



Norfolk County Council

Children's Services

Specialist Resource Base

Operational Guidance Document

Version 1-2 – amended November 2011

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Norfolk's Strategy for Special Educational Needs

Specialist Resource Bases or SRBs are a key element of Norfolk County Council's Strategy for Special Educational Needs (SEN) 2007-2010, which developed new, specialist provision for children and young people with special educational needs.

The Strategy for SEN was developed from detailed discussions across Norfolk through the SEN Review carried out in 2005, formal consultations carried out in 2006 and 2007 and ongoing liaison with complex needs schools (previously special schools), mainstream schools, Children's Services professionals, reference groups and individuals interested in SEN.

In 2008 County Councillors received the results of the SEN Strategy feasibility studies for SRBs and complex needs schools and approved the implementation plans.

The Strategy for SEN will improve choices for children and young people across the county and ensure that their individual special needs can be met within their local learning community, no matter where they live. Specifically the Strategy will:

- Minimise travel time for children and young people attending specialist placements
- Minimise the costs associated with children attending current special school and unit provision
- Result in less children being educated in Out-of-county provision
- Ensure that more teachers and staff in mainstream schools feel confident that they can meet the needs of children with special and additional needs
- Enable early intervention through flexible Specialist Resource Base provision without the need for a Statement of SEN
- Establish Complex Needs Schools which offer placements for children and young people with the most complex and enduring needs, together with outreach support to mainstream colleagues
- Work within the new Children's Services operational division management structure with a focus on local multi-agency and multi-disciplinary decision-making

What is a Specialist Resource Base?

A Specialist Resource Base is a specialist provision, operated by a mainstream school, academy or other setting, with delegated funding provided by the local authority. The school has been commissioned by the local authority to provide services detailed in a Service Level Agreement.

Specialist Resource Bases usually provide short-term teaching and support to meet the needs of individual pupils and offer opportunity for assessment and planning around individual needs, whilst promoting positive behaviour.

SRBs provide for children and young people with one of the following special educational needs:

- Autistic Spectrum Disorder (ASD)
- Behaviour, emotional, social difficulties (BESD)
- Learning difficulties
- Language difficulties
- Specific learning difficulties (dyslexia) – outreach support only

Children and young people with Statements of SEN and those at School Action Plus may attend an SRB.

It is expected that those attending an SRB will have the following characteristics:

- be receiving interventions within their current educational setting at a level of School Action Plus or have a Statement of Special Educational Needs
- be within the current designated age range for the SRB school, or SRB schools working in partnership, although in some cases the SRB only provides support to pupils in a particular Key Stage. Further details can be found in the list of operational SRBs on the intranet
- live within a target travel time of the School (for guidance purposes this is determined as an average of 30 minutes, each way, if transport is provided by parents and an average of 45 minutes, each way, if transport is provided by Children's Services)

SRBs will offer a total of ten full-time equivalent (FTE) placements, which can be assessment, time-limited or long-term placements on either a part-time or full-time basis, depending on the individual needs of the pupil.

It should be noted, however, that long-term placements **should not** form the majority of the total number of full-time equivalent placements within any Specialist Resource Base.

The basic SRB model is early intervention and turnaround on a 4-term basis (please refer to Appendix 6). It is not intended that SRBs will, on the whole, provide long term placements for statemented pupils. The 4-term model is particularly important for the behaviour specialism where longer term placements would be inappropriate unless on a defined part-time basis where pupils access certain aspects of their curriculum in the SRB and others in the home school.

SRB placements should not be considered as alternatives to complex needs school provision where such a placement is indicated by the pupil's level of need.

The local authority considers that **ALL** children should have a Home School identified before an initial request for SRB placement is made. This means that pre-school children cannot be admitted directly to SRB for their reception year. The only exception to this is where there is clear professional evidence from a Speech and Language Therapist that a child needs immediate or ongoing intensive therapy to address a specific speech or language disorder. In this case the child will still go through the First Admissions process, to enable parents to identify a preferred school, in parallel with SRB admissions. This will enable establishment of a model where the child attends the Home School for at least one day per week and the SRB for the rest of the time.

