

Inclusive School Forum Guidance and Procedure

Version 2 (October 2018)



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Contents:

<u>Introduction</u>	3
<u>Inclusive School Forum (ISF) Form A - Advice / Guidance Request Form</u> (Appendix 1)	10
<u>Inclusive School Forum (ISF) Form B – AIF Funding Request</u> (Appendix 2).....	12
<u>Inclusive School Provision Map (ISPP)</u> (Appendix 3).....	16
<u>Information Guide for Parent/Carers</u> (Appendix 4).....	18
<u>Inclusive School Evaluation Form (ISEF)</u> (Appendix 5).....	20
<u>The graduated response to meeting Special Educational Needs</u> (Appendix 6)	22
<u>Forum members for 17/18 academic year</u> (Appendix 7).....	25
<u>Inclusive School Forum (ISF) Terms of Reference for Forum Members</u> (Appendix 8).....	26
<u>Inclusive School Forum – Satisfaction Survey</u> (Appendix 9).....	28

Inclusive School Forum (ISF)

A school led forum providing support and challenge for Telford and Wrekin schools regarding provision and practice for children with Special Educational Needs and Disability (SEND).

Introduction

The Inclusive School Forum is a school led forum within Telford and Wrekin that provides support and challenge to mainstream schools regarding the provision and practice they deliver for children with Special Educational Needs and Disability (SEND). It aims to provide an opportunity to network and deliver peer to peer guidance. The focus is, through **sharing best practice**, to develop an inclusive education system within Telford and Wrekin whereby children with increasingly complex needs achieve and succeed within mainstream schools.

A key function of the forum will be to support a school's delivery of its graduated approach, through assess, plan, do and review cycles. To enable schools to intervene early and with pace the forum has an allocation of high need top up funding (to be known as Additional Inclusion Funding or AIF) from the Local Authority which can be accessed where criteria is met and documentation required has been completed. An Education Health and Care Plan will not be required to access AIF funding.

The Inclusive School Forum has been developed in response to the views of Telford and Wrekin Schools. Some 'shout outs' include:



Principles of the Inclusive School Forum

We will develop strong partnerships between schools that ensures effective collaboration to support children with SEND.

We will support early identification of need by providing support that is timely and appropriate focusing on the graduated approach and high quality assess, plan, do review cycles.

We will seek to offer peer led support and challenge that aims to build the resilience and skills of mainstream schools to meet increasing complexity of need.

We will monitor our criteria, process and impact to ensure it is fit for purpose and achieves positive outcomes for the child.

Our collective aims

- ✓ Staff in schools will be more able to meet the needs of children and young people with SEND.
- ✓ Schools will increase their confidence so that children and young people with SEND are included and can achieve to their highest potential.
- ✓ There will be increased participation and achievement for children and young people with SEND.
- ✓ Schools will build their own expertise through wider workforce development leading to better outcomes for all.
- ✓ There will be less escalation into more specialist pathways, resource and provision.

Proposed Functions

Advice and Guidance
Support and challenge
Signposting to services

Access to AIF
Criteria determined by quality of graduated approach
3 funding 'bands' available

Broadly the forum will offer 2 functions. The primary function; advice and guidance, offers the opportunity to share best practice, learn from one another and hold a professional discussion in a supportive forum with peers. The forum seeks to solve problems by seeking out expertise within our schools rather than acting as a gatekeeper to external services. Over time the forum will build up a bank of good practice and learn, through common queries, where there are gaps in knowledge to propose collective training initiatives.

The second function whereby colleagues are able to seek access to AIF funding will see the forum act as a gatekeeper. The forum will still provide advice and guidance where access to AIF is sought. Forum will discuss and explore alternative options to the provision of AIF as potential outcomes to a request.

A school is able to attend forum for only advice and guidance. Where access to AIF is sought a school will receive advice and guidance too.

Who are the forum members?

Forum will be chaired by Head Teachers and members include SENCOs, Head Teachers and senior leaders from across Telford and Wrekin schools. There will be representation from mainstream, primary, secondary and special maintained schools and academies.

Forum members for academic year 17/18 are provided in Appendix 7. Terms of reference for forum members are provided in Appendix 8.

When will forum meet?

