

**Draft Contract – Resourced Schools
Cumwhinton Primary School**

Strategic Domain: Autistic Spectrum Disorder (ASD)

* throughout this paper, where pupils with ASD are identified, it is those whom the school and LA have agreed should be strategically placed (see admissions/exit criteria appended)

Aim

To secure for children and young people, living within Carlisle and surrounding area, the opportunity to be taught in an inclusive and supportive school environment that can meet their specific educational needs. (see Aims & Objectives document – school domain)

Inclusive learning arrangements

LA responsibilities

- To maintain and develop an environment where children with ASD (designated as being part of the resourced element in the school) can maximise their learning opportunities
- To ensure that these pupils have access to an education that secures social, locational and curricular inclusion
- To support the school in its acquisition of the Inclusion Chartermark (see appendix)

School responsibilities

- Create, maintain and develop a physical learning environment for all pupils, including pupils with ASD, where learning opportunities can be maximised
- To provide access to a educational environment that offers social and curricular inclusion to pupils with ASD
- To ensure that all staff play a crucial role in developing inclusive learning opportunities for pupils with ASD
- To work towards the achievement of the Inclusion Chartermark, level 2, within 2 years

Curriculum

LA responsibilities

- To ensure that curriculum delivery is appropriately resourced for pupils with ASD (see revenue funding arrangements section)

School responsibilities

- To offer differentiated access to the National Curriculum that maximises learning opportunities for pupils with ASD

Staffing

LA responsibilities

- To ensure that the quality of specialist teaching, made available to pupils with ASD, is maintained at an appropriate standard and is subject to Continuing Professional Development

- To develop Service Level Agreements (SLA) that gives the specialist teacher access to the specialist guidance and expertise required to complement the teaching and learning of deaf children

School responsibilities

- To ensure that the quality of specialist teaching and learning is maintained at an appropriate standard
- To provide specialist teaching and support staff with opportunities for CPD embedded within the school context
- To work with the LA to develop SLA's which will provide the specialist teacher with access to specialist advice, guidance and expertise
- To release, from time to time, the specialist teacher to work with county-wide based colleagues to support their CPD thereby ensuring that they maintain a high level of expertise

Pupils

LA responsibilities

- The LA will ensure that the number of pupils in the resourced part of the school will not exceed 8
- Account will be taken of any reduction in the overall pupil profile to avoid any distortion of the basic character of the school population
- When numbers drop to 4 the resourced element of the school will be subject to LA review

School responsibilities

- The school will develop and maintain an enhanced level of pastoral support for deaf pupils (see parents section below)

Parents

LA responsibilities

- Communicate effectively with the parents of pupils in securing, supporting and maintaining an appropriate place at a strategically resourced school

School responsibilities

- The school will develop the principle of positive partnership that recognises the particular and unique needs of the individual

Capital funding arrangements

LA responsibilities

- The LA will make provision, within the context of it's own Accessibility Plan, to resource, maintain and develop the infrastructure that is required by an appropriately equipped strategic school

School responsibilities

- To ensure that the specialist capital resources are used for the purpose intended
- Bids for accessibility should be co-ordinated with other school building projects

Revenue funding arrangements

LA responsibilities

- Revenue funding for the strategically resourced element of the school will come from the following:
 - 1. Resourced school lump sum**
Currently this is £2000 and it is allocated to the school in recognition of its unique status
 - 2. Enhanced AWP**
This is a formula allocation (see appendix) based on pupil age and numbers and enhances the resourced school lump sum described above. It secures a minimum additional budget (net of statements) of £33,584
 - 3. Individual statutory resources**
Allocations will be made at a funding level agreed between LA and school for all pupils with ASD. The current agreed level is SENCAT 14 to be reviewed annually

School responsibilities

- The school will be directly accountable, to the LA, for spending 1 & 2 above
- Although accountable to the LA for spending under 3 above, it is recognised that this resource can be flexibly used to ensure that teaching and learning is effective for all pupils with ASD

Training

LA responsibilities

- To provide professional development opportunities to enable specialist staff to maintain their skills and expertise so that they continue to be appropriately qualified to work with pupils with ASD

School responsibilities

- To identify, through Performance Management, where key specialist staff require additional training to meet LA requirements

Transport

LA responsibilities

- The LA will provide appropriate home/school transport for all pupils who meet the criteria for membership of the resourced part of the school. This will be determined on the basis of individual need

School responsibilities

- To ensure that pupils are transported from home to school and back having due regard for their health and safety. Where this does not happen, system failures are reported to the appropriate LA professionals

Admission/Exit criteria

(To be developed)

Draft