Request for Support Process

See Appendix 1 – Request for Support Process Map

If a pupil is identified as failing to thrive in their mainstream setting, and interventions at School Action and School Action Plus have failed to improve the situation, the Home School and/or other professionals involved with the pupil may consider that the he or she would benefit from SRB support.

- The Home School or an appropriate professional (eg SEN Caseworker or School Support Team member) should check these guidance notes and consider the pupil profile for the SRB specialism.
- The Home School or an appropriate professional should then have an initial discussion with the SRB. In some instances this may be in the form of a meeting and may require a report to be provided, eg speech and language, for consideration by the SRB. The individual SRB will advise.
- The Request for Support Form should then be completed by the Home School and sent to the Early Years & SEN Panel (EY & SEN Panel) appropriate to the location of the SRB, and copied to others as appropriate.

The EY & SEN Panel is the admissions authority for SRB placements.

If during the initial discussion an SRB implies that a placement is not possible/appropriate and the person making the request still feels that the request should be considered by the EY & SEN Panel, the Form and any supporting documents should still be sent to the Panel for their consideration.

All contact regarding admission arrangements to the SRB will be made via the EY & SEN Panel Published Contact Point.

Currently these are:

City and South Email: SAP.central@norfolk.gov.uk Children's Services City Room 038 County Hall Martineau Lane Norwich NR1 2 DH	West and Breckland Email: cssapwest@norfolk.gov.uk Children's Services West Priory House 9 Austin Street King's Lynn PE30 1EB
North & Broadland Email: cssapnorth@norfolk.gov.uk Children's Services North Market Street North Walsham NR28 9BZ	East Email: sap-east@norfolk.gov.uk Children's Services East Edison Way Great Yarmouth NR31 0NG

Timing of Admissions

For statemented pupils who are approaching phase transfer, initial planning for long-term placements needs to take place in the summer term of Y5, with a Panel decision on admission being taken before the end of the autumn term in Y6. This will ensure sufficient time to issue a Final amended statement for 15 February, in line with statutory duties. In the case of non-statemented pupils this decision should be made in the early part of the spring term, to allow notification of the school for Secondary transfer at the same time as all other pupils receive theirs. All other admissions should happen in the usual way, no more than a term before the placement is due to start. This will avoid 'waiting lists' or 'queue-jumping' situations. For further details on admission dates, please refer to the Panel guidance document and published list of dates.

Request for Support Form

See Appendix 2.

In order to assist the SRB request for support process, the person making the request (Home School or an appropriate professional) is asked to gather as much relevant information as possible and complete the Request for Support form.

The referrer should indicate the specialism they consider to be appropriate and name the preferred SRB.

This form includes a request for background or baseline information, the perceived purpose of the placement and the learning 'hopes' as described by the pupil, parent/carers and school staff.

Some information is mandatory and must be supplied. Incomplete forms will not be processed and will be returned to the referrer.

- **Baseline Information and Supporting Documents**

Listed in the form are examples of evidence that might be included with the request. It is not a definitive list and the person making the request is encouraged to use other relevant sources of information.

Attainment:

- P-scale and National Curriculum Levels
- Test results – Reading, Spelling, Writing, Comprehension, Numeracy, Listening Skills, Attention, Language
- Reports from School Support Team or other advisory services / a consultation record from the School Support Team (SST) or Speech and Language Therapist (SLT)
- Information that indicates whether the pupil has acquired early skills, developed them to fluency, is able to generalise and adapt these skills. (As described by the Learning Hierarchy.)

Interventions:

The Early Years & SEN Panel needs to see evidence that professional advice has been sought and applied (reports ideally within the past 12 months) ie the child has received School Action Plus interventions. For example:

- Learning Support Assistant timetable
- Level of differentiation, examples of teacher planning
- Strategies used to support access to learning
- Programmes or schemes currently used to support learning
- Class timetable and information on how school-specific resources have been used to support the pupil in the classroom

Cognitive Functions

- An indication of how the pupil manages to 'take in' information, process and retrieve this and then later access that information.
- Describe if the pupil is able to identify similarities or differences, use concepts to explain differences and make connections between information in order to generalise.
- A cognitive functions checklist is available from the school support team, which looks at the three stages of cognition or thinking, defined by Feuerstein as input, elaboration and output.

