

# Acle Cluster of Schools

## SPECIAL EDUCATIONAL NEEDS & DISABILITIES ADDITIONAL FUNDING HANDBOOK 2016



Cluster Chair: Rachel Quick  
SEND Cluster Coordinator: Sarah Gentle  
Cluster Fund Holder: Acle Cluster c/o  
Freethorpe Primary School



This is to be read alongside the cluster SEND policy that can be found [here](#)

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## **Rationale**

The cluster holds the top-up funding for SEND provision

- The same amount of money is available across the county as before
- The additional funding held by the cluster is to support our learners over and above the allocation of school budgets including high cost SEND needs
- This process is for exceptional needs
- It is a “needs led approach”
- We work together as a cluster, flexibly, creatively and responsibly, thus improving the outcomes for our pupils

## **The Framework**

The framework will endeavour to meet the following aims and objectives:

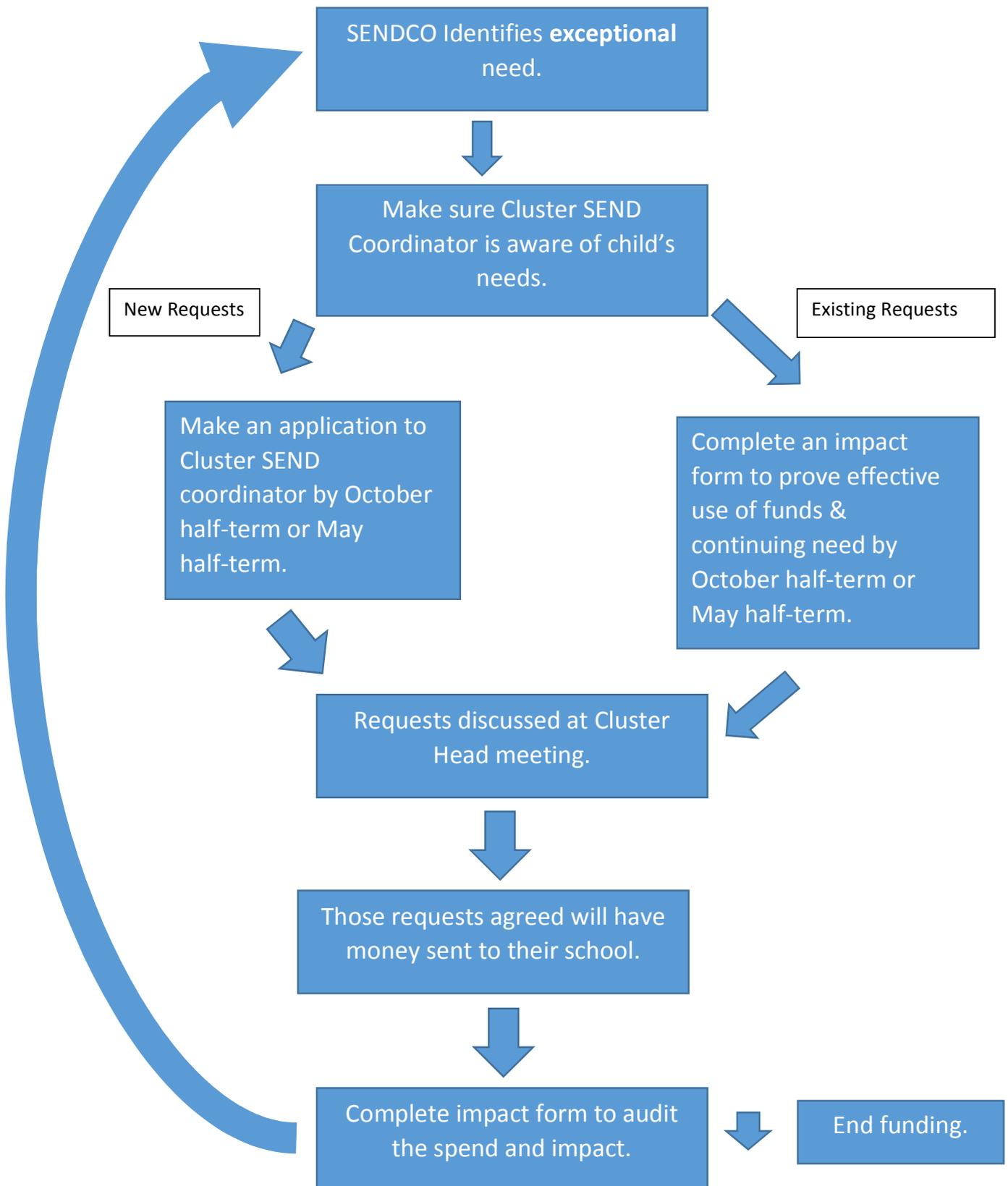
- To create bespoke packages of provision and intervention for our learners
- To maximise impact and outcomes
- To ensure a fair and transparent way of sharing limited resources
- To be accountable for the way SEND funds are spent
- To share resources and expertise across the cluster

Meetings are held twice a term, by the head teachers within the cluster. Funding requests are discussed in the autumn and the summer term.

The Cluster SEND coordinator makes recommendations to the cluster heads about funding requests.

Part of the cluster funding will be set aside as contingency for unforeseen circumstances. For example, when a new pupil moves into the area with high level needs.

## **New and Existing Funding Process (Application and Evaluation)**



## **How much the school should have spent before making an application to Cluster top up fund?**

Each school has notional SEN funding for children with SEN. This goes into each school's budget but is not ring-fenced.

This is explained as follows by the DfE:

“From this funding, mainstream providers will be expected to contribute the first £6,000 of the cost of additional educational support required by a high needs pupil. By additional education support, we mean the support a pupil requires above what would be funded by mainstream per-pupil funding.

To illustrate, if a school received AWPU of £4,500, the contribution a mainstream setting would be expected to make would be £10,500 (AWPU + £6,000). If the AWPU was £5,500, the contribution would be £11,500 (again, AWPU + £6,000).”

This means from the point of view of the cluster, that they will not expect mainstream schools who are educating a child for whom they are responsible to ask for further funding for special educational provision until they can demonstrate that the cost of provision exceeds the high needs threshold of £10,000 (or the AWPU plus £6,000 if different).

The share of money allocated to each school in the cluster for SEN can be found here: <http://efs.norfolk.gov.uk/BudgetShare/default.aspx>

### **Other sources of funding that can be used to support some pupils with SEN:**

- Virtual school
- Post adoption funding
- Early years SEN funding
- Pupil premium

### **Guidance on DDA funding**

Schools need to consider their responsibilities to individual pupils with disabilities, with regards to the Disability Discrimination Act - the link below explains the school role and responsibility. SEND funding is primarily available to support the

pupils' Learning needs within statutory sessions. Where there is any ambiguity, headteachers and SENDCOs are welcome to bring this as a discussion point to subsequent Headteacher meetings.

<https://www.gov.uk/rights-disabled-person/education-rights>

### **Who is eligible for funding?**

- Any school within the cluster
- Any child with high needs SEND who attends a cluster school, even if they live in another cluster

Within our cluster we have some schools that are part of Acle cluster and also part of a federation or academy, sometimes containing schools outside the cluster. In principle, the cluster would want to support SEN across all these schools by sharing best practice. However, where a cost is incurred to the Acle cluster at the expense of providing the best quality provision for children who attend the Acle cluster of schools, the cluster is committed to re-claiming those expenses from any schools outside of Acle cluster.

