



TRAFFORD  
COUNCIL

# Trafford Early Years Provision Mapping Guidance

A guide for SENCOs and practitioners working in  
early years in Trafford

**November 2021**

Version 1.2 November 2021

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## Introduction

This Early Years (EY) Provision Mapping guidance has been developed in order to support EY settings in Trafford in the planning, implementation and review of provision for children with complex special educational needs and disabilities (SEND).

It has been developed in collaboration with a number of partners from across SEND and EY services within Trafford as well as EY settings.

The target audience for this guidance is EY SENCOs, leaders and managers from Trafford EY settings who are making an application for EY SEND funding from the Trafford EY SEND Panel.

It should be read in conjunction with [Trafford's Early Years Graduated Approach](#) guidance which can be found on Trafford's Local Offer.

A pre-recorded webinar has also been created which complements this written guidance. It is recommended that EY SENCOs, leaders and managers access this webinar alongside reading this guidance in order to consolidate their learning. You can access the pre-recorded webinar here - [Early Years Provision Mapping Webinar | Trafford Services for Education \(traffordeducation.co.uk\)](#).

## What is Trafford's Graduated Approach?

When a child appears not to be making progress, either generally or in a specific aspect of development, it may be necessary to present them with different opportunities or use alternative approaches to learning.

Difficulties that persist may indicate the need for a level of help above that usually available for all children in the school or setting. The child may need planned interventions to support them to meet the same level of development as their peers. Additional support from within the school or setting's own resources may be required. The graduated approach is designed to help you decide on the level of support and type of action to put in place for children in your school or setting. The graduated approach recommends this is done through ongoing cycles of Assess-Plan-Do-Review.

A very small number of EY children with the most severe and complex needs may require a 'High Level of SEN Support'. Alongside additional support from within the school or setting's own resources, they are likely to require additional short term support funded by the local authority. This funding is requested and moderated in Trafford by the Early Years SEND Panel; a monthly panel made up of a number of multiagency professionals with expertise in complex SEND in EY. Information on the types of funding available can be found [here](#).

## What is 'Provision Mapping'?

Provision Mapping is an umbrella term describing the process of robust and consistent assessment, monitoring and tracking of provision, and children's progress in response to such provision. It is most commonly used for children who have complex SEND.

'Provision maps' are the documents which are the end product of this process. Provision maps can be produced at a whole setting level, class/room level or individual level. This guidance focuses on the latter; supporting EY settings to produce high quality provision maps which record the planning, implementation and review of provision for individual EY children with complex SEND.

A high quality provision map:

- ✓ Offers a way of recording and evidencing the difference your provision is making to a child's progress
- ✓ Helps practitioners reflect on practice and provision
- ✓ Enables settings to cost provision accurately
- ✓ Supports settings to evidence whether a financial spend is making a difference
- ✓ Gives a clear overview of the outcomes being worked towards and the provision a child is receiving
- ✓ Allows the reader to assess how well the provision matches the child's needs and therefore recognise gaps in provision
- ✓ Highlights repetitive or ineffective use of resources
- ✓ Informs parent/carers, LA, external agencies and OFSTED inspectors of how resources are being used to meet needs

## When should a Provision Map be completed?

A Provision Map is required when applying for Trafford Early Years SEND grants; [The Early Education SEND Support Grant](#) and [the Childcare Access Grant](#). This funding is for a very small number of children in the early years in Trafford – those with the most severe and complex needs.

It is a requirement to evaluate the child's Provision Map at the end of the period of funding and return this to the Early Years Funding Panel.

## Who should complete the Provision Map?

The setting SENCO in partnership with the child's key person and parent/carer. Parent/carers should be involved throughout the graduated approach and have opportunities to express their thoughts and ideas at each stage of the Assess, Plan, Do, Review cycle.

Advice, strategies, interventions and additional plans from appropriate SEND services must be considered when planning the child's outcomes and the provision to support the child. It is expected that the child's provision map will therefore be a coproduced document, which includes input and coproduction with EY SEND services.

## Guide to completing Trafford's EY Provision Map

A new provision map template is available for EY settings to use when requesting funding from the EY SEND panel. This can be found in Appendix 1. **EY settings must use this template when requesting EY SEND funding.**

The following good practice guidance relates to each numbered section of the provision map template in Appendix 1.

In addition, we have provided a provision map template with prompts for each section in Appendix 2.

### **Section 1 – General Information**

- You must provide the child's name, date of birth and name of your school/setting.
- You must detail how many hours the child attends your setting each week. This does not need to be broken down into days and times, just the overall number of hours.
- If the child attends another setting, as well as yours, please state which setting(s) they attend (e.g. wraparound care).
- You must identify an approximate start date for the provision map, which will likely be the same month as you are applying for funding from the panel.
- You must identify an approximate review date for the provision map. If the EY SEND panel agree to allocate funding, this is usually allocated for two terms (although not always). Therefore, we recommend that EY provision maps detail the planned outcomes and provision for a child over a six month period. Your review date is likely to therefore be around six months after the start date.

Individual Support Plans should sit underneath and link closely to the child's provision map. These plans should break down the longer term outcomes and provision detailed within the provision map into shorter term targets and strategies within 6-8 week cycles of Assess, Plan, Do, Review.

An example of a completed provision map for a fictional child, Peter, is provided in Appendix 3. This is followed by an example of a completed Individual Support Plan in

Appendix 4 for the same fictional child. This should help you to better understand how provision maps and individual support plans link and mutually support each other.

- In order to make a request for EY SEND funding, it is expected that a setting has engaged with outside SEND services. For example, the Area SENCO, Special Educational Needs Advisory Service (SENAS), Trafford Early Development Service (TEDS) and/or Sensory Impairment Support Service (SISS). This is due to the fact that EY SEND funding is for children with the most complex needs. You must therefore ensure that you have involved such agencies in the coproduction of the provision map. You therefore need to indicate which service(s) you have coproduced your provision map with by clicking on the appropriate boxes.

## **Section 2 - The child's main area(s) of need**

- Within this section please identify the child's main area(s) of need by clicking on the appropriate box (an x should appear in the box).
- If the child has needs in multiple areas, please select the area(s) where the child's needs are greatest and have the biggest impact on their participation and inclusion within the setting rather than selecting all four boxes.
- The areas of need listed on the provision map template relate to the four broad areas of need detailed within the [SEND Code of Practice 2015](#). Please use [Trafford's EY Graduated Approach](#) guidance to help you to identify the child's main area(s) of need. Descriptions of need at a universal, SEN Support and High Level SEN Support are provided for your reference:
  - [Communication and Interaction](#)
  - [Cognition and Learning](#)
  - [Physical, Medical and Sensory](#)
  - [Social, Emotional and Mental Health](#)

EY SEND funding is for a minority of children who are being supported at either SEN Support or High Level SEN Support and fit the descriptions of need at these levels within the graduated approach guidance.

