



Norfolk County Council



SEND
local offer

Norfolk SEND (special educational needs and disabilities) & AP (alternative provision) Transformation Programme

Specialist Resource Base Programme Information pack

June 2019

Contents

Vision and background information	3
SEND Sufficiency Strategy Recommendations	7
SRB Programme Development	7
Application guidance and criteria.....	9
Timeline.....	11
Annex A: Information about Autistic Spectrum Disorder Bases:.....	12
Information about the operating model:.....	12
Expectations on schools, academies and Trusts delivering ASD SRB provision as part of the Local Offer. SRB schools:	12
Information about the funding agreement.....	13
Additional Benefits:.....	13
Annex B: Information about SEMH Bases:.....	14
Information about the proposed operating model:.....	14
Expectations on schools, academies and Trusts delivering SRB provision as part of the Local Offer. SRB schools:	14
Information about the funding agreement.....	15
Additional Benefits:.....	15
Annex C: Frequently Asked Questions.....	17

Vision and background information

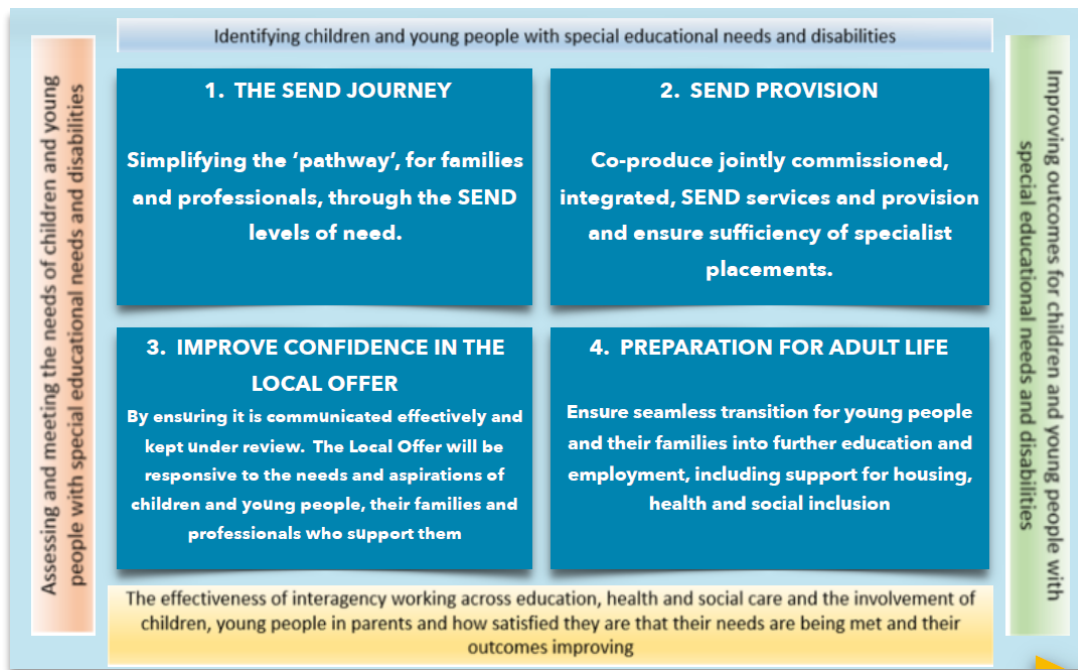
Norfolk County Council has an ambitious strategy to transform education for children with special educational needs and disabilities, investing in new specialist school places and strengthening support to mainstream schools. At its heart is a focus on early help and inclusion.

The vision is for Norfolk is to be a county where all children and young people with Special Education Needs and Disabilities (SEND) reach their potential and thrive, where parents are confident in the improved local SEND and Alternative Provision offer of sufficient, affordable, good quality, local specialist provision.

The aims of the SEND & AP Transformation programme are to:

- Provide good quality education closer to children's homes, improving children's day to day lives by reducing travel times and supporting them to learn close to their families;
- Champion good quality education for children with special educational needs, whether they are in an early years, school and college mainstream provision or special schools and alternative provision;
- Ensure that children that need special school places can access them, by increasing the number of places in the county;
- Reduce exclusions and ensure that children's needs are met in their local mainstream schools, wherever possible;
- Ensure that the council understands and can meet future needs;
- Return to a balanced budget within the High Needs Block and the SEN Transport budget;
- Improve outcomes for children and young people with SEND.