For example training may be opened up to a wider group of people than just those in the cluster schools. Those attending from schools outside the cluster would be expected to pay. Or another school may wish to borrow assessment materials, which could only be lent where it did not impact on Acle cluster needs.

### **Training**

The cluster funds some training to enable teachers and TAs have access to training that supports their work with the clusters high need children.

In the year 2014 to 2015 the cluster had training on social stories and bereavement and use of the British Picture Vocabulary Scale (a standardised test of understanding of spoken vocabulary). As a result, there is an expectation that colleagues would have used cluster expertise and resources first, before seeking cluster funding support for children with these needs. Next year we plan to have cluster training in Lego therapy and clicker6/7 training.

The cluster's current focus is on early intervention with children and young people who have speech and language difficulties.

It was recognised by the cluster that:

- There was a group of children where schools were finding difficulties accessing support and sessions from SALT for children
- If unsupported these children were likely to develop Cognitive and Learning difficulties
- This in turn could lead to children developing behaviours of frustration, disengagement and low self-esteem which may eventually mean identification under Social Emotional and Mental Health category on our records
- The high school had a high number of ASD diagnoses and wanted to upskill staff in understanding these pupils' needs and building effective communication

The cluster has secured additional funding from a bid to County for Elklan training leading to a Communication Friendly Accreditation for the Acle Cluster by 2017.

Below is the proposed timetable:

**Suggested Model for Elklan Communication Friendly Cluster training – 2015-2017 (Primaries)**

<b>Term</b>	<b>Spring Term A 2016</b>	<b>Spring Term B 2016</b>	<b>Summer Term A - 2016</b>	<b>Summer Term B - 2016</b>
<b>Dates</b>	January – Feb 2016	Feb – March 2016	April – May 2016	June – July 2016
<b>Activity - TAs</b>	Level 3 5 x 2 hour afternoon sessions	Level 3 5 x 2 hour afternoon sessions	Completion of Level 3 Portfolio	Embedding Practice in classrooms/schools and with individual children – supporting LCP staff development sessions
<b>Activity Teachers – Lead Communication Practitioners</b>	Level 3 1 or 2 full day sessions – 3 in total	Level 3 1 or 2 full day sessions – 3 in total	Completion of Level 3 Portfolio	Commencement of Level 4 LCP award – 1 hour staff-meeting – Led by LCPs

<b>Term</b>	<b>Inset Day – September 2016</b>	<b>Autumn Term A</b>	<b>Autumn Term B</b>	<b>Spring Term A - 2017</b>	<b>Spring Term B - 2017</b>
<b>Dates</b>	September 1 <sup>st</sup> /2 <sup>nd</sup>	September – October 2016 October 17 <sup>th</sup>	November – December 2016	January – February 2017 January 17 <sup>th</sup>	February - March 2017 6 <sup>th</sup> March March 27 <sup>th</sup>
<b>Activity - TAs</b>	Embedding Practice in classrooms/schools and with individual children – supporting LCP staff development sessions				
<b>Activity Teachers – Lead Communication Practitioners</b>	Level 4 Staff development session – 2 (1 hour) – led by LCPs	Level 4 Staff development session – 3 (1 hour) – led by LCPs	Level 4 Staff development session – 4 (1 hour) – led by LCPs	Level 4 Staff development session – 5 (1 hour) – led by LCPs	Completion of Portfolio  <b>Cluster Schools’ Audit</b>
<b>Previous Eklan Practitioners/ other training</b>	<ul style="list-style-type: none"> <li>• Previously trained Eklan trained TAs – refresher session/day – Spring Term 2016</li> <li>• Information Session for Governors/headteacher other than SENDCOs –</li> </ul> <p>Secondary Communication model to be developed separately in conjunction with Acle Academy staff – Summer Term B/Autumn Term A</p>				

- 1 x 10 week sessions for TAs – Level 3 - Primaries
- 3 x day Level 3 session for teachers – LCPs – potential model for secondary schools – teachers + TAs
- ½ day information session for Heads/Governors (not SENDCOs) – to look at impact/audit for communication friendly schools.
- Dissemination dates:
  - Monday 6<sup>th</sup> June
  - Monday 17<sup>th</sup> October
  - Monday 17<sup>th</sup> January
  - Monday 6<sup>th</sup> March
  - Final evaluation – March 27<sup>th</sup>
  - Audit – April to June 2017

## Individual school data: Autumn 2017

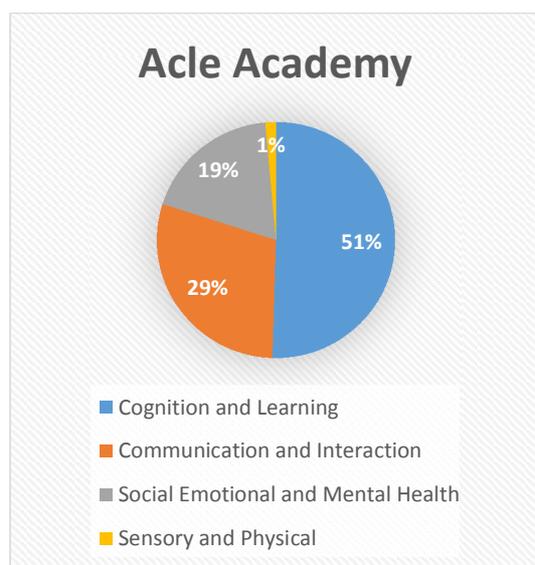
**National data 2016:** 14% on SEN register. 2.8% on statements or EHCPs.

**Norfolk data 2016:** 15.4 % on SEN register. 3.4% on statements or EHCPs.

<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2016>

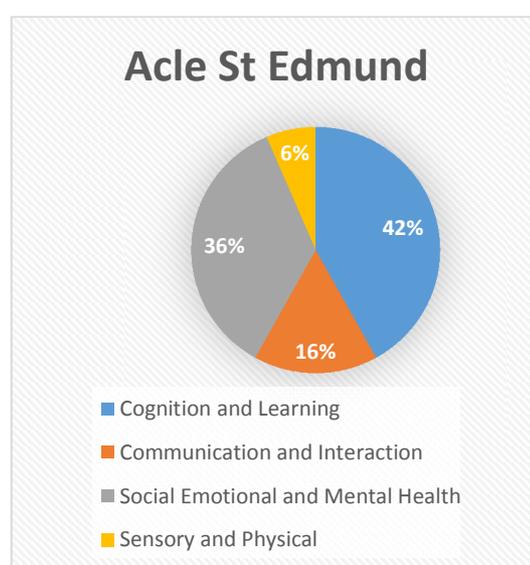
**Cluster data 2016:** (average of all eight schools): 16 % on SEN register. % on statements or EHCPs.

The national data does not use the four categories used by the code of practice (see below) so it is difficult to compare national data with cluster data on types of SEN.