## **Section 3 - Assess - What do you know about the child's strengths and needs?**

- Within this section you need to provide a brief summary of the child's main strengths and needs. It is important to be aware that not all panel members will have met or know the child and the information you are providing therefore needs to be thorough, clear and concise. Please see Appendices 2 and 3 for examples of information you may wish to include when describing the child's strengths and needs.

- You must also provide up-to-date assessment information for the child in the specified boxes in this section. Due to the EYFS reforms, which came into force in September 2021, EYFS data may not be the most useful way of identifying and monitoring the progress of children with complex SEND. Trafford therefore recommend that additional assessment tools are used for children with complex SEND in the early years, such as:
  - [WellComm](#) – is a speech and language toolkit for assessing children in the early years, from 6 months old. It plays a crucial role in identifying children with potential language difficulties. We expect a WellComm score for all children with SEND accessing a Trafford EY setting. All EY settings in Trafford have been provided with a WellComm pack.
  - [Ages and Stages Questionnaire – Social Emotional \(ASQ2:SE\)](#) – is an assessment tool that can be used to help identify and monitor children presenting with difficulties in their social and emotional development. All EY settings in Trafford have been provided with an ASQ2:SE pack.
  - [Early Years Developmental Journal \(EYDJ\)](#) – is an assessment tool which breaks down areas of development into smaller achievable steps for children with additional needs. It is therefore an effective tool to track the progress of children with complex needs. It can be accessed freely using the link provided.
  - [Portage SEND Best Practice Checklist](#) – is a checklist in which skills are broken down into small steps so that practitioners can assess and celebrate each skill that a child with complex needs masters. All children who received Early Years 2 (EY2) funding from Trafford’s EY SEND Panel will receive a free copy of the Portage SEND Best Practice Checklist. Therefore, **if you are reapplying for funding for a child already in receipt of EY2 funding, you must complete this information.**
  - [Intensive Interaction](#) – is an approach to support children with complex communication difficulties who are struggling to interact with others and are often pre-verbal. Intensive interaction will usually be recommended by an outside SEND service, as training and support is required for practitioners using this approach. If you are using intensive interaction for the child then please select the stage that they are currently working at (you may need to liaise with outside professionals to ensure that this is accurate).

#### **Section 4 – Plan - What are you hoping the child will be able to do as a result of the funding?**

- Within this section you must state the outcomes you are hoping to achieve for the child over the next six months. These must be coproduced with parent/carers as well as any outside professionals involved with the child.
- What’s the difference between ‘Outcomes’ and ‘Targets’?

National Children's Bureau (NCB) definition:

*"...individual outcomes are big, broad and holistic. Targets are smaller goals which sit underneath the holistic outcomes - there must be a direct relationship between outcomes and targets. Achieving these targets indicates that the child or young person is getting closer to their outcomes."*

- A target identifies the next step(s) the child needs to achieve to progress towards the outcomes identified and to move their development forward. This means that outcomes are longer term and targets are short term.
- The outcomes listed on the child's provision map must be SMART. This means:
  - ✓ **Specific** – is the outcome written using clear, precise and unambiguous language?
  - ✓ **Measurable** – will it be clear whether the outcome has been achieved or not?
  - ✓ **Achievable** – can the outcome be achieved within the given timeframe and with the resources available?
  - ✓ **Relevant** – is the outcome linked to the child's priority area(s) of need?
  - ✓ **Time-bound** – has a realistic timeframe been set for reviewing whether the child has achieved the outcome?
- For children with complex SEND in Trafford, we expect **outcomes to be set over a six month period** and recorded on the child's provision map. **Targets should then be set as part of 6 weekly assess, plan, do, review cycles** which are recorded on the child's Individual Support Plans.
- When writing SMART targets and outcomes, it can be helpful to think in terms of "ABCD" -

A [Actor] B [Behaviour] C [Conditions] D [Degree of Success]

A. Who?

B. Is going to do what?

C. Under what conditions?

D. With what degree of success?

OUTCOME: [In 6 months' time] Aaron will begin to use at least 5 single words to name preferred objects/actions in structured situations with a familiar adult.

RELATED TARGET: [In 6 weeks' time] Aaron will vocalize the animal sound for lion, dog, cat, in play in imitation of an adult 50% of the time.



OUTCOME: [In 6 months' time], **Isla will be able to feed herself independently with a fork and spoon at every meal time.**

RELATED TARGET: [In 6 weeks' time] **Isla will be able to take a pre-loaded spoon from the dish and place it in her mouth on three occasions at each mealtime, with hand over hand support.**

OUTCOME: [In 6 months' time] **Safia will be able to share and take turns independently as part of a small group of 2-3 peers in all areas of continuous provision.**

RELATED TARGET: [In 6 weeks' time] **Safia will take part in a table-top game with an adult and one other child taking turns for 3 turns each.**

- The outcomes that you identify must link directly to the child's needs (as you have stated in sections 2 and 3 of the provision map). Please see appendix 3 for further examples of outcomes.

#### **Section 5 - Did the child achieve the outcome?**

- This section is to only be completed at the end of the funding period (when the provision map is being reviewed).
- The drop down menu allows you to state the progress that the child has made in relation to each outcome – achieved, partly achieved, not achieved. You should select the option that closely matches the child's progress in relation to the outcomes you identified in section 4.
- This, together with the review information in section 8, will form part of your overall evaluation of the child's provision map. The review of individual support plans and provision maps must involve parent/carers and those working closely with the child.

#### **Section 6 - Do – What will you provide, as a result of the funding, that will help the child achieve the above outcomes?**

- In this section you must detail the provision that will be provided for each outcome (as stated in section 4). You can either detail the provision as a whole or you can separate it out into numbered sections to correspond to each of the outcomes in Section 4.
- What is 'SEND Provision'?

Universal Provision, also known as [Quality First Teaching](#), does not need to be costed on Trafford EY Provision Maps. SEND Provision means anything *additional to or different from* what is usually provided universally for all children in the setting.

