

Children's Services

Support for Learning

A tool kit for Cluster Collaboration on the distribution of SEND funding

SEND Cluster Tool kit Guidance

Version 1 – June 2012

Introduction – What is the SEND Cluster tool kit?

The tool kit is a *framework* to support the ‘start’ of the process of implementing the distribution of SEND funding to clusters. It has been written to promote discussion, reflection and the shared development of this task. Every effort has been taken to provide ‘a’ methodology for distributing SEND funding through clusters, however, by engaging in this process, each cluster is encouraged to refine, modify or recreate its own, shared processes.

The framework provides information to support the decision making process associated with the distribution of SEND funding. This is presented as ‘chapters’ for ease of locating relevant documents or commentary, although the principles of application are interwoven in to the framework as a whole. Clusters are encouraged to consider each chapter in detail and to personalise the framework according to local needs and preferences.

A Framework for distributing SEND funding to Clusters

This framework promotes the application of provision mapping as a tool for distributing SEND funding based on the following shared aims and objectives.

We want to:

- Achieve the ‘greatest’ impact for learners with the money available (value for money)
- Ensure equity, transparency and clarity amongst all settings within the cluster
- Secure shared accountability for spend and ‘ownership’ of all learners and their needs
- Rigorously pursue effectiveness and efficiency
- Pool resources and expertise, maximising their potential and establishing a greater economy of scale.

During the first year of cluster collaboration around SEND funding, clusters are encouraged to establish their own aims for this process, including the identification of their own values and principles for collaboration.

What is Provision Mapping?

Provision mapping is an annual process of auditing need, reviewing impact of action and ensuring future action is targeted to need. It is the *dialogue* associated with this process that is being promoted throughout this tool kit. There are seven stages to the process of provision mapping illustrated below. Each of these stages has been interwoven in to this introductory framework for cluster distribution of SEND funding.

1. Audit projected need
2. Compare projected need with current patterns of provision , identify any changes and or training needs
3. Identify available funding
4. Consider the evidence for what works
5. Plan provision for the next year
6. Track progress of learners and monitor impact
7. Evaluate the effectiveness of provision

Provision mapping as a management tool, begins in April, at the start of the financial year. Clusters are encouraged to adopt the timing of this process from April 2013, in order that they can collaboratively plan for projected need compared to existing need and provision, and proactively respond to identified training needs.

In real terms:

Clusters are asked to meet annually with all Headteachers, SENCOs and a Governor representative. To 'start' this process, the framework locates this meeting in the Autumn term of 2012, however, to maximise the effectiveness of the provision mapping cycle, the framework assumes that clusters will choose to hold this meeting in the summer term from 2013. The purpose of this meeting is to:

- Explore the SEND profile of learners in the cluster and identify any themes or shared areas of needs
- Consider achievements, progress and review the impact of resources to date, (annually this review would focus on the past year)
- Identify shared priorities and actions
- Agree shared budget headings and amounts
- Define the anticipated impact of the future spend – what will be different in a year?

The model identifies a 'decision making' or strategic SEND focused cluster group as well as an 'implementation' or operational group. It is anticipated that each group will meet once a term for half a day. Each meeting will be facilitated by a cluster 'host' who will chair the meeting, managing the co-ordination of meeting agendas and timings.

- **Headteachers** in the cluster will form the 'decision making' or strategic group
- **SENCOs** in the cluster will form the 'implementation' or operational group

Alongside these roles is the role of governors with nominated cluster governance responsibility. This will be determined by the cluster agreement, which each cluster will develop itself. (Additional guidance materials have been produced and made available to governors.) However, all governors will continue to hold the essential role in relation to providing rigorous challenge and support within their schools, pursuing the 'best' education for all of their learners.

Meeting structure for 2012-13

Timing: 1.15 – 4.15pm

Meeting 1: Annual overview and Autumn Decision making group

- Held in September or October*
- Heads, SENCOs, Governor representatives in attendance
- Facilitated by cluster 'host'

*From 2013, clusters are encouraged to organise the Annual overview and Decision making group in the Summer term, thus combining this meeting with meeting 5 in year 1 only (see below.)

Meeting 2: Autumn Implementation group

- November or December
- SENCOs attend
- Facilitated by cluster 'host'

Meeting 3: Spring Decision making group

- January or February
- Heads attend
- Facilitated by cluster 'host'

Meeting 4: Spring Implementation group

- February or March
- SENCOs attend
- Facilitated by cluster 'host'

Meeting 5: Summer Decision making group

- April or May*
- Heads attend
- Facilitated by cluster 'host'

*Clusters are encouraged to plan meeting 5 as their Annual Overview and Decision making meeting from 2013 onwards. By implication, Headteachers, SENCOs and Governors would attend this one, *instead* of in the autumn term 2013, which would become a 'decision making' meeting for Heads.

Meeting 6: Summer Implementation group

- June or July
- SENCOs attend
- Facilitated by cluster 'host'

Core Functions of the Decision making group:

- Agree and monitor the annual distribution and impact of the cluster SEND budget
- Rigorously pursue value for money ensuring effectiveness of spend for children and young people
- Pursue equity and transparency of resource distribution, whilst maintaining delivery of statutorily defined needs
- Identify and promote shared development opportunities
- Promote parental confidence
- Aspire for collaboration in the pursuit of excellence for all learners

Core Functions of the Implementation group:

- Develop a shared framework and 'language' for the design of 'support for learning' packages
- Collaboratively pursue 'best practice' when designing 'support for learning' packages
- Collate information for the decision making group with regards to individual support for learning packages, and progress and impact information
- Review and monitor SEND intervention and impact across the cluster, developing a shared moderation and quality assurance model
- Share skills, knowledge and resources (where appropriate) for the development of learning opportunities for children and young people
- Audit SEND skills and training needs and identify a cluster SEND priority plan

Agenda themes:

The meeting will be chaired by the cluster 'host' who will distribute an agenda prior to the meeting. This framework promotes consideration of various themes indicated below.

Meeting 1: Annual overview and Autumn* Decision making group

*Autumn in 2012, but Summer term from 2013 onwards

- Overview of the cluster
- Who we are, size of schools, numbers of learners
- Establishing our 'values' our principles for working together
- SEND profile – audit of needs
- Budget information
- Budget themes – change (contingency) fund? Phase transition fund? Medical needs?
- The 'change' fund and procedures
- 'Support for learning' – beyond the allocation of hours?
- Evaluating the impact of existing School Specific Allocation and Basic School Allocation

- Agree processes – dates, locations for meetings, system for recording decision making, and submission of package forms. (Host may co-ordinate this outside of the meeting)
- Define anticipated impact from spend – what will happen as a result of this budget for learners in a years time?

Meeting 2: Autumn Implementation group

- The SEND profile of the cluster – comments, observations, expertise?
- Establishing 'our' shared framework and language of 'support for learning' packages
- How do we determine support for learning?
- Agreeing the paper work – any changes to the tool kit forms?
- Clarity of processes? Knowledge of what to do next? How to communicate with each other? Email exchange?
- Monitoring the process – agree to feedback 'how' this feels? Time taken to complete forms?
- Reviewing learners supported by phase transition funding? What next for them? Designing their support for learning package.
- Agree a 'discussion point' (DP) for next meeting eg; types of intervention for learner with ADHD? Autism? Assessment materials?

Meeting 3: Spring Decision making group

- Process new support for learning packages, including those who were on a 'phase induction' package (Year R and 7s) – establish own method for this – pairs, small groups, one group? Agree system for recording the decision making
- Overview of budget – any concerns any changes?
- Agree impact measures – what information to request?
- Evaluate process so far – any changes?
- Cluster 'news' or developments?
- Request for action from implementation group?

Meeting 4: Spring Implementation group

- Feedback on framework of support for learning – how are the forms? Any comments on impact of targeted actions?
- Implementing the support for learning packages – how is that in real terms? How can this evolve?
- Any requests from Decision making group?
- Share 'discussion point' (DP)
- Update on any changes
- Identify next steps and agree summer term DP

Meeting 5: Summer Decision making group and Annual Overview

- Process new support for learning packages – agree own method for this – pairs, small groups, one group?
- Overview of budget – any concerns?
- Review impact – look at information from implementation group?
- Transition implications – commission implementation group to consider support for learning packages required in to secondary or change of phase. Agree budget allocation for autumn term?
- Evaluate process so far – what next?
- Achievements of learners so far?
- Planning ahead – projected need and new budgets – Does the cluster SEND profile change next year? What are the implications of this?
- Future of ‘host’ role? Personalise or amend the format for next year
- Feed back to governors and parents/carers?

Meeting 6: Summer Implementation group

- Feedback on changes – new support for learning packages
- Transition – agree process for developing support for learning package requests for current Year 6 children or others undergoing change in phase. What is required for autumn term?
- Any requests from Decision making group?
- Share ‘discussion point’ (DP)
- Update on any changes
- Review process – identify amendments or changes
- Agree process of feedback to Decision making group

The Role of the Cluster ‘Host’

Each cluster is asked to nominate a ‘host’ who will chair each of the six meetings during 2012-13. All of the cluster ‘hosts’ will be invited to attend a ‘preparation’ briefing with an LA Senior Adviser prior to each half termly meeting during the transition year 2012-13.

