ATTLEBOROUGH CLUSTER

SEND FUNDING

APPLICATION GUIDANCE

CLUSTER HOST   :   Attleborough Infant

CLUSTER CHAIR :   The Federation of Great Ellingham and Rocklands Primary Schools

RATIONALE

- The county has committed to changing the distribution of SEND funding from April 2013.
- The county budget spent on supporting our pupils with SEND in mainstream settings will remain the same.
- Additional funds to support our learners over and above the allocation in school budgets for high cost SEND will be delegated to the cluster.
- It is these additional, exceptional need cases to which this process is referring.
- This 'needs led' approach affords us the opportunity to work together as a cluster, flexibly, creatively and responsibly, thus improving the outcomes for our pupils.
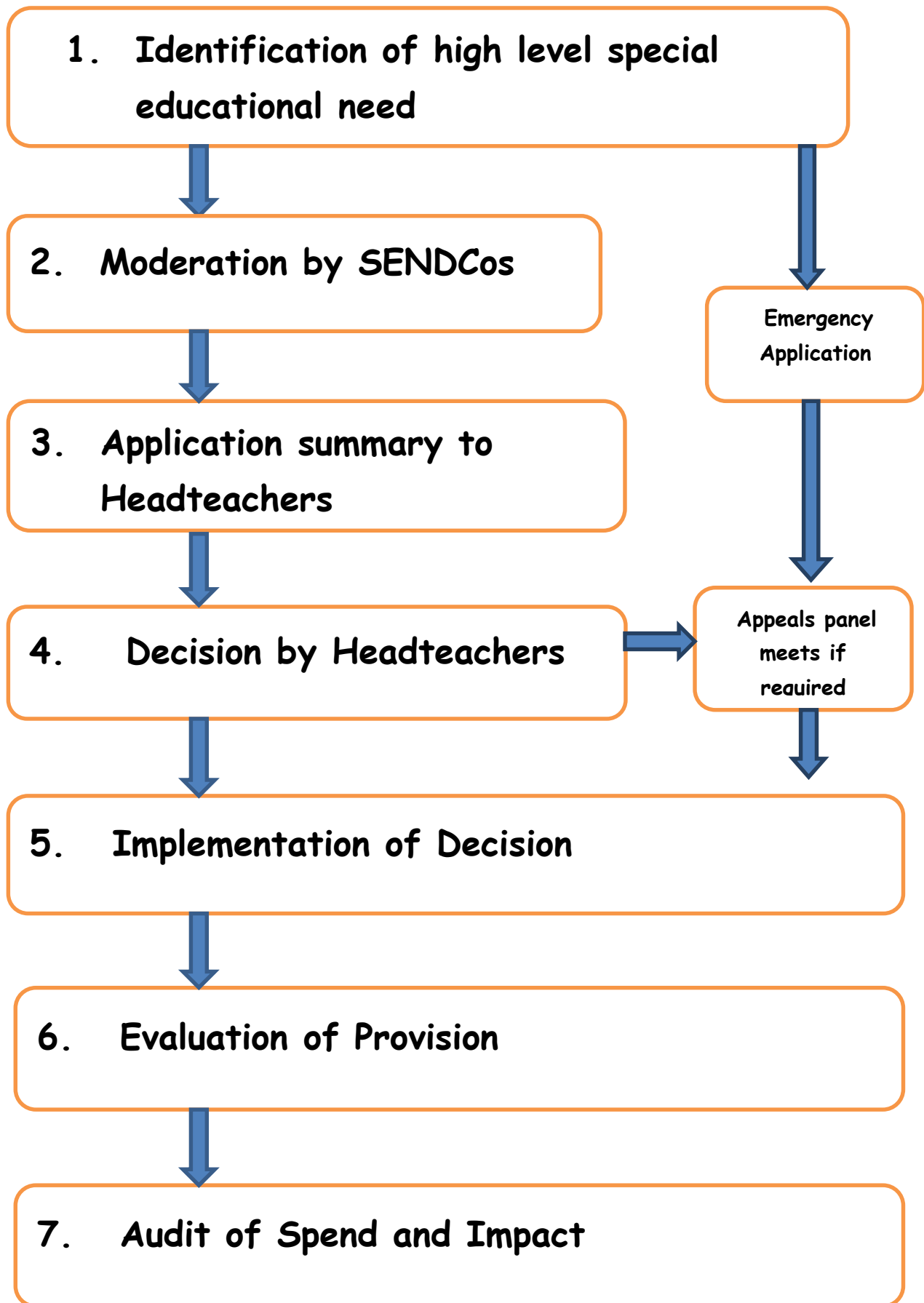
THE FRAMEWORK

