



Schools Forum

**Tuesday, 19 March 2013 5.00 p.m.
Civic Suite, Town Hall, Runcorn**

A handwritten signature in black ink, appearing to read 'David W R', positioned above a grey rectangular stamp.

Chief Executive

COMMITTEE MEMBERSHIP

*Please contact Ann Jones - Tel: 0151 511 8276 or email:
ann.jones@halton.gov.uk for further information.
The next meeting of the Committee is on Tuesday, 18 June 2013*

**ITEMS TO BE DEALT WITH
IN THE PRESENCE OF THE PRESS AND PUBLIC**

Part I

Item No.	Page No.
4. HIGH NEEDS BLOCK TOP UP RATES (ADDITIONAL INFORMATION)	1 - 54

In accordance with the Health and Safety at Work Act the Council is required to notify those attending meetings of the fire evacuation procedures. A copy has previously been circulated to Members and instructions are located in all rooms within the Civic block.

REPORT: School Forum

DATE: 19 March 2013

REPORTING OFFICER: Operational Director – Children’s Organisation and Provision

SUBJECT: High Needs Pupils and Students – Update

WARDS: Borough-wide

1.0 PURPOSE OF REPORT

- 1 This report provides an update on the consultation for the top up funding for the four Halton Special Schools and High Needs Assessment process for students aged 0 – 25 years.

2.0 RECOMMENDED:

- 2.1 **The banded option of providing top up to the four special schools is agreed for 2013/2014;**
- 2.2 **School Forum approves the High Needs Assessment Framework for 2013/2014.**

3.0 SPECIAL SCHOOLS

- 3.1 Each of the four special schools was asked to indicate which of the two top up options they would prefer for 2013/2014. Three of the four special schools indicated their preference for the second banded option. It is therefore recommended that the second banded option is used as the proposed funding model for 2013/2014. A review of the impact of this banded top up level will be undertaken in 2013/2014.

4.0 HIGH NEEDS ASSESSMENT

- 4.1 The draft High Needs Students Assessment Framework 2013/2014 was considered at the SEN Working Group meeting on 12th March 2013.
- 4.2 It was explained that the aim of the funding reform was to align pre-16 and post-16 funding more closely and that the introduction of the place plus approach was intended to achieve a greater degree of alignment such that high needs funding is arranged on the basis of a single set of principles across the 0-25 age range. Top up funding for pre and post 16 should be

- based on the assessed needs of individual students and the total costs of the education provision in their setting.
- 4.3 The working group considered the flow chart on the Assessment process and agreed that it clearly identified Halton's assessment process for students from 0-25 years.
- 4.3 A discussion was held on the proposed criteria and banding detailed in Appendix 7 of the document. On the banding for pre-school aged pupils clarification was asked as to whether mainstream nursery and units would be considered under the same process as the mainstream schools or other early year's settings. The proposed pre-school aged banding was agreed.
- 4.4 The banding criteria for a child or young person in a mainstream school or in post-16 Further Education provision were agreed. It was however suggested that the same format be used to represent the banding in the two appendices so that it was clear that the same approach had been adopted. It was also agreed that the more detailed document which explained the methodology behind the mainstream school banding would be circulated to all schools. It was suggested that a presentation on the new funding should be offered to the primary and secondary headteachers.
- 4.5 The current banding for post-19 independent specialist providers was noted. It was noted that the top up rates for special schools and special units would be added to Appendix 7.
- 4.6 Discussion was held on the additional needs criteria. The following criteria were agreed:

Exceptionally, a successful inclusive school may find themselves in a situation where they are attracting high needs pupils, yet they have low levels of additional needs funding and believe it is unable/unreasonable for it to fund the notional SEN for all their high needs pupils. In these circumstances any school that thinks they should be treated as an exception will need to provide appropriate evidence to a moderation panel, a subcommittee of the School Forum. Critical factors will be: the overall number of high needs pupils; the relative level of the school's notional SEN budget. Advice from the School Psychologists may be helpful in judging whether the particular circumstances are affecting a particular school. The School Forum Sub Committee will agree additional guidelines to assist in determining whether they might be regarded as exceptional in this respect.