The preparation meetings will be held within the first two weeks of every half term, enabling each Host to set their own cluster SEND meeting in weeks 3 to 6/7 of the half term. The purpose of the preparation meetings is to enable greater familiarisation with the content of the tool kit, to explore some of the evaluative questions and to consider practical management issues with hosting such a meeting, including timing, focus and discussion resolution.

It is also intended to encourage professional reflection between ‘hosts’ regarding the ‘process’ undertaken by each cluster, and to practically ‘problem solve’ or clarify any emerging difficulties. Six days teacher supply cover would need to be paid to the school or

setting of the 'host'. Children's Services Leadership Team have made additional funds available to each cluster, which could be used to cover these additional costs, if deemed appropriate by the cluster.

Each cluster will be asked to identify their 'host' by the end of June 2012, and an induction meeting will be organised for July 2012. Headteachers will be asked to agree their nomination, and are encouraged to identify a colleague with effective leadership and communication skills, time management, resilience, optimism and knowledge of SEND.

Associate Members of the SEND focused Cluster

The SEND focused cluster may wish to invite other colleagues to some or all meetings. These may be professional colleague representatives from Complex Needs Schools, Specialist Resource Bases, Educational Psychologists, Advisory Support Teachers, Speech and Language Therapists, Physiotherapists, or members of the Voluntary or Charity services who have links with one or more of the schools in that area.

The purpose of attendance would be to contribute to discussions or to offer professional opinions, evidence based suggestions, support or challenge, focusing on themes or holistic developments rather than individual cases. The decision making authority will remain with schools within the SEND focused cluster, however Associate Members may add an additional dimension to targeted discussions.

Using the tool kit

SEND focused Cluster members will be asked to increase their familiarisation of the tool kit in preparation for the first annual overview and decision making meeting. As part of this process, all participants are encouraged to critically review the framework, and to identify suggested amendments, modifications or replacements for discussion within the cluster.

'Permission' to change the tool kit is not required from any other source than members of your cluster. The LA expectation is that the framework of meetings, chaired by the Host will be implemented during 2012-13 as part of the process of cluster adaptation of the materials.

The ongoing requirement is for the SEND focused Cluster to be able to achieve the core objectives for children and young people with SEND summarised below. The framework for achieving these and any additional cluster 'defined' outcomes for learners with SEND, is for cluster determination.

Core objectives:

1. Fair and equitable access to learning opportunities
2. The very best provision and targeted support for learning
3. A flexible, creative and timely response to challenge any barriers to learning
4. Effective, efficient and transparent distribution of SEND funding
5. A robust system of targeted, monitored and reviewed intervention leading to positive outcomes for learning

Next Steps:

- Increase familiarisation of the content of the tool kit
- Consider the framework as a Cluster and agree own starting point
- Nominate your SEND focused Cluster 'host'
- Set first meeting date for the autumn term
- Agree any priority transition arrangements

Additional reading:

“Beating Bureaucracy in Special Educational Needs”

Jean Gross 2008

ISBN: 978-0-415-44114-8

“Leading School-based Networks”

Mark Hadfield and Christopher Chapman 2009

ISBN 978-0-415-46465-9

“Special Educational Needs, Inclusion and Diversity – Second Edition”

Norah Frederickson and Tony Cline 2009

ISBN: 978-033522146-2

“Out of our Minds – Learning to be Creative”

Ken Robinson 2011

ISBN 978-1-907-31247-2

Further information regarding the application of the tool kit can be sought by emailing Judith.carter@norfolk.gov.uk

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Chapter 1 – Introduction

Version 1 – June 2012

Acknowledgements

The SEND cluster tool kit has been written as part of Norfolk County Councils' Children's Services Additional Needs Project. The content of the tool kit has been produced collaboratively by many colleagues, but specific acknowledgement goes to:

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- Jennie Price – Senior Teacher Specialist Co-ordinator

For further information, clarification or comments regarding the SEND Cluster tool kit please email: Judith.carter@norfolk.gov.uk

“Making change happen is difficult. So, however, is the everyday job of SENCOs/ Inclusion co-ordinators and class room teachers as they struggle to implement the bureaucratic procedures that currently occupy most of the time and energy available to meet the needs of children with SEN or disabilities. Because of this, change is essential.”

(Gross 2008 page 163)

In January 2012, Norfolk County Councillors made the decision to change the way they distribute funding for learners with Special Educational Needs and disabilities (SEND) in mainstream settings. Instead of retaining funds for learners with Statements quantified with 20 hours or more support, the decision was made to distribute this fund to SEND focused clusters of schools. It was agreed to devolve the fund, previously known as ‘Pupil Specific Funding’ to clusters in 2012-13 and fully delegate this fund in 2013-14. Mainstream schools in Norfolk, have for many years, received the delegated funding for learners with SEND at School Action, School Action Plus and with Statements of less than 20 hours, and the decision to distribute the remaining funding to clusters was based on the principles of achieving early intervention and greater flexibility of resource allocation. As well as removing the direct link between accessing additional financial resources and statutory assessment.

This change relates solely to the *method* of distributing funding, and not to the amount of funds allocated to support learners with SEND. The process of statutory assessment still remains, and indeed the function of this assessment for a child, remains the same. The function of statutory assessment for a mainstream school has however changed. Instead of being perceived as the *only* way to access additional funds, (if needs were quantified at 20 hours or more) a Statement has now become a prescribed allocation of provision for cluster accountability. In contrast, SEND focused clusters are now able to distribute their SEND resources flexibly and with greater autonomy for those learners *without* Statements. The accountability for impact of provision will be primarily to the learners themselves, their families, teachers and external auditors (such as Ofsted) as well as to their own governing bodies and professional peers. Opportunities to offer creative and responsive packages to support learning for those with SEND, with or without Statements, are available within this financial framework. However provision specified within a Statement will continue to be reviewed annually by the Local Authority (LA)

An opportunity now exists for SEND focused clusters to explicitly target SEND funding to identified needs within self determined, flexible ‘support for learning’ packages. By auditing needs at an individual school and a cluster level, (‘My School, Our Cluster’) emerging themes relating to SEND can be identified, and resources pooled. By sharing resources, expertise and training opportunities, an opportunity to maximise economies of scales exists for SEND clusters. The framework presented within this tool kit, is an attempt to support the identification of the ‘best’ *processes* to achieve this, for and by each SEND focused cluster.

“Creativity moves through different phases. Trying to produce a finished version in one move is usually impossible.”

Robinson (2011) page 158

The changes to the distribution of SEND funding will be gradual and linked to phase changes of learners. As of September 2012, any mainstream setting with a learner currently in receipt of Pupil Specific Funding (PSF) who is remaining in that setting or educational phase, (so not in reception, year 7 or moving to a new school) will continue to receive PSF in to their setting budget. The amount of money allocated will be recorded within the SEND Cluster financial context grid, (see tool kit Chapter 3) but will continue to be distributed to the individual setting until the learner changes phase or schools. At a time of phase change, the PSF amount will be allocated to the SEND cluster fund, ready for distribution by that SEND cluster. (Learners in Complex Needs Schools, the Short Stay School for Norfolk and those in Nursery classes/schools, are not affected by this change at this time. Nursery class/school funding will continue to be distributed via the Early Years and SEN Panel).

As ever, funding systems will be reviewed and amended in accordance to national and local drivers which will be considered as part of the annual schools fair funding consultation.

“Everyone has huge creative capacities. The challenge is to develop them. A culture of creativity has to involve everybody, not just a select few.”

Robinson (2011) page 3

The distribution of SEND funding to Clusters presents many opportunities. Potentially a school or setting could benefit from:

- Quicker access to targeted provision for learners with SEND, without the sole reliance on statutory assessment
- Sharing of knowledge, resources and expertise across settings in the cluster
- The establishment of a shared, transparent system for the efficient and effective allocation of SEND resources
- Participation within a shared, transparent system for monitoring the impact of SEND provision and outcomes for learners
- Annual participation in the process of provision mapping linked to SEND by the Head, SENCO and Governor representative, within own setting and that of the cluster, providing robust evidence of leadership and management priorities as outlined in the Ofsted evaluation schedule 2012

Opportunities associated with collaboration can only be fully maximised with investment in to the collaborative processes themselves. The model presented within this framework is intended to be a ‘starting’ point, as such, each SEND focused cluster is encouraged to consider its own opportunities and to define how these will be achieved.

This tool kit has been written as a framework to support these ‘conversations’. The proposed model for distributing SEND funding to clusters is described in detail within the ‘Guidance’ document, and SEND focused clusters are encouraged to read this prior to reading the individual chapters within the tool kit. There are six chapters within the tool kit:

Chapter 1 – Introduction

- Provision of a rationale for the changes to the distribution of SEND funding and the opportunities associated with this way of working

Chapter 2 – SEND Profile

- Detailed description of the SEND profile of learners within each school and across the cluster
- Presentation of 'My School, Our Cluster' profile sheets for use in the annual process of provision mapping
- Practical resources relating to 'support for learning' packages

Chapter 3 – Financial Context

- Provision of financial summary 'My School, Our Cluster'
- Evaluative questions to aid discussions and to establish process for decision making linked to the distribution of shared resources

Chapter 4 – Capturing Impact

- Identification of sources of impact data, both for 'My School, Our Cluster'
- Availability of core indicators data for each cluster

Chapter 5 – Learning Partners

- Links to National and Local Partners including Children's Services contacts, Voluntary groups, SEND focused cluster Associate Member links
- This chapter will be updated electronically

Chapter 6 – How to ... Guides?

