

- **What next** - this will show you what interventions or programmes of support will be used to help your child. These will be decided at the meeting and based on the progress the child has made and his/her needs.
- **Further assessments or/and further involvement from external agencies** - this will show what sorts of assessments the school plans to carry out so that they can provide your child with the support they need. For instance they might look particularly at your child's reading or spelling. It will also show if the school are going to involve other professionals from outside the school e.g someone from the Behaviour Support Service (BSS), Special Educational Needs Support Service (SENSS) or an Educational Psychologist.
- **Additional information/strategies that work/areas of success/specific resources** - this might show things that your child particularly likes to do, say what they are good at and/or do out of school. It might also suggest who he/she works well with and who not to sit him/her with.

You can ask to see a support time table which might be in the form of a provision map, showing when your child is receiving individual support or when they are working in small groups.

The school might also have attached your child's individual provision tracker. This would show when they started going to a specific group e.g a Social skills group. If they were taking part in a programme like *Accelerad*, it would show how well they were reading when they started, how many times per week and how many weeks they were following this programme and how well they were reading when they finished.

### Parent Partnership Oxfordshire can offer:

- A telephone helpline: **01865 810516**
- Information, advice and support on matters to do with your child's SEN
- Help with communication between you and the Local Authority
- Trained volunteer Independent Parental Supporters
- Advice about preventing and resolving disagreements
- Training events for parents and groups
- An informal Drop In SEN Advice session, 'Talking Points', every Wednesday morning in term time, held in different localities in the County – see website for dates
- Your Child & You, information for Parents whose children have Special Educational Needs and Disabilities
- Information about an independent Mediation Service and the SEN and Disability Tribunal (SEND)

**Contact us on: 01865 810516 or text 07786 524294**  
[parentpartnership@oxfordshire.gov.uk](mailto:parentpartnership@oxfordshire.gov.uk)  
[www.oxfordshire.gov.uk/parentpartnership](http://www.oxfordshire.gov.uk/parentpartnership)

#### Confidentiality Code:

Everything you tell us will be treated in strict confidence. We will not disclose our records to, or discuss the case with, a third party outside Parent Partnership Oxfordshire without your consent, except if we suspect a child is at risk.

**If you need this information in another language, large print, Braille, on audiocassette, computer disk or by email, please telephone 01865 810516.**

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## A parent's guide to: I.E.Ps (Individual Education Plans) and Provision Mapping



For more details about  
 Parent Partnership  
 Oxfordshire, phone:

**01865 810516**

**text:**

**07786 524294**

[parentpartnership@oxfordshire.gov.uk](mailto:parentpartnership@oxfordshire.gov.uk)

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Working for you

**Education** is one of the responsibilities of Oxfordshire County Council's **Children, Education & Families Directorate** which can be called **The Children's Services Authority (CSA)**. Oxfordshire County Council is also **The Local Authority (LA)** and in this leaflet we will use these abbreviations, **CSA** and **LA**

Schools and Early Years settings may use different ways to support a child with Special Educational Needs (SEN). Many parents have become familiar with Individual Education Plans (IEPs) and how these are used to describe their child's support. Recently there have been moves in some schools to a different approach called 'provision mapping'.

### What is Provision mapping?

Provision mapping is a way of looking at the range of additional support available to all pupils within the school, including those with SEN. It helps schools plan for their pupils with SEN by looking at what sort of extra groups are being run throughout the school, e.g. *Accelerated, Accelewrite or Reading and Thinking*. These are also known as 'interventions'. The school monitors how well these interventions are working, what sort of progress the children attending the different groups are making and whether there are any gaps in provision. This is a shift of focus which may benefit your child by considering all the extra resources that a school has to offer.

Provision mapping also helps the school identify what sort of skills their staff might have in working with pupils with different types of SEN, for example, a Teaching Assistant who is experienced at delivering the Speech and Language therapy programmes. Using this overview the school can decide which group or intervention will most help an individual child.

Some schools are using highlighted copies of the provision map to show the steps they have taken to meet a child's needs rather than writing an IEP. The provision map can be used to show parents and carers what support is available in school and gives them the chance to be involved in the decision about which provision will be most appropriate for their child. A highlighted Provision Map with details of the particular provision a child receives might be a clearer way for parents to be shown the extra support their child is getting than an IEP.

The provision map should show how effective the support a child is receiving is in helping him/her make progress. It may also be used as a basis for writing IEPs.

### I.E.P.s

In some circumstances when your child has S.E.N and is on the Code of Practice, at School Action or School Action Plus or has a Statement of SEN, an I.E.P will be drawn up by the school's SENCo (SEN Co-ordinator) and the class teacher.

This should be reviewed at least twice a year.

### What goes in an I.E.P. ?

- **Whether the pupil is at School Action, School Action Plus or Statemented.**
- **Teacher's name, start date of the I.E.P and a date when the child's progress will be reviewed.**
- **SMART Targets** - SMART stands for Specific, Measurable, Achievable, Relevant and Time bound. Don't expect too many targets, there's a greater chance of success if they are clear and achievable.

- **How, what, who and when (Strategies)** - this shows how the school plans to work towards the targets, what kind of tasks or activities your child will be set, who will work with them and when they will receive this support.
- **How success will be measured** - this shows what method will be used to measure your child's progress towards a target. It should detail who will measure this and how and when, e.g. using a sticker chart, the TA will check the chart each Friday afternoon and 3 stickers = success.
- **Progress towards targets and outcomes** - this is an important section that will be filled in at the review with the teacher when you are present. It will show the progress your child has made as well as giving a clear idea of what the next targets should be.
- **Pupil's comment on progress towards target** - your child will have a chance to say how he/she is doing for each target and what helps them.
- **Present at meeting** - this section lists who is at the meeting.
- **Parent Comment at review** - as parents or carers your views on your child and his/her progress are very important. If you are unsure about giving your views, you can ask for an Independent Parental Supporter to help you.
- **Pupil comment at review where appropriate** - your child will be asked by his/her teacher or T.A. how they feel they are doing at school. In some cases the child will be present at the meeting.
- **Comment by teacher/ SENCo on progress including documents attached to show how the child is doing.**