

High Needs Funding: Guide for Leicestershire

Updated 27th February 2013

1. Introduction

1.1 New funding for High needs

The March 2012 reform announcement - *School funding reform: Next steps towards a fairer system* – set out the three elements of the model which are applicable to all settings:

3.3.2. Under a place-plus approach high needs funding will comprise three elements, which can be applied across all provision for high needs pupils and students.

Element 1, or “Universal funding”: the mainstream unit of per-pupil or per-student education funding. In the school sector for pre-16 pupils, this is the Per Pupil Entitlement, while for post-16 provision in schools and in the FE sector this is the mainstream per-student funding as calculated by the national 16-19 funding system.

Element 2, or “Low cost, high incidence SEN funding”: a clearly identified budget for providers to provide additional support for high needs pupils or students with additional needs up to an agreed level.

Element 3, or “top-up funding, High cost, low incidence SEN”: funding above elements 1 and 2 to meet the total cost of the education provision required by an individual high needs pupil or student, as based on the pupil’s or student’s assessed needs.

1.2 To explain it in an aggregated way:

	Mainstream School	Special School/ Unit and Resourced Provision in Mainstream School
Element 1 Universal	Basic entitlement (Per Pupil Entitlement). Up to around £4k, with LA variation	The place element (£10k)
Element 2 Low cost, high incidence	Additional funding through a delegated (notional) budget – up to £6k of additional support per pupil	
Element 3 High cost, low incidence	Further funding required above Element 2 (£6k) to meet the assessed needs of the pupil	Further funding required above the place element (£10k) to meet the assessed needs of the pupil

2. Mainstream Schools

2.1 In mainstream schools, all pupils count for the mainstream formula, whether or not they have high needs, and therefore bring an element 1/universal funding amount to the school. The DfE are saying about this element is that we expect high needs pupils to get the same basic service as other pupils – an element of a teacher, an element of premises etc. DfE are not expecting this funding to be used in any different way for high needs pupils than for other pupils.

2.2 Mainstream schools are expected to contribute in the way of additional provision for pupils with SEN where provision which costs up to £6,000 per pupil.

2.3 As now, the local authority will identify a notional SEN budget for each school. Although the purpose of this notional budget will be to meet the costs of additional provision for pupils with SEN, they do not have to use this budget wholly for SEN and can also fund SEN from outside this budget.

2.4 SEN costs above this £6,000 should be met from top-up funding from the SEN Assessment service and this place plus/ top up element must meet the assessed need of the pupil, it can also take account of particular features, and costs, of the school making the provision.

2.5 Consequently, it is important to give some definition of what each element could reasonably be expected to fund. Work across the East Midlands authorities is underway to ensure some consistency regarding this. Therefore the following is some guidance and will have implications for providers of advice during statutory assessment and at annual review.

2.6 Element 1-Universal

	Mainstream School
Element 1 Universal	<p>Basic entitlement (Per Pupil Entitlement). Up to around £4k, the DfE are saying about this element is that we expect high needs pupils to get the same basic service as other pupils, the following is indicative of the kind of services that all pupils should access and would therefore not require a specific set of support hours being specified in either a statement or statutory advice;</p> <ul style="list-style-type: none">• Curriculum differentiation/Quality First teaching/Accessible environment e.g. Signs and Symbols used throughout school; The adaptation of materials for a student with a sensory impairment. Differentiation of the curriculum is a DDA requirement to all schools• Minor equipment and adaptations e.g. laptop• Lunch/break time supervision to ensure pupil health, safety and well being.

	<ul style="list-style-type: none"> • A qualified SENCO • Pastoral support • General in-class support • Small group work for language/literacy/numeracy and interventional Catch Up programmes such as Wave 1, 2, 3 etc • Home-School Liaison • General SEND admin of Annual Reviews/transition etc. • Anticipatory Planning for High Incidence Needs; e.g. a dyslexia friendly school environment • Specialist Assessment - this could be commissioned by the school from an outside agency such as a specialist teaching service, or from a suitably qualified staff member e.g. AMBDA status etc. • Staff training and development/CPD in SEND on an on-going basis • Use of relevant up to date SEND programmes and materials e.g. Advanced training materials for teaching pupils with special educational needs and disabilities (SEND); relevant materials from the Specialist SEND Trusts, e.g. the Autism Education Trust; the Communication Trust etc. • Pupil voice and the views of children and young people with SEND • Course and exam fees, including access arrangements • Transport to off-site providers • A whole school Behaviour Policy • Behaviour management and materials e.g. SEAL; <i>Getting the Simple Things Right</i> document and <i>Ensuring Good Behaviour in Schools</i> document • Administration of basic medicines
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2.7 Element 2-Low cost,high incidence SEN