- Practical guides and suggestions relating to 'how to overcome barriers to learning'
- This chapter will be updated electronically

“From the moment I fell down that rabbit hole I’ve been told where I must go and who I must be. I’ve been shrunk, stretched, scratched, and stuffed in to a teapot. I’ve been accused of being Alice, and of not being Alice but this is ‘my’ dream. I’ll decide where it goes from here.”

Extract from Alice in Wonderland Lewis Carroll

The *opportunities* associated with the distribution of SEND funding to clusters *belong* to each SEND focused cluster. The framework is a starting point, intended to facilitate collaboration, not direct it. The materials have been written to support effective communication, to promote shared accountability and to encourage explicit targeting of additional resources to improve *learning* for those with SEND. There is the potential to establish a flexible and creative approach to support learning, which will require confident, informed and concise planning, delivery and review procedures, which each SEND focused cluster can determine.

In November 2010, the White Paper ‘The importance of teaching,’ stated that; “In a more autonomous school system, local authorities have an indispensable role to play as champions of children and parents, ensuring that the school system works for every family and using their democratic mandate to challenge every school to do the best for their population.” As a result, the LA remains committed to supporting SEND focused clusters with their transition to this way of working. The tool kit is intended to offer a practical starting point. The provision of half termly preparation meetings for cluster nominated ‘hosts’ is also an attempt to offer ongoing support for the development of this process and to encourage our genuine aspiration for the achievement of the very ‘best’ for our learners with SEND.

“The capacity for creativity is essentially human and it holds the constant promise of alternative ways of seeing, of thinking and of doing.”

Robinson (2011) page 166



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Children's Services

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Chapter 2 – SEND Profile

Version 1 – June 2012

Introduction

This chapter of the SEND focused cluster tool kit provides an overview of the profile of special educational needs identified within individual schools and across the cluster. The purpose of this is to:

- Detail the continuum of needs of learners identified with SEND
- Encourage reflection on the provision options for learners with similar needs across schools in the cluster
- Promote accountability regarding the ‘matching’ of provision to the identified needs of learners
- Offer an opportunity for moderation through discussion and shared practice in relation to the identification and support for learners with SEND

The framework proposes that each individual school within the cluster completes the SEND profile ‘My School.’ Using this information, a cluster audit of needs can be collated. The information presented within ‘Our Cluster SEND Profile’ will aid the evaluation and accountability regarding the targeting of SEND resources to SEND needs. It will also ensure that the cluster community gain an insight in to the SEND profile and the types of barriers to learning experienced.

A provision map can be used to capture that which is ‘additional to or different from’ for learners with SEND, in different year groups to overcome particular barriers to learning. An individual SENCO from one school may choose to capture this in their own setting, and or SENCOs across the cluster may choose to generate a cluster provision map, to capture provision that is available for learners. Tools to support these activities are available in this chapter, entitled ‘My School’s SEN provision map’ and ‘Our Cluster’s SEN provision map’.

This chapter of the tool kit also presents the ‘4 Functions of Learning Support’ as a model for defining the purpose of Teacher Assistant (TA) or Learning Support Assistant (LSA) time. The cluster may find this useful when considering the individual ‘Support for Learning Packages’ submitted by individual SENCOs outlining the identified needs of learners with a Statement. The process of explicitly defining packages of support for learning for individuals or groups of learners with similar needs, will help the cluster account for their rationale for the distribution of funding, but also measure the impact on learning. An example of a ‘Support for Learning Package’ proposal form is contained within this section of the tool kit, including some learning support ‘options’ that SENCOs may find useful when designing support packages. Colleagues are encouraged to devise their own ‘support for learning’ package options, which could then also be ‘costed’ to support the planning phase. The intention is that this will provide a greater insight than simply referring to the number of hours of TA time.

SEND Profile Year Groups 2012-13 My School:

	School Action (Numbers)	School Action (Percentage)	School Action + (Numbers)	School Action + (Percentage)	Statements (Numbers)	Statements (Percentage)
Reception						
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

SEND Profile Year Groups 2012-13 My School:

	School Action (Numbers)	School Action (Percentage)	School Action + (Numbers)	School Action + (Percentage)	Statements (Numbers)	Statements (Percentage)
Year 7						
Year 8						
Year 9						
Year 10						
Year 11						
Sixth Form						

SEND Profile 2012-13 My School:

Barrier to learning	Number of learners at School Action	Percentage of school population at SA	Number of learners at School Action Plus	Percentage of school population at SA+	Number of learners with a Statement	Percentage of school population with a Statement	Total Number
General Learning							
Literacy specific							
Speech and /or Language							
Behavioural, emotional, social							
Social communication							
Co-ordination							
Physical							
Sensory							
Total							

SEND Profile 2012-13 My School:

Barrier to learning (defined by the cluster)	Number of learners at School Action	Percentage of school population at SA	Number of learners at School Action Plus	Percentage of school population at SA+	Number of learners with a Statement	Percentage of school population with a Statement	Total Number
Total							

SEND Profile 2012-13 Our Cluster:

Barrier to learning	Number in Cluster at School Action	Percentage of Cluster population at SA	Number in Cluster at School Action Plus	Percentage of Cluster population at SA+	Number in Cluster with a Statement	Percentage of Cluster population with a Statement	Total Number
General Learning							
Literacy specific							
Speech and /or Language							
Behavioural, emotional, social							
Social communication							
Co-ordination							
Physical							
Sensory							
Total							

SEND Profile 2012-13 Our Cluster

Barrier to learning (defined by the cluster)	Number of learners at School Action	Percentage of school population at SA	Number of learners at School Action Plus	Percentage of school population at SA+	Number of learners with a Statement	Percentage of school population with a Statement	Total Number
Total							

My School's SEN Provision Map:

Strategies that are additional to or different from to overcome barrier to learning	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
General Learning							
Literacy specific							
Speech and /or Language							
Behavioural, emotional, social							
Social communication							
Co-ordination							
Physical							
Sensory							

Our Cluster's Provision Map:

What the Cluster offers that is additional to or different from to overcome barriers to learning	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
General Learning							
Literacy specific							
Speech and /or Language							
Behavioural, emotional, social							
Social communication							
Co-ordination							
Physical							
Sensory							

My School's SEN Provision Map:

Strategies that are additional to or different from to overcome barrier to learning	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
General Learning							
Literacy specific							
Speech and /or Language							
Behavioural, emotional, social							
Social communication							
Co-ordination							
Physical							
Sensory							

Our Cluster's Provision Map

What the Cluster offers that is additional to or different from to overcome barriers to learning	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
General Learning							
Literacy specific							
Speech and /or Language							
Behavioural, emotional, social							
Social communication							
Co-ordination							
Physical							
Sensory							

4 Functions of Learning Support Assistant Time

In order to account for the distribution and impact of Learning Support Assistant 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 measurable 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 ongoing 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 SENCO and commissioned by the SEND focused cluster. The evidence for this would be within teacher planning and timetabling of TA/LSA resources.

Support for Learning Package Proposal

To support SEND focused Clusters to identify a fair, equitable and manageable procedure for the distribution of additional SEND funding, this tool kit contains a 'Support for Learning Package' proposal form. The form is one example of a tool available to SEND focused clusters to 'capture' the rationale for an additional funding request and to account for impact of spend via learner outcomes. A response form has been generated which could be photocopied on to the reverse of the proposal form, to capture the decisions taken at the meeting. In addition, an impact form is provided to evidence base monitoring of value for money within the SEND focused cluster. Alternative forms which communicate the purpose of requested learning support, and enable accountability, can be devised and agreed by the decision making group.

A language of 'support for learning' is also referenced within this tool kit to promote discussion and clarity regarding the nature of the agreed 'spend'. For example, an SEND focused cluster who agree to allocate a set number of hours of TA time, may not have sufficient information to determine whether this is effective, as this request does not detail the purpose of the hours or the anticipated impact. Applying a shared language of 'support for learning' will enable SEND focused clusters to:

- Establish a clear and concise rationale for financial distribution
- Review the impact of the funds and consider value for money
- Identify opportunities to maximise efficiencies for learning, rather than duplicate resources within one setting or across the SEND focused cluster
- Offer a robust account for the distribution of both SEND focused cluster and individual school SEN financial resources to families, Governors and Ofsted

A Language of 'Support for Learning'

To inform decision making, each SEND focused Cluster may choose to consider establishing a shared language of 'support for learning'. The framework included in this tool kit proposes that:

Definitions of 'Support for Learning' should relate to ways of overcoming barriers to learning experienced by individual or groups of learners. As such, a Support for Learning Package would detail support aimed at increasing access to:

1. Teaching
2. The Environment
3. Skill development
4. Communication
5. Personal care

Examples of provision that relate to these categories of support for learning are detailed in the grid. This is not a definitive list of provision, but simply a starting point for colleagues to explore when considering distributing SEND funding for a targeted purpose. SENCOs may wish to create their own list and identify a 'unit' price for each provision, to aid decision making.

