

SEN Funding Evaluation Tool



Impact of SEN Funding (Element 2) on Outcomes for Children and Young People with SEND

SEND evaluation tool relating to academic year 2017-2018

School: Payhembury C of E Primary School

Address: Payhembury, Nr Honiton, Devon, EX14 3HT

Headteacher/Principal: Penny Hammett

SENCo: Emma Palmer

Guidance for completion of this tool

This SEN funding evaluation tool is designed to support schools in demonstrating the impact of E2 SEN funding on the outcomes for children and young people with special educational needs and/or disabilities.

The tool provides schools with a school specific pupil profile detailing the types of need within the school and how these are spread throughout the year groups. Information is also provided on the level of E2 SEN funding going into the school, and where applicable the amount of additional E3 funding.

The figure provided for E2 funding is current at the time of production and does not include the deprivation element of the Additional Educational Needs (AEN).

Maintained schools: The funding information provided relates to the financial year April 2017-2018. It is expected that schools will complete the tool for the current academic year (2017-18) as this provides best fit. Please remember that the evaluation tool is designed to support schools to show the impact of funding and is not an accountancy tool.

Academy schools: The funding information provided relates to the financial year September 2017-2018. It is expected that schools will complete the tool for the current academic year (2017-18). Please remember that the evaluation tool is designed to support schools to show the impact of funding and is not an accountancy tool.

Guidance notes for completion

Front Cover

Please ensure that the school details and Head teacher/Principal and SENCO details are all completed.

Key

	Additional notes for federations and academies
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Section 1: Statutory Compliance and Requirements under the SEND Code of Practice (2015)

SENCO Qualification

6.85- 6.86 (CoP):

- The SENCO **must** be a qualified teacher working at the school.
- A newly appointed SENCO **must** be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they **must** achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.
- A National Award **must** be a postgraduate course accredited by a recognised higher education provider.
- The National College for Teaching and Leadership has worked with providers to develop a set of learning outcomes.
- When appointing staff or arranging for them to study for a National Award schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENCO to fulfil the duties outlined in this Code.
- Any selected course should be at least equivalent to 60 credits at postgraduate study.

Link to the Local Offer

Please copy and paste the link to your school website page that hosts the link to Devon's LO.

SEN Information Report

This must be published annually in September. Please include a link to your SEN Information Report in the evidence box.

Shared SENCO Role

The CoP recognises that it may be appropriate for small schools to share the SENCO role across a number of settings, where this secures sufficient time away from teaching and sufficient administrative support to fulfil their role effectively for the total registered pupil population across all of the schools involved (6.92).

- 6.93: Where such a shared approach is taken the SENCO should not normally have a significant class teaching commitment. Such a shared SENCO role should not be carried out by a headteacher at one of the schools.
- 6.94: Schools should review the effectiveness of such a shared SENCO role regularly and should not persist with it where there is evidence of a negative impact on the quality of SEN provision, or the progress of pupils with SEN.

Schools should consider **how they ensure the effectiveness of the SENCO across settings** and how they are able to maintain high levels of parental confidence through i.e. visibility of the SENCO.

It would be appropriate to include details of how the model works in this section.

Governing Body (GB)/Board of Trustees

It is important for the SENCO to be working closely with the GB/board of trustees and for Governance to have a clear understanding of the challenges, strengths and developing areas for pupils with SEND. This includes a clear overview of how SEN funding, along with other available resourcing is used effectively to secure good or better outcomes for this group of pupils. It is important to include details on the schools approach to communication, challenge and monitoring of statutory compliance and good practice recommendations. This section should outline the impact of effective Governance.

Section 2: SEND Priorities linked to School Improvement Plan (SIP)

This section provides school with the opportunity to demonstrate how they are meeting the expectation to improve high quality inclusive teaching through the development of SEND provision.

This section should evidence what the school are doing to improve outcomes for this vulnerable group and the costs associated with this.

As part of the vulnerable groups SEND pupils should be clearly identified and key areas for development known as part of the schools over-arching SIP.

Costs in this area may related to resource costs such as time for staff meetings and should still be included to provide a rounded and representative view of the school. In most cases schools will already have this information included on their SIP.

Up to three priority areas are included, however some schools may have more or less than this and schools are welcome to amend accordingly.

It is anticipated that for some schools they will be able to cut and paste content from their SIP and/or SEND SIP.

Schools in federations or academies may have some 'shared' priorities for SEND and some that are specific to the individual setting. It is important to include both where this is the case.

Section 3: Staff Training

This section enables schools to record the SEND training invested in by the school.

It is important to record the number (approximate) and role of the staff trained.

Reflecting on the impact of the training helps to evidence the progress the school has made in its school provision and is useful in identifying any next steps required.