Forum will meet on the first Tuesday of every month during term time. Where this is not possible, due to a school holiday for example, forum will meet on the first Tuesday of the new term/half term. The dates for the academic year 2017/2018 are as follows:

Date of forum	Time	Venue	Papers due in
Tue 11 th Sep 18	9am-1pm	Telford Park School	Fri 7 th Sep 18
Tue 2 nd Oct 18	9am-1pm	Telford Park School	Mon 24 th Sep 18
Tue 6 th Nov 18	9am-1pm	Telford Park School	Thu 25 th Oct 18
Tue 4 th Dec 18	9am-1pm	Telford Park School	Mon 26 th Nov 18
Tue 15 th Jan 19	9am-1pm	Telford Park School	Mon 7 th Jan 19
Tue 5 th Feb 19	9am-1pm	Telford Park School	Mon 28 th Jan 19
Tue 5 th Mar 19	9am-1pm	Telford Park School	Mon 25 th Feb 19
Tue 2 nd Apr 19	9am-1pm	Telford Park School	Mon 25 th Mar 19
Tue 7 th May 19	9am-1pm	Telford Park School	Fri 3 rd May 19
Tue 4 th Jun 19	9am-1pm	Telford Park School	Fri 24 th May 19
Tue 2 nd Jul 19	9am-1pm	Telford Park School	Mon 24 th Jun 19

Completed papers must be submitted by the dates shown for consideration at the next forum. Where the number of requests exceed availability then they will be placed on a waiting list for the following forum. Once the relevant paperwork has been confirmed as complete schools will receive confirmation regarding the date and time of their presentation to forum.

Where will forum take place?

For the 18/19 academic year forum will take place at Telford Park Academy, Grange Avenue, Stirchley, Telford, TF3 1FA.

Eligible children

Any child in a Telford and Wrekin mainstream school (from year R to year 11) with special educational needs can be presented for **advice and guidance**.

Where access to AIF is being sought the following criteria is applied:

- ✓ The child's home address must be in Telford and Wrekin.
- ✓ Children must not have an EHC plan, or have an EHC needs assessment underway.

- ✓ Children do not receive support via FAP, or a request has been made for FAP resource. (Where a child previously received support via FAP but this has now stopped and the need continues or re-emerges then a request may be considered).
- ✓ The school can demonstrate that they are already supporting a child's special educational need using quality first teaching and a high quality graduated approach (this must involve evidence that outside agencies have been used during cycles of assess, plan, do and review) at SEN support.
- ✓ There is evidence that the school has used their normally available resources (i.e. element 2 funding of £6000 per child per annum) over time to support the child's special educational need via a provision map.
- ✓ The school can provide evidence of progress over time and the impact of current provision.
- ✓ The school has set out what they require AIF for (based on recommendations from outside professionals), what needs they aim to address, what provision they would put in place, the cost of it and expected outcomes.

(Further information about high quality teaching, the graduated approach, use of outside professionals and provision can be found in appendix).

In addition

- Schools/parents/carers should not apply for an EHC needs assessment at the same time as requesting AIF through the Inclusive School Forum.
- Pupils must have significant barriers to learning i.e. requiring support above element 2 funding (notionally £6000).
- The right for Parents/Carers and schools to request an EHC needs assessment remains in place, if appropriate, for children with AIF allocated through the Inclusive School Forum. However AIF funding will stop from the date an EHC needs assessment request is received into the Local Authority.
- An allocation of AIF must be used for the named pupil only which is in line with the Schools and Early Years Finance Regulations, 2015.

Should a school apply for an EHC needs assessment or AIF funding?

Where you feel a child is making limited progress, despite access to a high quality graduated approach, it is recommended that you consider applying for AIF funding, in consultation with the child's parent. AIF funding, once agreed, will be provided faster and you will be able to support the child's need quicker.

Where you feel a child may require specialist provision then you will need to submit an EHC assessment. Children will not be able to enter a special school without an EHC plan.

Making a request to present a child to the Inclusive School Forum

Schools will need to complete an Inclusive School Forum (ISF) request form (see Appendix 1 and 2) to access the Inclusive School Forum. Where schools seek only advice and guidance Form A (green) should be completed. Where access to AIF is being sought Form B (red) should be used. ISF forms will initially be scanned to ensure that

they are complete. This must include parental consent. Where they are not they will be sent back to the school.

When making a request for AIF funding, schools are asked to provide supporting evidence only where it is felt necessary. The ISF panel will expect that a high quality graduated approach has been delivered to support a child's special educational needs and will ask you to detail your approach. It is for requesting schools to determine the appropriateness of including evidence regarding cycles of Assess, Plan, Do and Review and involvement of outside professionals as required. Questions from members of the Inclusive School Forum will gauge an understanding about what actions the school have already undertaken to meet a child's needs and seek to ensure that £6000 has already been spent on provision.

Where a request for AIF is being made schools (Form B), from October 2018, it is no longer necessary for a school to complete an Inclusive School Provision Plan (ISPP) (see Appendix 3) before attending the ISF. An ISPP will now only be necessary once the school receives confirmation that AIF funding has been agreed.

