

***Working Together***  
***Supporting Children's Learning Needs***  
***In the Hethersett Cluster Schools***

***INFORMATION FOR PARENTS***

*Cringleford Primary School*  
*Little Melton Primary School*  
*Mulbarton Junior School*  
*Mulbarton Infant School*  
*Hethersett High School*  
*Hethersett Junior School*  
*Hethersett Woodside Infant School*

**LOGOS to be added**

Dear Parents

You may be aware that the method of funding schools to support children with Special Educational Needs and Disability (SEND) has changed.

This booklet has been written to share information with you as to how funding changes may affect children in schools in the Hethersett cluster.

We have been working together as a cluster for some time now and are developing greater collaboration. This ensures equity, transparency and clarity amongst all settings within the cluster. We therefore have shared accountability for spend and 'ownership' of all learners and their needs. We rigorously pursue effectiveness and efficiency

The collaboration between our schools is to facilitate the following aims.

To:

- Achieve the 'greatest' impact for learners with the money available to us
- Share resources and expertise, maximising the impact for the children.

### **How has funding changed?**

The change relates to the *method* of distributing funding, and not to the amount of funds allocated to support learners with SEND. Schools were previously funded to support children with SEND in two ways. Firstly each school had a “School Specific Allocation” (SSA) for supporting children with SEND and secondly, additional funding for children who held Statements of Special Educational Needs was provided by the Local Authority as “Pupil Specific Funding” (PSF) if those needs necessitated support of more than 20 hours per week. As of September 2012, PSF for children transferring from Y6 to Y7 and those starting school in YR was given to the cluster to distribute rather than to individual schools.

Since then, our cluster Head Teachers and Special Educational Needs Coordinators (SENCOs) have been developing and offering an effective system for ensuring that children with SEND in the cluster are supported to the very best of our ability. We have successfully shared funding to support the children in the cluster by organising “Support for Learning” packages.

From April 2013, each individual school will continue to have monies in their own budget to support children’s learning and care but a significant amount of funding for children with SEND will be in school clusters and distributed by them.

### **How do we work together?**

Head Teachers and SENCOs across the cluster meet regularly to discuss good practice and to ensure that all children who need additional funding are supported well. The cluster “Host” facilitates close collaboration between our schools which ensures equity, transparency and clarity around cluster funding.

### **Expertise across the cluster**

We have an excellent range of expertise and qualifications in SEND in the cluster which we presently share to some extent and which we intend to develop further to ensure effective collaboration.

Our SENCOs are experienced and skilled. Some hold SENCO qualifications. Most attend regular sessions of the “Essential Skills for SENCOs” training provided by the Local Authority.

Teachers and teaching assistants across the cluster have had accredited training in use of structured literacy and numeracy interventions such as “Sound Discovery” and “Catch-Up”.

Children with SEND are supported through Individual Education Plans or Personal Targets at School Action or School Action Plus- see the appendix for a description of these terms.

Where specific expertise does not exist within the cluster, we can request assessment and/or advice from Educational Psychology & Specialist Support.

## **Specific Learning Difficulties**

There are five colleagues in the cluster who hold or are studying towards qualifications in teaching and assessing children with dyslexia. The High School holds Dyslexia Friendly School status and is host to a Specialist Resource Base for Dyslexia.

We have experienced colleagues trained to work with children with Autistic Spectrum profiles.

We work in partnership with many agencies but particularly with Speech & Language Therapists involved with children in our Infant classes.

There is also expertise in the cluster in working with children who are experiencing emotional or behavioural difficulties. Many of our schools have invested in “Norfolk Steps” training for all of their staff.

## **Developing our shared expertise**

Staff will continue to meet regularly to formulate our policy around sharing our resources and expertise. We will ensure that new systems will be in place which provide the best quality of support and care for all children with SEND in our cluster.

*I hope that this information has been useful to you and that in partnership with yourselves and each other our schools can continue to support our children as effectively as possible.*

*Signed by Andy on behalf of the cluster*

## **Appendix 1- Definitions of School Action and School Action Plus agreed across the cluster**

### **School Action**

This is when a child is provided with **interventions** that are **additional to or different from** those provided as part of a school's usual differentiated curriculum offer and strategies. Triggers for intervention might be:

- Limited progress when teaching approaches have been targeting children's needs.
- Significant difficulty developing Literacy/Numeracy and thus impacting on attainment in other curriculum areas.
- Persistent social / emotional / behavioural difficulties not resolved by usual techniques employed by the school.
- Communication/interaction difficulties, little or no progress despite differentiated curriculum.

At School Action & School Action Plus a child would have an Individual Education Plan or personalised targets shared with parents.

**School Action Plus – This is when the school has requested additional/support advice from an external agency.** This is likely to be when a child is seen by an external support service/agency, for example, Educational Psychology & Specialist Support, a Paediatrician, Sensory Support, Child and Adolescent Mental Health Services, Behaviour Support, because of limited or no progress at SA or where a diagnosis will affect the pupil's performance long term.

Triggers for School Action Plus might be where a child:

- Continues to make little or no progress in specific areas for a prolonged period of time
- Continues to have significant difficulty developing Literacy and Numeracy skills in comparison to teacher expectations
- Social / emotional / behavioural difficulties continue to significantly interfere with the child's learning and that of peers, despite individualised behaviour plans.
- Sensory/physical - requires additional and specialist equipment or regular advice or visits from a specialist service

For a small percentage of children whose needs are very significant and complex and for whom support at SA+ has not been successful, it may be necessary to request a Statement of Special Educational Needs.