SPRINGWOOD CLUSTER

Special Educational Needs & Disabilities (SEN-D)

Funding Methodology

Rationale

- The county changed the distribution of SEN-D funding in April 2013.
- The county budget spent on supporting our pupils with SEN-D in mainstream settings will be the same.
- Additional funds to support our learners over and above the allocation in school budgets for high cost SEN-D 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.
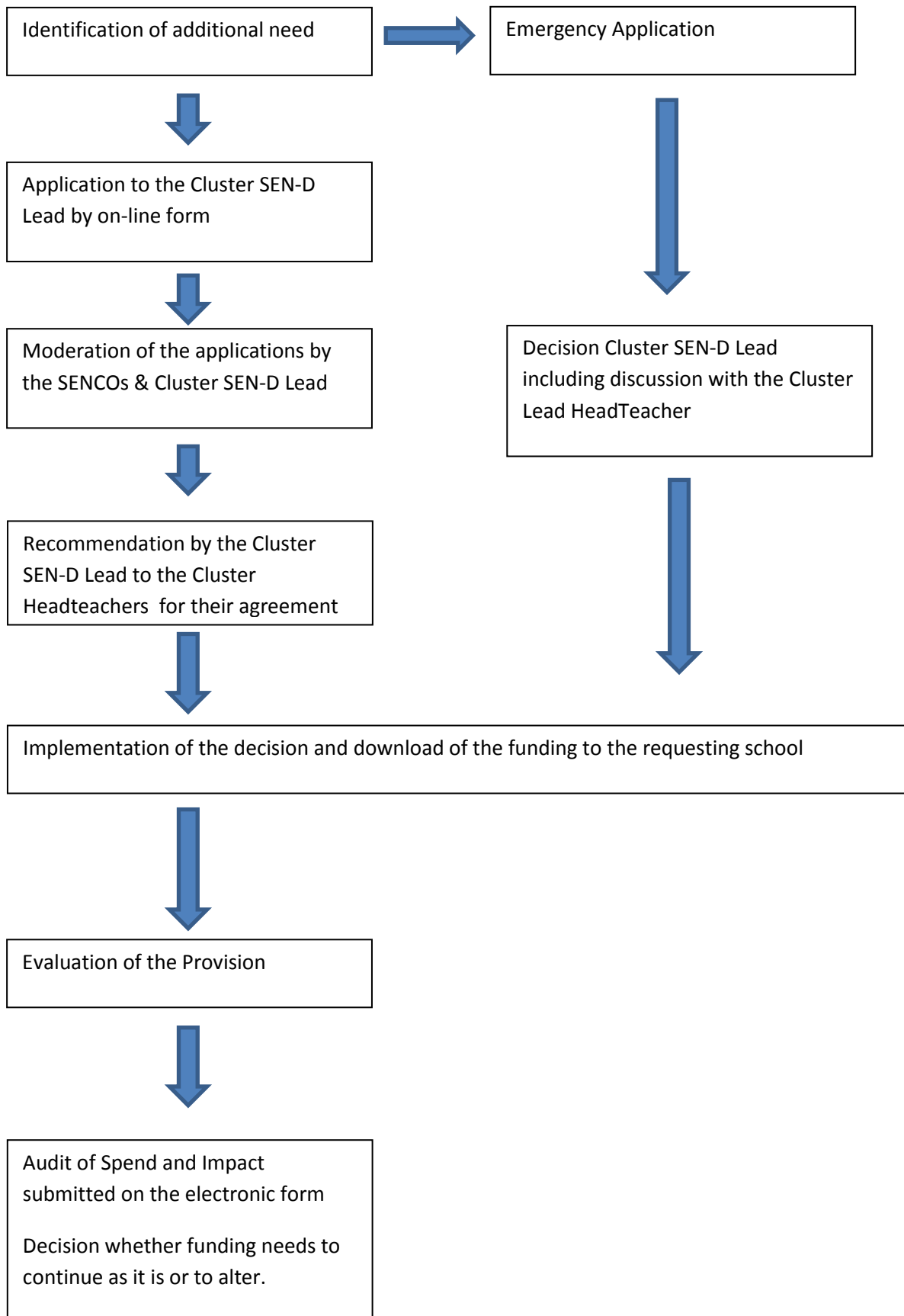
The Framework