To secure more places in local communities, we are investing £120m over five years to develop at least three new special schools and to create 170 new places at specialist resource bases, as a core part of mainstream school support.

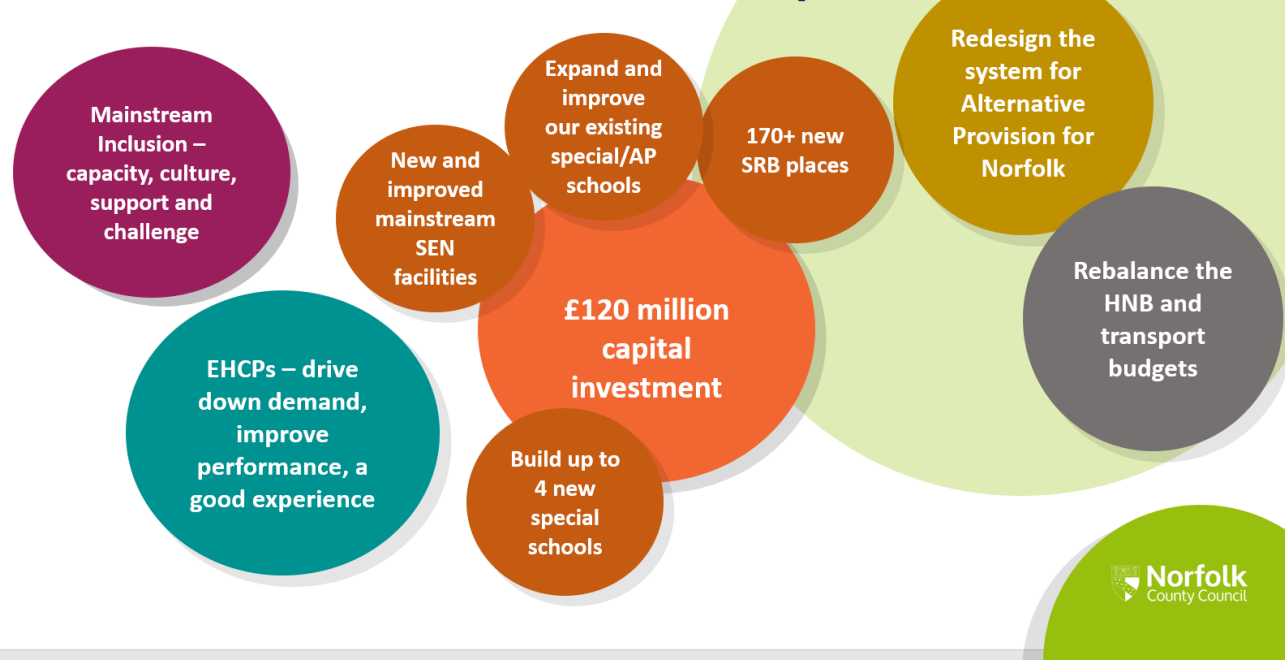
Alongside the significant capital investment, we want to strengthen the support on offer in Norfolk schools, ensuring that they are inclusive and are using the dedicated funding within their budgets to support those with special educational needs and who require alternative provision.

We want to ensure that children's needs are identified early, preventing issues from escalating. This will reduce reliance on EHC needs assessments and Plans to secure SEN provision as more SEN provision is available from the Local Offer and does not need the local authority to arrange this via an EHC plan.

As a result, the transformation programme has five specific areas of work:

1. SEND support and inclusion
2. EHCP performance
3. Infrastructure and new provision
4. Alternative provision and inclusion
5. Finance

Alternative Provision & Inclusion in practice



We will be working closely with our partners, including families, to help further shape our strategy and ensure that any new provision or support is right for our children and young people.

Throughout the spring and summer term we have been engaging with colleagues, partners and stakeholders across education, health and care services and with parents and carers. Recently, we held [engagement workshops](#) to shape our plans for support within schools, for specialist resource bases and special schools.

