

High Needs Funding Arrangements

April 2016 to March 2017

Information and Guidance for Early Years, Mainstream Schools and Academies, FE Colleges, Training Providers and Specialist Provision

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Purpose

This document outlines Swindon's High Needs funding arrangements under the Department for Education (DFE) School Funding Arrangements for 2016/17 financial year.

How to use this guidance

This guidance has been written for use by all settings, therefore there may be some sections of this document which are not relevant to your particular setting. In order to help you quickly identify which sections relate to your setting, look out for the coloured tick which corresponds to your setting as per key below:

Key	
Early Years	
Mainstream Schools (primary and secondary)	
Academies (primary and secondary)	
Further Education Colleges and Training Providers	
Special Schools and Specialist Resourced Provision	

SEN FUNDING ELEMENTS

When discussing funding we will refer to elements 1, 2 and 3. The table below provides guidance as to what funding streams elements 1, 2 and 3 relate to in each setting.

Provision	Element 1	Element 2	Element 3
Early Years	Free entitlement funding (up to a maximum of 15 hours)		Additional High needs Top Up Funding
Mainstream School and Academies	Age Weighted Pupil Unit	Delegated SEN Funding	Additional High Needs Top Up Funding
Special Schools	Place Funding		Additional High Needs Top Up Funding
Special Resource Provisions	Place Funding		Additional High Needs Top Up Funding
Further Education Colleges	Study Programme Funding	Additional Support Cost Funding	Additional High Needs Top Up Funding
Independent Specialist Providers	Study Programme Funding	Additional Support Cost Funding	Additional High Needs Top Up Funding
Training Providers	Study Programme Funding	Additional Support Cost Funding	Additional High Needs Top Up Funding

THE GRADUATED APPROACH

In all settings it is expected that SEN needs are met with a graduated approach.





Independent Playgroups/Nurseries and Mainstream Nurseries are entitled to request Additional High Needs top up funding to meet the additional needs of children with high needs. Funding can be allocated without the need for a statutory assessment.

High Needs Students are those whose learning needs are

- Significantly “additional to” or “different from” the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

AND

- When having been offered that support, there is evidence from progress data and a compelling argument that more accelerated progress could be made if additional resources were provided, and the early years provision has a specific, costed action plan (which might be part of an Education, Health and Care Plan) which outlines how Additional High Needs Funding is to be spent and the targeted gains and outcomes

OR

- When offering that support, there is irrefutable evidence that meeting the additional needs of the student results in a higher cost to the EY setting, per annum than is available within the free entitlement funding

Making an application for Additional High Needs top up funding

When making an application for Additional High Needs funding, the following documentation will need to be submitted:

1. Review of students Early Help Record and Plan

The associated documentation following the review, should evidence that;

- ✓ A robust Early Help Record and Plan has been in place and reviewed over an appropriate timeframe for the individual.
- ✓ Advice sought and put in place from relevant external agencies (such as EP, SLT, OT/Physio, advisory services, Early Years Consultant/specialist EYFS provision)
- ✓ Provision has been adjusted appropriately over time and in line with advice from external agencies

2. Updated Early Help Record and Plan:

- ✓ The EHR and Plan should detail what additional support is to be put in place to meet each outcome/goal by the range of agencies involved, including the school. The EHR and Plan should indicate the additional provision which may be required to enable the children to access a broad and balanced curriculum.

Use the Early Help Record and Plan guidance on the Local Offer to effectively plan with families and other professionals. This can be found [here](#)

3. Universal Banding Descriptors Self-Assessment

- ✓ Settings will need to highlight the student's needs and descriptors under each relevant heading, to determine which band is best fit for that student and their needs. For students with complex needs it is likely that more than one area of difficulty will be highlighted
- ✓ The setting should submit evidence to justify which banding has been selected and why (please see below for guidance). This should be summarised in section 2 of the application form.

