

**Memorandum of Understanding between  
Rutland County Council (The Commissioner)  
&  
Catmose College (The Provider)**

**For the delivery of Designated Specialist Provision at Catmose  
College**

**Purpose**

This Memorandum of understanding (MOU) reinforces the commitment of both partners to work together towards a common goal. It underpins the service specification for the delivery of education support for children with special educational needs and/or disabilities (SEND) within the designated space at Catmose College, known as the Designated Special Provision (DSP).

The aim of this agreement is to;

- Clearly outline the role and responsibilities of both Rutland County Council and Catmose College for ensuring the effective delivery of the DSP in line with the 'service specification'.
- To provide a formal process that that can be shared with authorising individuals within each organisation, Schools Forum and to parents and the wider community to give clarity about what the arrangement involves, and how each partner is contributing to the arrangement.
- To outline the process for monitoring the effectiveness of the provision and making changes to delivery as and when required.
- To outline the process for addressing disagreement and reaching resolution.

**Contents:**

1. About the DSP – Purpose and details of who the provision supports.
2. The responsibilities of Catmose College - DSP Service Specification.
3. The responsibilities of Rutland County Council.
4. Admission Arrangements (including Appendix A).
5. Financial Arrangements.
6. Monitoring and Review Processes.
7. Disagreement Process.
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**Updated September 2019**

## 1. About Catmose College DSP

### Purpose:

Catmose College DSP is attached to a mainstream school and caters for children whose special educational needs and/or disabilities requires specialist support over and above that which a mainstream school can normally provide within an Education, Health and Care Plan (EHCP).

The DSP is designed to enable children with SEND, who require specialist and individualised support, to continue to access and experience mainstream education by offering discrete provision throughout the school, helping children to maintain access to aspects of the mainstream curriculum, the internal environment and the external environment whilst also receiving individualised specialist provision within designated DSP facilities.

### The DSP will support children with the following Special Educational Needs:

The provision is designed to support children who have special educational needs associated with their Cognition and Learning - one of the four broad areas of special educational need as defined within the SEND Code of Practice (2015). However, cognition and learning needs may present co-morbidly with other special educational needs and/or disabilities and it maybe within the remit of the DSP facilities to also address and support such needs.

Cognition and Learning relates to children and young people with learning difficulties which are persistent over time, pervasive across the curriculum and which affect, alter or slow their learning. Such difficulties present even where individualised and differentiated support is provided, and whilst steps of progress may be seen, children and young people with cognition and learning difficulties are likely to have lower attainment levels than expected for their age in most areas of the curriculum. Cognition and learning needs can impact not only on academic learning within the classroom but, also upon the acquisition of daily and life skills such as problem solving, following instructions, navigating the environment, personal organisation, memory and self-care.

Children and young people with Cognition and Learning needs may also have additional special educational needs and/or diagnosis falling under the other areas of SEND including Communication and Interaction, Sensory and Physical and Social, Emotional and Mental Health needs. Children and young people with a co-morbid needs profile will be applicable for support through Catmose DSP, where the Education Health and Care Needs Assessment identifies that their learning levels and support needs can be met within this type of provision. However the facility is not intended to provide support to children who have severe or profound and multiple learning difficulties, who are likely to have significant levels of support requirements across all areas of special educational needs and daily care.

The provision may support children and young people whose special educational needs may also require emotional and behavioural support and wider adaptation. This includes children with low to moderate behavioural support and sensory needs and may include, for example, children with lower level Autism Spectrum Disorders with additional cognition and learning needs.

The provision is not designed to meet the needs of children and young people with highly complex social and emotional needs where the needs that they experience are so pervasive as to impair their readiness for learning and impair their ability to access learning at a level that is provided within the context and remit of the support available within the provision. This may include, for example, those with complex needs which result in repeated or prolonged levels of aggression towards others and conduct which can pose a significant risk of harm to self and/or peers.

#### The DSP will serve the community of Rutland

The provision will prioritise the needs children who are resident within Rutland. As a designated special provision, places can be provided to children out of county if a school consults for a child with an EHCP and there are spaces available. Requests for places for children out of county must be agreed and approved by Rutland County Council, in consultation with the provider.

#### Number of Places

Provision is available for 25 full time equivalent places during the academic year.

#### Age Range

The Designated Special Provision provides for students from Key Stages 3 and 4.

