

London Borough of Tower Hamlets

and

**Ben Jonson and Bowden House Schools
Integrated SEMH Resource Provision (SRP)**

**SERVICE LEVEL AGREEMENT FOR SCHOOLS RESOURCE
PROVISION**

Feb 11th Draft 2021

BACKGROUND

This Service Level Agreement (SLA) has been drawn up between London Borough of Tower Hamlets and Schools in order to formalise the arrangements between the two parties in respect of a Special Resource Provision (SRP) to be set up and funded by London Borough of Tower Hamlets at Ben Jonson and Bowden House Ben Jonson and Bowden House. This Special Resource Provision (SRP), is specifically for the purpose of making provision for primary pupils with Social, emotional and mental health (SEMH) needs. The Provision will be known as:

Bowden House and Ben Jonson Integrated SEMH Primary Provision (SRP)

1. SCOPE OF AGREEMENT

This SLA relates solely and exclusively to the operation and function of the Special Resource Provision.

2. PURPOSE

- 2.1 The purpose of the SRP is to make additional, resourced provision for up to 24 primary age pupils with SEMH Needs. It forms part of the London Borough of Tower Hamlets Councils Strategy to make a continuum of provision available for all pupils with additional needs in mainstream Ben Jonson School and Bowden House Special schools.
- 2.2 The SRP will make provision for pupils who have SEMH needs. These pupils will have their needs identified and set out in an Education Health and Care Plan. In exceptional cases children may be placed in the Resource Base whilst undergoing a SEND statutory assessment of needs.

3. SERVICE DELIVERY

- 3.1 The SEMH Provision will be set up as:

- a) An integrated provision,

comprising an SRP wholly managed by Ben Jonson School (and integrated within the mainstream classes in school) and a primary extension of Bowden House School wholly managed by Bowden House.

The provision will be integrated through the establishment of a Joint Steering Group, with representatives from Ben Jonson and Bowden House governors providing governance for the provision. The Steering Group will report back to the two governing bodies at least termly.

b) A provision with the potential to develop an Outreach service specially provided to meet the specific needs of pupils/students with additional needs and educated at other London Borough of Tower Hamlets Provision.

- 3.2 In addition to this document the schools and LA will establish a set of agreed KPIs and agreed operational guidelines. The Integrated Provision will be expected to produce a clear, specific document that describes the provision (operational guidelines) and expected outcomes against which it will be monitored and evaluated using the agreed KPIs. The document will be made available to parents, governors and the LA in advance of Sep 1st 2021.
- 3.3 The Headteachers from both schools, and the Joint Steering Group, will be responsible in all respects for the effective running of the Integrated Provision. They will publish an annual report, following self-evaluation and any other agreed monitoring and evaluation arrangements, to the Local Authority. They will also report to parents/carers.
- 3.4 The schools will ensure pupils' needs are met through their inclusive practice, making full use of the additional resources delegated to them for this purpose.

4. REGISTRATION

- 4.1 It is expected that the SRP will be registered with the Department for Education (DfE) in due course, following a prescribed alteration statutory consultation process, as providing a resource and included in the Schools' published information.

5. DESCRIPTION AND AGREED OPERATIONAL PROCEDURES

- 5.1 The Integrated Provision will be a specialist resource, established at a mainstream site, designed to meet the needs of up to 12 pupils whose needs can be met in a specialist provision as part of Ben Jonson School and up to 12 children whose needs will be met through the primary provision which will be an extension of Bowden House School. It will provide a provision for pupils whose needs can only be served through a flexible approach, tailored and adapted to the needs of each individual pupil. It will be for pupils who may require spending significant proportions of their time accessing specialist support from the resources provided to the Integrated Provision. In order for the appropriate support to be flexibly accessed through the provision all children attending the Integrated Provision will have Bowden House Primary or Ben Jonson specifically named in their EHC Plans.

Operational Guidelines will be confirmed and agreed in the Summer Term 2021.

The operational guidelines should include:

Structure and organisation

Staffing Structure

Safeguarding Policies

Governance

Curriculum and Pedagogy (including individual assessment and progress)

School Development Planning

Pastoral Care

Health and Safety

Financial Management

Parental/carer engagement and support

Links with other schools

Annual SLA Review Process

Annual EQIA Review

6. NUMBERS

6.1 The Agreed Place Number (APN) for the Integrated Provision is 24. 12 of the APN admissions number will be included in the Ben Jonson PAN – 90 children per year. The remaining 12 places will be part of the Bowden House admissions number. Admissions to the Integrated Provision is through the Tower Hamlets SEN Panel.