4. Additional High Needs Application Form

- ✓ The form should be a summary of the evidence you have in setting which has helped you to assess the student's needs

Although this is not a definitive list, evidence to support an application for Additional High Needs funding might include:

- ✓ Portage/Special Tots/Koalas and SEN- EYFS Developmental Profile (Early Years)
- ✓ Individual child centred planning which includes "assess, plan, do, review"
- ✓ One page profile which identifies the learners voice – in Early Years this is the 'My Plan'
- ✓ Provision map evidence cross referencing additional support given with outcomes – this may be a prediction based on information from previous setting or outside professionals or parents
- ✓ Summary of outcomes of assessments – ASQ/SOGS/PIPs/EYFS
- ✓ Observational assessments of engagement in activities, characteristics of effective learning (corroborated, if possible, by an educational psychologist or other professional)
- ✓ For students, transferring to primary school, information about transition which indicates transition support arranged and cost to be agreed with school
- ✓ Early Help record information – which provides evidence of complicating social factors having a genuine, long term and sustained impact upon progress in school.

Also, settings will be required to provide an indication of how they would use the Additional High Needs Funding if it is granted, the outcomes this relates to and the impact this will have for the student. For support with this please speak to your Early Years Consultant.

Exceptional Circumstances for Early Years Settings

In some exceptional cases it may not be practical to complete and review an Early Help Record and Plan before you make an application for additional funding. e.g. child starts setting with diagnosed VI/Hi/PD. It is expected that outside agency will be involved straight away and can support the application for high needs funding in order for child to access early year's education. These applications will need to be agreed in advance of submission by the Early Years Consultant.

If funding is agreed in exceptional cases without an Early Help Record and Plan in place it will be a condition of funding that an Early Help Record is put in place within one term.

Decision Making

Applications for funding will be considered by the High Needs Panel. If funding is agreed, consideration will be given as to whether the level of need is high, medium or low. Once confirmed the appropriate hourly rate would be paid to the setting for the number of hours of free entitlement provision the child attends for (up to a maximum of 15 hours). This is paid to the setting three times a year.

It should be noted that any Additional High Needs top up funding agreed whilst attending a nursery provision will not automatically transfer to the school/academy on point of transfer. The nursery and school/academy that the child will attend should work together, prior to the end of the academic year, to enable a request for continuing funding to be submitted to the Local Authority before the child leaves their nursery provision. This will then be considered by the High Needs Panel and if continuing funding is agreed for the school/academy this can start from the beginning of the new academic year.

Requesting a change of banding level

Any requests for a change in allocated band will need to be submitted through a review of the Early Help Record and Plan or the Annual Review for those with a Statement/EHC Plan.

This is applicable for all students in all settings.

You should follow the steps above and provide supporting evidence as listed as part of the person centred review (of either the Early Help Record and Plan or the Education Health and Care Plan if the student has one) and submit to SENAT for consideration by the High Needs Panel.



Implementation of Universal Banding

In order to introduce greater consistency the Local Authority is implementing a band based approach for all mainstream students requiring SEND support over and above the delegated resources. The universal banding will follow the model established for specialist settings and FE Colleges. The model was consulted on in the autumn term 2014 and a pilot scheme has been in place since April 2015. At the September 2015 Schools Forum the pilot was reviewed and it was agreed that this would be implemented from April 2016.

From April 2016 all students currently in receipt of SENRAP top up funding will be transferred in to the new Universal Banding Additional High Needs Funding model. This will be based on the self-assessment and moderation exercise completed by mainstream schools and academies at the beginning of the 2015 school year and funding will be allocated on this basis. Any existing funding will cease on the 31st March and the new Additional High Needs funding will be implemented from 1st April 2016.

SEND Support and delegated resources

Delegated funding allocated to mainstream schools/academies, enables early intervention and appropriate provision for all students with Special Educational Needs and Disabilities. Only in exceptional circumstances should there be a need to apply for Additional High Needs funding or an Education Health and Care (EHC) Plan.

Schools/academies should use the full spectrum of delegated funding available to them when considering arrangements for support for students with SEND. This might also include student premium and other funding streams.

The LA expects that up to £6,000 of resources delegated to the school will be used to meet the additional SEND needs of students and this should be done as flexibly and as creatively as possible within the whole school provision mapping. A student does not have to have a statement or an EHC Plan to access delegated SEN resources and support can be delivered in any way the school feels is appropriate to meet the needs of the individual student and the whole SEN cohort.

The SEN Good Practice Guide provides information about how to meet the SEND needs of children and young people in a graduated approach and is available [here](#) on the Local Offer.