- This methodology has been derived using the SEN-D Toolkit as a starting point and through discussion and collaboration of the clusters' Governors, Headteachers and SENCOs. It is anticipated that the process will continue to evolve and will require modification and refinement.
- The Framework will endeavour to meet the following aims and objectives:
  - Achieve bespoke learning packages of provision and intervention for our learners.
  - Maximise impact and outcomes.
  - Ensure a fair, equitable system with transparency and efficiency amongst the cluster.
  - A shared accountability for finances in the cluster allocation.
  - Cluster Heads' meetings are currently held each half term.
  - The Cluster SEN-D Lead will consider all applications for funding prior to each Heads' meeting and make recommendations to the Cluster Headteachers for approval at their Cluster Head meetings.
  - The SENCOs will have moderated the applications prior to this meeting with the Cluster SEN-D Lead at termly Cluster SENCO meetings.
  - Impact statements must be produced at least annually (financial year) for each successful funding application, without which no further funds will be authorised.
  - Part of the cluster funding will be set aside as Emergency contingency. This will be available for any emergency need which is unforeseen, e.g. a pupil with significant learning/medical/ care needs or moves into our catchment during the academic year.

  When considering an application to the cluster for funding to support pupils with exceptional need, it may be useful to relate intervention required to one or several of the following categories:
  - Teaching
  - The Environment
  - Skills development
  - Communication
  - Personal Care

Funding Application / Allocation Process

Identification of additional need → Emergency Application

Application to the Cluster SEN-D Lead by on-line form

Moderation of the applications by the SENCOs & Cluster SEN-D Lead

Decision Cluster SEN-D Lead including discussion with the Cluster Lead HeadTeacher

Recommendation by the Cluster SEN-D Lead to the Cluster Headteachers for their agreement

Implementation of the decision and download of the funding to the requesting school

Evaluation of the Provision

Audit of Spend and Impact submitted on the electronic form

Decision whether funding needs to continue as it is or to alter.

The Process

1. **Identification**
   - A school within the cluster identifies a pupil with exceptional need who requires additioanl support/intervention.
   - The Headteacher and SENCO decide if an application should proceed.

2. Application

- Applications should be made using the electronic sheet available by clicking on the link below and should be submitted prior to the SENCO meeting (see below):

http://springwoodcluster.wufoo.com/forms/springwood-cluster-send-application-form/

- These applications will be collated and circulated to Cluster SEN-D Lead for moderation at their (half-)termly meeting. The Cluster SEN-D Lead's recommendations will be submitted to the Cluster Headteachers at their meeting for their approval.
- Appeals against the Cluster SEN-D Lead's decisions will be heard by the Cluster Headteachers at their half termly meetings.
- Requests should be specific.
- The SEN-D matrix should be referred to alongside the Cluster Learning Support Options chart.
- Emergency applcations for intervention i.e. a pupil with exceptional need who transfers or moves into your school within the academic year with no initial funding. An electronic application should still be used but flagged as "Exceptional Circumstance". In this case the Cluster Lead HT and the Cluster SEN-D Lead will make an informed immediate decision and will inform members at the next Cluster Head's meeting. If granted it would be on a ONE term basis.
- Parents should be informed of the application by the school.

3. Decision making

- The SENCOs will moderate the applications with the Cluster SEN-D Lead
- The Cluster SEN-D Lead will judge the applications and recommend them to the Cluster Headteachers.
- The HTs will consider the recommendations of the Cluster SEN-D Lead and approve or reject the applications.
- Forms will continue to be completed on the electronic system and forwarded to the Cluster SEN-D Lead. Impact statements will be submitted and attached to the original application form.
- The Cluster Lead school will minute the HT meetings and record the outcomes of each application, arranging for release of funds as appropriate.

4. Implementation

- School SENCO and HT implements interventions and informs parents; the Cluster SEN-D Lead will help to advise and support this in their visits to individual schools.

5. Evaluation

- On completion of support/ intervention for pupils, school SENCOs and HTs complete an impact statement electronically which is attached to the original funding application. The Impact statements will be shared with the SENCOs at their next meeting and at the subsequent Heads' Cluster meeting.

6. Audit of Spending

- Annually HTs in the Cluster meeting will moderate the effectiveness and efficiency of the system including consideration of the Cluster SEN-D Lead's half termly reports.
- Refinement and modifications will be made for future years.
- Cluster Governors will be informed of the SEN-D funding allocations and its impact.

SAMPLE Springwood Cluster Electronic SEN-D application form

This form is to be used for all SEN-D applications. Only Applications made on this form and prior to the meeting will be considered.

- Name of school *

  [▼]

- SENCo Email *

  > Please ensure that this is an @nsix, head@ or office@ account.

