



1.12 Role of the SEND clusters

“I have worked in South Glos for over ten years and this is by far the most positive steps that have been taken to use the vast expertise already on offer within our primary schools. The benefits of having SENCOs supporting each other are huge and it is a very exciting opportunity to enable schools to better cater for their most vulnerable pupils. The way it allows for Primary and Secondary schools to work together in supporting their pupils is fantastic and I am very excited about the prospects of how the future of this pilot can allow our SEND pupils to flourish within mainstream education.”

- Primary Headteacher

Following a successful pilot 2018-2019, all schools in South Gloucestershire have been invited to be part of five clusters to support children and young people with special educational needs and disabilities (SEND) and/or social emotional mental health needs, and those who may need support in their learning.

It is one of the activities outlined in the South Gloucestershire SEND Strategy 2018-2023, designed not only to help children and young people at an earlier stage by giving them greater access to learning, but also to help schools address and plan for the increasing needs of children and young people with SEND. In line with the SEND Strategy, South Gloucestershire is committed to empowering schools to put early help in place – and in doing so, help steer CYP to make better progress earlier on. The aspiration of the project is that this approach will lead to opportunities for a child or young person to meet their full potential, while reducing the need for more dramatic and costly interventions later on in their school life.

What do SEND clusters do?

SEND Clusters work collaboratively and expand their own local offer to better meet the needs of children and young people with SEND in their locality. Each Cluster has Lead SENCOs for both primary and secondary phases. SENCOs within their clusters attend SEND Cluster Meetings each term, to share what’s working and identify needs within their groups of schools. Working collaboratively, with a range of professionals the intention is to develop and grow inclusive practice so that CYP have their needs met early, are happy in school and make the very best progress.

“My daughter’s school is part of a SEND Cluster. I can see the difference it is making. The school is trying new ideas and involving me as a parent”

- South Glos parent of a primary aged child

What are the aims and intended outcomes of the SEND Clusters?

The SEND Cluster supports children and young people with special educational needs and disabilities (SEND) and/or social emotional mental health needs, and those who may need support in their learning. It is one of the activities outlined in the South Gloucestershire SEND Strategy 2018- 2023, designed not only to help children at an earlier stage by giving them greater access to learning, but also to help schools address and resolve the increasing needs of children and young people with SEND.

The key strategic outcomes identified for the SEND Clusters are:

- Better educational outcomes for children identified at SEN Support
- Earlier identification of need so that CYP have the right provision at the right time so reducing the need for more costly interventions later on.
- Meeting the needs of pupils with behaviour that challenges in schools and reducing the number of exclusions.

In the interest of successful delivery and efficient and effective use of financial resources through active engagement and commitment to success, schools involved in the SEND Clusters have agreed the following expectations as a condition of participation:

- Head teachers agree to prioritise a Whole School SEND Review (if one has not taken place) – costs will be covered by the Cluster
- Once a review has been completed, the head teacher agrees to share the Whole School Review report with the school's Governing Body and to deliver on the action plan
- Head teachers agree to share the key development items from the Whole School SEND review with the SEND Cluster Board as this is the means by which the SEND Cluster can identify strengths and weaknesses and respond strategically to need both within and across schools in the clusters.
- Head teachers and SENCOs ensure that there is capacity to deliver interventions in their recommended form before attending training.
- Head teachers agree to further reduce the number of days lost in FTE and wherever possible avoid a permanent exclusion
- Head teachers agree to focus on the identification, assessment and meeting the needs of pupils with SEND at the earliest point and to work preventatively wherever possible. This in time will help to reduce the need for more costly interventions
- SENCOs are released to attend the Cluster SENCO meetings (funding can be provided to release SENCOs)

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- SENCOs commit to provide evaluation information within 10 working days when requested in writing by Cluster Lead SENCOs
- When considering making a request for an EHC needs assessment SENCOs will seek the advice of the cluster SENCOs to ensure that the CYP has received sufficient intervention at SEN support and that the level of need is severe enough to warrant an assessment.

How do schools access support from SEND Clusters?

SEND clusters work collaboratively supporting each other in the identification, assessment and planning of provision to meet the needs of pupils with SEND at the earliest point and to work preventatively, wherever possible. As part of this process any school accessing support from the Cluster will review the impact of agreed support/provision within an agreed time scale.

The SEND Clusters will support schools in undergoing a Whole School SEND Review which will highlight areas of good practice and areas for development for each individual. The SEND Cluster Board will request that schools have a review every three years or earlier if a school so chooses.

Before a referral:

There is an expectation that before additional support is accessed from the Cluster Board schools, will have:

- Shown evidence of the graduated approach with clear outcomes identified for the CYP so that teaching is adapted to meet the needs of individual learners and personalised support is in place.
- Sought advice from the phase Cluster SENCo Group before any referral to the Cluster Board is made for any CYP at SEN Support or at risk of exclusion.

If a school is considering making a request for an EHCna then the school SENCO can provide anonymised information to the Cluster SENCo group who can offer advice and access to support.

A key aim of the SEND Clusters is to identify needs early and put in appropriate support so a CYP has their needs met, makes good progress to avoid more costly interventions at a later date.

Referral to the Cluster Board

1. If a CYP's needs are still not being met the school contacts Cluster Chair or phase Lead SENCO and submits a referral.

