

Notes of visit to Review
Charborough Road Resource Base
21st April 2019

Introduction

Charborough Road Resource Base is a specialist provision for Primary school pupils who have Speech, Language and Communication needs.

The Resource Base (RB) does have a signed Service Level of Agreement in place and has capacity for 18 children. Currently there are 15 pupils from South Gloucestershire and 4 from Bristol at the Provision.

The School was visited by OFSTED in 2014 and was rated as good.

1) Funding

All pupils who access the Resource Base are funded from the High Needs Block (HNB). Below is a summary of the element three funding levels:

Current Banding Level	Element Three Funding £	KS 2 Students	Total number of Students	Element 1 KS1/2 £3097	Element 2 - £6000	Total Element 1+2	Total Element 3	Total
1	£955.00	0.00	0.00	£0.00	£0.00	£0.00	£0.00	£0.00
2	£2,387.00	2.00	2.00	£6,194.00	£12,000.00	£18,194.00	£4,774.00	£22,968.00
3	£4,296.00	2.00	2.00	£6,194.00	£12,000.00	£18,194.00	£8,592.00	£26,786.00
4	£5,729.00	8.00	8.00	£24,776.00	£48,000.00	£72,776.00	£45,832.00	£118,608.00
8	£13,845.00	3.00	3.00	£9,291.00	£18,000.00	£27,291.00	£41,535.00	£68,826.00
Total				£46,455.00	£90,000.00	£136,455.00	£100,733.00	£237,188.00

*an additional £36,388 (4 x £9,097) is funded through the place led funding and the OLA authority fund only the element 3.

The total cost of running the provision is £237,188 + £36,388 = **£273,576.**

The local authority is also paying a monthly breach payment as the provision is over capacity by 1 student.

2) Cost Effectiveness

Average cost per pupil is £274,576 divided by 15 pupils = £18,238.40.

Currently there are 15 South Gloucestershire pupils accessing the Provision.

The previous table shows that most of the pupils that access the Provision are on Band 4.

3) Staffing

There are 2 classes in the Resource Base – KS1/KS2. Both are looked after by a fully qualified teacher and full time teaching assistant. The Resource base is also managed by one of the teachers. There is also an additional teaching assistant who works between both classes mainly helping with tray work from the speech and language therapist.

From the schools financial records the following staff have been allocated to the Resource Base:

Role	Number	Hours
Deputy Headteacher	X1	10% of time
2 x full time teachers	X2	Full time
2 x 0.4 teachers	X2	0.4hrs
Teaching assistant	X1	Full time
Teaching assistant	X1	20hrs
Teaching assistant	X1	32.5hrs
Higher teaching Assistant	X1	3hrs – ppa cover
Teaching assistant - supply	X1	20hrs – supply
Teaching assistant	X1	30hrs

Teaching assistants – grade HAY10

These staffing costs were discussed at the end of the visit and were explained through either staff absence or unfilled vacancies.

Each class has a speech and language therapist for 1 day a week. In Early Years Foundation Stage EYFS/KS1 this is funded by Health and for KS2 it is funded through the Resource Base.

4) The role of the Provision

The next table shows a Summary of pupil year groups currently in the Resource Base.

The type of need in the Resource Base has been changing slowly over the past few years. More pupils now have ASD/Learning Difficulties with underlying Speech and Language needs.

Year Group	Number of Students
0	1
1	1
2	5
3	2
4	2
5	3
6	1

All Resource base students have an EHCP.

5) Attendance

Attendance figures for all students were shared and are summarised below (*South Glos students only*).

12 pupils have an attendance of 90%+

2 pupils have an attendance of below 90% but above 80%.

1 pupil below 80%.

All students with low attendance levels (below 90%) had reasons which were mainly health.

Child	Year	%
1	R	92.8
2	1	99.1
3	2	91.9
4	2	96.8
5	2	91.4
6	2	74.3
7	2	96.2
8	3	95.5
9	3	95.5
10	4	98.6
11	4	100
12	4	98.2
13	5	100
14	5	87.5
15	6	87.4

6) Curriculum/Needs of Pupils

The Resource Base follows the same topics and timetables as the mainstream classes. Lessons are highly differentiated and concepts are repeated frequently. Makaton is also used to aid understanding and communication.

Every pupil in the Resource base has a Provision Plan clearly outlining areas of strengths and concern. These plans highlight individual strategies and interventions with a review of outcomes throughout the year.

Pupils also have a “pupil passport” which give a clear snap shot of interventions, agencies working with them and areas they find difficult.

Each class has a detailed list of interventions for pupils which include a wide range of strategies from precision reading, group speech and language sessions to social skills.

The speech therapist sets targets for the children and creates a tray with activities in. They also plan language groups for both classes which occur twice a week which have a particular focus such as social language use, sentence structure, tenses, listening skills and narrative skills.

Strategies recommended through speech therapy are incorporated into the classroom lessons.

All children integrate for playtimes and lunchtimes and are included in any special events in the mainstream such as assemblies, trips, nativities.

Children mostly integrate for non-academic activities such as Sports and Music.

7) Outcomes

All progress measures for pupils in the Resource Base were shared. Every pupils progress is measured against ARE's (Age Related Expectation), individual targets are set and these are also measured against benchmarking data.

Years 1-6 2017/18 (based on end of year data)

- The majority of children made the expected rate of progress in reading and maths.
- Where children have not made an ARE point, progress is evident in the percentages.
- Maths is a strength for all pupils.

- Reading and writing are a concern in KS2 with regard to progress but strategies have been put in place to address this.

Early Years

There is currently only 1 child in the Resource Base. This child is emerging on to the ELG (Early Learning Goals).

8) Leadership and Management.

The leadership of the school are keen for the Resource Base to continue. They are also willing to adapt the Resource Base to a possible future change in Primary need if required through the Reviewing process.

9) Feedback from Parents and Pupils

Questionnaires were issued to every parent/carer a month prior to the visit. 5 Questionnaires were completed and were passed back to the school.

All questionnaires were extremely complimentary and all gave positive feedback about the Provision.

Strengths

- Good tracking, delivery and understanding of student needs.

Recommendations

1. Integration of Resource Base pupils into mainstream lessons so that the model of delivery is more of Resource Base rather than access unit. This needs to be look at and developed to ensure children are able to move into equivalent resource base provision at secondary level.
2. Consideration of staffing levels to align with above.

Reviewing Team:

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