## **2. DSP Service Specification – the responsibilities of Catmose College**

Catmose College will operate the provision in line with the purpose of the DSP as outlined in section 1 above. The model of delivery by Catmose College will follow in accordance with the below responsibilities:

#### School Organisation

- a) The Designated Specialist provision is, and will be seen as, an integral part of the Catmose College community. It offers pupils an appropriate curriculum based upon the National Curriculum.
- b) Suitable accommodation and teaching spaces will be provided, to include suitable quiet support spaces for children with special educational needs and/or disabilities which may include spaces across the Catmose campus.
- c) Children will remain part of the main school tutorial group and will register with this group when appropriate.
- d) The school is committed to and will offer carefully structured access, with the appropriate support, to the mainstream school curriculum if this is appropriate and relevant to the student's needs and the provision reflected within their Education, Health and Care Plan.
- e) All students are entitled and are supported to reasonably a range of extra-curricular activities including the electives programme.
- f) Management structures cover the whole college including the Designated Specialist Provision.

## Inclusive Practice

- a) Catmose College will adopt a child centered approach and a child's needs will be at the heart of their programme of study and will be centered on their individual needs and aspirations
- b) The provision will facilitate the inclusion of pupils in a range of whole school activities within and beyond the mainstream school alongside their peers.
- c) Catmose College DSP will be integral to, and embedded within, the Inclusion services at the heart of the school's student support model.
- d) All students will have access to a broad, balanced and relevant curriculum. Access to the main school curriculum for children will be actively promoted, according to the needs of the children including:
  - An Individual Education Plan, provision map or similar will be in place for each child, reflecting their education outcomes, aspirations and preparation towards independence as outlined within their EHCP and other plans where relevant such as a Personal Education Plan for children who are looked after, Child in Need Plan etc.
  - Ensuring that all children are involved in the general life of the school including breaks and lunchtimes with mainstream peers.
  - Providing timetables which reflect the individual planning for children's identified needs in order to support their levels of attainment.
  - Opportunities will be provided to facilitate integration between mainstream and DSP environments.
  - Increasing the skills and experience of mainstream school teaching staff who have experience of teaching groups within the DSP in order to develop and enhance skills and experiences.
  - Ensuring teaching staff within the DSP work within the mainstream school staff on joint curriculum initiatives and team teaching.
- e) The provision as a leader in supporting children with SEND will offer learning opportunities, advice and guidance to other local Rutland schools, and in particular to help support effective transition of children with special educational needs and or disabilities between schools and onto further education. Where such support is above what can reasonably be accommodated as an existing DSP additional funding may be provided by Rutland County Council to support the provider to deliver sessions e.g. in delivering outreach support within other schools.

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## Educational Aims

- a) Delivery of a personalised curriculum and outcomes based plans for each child placed within the DSP, including effective provision of specialist resources based on the individual needs of a child as detailed in their EHCP.
- b) Pupils will follow the National Curriculum with appropriate differentiation and modification designed to meet their individual learning needs.
- c) The individual needs and learning styles of pupils will determine the methodologies used by the provider. This may include one to one and small group learning, and/or integrated individual programmes of work as recommended by therapists and other professionals and will be within the remit of the provision.

### Specialist Resources

- a) Catmose College will facilitate access to support where it is appropriate, and if required as part of an EHCP, from Physiotherapists, Occupational Therapists, Educational Psychologists and Speech and Language Therapists etc. in order to ensure provision is appropriate to the individual needs of children.
- b) Catmose College will take responsibility for the provision of specialist, therapeutic or other support outlined within an EHCP as appropriate utilising, where this is identified, additional funding made available through High Needs funding allocations for children within the DSP as outlined within their EHCP. Additional funding would be for provision which is not delivered through the DSP as standard and as such would require further funding from Rutland County Council in order to deliver.
- c) Ensure Early Help support is in place and coordinated where children within the DSP require additional support. This will include undertaking early help assessments and acting as lead professional, supporting a Team around the Family (TAF) approach and associated TAF meetings to support the wider family and environmental needs.

### Home School Liaison

- a) The College will recognise and promote close relationships with parents and carers. This will be actively pursued through formal and informal review, newsletters and parents evenings.
- b) The DSP follows the whole school policy with regard to progress evenings and reports and will offer wider opportunities for parents and carers where children have an EHCP to engage in the development of individual support plans, reviewing of progress and adaptation of provisions in support of the requirements within the EHCP and as outlined within the SEND Code of Practice 2015. This also includes contribution to reviews of Personal Education Plans and plans for Children in Need/Protection.
- c) Visits by parents, carers and professionals will be accommodated and Catmose College will ensure the specific members of staff are available to discuss provision with Parents and Carers.
- d) Engage in Team around the Family meetings and intervention plans undertaking lead professional roles in support of wider intervention plans.