- This framework is a shared personalised framework which has been compiled using some of the guidance materials in the 'Cluster Collaboration Toolkit'. It is anticipated as the process evolves that it will require modification and refinement.
- The Framework will endeavour to meet the following aims and objectives;
    1. Achieve bespoke learning packages of provision and intervention for our learners.
    2. Maximise impact and outcomes.
    3. Ensure a fair, equitable system with transparency and efficiency amongst the cluster.
    4. A shared accountability for finances in the cluster allocation.
    5. Pool resources and expertise across the cluster.
- Applications will be moderated by the sendco group prior to submission to the funding panel.
- The funding panel will meet each term to discuss funding requests. Meetings will be scheduled at the beginning of each academic year.
- The funding panel will consist of 2 heads, 2 Sencos and the Cluster SEND Facilitator. The panel will rotate amongst the headteachers and sendcos. No headteacher or sendco will vote where his / her school is making an application.

When considering an application to the cluster for funding to support pupils with high levels of SEND need, it may be useful to relate intervention required to one or several of the following categories;

A. Teaching
B. The Environment
C. Skills development
D. Communication
E. Personal care

Part of the cluster funding will be set aside as 'Emergency Contingency'. This will be available for any emergency need which is unforeseen, eg; A pupil with significant learning / medical / care needs moves into our catchment during the academic year. There is a separate application form and process for this.

FUNDING APPLICATION / ALLOCATION PROCESS

1. **Identification of high level special educational need**

2. **Moderation by SENDCos**

3. **Application summary to Headteachers**

Emergency Application

4. **Decision by Headteachers**

Appeals panel meets if reuqired

5. **Implementation of Decision**

6. **Evaluation of Provision**

7. **Audit of Spend and Impact**

THE PROCESS

1. IDENTIFICATION

A school within the cluster identifies a pupil with exceptional need who requires additional support / intervention.

Headteacher and SENDCo decide if an application should proceed with reference to the level of need criteria

2. APPLICATION

Application should be made using the attached sheets and submitted for moderation by the SENDCo group at meetings allocated at the start of each academic year.

Following moderation, a summary of applications should be sent by e-mail to all headteachers for approval and ratification at the next headteacher's meeting.

All monies will be allocated on a time limited basis appropriate to the child's needs.

The same application form should be used for an application for Emergency intervention ie; a pupil with high need who transfers or moves into your school within the academic year with no initial funding. In this case application should be sent directly to the cluster chair who with a representative head and the SEND Facilitator will make an informed and immediate decision. Cluster members will be informed at the next cluster heads SEND meeting.

3. DECISION MAKING

A summary of the recommendations of the moderation panel will be sent via e-mail to all cluster headteachers. After deliberation and challenge, final ratification will be given in the headteacher's meeting that will be held 2-3 weeks after the moderation meeting.

A record of decisions will be taken and maintained by the cluster finance officer.

The Cluster Chair will formally circulate decisions to cluster via e-mail.

4. IMPLEMENTATION

School SENDCO / Headteacher implements interventions.

Cluster chair instructs finance officer to release funds.

Finance officer keeps records.

5. EVALUATION

On completion of support / intervention for pupils, school SENDCo / Headteacher complete evaluation on monitoring impact forms.

This should then be discussed at the next SENDCo moderation panel with recommendations of continued, changed or ceased funding made to the funding panel.

Impact of provision for pupils with a statement of special educational needs will be monitored by means of reports taken from the annual review process and school reviews that are held as required by statutory protocol.

6. AUDIT OF SPENDING

Annually Headteachers in the cluster meeting will moderate the effectiveness and efficiency of the system.

Refinements and modifications made for future years.

SUPPLEMENTARY NOTES RELATING TO PROCESS

1. IDENTIFICATION

1. In identifying intervention of provision use 'Support for Learning Support Options' and the '4 Functions of LSA time'.

2. Consider using the audit information – is the expertise / intervention required already in the cluster?

2. APPLICATION

- Use appropriate form – available electronically.
- Be specific in your request.
- If required use the guidance sheet to complete your application.
- Emergency application will be dealt with differently.
- Send applications to cluster host school and next panel group, as a record to be held centrally.
- Attach any recent (within the last 12 months), relevant documents ie; Educational Psychologist report.
- Use level of need criteria for guidance – may be highlighted and attached.