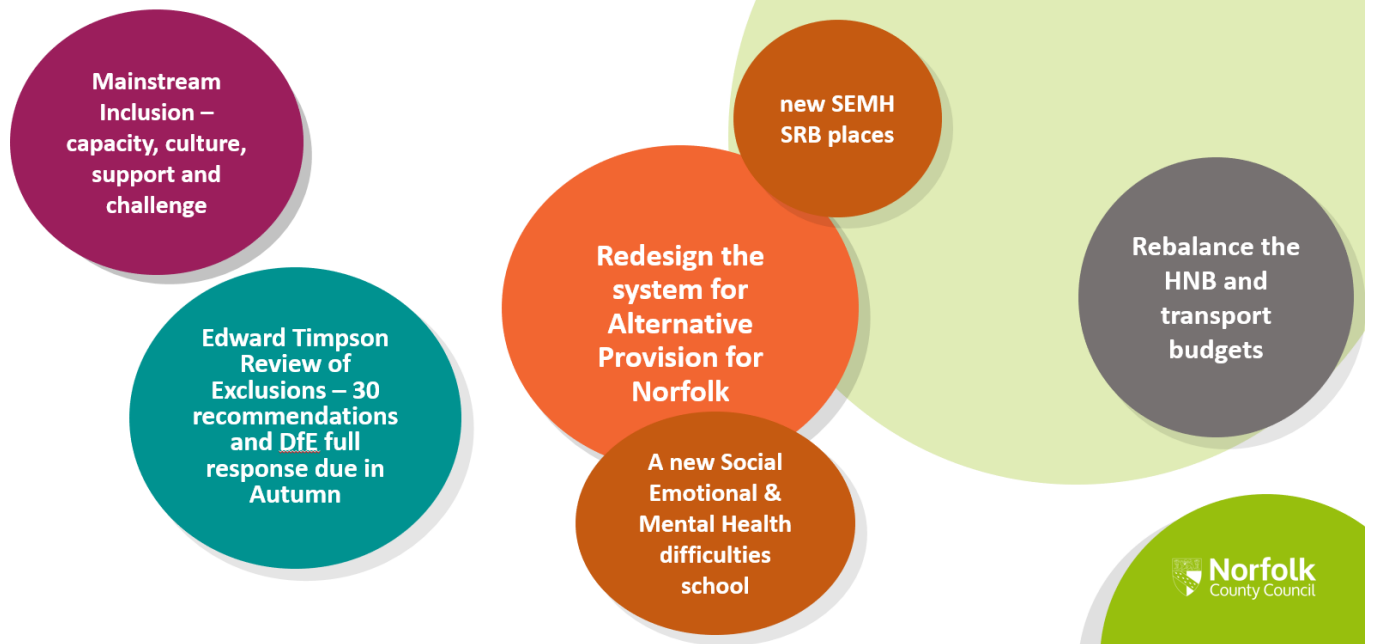
Through our SEND & AP Transformation Programme we want to ensure that we do more than simply add more specialist provision; whilst it is important that we have sufficient places in our special schools and alternative provision we must ensure that we have an equal focus on early intervention, prevention and ongoing support and challenge for effective mainstream inclusive education:

SEN Support & Inclusion in practice



We also know that we must work in partnership with schools to reduce the rate of exclusions and to help schools access early help and CAMHS services in a more joined up way; responding also to changes that may be implemented as part of the government’s response to the Edward Timpson review into exclusions.

SEND & AP Transformation in practice



SEND Sufficiency Strategy Recommendations

The Children and Families Act 2014 champions the progressive removal of barriers to and general presumption of mainstream education for all learners with SEND.

It is the right for a child or young person with very complex needs to attend a mainstream setting should they or their parents wish; additionally, a parent or young person equally has a right to request a special provision to be named in their EHC plan.

The SEND Sufficiency Strategy identifies the need to create extra capacity across the continuum of SEND provision including:

- A programme of nurture unit development across mainstream
- Expansion of the SRB programme to up to 170 extra places
- Development of up to 4 new special school alongside expansion of existing special schools where feasible
- Secondary student support hubs aligned to Fair Access Protocol



Further information about the SEND Sufficiency Strategy is available on Norfolk's Local Offer website <https://www.norfolk.gov.uk/what-we-do-and-how-we-work/policy-performance-and-partnerships/policies-and-strategies/education-and-learning-policies/sen-sufficiency-strategy>

SRB Programme Development

The ASD SRB programme has 60 places at primary and 54 places at secondary. There is insufficient secondary provision to provide transition to the children who attend a primary SRB placement if needed; this combined with the evidence of upsurge in need of this group at the secondary phase means that whilst some growth is needed at primary, significant growth is required in the secondary phase.