6.2. To deliver full inclusion in Mainstream classes in the Ben Jonson element of the provision it is recognised that numbers may need to be capped at 2 per year group.

7. FUNDING

7.1 The provision will be funded in accordance within a Place Led Funding approach that complies with the Government's SEN Funding Reforms which came into effect in April 2013. The detail for this is included in the Funding document attached. Place funding is set at £10,000 per pupil (which includes AWPU).

7.2 It is the SRP responsibility to ensure that all children attending the SRP are included on the schools census returns and input as attending the SRP, to ensure that the schools receives at least the minimum per pupil funding in

accordance with the National Funding Formula and London Borough of Tower Hamlets place led funding approach.

- 7.3 Needs based funding will be paid over and above the place funding, agreed on an annual basis. This is expected to be at Band D for Ben Jonson pupils, and at the agreed element 3 top up rate for Bowden House provision.
- 7.4 Each year a moderation exercise is conducted by LA staff in conjunction with all the schools who host an SRP. The moderation process will check which resource base pupils are currently in and projected to join the provision and confirm any changes for the next year. Following this a separate process will confirm the number and level of planned places for the following financial year.
- 7.5 This process will normally be conducted in November so that the outcome informs the budget setting process prior to the next financial year. An annual funding statement for the resource base will be produced by the LA for the schools which summarises the number of planned places, the level of pupil needs and level of funding.
- 7.6 If, in exceptional circumstances, a pupil is placed in the SRP above the agreed number for the year an additional payment will be considered to the schools if additional resource is shown to be required.
- 7.7 The funding provided will enable each provider to operate an agreed staffing model. This is to ensure that each SRP is able to operate a workable and balanced approach to its staffing, allowing sufficient funds for this purpose.
- 7.8 The funding is additional to other SEN funding allocated to the schools delegated within London Borough of Tower Hamlets arrangements for pupils with predictable and exceptional/high needs. This is specifically for the purpose of supporting pupils placed at the SRP as this is their primary source of funding. The SRP is allocated funding within a place led approach, so that it can exercise reasonable flexibility to meet the needs of these pupils.
- 7.9 SRPs will be fully funded for agreed staffing ratios and support, it would not be expected that the mainstream Schools would subsidise in any way the cost of the provision or that the provision would subsidise the running of the mainstream schools. With this consideration a “top slice” or central contribution of up to a maximum of 10% can be made by the schools to cover all central service costs including staffing and leadership. An exceptional allocation has been made to Bowden House Seaford, of £50,000 in recognition of the increased management costs of creating and supporting a new provision when the school is based in Seaford.
- 7.10 Should the resource base be operating with fewer pupils than it is funded for, a plan will be drawn up between the LA and the schools about how to best use this capacity funded from Dedicated Schools Grant for the benefit of pupils with learning needs who attend other London Borough of Tower Hamlets schools. Whenever such an arrangement is put in place it will be

formalised in a separate written agreement and promptly reviewed if circumstances change during the year.

8. REFERRAL PROCEDURES

- 8.1 All referrals will be through the LA as the admissions authority. These will include relevant reports, based on recent assessments, from:
- 8.2 The most recent schools / PRU attended, any additional available reports from Educational Psychologists, Paediatricians, Speech and Language Therapists, Occupational Therapists, Medical or other professionals.
- 8.3 Children will meet the following criterion for entry to the SRP:
- 8.31 Children will have SEMH needs that significantly impact on their access to mainstream education and require a high level of support in order to progress their learning and social, emotional and mental health development.

9. ADMISSIONS PROCESSES

- 9.1 Admissions to the SRP will be made through the SEND processes where individual placement requests for pupils with EHC Plans are made through annual/interim review meetings and these are then considered at the Local Authority SEND Case Management Meeting. If a child has SEMH needs is discussed at panel then both schools need to be consulted as the SRP admissions meeting will consider the placement of the child and the most relevant setting, if any.
- 9.2 Following approval at the SEND Case Management meeting (or in exceptional cases consideration by senior LA staff outside this meeting), placement requests are then considered at an SRP admissions meeting attended by both schools and the Local Authority.
- 9.3 In addition to this process the Local Authority, in exceptional circumstances, may approach the SRP for an admission to the resource for a child undergoing a SEND statutory assessment.
- 9.4 Admissions to the SRP will follow the formal placement consultation processes set out in the SEND Code of Practice 2014.
- 9.5 The numbers of pupils in each year group along with the current levels of SEND (both EHCP and SEND support) will be taken into account in admission decisions.

