

London Borough of Tower Hamlets

and

George Green's George Green's School

**Integrated Resource Provision for children with Autistic
Spectrum Condition (RP-ASC)**

**SERVICE LEVEL AGREEMENT FOR SCHOOL'S RESOURCE
PROVISION**

V2 September 2022

BACKGROUND

This Service Level Agreement (SLA) has been drawn up between London Borough of Tower Hamlets and George Green's School to formalise the arrangements between the two parties in respect of a Special Resource Provision to be set up and funded by London Borough of Tower Hamlets at George Green's School. This Resource Provision is specifically for the purpose of making provision for secondary pupils with Autistic Spectrum Conditions. The Provision will be known as:

George Green's Specialist Provision for Autism Spectrum Condition (RP-ASC)

The exciting new provision, which involved prescribed alterations to redesignate George Green's Schools current resource provision has been established to build on the Local Authority SEND Strategy so that access to specialist ASC support, particularly for high functioning children, included within a mainstream school, is available in Tower Hamlets. This will complement existing mainstream school provision, the primary resource provision at Hermitage School and the provision at Phoenix School and its satellite classes.

1. SCOPE OF AGREEMENT

This SLA relates solely and exclusively to the operation and function of the Resource Provision- Autism Spectrum Conditions (RP-ASC) at George Green's School.

2. PURPOSE

- 2.1 The purpose of the RP-ASC is to make additional, resourced provision for up to 20 secondary age children. This number will form part of the school's overall Published Admissions Number (PAN). It forms part of the London Borough of Tower Hamlets Strategy to make a continuum of provision available for all pupils with additional needs in mainstream school provision
- 2.2 Pupils attending the RP-ASC 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 ASC Provision will be set up as:
 - a) An integrated specialist provision,

comprising an RP-ASC wholly managed by George Green's School

The Local Authority will commission the RP-ASC from George Green's School.

The Governing Body will manage strategic matters through the establishment of a Steering Group.

The Steering Group will be attended by a Local Authority SEND officer, and other LA officers, if appropriate. (eg Financial review)

The George Green's Headteacher and RP-ASC teacher in charge will manage operational matters.

The George Green's Governing Body will receive a termly update on the provision, as part of the Headteacher's Report.

- 3.2 George Green's School Governing Body and LA SEND team will agree a set of KPIs for the provision.

The Headteacher and Specialist Resourced Provision lead 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 operational guidelines and KPIs will be agreed by the Governing Body and Local Authority and monitored by the Steering Group.

The operational guidelines will be made available to parents, governors and the LA in advance of the provision opening.

- 3.3 George Green's School Governing Body will be responsible in all respects for the effective running of the RP-ASC 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 George Green's School Headteacher and RP-ASC lead will ensure pupils' needs are met through their inclusive practice, making full use of the additional resources delegated to them for this purpose.

Commented [J01]: IS there any governance requirements for the Board of Trustees within this?

Commented [J02]: Need to clarify the GG model – including staffing and leadership of the resource base

4. REGISTRATION

- 4.1 The Local Authority take responsibility for the decision to establish SEN provision at George Green's School, following a prescribed alteration statutory consultation process. The decision is registered with the DFE.

5. DESCRIPTION AND AGREED OPERATIONAL PROCEDURES

- 5.1 The Specialist Resourced Provision is a specialist resource, established at the mainstream site, designed to meet the needs of up to 20 pupils whose needs can be met as part of George Green's 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 have a specific aim of maximising access to mainstream classes.

The Headteacher and provision lead will develop the operational guidelines that will be confirmed and agreed by the George Green's School Governing Body and the Local Authority SEND Department before the provision opens for its first full academic year.

- 5.2 The operational guidelines should include:

Transitional arrangements for Young People in the current resource provision

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

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6. NUMBERS

- 6.1 The Agreed Place Number (APN) for the Specialist Resourced Provision is 20. This will be reviewed annually.
- 6.2. To deliver full inclusion in Mainstream classes at George Green's element of the provision it is recognised that numbers may need to be capped at 2 per year group.

- 6.3 Class sizes will not exceed 30 and should take into account the size of the classrooms and any other restrictions that may be in place for reasons of health and safety.

7. FUNDING

- 7.1 The provision will be funded in accordance with 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 The George Green's Headteacher is responsible for ensuring that all children attending the RP-ASC are included on the school's census returns and input as attending the provision.