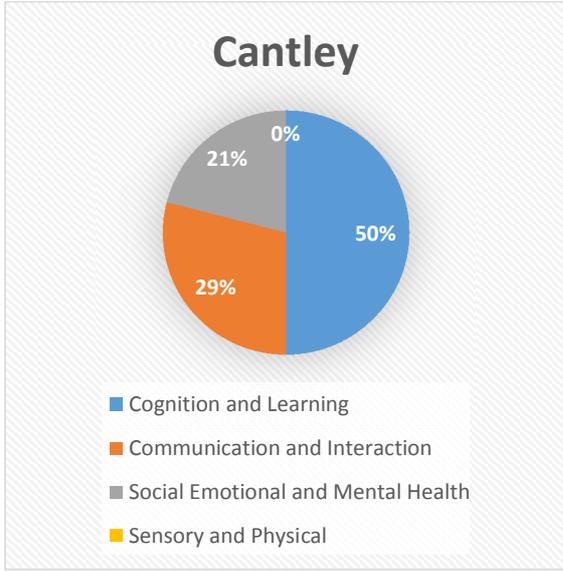
10% on SEND register

12 statement or EHCP, 0 requests for EHCP



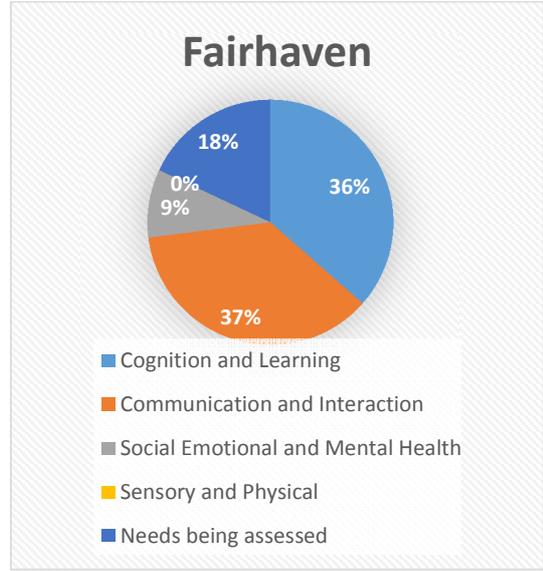
15% on SEND register

3 statement or EHCP, 1 requests for EHCP



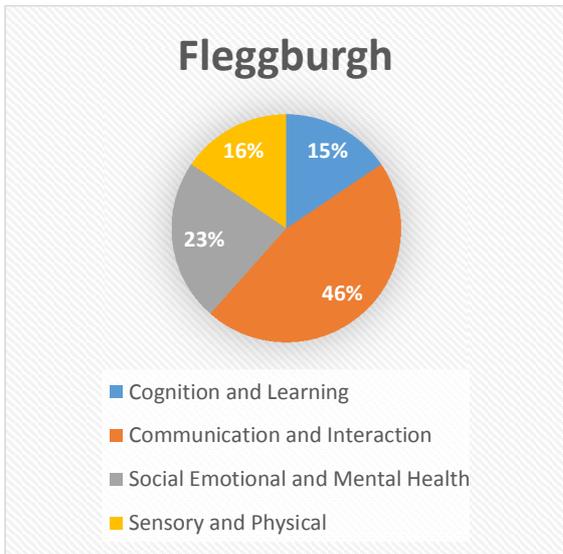
25% on SEND register

1 statement or EHCP, 0 requests for EHCP



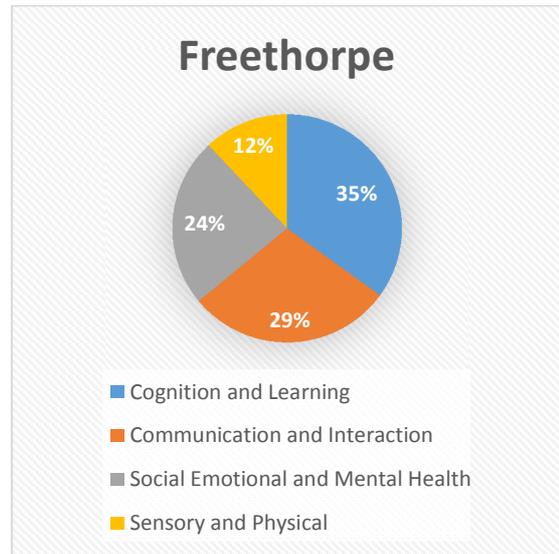
12% on SEND register

0 statement or EHCP, 0 requests for EHCP



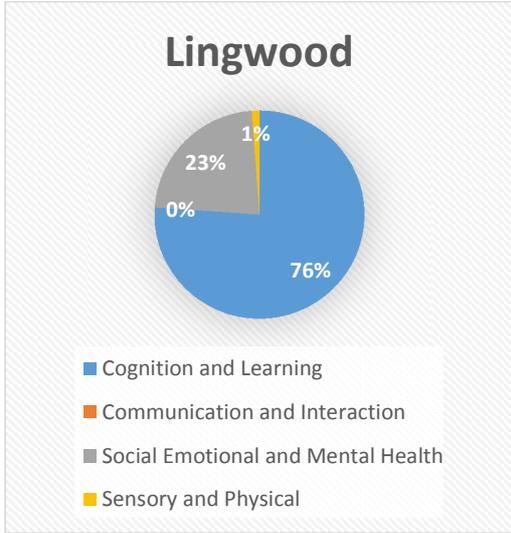
28% on SEND register

2 statement or EHCP, 1 request for EHCP



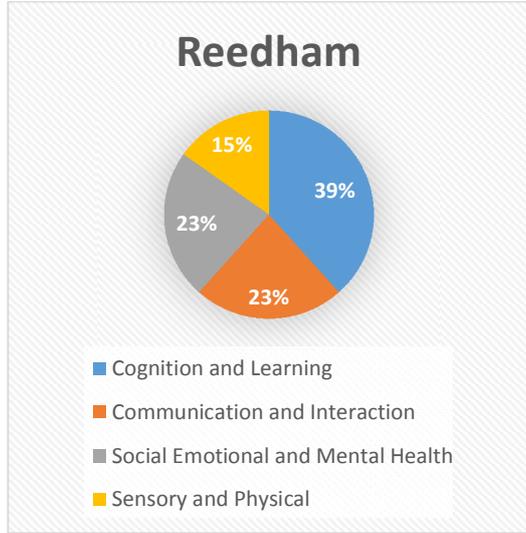
10% on SEND register

5 statement or EHCP, 0 requests for EHCP



9% on SEND register

3 statement or EHCP, 0 requests for EHCP



26.5% on SEND register

1 statement or EHCP, 0 requests for EHCP

## Appendix 1: SEN Level of Need:

Refer to this document to ascertain if your request meets the cluster criteria.

<p>Learners with low level special educational needs or with low levels of attainment</p> <p><i>Provision made in class</i></p>
<ul style="list-style-type: none"><li>• Attaining below nationally expected levels for age.</li><li>• Unable to maintain concentration / focus for periods appropriate to age</li><li>• Difficulties with independence, organisation and following instruction</li><li>• Displays some disruptive / inappropriate behaviour that requires management</li><li>• Some difficulties with friendships/relationships</li><li>• Some delay in fine and/or gross motor skills</li><li>• Some communication and/or language difficulties although is understood by known people</li><li>• Requires some support / supervision for care / mobility / medical needs through a health / care plan</li><li>• Requires some small group work to ensure progress</li></ul>
<p>Learners with moderate level special educational needs</p> <p><i>Needs met by school with Wave 2 and/or 3 provision up to a cost of £6,000 per year</i></p>
<ul style="list-style-type: none"><li>• Known to one or more services / agencies</li><li>• Attaining below nationally expected levels for age for a prolonged period (2 terms) despite Wave 1 intervention</li><li>• Require some adult support / 1:1 work / specialist equipment to facilitate access to the curriculum</li><li>• Delay in fine and/or gross motor skills requiring specialist equipment</li><li>• Experience social difficulty that requires support</li><li>• Some communication and/or language difficulties hinders access although can make needs known</li><li>• Reduced participation in and contribution to learning activities</li><li>• Evidence of stress and/or anxiety responses to identified situations</li><li>• Displays behaviour that frequently disrupts own or peers' learning opportunities</li><li>• Requires intervention for care / self help / mobility / medical needs through health / care plan</li><li>• Sensory needs generate a requirement to modify information and materials</li></ul>