Confidence as a Learner

- Describe the pupil's approach to learning and resilience or willingness to approach new challenges.
- Self esteem test results (eg the Strengths and Difficulties Questionnaire etc if used).
- Describe level of engagement, passivity, avoidance and view of themselves as a learner.

- **SRB Placement Request**

Indicate the purpose of the placement. These should describe the specific and measurable outcomes required from the placement and should be additional to those expected of a fully differentiated curriculum in a mainstream environment. Exemplar referrals will be available on the intranet in future. See "Types of Placements in SRBs" later in this document for further information.

- **Learning Priorities**

The pupil, parent/carers and Home School staff should identify the perceived next learning step in school, at home and in the pupil's social life. This may include progress on a computer game, a sport skill, independent skill as well as an academic learning target. The pupil's view of the purpose of the placement is going to be critical.

- **Signatures**

It is important that **all parties** have signed the form to confirm that they agree to the proposal and the placement objectives and learning priorities contained within it.

- **Operational Details**

If a pupil has a Statement of SEN which has Pupil Specific Funding attached to it, it is expected that the Home and SRB Schools will discuss and agree (via the inter-school agreement letter) the transfer of Teaching Assistants (TA) for some or all of the duration of the placement. This provides training and development for the TA, and continuity of support for the pupil both during the placement and when they return to the Home School, thereby improving the effectiveness of the intervention and building capacity within our schools. Similarly it is expected that close liaison between the class teacher and the SRB will be maintained throughout the placement and some shadowing must take place towards the end of the placement to facilitate transition back to the home school.

- **Supporting Documents**

Please note that some supporting documents are mandatory in all cases (eg evaluated and reviewed Individual Education Plan (IEP) and some are mandatory for specific SRB types (eg Pastoral Support Plan for Behaviour SRBs). Where a Common Assessment Framework has been undertaken a copy of the CAF Form must be provided. If a diagnosed medical condition exists professional reports supporting the diagnosis must be supplied. The form indicates clearly which documents are mandatory.

Examples of other supporting documents could be: school support team consultations, social care reports if relevant, parental observations of the child. Please do not send large bundles of the pupil's work.

It is the responsibility of the person making the request to send completed copies of the form and all supporting documents to:

- Preferred Specialist Resource Base
- The Early Years & SEN Panel appropriate to the SRB being requested
- Parent / carer
- School Support Team
- Behaviour Support Team (if applicable)
- SEN Caseworker (if applicable)

- **Outcome of Request for Support**

Pupils and their parent/carers who are offered provision at the SRB will receive written confirmation of the terms of the provision from the EY & SEN Panel. See Appendix 3.

The SRB School will arrange a Placement Planning Meeting to include the pupil, their parent/carers, Home School and other professionals as appropriate. The SRB School will also send an Inter-School Agreement Letter (see Appendix 5) to the Home School, with a copy of the 4-Term Process Map, which illustrates the continued involvement of various parties.

Pupils and their parent/carers who are not offered provision following a request for support, will receive feedback and information on the next steps from the referring EY & SEN Panel. See Appendix 4.

Types of Placement in SRBs

Regardless of whether a child is currently in receipt of support via either School Action Plus or a Statement of Special Educational Needs, they can be placed either on an assessment / time-limited or long-term basis (part-time or full-time).

Where the home address for a child at an SRB is outside of Norfolk, admission is possible and arrangements will be via the existing inter-LEA recoupment.

Sessional Placements

These could be for one or two sessions per week to attend particular activities or courses provided by the SRB. This would depend on the needs of the individual pupil and the support the particular SRB can provide. The pupil would remain on the roll of the home school

Assessment / Time-Limited Placements

One of the guiding principles for all SRBs is that places must be available for short-term or assessment purposes. This is why the SLA states that long-term placements should not form the majority of places. There will be flexibility according to specialism, with ASD bases likely to retain more long-term pupils, owing to the lifelong nature of their condition. Similarly Speech Language & Communication SRBs are likely to need more than two terms to effect sufficient change for pupils to return to mainstream. However, even these bases must retain some flexibility to admit pupils on a short-term basis.