Provision which is additional to or different from universal provision needs to be detailed and costed on Trafford EY Provision Maps. This may include activities, interventions, human resources, strategies and programmes designed to support the child's progress towards achieving the listed outcomes. It should:

- ✓ Be built in to what's on offer within the setting both indoors and outdoors
  - ✓ Be planned for in small group times and sometimes for short periods of 1:1 time
  - ✓ Be built into all aspects of the setting's practice
- You must include detailed information about the approaches, strategies or interventions that will be used in order to support the child. This may include small group or targeted adult support. It is not enough to simply state that additional adult support is required – the panel need to know exactly what the adult will be providing at these times and how this relates to the outcomes stated within Section 4.

### **Section 7 – Cost per week**

- You must provide costings per week for the provision listed on the provision map.
- In order to cost provision effectively, you need to state the approximate time that will be spent providing this support and what this equates to financially. **Remember to only include provision that is additional to or different from the provision you provide for all children in the setting.** This can include provision that is similar to that provided for others, but only if it is individualised to meet the child's specific needs. For example, you may use visual aids at times to support the whole group, but personalised visual aids that require additional adult time would be classed as additional to or different from. Remember to consider on-costs when detailing hourly rates for additional adult support.
- Physical resources, equipment and staff training can be included on the provision map but **not** costed – [Disability Access Funding](#) is available for children aged 3 to 4 who are eligible for Disability Living Allowance. This funding is designed to be used for buying resources and equipment to support children with additional needs.

### **Section 8 - Review – What have you learned from this cycle of Assess-Plan-Do-Review?**

- At the end of the funding period you must submit an evaluated provision map to the EY SEND Panel. This is extremely important as it allows the Local Authority to assess the impact of EY SEND funding at both an individual and wider level. It also forms an

important part of the provision mapping process, in that settings are continually monitoring the impact of their provision for children with complex SEND and making changes where needed.

- As well as completing the drop down menus in section 5 of the provision map, you must provide a summary of the progress made by the child within the 6 month funding period. This should include information on the child's strengths and achievements.
- The review must involve parent/carers and those working closely with the child, including outside professionals. Therefore, your summary should include the views of people both within and outside your setting.
- Within this section you may wish to cover:
  - ✓ What went well? What strategies/interventions were successful?
  - ✓ What didn't go so well? Were there aspects of the provision that the child didn't respond well to?
  - ✓ What needs to be adapted/changed (if anything)?
  - ✓ If outcomes weren't achieved, why not? Do they need revising for the child's next provision map?
  - ✓ Does further specialist advice need to be sought and if so from whom?
  - ✓ Will further funding be required?
- You must also provide follow up scores/assessment information for the child in the specified boxes in this section. This may be using the same assessment tools as those used at the start of the funding period (the information you provided in Section 3), or you may have completed additional assessments during the funding period. In this case please also include the new assessment information using the boxes provided.
- At the end of the agreed funding period, you may decide that a further cycle of EY SEND funding is required to enable the participation and inclusion of this child in your setting. If so, please ensure that you have submitted an evaluated provision map as well as a new provision map covering the new funding period.
- It is important that the new provision map follows on from the previous provision map. For example, the outcomes listed should build on the child's progress and achievements within the last funding cycle.
- Repeating outcomes that were not achieved is not seen as good practice, unless the provision to achieve such outcomes has been revised in light of the review. It is likely, however, that outcomes may need to be revised as they were not SMART enough in nature, particularly in terms of how achievable they were in the first place.

## How can we ensure that we're writing high-quality provision maps?

- Appendix 5 provides a Quality Assurance (QA) Framework, which has been developed to support settings in self-evaluating the quality of their provision maps. It is recommended that settings review their provision maps using this framework prior to submitting a request for Early Years SEND Funding.
- The QA framework will also be used by members of the EY SEND Funding Panel to assess the quality of your submitted provision map and to aid funding decisions. You may be given feedback from the panel regarding strengths and areas of development of your provision map to support your professional development and improve the quality of any future provision maps submitted to panel.

## How can we provide feedback on the new EY provision map template and guidance materials?

- As the EY provision map template and guidance materials have only recently been developed, we are keen to hear your opinions and whether you have any suggestions for improvements.

Please use the online survey to provide feedback:

<https://trafford.citizenspace.com/children/395b2b28>

- You can provide feedback more than once, for example if you encountered a new barrier or difficulty with using the provision map template you can use the survey link to let us know and skip any questions that you have answered previously.

## Appendix 1 – Provision map template

# Trafford Provision Map For Early Years SEND Funding Requests



Please refer to **Trafford’s Early Years Provision Mapping Guidance** and **Trafford’s Early Years Graduated Approach Guidance** to help you complete this form. You should describe outcomes for the child linked to the relevant area/s of need and the provision you will put in place to meet these outcomes. Universal provision can be shown but does not need to include costs. Funding is not available to cover staff training, equipment or resources. It is essential that you provide costs for the provision which is *additional to* and *different from* the provision for others. At the end of the funding period, you will be required to evaluate this provision map by completing the review section. The outcomes and provision detailed on this provision map should be for a six month period and co-produced with a member of staff from an EY SEND Service involved with the child.

1. General Information					
Child’s name:	Click here to enter text.	Date of birth:	Click here to enter a date.	School or setting:	Click here to enter text.
Hours child attends setting:	Click here to enter text.	Other settings the child attends (if applicable): Click here to enter text.			
Start date of provision map:	Click here to enter a date.	Review date of provision map:	Click here to enter a date.	Co-produced with:	SENAS <input type="checkbox"/> TEDS <input type="checkbox"/> Area SENCO <input type="checkbox"/> SISS <input type="checkbox"/>
2. Child’s Main Area(s) of Need (select appropriate box[es]):					
Cognition and Learning		<input type="checkbox"/>	Communication and Interaction		<input type="checkbox"/>
Social, Emotional and Mental Health		<input type="checkbox"/>	Sensory, Physical or Medical		<input type="checkbox"/>
3. Assess - What do you know about the child’s strengths and needs?					
Briefly describe the child’s main strengths and needs including how they affect the child’s inclusion and participation within your setting. Consider the child’s needs at different times of the day e.g. during activities, drop off/pick up, meal or snack time, toileting, indoor or outdoor play, carpet time.					