All paperwork should be sent to inclusiveschoolforum@telford.gov.uk

Once the relevant paperwork has been confirmed as complete schools will receive confirmation regarding the date and time of their presentation to forum.

Who will be asked to present a child to the Inclusive School Forum?

The school's SENCo must attend to present the child to forum and be involved in the professional dialogue. The school's head teacher will also be invited to attend. SENCOs will be asked to present their children in trios (i.e. three children from three different schools will be heard at the same time). This will provide further opportunity for peer to peer networking and support. Everyone will be invited to contribute to the professional dialogue (participants and forum members) during the presentation of a child. An allocation of 45 mins will be provided per session, in which the three children will be discussed. This will include a brief presentation by the SENCOs and time for follow up questions/ professional dialogue. Where possible we will mix colleagues from across school phases where appropriate according to the year group of children being presented. As an example where a year 6 child is being presented we will try and include a secondary colleague in the trio to provide the opportunity to debate transition planning.

Schools will be asked to present only 1 child per forum meeting. Participants will be asked to provide some feedback about their experience by completing a 'satisfaction survey' (see Appendix 9) following attendance at forum.

Involvement of parents/carers

Parents/carers must be involved in the whole process and consent to their child's needs being presented at the Inclusive School Forum. Schools must meet and plan with parents/carers so that their views are represented in all decisions. There is opportunity on both Form A and B to collect parent/carers views. Their views must be included with the ISF request form when making a request to attend the Inclusive School Forum. An

information guide for Parents/Carers about the Inclusive School Forum, ISPP plans and AIF is included in Appendix 4.

Pupil Views

The child's voice must also be 'heard' when a request is made to the Inclusive School Forum. There is opportunity on request form B to collect a child views. Alternatively a school may choose to submit a one Page Profile when submitting an ISF request form. Schools should ascertain the learner's views about themselves, school and their future. Questions should be personalised to suit the age or needs of the learner, and it may take time and additional support to gather the views of 'hard to reach' learners meaningfully. Guidance on how to produce a one page profile and examples are provided in Appendix 4.

The role of the Local Authority

The Local Authority has some role to play given it is accountable for the high need funding block from which AIF will be allocated. A member of the Local Authority team will be present at forum to record any agreements for AIF, support the consistency of approach and ensure equitable resource distribution. The Local Authority will keep central records of children presented at panel, record and monitor who is provided with AIF funding and provide notice where annual ISPP evaluations are required (see below). The Local Authority is responsible for releasing AIF funding to schools. The Inclusive School Forum may highlight the need for the Local Authority to follow up, monitor and support SEND provision in schools making frequent and/or poor applications. This would identify training needs within schools in the LA, for example, in particular areas of SEND interventions.

Funding

The Inclusive School Forum has been provided with a set budget envelope. For ease funding will be provided in three bands. The amounts shown are per annum.

BAND	Amount	Description
A	£1000	A pattern of significant modification of teaching styles and an individualised curriculum in some areas are required.
B	£2000	Requires extensive adult support and a highly adaptive environment.
C	£3000	Requires a highly adapted access to a highly individualised curriculum.

Decisions about funding

Decisions about funding are made by the chair of forum in collaboration with forum members. Information contained in the ISF request form and discussion following presentation at forum will be used to determine if criteria for AIF has been met. Agreement for funding and the band allocated, where agreed, **will not** be given at the

forum meeting but rather an OUTCOME letter/funding agreement from the LA will be sent to the school within 10 working days of the forum meeting. Where AIF is agreed there is no requirement for the LA to draw up a plan. Schools will need to devise an Inclusive School Provision Plan once they have received confirmation of AIF funding. Funding will only be released once an Inclusive School Provision Plan is received into the LA SEND team via inclusiveschoolforum@telford.gov.uk. The plan is necessary to understand how the school proposes to use the AIF that has been allocated. Specific interventions, strategies and learning programmes with measurable outcomes need to be fully detailed to target the child's SEN/barriers to learning. Examples are provided on the Local Offer website (telfordsend.org.uk). Schools are responsible for ensuring progress towards outcomes.

Allocation of AIF is for one year from the approval date. The date it will cease is specified in the letter to schools. When the plan is due for review this must be done by the school with parents/carers and any services involved and the Inclusive School (IS) evaluation form (see Appendix 5) is completed showing recommendations.

Each year new outcomes must be written for the year ahead and if appropriate AIF funding can continue year on year or be reduced, increased or ceased depending on progress made by the pupil.

The IS evaluation form must be returned to inclusiveschoolforum@telford.gov.uk before the cease date.