### Assessment, Review and Monitoring

- a) In addition to school and national assessments, review and monitoring, each child will have a statutory annual review of their EHCP and special educational needs which will be undertaken by Catmose College. This offers a formal setting for the discussion and review of the progress and provision of the EHCP. More frequent reviews may be undertaken if the circumstances of the child change or it is deemed necessary.
- b) Catmose College will take reasonable steps to ensure the inclusion of each pupil and their family in decision making, review of progress and development of the EHCP.
- c) As part of the review for Children Looked After, Personal Educational Plans are required.
- d) Key Stage 4 targets are set related to the qualifications for which children are studying.
- e) At the Year 9 Annual Review, planning will begin to address the children's needs Post 16 and Catmose College will ensure preparing for adulthood is part of all assessment and plan reviews. Catmose College will invite a range of relevant and appropriate professionals to this meeting, including relevant careers guidance providers and post 16 education providers. Recommendations will be submitted to Rutland County Council through the annual review paperwork.

### Staffing

- a) The Designated Special Provision will include appropriate staffing, including specialist teachers and other staff as required. Staff will be experienced in meeting the identified needs of students with Cognition and Learning needs and some will have additional experience in particular areas including speech and language, social and emotional and physical care and other wider needs as identified within the EHCPs of children.
- b) Staffing will be suitably qualified and appropriate staffing levels will be in place to match the size and needs of the cohort and there will be on-going continuous professional development for all staff both within the DSP and the broader schools workforce. Induction and on-going training will be provided as part of a package of continuous professional development to enable all staff across the school to provide effective support to all students.
- c) Catmose College will structure staffing to reasonably maintain effective delivery of the DSP in the context of the whole school. This will include clear roles and responsibilities of staff and a detailed timetable of support to ensure that appropriate management of provision and continuity of support is available across the working week.

### Wider Development

- a) Commitment to effective partnership working with the Local Authority to monitor and shape provision to reflect the needs of the community, undertaking a review of needs and collaboration on the design and delivery of support which reflects emerging needs. This will include working collaboratively with the Local Authority in contributing to reviews of the DSP service, the local SEND development and locality service inspections, including the Local Area Ofsted and CQC Inspections for services for children with SEND.
- b) A commitment to effective partnership working with other agencies in order to ensure the wider needs of a child and family is effectively addressed, including the engagement of statutory and voluntary agencies.
- c) The DSP will engage twice yearly with the Local Authority in monitoring the impact of the DSP provision, including providing information on pupil outcomes and efficiency. This will include discussion on the effectiveness of process, review of resources and provisions and the individual needs and outcomes of children within the DSP.

### Other

- a) Adhere to the admissions policy and responsibilities as outlined within section 4 and the admissions process (including Appendix A).
- b) Adhere to the financial requirements and submissions as outlined in section 5 (part d).
- c) Follow the monitoring and review process and requirements as outlined in section 6.
- d) Follow the disagreement process as outlined in section 7.

### **3. Rutland County Council responsibilities:**

- a) Provide funding for places and undertake yearly reviews of funding bands in line with needs and value for money.
- b) Co-ordinate the admissions and transfers of pupils overseen by the multi-agency SEND Panel.
- c) Attend and contribute professional input to annual reviews of all children in the DSP.
- d) Monitor and review of placements as a whole, in line with EHCPs and the outcomes for children outlined within.

- e) Undertake quality assurance of the DSP through the monitoring and review of value for money and pupil outcomes through twice yearly meetings of staff from Catmose College and Rutland County Council. This will include opportunities to discuss development and any service challenges which may exist.
- f) To work in partnership with Catmose College and support effective pupil place planning.
- g) Support the DSP and wider school's workforce to deliver against its safeguarding and working together responsibilities.
- h) Support with planning for transition to adulthood for young people.