Assessment / time-limited placements can be for anything up to five days per week, ie full time; and the duration can be for anything between a half-term and two terms, depending on the particular needs of the child or young person. If the placement is for longer than two terms, but still has the aim of reintegration to the home school, the EY&SEN Panel will decide on the appropriate length of placement before a Panel review is needed.

The child or young person will remain on the roll of their Home School and be categorised as 'receiving education off-site' at the name of the Specialist Resource Base school.

Guidance on assessment and short-term placements in SRBs

Panels must assure themselves that there are valid reasons behind requests for assessment places and that these are not seen as a way in to longer term provision which would then block further placements.

Valid reasons for assessment places will vary between specialisms, but listed below is a selection of scenarios which would form valid reasons for assessment placements. The list is not exhaustive:

- There is debate around whether a pupil's needs could be met in mainstream with reasonable adjustments, or whether a specialist provision is needed. A period away from the mainstream in an SRB would enable further investigation, by trialling responses to different teaching and support approaches and modified learning environments. This would then inform a decision on where the pupil's future needs could best be met. A one-to two-term placement would be indicated and the pupil would remain on roll at the Home School. Work with a teacher/TA from the Home School would be important.
- There may be a view that statutory assessment is necessary but it is proving difficult to gather evidence for a referral, possibly due to the pupil's stress reaction around the

current school, which may result in poor attendance. A period in an SRB could de-escalate the situation and enable completion of assessments to inform the Panel's decision on the statutory assessment and statement, or identify reasonable adjustments which could be made by the school to avoid the need for a statement. A one- to two-term placement would be indicated and the pupil would remain on roll at the Home School.

- A newcomer from out of county arrives with an out of date statement, or from a type of provision which isn't available locally. The Panel is unsure whether it would be reasonable to admit the pupil to local maintained provision. A short period in an SRB would clarify the needs and level of resourcing required. Depending on circumstances, the pupil could either go on roll of their local school but be educated off-site during the assessment, or could go on roll at the PRU during this time (more likely for pupils who have formerly been in PRUs or who were excluded at the time of transfer). The review would inform the final destination. A six to twelve week assessment placement would be indicated.
- A pupil who was making progress in mainstream appears to have reached a plateau or is regressing. The reasons are unclear. A period in an SRB would enable investigation and advice to the Home School on teaching and support strategies and would also help to clarify whether environmental factors or undiagnosed / unmet needs are contributing. A one- to two-term placement would be indicated and work with a teacher/TA from the home school would be important.
- It is thought that a Year 6 pupil could make a satisfactory transition to mainstream high school if there was an intensive period of preparation beforehand, during which the SRB would work in partnership with staff from the primary school and destination high school. Ideally this work should be completed before the end of the summer term, to enable the pupil to transfer with their peers, but in some cases (particularly ASD) the SRB may need to continue work into the autumn term of Year 7 for a phased transition. In this case the pupil would transfer to the roll of the designated school but be educated off-site initially. A one- to two-term placement would be indicated.

Assessment places should not be used as a "waiting room" when it is already known that the pupil needs specialist provision but there is no vacancy.

Attendance

When a child remains on the roll of a Home School then the Specialist Resource Base will send the attendance record of the child to the Home School each week.

If attendance concerns arise then the Specialist Resource Base will liaise with the Home School, with the Home School having the lead role in resolving the concerns.

Note: The school where the child is on roll retains the legal duties towards attendance.

Exclusion

In cases of pupil behaviour where it is felt that a fixed term exclusion or in extreme cases a permanent exclusion is the only appropriate action, the SRB will liaise with the Headteacher of the Home School. In law it is only the Headteacher of the school where the child is on roll

who has the authority to exclude. The exclusion will relate to attendance at the Specialist Resource Base and to the Home School.

The Specialist Resource Base school will be responsible for providing the evidence relating to the exclusion. In cases that would be subject to review by the Home School's governors discipline committee or at Independent Appeal Panel this would include attendance at the review as required.

Ownership of pupil data

The pupil's data, including exam results, is owned by the school where the pupil is on roll. Therefore for Ofsted purposes the SRB school could show the value added data for the SRB pupils as a group, but this would not feature in the RAISE data for the school.

