



HILLINGDON
LONDON

FUNDING FOR SPECIAL/ADDITIONAL EDUCATIONAL NEEDS

EXPECTATIONS ON EDUCATION PROVIDERS - SEN SUPPORT 2017/2018

1. STATUTORY REQUIREMENTS (not exhaustive)

The Local Authority (LA) has a duty to explain:

- the element of provision for pupils with special/additional educational needs (SEN/AEN) but without Education, Health and Care (EHC) Plans which the Local Authority (LA) expects normally to be met from mainstream schools' budgets;
- the provision for pupils with EHC Plans that should be provided from the mainstream schools' budgets.

Education settings have a duty to:

- have regard to the SEND Code of Practice: 0 to 25 years;
- make arrangements to support children and young people (CYP) with SEND with and without EHC Plans;
- ensure that CYP with SEND engage in the activities alongside CYP who do not have SEND.

In addition, education settings other than providers of early years education have a duty to:

- use their best endeavours to make sure that a CYP with SEN gets the support they need;
- designate a teacher to be responsible for co-ordinating SEN provision (the SENCO);
- inform parents when they are making special educational provision for a CYP;
- prepare and publish an SEN Information Report.

2. GENERAL PRINCIPLE

The LA's policy is that the great majority of SEN/AEN will be met by early years providers, schools and FE colleges from resources allocated to them. There is a general presumption in favour of mainstream education for all CYP.

3. EARLY YEARS

Early Years providers receive an hourly rate of funding based on the number of three and four year olds accessing the free entitlement and therefore do not receive a notional SEN budget. Early Years providers will receive funding for children with an EHC Plan from the High Needs block. An Early Years SEN Inclusion fund has been set up using funds retained from the Early Years Block which supports children identified as having SEN in

Early Years providers. From April 2017 The Disability Access Fund (DAF) will provide a small amount of additional funding for young children in receipt of Disability Living Allowance. This funding is in place to enable Early Years providers to anticipate and make adjustments, and increase their capacity to support disabled children.

4. MAINSTREAM SCHOOL BUDGETS (SCHOOLS BLOCK)

Under the current funding arrangements, mainstream schools receive funding from a range of sources to meet the needs of pupils with SEN/AEN.

- **Element 1 (the AWPU).** This is the basic unit of funding for pupils in all mainstream schools irrespective of their individual needs. It is built up from a number of elements and is intended to cover staffing, property, general supplies and services, administrative expenses and other items. As such it provides a standard core level of funding which should, for example, be applied to resource a Special Educational Needs Co-ordinator (SENCO), classroom support through Learning Support Assistants (LSA) or, as a consequence of managing a pupil's SEN/AEN, additional classroom materials, specialist equipment or office support. It is for the Governing Body to set out how the costs of providing for all aspects of SEN/AEN will be met at both the strategic level and in terms of provision within classes or for groups or individual pupils.
- **Element 2.** Mainstream schools receive funding for pupils with SEN/AEN within the Additional Educational Needs (AEN) budget. This includes the notional SEN budget.

Element 2 is calculated using data related to:

- deprivation, calculated based on free school meals/Ever 6 and Income Deprivation Affecting Children Index (IDACI) data;
- English as an additional language (EAL), calculated using children deemed EAL in the census data and in the school system for less than three years;
- pupil mobility, calculated on those pupils who entered school during the last three academic years but did not start in September; and
- low attainment, targeted at pupils achieving fewer than 73 points at EYFSP for primary and those not achieving Level 4 in reading, teacher assessed writing or Maths at KS2 for secondary. The DfE regard this element as a proxy indicator for SEN.

The AEN budget will be used by schools to provide support for any individual pupils or groups of pupils with additional needs including:

- those with high incidence low level special educational needs; and
- £6k for pupils with Education, Health and Care (EHC) Plans/statements of SEN.

Based on the cost of an LSA this £6k could buy 13 hours of support per week although schools would be expected to use resources creatively and avoid an individual member of staff working closely with an individual pupil for long periods of time.

Element 2 funding is additional to parts of Element 1 funding that Governors assign to SEN/AEN provision in the school e.g. it is expected that Element 1 funding will meet the cost of employing a SENCO, class teacher, administrative support.