<p>Element 2 Low cost, high incidence</p>	<p>Additional funding through a delegated (notional) budget – up to £6k of additional support per pupil - which a school is expected to fund and therefore must be specific to the individual needs of the child. The following are some examples but not exhaustive that could be specified in advice and/or a statement; e.g.</p> <ul style="list-style-type: none"> • Targeted lunchtime provision e.g. 30 mins each lunch time to offer social activities due to child's autism • Medical Needs e.g. 30 mins twice a day for catheterisation • Manual Handling e.g. 45 minutes per day postural management programme as recommended by a physio therapist
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	<ul style="list-style-type: none"> • Sign supported curriculum e.g. due to the child's primary communication is BSL, a communication support worker for all the school day 32 ½ hrs • Small group work on communication development e.g. due to child's language programme recommended by SALT, 2 x 30 mins group session on expressive language • Social stories programme with a nominated adult 30 mins three times a week in small groups • Targeted individual interventions to deliver a specific time limited programme to the individual child/young person, as recommended by a specialist qualified person e.g. a specific literacy programme as recommended by specialist teaching service 3 times 45 mins a week by a qualified teacher. • due to the child's learning difficulties a life skills training to support independence as recommended by area special school outreach • a workstation/area in classroom/separate room if available, Individual visual timetable/task planner • Opportunities for Positive Play two x 20 minute sessions per week with an adult as recommended by Educational Psychologist.
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2.8 Element 3 High Cost, low incidence SEN

Element 3 High cost, low incidence	<p>Further funding required above Element 2 (£6k) to meet the assessed needs of the pupil. Where the specified support costs for the individual child are in excess of £6k, then the school is eligible for top up funding. This would be a combination of the type of specific support that are given above, but the totality would cost is in excess of £6k. The SEN assessment service would then fund this excess above the £6K in the form of Top up payments.</p>
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2.9 **How will top up funding be calculated for mainstream schools in Leicestershire?**

Top up funding in Leicestershire schools will be calculated based upon the number of hours specified in a young person's Statement. Historically, allocations of LSA support have been given on a Statement and occasionally for additional teaching hours. The attached spread sheet sets out what the total cost of such allocations in combination could be the total cost of this allocation, and the top up funding. Please note, given the new funding requirements specified above, there will no longer be an Enhanced Package. Schools that convert to academies before March 31st 2013 will get enhanced packages for the summer term and go onto new formula from September 13

2.10 Allocations of LSA support.

LSA support will only be allocated when there is a specific programme or activity which is referred to in the statutory assessment or annual review advice and which needs to be put in place, usually in a small group by an adult. Such a programme is significantly different to or in addition to that normally provided by schools and is specific to that child's special educational needs.

2.11 The Code of Practice guidance on learning support assistants is that learning support assistants should be specified where "daily individual support" is required, e.g. LSA hours should be specified for example a speech and language programme, or a child with a sensory or physical difficulty needing adult support or guidance in practical areas of the curriculum or for specific activities that address a child's behavioural needs.

2.12 Allocations of additional teacher hours.

Additional teaching support should be specified on a child's Statement where there is a need for a specific programme recommended by an external agency and this can only be implemented by a qualified teacher.

2.13 How will top up funding be paid to mainstream schools in Leicestershire?

Finance will make monthly BACS payments to schools that manage their own payrolls and monthly journal credits to schools that use LCC payrolls. Top up payments will follow pupils, as per DfE guidance, and so will be calculated based on the number of school days in each month and will be paid on this basis. Monthly payments will be adjusted in the next month if statementing information is received after the payment deadline.

Top up funding will be paid on a monthly basis. All schools will be able to access a password protected spreadsheet detailing individual pupils by unique pupil reference number and their top up funding.

3 Mainstream schools in other local authorities.

3.1 How will top up funding for children with a Statement of Special Educational Needs attending mainstream schools in other local authorities be calculated?