The Local Authority will ensure that the school 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, as agreed through this SLA.

- 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 Tower Hamlets Band B.

Where pupils' EHCP recognises a higher level of need the additional amount above Band B will be paid to the school.

- 7.4 Each year a moderation exercise is conducted by LA staff in conjunction with all the schools who host an ISP. The moderation process, normally undertaken with the lead teacher for the provision, checks which resource base pupils are currently attending, or projected to join, the ISP provision and confirm any changes for the next year. Following this the Local Authority 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 school which summarises the number of planned places, the level of pupil needs and level of funding.

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- 7.6 If, in exceptional circumstances, and in consultation with the school, a pupil is placed in the provision above the agreed number for the year an additional payment will be made, reflecting the level of need identified in the child's EHCP.

- 7.7 The funding provided will be sufficient for George Green's RP-ASC to operate a staffing model agreed by the Governing Body and the Local Authority.

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- 7.8 The funding for the RP-ASC is additional to other SEN funding allocated to individual children attending George Green's School, who are not on the RP-ASC roll. The RP-ASC is allocated funding within a place led approach, so that it can exercise reasonable flexibility to meet the needs of these pupils.
- 7.9 The Local Authority does not expect that George Green's Primary School should subsidise the cost of the RP-ASC, nor that the provision should subsidise the running of George Green's School. The strategic management of expenditure is the responsibility of the Governing Body. The Local Authority hold responsibility for monitoring commissioned provisions and the effective use of the High Needs Block.
- 7.10 If the RP-ASC is consistently operating with fewer pupils than it is funded for, a plan will be drawn up between the LA and George Green's Steering Group 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.
- 7.11 If there is pressure for more children to attend George Green's RP-ASC, the potential to expand will be considered in the Year 2 review.

8. REFERRAL PROCEDURES

- 8.1 All referrals to the RP-ASC will be through the LA as the admissions authority. These will include relevant reports, based on recent assessment in the education Health and Care Plan, Annual Reviews and any additional reports from:

The most recent school settings, any additional available reports from Educational Psychologists, Paediatricians, Speech and Language Therapists, Occupational Therapists, Medical or other professionals.

- 8.2 Children will meet the following criterion for entry to the provision:

Children will have an Educational Health and Care Plan with a primary need of ASC that significantly impacts 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.

The George Green's RP-ASC caters for children with social communication and or emotional regulation difficulties whose needs lie within the autistic spectrum. The severity of these needs is such that they require support in addition to that which a mainstream school can provide for their needs, even with additional support.

Their academic level will be within national expectations for their age (or usually no more than a year behind that of their peers).

These criteria should be reviewed during Year 2 when there is a clearer picture of demand and need.

9. ADMISSIONS PROCESSES

- 9.1 Admissions to the RP-ASC will be made following Tower Hamlets SEND processes. Requests for individual placements are made by parents, via SEN caseworkers at the point of issuing a plan or following an annual review meeting. Each request is then considered at the Local Authority SEND Panel meeting and the Local Authority makes the decision on placement in a setting that best meets the needs of the child.
- 9.2 Following approval at the SEND Panel meeting (or in exceptional cases consideration by senior LA staff outside this meeting), the Local Authority will consult with the George Green's School Headteacher to admit pupils, as described in the SEND Code of Practice 2014.
- 9.3 In addition to this process the Local Authority, in exceptional circumstances, may approach the George Green's School Headteacher for an admission to the resource for a child, with an ASC diagnosis undergoing a SEND statutory assessment. Placement would be funded at Band B, pending assessment.
- 9.4 The numbers of pupils in each year group is not a criteria for not admitting above number but the impact on the delivery of effective education for children will always be taken into account in admission decisions.

10. ARRANGEMENTS FOR THE REVIEW OF PUPILS PROGRESS (ANNUAL REVIEW)

- 10.1 The Lead Teacher, in conjunction with the LA, will 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 The Lead Teacher will arrange transition reviews to ensure appropriate planning for any moves to another school. The review will always consider any EQIA issues that may arise from school transfers.
- 10.3 The balance of provision for all 20 pupils will be reviewed annually by the Strategic Group. This will also include a review of any equalities issues.
- 10.4 The effectiveness and appropriateness of the provision will be reviewed annually by the Strategic Group, with the link LA SEND officer in attendance. An in-depth review will take place in Year 2 to ensure the viability and long-term future of the provision, including the potential for outreach work.

