

ROYAL BOROUGH OF WINDSOR & MAIDENHEAD SCHOOLS FORUM

Date:	16th July 2019	AGENDA ITEM:
Title:	High Needs Funding - Quality Assurance of Resource Bases and Funds for Outreach services	
Responsible officer:	Clive Haines, Schools Leadership Development Manager, Achieving for Children	
Contact officer:	Helen Huntley SEND Consultant	Email: Helen.huntley@achievingforchildren.org.uk

1. PURPOSE AND SUMMARY

- 1.1 This paper provides an update on the Quality Assurance process conducted during 2018/19 of the High Needs Block (HNB) funding for four Resource Bases (RBs) in RBWM and for two schools to provide an outreach service to local schools.

2. RECOMMENDATIONS

Schools Forum is asked to:

- Note the contents of the paper.

3. BACKGROUND

- 3.1 Currently, the LA commissions four mainstream schools to host Resource Provision (RPs) to provide an education for C&YP with SEND and who have an Education Health and Care Plan.

- Charters Secondary School: Physical Disabilities.
- Furze Platt Secondary School (FPSS): Autistic Spectrum Disorder (ASD)
- Riverside Primary School: Speech and Language difficulties
- Wessex Primary School: Hearing Impairments.

- 3.2 Two outreach grants from the HNB have also been provided to:

- FPSS - who have received £180k to support young people in mainstream schools with ASD.
- Manor Green School - who have received £76k to support young people in mainstream schools with complex learning difficulties.

- 3.3 A Quality Assurance process is now in place to ensure that the RPs and the Outreach grants provide Value for Money.

4. QUALITY ASSURANCE PROCESS – RESOURCE BASES

4.1 Quality Assurance (QA) visits have been made to each of the four Resourced Provisions.

- Charters Secondary School: 21.03.19. Visited by Helen Huntley, SEND Consultant and Helen Cross, CYPD SEND manager.
- Furze Platt Secondary School: 20.03.2019. Visited by Helen Huntley and Kelly Nash, Area SENCo.
- Riverside Primary School: 07.02.2019. Visited by Helen Huntley
- Wessex Primary School: 14.02.19. Visited by Helen Huntley and Jane Peters, Head of Service, Berkshire Sensory Consortium.

4.2 In each case, the school was asked to complete a QA audit tool, based on the current Ofsted Framework which was used as a basis for the visit.

4.3 A range of activities were undertaken including: lesson observations, meeting a range of different staff members including the Headteacher, the RP manager, a pupil voice meeting and feedback from parents.

Outcomes

- It was judged in all cases that the provision offer was effective and that it was good value for money.
- Each school received a report which highlighted the areas of effective practice.
- The report also provided three areas for development which were agreed between the SEND Consultant and the Headteacher of the school.

Future Resource Base provision

4.4 The LA is currently consulting schools on the creation of additional SEND provision to meet the needs of C&YP with ASD / SEMH needs. Decisions regarding this are likely to be made by February 2020.

4.5 Charters is considering widening the remit for its RB to include young people with complex SEND needs.

Next steps in the QA process

4.6 In September 2019, a Service level Agreement (SLA) will be in place for each Resource Base. This will set out the commissioning arrangements for the following year so that schools can budget for any changes. It will also clarify expectations re the Quality of Education provided in the RB as well as what the school can expect from the Local Authority.

4.7 QA visits will be arranged for the academic Year 2019/20. The framework will change to reflect the new Ofsted Framework.

4.8 Decisions regarding entry into the RB will now be determined by a RB Panel

4.9 Decisions made about the top up funding will be made depending on need of the child rather than just a set figure per RB.

5. QUALITY ASSURANCE OUTREACH GRANTS

- 5.1 Reports have been received from the schools regarding how this money was spend during the academic year 2017/18. They were asked to comment on:
- Which schools they have been supporting?
 - What intervention strategies they have implemented (related to a specific child as well as training and building capacity within the mainstream setting)?
 - What has been the impact of these interventions?
 - What they foresee them using next year's grant?
- 5.2 In addition to these reports, the LA has received feedback from schools on the use of this service through a questionnaire sent out to schools regarding a range of commissioned services and services provided by the LA.

Outcomes

- 5.3 It has been agreed to continue with the grant to the two schools for 2019/20 as it was felt that money was well spent.

6. Next steps in the QA process.

- 6.1 In September 2019, a Service level Agreement (SLA) will be in place for each school regarding the use of this funding. This will set out the commissioning arrangements for the following year so that schools can budget for any changes. It will also clarify expectations re the use of this funding.
- 6.2 QA visits will be arranged for the academic Year 2019/20 (during the Autumn term) to Quality Assure the use of this funding.
- 6.3 An agreement will then have to be made regarding the continuation of these grants for 2020/21.