<b>Wellcomm</b> Date of most recent screen:      Click here to enter a date. Score for chronological age:      Choose an item. Green score achieved:              Choose an item.	<b>Ages and Stages Questionnaire –Social Emotional (ASQ2:SE)</b> Date of most recent screen:      Click here to enter a date. Score for chronological age:      Choose an item.	<b>Intensive Interaction</b> Date of most recent assessment: Click here to enter a date. Level child is working at: Choose an item.
<b>Early Years Developmental Journal (EYDJ)</b> Date of most recent assessment:   Click here to enter a date. Personal, Social and Emotional:   Choose an item. Communication:                      Choose an item. Physical:                                Choose an item. Thinking:                                Choose an item.	<b>Portage SEND Best Practice Assessment Checklist</b> Date of most recent assessment:   Click here to enter a date. Physical development – Gross Motor:   Choose an item. Physical development - Fine Motor:    Choose an item. Health and Self Care:                    Choose an item. Communication and Language:        Choose an item. Personal social:                          Choose an item.	
<b>4. Plan – What are you hoping the child will be able to do as a result of the funding?</b>		<b>5. Did the child achieve the outcome?</b>
<b>SMART outcomes to be achieved:</b>		(complete at end of funding period)
1.		Choose an item.
2.		Choose an item.
3.		Choose an item.
4.		Choose an item.
5.		Choose an item.
6.		Choose an item.

6. Do – What will you provide, as a result of the funding, that will help the child achieve the above outcomes?		7. Cost per week
Provision to meet the above outcomes (include staff ratio/ length/ frequency):		
<b>Total cost:</b> This is the total cost per week of the provision by the school/setting which is <i>additional to and different from</i> provision for others.		£ <a href="#">Click here to enter text.</a> <b>Per week</b>
8. Review – What have you learned from this cycle of Assess-Plan-Do-Review? (complete at end of funding period)		
What level of funding was the child allocated? EY1a (£80 per week) <input type="checkbox"/> EY1b (£120 per week) <input type="checkbox"/> EY2 (£160 per week) <input type="checkbox"/>		
Briefly describe the child's progress in response to this cycle of funding. Please make reference to the voice of the child and family as well as your own views on progress.		
<b>Wellcomm</b> Date of screen: <a href="#">Click here to enter a date.</a> Score for chronological age: <a href="#">Choose an item.</a> Green score achieved: <a href="#">Choose an item.</a>	<b>Ages and Stages Questionnaire – Social Emotional (ASQ2:SE)</b> Date of screen: <a href="#">Click here to enter a date.</a> Score for chronological age: <a href="#">Choose an item.</a>	<b>Intensive Interaction</b> Date of assessment: <a href="#">Click here to enter a date.</a> Level child is working at: <a href="#">Choose an item.</a>
<b>Early Years Developmental Journal (EYDJ)</b> Date of assessment: <a href="#">Click here to enter a date.</a> Personal, Social and Emotional: <a href="#">Choose an item.</a> Communication: <a href="#">Choose an item.</a> Physical: <a href="#">Choose an item.</a> Thinking: <a href="#">Choose an item.</a>	<b>Portage SEND Best Practice Assessment Checklist</b> Date of assessment: <a href="#">Click here to enter a date.</a> Physical development – Gross Motor: <a href="#">Choose an item.</a> Physical development - Fine Motor: <a href="#">Choose an item.</a> Health and Self Care: <a href="#">Choose an item.</a> Communication and Language: <a href="#">Choose an item.</a> Personal social: <a href="#">Choose an item.</a>	



## Appendix 2 – Provision map template with prompts

# Trafford Provision Map

## For Early Years SEND Funding Requests



Please refer to **Trafford’s Early Years Provision Mapping Guidance** and **Trafford’s Early Years Graduated Approach Guidance** to help you complete this form. You should describe outcomes for the child linked to the relevant area/s of need and the provision you will put in place to meet these outcomes. Universal provision can be shown but does not need to include costs. Funding is not available to cover staff training, equipment or resources. It is essential that you provide costs for the provision which is *additional to* and *different from* the provision for others. At the end of the funding period, you will be required to evaluate this provision map by completing the review section. The outcomes and provision detailed on this provision map should be for a six month period and co-produced with a member of staff from an EY SEND Service involved with the child.

### 1. General Information *Please enter date/text or click on the appropriate box(es).*

Child’s name:	Click here to enter text.	Date of birth:	Click here to enter a date.	School or setting:	Click here to enter text.
Hours child attends setting:	Click here to enter text.	Other settings the child attends (if applicable): Click here to enter text.			
Start date of provision map:	Click here to enter a date.	Review date of provision map:	Click here to enter a date.	Co-produced with:	SENAS <input type="checkbox"/> TEDS <input type="checkbox"/> Area SENCO <input type="checkbox"/> SISS <input type="checkbox"/>

### 2. Child’s Main Area(s) of Need (select appropriate box[es]): *Please tick the appropriate box by clicking on it. .*

Cognition and Learning	<input type="checkbox"/>	Communication and Interaction	<input type="checkbox"/>
Social, Emotional and Mental Health	<input type="checkbox"/>	Sensory, Physical or Medical	<input type="checkbox"/>

### 3. Assess - What do you know about the child’s strengths and needs?

Briefly describe the child’s main strengths and needs including how they affect the child’s inclusion and participation within your setting. Consider the child’s needs at different times of the day e.g. during activities, drop off/pick up, meal or snack time, toileting, indoor or outdoor play, carpet time.

Please refer to the questions/prompts detailed below to create a brief and concise summary that describes the child's strengths and needs. You may want to include information about:

- What **can** the child do **now**? What are the child's main strengths? What progress has been made? Do they have a favourite toy/interest/activity?
- How they communicate their wants and needs? Are they verbal or pre-verbal? Are they able to understand spoken language? Do they need visual prompts/gestures/guidance? Are PECs used with the child, if so which phase are they currently working at? Also include any needs around attention and listening.
- Who have they formed positive relationships with? Are they able to engage in adult-led activities? Do they require support to interact with familiar adults or their peers, describe this support? Do they show interest in others? Are they able to follow the setting routine? Are they able to regulate their emotions?
- What support do they require at meal-times/feeding? What toileting needs do they have? Is the child non-mobile? Describe their physical needs, including a description of how the child moves around the environment e.g. crawling, rolling, bottom shuffling or using walking aids. Describe any behaviours that are harmful to themselves or others?

See Appendix 3 for an example of a completed provision map for a fictional child which gives an example of a completed Section 3.

You **must** provide details in the boxes below of the child's current scores or tracking information from any assessments carried out. These must be accurate and up-to-date assessment results/scores. You will also be asked to provide an up-to-date assessment results/scores at the end of the funding period as part of your overall review, this will demonstrate the progress the child has made during the funding period. Please enter text in the appropriate boxes and select items from the drop down menus.