- **Element 3.** This is top up funding for pupils with statements/EHC Plans where the cost of their additional provision is over £6k. Statements/EHC Plans will only deliver funding for individual pupils when the overall cost of additional provision is over £6k. Once a pupil has a statement/EHC Plan the first £6k must be allocated from the school budget.

Each pupil's need for additional support is assessed by the LA as part of the Education Health and Care needs assessment and annual review process. Additional funding is allocated having regard to additional teaching or learning support needs to remove barriers to accessing the curriculum and in order to meet specific outcomes. This funding follows the pupil so if they move schools, the funding will move too. The level of funding is based on needs and determined through use of a Resource Allocation System.

- **Pupil Premium Grant (PPG)** provides funding for two policies:
 - raising the attainment of disadvantaged pupils and closing the gap with their peers; and
 - supporting children and young people with parents in the regular armed forces.

The PPG per pupil for 2017 - 2018 is as follows:

- pupils in Reception to year 6 recorded as Ever 6 FSM = £1,300;
- pupils in year groups 7 to 11 recorded as Ever 6 FSM = £935;
- Looked After Children = £1,900;
- children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order = £1,900;
- Service children in reception to year 11 recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence = £300.

- **Local Authority Expectations**

Within an individual school, the LA expects funding from all sources to be pooled. Governors must ensure that all the provision specified in a statement/EHC Plan is made and that the outcomes for that pupil are achieved. Schools are expected to manage their budgets appropriately in order to meet the needs of all pupils with SEN/AEN, whether they have a statement/EHC Plan or not. This means schools have maximum flexibility in making appropriate arrangements, including any reasonable adjustments required under the Equality Act and ensuring value for money.

- **High Cost Equipment**

The LA maintains a small budget for specialist equipment to meet individual pupil needs when it would not be considered reasonable for an individual school to be required to meet the full cost. If funding is approved, the school is expected to meet the cost of the first £2k as a reasonable adjustment to meet the needs of a pupil with special educational needs or a disability.

N.B Mainstream Schools with specialist resourced provision (SRP). Schools which have attached SRPs do not receive the usual Element 1 and 2 funding as described above. See Appendix C – High Needs Block.

5. FE COLLEGES

Post-16 high needs students in FE Colleges are funded on the following basis:

- **Element 1** represents the funding that all students at the institution attract for their study programmes and does not take into account the additional support costs of high needs students. A national average figure of £5,000 is used as the assumed element 1 value for all post-16 high needs students. FE Colleges receive element 1 funding directly from the EFA.
- **Element 2** is post-16 place funding and provides £6,000 towards the additional support costs for high needs students. This element of place funding is not intended to meet the needs of students with support costs lower than £6,000 as funding for these students is provided within the institution's disadvantage funding, calculated within their mainstream 16 to 19 funding allocation.
- **Element 3** is top up funding over and above the £6,000 SEN funding required to support the needs of the learner. This amount is agreed between the LA and institution and applies only to learners with EHC Plans.

6. EARLY YEARS SYSTEMS FOR CHILDREN WITH SEN/AEN

The Local Authority's (LA) policy is that early years providers are expected to have in place:

- a SENCO (in a maintained nursery this must be a qualified teacher) who has the prescribed qualification or relevant experience;
- policies for special/additional educational needs (SEN/AEN), including safeguarding, curriculum delivery, behaviour management and the recording of progress;
- systems for identifying children with SEN/AEN and for communicating them to parents/carers and all those who will be in contact with the child;
- a clearly defined assess, plan, do, review cycle which is person centred and focussed on outcomes which are important to the family and child;
- access for children with SEN/AEN to appropriate information technology and other appropriate equipment and aids;
- systems to elicit and respond to children's views;
- provision maps, IEPs or other systems to record interventions provided through SEN Support, such as a 'My Support Plan';
- systems for tracking progress including those with SEN/AEN following the assess, plan, do review cycle;
- evidence of interventions aimed at narrowing the gaps between vulnerable groups including SEN/AEN;
- appropriate plans as required by the Equality Act 2010;
- for maintained settings, an SEN Report as set out in the Code of Practice; and
- a system to contribute to the locally published Local Offer and to keep this up to date.

