



Enhanced Provision: Points for consideration

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improvement.**

Current context

- **Increasing complexity of need within our schools.**
- **Lack of specialist school placements and specialist provision (Units/ Bases)**
- **Ofsted focus on Inclusion**
- **No additional capital**

Current context

- **Sone for C&YP with Plans while others are mixed**
- **Most full-time provisions while others have some time in the Mainstream.**
- **Lack of clear guidance**
- **Different schools, different cohorts**



Points for
consideration.

- 1. Leadership**
- 2. Curriculum**
- 3. Implementation**
- 4. Assessments**
- 5. Transitions**

**1.
Leadership
Intent – vision
for SEND
Provision.
What is its
purpose?**

Is it an internal Alternative Provision: aimed at reengaging pupils into school and learning or for pupils at risk of PEX

or

An enhanced provision aimed at supporting children in applying new skills and knowledge, tailored to specific learning objective?

If it's the latter, it needs protecting from becoming the former! These cohorts are not best taught alongside one another.

Leadership.

- **Whole school initiative – more than the responsibility of the SENCo**
- **Shared understanding by staff and families**
- **Quality assurance.**
- **Aspirational ?**

Curriculum

- Delivery of curriculum – avoid too much time with least qualified staff.
 - Engagement Model / Tapestry - [The Engagement Model | Tapestry](#)
 - Birth to 5 Matters - [2025 – Birth To 5 Matters](#)
 - NB Good EYFS is good SEND. Build on this if you can.
 - EEE Shrec Model [The ShREC approach | EEF](#)
 - Executive functioning skills?
 - [Maths For Life - A Differentiated Approach](#)[®]

Avoid a curriculum of Interventions.

Delivery of the curriculum

- **What? What is the focus? Could use EYFS focus: Communication and language, physical development and personal social and emotional development**
- **By whom? Teachers as far as possible. Subject leads not just EP staff.**
- **How? Some group teaching is recommended if at all possible**

Assessment

- **Entry criteria** – is assessment information informing who is placed in the provision? (and who should not be placed there?)
- **Baseline assessments.** What are you using? These will inform your outcomes for the pupils.
- This is particularly important for secondary schools who are less familiar with Early Years assessment tools.
- Readiness for Learning, Boxall, Executive functioning?

Assessment

Skill	Needs complete support. (hand over hand)	Needs some support (gestural, visual or verbal prompts)	Can complete independently
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- **Monitoring and evaluating progress.** Need to be able to measure the impact of the curriculum and bespoke interventions.
- These may be more qualitative rather than quantitative - especially if measuring how well pupils manage unstructured times?

Assessment

Informing transitions - crucial! Need to demonstrate your aspiration for the C&YP to “move on”. Back into mainstream (PT, FT) ,from year to year and onto another setting)

This is important to think about as the assessment will then inform your curriculum / intervention.

Supporting Transitions

- **Between activities and key times of the day.**
- **Between the EP and the mainstream setting.**
- **Moving on to the next setting in their educational journey.**
- **Between school and the local community.**

Supporting Transitions

Best when these are:

- **Underpinned by a culture of aspiration and inclusion.**
- **Planned for when the curriculum is designed**
- **Included in all target setting / personalised outcomes**
- **Discussed and coproduced with the families (and young people where appropriate.**
- **Known by all the school staff**
- **Supported by the whole school community**

How are you ensuring...?

- That the children have a strong sense of belonging in the school – they are not being isolated / excluded from their friends?
- That all staff have a shared understanding of its purpose.
- That it is not a permanent fulltime placement for a cohort of pupils who, with the right support, could manage some or all the time in the mainstream.
- That it is value for money?
- And more.....

Questions



Additional information from Debra Rosco

- Ensure all SLT contribute to planning so there can be an understanding about how the curriculum will be delivered, how small steps of progress are measured (and communicated to parents, as just saying a child is Below expectations as per mainstream reports, is meaningless) , how school policies can be enacted whilst being mindful of needs (e.g. behaviour policy), how children will be included in extra-curricular clubs AND school trips AND residential opportunities.
- Aim to have an Educational Psychologist on board who sits 'outside' of the school so can see a bigger picture and can guide thinking and discussions with a level of knowledge and understanding that others might not have.
- However, much time you have given yourself to plan, double it!

Additional information from Debra Rosco

- Know exactly what needs you will be serving in your enhanced provision, with well-understood entry and exit criteria. Without these in place, you risk becoming a babysitting service for staff who are struggling with behaviours. Be needs-led and hold the line.
- Once you know the needs you are serving, research the interventions that can support this. There is no point throwing the wrong interventions at the wrong needs - it's too expensive, will waste everyone's time and lower morale when it doesn't work.
- Communicate clearly with parents to avoid them demanding extra support for their child in your enhanced provision when the needs are not evident.

Additional information from Debra Rosco

- Research, research, research. Get the curriculum right. Get the environment right. Get the resources right. Get the training right.
- Start a programme of CPDL for staff the year before the enhanced provision opens so a skillset is being built. Identify fantastic practitioners so good practice can be shared.
- Audit and action plan with fidelity. Keep going back to your action plan so you are constantly making incremental improvements. Ensure the appropriate staff are accountable for developing the success of the provision.

Additional information from Debra Rosco

- Make sure that children 'belong' to the mainstream school and have opportunities to engage with mainstream peers and activities.
- When your enhanced provision opens, seek feedback. You might not get it right all the time - that's okay. But, failing to change something that you know isn't working is not okay. Children deserve the best we can offer - keep striving for this.