

HAVERING COUNCIL

**ADDITIONALLY RESOURCED PROVISION
FOR CHILDREN WITH ASD/COMPLEX NEEDS**

DRAFT SERVICE LEVEL AGREEMENT

This draft Service Level Agreement (SLA) has been drawn up between the Havering Borough Council (LBH) and X Service/School/Academy in order to formalise the arrangements between the two parties in respect of a proposed Additionally resourced Provision (ARP), to be set up and funded by the LBH at X School. This ARP, also known as a “Base” is specifically for the purpose of making provision for primary/secondary aged pupils and/or College Students with autism and complex needs.

SCOPE OF AGREEMENT

This SLA relates solely and exclusively to the operation and function of the ARP.

PURPOSE/AIM

The purpose of the ARP is to make additional, resourced provision for up to 12 pupils/students with autism and complex needs in a mainstream school setting. It forms part of the LBH’s Strategy to make a continuum of provision available for pupils with these needs, ranging from additional support in mainstream schools, ARPs for autism and complex needs at other mainstream schools through to special schools and Colleges for Autism (ASD), Communication and Complex Needs (CN).

In addition to this document the LA has established a framework protocol and operational guidelines. Each ARP will be expected to use the framework and produce a clear, specific document that describes the provision and expected outcomes against which it will be monitored and evaluated. The document will be made available to parents, governors and the LA.

Models of Service Delivery

The ARP can be set up either:

1. as a mainstream school ARP wholly managed by the school itself undertaking all the necessary functions, or
2. as a satellite provision made by a special school in a mainstream school and/or site, managed by the special school itself, or
3. as a service specially provided to meet the needs of pupils/students with autism and/or complex needs, or
4. as a combination of any of the above; e.g. mainstream and special school federation, service and mainstream/special school partnership

The ARP may be managed wholly by a mainstream school or other body as set out above in 2-4, hereafter, to be referred to as “Other Body”, with additional funding. It may, for example,

be hosted by a mainstream school but staffed and managed by a special school, hereafter referred to as a satellite/off site unit. In the latter case, it would then be classed as an off-site unit of that special school, that school and its Governing Body becoming responsible for all operational, staffing and management functions. It will also be registered with the DfE as such.

If wholly managed by a mainstream school, these functions will be undertaken by the Governing Body of that mainstream school. Similar management and reporting arrangements will apply, if the ARP is provided through a service model.

In all cases, the Headteacher/Service Manager and Governing Body will be responsible in all respects for the effective running of the ARP. They will publish an annual report, following self evaluation and any other agreed monitoring and evaluation arrangements, to the Local Authority. They will also report to parents.

As one of the above options, it is agreed that X school or Other Body will meet the needs of these pupils through their inclusive practice, making full use of the additional resources delegated to them for this purpose.

REGISTRATION

It is expected that the X ARP or Other Body will be registered with the Department for Education (DfE) in due course as providing a resource for pupils with Autism (ASD) and/or Communication and Complex Needs (CN).

DESCRIPTION AND AGREED OPERATIONAL PROCEDURES

The ARP or Other Body will be a specialist resource, established in a mainstream setting, designed to meet the needs of up to 12 pupils with ASD/CN. It will help address the gap in provision for pupils with ASD/CN whose needs can only be served through a flexible approach, tailored and adapted to the needs of each individual pupil. It will be for pupils who may require to spend significant proportions of their time in the ARP.

Numbers

The Agreed Place Number (APN) for ARPs is 12. This APN does not usually count against the school's admissions numbers as all ARPs in Havering will be separately and additionally funded, although their individual modes and styles of operation may be different. Therefore, the APN does not affect the school's usual admissions numbers as set by its Governing Body. Admissions to the ARP follow a different procedure from that operating for the rest of the school.

FUNDING

ARPs in LBH will be normally funded in accordance within a Place Led Funding approach that complies with the Government's SEN Funding Reforms which came into effect in April 2013. The LA will commission between 10-12 places at £10k each per annum.

The funding will enable each provider to operate a Staffing Model. This is to ensure that each ARP is able to operate a workable and balanced approach to its staffing when it is first set up, allowing sufficient funds for this purpose.