Where a request for funding has been refused the school will be informed of the reasons for this and any further steps they may need to take before funding would be granted.

Moving between schools

Where a pupil receiving AIF moves school, the school must notify the Inclusive School Forum immediately as the funding allocation will need to be transferred to the child's next placement, if appropriate. Funding is allocated to the individual child and therefore follows the child. Funding cannot be transferred to another child in the school. Funding will follow a child during phase transition (i.e. a year 2 child in an infant school transferring to a junior school in year 3 and a year 6 child transferring to a secondary school in year 7). The receiving school will be required to review the ISPP plan and submit an IS evaluation form before the allocation of funding is due to cease. Where a year 11 child has been allocated funding this will automatically cease when they finish school.



Appendix 1

INCLUSIVE SCHOOL FORUM

Form A – Advice / Guidance Request Form

Request for Advice / Guidance only

Pupil, Parent/Carer and School details				
School: Name and Address		Email:		
		Tel:		
Name of child / young person:		UPN:		
Date of birth:		Year group:		Gender: M / F
Parent/Carer Names	<i>(Parent 1)</i>		<i>(Parent 2)</i>	
Parent/Carer contact details	Address:			
	Email:			
	Tel:			
Date of request:				
School admission date:		Attendance % (last 12 months):		
When was the child first identified as having SEND?				
Ethnicity				
EAL				
Is child LAC?		Name of funding authority		
Is the child known to Early Help?	Yes <input type="checkbox"/>	If yes, please provide a brief description or attach copy of TAC		
	No <input type="checkbox"/>			
Brief description of the special educational needs				

Application Details

Brief summary of why the request is being made

Parent Views

Has the school informed you about why they are requesting support from the Inclusive School Forum?
Yes
No

What do you think will help your child?

Setting declaration

• The contents of this referral have been shared with parents/carers
• All parts of this form have been completed in full

This form has been completed by:

Name: _____ **Job Title:** _____

Signed _____ **Date:** _____
(Head Teacher / Owner / Manager / Principal):

Signed _____ **Date:** _____
(SENCo):

Parental/carers consent

Please tick:

I confirm that my child’s educational setting has discussed this request with me and I have been fully informed in the decision to refer my child to the Inclusive School Forum.

Signed: _____ **Date:** _____
(Parent/Carer)

Signed: _____ **Date:** _____
(Parent/Carer)

Please return this form electronically to inclusiveschoolforum@telford.gov.uk



Appendix 2
INCLUSIVE SCHOOL FORUM
Form B - AIF Funding Request

Request for additional inclusion funding (AIF) for a child / young person who has special educational needs (SEN).

All schools are required to fund the first £6000 to meet identified SEN.

Pupil, Parent/Carer and School details				
School: Name and Address		Email:		
		Tel:		
Name of child / young person:		UPN:		
Date of birth:		Year group:		Gender: M / F
Parent/Carer Names	<i>(Parent 1)</i>		<i>(Parent 2)</i>	
Parent/Carer contact details	Address:			
	Email:			
	Tel:			
Date of request:				
School admission date:		Attendance % (last 12 months):		
When was the child first identified as having SEND?				
Ethnicity				
EAL				
Is child LAC?		Name of funding authority		
Is the child known to Early Help / Social Care?	Yes <input type="checkbox"/>	If yes, please provide a brief description or attach copy of TAC		
	No <input type="checkbox"/>			
Brief description of the special educational needs				

Application Details			
<p>What actions have you taken already to meet the needs of the child/young person?</p> <p>This should include a brief description of your graduated approach</p>			
<p>External Agencies Used</p>	<p>Agency</p>	<p>Yes (tick)</p>	<p>Dates</p>
	Learning Support Advisory Team	<input type="checkbox"/>	
	Educational Psychology	<input type="checkbox"/>	
	Behaviour Support Advisory Team	<input type="checkbox"/>	
	Speech and Language Therapy	<input type="checkbox"/>	
	Be You Service	<input type="checkbox"/>	
	Physio or Occupational Therapy	<input type="checkbox"/>	
	Other (Please specify)	<input type="checkbox"/>	
<p>Please provide evidence of how you are using £6000 of your SEND notional funding to meet the child's needs (You can attach a copy of the child's provision map)</p>			
<p>Please specify the band being requested</p>	<p>BAND A £1000</p>	<p>BAND B £2000</p>	<p>BAND C £3000</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A pattern of significant modification of teaching styles and an individualised curriculum in some areas are required.	Requires extensive adult support and a highly adaptive environment.	Requires a highly adapted access to a highly individualised curriculum.
<p>Please describe what the school will use the AIF funding for (You can attach a costed provision map to show the additional proposed provision)</p>			
<p>How will impact/progress be monitored and evidenced?</p>			
<p>Review Date:</p>			

