

# Review of South Gloucestershire's Resource Bases and Units

## SCOPE

19<sup>th</sup> November 2018

## **Introduction**

1. Resource Bases and Access Units provide a valuable role for children and young people (CYP) who require support above and beyond what a mainstream school can provide. The underlying principle for carrying out the review is to ensure the Local Authority is providing financially viable, value for money, high quality education provision for South Gloucestershire's CYP.
2. The Scope and Evidence Document represents the work to be undertaken and information required in order to develop an approach which will ensure point 1 above is achieved.
3. The review will sit alongside the need for all schools within South Gloucestershire to adopt inclusive provisions, coupled with reasonable adjustments to ensure where parental preference for mainstream education is sought and needs can be met that all avenues are explored to meet the needs of the CYP.
4. A summary of the main sources of evidence required in Reviewing South Gloucestershire's Resource Bases and Units is contained in the Evidence Document. This document outlines the evidence requested for the review with the rationale behind each request.

## **Guidance and Legislation**

The Reviewing Team will use and make reference to the following Guidance and Legislation whilst undertaking the review.

1. Education and Skills Funding Agency – High Needs Funding 2019/20 Operational Guidance September 2018.
2. SEND Code of Practice January 2015.
3. South Gloucestershire SEND Strategy.
4. South Glos Service Level Agreements for Resource Bases and Units.
5. School Inspection handbook OFSTED section 5 – page 21.

## **Context of the Review**

During 2017 a Review of South Gloucestershire's Resource Bases and Access Units was undertaken. The recommendations to the Schools Forum was for the Local Authority to undertake a more detailed Review to ensure that current provision is suitable for emerging SEND needs both now and in the future. Funding and attendance will also be looked at in more depth.

All the above will be linked to outcomes of each individual learner, so as to provide a broader picture of whether the Resource Bases and Units are meeting individual's needs. Therefore the Reviewing Team will look at the following:

### **1. Capacity and Growth**

What type of need do South Gloucestershire's Resource Bases and Access Units meet at this point in time?

- Is there a need for the provision?
- Is the provision at capacity or is there need for more spaces?
- Do we have the capacity for growth?
- Does the provision fit in with what is needed for the future?
- Does it align with the SEND Strategy and what that is telling us?

### **2. Funding**

The Reviewing Team will consider how Resource Bases and Access Units are funded.

- What is the funding mechanism for Resource Bases and Access Unit?
- How is element three funded?
- Are there any additional funding streams going into the Resources Bases and Access Units e.g. health funded provisions for medical needs learners, or pupil premium and how is this reflected in the learners holistic package?
- Are other Local Authority students accessing the provision and how are they funded (is there a common protocol) between other LA's?

### **3. Cost effectiveness**

The cost effectiveness of the provision being delivered and whether different models of delivery would be more cost effective and beneficial to both individual learners, schools and the Local Authority.

- What does it cost to run the provision and how much does this equate to per pupil? Are we getting value for money?
- Could a similar provision be provided for any pupil in a mainstream setting?
- Is the provision in the right place? Do transport costs outweigh the cost benefit of the provision?
- Is the need "low incidence"? Would it be more cost effective to place the student in the independent sector rather than funding a Resource Base/Access Unit which has several empty year groups?
- Are the bandings suitably linked to pupils needs? or Are these the bandings normally used at this provision?
- Are there robust systems in place with the LA for negotiating banding changes through the year? Who is responsible for making these and is there evidence in place for making these changes?

- Is the staffing structure appropriate for the provision being provided e.g. are teaching staff being used to do work that a TA could deliver?
- Are any outreach services being used and are they having any impact?
- Are there appropriate qualified teachers and support staff in place to meet the requirements of the SLA?

#### **4. The role of the provision**

The Reviewing Team will consider the role of the Resource Base and Access Units in supporting schools to maintain the CYP in their mainstream placement, and will identify the type and nature of the interventions provided.

- What percentage of the time do pupils access the provision? Do pupils spend most of the time in Mainstream lessons and minimal time in the Resource base? Do they follow a strict percentage split? e.g. 80:20
- Is there somewhere different in the school for them to go?
- What do they do during their time out of mainstream and how is it helping them? Is it making a difference?
- Do they receive specialist support when in separate resourced provision?
- Does this provision provide the pupil with anything different to what could be provided by an ordinary mainstream setting?

