Wayland Cluster
SEN-D Statement of Procedure and Practice
September 2014

"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)

The Wayland Cluster of SENCO's firmly agrees with the identified quotation highlighted by the LA; change can and should equal progress, improvement and so improved outcomes for children. However, change needs to be understood, it's purpose made clear so all stakeholders 'buy into it'. This has been the challenge of implementing the changes to SEN-D funding since January 2012.

In January 2012, Norfolk County Councillors made the decision to change the way they distribute funding for learners with Special Educational Needs and disabilities (SEN-D) 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 SEN-D 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 SEN-D 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.

The Wayland Cluster of Schools is in full agreement with the principles of the change, and indeed, despite a disparity over funding amounts, has devised a system of funding distribution between schools, which promotes equity and fairness, and is also transparent to any scrutiny. The success of these systems has been, and continues to lay, in the unity within the cluster, the joint approach taken when introducing these changes to staff and parents – and children/students.

The cluster Headteachers made two key decisions when implementing these compulsory changes: they nominated an SEN-D Lead for the cluster, and delegated decision making responsibility, in regards to funding to a cluster SEN-D Panel. The cluster SEN-D Lead at this time is Hannah Wheeler (Great Hockham Primary School SENCO/Headteacher). She brings SEN-D expertise and knowledge, and confident Leadership of the cluster SENCO Network. As a Headteacher also she is able to bring the strategic leadership knowledge required to lead a major change.
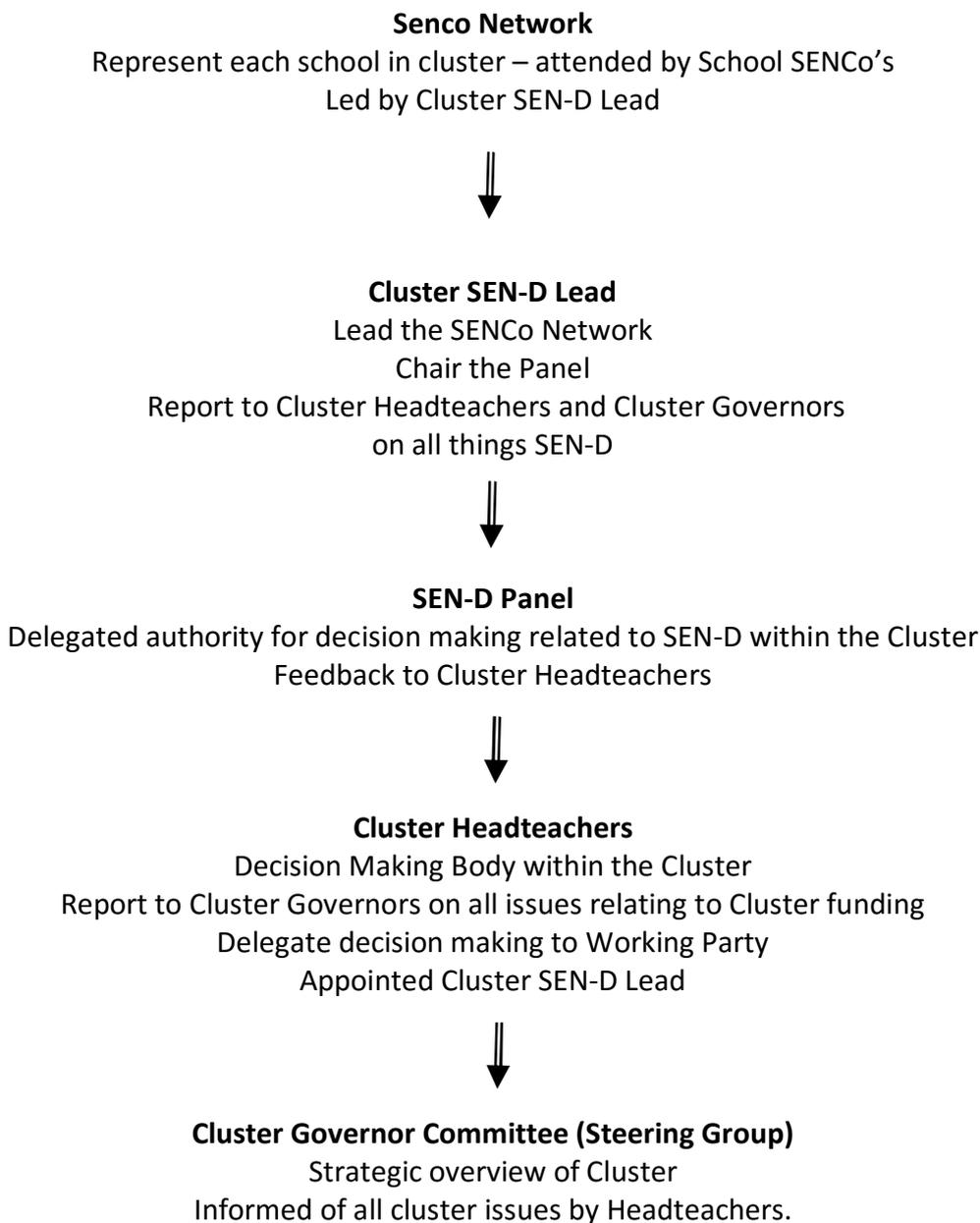
The cluster SEND Panel is made up of 1 Headteacher, 1 SENCO and the Cluster SEN-D Lead. The cluster SEN-D lead undertakes all the operational duties that enable the panel to make informed strategic funding decisions. The panel has been delegated responsibility from the Cluster Headteachers for all cluster SEN-D decisions, regarding funding.