Long-Term Placements

Long-term placements are likely to be agreed by the EY&SEN panel where there is evidence that full-time SRB support will be needed throughout the phase of education. If placed long-term, the child or young person will join the roll of the school hosting the Specialist Resource Base; in effect included in the published admission limit. The school will then receive the AWPAs for the pupil.

Long-term placements can take schools over their admission limit as a significant proportion of the teaching is likely to take place in the SRB. This is considered reasonable as SRB accommodation is not included in the net capacity which calculates admission limits.

However, in Reception Year, Year 1 and Year 2 where classes are already at 30, Infant Class legislation will apply. In these cases pupils can only be admitted above the admission limit when the majority of teaching takes place in the SRB.

Where there is any doubt, Norfolk County Council Admissions Team will advise on the impact of Infant Class Legislation on individual long-term placements to Year R, Year 1 and Year 2.

At the end of a long-term placement, pupils do not automatically have rights to a place at their previous school and normal admissions procedures would apply.

Attendance and exclusion and all other procedures are exactly the same as any other pupil on the roll of the school.

The Role of the Governing Body

The School and Governing Body, in hosting an SRB, adopt all aspects of care to pupils and staff within the Specialist Resource Base in line with those responsibilities that are an expectation of the main school.

These responsibilities will be carried out through the formally delegated monitoring processes established by the governing body within the Terms of Reference for either an appropriate committee or an individually designated governor. The Governing Body will be kept informed via committee minutes or written reports.

Staffing

Staff in SRBs are employed by the school and the school will ensure staffing is adequate for the range of services agreed.

The school's recruitment policy should be followed and all staff will be suitably qualified, experienced, trained and vetted to meet the needs of the profile of children and young people as detailed within the Summary Pupil Profile for the SRB specialism.




Staff will be employees of the school. However, due to the delegated nature of the funding for this provision the local authority will ensure that any requirement to reduce the main school staffing establishment at any point in the future will not compromise the efficient operation of the Specialist Resource Base.

Training

In the table below are details of the expected core training standards required of teaching and / or non-teaching staff working with the SRB, together with recommended courses to further enhance and maintain staff expertise. The list will be updated periodically to reflect best practice and available courses

It is expected that delegated funding will remain the primary source of funding for staff training at the Specialist Resource Base.

Governing Bodies will retain the responsibility for making provision within that funding to cover costs in relation to staffing, resources and training.

Key:	
Minimum Requirements	
New Courses yet to be developed	
Recommended Courses	

Training	ASD	Behaviour	Learning	Language	Dyslexia
Team-Teach					
Social and Emotional Aspects of Learning (SEAL)					
Common Assessment Framework (CAF)					
Practical use of P-Scales					
Inclusion Development Programme (IDP)					
ELKLAN - Supporting Speech & Language in the classroom					
Appointed Persons for Emergency First Aid					
Safeguarding Children					
Individual Child Risk Management					
TEACCH (3-Day)					
ELKLAN - Supporting children with ASD					
Behaviour Management – Kids' Skills					
Restorative Approaches (must be approved trainer of Norfolk Restorative Approaches Consortium)					
TEACCH (Intro)					
NEW Cognitive Abilities Course					
Introduction to AAC (Augmentative Alternative Communication)					
Signalong / Introduction to Signing					
OCR Level 5 Certificate for Teaching Learners with SpLD					
Catch-Up Literacy					
Synthetic Phonics Intervention					
How to physically assist and support pupils with physical disabilities					
Raising Awareness of Chronic Medical Conditions, Asthma, Diabetes and Epilepsy					
An introduction to Child and Adolescent Mental Health					
Advanced Certificated Course in Autism (Children) (Distance Learning)					
Advanced Certificated Interdisciplinary Approach to Learning Difficulties (Distance Learning)					
Advanced Certificated Course in Social Emotional & Behavioural Difficulties (Distance Learning)					
PECS					
NOCN Level 3 - Dyslexia					
OCR Level 7 Certificate for assessing and teaching Learners with SpLD (TiC of SRB)					
OCR Level 5 Certificate for assessing and teaching Learners with SpLD (TA in SRB)					

SRB Professional Forums for Each Specialism

The purpose of SRB Professional Forums will be set out in a separate document entitled 'Terms of Reference for SRB professional Forums'.

There is considerable expertise within the professional forums and it is hoped that in future the forums can co-ordinate the sharing of this expertise via training and development opportunities; including expertise from Educational Psychology & Specialist Support (EPSS) and Complex Needs Schools, as well as SRB staff who have had additional training.

Safeguarding & Child Protection

The SRB School is responsible for ensuring the application of arrangements for appointments, recruitment, vetting checks and record keeping for all staff and volunteers in the SRB, in accordance with the guidance entitled Safeguarding Children and Safer Recruitment in Education.

The SRB School must obtain a CRB Disclosure for all staff, and undertake a risk assessment to establish appropriate supervision where staff begin work prior to the result of their CRB disclosure being known.

The SRB School will extend its arrangements for the monitoring of child protection to the SRB via the school's designated teacher.

The school will comply with the agreed child protection arrangements within Norfolk via the Norfolk's Safeguarding Children Board, which are available at www.nscb.norfolk.gov.uk

The school must keep a secure, reliable and accessible Central Record to prove that the necessary checks on staff have been carried out. The Authority must be allowed to view evidence of these records regularly.

Looked After Children

The school will extend its arrangements for the monitoring of Looked After Children to the SRB via the school's designated teacher.

Help and Advice

All contact regarding issues relating to the effective operation of the educational entitlement for children and young people placed within the Specialist Resource Base will be made via the Operational Division Locality Co-ordinator.

Complaints

All complaints regarding service to children and young people of the Specialist Resource Base and by association to their parents / carers will be subject to the current published complaints procedures operated by the school and Norfolk County Council, namely:

- Norfolk County Council, Information for Parents: 'I Have Something I Would Like To Discuss With The School...'
- School Complaints Policy

Dispute Resolution

SRBs and Operational Delivery Teams will use their best endeavours to resolve by agreement and negotiation any dispute between them with respect to any matter relating to effective operation of the SRB. Notes of conversations and concerns should be recorded in writing to form an audit trail which would be called upon if more formal action were subsequently required.

If either party considers that the other has failed to comply with the terms of the Service Level Agreement, then the following will happen:

- The matter will be discussed at a meeting between the SRB School (Headteacher and/or Teacher in Charge) and the Authority's representative (from within the relevant Children's Services Operational Delivery Team) within 28 working days of either party notifying the other party of the matter of non-compliance. This must be recorded in writing.
- If not resolved, then a meeting is to be arranged between Senior Management from the Authority (a relevant member of the Children's Services Additional Needs Strategy & Commissioning Team) and the Chair of Governors of the School. Again this may be called at the request of either party and should take place within 28 working days of the meeting taking place under the paragraph above.

Operational Issues

Transport

Transport arrangements will be organised by the Business Support Team providing administrative support to the Early Years & SEN Panel.

Transport will be provided in line with the current Norfolk County Council Transport Policy.

Uniform

On short-term placements pupils should wear the uniform of their Home School as they are guests at the SRB.

Free School Meals

This should be arranged by the SRB School in the usual way.

Funding

Delegated Funding

The school hosting the SRB receives delegated funding each financial year. This funding is intended to cover costs in relation to staffing, resources, training and all other costs associated with the operation of the SRB.

No further funding is available for placements at SRBs. If it is considered that a placement will not be successful without further funding, then the SRB placement cannot be considered to be appropriate.

Please refer to Norfolk County Council Section 251 Budget Statement for full details of the funding arrangements for Specialist Resource bases via the Finance link at www.schools.norfolk.gov.uk

Pupil Specific Funding (PSF)

- **Long-Term Placements:** For children and young people on a long-term placement at an SRB any PSF currently in place via a Statement of SEN will be removed.
- **Assessment / Time-Limited Placements:** PSF will remain in place at the Home School. It is expected that Home and SRB Schools will discuss the transfer of Teaching Assistants for some or all of the duration of the placement.