Parent /Carer Views

<p>Has the school informed you about why they are requesting support from the Inclusive School Forum?</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>Have you received a copy of the information guide for parent/carers about the Inclusive School Forum?</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>Please provide a description of your child now including their strengths and areas of difficulties.</p>	
<p>What do you think is working well at the moment?</p>	
<p>Is there anything else you would like to tell us about your family?</p>	

Child/Young Person's views

<p><u>Tell us about you:</u></p> <p>What do others like about you?</p> <p>What do you enjoy doing?</p> <p>Which people are important to you?</p> <p>How do you like to relax?</p> <p>What is the best thing about school?</p>	
<p>Do you find some things difficult?</p> <p>What are they?</p> <p>What helps you?</p> <p>Who helps you?</p>	

Setting declaration

- The contents of this referral have been shared with parents/carers
- All parts of this form have been completed in full

This form has been completed by:

Name:

Job Title:

**Signed
(Head Teacher / Owner / Manager / Principal):**

Date:

**Signed
(SENCo):**

Date:

Parental/carer consent

Please tick:

I confirm that my child's educational setting has discussed this request with me and I have been fully informed in the decision to refer my child to the Inclusive School Forum.

I have received a copy of all the information that the school will submit to the Inclusive School Forum

**Signed:
(Parent/Carer)**

Date:

**Signed:
(Parent/Carer)**

Date:

Please return this form electronically to inclusiveschoolforum@telford.gov.uk

Please note there is no requirement to complete an Inclusive School Provision Plan with this request.

Once the forum has agreed AIF funding however you must then submit an Inclusive Provision Plan to release the funding allocated. Funding will be released from the date the Inclusive Provision Plan is received into inclusiveschoolforum@telford.gov.uk

You will always receive notification of the outcome of your request for AIF funding within 10 working days of attending panel.

Appendix 3

INCLUSIVE SCHOOL PROVISION PLAN (ISPP) - Version 1

(To be completed once AIF funding has been agreed)

Child's Name		Date of Birth	
School/Setting			
SENCo			
Additional Inclusion Funding (AIF) Request (Please circle)			
Band 1	Band 2	Band 3	
<i>Amount agreed</i>	<i>(Please complete after confirmation of funding from forum)</i>		
<i>Start Date</i>		<i>Review Date</i>	

Summary of special educational needs

OUTCOMES	
What are the expected outcomes that <u>xxx</u> will achieve over the next 12 months.	1.
	2.

<i>(Please add as many outcomes as required)</i>	3.		
Details of provision/Intervention to meet outcomes	Grouping (Ratio)	Session	
		Duration	Frequency
Summarise how the additional provision will enable the child/young person towards greater independence.			

Parent / Carer's view
Pupil's views

Staff member responsible for completing the plan		
Name:	Designation:	Date:

Appendix 4

Information Guide for Parent/Carers

What is the Inclusive School Forum?

The Inclusive School Forum is a meeting of school professionals including head teachers and SENCOs who have expertise in special educational needs. It has been developed for all schools in Telford and Wrekin so that they are able to get advice and guidance from each other about how to meet children's needs effectively.

In addition schools can ask the Inclusive School Forum for funding to support children's complex SEND. This is known as Additional Inclusion Funding or AIF for short. Many parents say they have long waits to access support some of which have been only accessible with an Education, Health and Care Plan. There will be no need for a child to have an Education, Health and Care Plan to access funding (AIF) from the Inclusive School Forum. One aim of the forum is to provide funding much earlier so that children's needs can be supported quickly.

Schools must work with parent/carers, children and young people in a person centred way, including you in the application and review process.

Which children can be discussed at the Inclusive School Forum?

- Children and young people of primary and secondary age including those at academies.
- Where funding (AIF) is being requested for a child they must have a Telford and Wrekin address.
- The child or young person will have significant barriers to learning that require support above what is already allocated in a schools budget.
- Funding (AIF) is allocated to the individual pupil, if the pupil moves school the funding is transferred if appropriate.
- If you currently have, are applying for, or going through the EHC process then you are not able to apply for funding from the School Inclusion Forum at the same time.

What happens at forum?

Once an application has been accepted the SENCO of your child's school will discuss your child with the forum. Forum meets once a month and a number of children are discussed from schools across Telford and Wrekin. The members of forum understand that all information shared about your child is to be kept confidential. Where members feel there is a conflict of interest, for example they are aware of the child outside of work, then they will leave the forum while the child is being discussed.