11. SAFEGUARDING

- 11.1 All resource provision 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 resource

provision and the schools' premises or activities. Any untoward activity or incident will be immediately reported and acted upon.

- 11.2 The Lead Teacher for the RP-ASC will have training in recognising the increased safeguarding vulnerabilities for children with additional needs.
- 11.3 Parent/carer liaison will be led by RP-ASC staff who will meet with parents/carers at least termly. Liaison processes will be reviewed as part of the Annual Review process. Where appropriate and/or necessary, other professionals will also be involved.

12 RP-ASC STRATEGIC GROUP

- 12.1 The RP-ASC will have a Strategic Group comprising the Head teacher/ Senior Manager, Governors, and SEND and/or Finance officers from the LA. It will also help prepare the annual report for the Local Governing Body and the LA.
- 12.2 The RP-ASC Lead Teacher will ensure financial and operation records provide information to allow the Strategic Group to review effectiveness, costs and ongoing funding requirements.

13. ROLES AND RESPONSIBILITIES

- 13.1 The LA will provide the funding and support required to ensure that the RP-ASC 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 RP-ASC.
- 13.2 The RP-ASC Lead Teacher 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 George Green's Headteacher has responsibility for organisational matters affecting the RP-ASC.
- 13.4 George Green's Governing Body has responsibility for strategic matters (supported by the RP-ASC Strategic Group).
- 13.5 Tower Hamlets Local Authority has responsibility for commissioning provision and ensuring value for money from the High Needs Block.

14. SERVICE SPECIFICATION

- 14.1 George Green's School Headteacher, with the RP-ASC Lead Teacher will establish appropriate levels of staffing and support for pupils. They will meet

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the identified needs of pupils placed at the RP-ASC, 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 Lead Teacher in charge of the provision, appointed by the Headteacher, directly reporting to the Headteacher. The Lead Teacher will be expected to provide reports for the ISP Strategic Group and George Green's Governing Body, and LA SEND officers.
- 14.3 The RP-ASC Lead Teacher will have relevant specialist training, qualifications and experience/expertise. They will be a senior member of staff working full time on RP-ASC duties, liaising with key staff such as the SENCO, the school's senior management and relevant professionals.
- 14.4 The RP-ASC may also have other teachers and/or learning support staff, who will also be trained and experienced in ASC 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 RP-ASC.
- 14.5 George Green's School will be supported by the LA to provide permanent, world class suitable rooms, sufficiently spacious, to provide for the needs of the agreed place number of pupils, with LA financial support for capital works. Children and staff from the RP-ASC will also be making full use of the school's wider facilities and resources.

The RP-ASC building provision will comprise:

- 2 RP-ASC bases; one catering for EYFS/KS1, the other for KS2.
- The EY/KS1 base would have sufficient space for up to 6 children; the KS2 base would need to have space for up to 8 children. This should enable them to work together when planned but also to access individual or group learning spaces when needed. This should be similar in design specification to Phoenix School classrooms. A room already exists in the school and would need alterations to make it fit for purpose.
- A therapy/small group room will also be needed to deliver therapeutic services or where children are able to relate 1 to 1 with an adult without distraction.
- Both bases to have access to sensory calming spaces.
- An alternative lunchtime provision.
- A designated meeting space for parents and professionals
- A small secure outdoor space for those children who find the main play areas too large.

Commented [JO7]: Need a description of the GG building for the resource provision – as it is now, as it will be when completed (if possible) and as it will be in transition (during the works).

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Timescales to move towards a permanent provision will be agreed, clear and practical.

Any temporary arrangements must be agreed with the school and must meet the needs of the children in the provision. The numbers of children accessing the provision will be affected by the delivery times for the permanent building, and the suitability of temporary arrangements.

Commented [JO9]: Can keep this in for now – depending upon 14.5

- 14.6 The RP-ASC Lead Teacher, with the Headteacher, will provide an operational procedures document, based on the LA guidelines, detailing how the allocated funding will be used. This will be approved by the Governing Body and the Local Authority. This will detail the RP-ASC provision 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 RP-ASC staff, led by the Lead Teacher, will also complete a research project, which will lead to a report and recommended KPIs.
- 14.8 The Local Authority SEND Department and George Green's Governing Body will agree the KPIs.
- 14.9 The KPIs should be reported on the George Green's School website and included in an Annual Report to the Strategic Group, the School's Governing Body and the Local Authority. The annual report should also be published on the website.

