchtime supervisors in behaviour programme (daily).</p> <p>TA (25 hours) - Literacy, numeracy, lunchtimes, swimming.</p>	→

Provision Map by Waves

Area of Need	Wave 1	Wave 2	Wave 3
<i>Cognition and Learning</i>	Differentiated curriculum planning, activities, delivery and outcome Increased visual aids / modelling etc Visual timetables Illustrated dictionaries Use of writing frames Access to word processor In class support from TA Focused group work with CT e.g. guided reading	ELS , ALS, FLS Springboard Booster groups In class support from TA Additional keyboard skills group Individual reading with TA / CT	Intense literacy or numeracy support Adapted catch up programmes Additional phonics training Additional individual reading Paired reading Memory skills training Peer tutoring
<i>Communication and Interaction</i>	Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language Increased visual aids / modelling etc Visual timetables Use of symbols Structured school and class routines	In class support from TA with some focus on supporting speech and language Additional use of ICT e.g. Clicker 4	Speech and Language support from SALT, followed up in school Input from Autism Outreach Team Support for alternative forms of communication e.g. Makaton Visual organiser ICT – Writing with Symbols
<i>Emotional, Behavioural and Social</i>	Whole school behaviour policy e.g. based on Assertive Discipline approach Whole school / class rules Class reward and sanctions systems Circle Time / parachute games	Small group Circle Time Group reward system Support for unstructured times	Individual counselling Individual reward system Nurture group Anger management training Peer mentoring Social skills training Circle of Friends
<i>Sensory and Physical</i>	Flexible teaching arrangements Staff aware of implications of physical impairment Medical support Brain gym exercises	Additional keyboard skills Additional handwriting practice Access to equipment e.g. writing slopes	Motor skills programme for small group Individual support in class during PE Physiotherapy programme Access to ICT e.g. PC with switch

Provision Mapped by Strands of Action

Assessment, Planning & Review Strategies	Cost	Curriculum & Teaching Strategies	Cost	Grouping Strategies	Cost	Additional Human Resources	Cost
Individual diagnostic assessments		Differentiated resources in all curriculum areas.		Sets in English and Maths in KS2.			
IEP Reviews				Extra small set in English and Maths in KS2.		Additional teacher for English and Maths KS2.	
				Small group literacy sessions		Additional specialist support.	
				In – class LSA support for KS1 classes.		LSA support for 18 hours.	
				Nurture Group		Additional teacher + LSA for 5 hours.	
						Reading Buddy Support provided by local 6 th Form Students.	

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Provision Map

Year Group:

Provision/Resource	Staff/Pupil Ratio	Staff Involved	Cost in time (Weekly)	Actual Cost (Weekly cost x ? weeks)	Assessment tool to track progress

Notes

Allocation of resources 'amongst' pupils with special educational needs

Resource	Actual Cost

Planning Provision

YEAR GROUP

	Name of child								
MUST									
SHOULD									
COULD									

REFERENCES

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- Removing Barriers to Achievement: The Government's Strategy for SEN, DfES, 2004
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- The National Literacy Strategy – Targeting support: choosing and implementing interventions for children with significant literacy difficulties – Management Guidance, DfES, (DfES 0201/2003), May 2003.
- Handout 3.6 'Summary of research on commonly used interventions' from 'Leading on Inclusion', (2005), Ref. DfES 1183-2005 G (Available only as a download from the Primary National Strategy Website www.standards.dfes.gov.uk/primary/publications/inclusion/1146355)