The funding is additional to other SEN funding allocated to the school or Other Body, delegated within the LBH's arrangements for pupils with predictable and exceptional/high needs. This is specifically for the purpose of supporting pupils placed at the ARP as this is

their primary source of funding. The ARP is allocated “block funding” within a place led approach, so that it can exercise reasonable flexibility to meet the needs of these pupils, with an average unit value of £10k per place per year.

It is expected that most ARPs will have an average of 12 pupils. In such cases, this will generate a total funding of £120k. This is aimed at providing for the employment of 1 QTA, 1 Lead and up to 2 Basic Grade TAs, enabling the ARP to provide a staffing ratio of 1:3 within a very small setting even when working to full capacity. This will enable continuous and effective joint working with mainstream school staff, particularly with the Leadership and SENCO team, in addition to any inclusion support pupils may need during mainstream lessons. It is expected that £110k will cover the staffing costs with the remainder being used for general running and maintenance costs.

However, given that numbers may build over time, the LA will fund newly set up ARPs as follows:

Year 1 April - September:	A one off payment of £20k as set up costs, commissioned as 2 places.
Year 1 September:	Increase from 2 to 4 Commissioned Places on any 1 st admission, with further admissions leading to 1 additional commissioned place each. This means Base funding of £20k for 1 st admission only, increasing by £10k for any further admission, at £10k per new child, until a maximum number of admissions is reached.
Year 2 and subsequent years	£10k per pupil on top of Base Funding for any additional Pupil.

(please note that the above are 2014 figures which may be adjusted in line with inflation)

The above funding schedule will enable the school or Other Body to appoint the minimum number of “core” staff in Year One. The Set Up Costs will be used to appoint part of a teacher or TA to prepare for the running of the ARP, ensuring that it functions smoothly within part of the whole school, and will include liaison, training and any support functions directly related to its planned opening. On admission of a first child, there will be a further one off allocation of £20k, and this will be used to increase the hours worked by the staff team. Every new admission thereafter, will attract additional funding of £10k per child, so that by the time, 4 pupils are on roll, the ARP will have a full time teacher and some TA support. This arrangement will apply where there is uncertainty over expected numbers, enabling both the LA and the school or Other Body, to manage any risks that arise whilst also ensuring effective use of limited resources. In such cases, it will be reasonable for the LA to expect and for the school to use its existing staff/resources in a way that facilitates the development of the ARP until firmer staffing appointments can be made; e.g. part time, fixed appointments; commissioning SENCO or use of central LA services in lieu.

The LA may make exceptions to this funding arrangement and exercise a discretion to “block fund” an agreed allocation to ensure a teacher is available from Day One, if it is satisfied that, admissions will build up quickly following the opening of the ARP. Any such discretion will be subject to formal discussion between the LA and the ARP provider/school, with the amount of funding agreed to be specified and quantified.

REFERRAL PROCEDURES

All referrals will be through the LA as the admissions authority. These will include relevant reports, based on recent assessments, from:

- an Educational Psychologist, Speech and Language Therapists (SALT) and where appropriate an Occupational Therapist (OT)
- the Child Development Team if and where appropriate.
- current school where appropriate

Most CYPs considered for admission will have an Education, Health and Care Plan or equivalent. However, there may be some cases without such a Plan who may be admitted on an assessment basis. Any referral will give an indication of parents' views whilst making sure that the referral itself is carefully explained, making it clear that this will not necessarily lead to admission. There will be need to avoid creating expectations and/or pre-empting the LA's decision making and/or indeed the consultation process with the ARP.

ENTRY/ADMISSIONS PROCESSES

Admissions will be formally agreed through the LBH's SEN Statutory Services Panel and will be of pupils with autism and complex needs. These pupils will usually have Statements of SEN or Education, Health and Care Plans (EHCP), which identify autism and communication/complex needs as their primary need. They may also have other learning and/or social communication needs, which are additional needs most often experienced by these pupils. Therefore, all pupils will be those recognised as having Exceptional/High Needs. They will be on the autism continuum and their special educational needs would have been identified through rigorous and thorough assessments by a multi-disciplinary and multi-agency team which includes psychologists, educational and medical practitioners. As ASD is a continuum and is a high incidence need in Havering, it is likely that the ARP will only have sufficient places for children with moderate to severe needs. They may be transferring from mainstream schools, other additionally resourced provision or special schools or units. Their placements at the ARP will be subject to Annual Reviews. These pupils are likely to experience:

*significant, lifelong and complex learning or communication difficulties, identified through a range of assessments and measures in respect of their personal, social, emotional, educational and cognitive development. These assessments could include their level of development and functioning in relation to the National Curriculum and/or psychometric assessments which can be either norm or criterion referenced, preferably both. As the term Complex Needs implies, they will have a combination of SEN, i.e. more than one type of SEN, which must also include identification of needs associated with ASD.