7. SCHOOL SYSTEMS FOR PUPILS WITH SEN/AEN

The Local Authority's (LA) policy is that schools are expected to have in place:

- a SENCO who is a qualified teacher who has the prescribed qualification and with sufficient non contact time and capacity to undertake the required work;
- policies for special/additional educational needs (SEN/AEN), including safeguarding, curriculum delivery, behaviour management and the recording of pupils' progress;

- systems for identifying pupils with SEN/AEN and for communicating them to all staff who will be in contact with the pupil;
- a clearly defined assess, plan, do, review cycle which is person centred and focussed on outcomes which are important to the family and pupil;
- a pastoral care system which offers support to pupils;
- access for pupils with SEN/AEN to appropriate information technology and other appropriate equipment and aids;
- systems to elicit and respond to pupils' views;
- provision maps, IEPs or other systems to record interventions provided through SEN Support, such as the 'My Support Plan';
- systems for tracking pupil progress including those with SEN/AEN following the assess, plan, do review cycle;
- evidence of interventions aimed at narrowing the gaps between vulnerable groups including SEN/AEN;
- appropriate plans as required by the Equality Act 2010 e.g. Accessibility Plan and systems that identify all reasonable adjustments that need to be made to ensure pupils with SEN/AEN are fully included in all aspects of school life;
- an SEN Information Report published on the school website as required by the Children and Families Act 2014; and
- a system to contribute to the locally published Local Offer and to keep this up to date.

8. POST 16 INSTITUTIONS' SYSTEMS FOR LEARNERS WITH SEN/AEN

The Local Authority's (LA) policy is that post-16 institutions are expected to have in place:

- robust transition planning processes with feeder schools;
- policies for special/additional educational needs (SEN/AEN), including safeguarding, curriculum delivery, behaviour management and the recording and tracking of learner progress;
- systems for identifying learners with SEN/AEN and for communicating them to all staff who will be in contact with the learner;
- a clearly defined assess, plan, do, review cycle which is person centred and focussed on outcomes which are important to the learner for his/her adult life;
- a pastoral care system which offers support to learners;
- access for learners with SEN/AEN to appropriate information technology and other appropriate equipment and aids;
- systems to elicit and respond to learner's views;
- systems to record interventions provided through SEN Support, such as the 'My Support Plan';
- evidence of interventions aimed at narrowing the gaps between vulnerable groups including SEN/AEN;
- appropriate plans as required by the Equality Act 2010 including systems that identify all reasonable adjustments that need to be made now and in the future to ensure learners with SEN/AEN are fully included; and
- a system to contribute to the locally published Local Offer and to keep this up to date.

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Due for review in August 2018

APPENDIX A – PROVISION FOR CYP WITH SEN/AEN

Early Years Providers

Managers should plan to make arrangements to meet the needs of children with SEN/AEN including all necessary reasonable adjustments to support inclusion in all aspects of nursery life. Examples of the provision that early years providers are expected to make are given below.

Early years settings will be expected to arrange provision such as:

- systems to identify and support children with SEND and to promote equality as set out in the EYFS framework.
- Systems to review children's progress and share a summary with parents/carers.
- Clear arrangements for ongoing assessment of children's progress and assessing their SEN.
- Using the Early Years Outcomes guidance as a tool to assess the extent to which a young child is developing at expected levels for their age, across communication and interaction, physical development, personal/social and emotional development, literacy, mathematics, understanding of the world and expressive arts and design.
- Review progress of each child between ages 2 and 3 years and provide a short written summary for the parents/carers.
- Multi-agency approaches such as an early help assessment where appropriate.
- Well-evidenced interventions targeted at areas of difficulty across communication and interaction, cognition and learning, social/emotional and mental health, sensory and/or physical needs. Support should be family centred.
- Specialist equipment or software.
- Carrying out an analysis of the child's needs and matching support to need.
- Seeking more specialist assessment e.g. from specialist teachers, health, social services where there is little or no improvement in progress.
- Agreeing outcomes with the family, recording the outcomes and support to be put in place, the expected impact on progress and a clear date for review. The 'My Support Plan' can be used for this purpose.
- A key person to be responsible for working with the child on a daily basis.
- A key person with support from the SENCO to oversee implementation of the interventions.
- SENCO to lead and co-ordinate the graduated approach working with and supporting individual practitioners in the setting (informed by EYFS materials).
- Transition planning before a child moves to school or another setting including sharing of information.
- Involvement of appropriate specialists e.g. health visitors, speech and language therapists, Portage workers, educational psychologists where a child continues to make less than expected progress despite evidence-based support and interventions matched to the child's needs.
- Maintain records as required under the EYFS framework and shared with parents/carers.