#### **5. Attendance**

The effects of non-attendance at Resource Base and Access Units both financially and with regards to the statutory guidelines which the Local Authority must follow.

- What are the attendance figures of pupils in the Provision?
- Are there places at the Provision being funded for pupils who are not attending?
- Is the LA paying for places at the Provision on top of paying for education at home?
- Are any pupils dual registered with other providers such as PLC etc?
- What are the exclusion figures like?
- Is there an effective re-integration process in place when pupils are excluded and how effective is it?
- If pupils are excluded where do they go and how much is this costing? Is this a regular occurrence?

#### **6. Special Educational Needs**

The appropriateness of the educational provision when considering the needs of the young people accessing it. The Reviewing Team will aim to identify and categorise the needs of the young people at Resource Bases and Access Units. They will also look to see if there is a revolving door.

- Are the needs of the pupils being catered for at a reasonable cost?
- Is there a requirement for an Alternative provision or is the provision meeting learners needs?
- Are the right pupils accessing the provision or should/could they be educated back in mainstream school at much less cost?
- Are the qualifications/courses on offer suitable for the learners needs?
- Are pupils being given enough learning to stretch them as well as interest them?

## **7. Outcomes**

Are pupils making progress expected or good progress within the Resource Base and Access Units?

- Are pupils leaving the provision with appropriate qualifications and if so how does this compare across the school?
- Would they have made better or the same progress elsewhere?
- How do the results from this provision compare with others locally and nationally?

## **8. Leadership/Management**

- How effectively are leaders targeting the SEND funding in a proportional way to ensure maximum impact on outcomes for learners in all areas of the curriculum?
- How effective is the leadership of the SEND strategy in terms of impact monitoring and evaluation? How do governors question and challenge leaders with regards to outcomes for SEND pupils?

The Reviewing Team will consist of the following:

- Local Authority Officer Lead (Finance)
- Local Authority Officer (Education)
- Headteacher /School Improvement (All key stages)

# Evidence Document

## Introduction

The following outlines the evidence documents requested to support the Reviewing Team in its review the

Area of Focus	Evidence and Purpose
Entry/Exit Criteria	Does an exit and entry criteria exist for students who have made sufficient progress so that the need to access a Resource Base/Access Units is no longer required.
Medical Needs	Are there any CYP accessing alternative provision because of their medical needs?
Banding Descriptors and Levels	Is there a wide spread of funding arrangements in places via this document.
Provision Maps	Clarification over element three funding assigned to meet individual SEND need of learners in receipt of Education Health and Care Plans. How it's spent?
Staffing Costs	What are the staffing costs for the provision?
Service Level Agreement	Is there one in place, is it up to date and relevant and is it being followed?
Model of Delivery	What does this look like – is it appropriate to meet the needs of the learners. Does it align with SLA?
Attendance of Learners	Are pupils attending the Resource Base on a regular basis? SIMS data
Exclusion data and preventative exclusion data – where applicable	Does this correlate with LA data? Preventative exclusion data (is this model of delivery making a difference i.e. in the re-integration of learners back into mainstream provision).
Outcomes of pupils Data which shows progress	From their different starting points are the proportions of pupils with SEND making expected progress. Exceeding expected progress? In English and in Mathematics, are they close to or above national figures. Both internal and national data sets are used to evidence this. (Past p8 scores for learners with SEND) What is the progress for pupils like, across year groups and with differing SEND needs?

Quality of provision	<p>Is there a broad range of balanced provision that pupils can access i.e. Speech and Language?</p> <p>Is there a high degree of expertise; it is aware of its strengths and areas for developing further.</p> <p>Is regular training provided for whole school? Does this align with the SLA?</p>
Working with pupils and Parents/carers of pupils with SEND	<p>The Resource Base/Access unit recognise the role of pupils, parents, carers. Pupils have access to meaningful enrichment activities and have the opportunity to express their views. Pupils, parents and carers are made aware of local and national services that provide advice and support such as SEND Information.</p>
Leadership of SEND	<p>The Resource Base/Access unit has a clear vision for the education of all pupils on its roll. It analyses its ability to meet the needs of ALL pupils equally and has a culture of high aspirations for all pupils irrespective of the complexity of need.</p>
Destination Data	<p>Where do learners go when leaving the resource? This includes each Key stage data and if available at Post 16.</p>