- 4.7 It was agreed that the subcommittee would also look at the relative proportion of high needs pupils to the overall school populations. Discussion was also held on whether to take into consideration the level of balances schools any school making an application may hold. However in order to ensure consistency between local authority and academy schools it was agreed to remove these criteria.
- 4.8 Subject to the amendments suggested to Appendix 2A - Request for Statutory Assessment/Request for School Action Plus Enhanced the SEN Working Group agreed the High Needs Students and Assessment Framework 2013/2014

5.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

Document	Place of Inspection	Contact Officer
School Funding Reform Arrangements 2013/2014	DFE website	Ann McIntyre – Operational Director – Children’s Organisation and Provision & Ed Dawson – Operational Director- Financial Services
High Needs Students Assessment Framework 2013/2014	2 nd Floor Rutland House, Runcorn	Ann McIntyre – Operational Director – Children’s Organisation and Provision & Ed Dawson – Operational Director- Financial Services



Gerald Meehan

Director of Children and Enterprise

Children and Enterprise Directorate

High Need Students Assessment Framework for 2013-14

Published March 2013

Halton Local Authority

1. Purpose of this document

- 1.1 The purpose of this document is to ensure that Halton has documented procedures to assess the needs of all students with high needs from 0-25 years old for the year 2013-14.
- 1.2 Whilst this document is guidance to ensure all interested parties understand the process in Halton for assessing the 'top up' funding for high needs students; it is not designed to be prescriptive in every individual case.
- 1.3 This document will be reviewed to take account of any policy changes.
- 1.4 This document is for educating institutions who are seeking high needs funding for its students.

2. Introduction and Context

2.1 Local Authority Statutory Duties

2.1.1 SEN Code of Practice

The Code of Practice first introduced in 1996 (amended in 2001) sets out guidance on policies and procedures aimed at enabling early years and school age children and young people with Special Educational Needs (SEN) to reach their full potential. It gives practical guidance to the Local Authority on the discharge of their duties under Part IV of the Education Act 1996.

The fundamental principles include:

- Children and Young People should have their special educational needs met
- The special educational needs of children and young people will be met in the mainstream setting
- The views of the child/young person should be sought and taken into account
- Parents have a vital role to play in their child/young person's education
- Children/young people with special educational needs should be offered full access to a broad, balanced/appropriate curriculum

The Code provides guidance on the following areas:

- Principles and Policies
- Working in Partnership with parents
- Pupil/young person participation
- Identification, assessment and provision
- Statutory assessment of special educational needs

- Statements of special educational needs
- Annual reviews
- Working in partnership with agencies

2.1.2 Securing Education and Training – Post 16

Section 15ZA of the Education Act 1996 inserted by the Apprenticeship, Skills, Children and Learning Act 2009 (ASCL Act) places on Local Authorities the duty to secure enough suitable education and training to meet the reasonable needs of 16-19 year olds as well as for those aged 19-25 who are subject to a learning difficulty assessment. Responsibility for those learners with learning difficulties and/or disabilities aged 19 or over who do not have a learning difficulty assessment and are accessing mainstream provision will rest with the Skills Funding Agency.

2.1.3 Learning Difficulty Assessments

Sections 139A to 139C of the Learning and Skills Act 2000 (“the 2000 Act”) which were inserted into the Act by section 80 of the Education and Skills Act 2008 places duties and powers upon Local Authorities to undertake Learning Difficulty Assessments (139a) for all persons of whom they maintain a statement of Special Educational Needs and who they expect to leave school at 16-19 to receive post 16 education, training or higher education. Local Authorities also have the power to undertake a Learning Difficulty Assessment for those young people who do not have a statement but appear to have learning difficulties, and are receiving or likely to receive post 16 education.

2.1.4 Residential Accommodation – Post 16

Boarding (Residential) Accommodation - Section 46 of the ASCL Act provides Local Authorities with the power to secure boarding accommodation for persons who are; over compulsory school leaving age but under 25 and subject to a learning difficulty assessment.

2.2 Funding Reforms

The Government announced new arrangements for funding educational provision for pupils and students with high needs. These arrangements will be introduced in April 2013.

The details of this new approach were set out in the *School funding reform: Next steps towards a fairer system*, published on 26 March 2012 and in *School funding reform: Arrangements for 2013-14*, published on 27 June 2012. Each Local Authority will become responsible for managing the funding for education support for high needs students aged 0-25. This document will provide the framework in which Halton Local Authority will make decisions on the funding for pupils and students to ensure they receive an appropriate level of funding commensurate with their needs; ensures value for money and does not impose unnecessary bureaucracy upon institutions.