Please note if the child has received EY2 funding in a previous funding periods, you **must** include an assessment from the Portage Checklist (a copy of which will have been provided at the beginning of the last funding cycle).

<p><b>Wellcomm</b></p> <p>Date of most recent screen:      Click here to enter a date.</p> <p>Score for chronological age:      Choose an item.</p> <p>Green score achieved:              Choose an item.</p>	<p><b>Ages and Stages Questionnaire –Social Emotional (ASQ2:SE)</b></p> <p>Date of most recent screen:      Click here to enter a date.</p> <p>Score for chronological age:      Choose an item.</p>	<p><b>Intensive Interaction</b></p> <p>Date of most recent assessment:      Click here to enter a date.</p> <p>Level child is working at:              Choose an item.</p>
<p><b>Early Years Developmental Journal (EYDJ)</b></p> <p>Date of most recent assessment:      Click here to enter a date.</p> <p>Personal, Social and Emotional:      Choose an item.</p> <p>Communication:                          Choose an item.</p>	<p><b>Portage SEND Best Practice Assessment Checklist</b></p> <p>Date of most recent assessment:      Click here to enter a date.</p> <p>Physical development – Gross Motor:      Choose an item.</p> <p>Physical development - Fine Motor:      Choose an item.</p>	

Physical: Thinking:	Choose an item. Choose an item.	Health and Self Care: Communication and Language: Personal social:	Choose an item. Choose an item. Choose an item.	
<b>4. Plan – What are you hoping the child will be able to do as a result of the funding?</b>			<b>5. Did the child achieve the outcome?</b>	
<b>SMART outcomes to be achieved:</b> Outcomes are the long term, broad and holistic goals for the child to achieve over approximately a period of 6 months, as a result of this funding. The outcomes that you identify must link directly to the child’s needs (as you have stated in sections 2 & 3).  See Appendix 3 for an example of a completed provision map for a fictional child which gives examples of outcomes.			(complete at end of funding period) You do not need to complete this section until the end of the funding period. The drop down menu allows you to state the progress the child has made. You should choose the option that closely matches the child’s progress in relation to the outcomes you identified in section 4. This together with the review in section 8 will form part of your overall evaluation.	
1.			Choose an item.	
2.			Choose an item.	
3.			Choose an item.	
4.			Choose an item.	
5.			Choose an item.	
6.			Choose an item.	

## 6. Do – What will you provide, as a result of the funding, that will help the child achieve the above outcomes?

## 7. Cost per week

### Provision to meet the above outcomes (include staff ratio/ length/ frequency):

Detail the provision that will be provided for each outcome stated in Section 4. You may find it helpful to record them numerically to correlate with the outcomes or you may wish to describe the provision overall which will be used to meet all stated outcomes.

You will also need to state the approximate time spent providing support on each aspect of provision and what that will equate to financially. Remember to only include provision that is **additional to** or **different from** that which you would provide for all other children in the setting.

Here are some examples of how individual provision could be costed:

1. Additional adult present during snack times to model appropriate sitting and eating, provide hand-over-hand guidance, implement personalised visual prompts – **30 mins per day x 5 days per week = £25 per week**. This example is relatively straight forward to cost as it is an activity that is repeated each day for a set period of time.
2. Vigilant adult to be available at high risk times of climbing to provide visual cues for appropriate behaviour and guide to a safer climbing area - **approx. 4 hours per week = £40 per week**. This example is more difficult to cost out across the time the child attends the setting. Costing was achieved by identifying at what times across the day the child was likely to climb (e.g. during free play outdoors and indoors) and then eliminating times climbing was less likely to happen (e.g. at meal times or when structured activities are taking place).

Within this section you will also need to include information about the approach or methods you will use with the child as part of the provision to meet each outcome. For example you may be using sabotage strategies or Intensive Interactions. You might introduce visuals, Signalong or use Social Stories, Emotion Coaching, Lego therapy or the STAR Approach.

Part of the provision may include small group or targeted adult support, adaptive equipment, aids or additional opportunities to practise skills. What you are describing in this section is the overall provision you will put in place for each outcome over the 6 month period.

See Appendix 3 for an example of a completed provision map for a fictional child which gives examples of costed provision.

Please state here the cost per week for the provision outlined.

Remember to consider on-costs when detailing hourly rates for additional adult support.

<b>Total cost:</b> This is the total cost per week of the provision by the school/setting which is <b>additional to and different from</b> provision for others.	<b>£</b> <a href="#">Click here to enter text.</a> <b>Per week</b>	
<b>8. Review – What have you learned from this cycle of Assess-Plan-Do-Review? (complete at end of funding period)</b>		
<p>What level of funding was the child allocated? <b>Please tick the appropriate box by clicking on it.</b>          EY1a (£80 per week) <input type="checkbox"/>      EY1b (£120 per week) <input type="checkbox"/>      EY2 (£160 per week) <input type="checkbox"/></p> <p>Briefly describe the child’s progress in response to this cycle of funding. Please make reference to the voice of the child and family as well as your own views on progress.</p> <p><b>All provision maps need to be evaluated and submitted to panel at the end of the funding period.</b></p> <p>Please provide a summary of the progress made by the child within the 6 month funding period, including the child’s strengths and achievements. State what progress has been made towards achieving the outcomes stated in section 4. Please include how parents/carers were involved in this review.</p> <p>Make sure that you have also completed section 5 as part of the review process using the drop down menus provided.</p> <p>Describe: What went well? What strategies/interventions were successful? What needs to be stopped/adapted/changed? Will further funding be required? State if any further specialist advice needs to be sought. State anything that was not achievable and consider what may need to change in the next cycle of planning or funding?</p> <p>You must also provide details in the boxes below of updated scores or tracking from any assessments carried out at the end of this funding period. These must be accurate and up-to-date assessment results/scores. Please enter text in the appropriate boxes and select items from the drop down menus.</p> <p>Please note that if the child received EY2 funding from the panel, you <b>must</b> include an assessment from the Portage Checklist (a copy of which will have been provided at the beginning of the funding cycle).</p>		
<b>Wellcomm</b> Date of screen: <a href="#">Click here to enter a date.</a> Score for chronological age: <a href="#">Choose an item.</a> Green score achieved: <a href="#">Choose an item.</a>	<b>Ages and Stages Questionnaire – Social Emotional (ASQ2:SE)</b> Date of screen: <a href="#">Click here to enter a date.</a> Score for chronological age: <a href="#">Choose an item.</a>	<b>Intensive Interaction</b> Date of assessment: <a href="#">Click here to enter a date.</a> Level child is working at:

<p><b>Early Years Developmental Journal (EYDJ)</b></p> <p>Date of assessment: <a href="#">Click here to enter a date.</a></p> <p>Personal, Social and Emotional: <a href="#">Choose an item.</a></p> <p>Communication: <a href="#">Choose an item.</a></p> <p>Physical: <a href="#">Choose an item.</a></p> <p>Thinking: <a href="#">Choose an item.</a></p>	<p><b>Portage SEND Best Practice Assessment Checklist</b></p> <p>Date of assessment: <a href="#">Click here to enter a date.</a></p> <p>Physical development – Gross Motor: <a href="#">Choose an item.</a></p> <p>Physical development - Fine Motor: <a href="#">Choose an item.</a></p> <p>Health and Self Care: <a href="#">Choose an item.</a></p> <p>Communication and Language: <a href="#">Choose an item.</a></p> <p>Personal social: <a href="#">Choose an item.</a></p>	<p><a href="#">Choose an item.</a></p>
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## Appendix 3 – Example of a completed provision map (Peter)



# Trafford Provision Map For Early Years SEND Funding Requests



Please refer to **Trafford's Early Years Provision Mapping Guidance** and **Trafford's Early Years Graduated Approach Guidance** to help you complete this form. You should describe outcomes for the child linked to the relevant area/s of need and the provision you will put in place to meet these outcomes. Universal provision can be shown but does not need to include costs. Funding is not available to cover staff training, equipment or resources. It is essential that you provide costs for the provision which is *additional to* and *different from* the provision for others. At the end of the funding period, you will be required to evaluate this provision map by completing the review section. The outcomes and provision detailed on this provision map should be for a six month period and co-produced with a member of staff from an EY SEND Service involved with the child.

1. General Information					
Child's name:	Peter	Date of birth:	02/08/2018	School or setting:	Anywhere Day Nursery
Hours child attends setting:	15	Other settings the child attends (if applicable): None			
Start date of provision map:	01/11/2021	Review date of provision map:	01/05/2022	Co-produced with:	SENAS <input checked="" type="checkbox"/> TEDS <input type="checkbox"/> Area SENCO <input type="checkbox"/> SISS <input type="checkbox"/>
2. Child's Main Area(s) of Need (select appropriate box[es]):					
Cognition and Learning		<input type="checkbox"/>	Communication and Interaction		<input checked="" type="checkbox"/>
Social, Emotional and Mental Health		<input type="checkbox"/>	Sensory, Physical or Medical		<input type="checkbox"/>
3. Assess - What do you know about the child's strengths and needs?					
Briefly describe the child's main strengths and needs including how they affect the child's inclusion and participation within your setting. Consider the child's needs at different times of the day e.g. during activities, drop off/pick up, meal or snack time, toileting, indoor or outdoor play, carpet time.					
Peter is a happy little boy, who enjoys playing with toys of his own choosing for long periods at nursery. Peter is currently pre verbal, he will sometimes look towards an adult when they are singing, and is starting to copy some sounds he hears in favourite stories. He will often smile when his parents come to pick him up. Peter will play on his own and build towers or roll balls for lengthy periods, but move away if others join in. He will eat some finger foods but only when standing up, and will only drink from a sippy cup. Peter does not yet indicate his toileting needs and is currently in nappies; he becomes					

very agitated when he is being changed. He will go into the bathroom and wash his hands with prompting. Peter enjoys climbing inside and out; he may put himself and others in danger by climbing on high furniture and jumping off. Peter cannot yet access and participate in carpet time activities and instead engages in activities of his own choosing within the room.

<b>Wellcomm</b> Date of most recent screen: 20/10/2021 Score for chronological age: Red Green score achieved: Not achieved	<b>Ages and Stages Questionnaire –Social Emotional (ASQ2:SE)</b> Date of most recent screen: 20/10/2021 Score for chronological age: Black Zone	<b>Intensive Interaction</b> Date of most recent assessment: 18/10/2021 Level child is working at: Level 2 - Awareness
<b>Early Years Developmental Journal (EYDJ)</b> Date of most recent assessment: 18/10/2021 Personal, Social and Emotional: Step 4 Communication: Step 3 Physical: Step 6 Thinking: Step 6	<b>Portage SEND Best Practice Assessment Checklist</b> Date of most recent assessment: <a href="#">Click here to enter a date.</a> Physical development – Gross Motor: Choose an item. Physical development - Fine Motor: Choose an item. Health and Self Care: Choose an item. Communication and Language: Choose an item. Personal social: Choose an item.	

<b>4. Plan – What are you hoping the child will be able to do as a result of the funding?</b>	<b>5. Did the child achieve the outcome?</b>
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<b>SMART outcomes to be achieved:</b>	(complete at end of funding period)
<b>1.</b> Peter will make requests for 10 different preferred objects, in a variety of settings, using verbal or non-verbal actions [e.g. saying “bu” for bubbles or pointing at the bubbles and looking at you].	Choose an item.
<b>2.</b> Peter will show brief [1 to 3 seconds] interest [e.g. by reaching out, making a sound, moving, making eye contact], to an approach from a familiar person, on 10 different occasions.	Choose an item.
<b>3.</b> Peter will sit on a chair for snack at a table with one adult and one other child, for at least 3 minutes, and eat finger foods from a plate, and drink from an open cup, on a daily basis.	Choose an item.
<b>4.</b> Peter will respond to a visual prompt given by an adult by moving to a safe climbing area on at least 3 out of 5 occasions.	Choose an item.