10. ARRANGEMENTS FOR THE REVIEW OF PUPILS

- 10.1 The Schools, in conjunction with the LA shall be responsible for organising regular reviews of the pupil's progress including annual reviews as set out in the SEND Code of Practice 2014.

- 10.2 Transition reviews will take place to ensure appropriate planning for transition across key stages and schools' placements. These should always consider any EQIA issues that may arise from school transfers.
- 10.3 The balance of provision for all 24 pupils will be reviewed annually by the Joint Steering Group. This will also include a review of any equalities issues.
- 10.4 The effectiveness and appropriateness of the provision will be reviewed annually with the LA. An in-depth review will take place in Year 2 to ensure the viability and long-term future of the provision.

11. SAFEGUARDING

- 11.1 All SRP staff have up to date training in safeguarding. They will also be aware of, and adhere to, the safeguarding policy of the school and LA. This includes robust risk assessments of pupils who access the SRP and the schools' premises or activities. Any untoward activity or incident will be immediately reported and acted upon.
- 11.2 Parent/carer liaison will be led by SRP staff who should also meet with parents/carers at least termly. Liaison processes should be reviewed as part of the Annual Review process. Where appropriate and/or necessary, other professionals may also be involved.

12 SRP STEERING COMMITTEE

- 12.1 The SRP will have a Steering Group comprising the Head teachers/ Senior Managers, LA SEN and Finance officers. It will be chaired, initially by the Independent Consultant, Dr Helen Jenner. This group will meet monthly to discuss any strategic and operational matters or issues in respect of the SRP. From September 2021, this group will become the SRP Strategic group (with the same membership) and it will meet at least termly. It will also help prepare the annual report for the Local Governing Body and the LA.
- 12.2 The SRP Strategic group should be given all financial records to allow the monitoring of costs and ongoing funding and any commissioning requirements.
- 12.3 From September 2021 onwards the SRP Operational group will be set up comprising of the leads from the Ben Jonson Provision and the Bowden Provision leads and key provision staff members. This group will oversee the day to day management of joint work and staff between the two provisions.

13. ROLES AND RESPONSIBILITIES

- 13.1 The LA will provide the funding and support required to ensure that the SRP is appropriately resourced and runs smoothly. It will also assist with the operational functions, specifically through its representation on the Strategic Group. In addition, it will make and/or facilitate arrangements for the monitoring and review of the SRP.

- 13.2 In return, the SRP and, where relevant, the Operational group will ensure that the needs of its pupils are met, that staff are supported and that parents/carers and other agencies are appropriately involved.
- 13.3 Whilst the LA will be responsible as the Admissions Authority for all admissions and funding matters, the Head teacher/Leaders with responsibility for the SRP, will undertake the day to day management of the SRP, including all the associated functions, in respect of governance and quality assurance.

14. SERVICE SPECIFICATION

- 14.1 The Schools or Other Body will provide the appropriate levels of staffing and support to pupils, taking account of the Staffing Funding Model. This will enable them to meet the identified needs of pupils placed at the SRP, as detailed in their EHCPs or in other professional reports as agreed by the London Borough of Tower Hamlets Council.
- 14.2 There will be a senior leader in charge of each provision, appointed by both Headteachers, directly reporting to the Schools/Service Head and where required, the Strategic Group and Local Governing Body. These will be known as Head of Provision
- 14.3 The Heads of Provision will either have relevant specialist training, qualifications and experience/expertise or will be supported through specific training to enable them to meet the needs of pupils with such needs. They will be a senior member of staff working full time on SRP duties, liaising with key staff such as the SENCO, the schools' senior management and relevant professionals. The Heads of Provision for Ben Jonson and Bowden House will be responsible for ensuring high quality provision and strong outcomes for the children (as evidenced by the KPIs).
- 14.4 The SRP will also have Learning Support Staff who will also be trained and experienced in the SRP specialism and will continue to attend learning and development opportunities as required. In particular, they will receive training to enable them to provide in-house therapy for children enrolled at the integrated provision.
- 14.5 The Schools will provide suitable rooms, sufficiently spacious, to provide for the needs of the agreed place number of pupils, with LA financial support for capital works. The SRP will also be making suitable use of the schools' wider facilities and resources.
- 14.6 The schools will provide an operational procedures document, based on the LA guidelines, detailing how the allocated funding will be used. This will detail its aims and objectives, its staffing, its facilities and resources, its admissions and exit criteria and its methods of working with parents and other partners.