There has been work across the East and West Midlands local authorities to try and ensure some consistency and stability in funding. The East Midlands have adopted the principle that pupils attending other LA schools will fund the top up at the same level to ensure fairness and equity, i.e. the same top up will apply irrespective of where the pupil lives.

3.2 How will top up funding for children with a Statement of Special Educational Needs from another authority attending mainstream schools in Leicestershire be calculated?

Work has been undertaken across the East and West Midlands local authorities to agree a number of principles in light of the new High Needs Funding Reform. One of those principles is an undertaking that for a child with a Statement of Special Educational Needs attending another authority's mainstream school, then the top up funding would be calculated in the same way as for other children with Statements in Leicestershire. Therefore, the Statement from the other authority should specify a number of hours, and this be costed out as above as if it were a Leicestershire child.

3.3 If a Statement from another authority does not specify a number of hours, then the school will need to contact that authority as soon as possible to clarify the situation.

3.4 How will top up funding be paid to mainstream schools for pupils who live in other local authorities?

It will be anticipated that schools will need to raise an invoice, based upon the table attached setting out different allocations of learning support and additional teacher hours. This invoice to be sent to the Local Authority maintaining that Statement. Attached is a list of current contacts across local authorities who you may need to contact. The exception to this is where a child is Looked After by another authority and attending a Leicestershire school. In those instances, the SEN Assessment Service will continue to recoup that funding from the other authority.

Attached is an example letter which schools may wish to use in order to raise an invoice to other local authorities. We would recommend that this letter is used and spreadsheet of pupils showing costs is attached. As this information contains sensitive details about young people then attached is some practical guidance re information security.

5. Special Schools and Special Units in Leicestershire

5.1 Introduction.

As stated above, all special schools and units will be funded for £10,000 per place. If a young person's needs are in excess of £10,000, then, the school or unit may be eligible for additional top up funding.

5.2 In Leicestershire, the area special schools, specialist nurseries and MLD units have worked collaboratively to identify what the £10,000 place element funding will provide. In brief, this can be set out below:

specialist teacher	1	1
LSA (grade 5)	1	32.5 hours / TTO 1.5 hours / day /
lunchtime supervisor (grade 5)	1	TTO 1.5 hours / day /
lunchtime supervisors (grade 4)	2	TTO

Including 10% PPA time, this equates to £7,105 per pupil per place

In addition, premise and other costs have been calculated as £3180 per pupil per place

5.4 In order to calculate any top up funding the current LMSS Matrix (attached), which is already used to fund special schools and additional hours within MLD units, will be rolled out across all these settings. During the course of 2013/14, all MLD unit pupils will have an initial banding provided by SENA, based either upon existing decisions regarding top up funding or previous placement within a specialist nursery. During October and November, Head Teachers will be asked to re-assess all children and their banding and these will then be moderated.

5.5 Attached are the top rates for Leicestershire special schools and units. The new moderated bandings for all pupils will therefore be used to calculate top up funding for the next financial year.

5.6 How will top up funding be moderated?

Attached is the guidance for moderation and the timetable as agreed at the January Special School and Unit Head Teachers meeting.

5.7 How will top up funding be paid? See section 3

5.8 How will top up funding for children with a Statement of Special Educational Needs from another authority attending a special school or unit in Leicestershire be calculated?

As above, there is agreement across the East and West Midlands local authorities that in principle, the top up funding for another authority child should be calculated in the same way as if they were a Leicestershire child. i.e. using the LMSS Banding. Schools will be required to raise an invoice to that other local authority using the attached example letter. Attached is a list of contacts in other local authorities.

5.9 Top up funding for Speech and Language Units in Leicestershire will be based upon the LMSS formula. However, the assumption here being that children are of mainstream ability and the criteria regarding communication as set out on the grid is not relevant as children's communication needs will be met through the £10,000 place element. Top up funding to the Speech and Language Units will be set out as below. There will be a moderation process involving the speech and language units moderating one another's top up funding decisions in October/November, supported by the SEN Assessment Service.