Additional High Needs Funding

To access additional resources above the delegated budget in mainstream schools/academies, you do not have to apply for a statutory assessment.

High Needs Students are those whose learning needs are

- Significantly “additional to” or “different from” the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

AND

- When offering that support, there is irrefutable evidence that the cost to the school, per annum, is more than the Age Weighted Student Unit + £6,000 from the school's delegated additional needs funding

AND

- When having been offered that support, there is evidence from school progress data and a compelling argument that more accelerated progress could be made if additional resources were provided, and the school has a specific, costed action plan (which might be part of an Education, Health and Care Plan) which outlines how Additional High Needs Funding is to be spent and the targeted gains and outcomes

If a review of student's progress and evaluation of provision already made shows that further, additional support is needed, this additional support should be available as part of the settings graduated response to students with SEND represented in the Whole School Provision Map, as recommended by the DfE April 2012.

Through the Early Help Record planning and review process the evidence will need to be available to show that the provision made through school based funding has been evaluated, student progress monitored and impact demonstrated. There will be evidence that the provision has been adjusted appropriately. The evidence will indicate the additional provision which may be required for these students in order to access a broad and balanced curriculum.

In these very limited circumstances, schools may apply for Additional High Needs funding in order to provide the additional support required.

Making an application for Additional High Needs funding

When making an application for Additional High Needs funding, the following documentation will need to be submitted:

1. Review of students Early Help Record and Plan

The associated documentation following the review, should evidence that;

- ✓ A robust Early Help Record and Plan has been in place and reviewed over an appropriate timeframe for the individual.
- ✓ Provision made through delegated school based funding has been evaluated, student progress monitored and impact measured.
- ✓ Provision has been adjusted appropriately
- ✓ Advice sought and put in place from relevant external agencies (such as EP, SLT, OT/Physio, advisory services)

2. Updated Early Help Record and Plan:

- ✓ The EHR and Plan should detail what additional support is to be put in place to meet each outcome/goal by the range of agencies involved, including the school. The EHR and Plan should indicate the additional provision which may be required to enable the students to access a broad and balanced curriculum.
- ✓ Use the Early Help Record and Plan guidance on the Local Offer to effectively plan with families and other professionals. This can be found [here](#)

3. Universal Banding Descriptors Self-Assessment

- ✓ Settings will need to highlight the student's needs and descriptors under each relevant heading, to determine which band is best fit for that student and their needs. For students with complex needs it is likely that more than one area of difficulty will be highlighted
- ✓ The setting should submit evidence to justify which banding has been selected and why (please see below for guidance). This should be summarised in the application

4. Additional High Needs Application Form

- ✓ The form should be a summary of the evidence you have in school which has helped you to assess the student's needs

The High Needs Panel will consider the application and make a decision regarding the universal banding. All students with Additional High Needs top up funding will be subject to moderation and audit arrangements.

Although this is not a definitive list, evidence to support an application for Additional High Needs Funding might include:

- ✓ Student progress data outlining progress over last academic year (or longer) in core areas of the curriculum and, possibly, in personal and social development. Please note: this will be more usefully provided as progress evidence, not attainment evidence
- ✓ Portage and SEN Developmental Profile (Early Years)
- ✓ Impact of delegated resource
- ✓ Individual child centred planning which includes "assess, plan, do, review"
- ✓ One page profile which identifies the learners voice
- ✓ Provision map evidence cross referencing additional support given with outcomes
- ✓ Summary of outcomes of formal assessments – reading levels, Boxall profile etc. (not the formal assessments themselves)
- ✓ Observational assessments re engagement in lessons (corroborated, if possible, by an educational psychologist)

- ✓ For KS4 students, or students transferring from primary-secondary, information about transition which indicates transition support arranged and cost
- ✓ CAF/CIN information – which provides evidence of complicating social factors having a genuine, long term and sustained impact upon progress in school.

Schools will be required to provide an indication of how they would use the Additional High Needs Funding if it is granted, the outcomes this relates to and the impact this will have for the student.

Requesting a change of banding level

Any requests for a change in allocated band will need to be submitted through a review of the Early Help Record and Plan or the Annual Review for those with a Statement/EHC Plan.

This is applicable for all students in all settings.