Learners with high level special educational need

*Possible application for funding from cluster for provision costing over £6,000*

- Known to a number of services / agencies with high level of involvement from at least one
- Attaining well below nationally expected levels for age
- Very slow progress resulting in a widening gap between their own and age appropriate attainment despite support
- Delayed fine and/or gross motor skills require adult support
- Significant difficulties with organisation and/or communication inhibit access to classroom activities
- Require a highly adapted or personalised curriculum, able to participate in limited classroom activities
- Experiences extreme social difficulties and frequent social isolation despite support
- Reduced attendance and/or engagement
- Display behaviour that persistently disrupts attendance, own or peers' learning opportunities, progress and/or repeatedly causes harm or damage
- Extreme stress and/or anxiety responses generated by identified situations
- Requires extensive intervention to develop age appropriate self help /daily living / personal care skills

Learners with a significantly higher level of special educational need

*Possible request for statutory assessment (Single assessment of Education, Health and Care from 2014)*

- High levels of involvement from a number of services
- Achieving significantly below nationally expected levels for age (<2<sup>nd</sup> percentile)
- Unable to access classroom activities or formal learning situations despite significant support
- Show minimal progress or even regression despite high levels of support
- Socially isolated, vulnerable and/or disengaged
- Motor skills require high levels of adult support and specialist equipment to access the curriculum
- Wholly dependent upon adult support for care needs
- Display extremely inappropriate behaviour that consistently disrupts own or peers' learning opportunities
- Behaviour causes damage to property and / or danger of harm to him/herself and / or others
- Disengaged from learning with imminent risk of exclusion

## Appendix 2: The Leuven Scale for well-being and Involvement

Level	Well-being	Signals
1	Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He /she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

Level	Involvement	Signals
1	Extremely low	Activity is simple, repetitive and passive. The child seems absent displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. The child' activity has intense moments and at all times they seem involved. They are not easily distracted.
5	Extremely high	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period

### Appendix 3: The Five Functions of TAs

Cluster funding will not be allocated to employment of TAs unless a school can demonstrate that they are being used effectively. For example:

**Mediation:** The TA would be asked to scaffold access to class teaching and to mediate between the differentiated task delivered by the teacher and the experience of the learner. This is measurable through the successful engagement with differentiated class based tasks.

**Reinforcement of a skill or learning behaviour:** The TA would rehearse a skill with a learner as part of their preparation for a new task, or remind them of a skill or learning behaviour. This is also measurable through the successful participation of a differentiated class based tasks.

**Assessment:** The TA may be asked to complete tasks, tests or observations of learners with SEND to inform the on-going assessment of progress and needs. This would be evidenced within teacher planning and timetabling of TA resources.

**Intervention:** The TA may be asked to deliver a targeted intervention programme intended to develop skill acquisition. The evidence for this would be within teacher planning and timetabling of TA resources.

**Liaison:** The TA may be asked to accompany a learner to education off site, such as an SRB. Their role would be to provide continuity of provision with the home school. The evidence for this would be through improved re-integration of the learner to mainstream school.

Look at this document for more information on effective use of TAs:

[https://educationendowmentfoundation.org.uk/.../TA\\_Guidance\\_Report...](https://educationendowmentfoundation.org.uk/.../TA_Guidance_Report...)

## Appendix 4: Teaching and Learning Toolkit: Early Years

This is a summary of the work done by the Education Endowment fund in 2015 to compare the effectiveness and evidence base of different interventions in schools. Any cluster funding request will be considered alongside this toolkit. For more information follow this link: <https://educationendowmentfoundation.org.uk/evidence/early-years-toolkit/>

Toolkit Strand	Cost/ Evidence/ Strength	Months Impact
Communication and language approaches	High impact for very low cost, based on extensive evidence.	+6
Digital technology	Moderate impact for moderate cost, based on limited evidence.	+4
Earlier starting age	High impact for very high cost, based on limited evidence.	+6
Early literacy approaches	Moderate impact for very low cost, based on extensive evidence.	+4
Early numeracy approaches	Moderate impact for very low cost, based on moderate evidence.	+5
Extra hours	Moderate impact for very high cost, based on limited evidence.	+3
Parental engagement	Moderate impact for moderate cost, based on moderate evidence.	+5
Physical development approaches	Low impact for very low cost, based on limited evidence.	+2
Physical environment	Very Low or no impact for low cost, based on very limited evidence.	0
Play-based learning	Moderate impact for very low cost, based on very limited evidence.	+3
Self-regulation strategies	High impact for very low cost, based on limited evidence.	+7
Social and emotional learning strategies	Moderate impact for moderate cost, based on very limited evidence.	+3

## Appendix 5: Teaching and Learning Toolkit: 5 to 16 year olds

This is a summary of the work done by the Education Endowment fund in 2015 to compare the effectiveness and evidence base of different interventions in schools. Any cluster funding request will be considered alongside this toolkit.

For more information follow this link:

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

Toolkit Strand	Cost/Evidence/Strength	Months Impact
Arts participation	Low impact for low cost, based on moderate evidence.	+2
Aspiration interventions	Very low or no impact for moderate cost based on very limited evidence.	0
Behaviour interventions	Moderate impact for moderate cost, based on extensive evidence.	+4
Block Scheduling	Very low or no impact for very low or no cost, based on limited evidence.	0
Collaborative learning	Moderate impact for very low cost, based on extensive evidence.	+5
Digital technology	Moderate impact for moderate cost, based on extensive evidence.	+4
Early years intervention	Moderate impact for very high costs, based on extensive evidence.	+5
Extending school time	Low impact for moderate cost, based on moderate evidence.	+2
Feedback	High impact for very low cost, based on moderate evidence.	+8
Homework (Primary)	Low impact for very low or no cost, based on limited evidence.	+2
Homework (Secondary)	Moderate impact for very low or no cost, based on moderate evidence.	+5

Individualised instruction	Low impact for very low cost, based on moderate evidence.	+2
Learning styles	Low impact for very low cost, based on limited evidence.	+2
Mastery learning	Moderate impact for very low cost, based on moderate evidence.	+5
Mentoring	Low impact for moderate cost, based on moderate evidence.	+1
Meta-cognition and self-regulation	High impact for very low cost, based on extensive evidence.	+8
One to one tuition	Moderate impact for high cost, based on extensive evidence.	+5
Oral language interventions	Moderate impact for very low cost, based on extensive evidence.	+5
Outdoor adventure learning	Moderate impact for moderate cost, based on limited evidence.	+3
Parental involvement	Moderate impact for moderate cost, based on moderate evidence.	+3
Peer tutoring	Moderate impact for very low cost, based on extensive evidence.	+5
Performance pay	Very low or no impact for low cost, based on very limited evidence.	0
Phonics	Moderate impact for very low cost, based on very extensive evidence.	+4
Physical environment	Very low or no impact for low cost based on very limited evidence.	0
Reading comprehension strategies	Moderate impact for very low cost, based on extensive evidence.	+5

Reducing class size	Moderate impact for very high cost, based on moderate evidence.	+3
Repeating a year	Negative impact for very high cost based on extensive evidence.	-4
School uniform	Very low or no impact for very low cost, based on very limited evidence.	0
Setting or streaming	Negative impact for very low or no cost, based on moderate evidence.	-1
Small group tuition	Moderate impact for moderate cost, based on limited evidence.	+4
Social and emotional learning	Moderate impact for moderate cost, based on extensive evidence.	+4
Sports participation	Low impact for moderate cost based on limited evidence.	+2
Summer schools	Low impact for moderate cost based on extensive evidence.	+2
Teaching assistants	Low impact for high cost, based on limited evidence.	+1