#### 4. Admission Arrangements

- a) Rutland County Council will determine admission into the provision which will be overseen through the multi-agency bi-weekly SEND Panel. Placements will be based on consideration of pupil needs, parental preference, and value for money and following consultation with Catmose College governing body under the SEN Code of Practice 2015. *Appendix A* sets out the process for school place consults and admission which all parties will adhere to.
- b) Where a child has been identified as likely to benefit from Catmose DSP and has an EHCP in place both Rutland County Council and Catmose College will liaise at the earliest opportunity to discuss suitability and provide early opportunities for children and parents to visit. This may include providing access days or weeks for children. Catmose College will use their best endeavours to support this arrangement to ensure the legal deadlines for naming provision for children with an EHCP transitioning from primary school to secondary school are met – 15<sup>th</sup> February.
- c) Places are available to children who have an Education Health and Care Plan (EHCP) and whose special educational needs and/or disabilities require the specific special education provision as provided by Catmose College (DSP).
- d) Children without an EHCP can be placed at the provision by exception, this will require approval by the Local Authority SEND Panel and in consultation with the school governing body. Any placement of children without an EHCP will be subject to the undertaking of an Education, Health and Care Needs Assessment (EHCNA) and/or Early Help Assessment.
- e) Placements are made throughout the year and consults for school places will follow the SEN Code of Practice 2015. Pupil place planning will occur during the annual DSP Provision Review meetings between Rutland County Council and Catmose College.
- f) For children who have been identified as requiring a place at the DSP and are transitioning from primary provision a member of staff from Catmose College will attend the Year 5 and Year 6 review of special educational needs, prior to transfer to the DSP. Staff at Catmose College will liaise with the current primary school to enable a smooth transition.
- g) For students transferring to the provision at the start of an academic year, opportunities will be made available to meet the SENCO and visit the DSP prior to admission.
- h) All year 6 students will have a structured Transitions Plan organised by Catmose College in conjunction with the relevant primary school.
- i) School placement consults for children out of County will be overseen by Rutland County Council SEND panel.

#### 5. Finance

- a) Base funding will be provided for 25 students at the DSP in accordance with the national funding formula at a rate of £10,000 per place based on £6,000 plus AWPU for all

children included within the October Census. Vacant places will be paid at £10,000 per place and will remain in line with designated school grant funding requirements.

- b) Additional funding will be provided for each child in the DSP based on their level of special educational needs which fall within 3 bands (A,B,C). Bands will be reviewed annually by Rutland County Council and Catmose College to ensure relevance to levels of need and value for money.
- c) There may, by exception, be additional support provided for children above the Band rates where Rutland County Council deems appropriate to support individualised provision. For example for children requiring a short term higher level support needs or following annual review of progress where additional support has been identified.
- d) Catmose College will ensure robust and clear financial records are in place detailing the cost of providing support to all children through the DSP model in order to contribute to effective pupil place planning, broken down into individual cost lines. This information will be required for submission as part of annual monitoring and will follow the format as outlined in appendix C.

## **6. Monitoring and Reviewing the DSP Provision**

- a) Catmose College and Rutland County Council will meet twice a year to review the DSP arrangements. Meetings will focus on reviewing performance in relation to the outcomes for children and will include monitoring of the information as outlined in appendix D, financial accounts and expenditure and to plan and set places for the future based on local needs, demand and the wider educational context in Rutland. Meetings will take place usually in autumn and spring each year.
- b) Catmose College and Rutland County Council will work in partnership to understand the impact of the provision for children with SEND. In support of this the DSP will be included within Rutland County Council's monitoring cycle undertaken by Children's Services and will produce an annual report accounting for the performance information received by the provider and present to School's Forum, the Education Performance Board and the Council's Scrutiny Panel. The report will include any development and improvement plans identified by the partnership, including pupil planning to account for any areas identified for improvement.
- c) The DSP is inspected as part of the whole school's Ofsted Inspections.
- d) By the second meeting in spring, agreement between the Local Authority and school regarding which children may be admitted to the DSP in the following September where possible within year admissions and EHCP school consults being the exception to this arrangement.

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## **7. Disagreements**

Where disagreements occur or there is a change required to this memorandum of understanding each partner has the right to call a review meeting to discuss their concerns and potential solutions. It is expected that each partner will commit to meeting and enter into open dialogue in order to resolve the disagreement.

Where common agreement and resolution is not found each partner has a right to withdraw from this Memorandum of Understanding by providing in writing a notice of withdrawal, providing a minimum notice period of 12 months or 1 full academic year. For Rutland County Council this will include directing changes of provision to the Education and Skills Funding Agency (ESFA).



**8. Signatories:**

Rutland County Council Signatory:

On behalf of Rutland County Council I hereby commit to this MOU and responsibilities outlined within;

Name: Bernadette Caffrey

Role: Head of Early Help SEND and Inclusion

Signature:

Date:

*Bernadette Caffrey*  
*18th October 2019.*

Catmose College Signatory:

On behalf of Catmose College I hereby commit to this MOU and responsibilities outlined within;