You should follow the steps above and provide supporting evidence as listed as part of the person centred review (of either the Early Help Record and Plan or the Education Health and Care Plan if the student has one) and submit to SENAT for consideration by the High Needs Panel.



Universal Banding

Funding has been allocated in line with the universal banding to FE Colleges and Training Providers since September 2014. To ensure consistency of approach the Local Authority is implementing a band based approach for all mainstream students requiring SEND support over and above the delegated resources from April 2016.

SEND Support and delegated resources

Element 1 funding is allocated to FE Colleges and Training Providers and enables early intervention and appropriate provision for all students with Special Educational Needs and Disabilities. Only in exceptional circumstances should there be a need to apply for Additional High Needs funding or an Education Health and Care (EHC) Plan.

FE Colleges and Training Providers should use the full spectrum of delegated funding available to them when considering arrangements for support for students with SEND. This might also include student premium and other funding streams.

The LA expects that in addition to Element 1, up to £6,000 of resources delegated to the FE College/Training Provider will be used to meet the additional SEND needs of students and this should be done as flexibly and as creatively as possible within the whole institution provision mapping. A student does not have to have a statement or an EHC Plan to access delegated SEN resources and support can be delivered in any way the provider feels is appropriate to meet the needs of the individual student and the whole SEN cohort.

The SEN Good Practice Guide provides information about how to meet the SEND needs of children and young people in a graduated approach and is available [here](#) on the Local Offer.

Additional High Needs Funding

To access additional resources above the delegated budget, you do not have to apply for a statutory assessment.

Colleges and Training Providers can apply to the High Needs Panel for top up funding where the cost of the additional support for the pupil exceeds £6,000. This enables education settings to access top up funding without the need to go through the 20 week assessment process.

High Needs Students are those whose learning needs are

- Significantly “additional to” or “different from” the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

AND

- When offering that support, there is irrefutable evidence that the cost to the school, per annum, is more than the Element 1 £5,000 + Element 2 £6,000 from the college delegated additional needs funding

AND

- When having been offered that support, there is evidence from school/college progress data and a compelling argument that more accelerated progress could be made if additional resources were provided, and the school has a specific, costed action plan (which might be part of an Education, Health and Care Plan) which outlines how Additional High Needs Funding is to be spent and the targeted gains and outcomes

If a review of student's progress and evaluation of provision already made shows that further, additional support is needed, this additional support should be available as part of the settings graduated response to students with SEND represented in the Whole institution Provision Map, as recommended by the DfE April 2012.

Through the Early Help Record planning and review process the evidence will need to be available to show that the provision made through school based funding has been evaluated, student progress monitored and impact demonstrated. There will be evidence that the provision has been adjusted appropriately. The evidence will indicate the additional provision which may be required for these students in order to access a broad and balanced curriculum.

In these very limited circumstances, schools may apply for Additional High Needs funding in order to provide the additional support required.

Making an application for Additional High Needs funding

When making an application for Additional High Needs funding, the following documentation will need to be submitted:

1. Review of students Early Help Record and Plan

The associated documentation following the review, should evidence that;

- ✓ A robust Early Help Record and Plan has been in place and reviewed over an appropriate timeframe for the individual.
- ✓ Provision made through delegated school based funding has been evaluated, student progress monitored and impact measured.
- ✓ Provision has been adjusted appropriately
- ✓ Advice sought and put in place from relevant external agencies (such as EP, SLT, OT/Physio, advisory services)

2. Updated Early Help Record and Plan:

- ✓ The EHR and Plan should detail what additional support is to be put in place to meet each outcome/goal by the range of agencies involved, including the school/college. The EHR and Plan should indicate the additional provision which may be required to enable the students to access a broad and balanced curriculum.

- ✓ Use the Early Help Record and Plan guidance on the Local Offer to effectively plan with families and other professionals. This can be found [here](#)

3. Universal Banding Descriptors Self-Assessment

- ✓ Settings will need to highlight the student's needs and descriptors under each relevant heading, to determine which band is best fit for that student and their needs. For students with complex needs it is likely that more than one area of difficulty will be highlighted
- ✓ The setting should submit evidence to justify which banding has been selected and why (please see below for guidance). This should be summarised in the application

4. Additional High Needs Application Form

- ✓ The form should be a summary of the evidence you have in school which has helped you to assess the student's needs

The High Needs Panel will consider the application and make a decision regarding the universal banding. All students with Additional High Needs top up funding will be subject to moderation and audit arrangements.