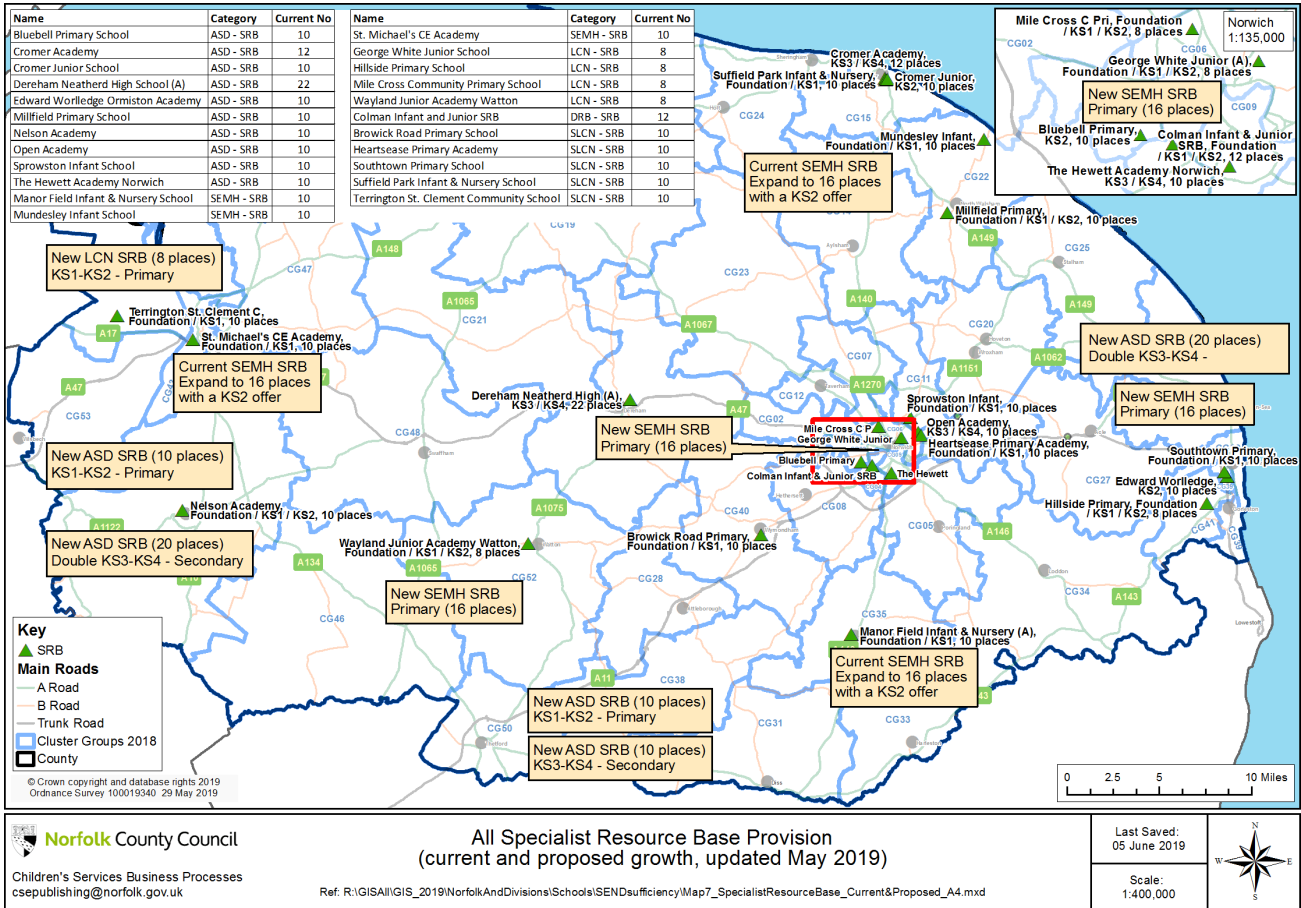
The SEND Sufficiency Strategy has identified the following gaps in provision and priority areas for development:

- A new 10 place KS1-KS2 primary ASD SRB is required in the West of Norfolk.
- A new 20 place double KS3-KS4 secondary ASD SRB is required in the West of Norfolk.
- A new 10 place KS1-KS2 primary ASD SRB is required in the South of Norfolk
- A new 10 place KS1-KS2 primary ASD SRB is required in Breckland
- A new 20 place KS3-KS4 secondary ASD SRB is required in the South of Norfolk
- A new 20 place KS3-KS4 double secondary ASD SRB is required in the East of the county
- Additionally, a new KS1-KS2 primary SRB is required for cognition and learning in the West and/or North of the county to reduce travel distances for learners and to improve access to early intervention specialist provision.

A previous review of the SRB programme identified that the operational model for SEMH SRBs needs to be redesigned to meet the needs of children with early life trauma and attachment earlier and more effectively. More information about the vision for a remodelled SRB programme is set out in Appendix B. What is important to emphasise is, that at this stage of the commissioning process, the operational model for SEMH SRBs is not set and is something that successful schools will have the opportunity to inform and co-design.

To support a redesign of the current SEMH system, the following new provision will be required as part of the SRB programme

- Expansion of the current primary SEMH SRBs from 10 places to 16 with a KS2 offer.
- A new 16 place primary SEMH SRB in Norwich
- A new 16 place primary SEMH SRB in the East
- A new 16 place primary SEMH SRB in Breckland



The SEND Sufficiency Strategy has also identified the need to expand existing SRB provision within the SEMH and ASD programmes. This expansion work will be undertaken alongside the work to establish new SRBs and current providers of SRBs in areas where expansion has been identified as needed will be contacted separately about this.

Application guidance and criteria

The LA is seeking proposals for the following new developments:

Lot	Type	Phase	Location	Minimum number of places
1	ASD	Primary	West	10 fte
2	ASD	Secondary	West	20 fte
3	ASD	Primary	Breckland	10 fte
4	ASD	Secondary	South/Breckland	20 fte
5	ASD	Secondary	East	20 fte
6	LCN	Primary	West	8 fte

7	SEMH	Primary	Norwich	16 fte
8	SEMH	Primary	East	16 fte
9	SEMH	Primary	Breckland	16 fte

We are not accepting any applications for SRBs outside of the above proposals at this stage.

All applications will undergo an initial screening for capital viability. If you are concerned that this may be an issue for your proposal, advice can be sought from the Schools Capital Team amp.edu@norfolk.gov.uk prior to submitting your application.

To provide a fair and equitable process across the Norfolk school system. Interested parties are requested to complete the application form at Annex B.

Criterion is scored using a 4-point scale:

- 0 = The evidence and argument contained in the application is 'insufficient'.
- 1 = The evidence and argument contained in the application is 'adequate'.
- 2 = The evidence and argument contained in the application is 'good'.
- 3 = The evidence and argument contained in the application is 'excellent'

There is no weighting applied.

In making judgements against the criteria and to ensure a fair and transparent process, only information submitted as part of the application will be considered, unless it specifically states other information will be used to inform the score.

A panel of NCC lead officers and Family Voice Norfolk, as a strategic partner, will assess all applications and will recommend a prioritisation list for potential development.

Once all applications have been scored written feedback will be provided to each applicant.

This does not constitute confirmation of the establishment of any provision as any individual SRB development is subject to site viability and statutory school organisation processes to formally establish provision.

In the event of there being insufficient applications from the school system the LA will undertake a targeted approach to address any gaps using the application criteria as a guide.