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2. The referral outlines CYP's needs and the school is invited to a Cluster Board meeting to discuss the needs of the CYP.
3. The school Cluster Board considers the needs and identifies any support that could be allocated. This process is solution focused, collaborative and supportive. Support can be identified for CYP at SEN Support or/and at risk of exclusion.
4. If a school receives support from the Cluster there is an expectation that they will review the impact of this support. This then enables SEND Clusters to build a picture of 'what works' sharing that knowledge both within and between Clusters so that there is growing and developing inclusive practice throughout South Gloucestershire schools.

Which schools are part of which cluster?

Cluster 1 (17 schools)

Lead Head: Paul Smith - Almondsbury Primary.

Email: paul.smith@almondsburyprimary.co.uk

Lead SENCOs:

Claire Adams – St Marys Primary, Thornbury. Email: claire.adams@sgmail.org.uk

Schools:

- Almondsbury Primary
- Charfield Primary
- Christ the King Catholic Primary
- Crossways Infant
- Crossways Junior
- Gillingstool Primary
- Manorbrook Primary
- Oldbury-on-Severn Primary
- Olveston Primary
- St Andrew's Primary (or Cluster 3)
- St Helen's Primary
- St Mary's Primary (Thornbury)
- St Peter's Primary
- Severn Beach Primary
- Tortworth Primary
- The Castle School
- Marlwood School

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Cluster 2 (22 schools)

Lead Head: Mark Freeman – St Michaels Primary, Stoke Gifford.

Email: Mark.Freeman@stmichaelssg.org.uk

Lead SENCOs:

Anna Carr – St Michaels Primary, Stoke Gifford.

Email: Anna.Carr@stmichaelssg.org.uk

Erica Wolstenholme, Bradley Stoke.

Email: erica.wolstenholme@bradleystokecs.org.uk

Schools:

- Bailey's Court Primary
- Bowsland Green Primary
- Callicroft Primary Academy
- Charborough Road Primary School
- Charlton Wood Primary Academy
- Coniston Primary
- Filton Hill Primary
- Holy Family Primary
- Holy Trinity Primary
- Little Stoke Primary
- Meadowbrook Primary
- St Chad's Patchway Primary
- St Mary's Primary (Bradley Stoke)
- St Michael's Primary (Stoke Gifford)
- Shield Road Primary
- Stoke Lodge Primary
- Wallscourt Farm Academy
- Wheatfield Primary
- Patchway Community College
- Bradley Stoke Community School
- Abbeywood Community School
- Bristol Technology and Engineering Academy

Cluster 3 (34 schools)

Lead Head: Peter Barnard – Frampton Cotterell Primary.

Email: Peter.Barnard@fcceprimary.co.uk

Lead SENCOs:

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Nicola Joyce – Pathways Learning Centre

Email: Nicola.Joyce@pathwayslearningcentre.org

Kieran Mogford – Winterbourne Academy.

Email: Kieran.Mogford@winterbourneacademy.org.uk

Schools:

- Abbotswood Primary
- Alexander Hosea Primary
- Broadway Infant
- Elm Park Primary
- Frampton Cotterell Primary
- Frenchay Primary
- Hambrook Primary
- Hawkesbury Primary
- Horton Primary
- Iron Acton Primary
- The Manor Primary
- Marshfield Primary
- North Road Primary
- Old Sodbury Primary
- Pucklechurch Primary
- Rangeworthy Primary
- Raysfield Infants'
- Raysfield Junior
- The Ridge Junior
- St John's Mead Primary
- St Mary's Primary (Yate)
- St Michael's Primary (Winterbourne)
- St Paul's Catholic Primary
- Trinity Primary
- Tyndale Primary
- Watermore Primary
- Wellesley Primary
- Wick Primary
- Yate International Academy (Woodlands)
- Brimsham Green School
- Chipping Sodbury School
- Winterbourne Academy

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Cluster 4/5 (25 schools)

Lead Heads:

Tim Ruck – St Stephens Infants.

Email: Tim.Ruck@ststephensinf.org.uk

Kirsty Chambers – Beacon Rise Primary.

Email: kirsty.chambers@beaconrise.org.uk

Lead SENCOs:

Libby Lines – Park Primary. Email: libby.lines@sgmail.org.uk

Alex Lynett – John Cabot Academy. Email: alex.lynett@jca.cabot.ac.uk

Schools:

- Barrs Court Primary
- Beacon Rise Primary
- Cadbury Heath Primary
- Cherry Garden Primary
- Christ Church Primary (Hanham)
- Courtney Primary
- Hanham Abbots Junior
- Longwell Green Primary
- The Meadows Primary
- Our Lady of Lourdes Primary
- The Park Primary
- Parkwall Primary
- Redfield Edge Primary
- St Anne's Primary
- St Barnabas Primary
- Samuel White's Infant
- John Cabot Academy
- Hanham Woods Academy
- Sir Bernard Lovell Academy
- Digitech Studio School
- King's Oak Academy
- St Stephen's Junior
- St Stephen's Infant

Cluster 6 (16 schools)

Lead Head: Karl Hemmings

Email: Karl.Hemmings@egps.org.uk

Lead SENCOs:

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Alison King – Barley Close Primary. Email: alison.king@barleyclose.org.uk

Mike Marsh – Mangotsfield. Email: michael.marsh@cset.co.uk

Schools:

- Barley Close Primary
- Blackhorse Primary
- Bromley Heath Infant
- Bromley Heath Junior
- Christ Church Infant (Downend)
- Christ Church Junior (Downend)
- Emersons Green Primary
- Kings' Forest Primary
- Mangotsfield CE (VC) Primary
- St Augustine of Canterbury Primary
- Stanbridge Primary
- Staple Hill Primary
- The Tynings
- Mangotsfield School
- Downend School
- Lyde Green Primary School