Schools in federations or academies may have some 'shared' training for SEND. These can be copied and pasted into individual school evaluation tools. Please also include details of training specific to the individual setting.

Section 4: Key Provision/Interventions to support pupils with SEND

This section provides your school with the opportunity to detail other important provisions and interventions that have not yet been included but represent a significant financial commitment. This section relates to provision that is funded through E2 funding only. It is not necessary to include E3, PP or alternatively funded provision.

Schools may find it helpful to group together similar interventions that are run throughout the school i.e. Support for Reading interventions.

It is not necessary to detail out each individual intervention for a pupil.

Schools have widely different ways of recording intervention and provision in school. This section of the tool enables you to **summarise** the detail you keep elsewhere (i.e. on excel spreadsheets).

It is not necessary to account for all spending on pupils with SEND. Schools should use their own professional judgement on what to include and should include sufficient detail as to demonstrate reasonable and effective use of their SEN funding.

Section 5: Case Studies

This section is an opportunity to demonstrate where provision for SEN pupils has had a positive impact. Schools may choose to use an existing case study- please copy and paste accordingly.

It is expected that schools will include two case studies – one demonstrating how the E2 SEN funding has been used to have a positive impact and the other to demonstrate the impact of additional (E3) funding.

Where schools do not have any pupils in receipt of additional funding there is no expectation on them to complete a second case study.

Schools in federations or academies may have some 'shared' case studies for SEND demonstrating their effective use of E2 SEN funding. It is appropriate to use the same example across settings where this is helpful and expedient. Schools will need to include school specific E3 additional funding case studies where possible as the second case study.

Other evidence to demonstrate to Ofsted and other external parties the impact of SEN funding in school

This section is optional and should only be completed if there is further information that has not been included elsewhere.

Additional notes: School SEN Pupil Profile

This contains information on your school's SEN pupil profile over the past academic years. This enables you to explore any changes in the types of special educational needs and disabilities or changes to the frequency of these needs. This information is taken from the January census return.

The latest comparison to Devon and National data is based on January 2017 census data (SFR 37/2017). This is due to the 2018 National and LA data not yet being available for use.

1. Statutory Compliance and Requirements under the SEND Code of Practice (2015)

Requirement	In Place?		Evidence
	Yes	No	
Senco holds the National Award for SEN Co-ordination (6.85 CoP 2015)	Emma Palmer		National Award for SEN Coordination awarded by: Special Needs and Inclusion Studies, University of Wolverhampton Date: 2011/2012
Senco is a member of the SLT (6.87 CoP 2015)			YES
School website contains a link to the Local Offer	Yes		http://www.fort.devon.sch.uk/paysen
School have published their up to date SEN Information report	YES		Date published: <i>(this should be published every September)</i> <i>Please insert link to school SEN Information Report</i> Please see attached, waiting for documents to be attached to website.
School has an up to date SEN policy			Date ratified: 19 th September 2018 http://www.fort.devon.sch.uk/images/policies/SEND_Policy_Sep_2018.pdf

<p>Does the Senco hold this role across a number of schools?</p>	<p>Yes</p>	<p>Payhembury and Awliscombe (Fort Federation)</p> <p>How much time is allocated to each setting: x1 afternoon weekly shared across the two settings. Additional time allocated when needed</p> <p>How is the effectiveness of this model evaluated: Regular SLT meetings to ensure the needs are being met across the two sites.</p>
<p>How are the Governing Body involved in monitoring the outcomes for SEND pupils?</p> <p>What impact has this had?</p> <p>Does your school have a named SEN Governor?</p>	<p>Regular termly meetings with SENCo. Discussion with regards to EHCs in progress, changes in provision, appointments of SEN specialist staff, new pupils with additional needs. Monitoring website SEN policies and procedures, monitoring pupil chronologies completed by staff at termly staff meetings. Support to complete of SEN audit.</p> <p>SEN is on every T&L and FGB meetings, all governors are kept up to date with SEN pupils/staff developments in school. Governors have enough knowledge to help staff with difficult decisions e.g. health and safety implications of admitting new pupils. Minutes available if required.</p> <p>Pat Fowler</p>	
<p>Do you have any lead practitioners? If yes, please indicate how many of each</p>	<p>Yes / No</p>	<p>Autism Champions (AET): _____</p> <p>SEMH/Thrive Practitioners: <u>Vicky Morris (Awliscombe head of school)</u></p> <p>Attachment based mentors: _____</p> <p>Other: _____</p>

Ofsted

Reference to SEN funding is made within the Ofsted framework under Leadership and Management.

141. Inspectors will consider:

- how effectively leaders use additional funding, including the pupil premium, and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this

Further reference to SEN funding is made;

148: Inspectors will consider whether governors:

- ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium, Year 7 literacy and numeracy catch-up premium, primary PE and sport premium, and special educational needs funding

The grade descriptor for Outstanding Leadership and Management includes:

- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.