*Moderate to Severe ASD, characterised by their triad of impairments and their inability to cope with the requirements of a mainstream environment. These pupils may also present with behaviours that are repetitive, obsessive and/or challenging, putting them at significant disadvantage in their learning, personal and social functioning.

Pupils without EHC Plans and/or Statements will be considered for admission by the LA through the SEN Statutory Services panel where there is urgency in making such provision, provided that they have autism and complex needs and that their placement is likely to be compatible with the education of other pupils in the provision and with the efficient use of resources.

ARRANGEMENTS FOR THE REVIEW OF PUPILS

Pupils' progress in meeting their learning objectives will be the subject of ongoing continuous assessment carried out by ARP staff. There will also be formal reviews of progress for children with Statements of SEN, with an annual report produced through the Annual Review process. Annual Reviews of Statements or EHCPs will be attended by ARP staff, parents and the relevant professionals in line with the requirements of the SEN Code of Practice

RE-INTEGRATION/EXIT PROCESS

Pupils will be considered to have met the exit criteria if:

1. They have made sufficient progress not to require further support from the ARP and have been assessed as being able to have their needs met from mainstream provision, thereby releasing places for pupils with more complex needs. They may remain in the ARP host school or return to a mainstream school. The LA will follow the SEN Code of Practice procedures in respect of a move to other provision, seeking parental views as necessary.
2. Their development and progress are such that they are considered to require more specialist provision in a special school for ASD/CN. These pupils would be those who had not responded to the provision made in the ARP and who, in spite of such purposeful intervention over time, continue to cause concern, particularly in respect of their behaviour, as needing a different kind of setting. They would have been assessed as being unable to benefit from the ARP provision including clear identification that their education is incompatible with the education of others in the ARP and/or that this is no longer an effective use of resources.

Applications for a change of placement from the ARP will be made to the LA's SEN Panel, following careful reviews through the Annual Review process.

SAFEGUARDING

All ARP staff have up to date training in safeguarding. They will also be aware of, and adhere to, the safeguarding policy of the school, academy or LA. This includes robust risk assessments of pupils who access the ARP and the school's premises or activities. Any untoward activity or incident will be immediately reported and acted upon.

PARENT/CARER LIAISON

This will be led by ARP staff who should also meet with parents/carers at least termly. Where appropriate and/or necessary, other professionals may also be involved.

ARP STEERING COMMITTEE

The ARP will have a Steering Group comprising the Headteacher/Manager, the Teacher in Charge, the EP, other specialists such as the SALT, and a LA officer. It will be chaired by the Headteacher. This group will meet termly to discuss any operational matters or issues in respect of the ARP. It will also help prepare the annual report for the Governing Body and the LA.

MODELS OF PROVISION/INCLUSION

The ARP will make provision for pupils whose needs fall in between those requiring a special school and those able to have their needs met in a mainstream school. They will be pupils

who require provision that is additional to and different from that available in a mainstream school/setting.

Such provision can be made in a range of ways, as follows:

1. Locational inclusion - which means that pupils spend the majority of their time, learning and being supported in a small, supportive and sheltered setting, with opportunities for wider participation in the mainstream environment being carefully planned and implemented. Greater and fuller inclusion is likely to remain a long term aim, undertaken in very small steps

2. Social Inclusion - which it is hoped, will be available to all pupils so that they may maintain social participation with their mainstream peers where appropriate.

3. Functional Inclusion - which may only be achievable by few, if any of these pupils, though remaining a long term aim.

Where the ARP is wholly managed by a mainstream school, there will be regular and close working and training links with the LA's specialist schools for ASD/CN. Where this is a satellite specialist provision managed by a special school or service, links will be similarly maintained with the host mainstream school which will then be able to work with its own staff so that it can offer appropriate opportunities for some inclusion as described above.