Timeline

An indicative timeline for the overall programme of development is below:

- Establish criteria for prioritisation of SRBs – End of May 2019
- Vision for SEMH SRBs remodelling - June 2019
- Invite expression of interest / application process – June – 31st July 2019
- Prioritisation and recommendations list for development – September 2019
- Individual site/school viability – September 2019 onwards
- School Organisation / Significant changes to academies process – Oct ½ Term 2019 – Feb ½ Term 2020
- Determination period – Feb ½ Term (6-8 week window)
- Decision over agreement to establish new SRBs – April 2020
- Redesign admission process – January – April 2010
- Redesign SEMH SRB model – By September 2020
- Target operational date SRBs - September 2020 (assumed no planning application application)
- *Target operational date SRBs with capital works required – from Jan 2021

Annex A: Information about Autistic Spectrum Disorder Bases:

Information about the operating model:

- Children and young people join the school roll.
- An ASD diagnosis is not a requirement to admit a child to the SRB.
- The SRB will support children to access mainstream classes for as much of the curriculum as they are able.
- Admission to the SRB is managed under a county admissions panel. All SRBs are a member of that panel.
- Children will be allocated a place at their most local SRB placement.
- The SRB will have access to a countywide network of peer to peer support with termly meetings and CPD opportunities.
- The SRB will have access to a Specialist Partner from one of Norfolk's Special Schools to support with best practice, ensure consistency across the network of SRBs in the county and with networking and CPD opportunities.
- The SRB will have access to Educational Psychology support for SRB learners.

Expectations on schools, academies and Trusts delivering ASD SRB provision as part of the Local Offer. SRB schools:

- Are champions of best practice for inclusion and SEND and develop and deliver provision based on individual children's needs using a person-centred approach.
- Operate as systems leaders for SEND and inclusion within the Norfolk school landscape, by developing provision based upon evidence based best practice, leading by example and being reflective practitioners to ensure a cycle of continuous improvement.
- Create a culture of high expectations and aspirations for pupils with SEND.
- Work to the principles set of in the SEND Code of Practice 2014, particularly the presumption of mainstream education and the progressive removal of barriers to mainstream education for all learners with SEND.
- View the SRB as a core part of the school and consider their pupils as part of their school community.
- Are schools that works in partnership with and on behalf of mainstream schools within a local community to meet the needs of children with communication and interaction needs and overcome their barriers to mainstream education.
- Support learners in the SRB with high quality teaching that is differentiated and personalised and supports the progressive removal of barriers to inclusion.

- Support learners to make accelerated progress relative to their starting point.
- Support the process of an EHC needs assessment for pupils accessing the SRB where mainstream reintegration is unlikely to ensure a seamless transition into a special school.
- Employ and manage appropriately qualified SRB staff as detailed within the funding agreement.
- Support teachers and staff with effective line management and CPD.
- Are committed to achieving the Autism Friendly School Standards.
- Take responsibility for the quality of the provision as part of the school and include the SRB within their overall school self-evaluation and improvement planning.
- Work in partnership as a core part of Norfolk's Local Offer of support to families of children with special educational needs.

Information about the funding agreement:

- SRB places are funded under The School and Early Years Finance (England) Regulations 2018
- ASD SRBs are funded at £6,000 per annum per place plus pupil led factors in the school budget.
- In addition, a minimum top up funding guarantee of £28,000 will apply for all SRBs of 10 places.
- Top up funding for pupils above 10 will be determined on a case by case basis.

Additional Benefits:

- Employment of Specialist Teaching staff that can support whole school development plans.
- Access to Specialist Partner support from Norfolk's Special Schools.
- Access to additional Educational Psychology time for SRB learners.
- Access to a county wide network of peer to peer support through the SRB programme including centralised CPD opportunities free at the point of delivery.
- Added value to school by having a SRB as part of the whole school.
- Ensure children and young people with SEN from your local area are supported effectively to best meet their needs.
- LA funded capital works to provide appropriate environments (where required and subject to capital viability).

Annex B: Information about SEMH Bases:

Information about the proposed operating model:

- Children remain on roll of home school unless they are a child missing education and a SRB place is agreed to support assessment and Fair Access processes whereby the child will join the roll of the SRB school.
- Admission to the SRB is managed under a county admissions panel. All SRBs are a member of that panel.
- Children will be allocated a place at their most local SRB placement.
- The SRB will have access to a countywide network of peer to peer support with termly meetings and CPD opportunities.
- The SRB will have access to a Specialist Partner from one of Norfolk's Special Schools to support with best practice, ensure consistency across the network of SRBs in the county and with networking and CPD opportunities.
- The SRB will have access to Educational Psychology support for SRB learners.
- Our vision for the SEMH SRB programme is to provide an integrated and fully holistic model to meet the needs of children with a broad range of SEMH difficulties. Central to this is the development, through the SEMH SRB programme, of multi-disciplinary provision which works with children and their families in a systemic way that is sustainably effective. Considerable evidence has been gathered to show that helping a child to change problematic behaviours through family and multi-family based support is highly effective. Delivering such intervention in a specialist classroom or school context is also highly effective, with the additional advantage of being more accessible and acceptable to the many families who are unwilling to take up more usual clinic-based offers.
- It is our intention to not set out the operating model to achieve these aims as part of the application process as we wish to develop the model with schools that will be delivering it. We will therefore work with successful schools over the Spring and Summer term 19-20 to co-design and arrive at a consistent operating model for the programme.

Expectations on schools, academies and Trusts delivering SRB provision as part of the Local Offer. SRB schools:

- Are committed to working towards the vision for a remodelled provision.
- Will work in partnership with the LA and other services to co-design and support a multidisciplinary and family centred offer.
- Are champions of best practice for inclusion and SEND and develop and deliver provision based on individual children's needs using a person-centred approach.

- Operate as systems leaders for SEND and inclusion within the Norfolk school landscape, by developing provision based upon evidence based best practice, leading by example and being reflective practitioners to ensure a cycle of continuous improvement.
- Work in partnership with and on behalf of mainstream schools within a local community to meet the needs of children with SEMH and overcome their barriers to mainstream education.
- Create a culture of high expectations and aspirations for pupils with SEND.
- Work to the Principles set of in the SEND Code of Practice 2014, particularly the presumption of mainstream education and the progressive removal of barriers to mainstream education for all learners with SEND.
- View the SRB as a core part of the school and consider their pupils as part of their school community.
- Support learners in the SRB with high quality teaching that is differentiated and personalised and supports the progressive removal of barriers to inclusion.
- Support learners to make above accelerated progress relative to their starting point.
- Support the process of an EHC needs assessment for pupils accessing the SRB where mainstream reintegration is unlikely to ensure a seamless transition into a special school.
- Employ and manage appropriately qualified SRB staff as detailed within the funding agreement.
- Support teachers and staff with effective line management and CPD.
- Take responsibility for the quality of the provision as part of the school and include the SRB within their overall school self-evaluation and improvement planning.
- Work in partnership as a core part of Norfolk's Local Offer of support to families of children with special educational needs.

Information about the funding agreement:

- SRB places are funded under The School and Early Years Finance (England) Regulations 2018.
- The funding model will be established once the operating model for the SRBs is set.
- This will follow the place plus top funding as per other SRBs

Additional Benefits:

- Employment of Specialist Teaching staff that can support whole school development plans.
- Access to Specialist Partner support from Norfolk's Special Schools.

- Access to additionally Educational Psychology time for SRB learners.
- Access to a county wide network of peer to peer support through the SRB programme including centralised CPD opportunities free at the point of delivery.
- Added value to school by having a SRB as part of the whole school.
- Ensure children and young people with SEN from your local area are supported effectively to best meet their needs.
- LA funded capital works to provide appropriate environments (where required and subject to capital viability).

Annex C: Frequently Asked Questions

Who is managing the development of new SRB provision?

A project team is in place co-ordinated by Stuart Brunton-Douglas, Education High Needs Programme Manager.

The project team consists of representatives across: Family Voice Norfolk, Educate Norfolk, Schools Capital, School Organisation, Education Quality and Intervention, Virtual School SEND.

The project is governed through the SEND and AP Transformation Programme.

Where can I address any queries to prior to completing my application?

If you are wishing to explore capital viability prior to completing your application advice can be sought from the Schools Capital Team amp.edu@norfolk.gov.uk prior to submitting your application.

All other queries can be directed to cs.sencommissioning@norfolk.gov.uk

What is the process for setting up a new SRB and who makes the decision?

The establishment of SRBs are classed as a significant change to a maintained school and academies. They are subject to a statutory consultation and determination processes.

For maintained schools this includes a formal consultation, public notice period and determination made by the Director of Childrens Services

For academies a business case must be submitted to the Regional Schools Commissioner for approval following a consultation.