Schools may not always receive funding (AIF) following attendance at forum. Some schools will only want some advice and guidance whereas others will seek funding (AIF). Where funding (AIF) is not agreed the school will be given some next steps to consider. When the school are making an application for the Inclusive School Forum they must talk to you so you know what they are asking for.

What support can funding (AIF) be used for?

- Requests need a clear rationale and based on specific outcomes.
- This may include, but not limited to, support services, therapy, positive play and or teaching assistants to provide specific learning programmes.
- Support must be appropriate for the child or young person to meet the individual child's identified needs.
- Schools must record the provision they put in place using an Inclusive School Provision Plan (ISPP).

How are parents/carers, children and young people involved?

Parents and carers should be involved in the whole process. Schools should talk to you about the support already in place and what they are proposing when requesting support from the Inclusive School Forum.

Schools will consult with parents and carers on the proposed support requested. You should contribute to and have a copy of the Inclusive School Provision Plan that is put in place.

The form for parents/carers, children and young people should be filled out in a person centred way.

How is support from the Inclusive School Forum requested?

Schools can apply using the templates and forms they have been provided with.

Schools are expected to involve parents/carers, children and young people before, during and after the application. Your views are recorded and returned with the application.

Schools will feedback the outcome of discussions at forum with you. Where funding (AIF) is agreed this will be available to schools within 10 working days.

Parents/carers will also be notified of any funding that has been agreed by post or email from the Local Authority who hold the budget.

Schools must review the Inclusive School Provision Plan (ISPP) with parents/carers before the date funding is due to cease.

Allocation of funding (AIF) is early support; therefore support should start immediately after it has been provided to schools.

Who to contact?

If you think your child would benefit from the scheme contact your school's Special Educational Needs Coordinator (SENCo) or head teacher who will be able to provide further information.

You can also look at Telford and Wrekin's Local Offer for more information

www.telfordsend.org.uk

If your child is accessing the scheme and you feel support is not appropriate you can talk to the SEND team within the Local Authority who are able to advise you on 01952 381045 or alternatively you can talk to IASS (Independent Advice Support Service) on 01952 457176



Appendix 5

INCLUSIVE SCHOOL EVALUATION FORM (ISEF) - Version 1

Child's Name		Date of Birth	
School/Setting			
SENCo			
<i>Review Date</i>			

Progress made towards outcomes

Outcome	Rating progress towards outcomes 1 – fully met 2 – Partially met 3 – Not met	Evidence required: (Progress Data - Assessments, standardised scores, teacher comments, etc.)
1.	1 2 3 <i>(Please circle)</i>	
2.	1 2 3 <i>(Please circle)</i>	
3.	1 2 3 <i>(Please circle)</i>	

(Please add rows, as required, to represent all outcomes specified on the ISPP)

Please summarise progress towards enabling the young person towards greater independence

Parent / Carer's view

Pupil's views

Recommendations following Evaluation

Outcomes have been achieved. Pupil progress indicates that interventions have been successful	Yes / No
Progress has been made towards outcomes. Further AIF funding is requested. <i>Please complete a new request.</i>	Yes / No