14.7 The schools will also complete a research project in Summer 2021, which will lead to a report and agreed KPIs which should be reported on the website, and included in an Annual Report to the Steering Group, the Schools' Governing Bodies and the Local Authority.

15. MONITORING AND REVIEW OF PROVISION AND LEARNING OUTCOMES

15.1 The SRP will be monitored internally by the Head teacher/Leader, with management responsibility for the SRP, and his/her senior management, resulting in its self-evaluation which can then be discussed at the Strategic Group and the Governing Body. The SRP will be expected to provide an annual summary of progress against agreed KPIs to the LA which will then be reported to all Schools through the Schools Forum.

15.2 The LA shall arrange termly meetings with the SRP Strategic group to consider future admissions / leavers, report on the general progress of pupils, monitor the budget and discuss any points of concern. These meetings shall include the Schools head teacher, or their representative, the Principal Educational Psychologist, or representative, The SEND Manager or any other professional if appropriate.

Schedule of meetings

Autumn Term Baseline and outturn Data of Previous Year.

Spring Term Finance

Summer Term Service Review

16. SERVICE REVIEW/MILESTONES

16.1 The SRP will provide a Service Level Statement, Operational Protocols and Prospectus for Parents and other agencies. These will be public documents which detail the range of its work, its referral criteria, performance indicators and the provision it makes for pupils.

16.2 A Self Evaluation review will be conducted each year, leading to a Service Development Plan that will then be subject to external reviews annually. The SRP will produce for inspection by OFSTED or for discussion with its Schools Improvement Partner (SIP), any material that may be required from time to time for the purpose of quality assurance.

17. DURATION OF THIS AGREEMENT

- 17.1 This agreement is binding on the LA and Ben Jonson and Bowden House Schools for a period of 3 years, with effect from the date on which it is signed by the parties shown below. It may be renewed for further periods of 3 years subsequently, depending on continuing agreement of all parties. Either party may also ask for a review at any time, giving at least one term's notice, but not until this agreement has been in force for a period of at least two years. Any proposal to cease this agreement will not take effect until both parties have had reasonable notice to make alternative arrangements, which for the terms of this agreement, will mean no less than 18 months.

AGREED BY:

Strategic Lead Specialist Provision

SENIOR OFFICER: LONDON BOROUGH OF TOWER HAMLETS COUNCIL

Date:

HEADTEACHERS: Ben Jonson and Bowden House Schools

Date:

Ben Jonson and Bowden House SCHOOLS:

Date:

Appendix 1 KEY PERFORMANCE INDICATORS

This generic list should inform the Specific List which follows (on Page 3) and which will need to be refined for the provision, following the research work in the Summer Term 2021 (p13)

Generic SRP KPIs

Information required/criteria	KPI
The number of pupils in The Resource Provision at the end of each term and their year groups	
The number of new entrants to The Resource at the commencement of each term, and the total number of entrants at the date that the information is provided	
The number of pupils who have a minimum of three Individual Education Plan targets in place agreed under the specific, measurable, attainable, relevant, time framed (SMART) principles which are reviewed at the SAR annual review	100% of pupils will have above targets in place within 2 months of being placed in the resource base.
The progress of individual children within the SRP in relation to the outcomes in their Education Health and Care Plans.	
The number of pupils who have clear plans in place for transition to Mainstream Schools with clearly identified the SMART actions agreed.	100% of pupils will have clear plans in place within 3 months of their transition to the resource base.
The Improvement in pupils' learning and social communication evidenced through baseline assessments completed by the service at the start and finish of interventions	75% to have made evidenced progress in their identified targets for learning and social communication.
The improvement in children's ability to access the curriculum, evidenced through baseline assessments completed by the service at the start and finish of interventions.	
SRP Specific Indicator	
70% of feedback from parents/carers and children and staff in school is good or better.	
The Schools shall provide a report (the SRP Performance Report) to the	