15. MONITORING AND REVIEW OF PROVISION AND LEARNING OUTCOMES

- 15.1 The RP-ASC Lead Teacher will be responsible for the quality of day-to-day operation of the RP-ASC provision.

George Green's School Headteacher is responsible for ensuring the maintenance of high-quality educational provision across the school, of which the ISP is an integral part of inclusive practice.

Together the Headteacher and RP-ASC Lead Teacher will provide information for the RP-ASC Strategic Group and Governing Body, so that the George Green's governors and Local Authority officers are assured of the effectiveness of the RP-ASC.
- 15.2 The LA will attend termly meetings of the Strategic Group to consider future admissions / leavers, report on the general progress of pupils, monitor the budget and discuss any points of concern.
- 15.3 The Governing Body have responsibility for the publishing an annual report for the RP-ASC, which must include progress in addressing agreed KPIs.
- 15.4 Recommended Focus for meetings of the Strategic Group

Autumn Term	Baseline and outturn Data of Previous Year.
Spring Term	Finance
Summer Term	Service Review to inform Annual Report

16. SERVICE REVIEW/MILESTONES

- 16.1 The George Green's Governing Body 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 Service Evaluation review will be conducted each year, leading to a Service Development Plan that will then be subject to external reviews annually. The RP-ASC Lead Teacher 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.
- 16.3 In Year 2 a more in-depth review will be completed so that any changes needed to further establish the provision can be addressed, including the potential to change the size of the provision and to introduce outreach work.

17. DURATION OF THIS AGREEMENT

- 17.1 This agreement is binding on the LA and George Green's School 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:

SENIOR OFFICER: LONDON BOROUGH OF TOWER HAMLETS COUNCIL

Date:

HEADTEACHER/MANAGER: George Green's School

Date:

CHAIR OF GOVERNORS George Green's School

Date

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Appendix 1 KEY PERFORMANCE INDICATORS (To be discussed)

This generic list should inform the Specific List which follows (on Page 14) and which will need to be refined for the provision, following the research work in the Autumn Term 2021 (p16)

Generic ISP KPIs

Information required/criteria	KPI
The number of pupils in The Resource Provision at the end of each term and their year groups	Monitored through the School's SEN Schedule.
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	Monitored through the School's SEN Schedule and school returns.
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 ISP in relation to the outcomes in their Education Health and Care Plans.	Monitored for individual children through the review of outcomes at Annual Review.
The number of pupils who have clear plans in place for transition to mainstream schooling 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.	Baseline assessments show progress. Appropriate provision for phase transfer is identified for each child.
RP-ASC Specific Indicator	
Parent and learner satisfaction with the provision.	70% of feedback from parents/carers and children and staff in school is good or better.
The Schools will provide a report (the RP-ASC Performance Report) to the	

Council 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 will 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 will 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 School will 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 95% 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 TRUST	

Draft Specific KPIs and expectations (to be discussed)

George Green’s Integrated Specialist Provision for Autism Spectrum Condition (RP-ASC)

Commented [JO10]: Example below is from Hermitage school; The GG model will be dependent up on the staffing model, initial numbers in the provision, the projected demand and the accommodation during the rebuild.

Key Performance Indicators (Drafted in January 2021 – to be refined following Autumn Term Research)

	Spring 2023 – Summer 2023	23-24	24-25	25-26
Transition arrangements for Children in current provision				
Children attending	0	At least 4	At least 8,	Up to 20
Linked children	tbc	tbc	tbc	To be confirmed in Year 2
Establishing provision – Staffing	Redeployees from Tower Hamlets considered. Staff for September recruited	Staff for 4 in place, with capacity to increase if needed	Staff for 8 in place with capacity to increase if needed	Staff for up to 20 Consideration of Outreach potential
Establishing provision - Expectations	Review of current provision and expectations across at least 20 schools supporting children with ASC EHCPs to establish ambitious targets (SMART). KPIs agreed for: <ul style="list-style-type: none"> • Attendance • Attainment • Academic Progress • ASC Progress • Access to Mainstream 	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

	<ul style="list-style-type: none"> • Transition Support • 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 –Longer term ambition agreed	Longer term permanent changes planned with clear timelines	Longer Term permanent changes implemented by Sep 22	
Management Time	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	
Quality Assurance	Work towards Autism friendly accreditation. Aspiring and Advance Level	Accredited achieved	Accredited maintained	? Support other schools with NAS accreditation
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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