Support for Learning Package Options

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

Support for Learning Package Request Form

School(s):

Date:

Learner(s) Individual or Group

Year group

Code of Practice:

Barriers to Learning:

What support is being requested and how much will it cost?

Why ask the SEND focused Cluster? What has been implemented within school?

What is the intended impact of this?

How will this be monitored?

Can this action 'benefit' other schools in the SEND Cluster? (Share practice? Share the resource?)

Support for Learning Package – SEND Cluster Response Form

At the: Autumn Spring Summer term SEND focused Cluster meeting, this
Support for Learning Package request form was discussed and the following actions agreed:

Outcome 1:

Accept request and funding to be transferred.

Review date in 1 2 3 4 5 6 terms time

School SENCO to be asked to complete feedback form

Outcome 2:

Reject request as require further information. Return a more detailed proposal in:

1 2 3 terms time

Outcome 3:

Suggest the following as an alternative:

Summary of Financial Implication of decision:

Support for Learning Package Impact Form

School(s):

Date:

Learner(s) Individual or Group

Year group

Code of Practice:

Barriers to Learning:

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

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

In what way have other learners or schools in the SEND Cluster benefited from this?

Can support for learning now be sustained within school funding?

If no, please demonstrate how this additional support for learning package has progressed?

Evaluative Questions – SEND Profile

Identification of SEND

Are individual schools confident when to identify a learner with SEND as opposed to a learner who is 'low attaining'?

What 'barrier to learning' has the greatest prevalence for the identification of a learner at School Action? School Action Plus? Statements?

Does this match the priorities described in the provision map?

What percentage of the cluster population is identified with SEND? How does this compare to national data?

Is there evidence of 'movement' within the graduated response of the Code of Practice? (Eg Learners being taken off of SA)

Are there patterns and themes within the provision that is 'additional to or different from' as provided by individual schools? If yes, can resources or practice be shared?

Do SENCOs have an opportunity to share assessment tools and or discuss 'support for learning' approaches for those with SEND?

Does the SEND Cluster have a system to 'quality assure' or 'moderate' the identification of learners with SEND? What would such an approach bring to the SEND Cluster?

Support for Learning Packages

How effective are the 'Support for Learning' package request forms?

Is the current process supportive for Head Teachers with regards to the decision making around the distribution of SEND funding?

What is the frequency of reviewing the impact of 'spend' on SEND?

Are there other methods to capture the impact of SEND funding on learners? How can these be shared with the SEND Cluster?

Has the SEND Cluster established its own 'costed' language of 'support for learning'? Does this support the decision making process?

Have there been many opportunities to share resources or approaches?

Is there evidence of the impact of Support for Learning packages within annual review meetings? School Action Plus review meetings? Parental confidence?

Are learners with SEND disproportionately evident in data linked to exclusions and absence? Can these and other data sets, support the SEND Cluster evaluate the 'impact' of its decision making around provision for SEND?



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Chapter 3 – Financial Context

Version 1 – June 2012

Introduction

This section of the SEND focused cluster tool kit provides an overview of the financial context regarding SEND funding. The structure 'My School, Our Cluster' details the formula funding allocation for the financial year (although in the first year this represents 7/12ths of this funding due to the start date being September 2012). The inclusion of this is designed to reinforce the principles of:

- Transparency and clarity
- Shared accountability
- Dialogue regarding efficiency and effectiveness

The tool kit has been designed for application within a framework of termly meetings. This assumes that Headteachers will meet during the first half of a term, and SENCOs will meet during the second half of the term. (Acknowledgement is made to the additional time factor for those Heads who are also SENCOs in their school, especially in a small school. The suggestion is that if this becomes untenable that the issue is raised with the SEND focused Cluster meeting for the identification of an alternative methodology). Inevitably changes will occur 'after' a termly meeting which may pose a financial implication on the school requiring an immediate response. As such, SEND focused clusters are encouraged to agree the procedures for a 'Change' fund.

The framework proposes the identification of an amount of money to be deemed as the 'change' fund or contingency. The purpose of this would be to enable a school to respond to a 'change' in circumstance for example the arrival of a new learner to the school with a Statement and an accountable provision. The Change fund could be accessed to meet interim costs linked to the learners induction in to the school, prior to the formal agreement of the support package by the SEND focused cluster at the next decision making meeting. The tool kit provides various options for clusters to consider before selecting their preferred way of working.

The final section includes evaluative questions intended to aid dialogue during the decision making meetings. As ever they are included in the framework for consideration not direction. They have been written in an attempt to evidence base the process of 'accountability' that this model promotes and to reinforce the three principles listed above.

My School – SEN Memorandum

The SEN memorandum is a 'live' record of an individual schools SEN delegated budget. As such it is uploaded monthly and subject to change during the year. The content of the memorandum includes:

Basic School Allocation (BSA)

This includes an Age Weighted Pupil Allocation (AWPA) of £18.13 for every pupil in the school plus a fixed allocation amount per school. This is generated by a formula fund accounting for low level SEND in schools.

School Specific Allocation (SSA)

This accounts for Social Deprivation using the Pupils in Education Acorn Areas 1-10, plus pupils with Statements quantified in the previous system as requiring less than 20 hours of SEN provision, and those learners on school action plus, Prior attainment data is also accounted for.

Pupil Specific Funding (PSF) Named in this framework as Cluster Specified Funding (CSF)

This funding was historically allocated in accordance to Statement quantification of 20 hours or more provided to fund a package of targeted SEN support. This will continue under the phased introduction of the new framework, alongside the distribution of Cluster Specified Funding. CSF will be allocated by Headteachers at their termly meetings, to fund the identified and agreed 'Support for Learning Package' (SfLP) for learners with Statements.

In addition some schools may have details of funding linked to a **Learning Support Unit Allocation** and or **Special Units/Specialist Resource base**. These are not however, directly included in this framework at this time.

The SEN memorandum is available at: <http://efs.norfolk.gov.uk/BudgetShare>

All colleagues will need to use this link to locate their own budget share information.

Our Cluster – SEND Financial Context

‘Our Cluster SEND Financial Context’ provides an overview of the financial distribution of the delegated and devolved (in 2012-13) elements of the SEND budget. Its inclusion is intended to inform accountability and to encourage dialogue regarding effectiveness of impact and efficiency.

It provides an ‘at a glance’ view of the numbers of learners in each school and within the cluster. It also details:

- The numbers of learners with a Statement in the cluster and any learner funded from an additional county (categorised as an F)
- The total amount of Basic School Allocation (BSA) School Specific Allocation (SSA) and Pupil Specific Funding (PSF) for each individual school and the cluster as a whole
- The amount of remaining money to be allocated by the cluster, (as either the Change or Cluster Specified Funding)
- The percentage of cluster funds allocated as historic PSF to individual schools and the percentage of identified need within the cluster

The framework intends for this document to underpin the discussions during the termly meetings, both as a reference point for ‘spend’ but also to inform the SEND focused cluster self evaluation regarding value for money as evidenced in impact and outcomes for individual learners. The SEND focused cluster is required to nominate one school as the ‘budget holder’ but the decision making for distribution is equally shared. Procedures for implementing this can be defined by the SEND cluster as part of their regular meetings, facilitated by their nominated ‘host.’

Individual schools are encouraged to ‘check’ the identified funding amounts detailed on this form and share any anomalies with the SEND cluster.

SEN CLUSTER MEMO FOR THE FINANCIAL YEAR 2012/2013

Total Cluster SEN Funding											£ 3,161,482	
SEN Cluster Need											SEN Cluster Funding	
Loc	School Name	Pupil No's	Stmnts	F	SA+	% of Cluster Need	BSA	SSA	PSF	F	Total £	% of Cluster Funding
3500*	A Primary School	177	10	0	24	3.5%	4,389	78,300	35,412	-	118,101	3.9%
3501	B C of E Primary	322	6	0	10	1.7%	7,018	29,853	19,813	-	56,684	1.9%
3502	C Primary School	248	12	0	26	4.0%	5,676	36,346	47,033	-	89,055	2.9%
3503	D VC Primary School	211.5	9	0	19	2.9%	5,014	40,724	25,439	-	71,177	2.4%
3504	E Primary School	391	9	0	48	5.9%	8,269	74,271	65,709	-	148,249	4.9%
3505	F PrimaryShool	252	1	0	21	2.3%	5,749	57,760	10,620	-	74,129	2.5%
3506	G Junior	355	10	1	35	4.8%	7,616	67,424	57,654	2,431	135,125	4.5%
3507	H Junior School	218	14	1	31	4.8%	5,132	77,191	106,118	10,620	199,061	6.6%
3508	I Primary School	276	10	0	21	3.2%	6,184	94,535	32,069	-	132,788	4.4%
3509	J Primary	239	16	0	28	4.6%	5,513	93,336	75,185	-	174,034	5.8%
3510	K Primary School	203.5	10	0	27	3.9%	4,869	72,635	49,059	-	126,563	4.2%
3511	L Infant School	193	3	0	37	4.2%	4,679	60,504	10,975	-	76,158	2.5%
3512	M Junior School	306	7	0	61	7.1%	6,728	101,073	17,014	-	124,815	4.1%
3513	N Infant School	176	7	0	30	3.9%	4,371	72,037	29,771	-	106,179	3.5%
3514	O C of E Primary	195	9	0	20	3.0%	4,715	22,260	45,251	-	72,226	2.4%
3515	P High School	990	55	1	138	20.2%	19,129	382,603	204,763	7,660	614,155	20.3%
3516	Q High School	1123	25	0	94	12.4%	21,540	219,288	73,400	-	314,228	10.4%
3517	R Academy	644	39	0	36	7.8%	12,856	241,106	136,062	-	390,024	12.9%
		6520	252	3	706	100%	139,447	1,821,247	1,041,347	20,711	3,022,752	100%

Evaluative Questions – Financial Context

Overview:

What do you immediately 'notice' from this information?