The reforms for High Needs Students seeks to ensure: funding is arranged so that education provision for a high needs pupil is funded in a comparable way whatever the

form of institution they attend; that pre-16 and post-16 is brought together to support the development of an integrated approach to assessment and planning from birth to 25 and; that funding is responsive to individual pupils' and students' needs.

Definition of High Needs Student

The Government have defined high needs students as pupils and students who need educational provision that costs more in total, including the basic provision given to all pupils and students than **approximately** £10,000 per year. This threshold defines the level of need that the Government expect to be met through mainstream funding and those for who additional funding is required. Pupils and students with high needs include pupils aged from birth to 19 with high-level special educational needs (SEN) and those aged 16-25 with high-level learning difficulties or disabilities (LDD) including those aged 19-25 who are subject to a learning difficulty assessment (LDA).

Overview of high needs funding

The reformed approach to high needs funding will be on a 'place-plus' basis. Funding will comprise of three elements, which can be applied across all provision for high needs students.

	Pre-16 SEN and AP		Post-16 SEN and LDD
	Mainstream settings	Specialist settings	All settings
Element 1: Core education funding	Mainstream per-pupil funding (AWPU)	Base funding of £10,000 for SEN and £8,000 for AP placements, which is roughly equivalent to the level up to which a mainstream provider would have contributed to the additional support provision of a high needs pupil. Base funding is provided on the basis of planned places.	Mainstream per-student funding (as calculated by the national 16-19 funding system)
Element 2: Additional support funding	Contribution of £6,000 to additional support required by a pupil with high needs, from the notional SEN budget		Contribution of £6,000 to additional support required by a student with high needs
Element 3: Top-up funding	"Top-up" funding from the commissioner to meet the needs of each pupil or student placed in the institution		

3. Principles of future funding of Element 3, Top-Up Funding

- The education and training provided supports the pupil or student to achieve the skills required to achieve their goals and aspirations as identified in their School Action Plus Enhanced Action Plan, Statement of Educational Need or Section 139a Learning Difficulty Assessment.
- The educating institution must utilise Element 1 and 2 of the high needs funding allocated to them from the Education Funding Agency or Local Authority Dedicated School Grant before any application for Element 3 'Top-Up' can be considered. The application process is set out in Section 5 of this document.

- It is expected that educating institutions would work with specialist support services and providers to identify the most effective method of delivering the support required.
- If a pupil or student leaves their learning programme the educating institution must inform the Local Authority termly in order for contracts and payments to be amended accordingly.
- All appropriate evidence must be made available for audit by the Local Authority.

4. The Graduated Approach

4.1 The Graduated Approach – High Needs Students - Elements 1 and 2

The graduated approach is prescribed in the Education Act 1996 (amended 2001) for Local Authorities procedures in relation to early years and school age children and young people. By the time young people reach age 16 the vast majority with SEN will already have been identified. Therefore for post 16 institutions the graduated approach has already taken place.

The graduated approach of action and intervention:

Universal Services – Children and Young People have their needs met from within settings/schools own resources.

All teachers should ensure in their planning and teaching:

- Suitable learning challenges for individual children/young people
- Response to pupil's diverse learning needs
- The attempt to overcome potential barriers to learning

Differentiation, per se, is not special educational provision as defined by the Education Act 1996. All work/lessons/activities should be differentiated as needed within normal classroom/session planning. Only children/young people not making adequate progress should be considered as needing additional intervention. In some cases concerns are first raised by parents/carers and other professionals eg Health. Every stage of concern and/or intervention must include consultation with parent/carer and the young person.

Early Years / School Action

When concerns are raised the setting decides through their Teacher assessments and national assessments, that provision 'additional to and different from' normal differentiation is needed. At this stage, an Individual Education Plan (IEP) or pupil programme is developed which sets SMART (Specific, Measurable, Achievable, Relevant and Timed) targets.

These plans are reviewed regularly to assess progress and to revise targets if necessary. The setting uses its own resources and provides support as appropriate:

Primary and Secondary mainstream schools are currently expected to provide funding equivalent to 10 hours additional support by a Teaching Assistant for children and young

people they have prioritised. However the funding can be used flexibly to provide one to one support, small group teaching or equipment to facilitate inclusion in the learning environment.