## Appendix 7: Cluster provision map

<p align="center"><b>SEN provision: what do we do in the Acle Cluster that is “additional to or different from”?</b></p> <p align="center">These are the range of interventions on offer across the cluster. Not all schools will use all of these interventions but cluster provision mapping encourages schools to share knowledge and expertise.</p>					
	Nursery	Key stage 1	Key stage 2	Key stage 3	Key stage 4
<p><b>Cognition and learning including literacy, numeracy, memory</b></p>		<p>Catch up            Sounds discovery            Nessy            Precision teaching            Reading Champions            Memory Magic            Maths Catch – Up            Phonic Catch – Up            Numicom            Precision teaching            Extra phonics            Extra reading            Clicker 7            Clicker sentences            ATT            Alternative means of recording such as ipad            Advice from advisory teacher            Sound Discovery            Tracks literacy            numicom</p>	<p>Catch up            Sounds discovery            Nessy            Precision teaching            Reading Champions            Memory Magic            Maths Catch – Up            Phonic &amp; Grammar Catch – Up            Rapid Writing            Reading Comprehension            Precision Teaching of Key Words            Sound discovery            Precision teaching            Nessy            Lexia            Catch up            Numicom            Extra reading            Clicker 7            Clicker sentences            ATT            Advice from advisory teacher            Catch up numeracy            Nessy            Clicker</p>	<p>TA Support            Passport maths            Additional tuition            Lexia            Toe by Toe</p>	<p>TA Support</p>

<p><b>Speech Language and Communication</b></p>		<p>Outreach speech and language input and small groups  SRB speech and language  Talk Boost  Elklan Speech &amp; Language Spirals  Social stories  SALT advice  Visual timetables  Lego therapy  Daily SALT and Elklan tasks</p>	<p>Elklan Speech &amp; Language Spirals  Social stories  SALT advice  Visual timetables  Lego therapy</p>		
<p><b>Social, emotional and mental health</b></p>		<p>1:1 and small group nurture support  Benjamin Foundation  Benjamin Foundation  1:1 and small group nurture support  Reward systems  Access to calming activities  R.time  Thrive  Social stories  Point 1  CAMHS  Advice from Ed Psych  Visual timetables  Benjamin Foundation</p>	<p>1:1 and small group nurture support  Benjamin Foundation  Benjamin Foundation  1:1 and small group nurture support  Reward systems  Access to calming activities  Circle time  Circle of friends  Social stories  Nelson's journey  Point 1  CAMHS  Advice from Ed Psych  Visual timetables  Lego Therapy</p>	<p>Pastoral assistant support  School Counsellor  Exam stress programme.  TITAN training</p>	<p>Pastoral assistant support  School Counsellor  Exam stress programme.  TITAN training</p>

<b>Sensory and physical</b>		<p>Speed Up (Fine Motor Skills / Handwriting)  Fine motor activities  Gross motor activities  Roll n'write  Riding  "Write from the start"  Adaptions for Meares  Irlen  Fiddle toys  Slopes/cushions/weighted scarf/alternative scissors/pen grips  Advice from Sensory support, occupational therapist, physiotherapist  Easi-keysi  ATT</p>	<p>Speed Up (Fine Motor Skills / Handwriting)  Speed Up (Fine Motor Skills / Handwriting)  Roll n'write  Riding  Adaptions for Meares  Irlen  Fiddle toys  Slopes/cushions/weighted scarf/alternative scissors/pen grips  Advice from Sensory support, occupational therapist, physiotherapist  BBC dance mat  ATT</p>	<p>NCC Sensory Support</p>	<p>NCC Sensory Support</p>
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## **Appendix 8: Useful links to support SENDCOs**

Norfolk's Local Offer should provide links to what is available in Norfolk to support pupils with SEN. It is a resource for parents, professionals and the pupils themselves:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

National Association for Special Educational Needs has a wealth of useful information.

<http://www.nasen.org.uk/>

Judith Carter's website Willow tree learning has useful links. She also runs the Norfolk SENDCO network meetings which are an invaluable opportunity to meet with other SENDCOs, keep updated on the latest SEN news and access CPD opportunities 3 times a year.

<http://www.willowtreelearning.co.uk/>

### **Useful links to effective interventions**

What works for reading/spelling?

<http://www.dyslexiaaction.org.uk/files/dyslexiaaction/what-works-5th-edition.pdf>

What works for Maths?

<http://webarchive.nationalarchives.gov.uk/20110202093118/http://nationalstrategies.standards.dcsf.gov.uk/node/174504>

What works for Speech, Language and Communication Needs?

<https://www.gov.uk/government/publications/what-works-interventions-for-children-and-young-people-with-speech-language-and-communication-needs>

Education Endowment Foundation: See appendices 4 &5.

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

<https://educationendowmentfoundation.org.uk/evidence/early-years-toolkit>

## **Appendix 8 cont: Useful links to support SENDCOs**

### **Useful links to SEN Training for all staff**

Inclusion Development Programme are online training materials that cover Autism, Speech Language and Communication Needs, Dyslexia and Behavioural, Emotional and Social Difficulties, with an Early years, primary or secondary focus to the materials. See link below:

<http://www.idponline.org.uk/psslcn/fscommand/launch.html>

Nasen provide a free online course aiming to help teachers and educational practitioners working across the 0 – 25 years age range to develop high quality practice in order to better meet the needs of their learners with SEND.

<http://oln.nasen.org.uk/>

Wellbeing toolkit: a training programme from Dr Tina Rae, to build knowledge and skills in supporting the emotional health and mental wellbeing of children and young people.

<https://www.nurturegroups.org/news/wellbeing-toolkit-0>

Elklan training materials for Speech, Language and Communication Needs are available in all eight schools in the cluster.

### **Useful links to information about specific areas of SEN**

Communication Trust: full of useful resources for learners with Speech, Language and Communication Needs

<https://www.thecommunicationtrust.org.uk/>

YoungMinds is the UK's leading charity committed to improving the emotional wellbeing and mental health of children and young people.

<http://www.youngminds.org.uk/>

Norfolk and Suffolk Child & Adolescent Mental Health (CAMHS)

<https://whatsthedealwith.co.uk/>

## Appendix 9: Cluster Assessments

<b>Cognition and learning</b>	<ul style="list-style-type: none"> <li>• Nusicom toban</li> <li>• Sandwell</li> <li>• Lexia</li> <li>• Salford</li> <li>• Single word spelling test</li> <li>• Group reading test</li> <li>• Ravens Coloured matrices</li> </ul>
<b>Speech language and Communication</b>	<ul style="list-style-type: none"> <li>• BPVS 3: <a href="http://www.gl-assessment.co.uk/products/british-picture-vocabulary-scale-third-edition">http://www.gl-assessment.co.uk/products/british-picture-vocabulary-scale-third-edition</a></li> <li>• Inclusion Development Programme Speech, Language and communication checklist: <a href="http://www.idponline.org.uk/psslcn/fscommand/launch.html">http://www.idponline.org.uk/psslcn/fscommand/launch.html</a></li> <li>• Elklan TALC: <a href="https://elklantraining.worldsecuresystems.com/under-5s/test-of-abstract-language-comprehension">https://elklantraining.worldsecuresystems.com/under-5s/test-of-abstract-language-comprehension</a></li> </ul>
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>• Leuvin scales of engagement and wellbeing: see appendix 2 above</li> <li>• Strengths and Difficulties questionnaire: <a href="http://www.sdqinfo.com/">http://www.sdqinfo.com/</a></li> <li>• Measures of Children’s Psychological Well Being: <a href="http://www.gl-assessment.co.uk/products/measures-childrens-mental-health-psychological-wellbeing">http://www.gl-assessment.co.uk/products/measures-childrens-mental-health-psychological-wellbeing</a></li> </ul>
<b>Sensory and Physical</b>	<ul style="list-style-type: none"> <li>• Inclusion Development Programme Sensory sensitivity checklist: <a href="http://www.idponline.org.uk/psautism/launch.html">http://www.idponline.org.uk/psautism/launch.html</a></li> <li>• Meares Irlen test</li> </ul>