Are there any points that you wish to clarify?

What do you notice about the distribution of needs and funding across the cluster?

Unallocated Cluster Funds:

The unallocated funds specifically relate to historic PSF, but are there any other opportunities to 'pool' resources?

Do you wish to share an agreed percentage of another funding stream eg BSA or SSA to target creative support packages across the cluster or to share the funding of a provision eg Speech Therapy?

How much money do you want to allocate within your 'Change' fund?

What is the shared protocol for accessing the Change fund?

What happens if the Change fund runs out?

How can you reduce the risk of the Change fund running out?

What will happen to the Change fund if it is not spent?

Is there a non financial alternative to managing a response to 'Change?' For example, one school 'lending' another school an element of the 'Support for Learning Package' (SfLP) as part of the learners induction?

How will the Cluster monitor the amount of spend on 'Support for Learning Packages?'

How will the Cluster manage the risk of the money for 'Support for Learning Packages' running out?

Value for Money:

What is expected to be the impact of money spent by the cluster on Support for Learning Packages?

How will this be monitored?

What information is required from SENCOs to inform the review of the impact of financial spend?

Is 'spend' directly related to identified need as defined in the 'My School Our Cluster' SEND profile information?

Would a system of 'Partner Audits' support the cluster to account for the effective and efficient distribution of SEN funding? If yes, how will this be established in the cluster?

Communication with Parents/Carers and Governors

What are the core messages that the cluster wish to communicate to Parents of children with SEND?

How will this be communicated?

How can the cluster and individual school ensure Parents and Carers remain confident in the provision allocation for their child with SEND?

How will this be monitored?

How can Governors offer support and challenge to the cluster regarding the distribution of SEN funding?



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Chapter 4 – Capturing Impact

Version 1 – June 2012

Introduction

An essential component of the provision mapping cycle, is evaluating the impact of the targeted provision over time. Capturing impact of teaching and learning over time is also a central theme within the Ofsted evaluation schedule 2012. As such, this chapter of the tool kit, encourages SEND focused clusters to agree their own ways of capturing impact.

SEND clusters are encouraged to discuss this strategy as part of their early collaborations regarding agreed processes for decision making and distribution of SEND funding. Clearly, the anticipated 'difference' for an individual learner, of an agreed support for learning package, needs to be defined as part of the decision making process. This in itself may inform the strategy for reviewing impact and generate a discussion regarding the recording of this. All schools have their own systems of both quantitative and qualitative data sets. The SEND cluster may wish to agree preferred systems for recording, and consider the timing of collation of data, the sharing of this information and the monitoring over time.

Each school has access to its own 'key measures' data. This data has been collated for each SEND focused cluster and will be made available to each cluster 'host' for distribution across the cluster. This will provide a quantitative measure of attainment for learners in the SEND cluster on School Action, School Action Plus and those with Statements. Other sources of data may be preferred, and can be nominated for collation by the SEND cluster.

The decision making panel need to feel confident in their own system of measuring the impact of any spend allocated in order that this system can be shared with Governors, the LA and Ofsted to 'account' for the effective distribution of SEND funding based on identified needs. The framework proposes that during the transition year, the nominated SEND cluster 'host' will facilitate conversations regarding this essential issue in to the planned meetings, so that clusters are able to agree shared impact measures.



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Chapter 5 – Learning Partners

Version 1 – June 2012

Introduction

The purpose of this chapter of the tool kit is to promote the development of national and local 'learning partners'. Information can be added by SEND focused clusters themselves, creating a resource of potential sources of information and networks of support. The information will also be available electronically, and will contain links to the Norfolk County Council information and guidance SEND Website: www.norfolk.gov.uk/SEN

Within Norfolk there are many voluntary and charitable organisations working to support children and families with SEND, who can offer information to schools and settings. Equally there are many services within Norfolk, including Children's Services teams, Health agencies and other providers, as well as Specialist Resource Bases, Complex Needs schools and the Short Stay School, who can offer support for schools, children and families. Each SEND cluster is encouraged to create its own 'Learning Partners' directory and to update this section of the tool kit using the electronic site which will be available from September 2012.

The SEND cluster tool kit website link is: **to be added**

Our Cluster Learning Partners Directory:

Organisation	Contact Name	Address	Website	Email	Telephone

Local Partners

NIEAS

Norfolk Integrated Education Advisory Service offer professional learning and development services for education providers.

www.cpd.norfolk.gov.uk/sdms

EPSS

Educational Psychology and Specialist Support

S2S

School 2 School support offered by the network of Norfolk Complex Needs Schools

www.s2ssupport.norfolk.gov.uk

The Norfolk Dyslexia Specialist Resource Bases for Secondary schools

These are based at Aylsham High School (North & Broadland), Heathersett High School (City & South) and Taverham (West & Breckland). The Dyslexia SRBs are a practical, school based resource free to all secondary schools in Norfolk. They work on an outreach basis to support schools in meeting the needs of all students with dyslexia.

Contact (North & Broadland): Philippa Baillie, Aylsham High School

Email: pbaillie@aylshamhigh.norfolk.sch.uk

Tel: 01263 733270

Contact (City & South): Francesca Glover-Darke, Heathersett High School

Email: fglover-darke@heathersetthigh.org.uk

Tel: 01603 810924

Contact (West & Breckland): Birgit Griem

Email: b_griem@taverhamhigh.norfolk.sch.uk

Tel: 01603 860505

National Partners

Organisation	Address	Website	Email contact	Telephone
Anti-bullying Alliance (ABA)				
ACE				
AFASIC – Ass. For all Speech Impaired Children	1 st Floor, 20 Bowling Green Lane, London, EC1R 0BD	www.afasic.org.uk		Helpline Mon – Fri 10:30 – 2:30 0845 355 5577 Admin 0207 490 9410
Ambitious about Autism			mike@talkaboutautism.org.uk	0208 815 5152.
Arts Dyslexia Trust	14 Churchfield Way, Wye, Ashford, kent TE25 5EQ	www.artsdyslexiastrust.org	artsdyst@aol.com	01233 811960
Asperger East Anglia	Charing Cross Centre 17-19 St John Maddermarket, Norwich NR2 1DN			01603 598940 or 01603 620500
Autism Alliance UK	Lynda Maughan / Jackie Doughty Autism Alliance UK c/o North East Autism Society Angel House Borough Road Sunderland SR1 2HW		info@autism-alliance.org.uk	

Organisation	Address	Website	Email contact	Telephone
Autism Independent UK	199-203 Blandford Ave, Kettering, Northants. NN16 9AT		autism@autismuk.com	01536 523274
Autism Trust				
British Association for Adoption & Fostering (BAAF)	Saffron House, 6-10 Kirby Street, London, EC1N 8TS	www.baaf.org.uk/	mail@baaf.org.uk	0207 421 2600
British Dyslexia Association (BDA)	Unit 8, Bracknell Beeches, Old Bracknell Lane, Bracknell RG12 7BW	www.bdadyslexia.org.uk	helpline@bdadyslexia.org.uk admin@bdadyslexia.org.uk	Helpline: 0845 251 9002 Office: 0845 251 9003
British Psychological Society				
CAMHS				
Care leavers Association	Claredon House, 5 th Floor, 81 Moseley Street, Manchester, M2 3LQ	www.careleavers.com	info@careleavers.com	0161 236 1980
Childline				
Communications Trust				
Contact-a-Family (Support for families of children with SEND)	209 -211 Cith Road LONDON EC1V 1JN	www.cafamily.org.uk	info@cafamily.org.uk	0808 808 3555
CReSTeD The Council for the Registration of Schools Teaching Dyslexic Pupils	Old Post House, Castle St., Whittington, Shropshire SY11 4DF	www.crested.org.uk	Lesley@ crested.org.uk	0845 601 5013