Early Years / School Action Plus

Following implementation and review of the IEPs, at least over two terms, the setting may wish to seek advice from external agencies, for example an Education and Child Psychologist (ECP) or a Speech and Language Therapist (SALT). The ECP would assess the nature of the barrier to learning and make recommendations for school's practice to accelerate progress and possibly recommend referrals to other services/agencies. The SALT would assess speech and language difficulties and usually provide programmes of work to be implemented within the school, monitored and reviewed by their service. These recommendations would be incorporated into targets and monitored and reviewed.

4.2 Transition into Post 16 Further Education – Elements 1 and 2

Elements 1 and 2 for High Needs Students within Further Education at Post 16 would be utilised in the following way before any application for Element 3 'Top Up' Funding would be sought.

Support within a post 16 environment is usually provided based on the student's current 139a Learning Difficulty Assessment and educational statement. The post 16 educating institution will undertake their own assessment to ensure the student will be suited to its provision and the correct support can be provided.

Additional learning support is provided:

- To ensure that students have every chance to successfully complete their course.
- That a learning difficulty, disability or impairment does not prevent any student from having as equal a chance as their peers to be successful on their chosen course.
- To ensure that students achieve the maximum possible level of independence and activity in their communities and in employment.
- Maximise independent learning skills
- Preparation for next step; leaving college, higher level course, university or employment.
- Promote interaction and friendships with peers.

There are different types of support available;

- Individual tutorials
- In-class support
- 1-1 Support
- Mobility support
- Note takers
- Communication Support Workers

- Specialist resources and equipment
- Adaptation of learning materials
- Personal care
- Exam support
- Specialist teachers
- Counselling
- Welfare support
- Multi agency liaison

Students will have an ILP (Individual Learning Plan) and termly reviews will be used to monitor progress.

Prior to students enrolling any input from specialists (eg Speech and Language) would be taken account as part of the post 16 provider assessment process, to ensure appropriate support was put in place.

Once students have enrolled on their course within Further Education, the provider may seek advice from specialist such as CAHMS, Speech and Language Therapist, Psychologist, Adult Service, Sensory Impaired Services etc. The appropriate specialist would make recommendations and possibly referrals as appropriate. Any recommendations would be incorporated into the monitoring and review of progress.

4.3 Post 16 Specialist Settings

It is recognised that any high needs student placed within a post 16 specialist setting would automatically apply for Element 3 'Top Up' funding due to the nature of the education and support that they will be accessing.

4.4 The Graduated Approach – Element 3 (High Needs Students)

Early Years / School Action Plus Enhanced

The Local Authority will consider awarding additional resources to children and young people who fail to make adequate progress, despite the use of informed intervention, through Action Plus Enhanced Provision. Enhanced provision may be in the form of additional hours over and above setting's resources or, if school age, a placement in a specialist resource base. **Under the School Funding Reforms, using the Government's definition these children and young people will be High Needs Students.**

Statutory Assessment / Statement

For some young people the Local Authority considers whether it is necessary to carry out a statutory assessment as a result of a request made by the setting or parent/carer. Each case is looked at on an individual basis to determine the benefits of carrying out an assessment with the possibility of issuing a statement of SEN. A statutory assessment can help to identify appropriate provision and if a statement is issued it will:

- Describe SEN needs
- Set objectives and interventions to meet needs
- Detail provision which may be support in a mainstream school or a special school place

- Name the educational setting which will be responsible for putting the provision in the statement into place

As with Enhanced Provision, any additional support is additional to the 13 hours in primary and 16 hours in secondary from the setting resources. **Under the School Funding Reforms, using the Government's definition these children and young people will be High Needs Students.**

If a child or young person is to be placed in a special school or specialist college, the law requires that a statement of SEN is in place which names the setting.