3. DECISION MAKING

- All headteachers will have opportunity to scrutinise, challenge and approve applications.

4. IMPLEMENTATION

- SENDCo / Headteacher to put provision in place.

5. EVALUATION

- Panel will consider the impact and outcomes of interventions put into place.
- Evidence kept centrally in Cluster Chair school.

6. AUDITING

- Cluster finance officer to keep accurate records and report back on annual spend.
- Cluster finance officer will give financial status each term to the cluster heads meeting

APPLICATION TO CLUSTER FUNDING
FOR HIGH NEED SEND

DATE OF APPLICATION :

PUPIL DETAILS

Pupil Name: **Date of Birth :**

School :   **Year Group:**

Is Pupil EAL/Pupil Premium:

Statement / School Action / School Action Plus (delete as appropriate)

If statement, how many hours?

External Agencies actively involved during previous 12 months:
Please list here and attach any relevant specialist reports:

Current Attainment Data			
English reading		**Reading age**	
English writing		**Reading comprehension age**	
English speaking & listening		**Spelling age**	
Maths		**Number age**	
Other (please detail test and results)			

Brief description of pupil's special educational needs (SEND) and impact on learning

Current provision and impact

Nature and anticipated impact of additional support from this funding request?

MONITORING IMPACT

DECISION OF PANEL		Successful		Unsuccessful	

Current Attainment Data			
English reading		**Reading age**	
English writing		**Reading comprehension age**	
English speaking & listening		**Spelling age**	
Maths		**Number age**	
Other (please detail test and results)			

EVALUATION OF INTERVENTION / PROVISION (Panel / Pupil)

RECOMMENDATION	
FUNDING IS:	
CHANGED (give detail)	
or MAINTAINED	
or CEASED	

SIGNED :	DATE:

RECORD OF CASE SPEND

GUIDANCE NOTES FOR COMPLETING HIGH NEED SEND FUNDING APPLICATION FORM

INTRODUCTION:
The purpose of the high needs funding application form is to enable schools to demonstrate clearly the full range of measures that have been taken to meet the pupil's special educational needs (SEN), what has been the impact of these and identify what exceptional provision is needed. It needs to be clear that all reasonable adjustments have been made.

	SECTIONS ON APPLICATION FORM	GUIDANCE NOTES FOR COMPLETION
1.	Brief description of pupil's special educational needs SEND:	• Describe clearly pupil's (SEND), including details of main presenting need, any related or other needs.
2.	What is the impact of the child's SEND on his / her learning:	• Provide details of educational attainment / achievement, eg. national curriculum levels, p levels, standardised assessments.
3.	Current provision:	• Provide detail of support and resources put in place to meet the needs of this pupil. • This is likely to include collaborative work with external professionals and with pupils and parents / carers.
4.	Impact of current provision:	• Provide details of what have been the successes and areas for development as a result of all the provision detailed in section 3.
	In the light of sections 2,3 and 4, what provision is requested by the school, for how long and how would it be used.	• This needs to link clearly with the areas for development detailed in section 4.

SUPPORT FOR LEARNING CATEGORIES OF SUPPORT OPTIONS

TEACHING SUPPORT	ENVIRONMENTAL SUPPORT	PERSONAL CARE
Adult Mediator – to facilitate access to differentiated lesson, scribe, reader. **Adult Reinforcement** – of a skill or behaviour, to rehearse or remind. **Peer Support** – role model or coach. **Supply Teacher** – to release class teacher for half a day to assess / work with learner or group of learners.	**Furniture** – posture chair, bean bag, sloping desk, hoist. **ICT aids** – laptop, tablet, button switches, voice recorder. **Sensory / Auxiliary Aids** – hearing aid, Braille equipment, hearing loop, mobility aids. - Play equipment	**Welfare Support** – changing, gastro tube, self-help skills, dressing, feeding, toileting programme. - Safety and risk management. - Independence.
TARGETED SKILL DEVELOPMENT	COMMUNICATION	OTHER
- Implement a specified Health programme eg; Physio, Occupational Therapist, Speech and Language - Anger Management - Social skills / friendships - Enhanced literacy skills / numeracy - Self-esteem, confidence - Memory, listening skills	- Visual timetable - Picture Exchange Communication System - Non-verbal communication programme or aids including Makaton, Sign Along, British Sign Language.	- Preparing for change - Transition support

4 FUNCTIONS OF LEARNING SUPPORT ASSISTANT TIME

In order to account for the distribution and impact of Learning Support Assistant (LSA) time, the purpose of allocation must be explicit. The model proposed here identifies four possible functions. These can be used to determine the targeted purpose of LSA time as well as a means of moderating impact.