5. Peter will appear more relaxed during nappy change times, and cooperate by lying still on the mat whilst playing with a favourite toy, at least once a day.	Choose an item.
6.	Choose an item.
<b>6. Do – What will you provide, as a result of the funding, that will help the child achieve the above outcomes?</b>	<b>7. Cost per week</b>
<p><b>Provision to meet the above outcomes (include staff ratio/ length/ frequency):</b></p> <ol style="list-style-type: none"> <li>1. Staff member to continue implementing Intensive Interaction Techniques as recommended by the Speech and Language Therapist at multiple times during the day. Out of the 15 hours Peter attends we would be expecting roughly around a quarter of the time to be spent on this Intensive Interaction programme [approx. 4 hours per week]</li> <li>2. Joint Attention/sabotage activities to be used at least twice a day e.g. at snack time/during favourite activities, in 1:1 situations with adults. – approx. 10 minutes per activity twice a day [approx. 2 hours per week]</li> <li>3. Additional adult present during snack times to model appropriate sitting and eating, provide hand over hand guidance, implement personalised visual prompts [30 mins per day]</li> <li>4. Vigilant adult to be available at high risk times of climbing to provide visual cues for appropriate behaviour and guide to a safer climbing area [approx. 4 hours per week]</li> <li>5. Staff member to be available to support Peter during nappy changing and provide visuals, personalised rewards, distraction and calming techniques [approx. 3 hours per week]</li> </ol>	<p>£40 per week</p> <p>£20 per week</p> <p>£30 per week</p> <p>£40 per week</p> <p>£30 per week</p>
<p><b>Total cost:</b> This is the total cost per week of the provision by the school/setting which is <i>additional to and different from</i> provision for others.</p>	<p><b>£ 160 Per week</b></p>

**8. Review – What have you learned from this cycle of Assess-Plan-Do-Review? (complete at end of funding period)**

What level of funding was the child allocated?  
 EY1a (£80 per week)       EY1b (£120 per week)       EY2 (£160 per week)

Briefly describe the child’s progress in response to this cycle of funding. Please make reference to the voice of the child and family as well as your own views on progress.

<p><b>Wellcomm</b></p> <p>Date of screen: <a href="#">Click here to enter a date.</a></p> <p>Score for chronological age: <a href="#">Choose an item.</a></p> <p>Green score achieved: <a href="#">Choose an item.</a></p>	<p><b>Ages and Stages Questionnaire – Social Emotional (ASQ2:SE)</b></p> <p>Date of screen: <a href="#">Click here to enter a date.</a></p> <p>Score for chronological age: <a href="#">Choose an item.</a></p>	<p><b>Intensive Interaction</b></p> <p>Date of assessment: <a href="#">Click here to enter a date.</a></p> <p>Level child is working at: <a href="#">Choose an item.</a></p>
<p><b>Early Years Developmental Journal (EYDJ)</b></p> <p>Date of assessment: <a href="#">Click here to enter a date.</a></p> <p>Personal, Social and Emotional: <a href="#">Choose an item.</a></p> <p>Communication: <a href="#">Choose an item.</a></p> <p>Physical: <a href="#">Choose an item.</a></p> <p>Thinking: <a href="#">Choose an item.</a></p>	<p><b>Portage SEND Best Practice Assessment Checklist</b></p> <p>Date of assessment: <a href="#">Click here to enter a date.</a></p> <p>Physical development – Gross Motor: <a href="#">Choose an item.</a></p> <p>Physical development - Fine Motor: <a href="#">Choose an item.</a></p> <p>Health and Self Care: <a href="#">Choose an item.</a></p> <p>Communication and Language: <a href="#">Choose an item.</a></p> <p>Personal social: <a href="#">Choose an item.</a></p>	

## Appendix 4 - Example of how a Provision Map should inform an Individual Support Plan (Peter)

<b>Start date:</b> October 2021	<b>SEN Support – A graduated approach - Individual Plan (0-5 years)</b> <b>To be reviewed every six weeks</b>		
<b>Review date:</b> December 2021	<b>Child's name:</b> Peter	<b>Age:</b> 38 months	<b>D.O.B.</b> 02.08.2018
<b>Reason for completing the plan:</b>	<b>Sensory / Physical:</b> <ul style="list-style-type: none"> <li>• High levels of adult support needed for care routines, not yet toilet trained (in nappies)</li> <li>• Sensory processing needs – seeks high levels of movement</li> </ul>	<b>Social, Emotional &amp; Mental Health:</b> <ul style="list-style-type: none"> <li>• Limited interaction with peers, prefers to play alone</li> </ul>	
	<b>Cognition &amp; Learning:</b> <ul style="list-style-type: none"> <li>• Not yet able to join focused activities, prefers own agenda/to self-occupy</li> <li>• Not yet able to join in with group sessions/carpet time</li> </ul>	<b>Communication &amp; Interaction:</b> <ul style="list-style-type: none"> <li>• Complex and persistent SLCN (pre-verbal)</li> <li>• Social communication difficulties – both adults and peers</li> </ul>	
<b>Area of Learning</b>	<b>Next Steps / Targets</b> Include targets set by other professionals such as a speech and language therapist or physiotherapist. Note them under the appropriate area of learning.	<b>Strategies to achieve targets</b> How will you help the child to achieve the target/s?	<b>Progress achieved</b> Update this sheet and set new targets as and when targets are achieved. Use as a working document. For evidence of progress <b>observations</b> are needed.
Communication and Interaction	Peter will request a preferred item of food at snack time at least twice a week (i.e. by pointing, making a vocalisation, looking at the item and back to an adult etc).	<ul style="list-style-type: none"> <li>• Speak to parents to find out about what snacks/food items Peter likes best.</li> <li>• Put favourite food item into a Tupperware box with a photograph of Peter stuck on the top.</li> <li>• At each snack time bring the Tupperware box out and show Peter what's inside (through the plastic, not opening it just yet).</li> </ul>	To be filled in after meeting with parents and Key Worker on 09/12/21

		<ul style="list-style-type: none"> <li>Place the box in front of Peter but do not open just yet. Ask Peter if wants the snack/food item.</li> <li>Wait for Peter to indicate he wants the snack/wants you to open the box (e.g. by pointing, gesturing, making a vocalisation, looking at the box and back to you, giving you the box etc).</li> <li>If Peter has not done this within the first two minutes, model the request for him (e.g. helping him to give you the box) and then open the box and give him the snack.</li> <li>Give praise whenever Peter requests the snack/food item and give it to him straight away.</li> </ul>	
Communication and Interaction	Peter will tolerate a familiar adult sitting alongside him when engaged in self-play for at least five minutes each day.	<ul style="list-style-type: none"> <li>When Peter is engaged in self play a familiar adult will sit and watch. They should start off a little away from the area and slowly move closer to Peter until they are sat next to him.</li> <li>If Peter moves away at any point the adult will move further back until Peter appears more comfortable.</li> <li>The adult will use Intensive Interaction techniques as recommended by the SLT (see SLT plan).</li> <li>The adult will aim to do this at least 3 x per session.</li> </ul>	To be filled in after meeting with parents and Key Worker on 09/12/21
Physical/Sensory	Peter will move to the snack table with adult support (e.g. guiding him, holding out their hand) when shown a consistent object of reference (e.g. plate/bowl, a preferred item of food) at least once a week.	<ul style="list-style-type: none"> <li>An object of reference will be chosen to symbolise snack time (e.g. a plate/bowl, preferred item of food etc).</li> <li>This object of reference will be consistently shown to Peter at every snack time by a familiar adult.</li> <li>The familiar adult will guide Peter to the snack table/lead Peter by the hand if he tolerates this.</li> </ul>	To be filled in after meeting with parents and Key Worker on 09/12/21

