

# [Full Name's] Provision Plan September 2023

Once you have added the information here please make all the writing white and remove the brackets. Please ensure you include a start date for the plan. This will enable you to read the information once it is printed off

1. The Outcome I am working towards.	<p><b>Outcome 1:</b></p> <p>This plan is your working document to evidence the schools best endeavours to meet the needs of the pupil and as such should be written so that it is accessible to all those involved with supporting the pupil. This will include parents and the pupil themselves.</p> <p>Outcomes will usually set out what needs to be achieved by the end of a phase or stage of education in order to enable the child or young person to progress successfully to the next phase or stage. There should be an outcome around each identified area of need. Areas of need are; Cognition &amp; Learning (C&amp; L) Communication &amp; Interaction (C &amp; I) Social and Emotional &amp; Mental Health (SEMH) and Physical &amp; Sensory (P&amp;S). It is recommended that there are no more than four outcomes. It may also be appropriate to set an outcome if the pupil is due to transition to the phase of their education.</p> <p>By the end of (.....when will the outcome be achieved by?) I/Name will be able to(.....what knowledge or skill will they demonstrate?) to enable me to/so that (...how will this be demonstrated?)</p> <p>When writing the outcomes, consider which the areas are of identified need and write an outcome for each of these. All the information Resources, strategies, interventions and SMART targets on each plan should be working towards the outcome identified.</p>				
2. What I need to help me. (resources)	Resources named here will be equipment, physical teaching aids or software that are specific to the needs of the pupil. E.g. Time out cards, visual timetable. Staffing is not a resource.	3. Resources/training for which funding has been applied/agreed	Training must be very specific to the pupil. Universal CPD will not be funded.		
4. Ways to help me best. (strategies)	<p>Strategies recommended by professionals should be included in this section.</p> <p>You should evidence the strategies that will be employed by adults and the ways in which the curriculum will be differentiated.</p>				
5. Extra support I need (intervention)	6. How often I need this and who will provide it	Minutes per week	7. What I need to achieve by the next review	8. How well did it work? <small>(At each review the school must insert new row below each intervention row. This is where details of any agreed adjustment to provision and/or targets should be inserted)</small>	Date
All Interventions should be named here	Delivered by:		Targets should be SMART and	It is important to evaluate the	If the Target is

<p><b>to be taken into consideration as part of the HNF application.</b></p> <p>Any further narrative will probably sit better under strategies.</p> <p>If you are adding to an EHCP plan, you will need to name the specific intervention you will be delivering.</p> <p>Recommended by:</p>	<p><b>Ratio:</b></p> <p><b>Duration:</b></p> <p><b>Frequency</b></p>		<p>quantifiable. They should be written so that the pupil and their parents are, where applicable, able to support progress.</p> <p>This is ‘additional to’ and ‘different from’ the pupil’s class targets and specific to the intervention.</p> <p>If you have various interventions working towards the same SMART Target you can merge the cells and place one target for review.</p>	<p>impact of each intervention delivered three times a year. 2 in year reviews and an annual review.</p> <p>If we are clear at the outset about the purpose of the intervention and what will be achieved in the allocated time, we should be able to measure whether that has been achieved.</p>	<p>not time-bound, add a planned review date here.</p> <p>Date</p>
<p>Recommended by:</p>	<p><b>Delivered by:</b></p> <p><b>Ratio:</b></p> <p><b>Duration:</b></p> <p><b>Frequency</b></p>				<p>Date</p>
<p>Recommended by:</p>	<p><b>Delivered by:</b></p> <p><b>Ratio:</b></p> <p><b>Duration:</b></p> <p><b>Frequency</b></p>				<p>Date</p>
<p>If there is 1:1 support during a teacher led class based lesson this would be considered differentiated teaching and should not be recorded as an intervention, unless there is an identified SEN purpose to this level of support.</p>					
<p>In-year meeting 1</p>	<p>Young person/parent/carer signature:</p>	<p>Provider signature:</p>	<p>Comments</p>	<p>Date</p>	
<p>In-year meeting 2</p>	<p>Young person/parent/carer signature:</p>	<p>Provider signature:</p>	<p>Comments</p>	<p>Date</p>	
<p>In-year meeting 3/Annual Review</p>	<p>Agreement/disagreement and signatures to be recorded on the Annual Review form</p>				<p>Date</p>