Teachers and support staff would be able to account for targeted actions using this language, demonstrating their direct 'planning' of this resource. (Explicitly noted in the Teaching and Learning judgement of the Ofsted framework 2012).

The function of LSA time is to offer:

MEDIATION

The TA / LSA would be asked to 'scaffold' access to class teaching and to mediate between the differentiated task delivered by the teacher and the experience of the learner.

This is measureable through the successful engagement with differentiated class based tasks.

REINFORCEMENT (OF A SKILL OR LEARNING BEHAVIOUR)

The TA / LSA would rehearse a skill with a learner as part of their preparation for a new task, or remind them of a skill or learning behaviour. This is also measurable through the successful participation of differentiated class based tasks.

ASSESSMENT

A TA / LSA may be asked to complete tasks, tests or observations of learners with SEND to inform the on-going assessment of progress and needs.

This would be evidenced within teacher planning and timetabling of TA /LSA resources.

INTERVENTION

A TA / LSA may be asked to deliver a targeted intervention programme intended to develop skill acquisition.

This may be as part of a programme identified by an external agency, or as part of the support for learning package identified by the SENDCO and commissioned by the SEND focused cluster.

The evidence for this would be within teacher planning and timetabling of TA / LSA resources.

SEND LEVEL OF NEED GUIDANCE

Pupils with low level special educational needs or with low levels of attainment
Provision made in class

- Attaining below nationally expected levels for age.
- Unable to maintain concentration / focus for periods appropriate to age
- Difficulties with independence, organisation and following instruction
- Displays some disruptive / inappropriate behaviour that requires management
- Some difficulties with friendships/relationships
- Some delay in fine and/or gross motor skills
- Some communication and/or language difficulties although is understood by known people
- Requires some support / supervision for care / mobility / medical needs through a health / care plan
- Requires some small group work to ensure progress
- *Wave 2or 3 provision*

Pupils with moderate level special educational needs
Needs met by school with Wave 3 provision up to a cost of £6,000 per year

- Known to one or more services / agencies
- Attaining well below nationally expected levels for age for a prolonged period *(reaching P5-8 at end of KS2 or L2 at end of KS4)*
- Require some adult support / 1:1 work / specialist equipment to facilitate access to the curriculum
- Delay in fine and/or grows motor skills requiring adult support
- Experience significant social difficulty
- Some communication and/or language difficulties hinders access although can make needs known
- Reduced participation in and contribution to learning activities
- Evidence of stress and/or anxiety responses to identified situations
- Displays behaviour that frequently disrupts own or peers' learning opportunities
- Requires intervention for care / self help / mobility / medical needs through health / care plan
- Sensory needs generate a requirement to modify information and materials

Pupils with high level special educational need
Possible application for funding from cluster for provision costing over £6,000

- Known to a number of services / agencies with high level of involvement from at least one
- Achieving significantly below nationally expected levels for age (≤2nd percentile)
- Very slow progress resulting in a widening gap between their own and age appropriate attainment despite support
- Delayed fine and/or gross motor skills require adult support and specialist equipment
- Significant difficulties with organisation and/or communication inhibit access to classroom activities
- Require a highly adapted or personalised curriculum, able to participate in limited classroom activities
- Experiences extreme social difficulties and frequent social isolation
- Reduced attendance and/or engagement
- Display behaviour that persistently disrupts attendance, own or peers' learning opportunities, progress and/or repeatedly causes harm or damage
- Extreme stress and/or anxiety responses generated by identified situations
- Requires extensive intervention to develop age appropriate self help /daily living / personal care skills

Pupils with a significantly higher level of special educational need
Possible request for statutory assessment (Single assessment of Education, Health and Care from 2014)

- High levels of involvement from a number of services
- Unable to access classroom activities or formal learning situations despite significant support
- Show minimal progress or even regression despite high levels of support
- Socially isolated, vulnerable and/or disengaged
- Motor skills require high levels of adult support and specialist equipment to access the curriculum
- Wholly dependent upon adult support for care needs
- Display extremely inappropriate behaviour that consistently disrupts own or peers' learning opportunities
- Behaviour causes damage to property and / or danger of harm to him/herself and / or others
- Disengaged from learning with imminent risk of exclusion

RECORD OF CLUSTER MONIES SPENT

DETAIL OF RESOURCES, PROJECTS OR OUTSIDE SUPPORT PURCHASED WITH CLUSTER FUNDS