Organisation	Address	Website	Email contact	Telephone
DfE	Castle View House, east Lane, Runcorn, Cheshire WA7 2GJ	www.education.gov.uk		0370 000 2288
Developmental Practitioners' Association (help with co-ordination developmental and learning difficulties)		www.brainshift.co.uk		07984 269066
Down's Syndrome Association	Langdon Down Centre 2a Langdon Park Teddington TW11 9PS	www.downs-syndrome.org.uk	info@downs-syndrome.org.uk	0845 230 0372
Down Syndrome Education International				
Dyslexia Action	Egham Centre, park House, Wick Road, Egham, Surry TW20 0HH	www.dyslexiaaction.org.uk	info@dyslexiaaction.org.uk	01784 222300
Dyslexia Assessment & Consultancy	41 Cardigan Street, Kennington, London SE11 5PF	www.workingwithdyslexia.com	info@workingwithdyslexia.com	0207 582 6117
Dyslexia Research Trust	The Sherrington Building, Dept. of Physiology, Anatomy & Genetics, Parks Road, Oxford OX1 3PT	www.dyslexic.org.uk	info@dyslexic.org.uk	01865 282552
Dyslexia-SpLD Trust	Unit 8, Bracknell Beeches, Old Bracknell Lane, Bracknell RG12 7BW	www.thedyslexia-spldtrust.org.uk	info@ thedyslexia-spldtrust.org.uk	01344 381564

Organisation	Address	Website	Email contact	Telephone
Dyslexia & Dyspraxia Interest Group	Loughborough University	ddig.lboro.ac.uk/research.html	ddig@lboro.ac.uk	
Dyspraxia	Dyspraxia Foundation, 8 West Alley, Hitchin, Herts SG5 1EG	www.dyspraxiafoundation.org.uk	dyspraxia@dyspraxiafoundation.org.uk	01462 454 986 (10am – 1pm Mon – Fri)
Epilepsy Action				
Helen Arkell Dyslexia Centre	Arkell Lane, Frensham, Farnham, Surrey GU10 3BL	www.arkellcentre.org.uk	enquiries@arkellcentre.org.uk	01252 792400
Hyperactive Children's Support Group				
I CAN				
Institute of Education (IOE)	20 Bedford Way, London WC1H 0AL	www.ioe.ac.uk	info@ioe.ac.uk	0207 612 6000
Irlen Centre	(East) 45a Spielplatz, Lye Lane, Bricket Wood, St.Albans AL2 3TD	www.irlenuk.com	east@irlenuk.com	
Left-handedness	PO Box 344 Tadworth KT20 9DL	www.anythingleft-handed.co.uk		
MIND (The National Association for Mental Health)				
National Association for SEN (NASEN)	NASEN House, 4/5 Amber Buisness Village, Amber Close, Amington, Tamworth, B77 4RP	www.nasen.org.uk	welcome@nasen.org.uk	01827 311500

Organisation	Address	Website	Email contact	Telephone
National Autistic Society (NAS)	393 City Road LONDON EC1V 1NG	www.nas.org.uk	autismhelplie@nas.org.uk	0845 070 4004
NAS West Norfolk Branch			westnorfolk@nas.org.uk	07717 271702
National Care Advisory Service (NCAS)	Catch 22 Offices, 3 rd Floor, Churchill House, 142-146 Old Street, London EC1V 9BW	www.leavingcare.org	ncas@catch22.org.uk	0207 336 4824
National Children's Bureau	8 Wakely Street, London, EC1V 7QE	www.ncb.org.uk	enquiries@ncb.org.uk	0207 843 6000
National Handwriting Association	2 Moths Green, Basingstoke RG24 9FY	www.nha-handwriting.org.uk		
National Portage Association				
NSPCC				
Office for Advice, Assistance, Support & Information on SEN (OAASIS)				
Ormiston Children & Families Trust (Children & Families of Prisoners)	333 Felixstowe Road, Ipswich, IP3 9BU	www.ormiston.org	enquiries@ormiston.org	01473 724517
Parents for early Intervention in Autism in Children (PEACH)				
Professional Association of Teachers of Students with SpLD (PATOSS)	PO Box 10, Evesham, Worcs WR11 1ZW	www.patoss-dyslexia.org	patoss@sworcs.ac.uk	01386 712650

Organisation	Address	Website	Email contact	Telephone
SEBDA (The Social, Emotional & Behavioural Difficulties, Association)				
Special Needs Information Press)SNIP	Spring Cottage, Bagot Street, Abbots Bromley, Staffordshire WS15 3DA	www.snip-newsletter.co.uk	editor@ snip-newsletter.co.uk	01283 840824
Speech Teach UK				
The British Stammering Association (BSA)				
The Who Cares? Trust	Kemp House, 152 -160 City Road, London, EC1V 2NP	www.thewhocarestrust.org.uk		020 7251 3117
Together Trust (ASD)	Schools Hill Cheadle Cheshire SK8 1JE			0161 283 4848
Tourettes Action				
Write Away UK Ltd. (Pen friends for children with SEND	Finance House, The Square, Great Notley, Braintree CM77 7WT	www.writeaway.org.uk		

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Chapter 6 – How to ... Guides

Version 1 – June 2012

Introduction

This chapter is intended to offer guidance and information as well as some 'practical' tools to support settings to overcome barriers to learning experienced by some children with SEND. The resources will develop over time, as SEND focused clusters have an opportunity to upload their own approaches and interventions, and other professionals share evidenced based examples of practice.

To begin this process, information relating to literacy interventions is provided. The information begins with evaluative questions relating to current practice and then includes practical 'how to' activity cards, which can be printed for use by support staff. There is also information on types of assessment tools and tasks.

SENCOs within SEND clusters are encouraged to use the information on the 'Support for Learning' website (available from September 2012) to discuss approaches used to overcome barriers to learning. The intention is that this resource will help SENCOs to confidently account for '**what**' they are doing for learners with SEND? '**Why**' they are doing this, instead of something else? And '**how**' they will know it makes a difference?

As with all aspects of the tool kit, this chapter has been written with the intention that the content will be personalised and adapted by each individual user, to maximise its effectiveness in supporting learners with SEND in their setting.

How to support learners with literacy difficulties?

Classroom support at Wave 1

Lessons may be adapted in the following way:

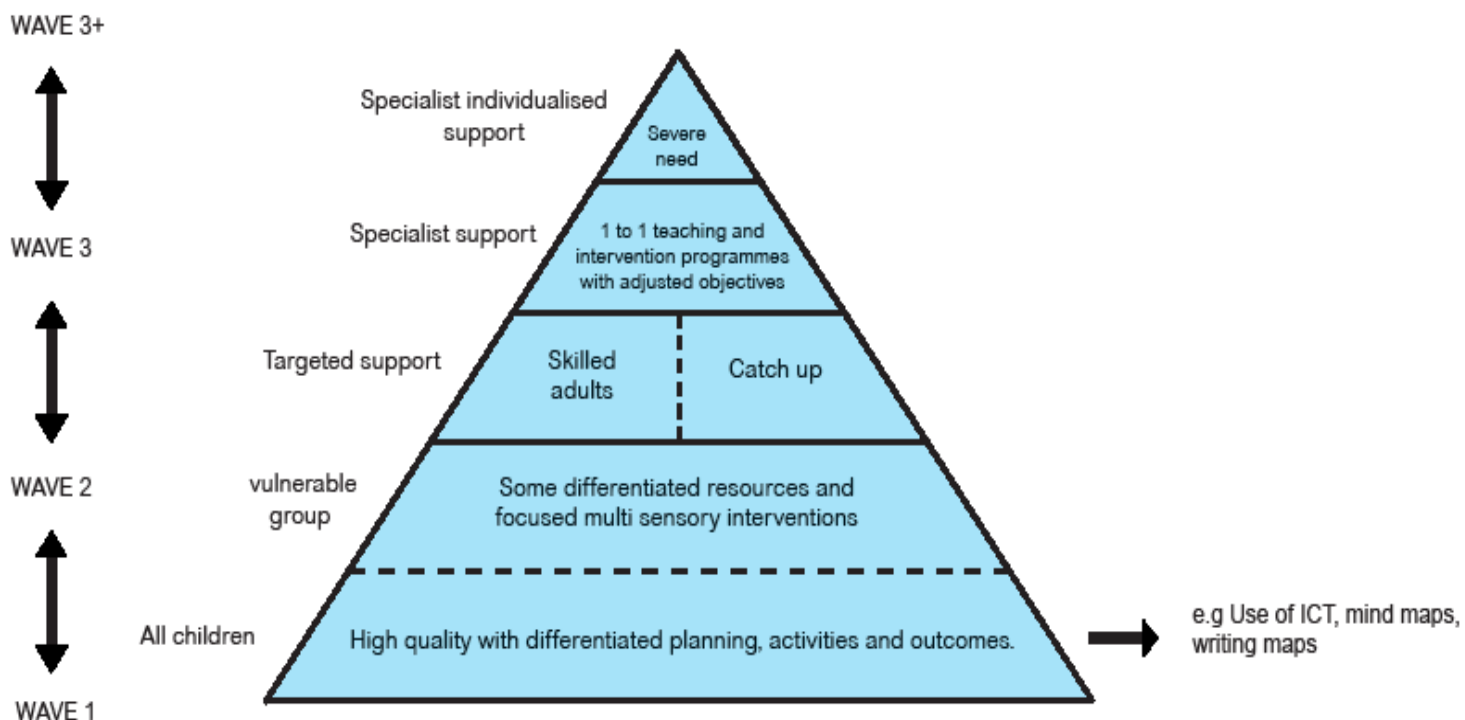
- Ensuring the child is aware of the learning outcomes of the session
- Ensuring the child has time to discuss their learning with a "talking partner"
- Ensuring the child is taught in a multisensory way
- Texts that are not accessible to the child are read by an adult or put onto tape/disk
- Worksheets modified to make them less cluttered and easier to tackle
- Prompts given to identify the most important aspects of a task
- Important words are highlighted in a text
- Rephrasing a task to make it more accessible
- Exploring a different way to undertake a task that would suit the learner and lead to more effective learning
- Providing word banks to support writing
- Encouraging children to work with their peers or independently
- Noting homework requirements and ensuring it is written down correctly
- Support for organisation by using writing frames, aide memoirs and mind maps
- Offering opportunities for overlearning
- Offering feedback on progress and success against the learning outcomes
- Drawing attention to "working displays" where there are prompts and cues to support learning

Wave 2 provision

Wave 2 programmes and interventions are intended for learners who are performing just below age related expectations. They are often short term interventions with the intention that the pupil will catch up with their peers. Schools use their screening materials carefully to ensure they select the right pupils for these programmes.