Staff member responsible for completing the evaluation form

Name:	Designation:
-------	--------------

Appendix 6

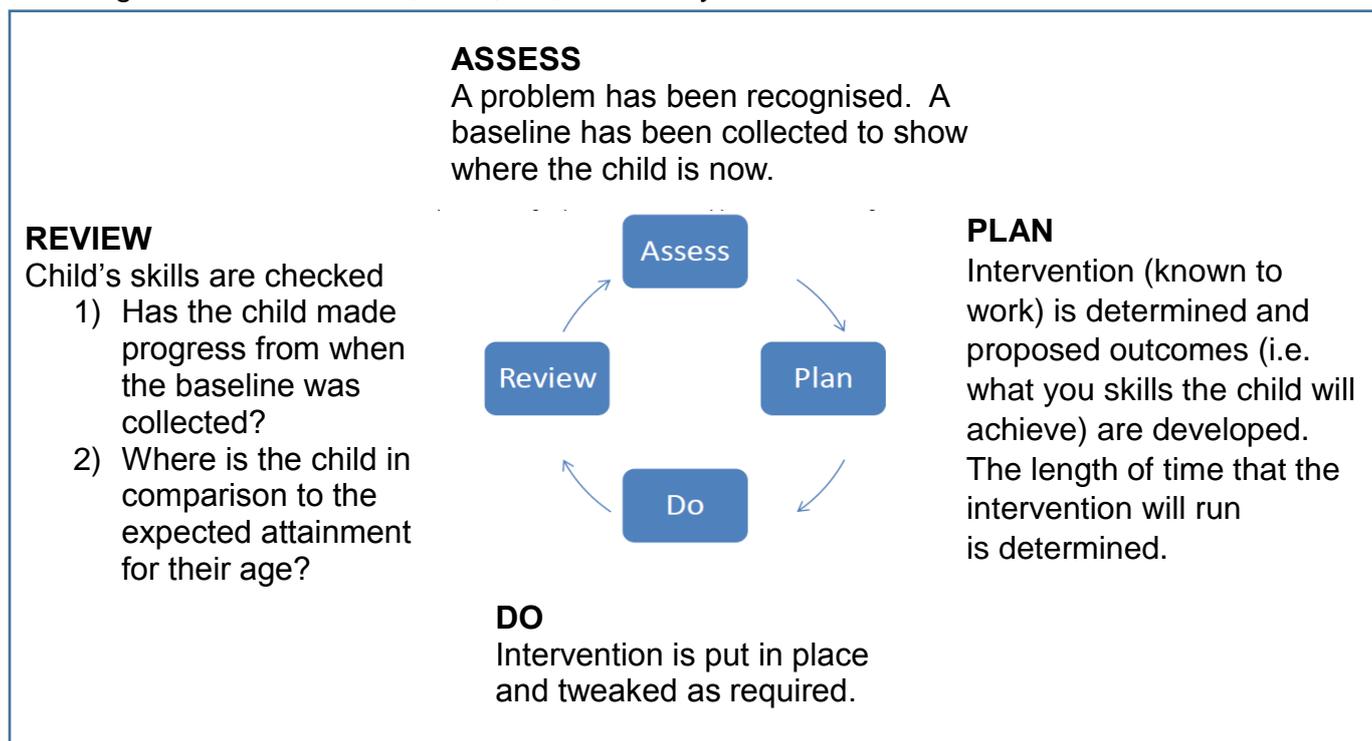
The graduated response to meeting Special Educational Needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary improving teachers understanding of strategies to identify and support vulnerable children and young people and their knowledge of the SEN most frequently encountered.

Where a child or young person is identified as possibly having SEN, settings are expected to adopt a graduated response following the Assess, Plan, Do and Review cycle.

Where a child or young person is identified as having SEN, the setting should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four part cycle, through which earlier decisions and actions were revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the 'graduated approach' and is shown in figure 1.

Figure 1 – The Assess, Plan, Do, Review cycle



The graduated approach draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of the child or young person.

There are 5 key ingredients to evidence a 'high quality' graduated response.

1. Individual learner support plans/provision maps show 'waves' of support that feature assess, plan, do review cycles at universal (element 1), targeted (element 2) and specialist (element 3) levels. There is not a specified amount of cycles or a set timeframe before a request for AIF can be made, although in the majority of cases a number of successive cycles is expected.
2. Within individual learner support plans/provision maps there are clear targets with well-defined outcomes. These are articulated using SMARTA (Specific, Measurable, Achievable, Realistic, Time, Agreed) principles. A baseline must be included so that the starting point of the child or young person is known and evaluation should focus on progress made from that starting position.
3. Outside agencies have contributed over time throughout APDR cycles and their involvement is clearly evidenced.
4. Progress data is provided over time and clearly shows where the child is currently attaining and how that compares to the expectation for children of the same age.
5. Person-centred approaches have been used throughout cycles of APDR. Individual support plans/provision maps show that children and parents have been involved in target/outcome setting and their views and wishes are represented.

Use of outside professionals

The use of outside professionals within educational settings are critical to supporting children and young people with special educational needs both in terms of early intervention, building capacity and the provision of specialist advice for those learners who require cycles of APDR.

The Code of Practice 2015 highlights that establishments are likely to need to commission these services directly and that such services include, but are not limited to, Educational Psychologists, Specialist learning and behaviour support services and teachers of Hearing/Visual Impairment. This may also include therapists such as speech and language therapists, occupational therapists and physiotherapists.

In Telford and Wrekin there is a changing culture away from a traditional expert model of delivering services by educational professionals (where one-off assessments and standalone reports have been completed) to actively contributing to cycles of APDR. Evidence that Indicator 3 has been met will include **meaningful** contribution of appropriate professionals, relevant to the child or young person's need, and that recommendations have been put in place and reviewed over time

Provision

Settings must provide evidence that they have contributed to additional needs, including the Pupil Premium (if appropriate) to provide target programmes, support and resources that are unique to the child individually or in a group environment. Schools are expected to fund up to £4000 from their base budget for the provision of high quality differentiated teaching (element 1) and an additional £6000 from their notional SEN budgets (element 2) to support their graduated approach as specified with [section 11 of the Schools and Early Years Finance Regulations, 2015 \(page 12\)](#).