On an operational level, the Cluster SEN-D Leads are supported by the strong Cluster of SENCOs. This network involves all SENCO's from each of the cluster schools – they are responsible for the implementation of new systems and procedures at an individual school level. Together they have undertaken a cluster wide provision map, ensured a uniformed approach to identifying additional needs in pupils, identified key resources and

expertise within the cluster, collated a cluster SEN Register and they will continue to ensure that the SEND provision across the cluster is as good as it can be so that all children/students achieve as well as they can.

Hierarchy of SEN-D responsibility within the Cluster.

Senco Network
Represent each school in cluster – attended by School SENCo's
Led by Cluster SEN-D Lead

⇓

Cluster SEN-D Lead
Lead the SENCo Network
Chair the Panel
Report to Cluster Headteachers and Cluster Governors
on all things SEN-D

⇓

SEN-D Panel
Delegated authority for decision making related to SEN-D within the Cluster
Feedback to Cluster Headteachers

⇓

Cluster Headteachers
Decision Making Body within the Cluster
Report to Cluster Governors on all issues relating to Cluster funding
Delegate decision making to Working Party
Appointed Cluster SEN-D Lead

⇓

Cluster Governor Committee (Steering Group)
Strategic overview of Cluster
Informed of all cluster issues by Headteachers.

DELEGATION OF FUNDING

Annually each school is allocated a dedicated SEN-D budget, directly into their school budget. This constitutes an amount to support all SEN-D in school for school action, school action plus and statemented pupils below 20 designated hours. School Budgets are also allocated an additional £10,000 for high level SEN-D. It is expected
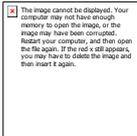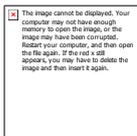
that schools will be able to show how this additional £10,000 has been used to meet pupil need before application for additional SEN-D funding can be made to the cluster.

In addition to the school allocated SEN-D funding, the cluster receives SEN-D funding, which is to be used to support high level SEN-D in schools and across the cluster. Our cluster SEN-D allocation is for supporting ALL SEN-D in schools in a varied way: resources, buying in advice and support and implementing specific interventions, for example.

During the transition period the cluster Headteachers agreed that each school with (20+ hours) statemented children (EHC Plans from September 2014) who are NOT now funded directly into school budgets, would be given priority to bid for a proportion of the Cluster SEN-D allocation. The Cluster Headteachers agreed and this distribution has occurred over the past financial year. Now that the funding has been solely delegated to the cluster, priority has shifted away from this and is looking more at appropriate differentiation within classrooms, away from one to one adults and at educating and training our staff to manage SEN-D within class.

When a school requires additional funding, the Panel has devised (based on LA recommendations/examples) application forms, impact forms and response forms. An application form should be completed for each intervention that a school wishes to implement to support pupils. This application is checked by the SEN-D Host, and submitted for consideration to the Cluster Panel. The SENCO network has been trained in completing these forms (completed examples provided) and is aware of the deadline dates for application submissions.

After funding has been allocated to a school(s) for an intervention, at the end of the intervention period the panel will receive an impact form which details – in a measurable way – the success (or not) of the intervention. This information is collated by the cluster SEN-D Lead and shared with cluster headteachers/governors. A summary of impact, showing value for cluster delegated money, will be drawn up enabling a transparent monitoring of the spend.

Produced by H Wheeler
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Wayland Cluster