

REFINE – remove Quality First Teaching (QFT)/Ordinarily Available provision

Special educational provision is defined in the SEND Code of Practice as “provision that is **different from or additional to that normally available to pupils or students of the same age**”. All provision in Section F should therefore only include the specialist educational provision which is over and above what is provided within QFT/Ordinarily Available.

When explaining Section F of an EHCP, the SEND Code of Practice (2015) notes ‘Provision must be specified for each and every need identified in Section B’ (9.69). It is important to consider that some provision may cover multiple needs listed in Section B.

For each provision you write, think, can you confidently say that it is...***so specific and so clear as to leave no room for doubt as to what has been decided and what is needed?*** (Case Law *L v Clarke and Somerset [1998]*)

What - Detailed	Who - Specific	When - Quantified
<p>What provision needs to be in place to achieve the outcomes in Section E, meet the needs listed in Section B, and aspirations (Section A)? What provision is additional to and different from that ordinarily available?</p> <p>Be detailed, What is the support/intervention doing? What specific approaches are being used? Is it direct/small group support?</p> <p>Use direct language; avoid vague language such as ‘weasel words’ (how would you feel if your contract was written this way?)</p> <ul style="list-style-type: none"> • Opportunities – TO • Benefit from – WILL HAVE • Should - WILL • Support – Direct/small group/1:2? • Have access to – WILL HAVE • Useful – TO • May – WILL 	<p>Specify who will be delivering each provision, E.g.</p> <ul style="list-style-type: none"> • Learning Support Assistant • Inclusion Learning Support • Pastoral Support • Class Teacher • Tutor • Learning Mentor • FIND MORE POST 16 EXAMPLES • SENCo • Head Teacher • Staff member trained in *** • Staff member with ***** qualification • Developed in conjunction with ***** and delivered by ***** <p>Do not list all staff for every provision</p>	<p>Include how often and how long...</p> <p>Daily/termly/weekly/fortnightly/termly/yearly</p> <p>Be time specific; 10 mins, 2 hours, 12 x 45 min per term</p> <p>On some occasions the below may be appropriate but this should not be for all provision. The majority should be quantified.</p> <p>Instead of As/When required</p> <ul style="list-style-type: none"> • When it becomes necessary • As required by circumstance <p>Instead of Daily</p> <ul style="list-style-type: none"> • when moving from one activity to the next • Try to specify – 2x hours daily (for example) • This will be available throughout the school day
Sam to attend a weekly technology safety intervention as part of a small group focusing on positive interactions, what is safe/unsafe and what to do if you need help	Member of the ICT Team	1 hour weekly
Peter will be supervised as part of a small group (maximum 3 children) when walking from one location within the school to another.	Learning support assistant under the direction of the class teacher.	When Peter is walking between locations.