Further information is available:

<https://www.gov.uk/government/publications/school-organisation-maintained-schools>

<https://www.gov.uk/government/publications/making-significant-changes-to-an-existing-academy>

Will the revenue funding be sufficient to operate the provision?

A minimum funding guarantee will be in place to operate the SRB to ensure sufficient funding to cover expectations.

How does the revenue funding work in practice?

Maintained schools will receive the agreed level of funding pro rata 7/12ths and 5/12ths of the financial year.

Academies will receive place funding directly from the ESFA and monthly cash advances from the Local Authority for any top up arrangements.

Is there any capital funding available?

Where necessary and the proposal has undergone capital viability, the LA will fund capital work to establish new provision.

Is the SRB separately inspected by Ofsted?

No. Inspectors must consider evidence about the resourced provision when making judgements about the school overall. Schools should refer to the Ofsted School Inspection Handbook.

Can existing SRBs convert to a different SRB under this scheme?

No. Any current provider of a SRB would need to undergo relevant statutory school organisation processes to change their designation.

What would be the impact on Published Admissions Number (PAN)?

Any variation to your PAN to incorporate an expansion in numbers, if required, would need to be considered as part of the consultation process to establish the SRB.

Where can I find out further information about SRBs?

Information for parents and carers

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-training-0-25/schools/specialist-education/specialist-resource-bases-srbs>

Information for schools - <http://www.schools.norfolk.gov.uk/Pupil-needs/Specialist-Resource-Bases/index.htm>

Annex D: Application form

Section A – APPLICANT DETAILS

Name of organisation

Contact details (name, email address, phone number, and postal address).

Which lot are applying for?

NB if you are applying for more than one lot as a Trust or Federation then please complete separate application forms per proposal.

Vision/Ethos – Please detail your vision for the SRB.

Include details of:

- how the SRB will be a core part of the school
- how you will ensure that your school and SRB are leaders in the school system for inclusive practice
- approaches to assessing teaching and practice and ensuring a focus on removal of barriers to learning
- any plans for sharing good practice
- please submit a copy of your SEN Information report
- please include evidence to support your statement

Capital Viability - Please detail your accommodation proposals for the SRB.

Please detail:

- Whether you will require new accommodation to deliver the SRB
- Whether you have existing accommodation that can be utilised or adapted for the SRB
- Any refurbishment or building modifications needed to deliver the SRB
- A site map with proposed location on site.

Geography and Strategic Gap Analysis Fit – The school must be located within the relevant District Council Boundary or close to the border

Please include details of the proposed location including the name of the school/academy, post code

Age and Phase - Please confirm how you will meet the age and phase requirements of the provision.

NB Please details your statutory school age range for all proposals and any plans for school organisation that will impact on this. Where proposals are received that do not address the full phase requirements for the lot, these will receive a 0 score for this criterion.

Institutional Quality - Please state your current Ofsted rating and date of inspection. Applications will only be accepted from schools that are Good or Outstanding. In making a judgement on scoring, the LA will take account of the current strength of the school based on published data and information held by the DfE and the Local Authority.

Institutional Financial Health - Please provide details of how you will implement effective financial planning to ensure every pound of public funding is used efficiently to improve education standards and have maximum impact for the pupils and the school.

Consider:

- how your financial planning will maximise delivering educational outcomes, rather than as a separate bolt-on consideration;
- any centrally-provided services and their value they present;
- have skilled staff responsible for managing finances
- evidence of transparent financial systems and processes

Pupil outcomes – Please detail your track record in the supporting children, young person and their families with SEND, to help them achieve the best possible educational and other outcomes.

The below descriptors are listed as a guide to applicants:

- high quality provision to meet the needs of children and young people with SEN
- a focus on inclusive practice and removing barriers to learning
- successful preparation for transition to next destination including adulthood, including independent living and employment
- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

Please submit suitable evidence which may include your SEN information report, provision maps, case studies and any external verification.

NB Core LA data sets will be utilised in relation to pupil movement to score this question

Governance - Please detail how the governance of the SRB will be incorporated at school, (Local) Governing Board and/or Trust level and how partners would be able to influence this.

Leadership and management - Please detail your proposed management arrangements for the SRB and how you will ensure strong and effective leadership and management of the SRB as part of your school

END of application