Age-Weighted Pupil Allowance (AWPA)

- **Long-Term Placements:** When pupils are on a long-term placement at an SRB they transfer to the roll of the SRB, thereby attracting the relevant level of AWPA.
- **Assessment / Time-Limited Placements:** AWPA will remain in place at the Home School.

Review of Pupil Progress

See Appendix 6 – 4-Term Process Map

The terms of provision for each child or young person receiving support via the Specialist Resource Base will be outlined within an admission letter (see Appendix 3). This information will inform the pattern of review and will need to take account of the intended duration of provision to be offered.

Review of the child or young person's progress will be co-ordinated by the 'teacher in charge' of the Specialist Resource Base in conjunction with the appropriate specialist staff from Children's Services (and/or other agencies, including the voluntary sector) and the pupil's Home School. The review will take the form, at the very least, of termly Individual Education Plan review. Pupils and their parent/carer will be involved in this review process.

If a pupil is placed within an SRB at a time when it is necessary to carry out a statutory Annual Review of their Statement this will be co-ordinated by the 'teacher in charge' of the Specialist Resource Base in liaison with the Home School, where appropriate.

Exit Arrangements

An expectation of the likely duration of provision from the Specialist Resource Base will be outlined prior to take up of the provision and this will inform the exit arrangements. The key element, however, will be the outcome of the review of the child or young person's progress. Permission must be sought from the Early Years & SEN Panel, in advance of the end of the placement, for an extension to the placement.

Effectiveness of Provision

The effective operation of the Specialist Resource Base will be included within the regular meetings held between the School and the Authority as part of the Self Evaluation Framework.

In addition, the overall effectiveness of the Specialist Resource Base will be reviewed in the summer term prior to the three-year cycle of fair-funding consultation process. This review will focus on three key elements:

- Value-added outcomes for children and young people
- Effectiveness of Specialist Resource Base specialism within Children's Services strategic priorities
- Finance model for forthcoming three-year budget cycle

Summary Pupil Profiles

It would be expected that school-based interventions have not been effective in enabling the pupil to respond appropriately to interventions from external professional(s) and that the request for support from a Specialist Resource Base is supported by the professional involved.

Autistic spectrum disorders/ social communication difficulties

The child or young person would have experienced:

- Significant difficulties in the triad of Communication, Socialisation and Flexibility of thinking which prevent them from actively engaging in mainstream education, even with a high level of additional support.
- High levels of anxiety related to confusion and/or fear of what is happening in the immediate environment such that the ability to learn is severely compromised.
- Extreme difficulties in the understanding and acceptance of age-appropriate social rules governing, for example, turn-taking, collaborative activities and the sharing of adult attention.

- Lack of awareness, to a greater or lesser extent, or even apparent disregard of personal safety and that of others.
- A strong and obtrusive adherence to routines and rituals which makes any change of routine very challenging and may even provoke defiance or other negative reactions.
- Considerable, persistent and pervasive problems in establishing and sustaining relationships with peers.
- Ego-centric behaviour that fails to take into account consideration for others in relation to what would be viewed as age-appropriate behaviour in any particular situation.
- The absence of other primary reasons or causes for these difficulties.

The child or young person should be known to the Consultant Community Paediatrician and the School Support Team.

The placement request should identify an explicit 'learning outcome' for the child or young person, which may relate to:

1. Progress in developing social and communication skills and flexible thinking
2. Decrease in levels of anxiety
3. Ability to follow an individualised curriculum

Behaviour, emotional and social development difficulties

The child or young person would demonstrate a combination of these traits on a daily basis:

- Significant difficulty in interacting positively with peers and/or adults.
- Use of inappropriate language and/or demonstrates inappropriate attitudes towards others.
- Behaviour, which impedes the achievement of self and others.
- Extremes of behaviour including aggression when challenged or corrected by an adult.
- Inappropriate behaviour at a level which meets the criteria for fixed term exclusion from mainstream school.