## Appendix 10: Request form with explanation

Acle Cluster SEN Learning Support Grant Request Form												
School:				Name:				DOB:			Yr. Gp:	
Date of Request:				UPN:				Age: Yrs Mths				
Gender:		Ethnicity:		Application for personal budget: Y/N				Young carer Y/N				
Pupil Prem: Y/N		FSP: open/closed/none		Section 17: Y/N		LAC: Y/N		Adopted: Y/N		Guardianship: Y/N		
Date of admission:			Lives within cluster:				Current grant received:					
Prioritise need (1,2,3)	ASD:	SEMH:	HI:	VI:	MSI:	MLD:	PD:	PMLD:	SLCN:	SLD:	SPLD:	OTH:
What Learning Support Grant funding Requested: Low/Med/High									Duration: 1 term/2 terms			
Involvement of external agencies:												
Ed Psych: Y/N		Ad. Teach: Y/N		S2S: Y/N		SRB: Y/N		SSSfN: Y/N		Norfolk steps: Y/N		
Paediatrician: Y/N		SALT: Y/N		OT: Y/N		Physio: Y/N		Dietician: Y/N		Sensory Support: Y/N		
Any other external agencies:								Risk assess: Y/N		Care Plan: Y/N		
Additional relevant information (such as school based assessments such as agreed tests/assessments outlined in Cluster Handbook)												
•												
Pupil profile												
Pupils strengths:												
•												
Barriers to learning:						Strategies working well:						
Curriculum access:												
•												
Communication:												
•												
Social, emotional and mental health:												
•												
Self Help:												
•												
Health and Safety:												
•												
Physical/sensory:												
•												
Other:												
•												
The learning support grant will support the following: (please include costs and if requesting a TA specify how they will be deployed)												
Profiled by:						Date of profile:						

Please attach learning plan and progress data.

This request must be no more than 2 sides A4.

## Acle Cluster SEN Learning Support Grant Request Form

School:	Name:	DOB:	Yr. Gp:
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Date of Request:		UPN:		Age: Yrs Mths	
Gender:	Ethnicity:	Application for personal budget: Y/N <span style="color: red;">This is important to know because personal budgets will come out of cluster budget in the future.</span>			Young carer Y/N
Pupil Prem: Y/N <span style="color: red;">There is an expectation that schools will have used their pupil premium money before coming to cluster with a request.</span>	FSP: open/closed/ None	Section 17: Y/N	LAC: Y/N <span style="color: red;">There is an expectation that schools will have used any LAC funding before coming to cluster with a request.</span>	Adopted: Y/N <span style="color: red;">There is a post adoption fund to support a range of interventions. (See link below)</span>	Guardianship: Y/N <span style="color: red;">Sometimes children may be cared for by relatives such as aunts or grandparents, but will have no access to LAC funding.</span>

[www.adoptionuk.org/.../walking-you-the-through-adoption-support-fun](http://www.adoptionuk.org/.../walking-you-the-through-adoption-support-fun)

Date of admission:		Lives within cluster:					Current grant received:					
Prioritise need (1,2,3)	ASD:	SEMH:	HI:	VI:	MSI:	MLD:	PD:	PMLD:	SLCN:	SLD:	SPLD:	OTH:
	Autistic Spectrum Disorder.	Social, Emotional and Mental Health.	Hearing impairment	Visually impaired	Multi-sensory impairment.	Moderate Learning Difficulties.	Physical Difficulties.	Profound & Multiple Learning Difficulties	Speech Lang. & Communication nds.	Specific learning Difficulties.	Specific Learning Difficulties.	
The rationale behind only choosing three categories (despite many high need pupils having more than three needs) is to help focus on which needs are the current priorities. For example a pupil with ASD may have Speech and Language needs that are a priority or may have anxieties that mean their Social Emotional and Mental Health needs become a priority. A diagnosis alone tells the cluster very little about needs.												
What Learning Support Grant funding Requested: Low/Med/High Refer to p. ? (tbc) of the handbook as guidance to decide on the appropriate level of Support Grant funding. Each level of funding will vary in amount depending on cluster budget.									Duration: 1 term/2 terms No funding is allocated for more than two terms maximum. See p.? of the handbook for guidance.			

Involvement of external agencies:					
Ed Psych: Y/N	Ad. Teach: Y/N	S2S: Y/N	SRB: Y/N	SSSFN: Y/N	Norfolk steps: Y/N
Paediatrician: Y/N	SALT: Y/N	OT: Y/N	Physio: Y/N	Dietician: Y/N	Sensory Support: Y/N
Any other external agencies: <b>this could include voluntary organisations such as Nelson’s Journey, Benjamin Foundation, Young carers or more specialised support such as Art therapy, Play therapy etc.</b>				Risk assess: Y/N Pupils who are aggressive and violent, need a risk assessment in place.	Care Plan: Y/N Pupils with medical and physical needs may need a care plan.
Additional relevant information (such as school based assessments such agreed tests/assessments outlined in Cluster Handbook)					
<ul style="list-style-type: none"> <li><b>This is an opportunity to add anything you feel is missing from the form that adds evidence to your request.</b></li> </ul>					
Pupil profile					
Pupils strengths:					
<ul style="list-style-type: none"> <li><b>Bullet point this section and the sections below to avoid narratives. The request must be two pages of A4 or less.</b></li> </ul>					
Barriers to learning:			Strategies working well:		
There is an expectation that the referrer will reference clear baselines in this section. For example if there is a health and safety issue because a child “runs away”, we need to know whether the child is contained within safe parameters of school grounds or leaves school premises (context/severity) and how often it happens (frequency)			There is an expectation to be using any strategies that the cluster has offered training on such as Social Stories and the Elklan approaches to Speech and Language Needs, before applying for cluster funding.		
Curriculum access:					
<ul style="list-style-type: none"> <li></li> </ul>					
Communication:					
<ul style="list-style-type: none"> <li></li> </ul>					
Social, emotional and mental health:					
<ul style="list-style-type: none"> <li></li> </ul>					
Self Help:					
<ul style="list-style-type: none"> <li></li> </ul>					
Health and Safety:					
<ul style="list-style-type: none"> <li></li> </ul>					
Physical/sensory:					
<ul style="list-style-type: none"> <li></li> </ul>					
Other:					
<ul style="list-style-type: none"> <li></li> </ul>					
The learning support grant will support the following: (please include costs and if requesting a TA specify how they will be deployed) <b>Please refer to p.? of the handbook: “5 functions of the TA”</b>					
Profiled by:			Date of profile:		