Completion of this evaluation tool will support schools in demonstrating the impact of the SEN funding in school. This will help schools in meeting this Ofsted expectation.

2. SEND priorities linked to School Improvement Plan

Priority Area One:

Action:	Resource/Cost:
<p>Settle into the Role of SENCo</p> <ul style="list-style-type: none"> • Go through all current documentation • Read through current TAFs for actions and arrange next meetings. • Learning walk to meet all children with additional needs across the federation • Review current interventions • Familiarise myself with current systems and procedures • Ensure legal responsibilities are fulfilled e.g. website, SEND offer • Attend SEND conference • Attended learning community SENCo meetings 	<p>TLR? SEND CONFERENCE SENO Time Wednesday pm Cover? Cost of covering me for TAF meetings (HLT?!) Cost of man to put SEN stuff on website? Cost of the LC meetings with SEN professionals?</p>
Intended Impact:	
<p>A clear vision for SEN provision and outcomes is established. Ensure that SEN Information Report meets legal requirements. Ensure a clear plan-do-review cycle is happening. Ensure all children on the SEN register are receiving the support that they need Ensuring that children with special educational needs and disabilities within the Fort Federation are receiving the support they need. Determining the strategic development of SEN policy and provision Overseeing the day-to-day operation of the school's SEN policy.</p> <ul style="list-style-type: none"> ▪ Supporting the identification of children with special educational needs. ▪ Co-ordinating provision for children with SEN. ▪ Liaising with parents of children with SEN. ▪ Liaising with other providers, outside agencies, educational psychologists and external agencies. ▪ Ensuring that the school keeps the records of all pupils with SEN up to date. <p>To establish regular meetings with the lead governor for SEN</p>	

Priority Area Two:

Action:	Resource/Cost:
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<p>Establish and embed new systems and procedures inline with the new code of practise.</p> <ul style="list-style-type: none"> • SLT build in regular SEN staff meetings for training, updates, record keeping and support once a term. • Deliver training to share a clear identification process to establish if children have special educational needs – see attached flow chart. • Deliver training to clearly outline the role of the class teacher – see attached flow chart. • Work collaboratively with staff to look at the provision that we offer for element one children – please see attached. • Receive training for Head and Finance officer to establish a better understanding of SEN budget and spend. • Apply for EHC's for the children who need it. • SENCO involved in making decisions about staff deployment, employment and use of resources for SEN 	<p>TLR SENCo cost</p>
<p>Intended Impact:</p>	
<p>SEN provision (including roles of staff) clearly articulated and understood by all. A clear Plan- DO- Review cycle to be embedded. All staff are confident to identify and support children with special education needs. Clear chronologies written by staff. Staff are confident to measure impact of what working well and next steps. SEN governor systematically challenges leaders about the learning and progress of pupils with SEN and the efficient use of resources</p>	

Next steps: FOR ME!

- Any new staff are clear about the IDENTIFICATION of children with special educational needs in the school.
- Further development of TRACKING and MONITORING the progress of children with SEND - Establishing clear on-entry/exit data for specific interventions to measure progress and impact
- Ensuring there is HIGH QUALITY TEACHING AND INTERVENTION for children with SEND – Lesson observations with head of school
- Developing the SEND PROVISION in the school further – appointment of staff for EHCs. Are staff CPD needs in regard to SEN being accurately identified; is relevant and on-going training put in place for Teaching Assistants and support staff?

3. Staff Training over the last academic year and planned activity

Training undertaken:	Impact:	Resource/Cost:
Social story training FunFit training Attending Learning Community – Professionals meetings Rights for Children Training - EPI anxiety training LEGO training – ES, JV, TC, KG EP to attend SEND conference		Cost of Kathy?
Next Steps: <i>e.g Further training required for targeted staff, effective monitoring to ensure implementation</i>		
Safeguarding – crosses over! Early mark making – for children coming in below ARE		

4. Key provision/interventions to support SEND
(if not included elsewhere)

Provision/ Intervention	Outcomes and Impact	Resource/Cost:
Total		£

5. Case Studies (group or individual)

- To demonstrate where provision has had a positive impact.

Please ensure all case studies are anonymised

Case Study 1 – Element 2 funding

Year Group:
Primary Area of Need:
HB/CV/MC
Secure of EHCP

Case Study 2 – Element 3 funding (if applicable)

Year Group:

Primary Area of Need:

Only established 3 EHCs at the end of the academic 2017/18. Appointments made in the start of this academic year.

Other evidence to demonstrate to Ofsted and other external parties the impact of SEN funding in school

Action:	Resource/Cost:
Impact:	