		<ul style="list-style-type: none"> <li>• Praise will be given for Peter coming to the snack table.</li> <li>• Peter may move away from/leave the snack table quite quickly – this is okay. We are just working on him coming to the table when shown the object of reference to start with for now.</li> </ul>	
Physical/Sensory	At least twice a week, Peter will tolerate the lid being taken off his cup when the water is getting near the bottom and an adult using hand-over-hand guidance to help him bring the cup to his mouth.	<ul style="list-style-type: none"> <li>• Familiar adult to sit with Peter when having a drink and remove lid when the water is near the bottom.</li> <li>• Adult to use hand-over-hand guidance to help Peter bring the open cup to his mouth.</li> <li>• Once Peter has hold of the open cup the adult should let go of the cup and allow Peter to drink for himself.</li> <li>• If needed, hand-over-hand guidance should be given to place the empty cup back on the table.</li> <li>• Praise to be given when Peter has placed the empty open cup on the table (with or without adult support).</li> </ul>	To be filled in after meeting with parents and Key Worker on 09/12/21
Physical/Sensory	Peter will look at a visual prompt for moving to a safe climbing area (even if only briefly) when shown to him by an adult on at least 50% of occasions.	<ul style="list-style-type: none"> <li>• Whenever Peter is climbing in unsafe areas, an adult will show Peter a photograph of a safe climbing area.</li> <li>• The adult will guide Peter safely away from the unsafe area and lead him to the safe climbing area.</li> <li>• Praise to be given for moving to the safe climbing area.</li> </ul>	To be filled in after meeting with parents and Key Worker on 09/12/21
Physical/Sensory	Peter will choose a favourite toy out of the 'nappy change basket' on at least 50% of occasions when shown a visual prompt for nappy change and an adult sings the 'nappy change' song.	<ul style="list-style-type: none"> <li>• At each nappy change an adult will approach Peter and show him a clean nappy whilst telling him it's nappy change time.</li> <li>• They should lead him to the nappy change area whilst singing the 'nappy change' song.</li> <li>• A basket should be easily accessible with a few toys in that Peter will be motivated to play with</li> </ul>	To be filled in after meeting with parents and Key Worker on 09/12/21



		<p>(e.g. sensory toys, musical toys etc). These should be toys that can be played with whilst Peter is lying on his back on the floor.</p> <ul style="list-style-type: none"> <li>• The adult should guide Peter to choose a toy to play with whilst he lies down on the nappy change mat.</li> <li>• The adult should then proceed to change Peter's nappy.</li> <li>• The basket should remain within the nappy change area (moved out of reach at other times of the day) and the toys should remain in it (i.e. not be played with more generally outside of nappy change). Toys should be changed regularly to ensure continued interest and motivation (but don't change if Peter wants the same ones and/or shows continued pleasure and interest with the same toys).</li> </ul>	
<b>Shared with Parent / Carer      <u>Yes</u> / No</b>			
<b>Parent / carer signature</b>  <i>A. Parent</i>	<b>Key worker signature</b>  <i>K. Worker</i>	<b>Manager/leader signature</b>  <i>A. Manager</i>	

# Appendix 5 – Trafford EY Provision Mapping Quality Assurance Framework

## Trafford Early Years Provision Mapping

### Quality Assurance Framework

This quality assurance (QA) framework has been developed to support settings in self evaluating the quality of their provision maps.

It is recommended that settings review their provision maps using this framework prior to submitting a request for Early Years SEND Funding.

This QA framework will also be used by members of the EY SEND Funding Panel to assess the quality of your submitted provision map and to aid funding decisions. You may be given feedback from the panel regarding strengths and areas of development of your provision map to support your professional development and improve the quality of any future submissions for EY SEND funding you may make.

<b>SECTION 1: GENERAL INFORMATION</b>		<b>Y/N</b>
1a.	Does the provision map cover a six month period?	
1b.	Has the provision map been co-produced with a member of staff from an EY SEND Service i.e. TEDS, SENAS, Area SENCO, SISS?	
<b>SECTIONS 2 &amp; 3: DESCRIBING THE CHILD'S STRENGTHS AND NEEDS (ASSESS)</b>		
2a.	Has the child's main area(s) of need been identified?	
2b.	Does the description of the child include strengths/areas of progress?	
2c.	Has assessment data been provided which is appropriate to the child's needs?	
<b>SECTION 4: WRITING OUTCOMES (PLAN)</b>		
3a.	Specific – are outcomes written using clear, precise and unambiguous language?	
3b.	Measurable – will it be clear whether the outcomes have been achieved or not?	
3c.	Achievable – can outcomes be achieved within the given timeframe and with the resources available?	
3d.	Relevant – are outcomes linked to the child's priority area(s) of need?	
3e.	Time-bound – has a realistic timeframe been set for reviewing whether the child has achieved the outcomes?	
<b>SECTIONS 6 &amp; 7: PROVISION (DO)</b>		
4a.	Is the costed provision 'additional to' or 'different from' universal provision?	
4b.	Is the provision appropriately matched to the outcomes that have been set?	

4c.	Is the provision linked to additional adult support rather than equipment, resources, training, etc?	
4d.	Is it clear for how long and how often an additional adult will be required to deliver the provision for each outcome?	
4e.	Is there evidence of advice from external professionals within the listed provision (where they are involved)?	
4f.	Are per week costings given for the additional adult support needed to deliver the provision for each outcome?	
4g.	Are per week costings realistic and appropriate to the level of need?	
4h.	Is a total per week cost given which is accurate based on the per week costings listed for each outcome?	
<b>SECTIONS 5 &amp; 8: ASSESSING PROGRESS (REVIEW)</b>		
5a.	Has each outcome been selected as either being achieved, partly achieved or not achieved?	
5b.	Is the review section of the provision map sufficiently detailed in order to form an opinion on whether this cycle of EY SEND funding has enabled the child to make progress?	
5c.	Does the review section include child and family voice with regards to progress?	
5d.	If outcomes have not been achieved, is there evidence of reflection on why not and what will be done to address what is not working?	
5e.	Has assessment data been updated?	