5.10 Hearing Impaired Enhanced Resource Bases: the £10,000 place element will be sub-divided. The first part will be the basic entitlement (age weighted pupil unit). This is because children within the enhanced resource bases attend mainstream lessons with or without support. This will be subtracted from the £10,000. The remainder will be used to calculate additional LSA support. If the young person's support needs are in excess of this, then, the school will need to apply to the SEN Assessment Service for top up funding, setting out where the young person needs support across the curriculum, the time spent within the base with the specialist teaching service hearing impaired staff and those parts of the school day where support is not required. This should include a copy of the young person's timetable. Top up fundings will normally be calculated in January for the next financial year by SENA with input from the two Hearing Impaired Bases and the Head of the Hearing Impaired Service.

5.11 Enhanced Resource Bases for Autism at Shepshed, Hind Leys, Abington and Guthlaxton.

The criterion for admission for these pupils remains the same, and therefore the support needs will remain consistent. I.e. for each pupil there will be a £10,000 place element plus a standard top up funding. As the pupil numbers increase, funding will increase as attached.

6 Commissioning timetable for special schools and units, FE colleges and ISPs

6.1 The change in SEN Funding requires the local authorities to submit to the Education Funding Agency in October the number of specialist placements and high needs students at FE Colleges required by the local authority for the following financial year. Consequently, the SEN Assessment Service will be working in partnership with colleges, schools and units to forecast admissions virtually a full academic year in advance. It is proposed that there would be a commissioning meeting in September with special schools and units to determine totality of commissioned places. Please note that under the Education Funding Agency's guidance, additional places not identified in this October return cannot be funded during the financial year other than with top up funding.

6.2 Attached is a commissioning time table that highlights the key dates that SENA will need to adhere to. SENA would look to confirm named new admissions to special schools, units, ISPs and FE Colleges by 15 February as this is the date the local authority have to name a transfer school in the child's statement when they are due to transfer cross phase.

7 General FE Colleges

7.1 Calculating top up funding for learners attending FE Colleges.

Work across the East Midlands has recommended that the following principles be applied for calculating top up funding for learners attending Further Education Colleges.

1. Top up funding will be based upon the top up funding the young person received in their school setting.
2. Top up funding will be factored down to reflect the change from school (full time) week of school year of 950 hours to 600 guided learning hours in a Further Education setting.

Top up funding will take into account, prior attainment at school, the LDA assessment by Prospects and the support needs of the learner in the context of the programme of study they are following

A young person who acquires a significant SEN or disability after leaving school can be referred to the SEN Assessment service. Depending upon the evidence submitted and the level of need, then the SEN Assessment service may request an LDA be undertaken by prospects to further determine needs and support.

7.2 How payments will be made to FE Colleges?

Top up payments will be made in the same way as schools, i.e. in real time from the day the student physically starts college. Student payments will be accessible on the Council's website.

8 Independent Specialist Placements

8.1 How an ISP placement will be agreed by the Local Authority?

The Local Authority has a clear pathway and criteria for ISP placements (see attached).

8.2 What the place element of £10,000 will provide?

In the first instance, the Council will assume a comparison with special schools. The Council will engage with ISP providers to accurately determine Non employee costs, non contact and support staffing costs. This will be a collaborative exercise to accurately determine base and top up costs.

8.3 How the top up funding will be calculated

The Council has the authority to fund 600 guided learning hours to Independent Specialist Placement. Top up funding will be based upon the top up funding the young person received in their school setting. Top up funding will take into account, prior attainment at school, the LDA assessment by Prospects and the support needs of the learner in the context of the programme of study they are following

8.4 How the top up funding will be paid?

Top up funding will be paid in the same as for schools

8.5 How the number of places to be commissioned from an ISP will be determined.

The SEN Assessment Service will work in collaboration with Prospects and the Independent Specialist Colleges to accurately identify learners who will remain on role in the following academic year, or be a new entrant in the September, in order that the number of commissioned places can be accurately identified. Attached is a list of current ISP providers used by Leicestershire and the name of their Link SEN Officer who will be the first point of contact for this conversation. The SEN Assessment service will also be contacting schools regarding leavers and their likely FE/ISP destination

Attachments

1. Top up allocations for LSA/ATH Statement support.
2. Example letter to other Authorities.
3. List of Other LA contacts.
4. LMSS Matrix.
5. Top up allocations for special schools and units.
6. Practical Guidance: Information Management.
7. Moderation Guidance and timetable.
8. Top up Payments Scale for ASD enhanced resource base
9. Commissioning time table
10. SEN Officer allocation for schools and colleges