Schools

Headteachers and Governors should plan to make arrangements to meet the needs of pupils with SEN/AEN including all necessary reasonable adjustments to support inclusion in all aspects of school life. Examples of the provision that schools are expected to make from their school resources are given below.

Schools will be expected to arrange provision such as:

- Differentiated work in the classroom and homework including production of materials.
- Teacher oversight with stringent measurement of impact of interventions delivered.
- Support in the use or care of specialist equipment.
- Support to manage medication (see 'Supporting pupils at schools with medication conditions') and healthcare plans for pupils with medical conditions.
- Access to adult supervision when needed including during PE, breaks or off site activities to ensure safety.
- Access to an individual work station where necessary.
- Access to aids, adaptations, equipment and other reasonable adjustments to facilitate access to disabled pupils.
- Regular contact with parents/carers to support progress, parental confidence and support work towards shared outcomes. Use of the Achievement for All structured conversation is recommended.
- Access to support services as appropriate to the pupil's needs. See Appendix B for more details.
- Implementation of strategies recommended by an Educational Psychologist and monitoring of progress, both for individual pupils and more strategically.
- Implementation of strategies as recommended by the Inclusion team in relation to individual pupils, groups of pupils and whole school approaches.
- Implementation of programmes designed by therapists e.g. speech and language therapy, occupational therapy, physiotherapy and release of staff to be trained by therapists.
- Access to personal support for part of each day including toileting and feeding where this is necessary.
- Access to in class support on a daily basis e.g. within a small group in the classroom.
- Withdrawal for intensive individual or small group teaching for specific programmes for short periods.
- Delivery of the National Curriculum at a slower pace with an emphasis on basic skills.
- Opportunities for practical experiences to support reinforcement, over learning and generalisation.
- A personalised curriculum with regular monitoring.
- Termly planning with support services and therapists including systematic and regular communication, joint target setting, an agreed Lead Professional/Key Worker following the Early Support principles with regular Team Around the Child (TAC) or Team Around the Family (TAF) meetings and use of the 'My Support Plan' to record outcomes and co-ordinate provision.
- Support to attend school trips and other extra curricular activities.
- Access to alternative provision, which may be off site.

Post-16 Institutions

Principals should plan to make arrangements to meet the needs of learners with SEN/AEN including all necessary reasonable adjustments to support inclusion in all aspects of college life. Examples of the provision that post-16 institutions are expected to make are given below.

Post-16 institutions will be expected to arrange provision such as:

- a named person in the college with oversight for SEN provision to ensure co-ordination of support. This person will contribute to the strategic and operational management of the college.
- Inclusive approaches to learning and teaching, with high quality teaching which is differentiated for individual learners (in all subjects).
- Coherent study programmes which provide stretch and progression with a focus on outcomes for adult life.
- Independent careers guidance for all learners.
- Transition planning from school to college.
- Support for learners to participate in discussions about their aspirations, their needs and the support that they think will help them them best.
- Support and interventions which are evidence based ie effective practice in the sector and elsewhere, personalised for the individual learner.
- A planned approach to delivering support and reviewing through an assess, plan, do, review cycle involving the learner.
- Assistive technology or other aids and adaptations.
- Support for personal care needs if necessary.
- Specialist tuition or teaching including that required for learners with sensory needs.
- Note takers.
- Interpreters.
- Small group and/ or individual support.
- Habilitation/independent living training.
- Accessible information such as symbol based materials, different font sizes, braille.
- Access to therapies e.g. speech and language therapy, occupational therapy.
- Access to external specialist services and expertise e.g educational psychologists, CAMHS, specialist teachers and support services, supported employment services and therapists.
- Keeping a student's profile and record of support up to date; the 'My Support Plan' can be used for this purpose.
- Accurately maintaining the Individualised Learner Record in line with funding rules.
- Support to attend extra curricular activities.