The placement request should identify an explicit 'learning outcome' for the child or young person, which may relate to:

1. Ability to respond assertively rather than aggressively in a range of situations
2. Ability to accept direction from adults in a positive manner, including on-task behaviour in relation to learning activities
3. Ability to relate positively to peers in both structured and unstructured situations

Learning difficulties

The child or young person would have experienced:

- Persistent difficulty with the acquisition of a specific skill, necessary to access the curriculum, despite ongoing support and targeted intervention at School Action Plus.
- An identifiable barrier to learning which has contributed to their lack of 'adequate progress' as defined in the Code of Practice (2001) page 52.
- Difficulties with independent learning skills, (including fluency, generalisation and organisation) or present with low self-confidence as a learner.
- Opportunities to work in a small group or one to one context and not having responded positively to this method of teaching.

The placement request should identify an explicit 'learning outcome' for the child or young person, which may relate to:

1. The acquisition of a specific curriculum based skill eg: letter sounds, number bonds
2. The development of confidence or independent learning skills, eg organisation, efficacy or self-esteem
3. Targeted opportunity for support staff to develop specific strategies or adjustments that will enable the pupil to have greater access to learning in their own classroom

Speech and Language Communication Difficulties

The child or young person would have experienced:

- Significant expressive language disorder: more than one standard deviation below norm for age (eg telegraphic language, word-finding difficulties).
- A severe speech disorder (ie unintelligible out of context to most listeners).
- Proven ability to benefit from intensive, daily speech and language therapy
- Verbal comprehension within age-appropriate range; NB If outside age-appropriate range, there must be potential for the child/ young person to make accelerated progress in comprehension due to intensive speech and language therapy, such that s/he will achieve comprehension within age-appropriate limits.
- Child's difficulties must be primarily speech/language based, rather than secondary to general learning delay, emotional or behaviour difficulty.

The placement request should identify an explicit 'learning outcome' for the child or young person, which may relate to:

1. To maximise the potential for the development of the child's receptive and expressive language skills
2. Facilitate the development of the child's speech sound skills so as to increase the child's level of intelligibility
3. To develop linguistic skills to a level where the child no longer requires or would benefit from intensive speech and language therapy and can access a full curriculum in a mainstream setting

Specific learning difficulties (Dyslexia)

Pupils for whom the SpeLD SRB would provide an additional resource will be considered on the basis of their individual needs. In addition to meeting the agreed criteria for the SRB, and also the British Psychological Society's working definition of dyslexia, there should be a clear and agreed set of objectives that the SRB can meet.

The BPS working definition, with its particular focus on literacy learning at "the word" level, implies that the problem for the dyslexic pupil can be "severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment and teaching".

Operationally, the definition adopted by Singleton (2009) provides a useful basis for conceptualising Dyslexia;

- Dyslexia primarily affects the skills involved in accurate and fluent word reading and spelling.
- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory, and verbal processing speed.
- Dyslexia occurs across the range of intellectual abilities
- It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.
- Co-occurring difficulties may be seen in aspects of language, motor coordination, mental calculation, concentration and personal organization, but these are not, by themselves, markers of dyslexia.
- A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well founded intervention.

There is an expectation that every school will take responsibility for building and maintaining the capacity to meet the needs of pupils with specific learning difficulties/dyslexia. Therefore the SRB will be able to provide an additional period of interim support for learners that are likely to benefit from:

- Further diagnostic assessment via a period of intensive intervention.
- Specialist advice on resources and intervention approaches matched to individual learning preferences.
- Access by the adults supporting the pupil, to training in the use of specialist resources and strategies.

The pupil's difficulties must be primarily dyslexic, rather than secondary to general learning delay or an emotional or behaviour difficulty. The pupil's difficulties impinge on their ability to independently access the National Curriculum and therefore their chances of fulfilling their potential as a learner.

The pupil is also likely to be experiencing low self-esteem and frustration in the face of their difficulties.

- Pupils need to be at school action plus or above and any assessments carried out by an Educational Psychologist and/or Specialist Teacher strongly indicates that the emerging profile is of a dyslexic nature.
- Pupils are likely to demonstrate marked differences between their abilities in different areas.
- The difficulty appears to be long standing and long lasting and little or no progress has been made despite appropriate intervention in the past.
- Pupils want to improve literacy skills and are prepared to make an appropriate effort.
- Pupils are on the more extreme end of the dyslexic spectrum