**Please attach learning plan and progress data.**

**This request must be no more than 2 sides A4.**

## Appendix 11: Impact form with explanation and exemplar

Acle Cluster SEN Learning Support Continuation and Impact Form												
School:				Name:				DOB:			Yr. Gp:	
Date of Request:				UPN:				Age: Yrs Mths				
Gender:		Ethnicity:		Application for personal budget: Y/N				Young carer Y/N				
Pupil Prem: Y/N		FSP: open/closed/none		Section 17: Y/N		LAC: Y/N		Adopted: Y/N		Guardianship: Y/N		
Date of admission:			Lives within cluster:				Current grant received:					
Prioritise need (1,2,3)	ASD:	SEMH:	HI:	VI:	MSI:	MLD:	PD:	PMLD:	SLCN:	SLD:	SPLD:	OTH:
What Learning Support Grant funding Requested: Low/Med/High									Duration: 1 term/2 terms			
Involvement of external agencies:												
Ed Psych: Y/N		Ad. Teach: Y/N		S2S: Y/N		SRB: Y/N		SSSfN: Y/N		Norfolk steps: Y/N		
Paediatrician: Y/N		SALT: Y/N		OT: Y/N		Physio: Y/N		Dietician: Y/N		Sensory Support: Y/N		
Any other external agencies:								Risk assess: Y/N		Care Plan: Y/N		
Additional relevant information (such as school based assessments such as agreed tests/assessments outlined in Cluster Handbook)												
•												
Brief description of need/s:												
•												
How did the funding support these needs?												
•												
Intervention plan targets				Baseline data				Outcomes				
This child needs continued funding for the following:												
•												
Baseline data							Intended outcome					
As a result of this funding is there any expertise/and or knowledge that you could share with others in the cluster?												

**This request must be no more than 2 sides A4.**

## Appendix 12: Learning plan with explanation and exemplar

My Learning Plan		
<p>Photo of pupil</p> <p>Language chosen designed to promote a sense of ownership.</p>	My name:	<p>What I am good at?</p> <p>This is to promote a solution based approach to children's Special Educational needs.</p>
	My Year Group:	
	My Birthday:	
	We will start my plan:	
	We will look again:	

What do I need help with?	What we will do to help?	How can we prove the help worked?
<p>If a pupil says a subject; EG "literacy" question them to probe more details. "What is it about literacy that you find hard?" Put their words in quotes and if the target needs to be "smarter", agree the teacher words to write underneath. Include a baseline child's current abilities which could be a cluster assessment or an example of child's work.</p>	<p>It helps to start the conversation for this part of the learning plan by saying "We are all going to make some promises about things we can all do to help you get better at....."</p>	<p>The pupils come up with great ideas here and are often more inventive than the adults.</p> <p>This part helps them take responsibility for, and also pride in, the changes that happen in their learning. Make reference to the baselined abilities in the first column and retest or add a follow up sample of work.</p>
<p>Non-verbal pupils can be engaged by offering simple picture choices for example. The means by which their voice was captured should be recorded on this document. Older non-verbal pupils may like to use technology or computer to communicate.</p>	<p>This can include resources that can help, changes to the environment and people including the child themselves, parents and friends (when they agree) as well as a teacher or TA.</p>	<p>Remember you can use pieces of child's writing, recordings of speaking activities, photos and videos as well as standardised tests. Parents often love to watch a little video that demonstrates how their child is learning.</p>
<p>Use the structured conversations to ask</p>	<p>Capture the pupil's voice by quoting them</p>	<p>When completed, this becomes a personal and powerful record of the</p>

pupils about their learning behaviours. Examples of questions that could be asked “Is there anything that stops you learning in all subjects?” “When do you find it hard to concentrate?”	directly and using inverted commas.	“assess, plan, do, review” cycle.
--	-------------------------------------	-----------------------------------

Parents views and any other information:  
Record here the type of communication (sent home, agreed at meeting etc.) but also if parent did not engage in the process. Be prepared to scribe, if parents prefer that to writing themselves. Include here details from home that the parent feels is important for the teacher to know, including strengths and interests that school may not know about.

Teacher’s views and any other information:  
This is the teacher’s chance to say if the targets do not reflect their priorities which, in my experience, happens a lot more rarely than teachers predict. The teacher can also describe the child’s level of involvement in, or understanding of the process.

We have talked about this plan and we all agree to it.	Date
My name:	
My parent/carer:	
My School Representative:	

Some teachers have used this inclusively as a whole class activity. It opens up conversations with all children about taking responsibility for their own learning and focuses on the learning skills to achieve more. It helps pupils with SEN realise that all pupils struggle and need help sometimes. It helps remove the stigma of being “on an IEP” or needing extra help. It can be taught as a lesson by a SENDCO alongside the teacher (a good way to introduce your role to all the children) and free the teacher to support some of the pupils who find this process hard. The children enjoy this approach. After the lesson the teacher/ TA can fine tune the learning plans of the children with SEN, 1:1 if need be.

Go on, give it a try! You will be amazed at how well the children know themselves, what their own needs are and how we can best help them!

## My Learning Plan



My name: Gaiska Anon  
 My Year Group: Year 1  
 My Birthday: 19.03.2009  
 We will start my plan: November 2014  
 We will look again: February 2015 – done  
 June 2015 - done  
 November 2015

### What am I really good at?

“Dancing”  
 “Writing”  
 “Reading a little bit”  
  
 “making stuff”  
  
 “learning”  
 “writing my name”  
 “Listening to my teacher”

What do I need help with?	What we will do to help?	How can we prove the help worked?
<p><b><u>Autumn</u></b></p> <p>1) “My Reading”</p> <p>Gaiska’s phonetic ability is poor. He knows some single letter graphemes. He is unable to blend. He does not know any high frequency words other than ‘l’.</p> <p><b><u>Spring</u></b></p> <p>“my letters”</p> <p>Gaiska has shown good progress in reading and now enjoys sharing a book both in school and at home. He still has some weaknesses with phonics and needs support to recognise some graphemes.</p>	<p>“Help me with my books”</p> <p>Gaiska wants help to read. He enjoys listening to books but will not even attempt to read independently.</p> <p>“help me read by myself”</p> <p>Gaiska has phonic intervention once a week for 25 mins. He has reads to an adult in class daily. He also enjoys reading stories and playing phonic games on the iPad in school which has really improved his enthusiasm for reading.</p>	<p>“Read all by myself”</p> <p>Gaiska wants to read by himself but is lacking motivation, ability and probably confidence to do so.</p> <p>Gaiska will be able to independently decode and write simple words.</p>