ROLES AND RESPONSIBILITIES

The LA will provide the additional funding and support required to ensure that the ARP is appropriately resourced and runs smoothly. It will also assist with the operational functions, specifically through its representation on the Steering Group. In addition, it will make and/or facilitate arrangements for the monitoring and review of the ARP.

In return, the ARP will ensure that the needs of its pupils are met, that staff are supported and that parents and other agencies are appropriately involved.

Whilst the LA will be responsible as the Admissions Authority for all admissions and funding matters, the Headteacher/Manager with responsibility for the ARP, will undertake the day to day management of the ARP, including all the associated functions, in respect of governance and quality assurance.

SERVICE SPECIFICATION

The School or Other Body will provide the appropriate levels of staffing and support to pupils, taking account of the Staffing Funding Model. This will enable them to meet the identified needs of pupils placed at the ARP, as detailed in their Statements of SEN or EHCPs or in other professional reports as agreed by the LBH. There will be one teacher in charge of the ARP, directly reporting to the School/ServiceHead and where required, the Steering Group and Governing Body.

This teacher will either have relevant training, qualifications and experience/expertise in ASD/CN or will be supported through specific training to enable them to meet the needs of pupils with such needs. They will be a senior member of staff working full time on ARP duties, liaising with key staff such as the SENCO, the school's senior management and relevant professionals.

The ARP will also have Learning Support Staff who will also be trained and experienced in ASD/CN and will continue to attend learning and development opportunities as required.

The School will provide a suitable room, sufficiently spacious, to provide for the needs of up to 12 pupils. The ARP will also be making suitable use of the school's wider facilities and resources.

The school or other Body will provide an operational procedures document, based on the LA guidelines, detailing how the allocated funding will be used. This will detail its aims and objectives, its staffing, its facilities and resources, its admissions and exit criteria and its methods of working with parents and other partners.

MONITORING AND REVIEW OF PROVISION AND LEARNING OUTCOMES

The ARP will be monitored internally by the Headteacher/Manager, with management responsibility for the ARP, and his/her senior management, resulting in its self evaluation which can then be discussed at the Steering Group and the Governing Body. The ARP will be expected to provide an annual summary of progress against agreed expected outcomes to the LA's Stakeholder Group of Headteachers and LA Officers.

The ARP will be subject to the normal monitoring process in the host school or by the special school or service. In addition there will be an agreed external evaluation carried out by either:

- a peer evaluation undertaken by Headteachers/Managers of other ARPs, or
- a formal external review carried out by a multi-disciplinary team, on a rotating basis, e.g. Educational Psychologists (EPs), School Improvement Officers (SIOs) and SEN Officers.

SERVICE REVIEW/MILESTONES

The ARP will provide a Service Level Statement, Operational Protocols and Prospectus for Parents and other agencies within one term of its opening. These will be public documents which detail the range of its work, its referral criteria, performance indicators and the provision it makes for pupils with ASD/CN.

A Self Evaluation review will be conducted within one year, leading to a Service Development Plan that will then be subject to external reviews annually. The ARP will produce for inspection by OFSTED or for discussion with its School Improvement Partner (SIP), any material that may be required from time to time for the purpose of quality assurance.

The following will be available by the dates shown:

1. Service Level Statement and Parent Prospectus- within one term of opening
2. ARP Self Evaluation and Service Development Plan within one year
3. Service Review with SIO(as appropriate)
4. External Review/ Evaluation: On a rolling programme
5. LA's Stakeholder Group Report: Annually

DURATION OF THIS AGREEMENT

This agreement is binding on the LA and X School or Other Body for a period of 3 years, with effect from the date on which it is signed by the parties shown below. It may be renewed for further periods of 3 years subsequently, depending on continuing agreement of all parties. Either party may also ask for a review at any time, giving at least one term's notice, but not until this agreement has been in force for a period of at least two years. Any proposal to cease this agreement will not take effect until both parties have had reasonable notice to make alternative arrangements, which for the terms of this agreement, will mean no less than 18 months.

AGREED BY:

HEADTEACHER/S/MANAGER:

HAVERING BOROUGH COUNCIL

CHAIR/S OF GOVERNORS:

DATE: