

Riverside Provision Mapping – Individual Provision Maps

Frequently Asked Questions

Who should have an IPM?

- All children identified with SEN and registered at school support, either Internal or External support or with a statement of SEN or Education Health Care Plan should have an IPM;
- All Looked After Children;
- All children whose emotional, behavioural or social needs require additional planned provision to enable them to engage with learning and to achieve in line with their peers;
- All children who are vulnerable to underachievement and require provision to be planned more systematically by the school for a period of time in order to overcome barriers to learning to enable them to achieve in line with their peers (for example this could include new EAL arrivals, pupils from low income families, young carers, service children, Traveller children, youth offenders...)

What is an IPM?

This is a working document which is under constant review, which describes the specific aspects of provision which are being planned to meet the needs of a child with additional needs. It is developed alongside the child. Parents must be fully involved and consulted about the provision.

What should an IPM include?

The individual provision map describes how the school plans to adjust its provision to meet a child's individual needs. It will include most, if not all, of the following:-

- how adults will modify and adapt their behaviour and language to meet a child's emotional or communication needs and the ways in which the school will be differentiating the application of its behaviour policy in relation to the child;
- specific examples of how activities will be adapted to make them more accessible (e.g. use of visual prompts, reduced text...)
- how the learning environment will be adapted to support needs (e.g. seating arrangements, lighting, provision of quiet/calm space...)
- how groupings will be used flexibly to support the child (e.g. maths buddy, friendship groups, mixed ability...)
- what equipment will be made available to support learning (e.g. maths learning pack including hundred square, phonics map, laptop for writing, personal organisation pack...)



- what additional adult support may be available (who/when) and how it will be used (e.g. to re-focus on task and then move away, to support with reading texts, to scribe, to repeat key instructions, to facilitate cooperative play then move away, to support toileting when needed, to observe and record learning/language...)
- what additional time-limited interventions (small group and/or 1:1) will be provided, how often, by who to address the learning targets for the child

What about learning targets?

This is the most crucial element of this planning document. Provision must be focused on addressing the pupils' on-going learning targets which must relate closely to on-going work in class. Most lessons should provide an opportunity for these learning targets to be addressed and/or for progress against these targets to be monitored.

Learning targets can relate to national curriculum levels, specific areas within a particular aspect of learning (e.g. writing), particular communication targets (for example using 2 or 3 key word phrases), particular engagement targets (for example to work independently on task for a given period of time) or particular social interaction targets (for example to engage in play with one other, to work cooperatively in a small group...)

Should the IPM be developed/shared with parents and the child?

This is vital, not only to take account of the views of parents and to recognise their own expertise when it comes to understanding the needs of their child, but also to ensure that there is clarity about the range of provision the school is offering. The IPM is in effect a contract between the school, child and parents, describing the reasonable provision to which the child is entitled.

Who from school should 'write' the IPM?

The development of the IPM needs to involve key staff, particularly the school's SENCo and classteacher (s). Any adults named in the provision should ideally also be involved. Any other adults who may be directly or indirectly responsible for delivering the provision (e.g. other subject teachers in a secondary school, midday supervisors...) must have the provision map explained to them.

Who has responsibility for ensuring that the provision is delivered?

The primary responsibility for delivering the agreed provision lies with the class teacher, in partnership with any other named adults who may be providing some additional support or intervention. The school's SENCo is responsible for monitoring the quality and impact of the provision.



How often should an individual provision map be reviewed?

As a minimum this should be reviewed at least once a term, taking into account the progress that the child has made against the specified learning targets. However, more often than not reviews will take place much more frequently – within each half term for example. For children with high needs, or at risk of exclusion, reviews should be happening every two to three weeks.

How does an IPM relate to the school provision map?

The school provision map provides an overview of the range of provision that a school is aiming to provide to meet the totality of needs of its pupils in a particular area such as dyslexia or autism. It describes the different elements of this provision and identifies where possible the members of staff who have particular expertise or responsibility for delivering that aspect of provision. The development of the school provision map should involve the whole staff and is achieved over time, focussing on different areas of need, closely aligned to ongoing professional development.