Wave 3 provision

Wave 3 is about additional and different provision often on an individualised basis. Recommended Wave 3 interventions (individualised programmes/approaches) are selected



How To ... improve text reading comprehension

This is a targeted intervention for six weeks. One session daily for five minutes.

The aim is to improve reading fluency and comprehension.

Reading fluency is important for good comprehension.

To read with understanding, your student needs to be able to read fluently – accurately, quickly and with expression.

For five minutes of the session, ask your student to read from a text which they can read fluently, (which they should be able to read at 98% accuracy or above).

Ask the student to briefly recap the story so far, and explain that you will be asking a few questions at the end.

Then ask your student to read for four minutes or so as quickly and as carefully as possible and with expression, taking note of commas, full stops and other punctuation marks.

Initially if the student does not understand what you mean, model fluent and expressive reading.

If on the few occasions the student makes an error, pause to allow the student to self correct, if they can't wait for five seconds then offer a specific prompt eg "What sound does it begin with?"

Wait a further five seconds. If they correctly read the word let them continue and praise at the next natural pause in their reading, say, the end of a paragraph.

If the cannot read the word after the second prompt give the word and continue reading.

Remember to praise throughout the session – at the end of a paragraph is a good point so as not to interrupt the flow of the reading.

Be explicit about the reading behaviour you are praising.

At the end of the session ask five questions using Who, Why, What, Where, When and How questions to check for comprehension, and finish off with some specific praise and close the session.

How To ... Use Direct Instruction

Direct instruction is a simple technique that allows the children and young people to respond accurately to carefully modelled teaching. Children and young people learn most quickly when we teach them.

Direct Instruction works well with specific skills, when the sessions are short (say 5-10 minutes) and sessions are delivered two or three times a day (distributed practice).

Direct instruction may also be referred to as the 'Model, lead, test' approach. This can also be described as 'My turn, Together Your turn' or 'Me, Together, You' That is:

- My turn (*model*) *Me*
- Together (*lead*) *Together*
- Your turn (*test*) *You*

These instructions can then be used for a range of activities with an individual or group:

"My turn"

Show them a skill by careful modelling

"Let's do it together"

Repeat the skill together with the children

"Your turn"

The group practise the skill on their own

As children learn a skill and build accuracy into fluency, it will not always be necessary to use all the instructions.

If the child/children are responding well omit the 'together' step.

If the child/children are accurately responding just say "Your turn" and omit the first two steps. This can be used as a test for accuracy. As children respond more quickly, this can be used as a measure of fluency.

For example – teaching sight words:

Show the child/children a card with the target word written on it, be sure they can all see the word.

My turn ... the word is "said" ... together ... "said" ... your turn ... (children will respond with) ... "said"

For example – teaching number facts:

Show the child/children a card with the target number fact written on it, be sure they can all see the fact.

My turn ... 6+4 makes 10 ... together 6+4 makes 10 ... your turn (children respond with) 6+4 makes 10

Ref: [Douglas W. Carnine](#), [Jerry Silbert](#), [Edward J. Kame'enui](#) and [Sara G. Tarver](#) *Direct Instruction Reading (4th Edition)* 2003

How to ... teach sight words

This is a targeted intervention for six weeks. Two or three times daily for 5 minutes.

The aim is to improve recognition key sight words and basic letter sound correspondences

To meet Key Objectives:

- link sounds to letters, sounding the letters of the alphabet.
- explore and experiment with sounds, words and texts
- hear and say sounds in words in the order in which they occur

Use the direct instruction method (model, lead, and test). (See How to ... Direct Instruction sheet).

Repeat the practice three times each day for three minutes. Review at the end of three weeks.

1) Sight Words

Choose the first five words from List 1 of the letters and sounds list. Put the words on flash cards and teach using model lead test. Begin each session by 'testing' – show each card and ask "What word?" If the response is correct give the child the card, if not retain the card and teach using model lead test. When the child has mastered all the list of five, teach the next five words in the same way. The previous list becomes a revision list to check each session and teach if any words are 'lost'. Record in a sheet like this...

Date →	e.g. 27 th						
List 1a							
the	.						
and	.						
a	✓						
to	✓						
said	.						
List 1b							
in	-						
he	-						

Similarly teach the first five sounds a, m, t, s, i, and then: f, d, r, o, g,.....l, h, u, c, b,.....n, k, v, e, p,.....w, j, y, x, z, qu.

Use the same method of instruction saying the sounds clearly when modelling. Test first then teach in each session keeping a similar record of accuracy of responses.

Date →	e.g. 27 th					
List 1a						
a	-					
m	-					
t	✓					
s	✓					
i	-					
List 1b						
f	-					
.						

Intervention	Age group	Delivered by	Description	Further info	Cost	EPSS contact
Acceleread, Accelewrite	Years 1-11	Computer and supervising teaching assistant (TA)	TA works with individual child for 20 minutes a day for four weeks using talking word processor to type sentences following phonic patterns	Email: IANSYST 0800 018 0045 accounts@dyslexic.com 01223 426644	£42.55	
The Catch Up Project	Years 2-6	Teacher or teaching assistant via accredited training	15 minute individual session, twice a week, involving reading a text and a linked writing or spelling activity over a period of 1 - 3 terms	www.catchup.org.uk Email: info@catchup.org.uk 01842 752297	£250	
Cued Spelling	All ages	Parent, volunteer or another pupil	Paired work in spelling based on choosing cues to remember a word - 3x15 minutes a week for approximately six weeks	Info. pack available in each area	Free	
Fischer Family Trust Wave 3	Years 1-2	Experienced and trained TA	FFT Wave 3 is a 2-day rolling programme addressing both reading and writing and is designed to be delivered by <i>experienced</i> Teaching Assistants for 15-20 minutes a day, for 10-20 weeks, depending on the child's needs.	A 3-day training organised by NIEAS ideal for cluster to train together. Jill Oakes (ECaR Adviser) 01603 307731 Jill.oakes@norfolk.gov.uk	Free to LA schools	
Paired Reading	Years 1-6	Parent, volunteer or another pupil	A simple technique used to practice reading aloud, first supported and then alone. Varying durations - approximately 9 weeks	Staple recommendation in EPSS reports. How are parents supported to use the technique? www.Dundee.ac.uk/eswce/specialist-centres/cpl/	Free	

Intervention	Age group	Delivered by	Description	Further info	Cost	EPSS contact
Phono-Graphix™	Key Stages 1 - 4	Teacher plus teaching assistant or parent	A synthetic approach to the teaching of reading and spelling. Segment and blend phonemes. Trains phonemic awareness.	www.readamerica.net	£250 training £250 resources	
RAPID	KS2/3	Teacher or teaching assistant	Aims to develop reading age from 5.6 years to 8+ years. Books, software and assessment. 2 x weekly sessions.	Unique speech recognition software reinforces/motivates pupils. Catherine.Haynes@harcourt.co.uk www.myprimary.co.uk	Harcourt Education Ltd.	
Reciprocal Teaching			'Comprehension-fostering and comprehension-monitoring'. Teacher modelled approach: key activities summarising, questioning, clarifying and predicting.	Training materials ~ 1 hour session	Free	
SIDNEY (Screening & Intervention for Dyslexia, Notably in the Eys)	KS1 Early intervention 'high risk' pupils	Teacher or teaching assistant	Prescribed lessons to be delivered by TAs. 2 strands: sound-symbol links, phoneme blending. Phonological awareness.	Purchase/info. Linda.Elliott@hants.gov.uk	£50	
Sound Discovery	All Key Stages	Teacher coordinator Session delivery TA	A synthetic phonics based programme. Delivered in groups 3 x 25 mins a week.	www.ridgehillpublishing.com Approx. _ school based colleagues trained in Norfolk.	Materials £150 £50 delegate training rate	