Although this is not a definitive list, evidence to support an application for Additional High Needs Funding might include:

- ✓ Student progress data outlining progress over last academic year (or longer) in core areas of the curriculum and, possibly, in personal and social development. **NB:** this will be more usefully provided as progress evidence, not attainment evidence.
- ✓ Impact of how delegated funding has been used
- ✓ Individual child centred planning which includes "assess, plan, do, review"
- ✓ One page profile which identifies the learners voice
- ✓ Provision map evidence cross referencing additional support given with outcomes
- ✓ Summary of outcomes of formal assessments – reading levels, Boxall profile etc. (not the formal assessments themselves)
- ✓ Observational assessments re engagement in lessons (corroborated, if possible, by an educational psychologist)
- ✓ Transition planning which indicates transition support arranged and cost towards defined outcomes
- ✓ Early Help Record and Plan information – which provides evidence of complicating social factors having a genuine, long term and sustained impact upon progress in school.

Settings will be required to provide an indication of how they would use the Additional High Needs Funding if it is granted, the outcomes this relates to and the impact this will have for the student.

Transfers from other provision

When a student transfers in to FE College or a training provider from a mainstream or special school/specialist resourced provision the banding allocated will automatically transfer with them. Funding for students who transfer between other FE Colleges/Training Providers bandings will also automatically transfer.

Please note the LA are reviewing the automatic allocation of banding for students transferring from EOTAS provision and will consult with providers fully in the spring term.

Requesting a change of banding level

Any requests for a change in allocated band will need to be submitted through a review of the Early Help Record and Plan or the Annual Review for those with a Statement/EHC Plan.

This is applicable for all students in all settings.

You should follow the steps set out above and provide supporting evidence as listed as part of the person centred review and submit to SENAT for consideration by the High Needs Panel.

**Place funding**

Place funding (£10,000) is allocated to the provider on an annual basis in agreement with the Local Authority and the Schools Forum.

High Needs Top Up Funding

All students accessing specialist provision will have a Statement of SEN or and Education, Health and Care Plan and will have an allocated Universal Band.

High Needs Top Up funding is allocated on an individual basis in line with the Universal Banding descriptors.

Transition in to special school

Placements for specialist provision will be agreed through the High Needs Panel and the band agreed as part of the consultation process with the setting. Settings will not be required to make an application for a banding level on entry.

Requesting a change of banding level

Any requests for a change in allocated band will need to be submitted through a review of the Early Help Record and Plan or the Annual Review for those with a Statement/EHC Plan. For specialist provision this will no longer be through moderation process.

You should follow the steps below and provide supporting evidence as listed as part of the person centred review and submit to SENAT for consideration by the High Needs Panel.

When making an application for Additional High Needs funding, the following documentation will need to be submitted:

1. Review of students Statement of SEN or EHC Plan

The associated documentation following the review, should evidence that;

- ✓ A robust plan has been in place and reviewed over an appropriate timeframe for the individual.
- ✓ Provision made through allocated funding has been evaluated, student progress monitored and impact measured.
- ✓ Provision has been adjusted appropriately
- ✓ Advice sought and put in place from relevant external agencies (such as EP, SLT, OT/Physio, advisory services)

2. Proposed changes to the Education, Health and Care Plan:

- ✓ The review should detail what additional support is to be put in place to meet each outcome/goal by the range of agencies involved, including the school. The EHR and

Plan should indicate the additional provision which may be required to enable the students to access a broad and balanced curriculum.

3. Universal Banding Descriptors Self-Assessment

- ✓ Settings will need to highlight the student's needs and descriptors under each relevant heading, to determine which band is best fit for that student and their needs. For students with complex needs it is likely that more than one area of difficulty will be highlighted
- ✓ The setting should submit evidence to justify which banding has been selected and why (please see below for guidance). This should be summarised in the application

4. Additional High Needs Application Form

- ✓ The form should be a summary of the evidence you have in school which has helped you to assess the student's needs

The High Needs Panel will consider the application and make a decision regarding the universal banding. All students with Additional High Needs top up funding will be subject to moderation and audit arrangements.