Appendix 7

Forum members for 18/19 academic year

Ellen Smith, Deputy Head/SENCo, Apley Wood Primary School, (Forum Member)

Liza-Jane Rawlings, Assistant Head Teacher/SENCo, William Reynolds Primary School, (Forum Member)

Tammy Lockley, Head Teacher, Aqueduct Primary School (Forum Member)

Mandie Haywood, Head Teacher, Old Park Primary School (Co-chair of forum)

Alison Prosser, Director of Inclusion, Telford Park and Telford Langley Academies (Forum Member)

Lynne McCormack, Deputy Head Teacher, Haughton School (Forum Member)

Amanda Weaving, SENCo, Ercall Wood (Forum Member)

Karen Athawes, Deputy Head, Ercall Wood (Co-chair of forum)

Rachel Gears, SENCo; Rachel Cook, Head Teacher; Aimee Plimmer; SEN Teacher, Newdale Primary School (Forum Member)

Sandra Osman (Forum Member)

Denise Rock, SENCo, Redhill Primary School (Forum Member)



Appendix 8

Inclusive School Forum (ISF)

Terms of Reference for Forum Members

General

1. The name of the forum will be the Inclusive School Forum (ISF)
2. The forum will be chaired by Mandie Haywood (Head Teacher, Old Park Primary), Sandra Osman (Head Teacher, Donnington Wood Juniors) and Karen Athawes. (Deputy Head, Ercall Wood School)
3. The forum has been created, in response to SEND changes nationally and promotes the key principles underpinning the Children & Families Act 2014 and the new 2014 SEND Code of Practice.
4. The forum will consider applications for advice and guidance and / or Additional Inclusion Funding. (AIF)
5. The forum will only consider requests for children without an Education, Health and Care Needs Assessment or Plan.

Function of the forum

1. The forum will provide advice and guidance, support and challenge to schools and signpost to services.
2. To decide whether the child meets the criteria for AIF, determined by the quality of the graduated approach and provide the banding level appropriate to meet the child needs.
3. To support the inclusion of children and young people with SEND in schools and through transition into secondary school.

Confidentiality

1. All members of forum must ensure that information, which has been shared or discussed at the meeting, is treated as strictly confidential in accordance with the [Data Protection Act, 1998](#).
2. No details of individual cases, or forum discussion, should be discussed or continued outside the meeting on the day of the discussion, or at any other time.
3. It is the responsibility of forum members to raise any potential conflict of interest as appropriate.

Operational Principles

1. Forum members must attend all meetings to discuss cases.
2. If a member is unable to attend it is the responsibility of members to liaise, to ensure at least one representative from their school, of equivalent seniority, is able to attend the forum meeting.
3. Decision making will generally be made through discussion and the reaching of a consensus view, facilitated by the chair. If a consensus view cannot be reached, a democratic voting system will be used, with the chair having the casting vote.
4. The forum will meet up to 11 times a year. (Forum will not meet in August)
5. A forum member will only be considered to have a “conflict of interest” if the request is from the same school, if they have a financial interest in the application or know the child/family personally. In this instance we would request that the member leave the room at the point of decision making.
6. The forum can only be held if there is a quorum of 8 (minimum) including school representatives covering primary, secondary, academy and special, plus chair in attendance.
7. All forum members are expected to have read through the cases in preparation for the meeting.
8. Applications to the forum will be administered by the Local Authority (SEND coordinator/Administrator).
9. The forum will communicate their decision on funding in an outcome letter from the local authority within 10 working days of the forum.
10. The forum does not operate a formal appeals procedure. However, professionals can seek information from the forum as to why certain decisions have been made at any time, if these are not sufficiently clear in correspondence.

December 2017



Appendix 9

INCLUSIVE SCHOOL FORUM – Satisfaction Survey

How was it for you?

The Inclusive School Forum has been created to offer school to school support to meet children’s Special Educational Needs.

1. Did you come for panel to seek?

Advice and guidance only

Advice and guidance and AIF funding

2. Overall how was your experience of the forum on a rating scale from 1 to 4?

1	2	3	4
Needs Improving	Satisfactory	Good	Outstanding

Please provide your reasoning for this score

3. Did you find it helpful to ‘present’ your child in a trio at forum?

YES	NO	Why?
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4. Did you feel listened to by forum members?

YES	NO	Why?
-----	----	------

5. Did you feel you went away with some new actions to take forward?

YES	NO	Why?
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6. Would you recommend attendance at forum to a colleague in another school?

YES	NO	Why?

7. Any other comments?

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Participants will be asked to complete this satisfaction survey after attendance at the Inclusive School Forum.