<p><b><u>Summer</u></b></p> <p>“I want to read letters.”</p> <p>We are trying a sight reading approach to reading as Gaiska is not responding to phonics teaching. An adult will read to him first (though he usually likes to join in / echo) and then we ask him to pick out key words. “which word says ‘fox’?... how do you know? We then ask him to read the sentences which he does with some independence. He now enjoys reading books more. He likes non-fiction books especially.</p>	<p>“read together”</p> <p>We will continue with the sight reading / paired reading approach and measure the progress here.</p> <p>Mrs Ellero (student teacher) is also working on creating a ‘word tin’ with Gaiska so he can practise high frequency words wherever and whenever he wants.</p>	<p>“I can read by myself sometimes”</p> <p>It will prove to be successful if Gaiska is able to read some words or simple sentences independently.</p>
<p><b><u>Autumn</u></b></p> <p>2) “What numbers are”</p> <p>Gaiska is able to count to 20, only occasionally missing the number 13. He is unable to record numbers.</p> <p><b><u>Spring</u></b></p> <p>“reading numbers”</p> <p>Good progress made! Gaiska enjoys maths and loves using resources. He still needs support in this area, but is beginning to be able to work independently. He is only able to use numbers to 10, but we hope to move beyond this soon.</p> <p><b><u>Summer</u></b></p> <p>“Write them correctly, I’m not very good at threes because I always get them the wrong way.”</p> <p>Gaiska has made good progress with number and has met some objectives involving number and</p>	<p>“Help me read numbers quickly”</p> <p>Gaiska wants to be able to read and write numbers. We need to address numbers to 10 before moving on.</p> <p>“practising”</p> <p>Gaiska has intervention for maths once a week for 15 minutes. I also adapt his every day work to ensure he is using appropriate numbers and resources to support his understanding.</p> <p>“help me write them down correctly.”</p> <p>Targeted intervention and practise time to support the</p>	<p>“Write them [numbers] quickly”</p> <p>We will see the impact when Gaiska is able to record numbers to 10.</p> <p>Definite progress in this area, but still inconsistent.</p> <p>“because I will know how to write them correctly”</p>

calculation. Reading and recording numbers still proves to be a barrier.	reading and recording of numbers to 10 and beyond.	Ideally, Gaiska will be able to consistently read and record numbers to 20.
<p><b><u>Autumn</u></b></p> <p>3) “Sitting down on the carpet”</p> <p>Gaiska is easily distracted. He has not yet understood that learning is important and he would much rather do what he wants. He doesn't always listen to inputs and will ask what to do afterwards.</p>	<p>“Telling me to cross my legs and listen”</p> <p>Gaiska does not respond to usual classroom management strategies such ‘class rules’, but he does enjoy receiving stickers. Perhaps we could try this positive reinforcement for carpet time.</p>	<p>“[I will be] looking at the whiteboard”</p> <p>Gaiska needs to ensure that he gives his full attention at carpet time.</p> <p><b><u>**Met February 2015**</u></b></p> <p>“I listen to Mrs Smith. I like helping on the board.” - Gaiska</p>

Parents views and any other information:

**Autumn**

*I would like Gaiska to have help in school with all areas of learning. I would also like some suggestions for activities I can do at home with Gaiska to support him. We try encourage writing, sometimes copying from books to practise writing letters. I would like Mrs Smith to seek advice from the SENDCO and possibly Educational Psychologist.*

*Gaiska has strengths are art and drawing. He also has a brilliant sense of humour, is friendly and very outgoing. He likes doing role play activities at home. He loves listening to and exploring books, but needs help to read himself. I find it hard to get him to sit down and engaged enough to read.*

*Gaiska was born 10 weeks prematurely and had hearing problems until 7-8 months ago. This could be a contributing factor to his learning needs.*

**Summer**

*I would just love to see some more progress in reading and writing. It would be good to have ‘fun’ learning activities for home.*

Teacher’s views and any other information:

**Autumn**

*Gaiska is a low achieving child. He came in to Year 1 at an Emerging level in writing, reading and maths and is still working towards a level 1 currently. I feel that he did not access learning well enough in Reception and would now respond to that level of learning in Year 1.*

*I am concerned about his level of phonic ability. He can sometimes orally segment, but this is inconsistent. He is currently unable to blend words.*

*He has interesting mannerisms which I would not expect to see in a Year 1 child. These include stretching his face, rolling eyes, moving his face in many directions when trying to talk to him, twitching of hands and feet.*

*Gaiska is participating in additional intervention for phonics and basic numeracy skills. I would like advice and support to see if there are any underlying issues that could be addressed.*

**Spring**

*Gaiska is a different child to who is was in the Autumn Term! He enjoys school and learning so much more now... his attitude is not a problem. He loves topic work, especially art and DT based work. This is where he shines! He is so much happier to do his work, but will usually say even before starting that he will "need help". Mum has volunteered to come to Guided Reading once a week and has seen a huge impact with his want to read at home because of this.*

*His speech is much clearer now, but does sometimes complain of ear ache or "can't hear".*

**Summer**

*Once again, I have seen lovely progress over the last few months in school. Gaiska is responding to different interventions and enjoys having one on one time. He loved the topic on animals and was in his element throughout this time. We have recently had an observation of Gaiska from the SENDCO, Sarah Gentle. She commented on how impressed she was with his attitude and how much he knew! She also noticed just how reliant he was on an adult and has given some advice on how to support him further and encourage independence when writing.*

**Autumn Term**

*Discussion with SENDCO resulted in Gaiska be raised at next meeting with Educational Psychologist and Advisory Support Teacher. Mum is in agreement.*

We have talked about this plan and we all agree to it.	Date
My name:	
My parent/carer:	
My School Representative:	

### Appendix 13: School/SENDCO Contact details

School	SENDCO	Contact details
Acle Academy	Lisa Frary	<a href="mailto:L.Frary@acle.norfolk.sch.uk">L.Frary@acle.norfolk.sch.uk</a> 01493 750431
Acle St Edmund Primary	Sarah Gentle	<a href="mailto:sgentle5wr5@nsix.org.uk">sgentle5wr5@nsix.org.uk</a> 01493 750322
Cantley Primary School and Nursery	Bronwen Richmond	<a href="mailto:brichmond4hra@nsix.org.uk">brichmond4hra@nsix.org.uk</a> 01493 700308
Fairhaven C of E VA Primary School	Steph Lake	<a href="mailto:slake5nrg@nsix.org.uk">slake5nrg@nsix.org.uk</a> 01603 270224
Fleggburgh CEVC Primary School	Rachel Quick	<a href="mailto:head@freethorpe.norfolk.sch.uk">head@freethorpe.norfolk.sch.uk</a> 01493 369283
Freethorpe Community Primary School	Rachel Quick	<a href="mailto:head@freethorpe.norfolk.sch.uk">head@freethorpe.norfolk.sch.uk</a> 01493 700215
Lingwood Primary Academy	Julie Risby	<a href="mailto:sendco@lingwood.norfolk.sch.uk">sendco@lingwood.norfolk.sch.uk</a> 01603 712295
Reedham Primary School	Chris Edwards	<a href="mailto:head@reedham.norfolk.sch.uk">head@reedham.norfolk.sch.uk</a> 01493 700271

### Appendix 14: Annual timetable for meetings

Wednesday 21 <sup>st</sup> September	Postponed Summer Term Steering group	6-8pm – Acle Primary School
tbc	SENDCO Autumn Term A	
Tuesday 8 <sup>th</sup> November 2016	Heads Meeting - including new funding for Autumn/Spring Term	Tbc
Wednesday 9 <sup>th</sup> November 2016	Autumn Term Steering Group meeting	6-8pm - tbc
tbc	SENDCO Autumn Term B	
Monday 30 <sup>th</sup> January 2017	Heads Meeting	Tbc
tbc	SENDCO Spring Term A	
Thursday 9 <sup>th</sup> March 2017	Heads Meeting	Tbc
Tbc	SENDCO – Autumn Term B	
Wednesday 15 <sup>th</sup> March 2017	Spring Term/Budget agreement Steering Group	Tbc
Tuesday 23 <sup>rd</sup> May 2017	Heads Meeting	Tbc
Tuesday 11 <sup>th</sup> July 2017	Heads Meeting – Summer Term B	Tbc
Wednesday 12 <sup>th</sup> July 2017	Summer Term - Steering Group meeting	Tbc
Tbc	SENDCO meeting - Summer Term B	

Dates for meetings/venues to be confirmed:  
APASH – Heads Meeting  
20/09/16