Although this is not a definitive list, evidence to support an application for Additional High Needs Funding might include:

- ✓ Student progress data outlining progress over last academic year (or longer) in core areas of the curriculum and, possibly, in personal and social development. Please note this will be more usefully provided as progress evidence, not attainment evidence.
- ✓ Portage and SEN Developmental Profile (Early Years)
- ✓ Impact of delegated resource
- ✓ Individual child centred planning which includes "assess, plan, do, review"
- ✓ One page profile which identifies the learners voice
- ✓ Provision map evidence cross referencing additional support given with outcomes
- ✓ Summary of outcomes of formal assessments – reading levels, Boxall profile etc. (not the formal assessments themselves)
- ✓ Observational assessments re engagement in lessons (corroborated, if possible, by an educational psychologist)
- ✓ For KS4 students, or students transferring from primary-secondary, information about transition which indicates transition support arranged and cost.
- ✓ CAF/CIN information – which provides evidence of complicating social factors having a genuine, long term and sustained impact upon progress in school.

BESPOKE FUNDING



In exceptional circumstances there is scope for settings to submit bids for bespoke levels of funding for those students which have extremely complex or multiple needs which are not adequately reflected in the band descriptors.

Applications should be made in line with the advice set out in the sections above with the relevant evidence attached.

DECISION MAKING ARRANGEMENTS



The High Needs Panel will be chaired by the Strategic Commissioner SEND from January 2016 on a weekly basis. The panel will consider requests for:

- additional High Needs funding for students aged 0-25
- statutory assessment aged 0-25
- bespoke funding and packages 0-25
- changes of provision

Where decisions need to be made on a multi-agency basis (with health and social care) they will be referred to the Creative Solutions Group.

Links to the terms of reference can be found in the useful resources section of this guidance.

REVIEW, MODERATION, AUDIT AND QUALITY ASSURANCE



Monitoring and Review

All students who have SEND (SEN Support, with an Early Help Record and Plan or Statement/EHC Plan) should have their needs and progress monitored, reviewed and evaluated regularly. If additional resources have been allocated through the universal banding as High Needs top up schools must ensure that there is a review process in place:

- For those students who do not have a statement/EHC Plan this should be through the Early Help Record and Plan and team around the child review process.
- For those with a statement/EHC Plan this should be through the statutory Annual Review and interim/termly reviews (such as IEP or team around the child etc.).

The band allocated to a student must be reviewed annually at the review and a new self - assessment against the Universal Banding Descriptors completed where appropriate.

Moderation and Audit

All students will be subject to moderation and audit procedures each year and therefore you should ensure that school records are kept up to date and accurate and include:

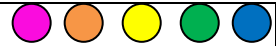
- ✓ Evidence to support the allocation of banding identified by the schools assessment. This may include assessments from a range of professionals.
- ✓ Appropriate planning and reviews documented and recorded.
- ✓ Whole school provision map to document the use of SEN resources.
- ✓ Annual Self-Assessment of all students with SEN above the delegated resource (part of the moderation process details to follow).

The purpose of moderation is to ensure consistency of application of banding based on need across provision. It is not an opportunity to change banding level or supplement as this will now be completed through review of the Early Help Record and Plan or Annual Review of the EHC Plan.

Useful Resources

- Good Practice Guide
- Banding descriptors
- Application form
- Provision Mapping
- Statutory Assessment criteria
- Early Help Record and Plan

SUPPLEMENTS



	Manual Handling	Medical Needs	Autistic Spectrum Disorder ¹	Access to Mainstream	SEMH ²	Therapy ³	British Sign Language	Transition	Open Campus	High Risk Area
Early Years										
Mainstream School and Academies										
Special Schools	✓	✓	✓		✓	✓	✓			
Special Resource Provisions	✓	✓	✓	✓	✓	✓	✓			
Further Education Colleges	✓	✓						✓	✓	✓
Independent Specialist Providers										
Training Providers										

1. Applies to Band 1 pupils only in special schools
2. SEMH supplement has three banding levels, high for band 1 pupils, medium for band 2 pupils and low for band 3 pupils
3. Therapy has three categories, Speech and Language, Occupational and Physical. Each category has three bands, high, medium and low.