- Initials of child *

  [   ]

- NCYG *

  [   ]

- Profile of child *

  [   ]

  > Please provide information on the child's needs. Please keep this brief and based on the agreed matrix (see Matrix attached to this funding statement).

- Further information *

  [   ]

  > Why is funding being applied for?

- Amount applied for * £ [   ] Pounds . [   ] Pence

- Intended impact of the funding *

- Form completed by *

- Date *

SPRINGWOOD CLUSTER

Cluster SEN-D Lead Response Form

The Cluster SEN-D Lead has considered your Support for Learning Package request following moderation by the Cluster SENCOs.

School applying: **Pupils' initials:**

Outcome 1:   Recommend to Cluster HTs to **ACCEPT** the request and funding to be transferred. £   per term/ year (delete)

High need: up to £6000   Medium need: up to £3000   Low need: up to £1200 per year (pro rata)

School SENCO to be asked to complete the Impact Statement form by …………………………… .

Outcome 2:   Recommend to Cluster HTs to **REJECT** the request for funding.

Brief explanation why request refused:

Outcome 3:   Recommend that a more detailed proposal in is submitted as insufficient information has been provided to recommend acceptance or rejection of the application.

Signed: …………………………………………….. Print …………………………………………………….. on

behalf of the Springwood Cluster   Date …………….

CLUSTER SENCOs' MODERATION RESPONSE SHEET
FOR SEN-D FUNDING APPLICATIONS

SCHOOL NAME	
CHILD'S INITIALS	
ASPECTS FOR DISCUSSION	
What is the main presenting need? Is it clear? Are there any other significant needs?	
Has there been previous funding? What is the current provision? What impact has this had?	
How exceptional are the pupil's needs compared to others in the local cluster?	
Does a child with this level of need occur rarely in schools across the local cluster?	
Is it agreed that this child has exceptional needs?	
Is the provision that has been requested appropriate to the pupil's exceptional needs?	
Other feedback… (What other advice and support might be helpful?)	
The SENCOs agree that the funding request should be considered by the Panel. Yes/No? If no, the alternative solutions to consider are…	
Signed by Cluster SEN-D Lead	

SPRINGWOOD CLUSTER

<u>Support for Learning Package Options</u>

[Highlight which areas fit your application for additional funding]

<u>Teaching Support</u>	<u>Environmental Support</u>	<u>Personal Care</u>
1. Adult Mediator – to facilitate access to differentiated lesson, scribe, reader 2. Adult Reinforcement of a skill or behaviour – to rehearse or remind 3. Peer Supporter – role model or coach 4. Supply Teacher – to release C/T for half a day a half term to assess/work with learner or group of learners	1. Furniture – posture chair, bean bag, sloping desk, hoist 2. ICT aids – laptop, tablet, button switches, voice recorder 3. Sensory/ auxiliary Aids – hearing aid, Braille equipment, hearing loop, mobility aids 4. Play equipment	1. Welfare support – changing, gastro tube 2. Self help skills, dressing, feeding, toileting programme 3. Safety and risk management 4. Independence
<u>Targeted Skill Development</u>	<u>Communication</u>	<u>Other</u>
1. Implement a specified Health programme eg OT, Physio, Speech and Language 2. Anger management 3. Social skills/friendship 4. Enhanced literacy skills, numeracy, 5. Self-esteem, confidence 6. Memory, listening skills	1. Visual timetable 2. Picture Exchange Communication System 3. Non-verbal communication programme or aids including Makaton, Sign along, BSL	1. Preparing for change 2. Transition support

SENCO Signature: .... Print: .... Date: ....

Springwood Cluster

Support for Learning Impact Statement (interim version as new format to be created)

To be completed for the review anniversary set by the Cluster SEN-D Lead and HTs.

Date of evaluation completion:_____ Date of review: _____

1. **School(s):**
2. **Learner(s) Individual or Group**
3. **Year group:**
4. **Code of Practice:**
5. **Barriers to Learning:**

6. **What difference did this Support for Learning package have to the learner or learners?**
(Skill development? Progress ? Access? Independence?)

7. **What did the Learner(s) and their Parent/Carer(s) think of this?**

8. **In what way have other learners or schools in the SEN-D Cluster benefited from this?**

9. **Can support for learning now be sustained within school funding?**

If no, please demonstrate how this additional support for learning package has progressed/needs to progress?

10. **Is further funding required now?**

Please circle (2):   Funding should continue   Funding should cease

          Same amount of funding required   Higher level of funding required.