Name: Stuart Williams

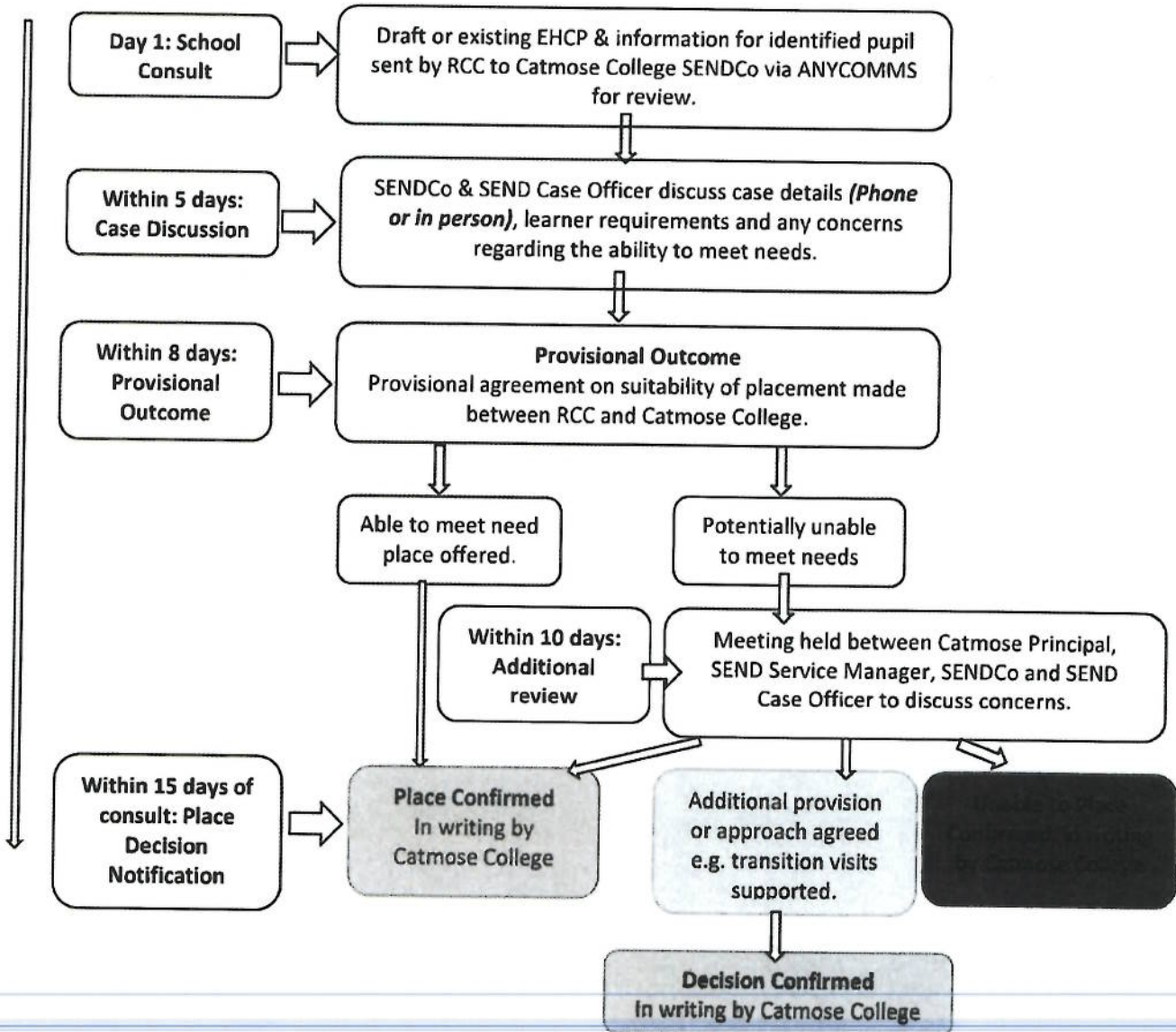
Role: Principal

Signature:

Date:

*Stuart Williams*  
*7 November 2019.*

## Appendix A: Admissions Process - Flow Chart



### Consult Process Key Points:

- *For existing EHCPs*, as outlined in section 4b, RCC and Catmose College will work at the earliest opportunity to assess suitability and provide opportunities for children and parents to visit and experience the facility with a view to determining suitability. Catmose College will work to ensure this remains in timescales for naming provision for children transitioning into secondary education – by 15<sup>th</sup> February.
- The SEND Case Officer and SENDCo will discuss each case presented for a place at the DSP.
- Where concerns arise regarding suitability both RCC and Catmose Officers will endeavor to ensure the timescales for meeting to discuss cases are met.
- No place consult will be rejected without prior discussion and agreement between RCC and Catmose College officers.
- Where additional provision or a transition visit/period etc. has been identified to help ascertain the suitability of a placement a place decision can be deferred past the 15 days if agreement has been secured from parents/carers and RCC case officers and only where this is unlikely to delay school placements.
- Subsequent decisions should be made in a timely manner in line with the agreed timescales following the 10 day review meeting.
- All decisions will be formally confirmed in writing by Catmose College within 15 days.