Council forthwith at the end of each academic year detailing the activities, problems, successes and outcomes achieved by The Resource during the year.	
The progress of children in relation to English and Maths. The schools shall provide an annual report on measured pupil outcomes in relation to the individual pupil goals set for all pupils.	At least 80% of pupils are able to demonstrate progress in English and Maths in line with expectations for the individual child.
The Schools shall undertake a survey("Pupil / Parent / Carer Satisfaction Survey ") of pupils , parents / carers at the commencement of the pupils attendance at The Resource, at the end of the academic year and when the pupil leaves The Resource to set the base line and direction of travel for each of the pupils	the Schools will have undertaken a survey of 80 % of the pupils
The Schools shall advise at the end of each academic year the following outcomes	
The number and percentage of parents / carers who are of the opinion that their child has made appropriate progress in learning since attending The Resource	the Schools will have achieved 80% satisfaction regarding progress from the surveys
The number and percentage of children whose attendance at The Resource is at 90% attendance. For any pupils whose attendance is under 90% a detailed SMART attendance plan will be in place setting out the actions being taken to address this and the outcomes of this plan.	the Schools will have a SMART attendance plan for 100% of pupils at the Resource within one month of their attendance falling below 90%
ANY OTHER SPECIFIC KPIs AGREED BETWEEN THE LA AND THE STEERING GROUP	

Draft Specific KPIs and expectations

Bowden House and Ben Jonson Integrated Provision

Key Performance Indicators (Drafted in January – to be refined following Summer Term Research)

	Summer 21	21-22	22-23	23-24
Children attending	0	At least 8 (2*4)	At least 16 (2*8)	Up to 24 (2*12)
Linked children	12 (2*6)	8(2*4)	8 (2*4)	To be confirmed in Year 2
Establishing provision - Staffing	Redeployment from Cherry Trees considered Staff for September recruited Therapies training for TA staff	Staff for 8 (2*4) in place, with capacity to increase if needed Therapies training for TA staff	Staff for 16(2*8) in place with capacity to increase if needed Trained therapists in place	Staff for up to 24 (2*12) Consideration of Outreach potential
Establishing provision - Expectations	Review of current provision and expectations across at least 12 schools supporting children with SEMH EHCPs to establish ambitious targets (SMART). KPIs agreed for: <ul style="list-style-type: none"> • Attendance • Attainment • Academic Progress • SEMH Progress • Access to Mainstream • Transition 	Systems for monitoring agreed KPIs in place for Sept. Clear KPI evidence by July 22.	KPIs show impact for individuals and Cohort	KPIs showing demonstrable impact on LA provision

	<p>Support</p> <ul style="list-style-type: none"> Progress against EHCP Needs and Individual Targets 			
Finances	Budgets established with clear accountability	Balanced budget expected	Balanced budget expected. Financial planning full review with LA	Balanced budget expected
Buildings (Target for LA)	Essential changes made – toilets, doors, fence. Longer term ambition agreed	Longer term changes planned	Longer Term changes implemented by Sep 22	
Management Time (both)	Include awareness of this in research report	Log of time required for meetings, Child Protection, social work etc., and line management activity	Log of time required for meetings, Child Protection, social work etc., and line management activity	
Management Time (Bowden House)	Log of time and costs associated with Bowden House set up	Log of time and costs associated with Bowden House support.	Expectation of reduced management time as provision established	
EQIA considerations	<p>Develop KPIs, as expected for all schools,</p> <p>From consultation- For staff: Ethnicity, gender</p> <p>For children: Friendships Gender balance</p>	<p>Through census reporting</p> <p>Annual EQ review</p>	<p>Through census reporting</p> <p>Annual EQ review</p>	

	For parents: Engagement and involvement			
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Summer 2021 Research Project Specification (To be refined in discussion)

During the Summer Term 2021 Bowden House and Ben Jonson Schools will be establishing the provision which will be open from September 2021.

As part of the preparations the Local Authority would like the two schools to jointly undertake a research project reviewing current mainstream primary provision, and visiting specialist provision elsewhere. The LA would recommend that each visit be undertaken by at least 2 staff, one from each aspect of the provision. The LA would ask that at least 12 such visits are undertaken (this can include schools that children may be transferring from).

The research should seek to address and review some of the issues raised in the external review of provision and should include views of children, staff, parents, current outreach provision, as well as empirical data. It should also include relevant literature on supporting social, emotional and mental health needs for primary children. It should clearly address recommendations from the 2019 SEMH Review, and any issues raised during consultation processes.

As well as giving an insight into current provision it should also provide the basis for determining detailed Key Performance Indicators, ensuring that the new provision is ambitious and effective.

KPI – delivery of a research report (based on 12+ children/settings) which reviews current provision, establishes baseline and advises on KPIs for new provision by July 31st 2021 (or sooner).