APPENDIX B – SERVICES FOR CYP WITH SEN/AEN

A number of services for CYP with SEN/AEN are available within Hillingdon. Charges will apply for some services and availability will be determined on the basis of individual case priorities and general service resources.

Those that are likely to be relevant for CYP with SEN/AEN are:

- Educational Psychology Service
- Behaviour Support team
- Sensory Intervention Service (Hearing, Vision and MSI)
- Inclusion Team - range of support including Attention Hillingdon, SENCo Forum, Inclusion Commitment and Training, Every Child a Talker, etc
- Healthy Hillingdon - Seasons for Growth, TEEN Fit etc
- Outreach from SRP schools in the Borough
- Outreach service from special schools in the Borough
- Early Intervention Service including key workers
- Speech and Language Therapy service provided by CNWL
- SWITCH - targeted for vulnerable year 6 pupils transition into year 7
- Occupational Therapy service provided by CNWL (this may be clinic based)
- Skills Hub alternative provision
- Unique Swagga - targeted for young girls aged 13-19 considered to be at risk
- iChoose - targeted support for young boys aged 11-15 considered to be at risk
- Beats per minute (BPM) - music production project for young people aged 11-16
- Young Leaders - personal development programme for young people aged 14 - 21
- LINK mental health service - self referral for young people seeking confidential support
- CAMHS and LD CAMHS provided by CNWL
- KISS - Sexual Health Service
- SORTED - Substance Misuse Service
- Outreach support provided by the Early Support team - family based support including Sleep programme.

For pupils with EHC Plans there is also specialist provision as follows (which is only available through the LA)

Hayes Park primary SRP	Autism
Cherry Lane primary SRP	Autism and complex needs
Lake Farm Park primary SRP	Autism and complex needs
St Martin's primary SRP	Autism and complex needs
Abbotsfield secondary SRP	Autism
Coteford Infants SRP	Physical disabilities
Coteford Juniors SRP	Physical disabilities
Harlington School secondary SRP	Physical disabilities and sensory needs
Deanesfield Primary primary SRP	Speech, language and communication
Pinkwell Primary SRP	Speech, language and communication
Northwood secondary SRP	Speech, language, communication and learning
Glebe primary SRP	Hearing Impaired
Vyners secondary SRP	Hearing Impaired
Hedgewood primary special school	Complex learning difficulties and autism
Meadow High special school	Complex learning difficulties and autism
Grangewood primary special school	Severe and profound learning difficulties
Moorcroft secondary special school	Severe and profound learning difficulties
Pentland Field all age special school	Moderate and severe learning difficulties and autism
The Willows primary special school	Social, emotional and mental health
Young Peoples Academy secondary special school	Social, emotional and mental health

APPENDIX C - THE HIGH NEEDS BLOCK

Funding for special schools, specialist resource provisions (SRPs), top up funding in mainstream schools, out of area placements, alternative provision (PRUs) and SEN Support Services is within the High Needs Block which is held centrally:

- Special Schools and SRPs will receive £10k pa for each place commissioned by the Local Authority with top up funding for individual pupils in accordance with their assessed needs (or in accordance with the current top up arrangements in place). Pupils placed in Hillingdon schools by other Local Authorities will receive top up funding directly from that Local Authority and which needs to be negotiated between the school and the placing Local Authority.
- Alternative Provision (PRUs) will receive £10k pa for each place commissioned by the Local Authority with top up funding in accordance with the current top up arrangements. Schools are required to pay back the relevant Element 1 (AWPU) rate for a permanently excluded pupil (pro rata). Skills Hub also charges schools to make provision for pupils on fixed term exclusions.
- The High Needs Block also pays for the Speech and Language Therapy Service, Sensory Needs Service, Inclusion Team and other support services.