Intervention	Age group	Delivered by	Description	Further info	Cost	EPSS contact
SPELLIT	Primary	Parent or school based	Uses Dyslexia Action multi-sensory approach. Home use 15 mins. x 5 days per week over a 30 week period.	3 different learning programmes: school / home/ combined. Small EPSS project with LAC.	DIY Readers' Support pack £36 + VAT www.dyslexiaaction.org.uk	

ACCELEREAD ACCELEWRITE

- Program **uses talking word processor** and carefully **structured phonic-based sentences**. It is **multi-sensory** and aims to improve **reading, spelling and listening skills**. Sentences cover **all phonic patterns identified in National Literacy strategy** plus the **first 45 High Frequency words**.
- Starting point to be identified by Teacher but many teachers and supporters favour starting at the beginning as it helps develop child's word processing skills where this is required. Progress through sentences can be accelerated if appropriate.
- Child works one to one with a Supporter (Teaching Assistant) 20 minutes per day for four weeks ie 20 sessions of 20 minutes. (Some children may require another block of four weeks after a period of consolidation).
- Follows set procedure:
 - Child reads sentence with help if necessary until memorised
 - Child types sentence
 - Child makes alterations until sentence correct
 - Child moves to next sentence
 - When card completed, child reads all sentences
 - Teaching Assistant asks child to try and identify any patterns
 - Screen is cleared and child types as many words as can remember
 - Teaching Assistant intervenes as much as necessary and as little as possible
 - Teaching Assistant records progress (record sheets provided)
- Some children require smaller steps than sentences provided – additional sentences can be made.
- The program is particularly suitable for children in KS2. The program starts at CVC level and basic keyboarding skills are required.
- Regular revision is built into the programme. Progress is regularly evaluated and measured, with the individual's record sheets being completed after each set of cards. Learners have control over their learning and are involved in monitoring their own progress.
- Continual monitoring of pupils' progress by teachers is essential

Requires use of talking word processor.

Software must:

- speak each word when press space bar
- speak words that are spelt incorrectly
- speak segments of words
- speak sentence when type full stop

Example talking software:

Write Outloud

TextHELP

Textease 2000

Clicker

Recommended font: Sassoon

Catch Up Literacy

- Structured one-to-one intervention for learners who find reading difficult
- Addresses all aspects of the reading process: word recognition and language comprehension
- 15 minute individual teaching session, delivered twice a week
- Targeted to the needs of individual learners
- Complements the Primary and Secondary National Strategies
- DfE recognised
- **Grounded in rigorous academic research**
- **Available as part of a comprehensive and integrated training and resource package**

Assessment resources

Literacy for the School/ Cluster	
Test Name	Single Word Spelling Test (SWST)
Publisher Details & Cost	GL Assessment Limited. London, 2000. Cost £84.99
Purpose	To assess a pupil's spelling ability.
Age Range	5:4 – 15:2
Description	This spelling assessment is designed to be administered to class or small groups but can also be administered to an individual. The test is administered orally and during the test the pupil hears the spelling three times, twice individually and once within a sentence. The pupil will be asked to attempt between 30-50 spellings depending on their age. There are nine single word spelling tests one for each year group from Y1 – Y9.
Standardised Score Range	70 -130. Average (mean) is indicated by a standard score of 100 with a standard deviation of 15. Average scores are within the 85-115 range.
Rationale for Choice	The SWST provides a detailed error analysis which enables the assessor to identify pupil strengths and weaknesses.
Advantages	The manual of the SWST provides the assessor with spelling error analysis. This is very detailed and is useful in identifying where the pupil is in terms of spelling attainment and what should come next. It also provides advice on how to improve spelling skills. There is also a progress score conversion table so that a pupil's progress can be tracked year on year.
Limitations	The raw score to standardised score range is limited for each test therefore for children that have significant spelling difficulties the test can be inflexible.

Literacy	
Test Name	Single Word Reading Test (SWRT)
Publisher Details & Cost	GL Assessment Limited. London, 2000. Cost £84.99
Purpose	To assess a pupil's single word reading ability.
Age Range	6:00 – 16:00
Description	SWRT is an oral reading test. There are six graded tests of ten words. The test provides a measure of a child's word reading skill and will contribute to an assessment of reading achievement, as well as informing teaching and learning strategies. The test is administered individually and takes a couple of minutes to administer.
Standardised Score Range	70 -130. Average (mean) is indicated by a standard score of 100 with a standard deviation of 15. Average scores are within the 85-115 range.
Rationale for Choice	The SWRT is quick and easy to administer and provides a reading age straight away.
Advantages	Quick and simple to administer and score.
Limitations	The reading assessment does not provide context or picture cues for a pupil to use; therefore it is hard to see a pupil's realistic reading ability.

Literacy	
Test Name	Salford Sentence Reading Test (Revised) (SSRT)
Publisher Details & Cost	Hodder & Stoughton Limited. Abingdon, 2000, 2002. £58
Purpose	To provide a fast measurement of oral reading ability.
Age Range	5:0 – 10:00
Description	The test is especially suitable for assessing children who appear to be failing to make satisfactory reading progress. The test consists of two equivalent forms. Each form comprises thirteen sentences presented in order of increasing difficulty. It is an oral reading test where the pupil is asked to read a series of sentences, when they make six errors the test is discontinued. The word on which the pupil makes the sixth error represents the reading age of the pupil. The test is administered individually and takes around a couple of minutes to administer.
Standardised Score Range	This is provided through reading ages. Form x 4:3 – 10:2. Form Y 4:3 – 10:6.
Rationale for Choice	The SWRT is quick and easy to administer and provides a reading age straightaway.
Advantages	Quick and simple to administer and score.
Limitations	The reading assessment does not provide context or picture cues for a pupil to use, therefore wider reading strategies cannot be observed.

Literacy	
Test Name	Wordchains
Publisher Details & Cost	GL Assessment Limited. London, 1999. £49.50
Purpose	To assess the word recognition ability of a pupil, it can be used as part of the identification of dyslexia.
Age Range	7:0 – 18:0
Description	Word recognition is central to the reading process. Wordchains is a two-part assessment that consists of a Letterchains exercise and Wordchains exercise. The Letterchains takes 90 seconds and the Wordchains three minutes, it can be delivered to groups or individually.
Standardised Score Range	70 -140. Average (mean) is indicated by a standard score of 100 with a standard deviation of 15. Average scores are within the 85-115 range.
Rationale for Choice	Wordchains is quick to administer and helps in the identification of specific learning difficulties. The preliminary test also enables the assessor to determine whether the pupil has visual tracking difficulties rather than word recognition difficulties.
Advantages	Quick and easy to administer and provides a fast indicator of a specific learning difficulty.
Limitations	The test is difficult for those with fine motor skills difficulties to complete due to the requirement of using small pencil lines to divide the letter and word chains.

Literacy	
Test Name	Diagnostic Reading Analysis (DRA)
Publisher Details & Cost	Hodder and Stoughton Limited. London, 2010. £100 (with CD Rom £150)
Purpose	To provide an assessment of a pupil's reading accuracy, comprehension and fluency/rate.
Age Range	6:6 – 16:5
Description	In this individual assessment the pupil is asked to listen to an age appropriate listening assessment and then answer questions on the passage. This is followed by the pupil reading approximately three reading passages. There is a fiction and non-fiction passage for each age/year group. These passages are timed as are the comprehension questions which the pupils are required to answer after reading the passage.
Standardised Score Range	65 -130. Average (mean) is indicated by a standard score of 100 with a standard deviation of 15. Average scores are within the 85-115 range.
Rationale for Choice	The DRA provides the assessor with information on the pupil's reading accuracy and age, comprehension skills and processing speeds, and fluency/reading rate. As the DRA provides the pupil with images and a passage to read, it gives a more realistic assessment of a pupil's reading abilities and shows the assessor what strategies the pupil relies on.
Advantages	As the DRA provides the assessor with so much information the assessor can use this information to pinpoint the pupil's particular difficulties. It helps with identification of dyslexia in that the comprehension skills and processing speed can be compared with the reading accuracy and fluency. Furthermore the DRA comprehension questions consist of literal, inferential, predictive and vocabulary these can be used to see if a pupil has difficulty with particular types of questions. For example a pupil with an ASD profile may struggle with inferential and predictive questions.
Limitations	The test is not suitable for those who are at the early stages of reading.

Literacy	
Test Name	Basic Literacy Assessment (BLA)
Publisher Details & Cost	Norfolk County Council Update and charge – email as a PDF
Purpose	To assess the literacy skills of a pupil
Age Range	Ideally children in the Early Years and Key Stage 1
Description	The BLA consists of a series of tasks that assess children's code knowledge, and their ability to blend consonants, hear and manipulate phonemes and recognise and spell high frequency words.
Standardised Score Range	N/A
Rationale for Choice	School age children learn to read and write through synthetic phonics. The BLA provides a detailed profile of a child's acquisition of these skills.
Advantages	As the BLA assesses the acquisition of phonics, It therefore provides next steps for the child and the educator. The BLA is also flexible and the assessor can focus on different skills.
Limitations	The BLA in its entirety takes quite a long time. The assessment is also not standardised.

Additional Information relating to 'how to' support other barriers to learning will be available on the 'Support for Learning' website from September 2012.