4.5 Transition to Post 16 Educating Institutions – Element 3 – High Needs Students

Learning Difficulty Assessment (LDA (139a))

Halton Local Authority has a statutory duty to arrange for a Learning Difficulty Assessments (LDA) to be conducted for all young people who require one at their point of transfer to a post 16 educating institution. It is expected that these young people will fall into: those young people for whom the Local Authority maintains a statement of SEN and whom the Local Authority expects to leave school at 16-19 to receive post 16 education, training or higher education and; those young people who the Local Authority identified as requiring School Action Plus Enhanced. **Under the School Funding Reforms, using the Government's definition these children and young people will be High Needs Students.**

The Learning Difficulty Assessment will:

- Be specific about the level of need required and the support and learning provision required to meet those needs.
- Have a specific focus on the learning programme that is required to enable the young person to progress towards greater independence and, where appropriate, employment.
- Take account of the young person's aspirations and views.
- Build on the views, and where appropriate, expertise of other people who have already supported the person being assessed
- Be shared with the young person and/or their parents or carers
- Be shared with Halton Local Authority and with the educating institution, in sufficient time to ensure provision and support are in place from the outset;
- Provide robust and impartial information, by an appropriately qualified practitioner.

5. Assessment Process for Element 3 'Top-Up' Funding for High Needs Students

The assessment process for agreeing the Element 3 'Top-Up' funding for High Needs has been divided into two areas; the first is for those children and young people who are in a school/specialist setting and are applying for funding associated with School Action Plus Enhanced provision or a statutory assessment for a statement of SEN through the graduated approach. The second is at the point of transition from a school/specialist

setting to further education, training provider or a specialist college placement. A flowchart is attached at Appendix 1 which outlines the process.

5.1 High Needs Students – School Action Plus Enhanced and Statement of SEN

The Local Authority will consider an application for Element 3 'Top-Up' funding if a pupil/student is unable to make sufficient progress towards their Individual Education/Learning Plan and by following the Graduated approach of actions and interventions. These pupils and students will be those that 'school action plus' has not been sufficient to meet their needs and they are applying for school action plus enhanced status or applying for a statutory assessment for a statement of SEN.

5.2 High Needs Students - Transition to Further Education or a Specialist College

The Local Authority would consider an application for Element 3 'Top-Up' funding if students who are transferring to Further Education, a Training Provider or an Independent Specialist Provider have a 139a Learning Difficulty Assessment which clearly identifies the student requires high levels of education and support needs.

Applications for an Independent Specialist Provider would require the Learning Difficulty Assessment (139a) to state why local provision cannot meet the student's needs.

Application for High Needs Students Element 3 'Top Up' Funding

Application for Enhanced Provision and Statutory Assessment - the application (attached at Appendix 2a) should be completed and sent to the Divisional Manager for Inclusion providing evidence of:

- The graduated approach thus far
- Up to date assessment/information from the institution and specialist services involved
- Implementation of advice provided by specialist services
- Details of progress so far and any assessments used
- Views of pupils/students and parents (where appropriate)
- If the request is for an assessment or permanent place in a resource base the application gives details as to why a place in a mainstream class is no longer appropriate (only applies to pre 16)
- Confirmation of funding from health and/or social care.

Application for Further Education and Independent Specialist Providers - the application (attached at Appendix 2b) should be completed and sent to the Post 16 Development and 14 - 19 Entitlement Divisional Manager providing evidence of:

- Section 139a Learning Difficulty Assessment
- Most recent review of Statement of SEN
- Most recent Care Plan or other relevant Social Services documentation
- Assessment by local provider on whether the young person's need can be met locally (ISP applicants only)

- Confirmation of place at Independent Specialist Provider
- Most recent medical report
- Views of previous placement / recent school reports
- Applicant's assessment documentation and rationale of support
- Transition Plan
- Most recent Educational Psychologist's Report
- Link course reports
- Person Centred Plan
- Confirmation of funding from Social Services and/or Health

Applications and supporting evidence for Independent Specialist Providers would continue to be presented to the Panel by the Local Authority's Information Advice and Guidance Provider for 2013-14.

6. High Needs Students Funding Panels

All applications and supporting evidence for Element 3 'Top Up' funding will be considered by the appropriate funding panel. There are a number of High Needs Students Funding Panels depending on the nature and type of the application. Full Terms of Reference of the panels are attached as appendices to this document. An outline of the funding panels is provided below:

The Early Years Enhanced Provision Panel

The overall aim of the Private and Voluntary Settings (PVS) Early Years Enhanced Provision Panel is to consider requests for enhanced provision for young children supported within the foundation stage of Private and Voluntary settings and the Child minding provision of Halton Borough Council. The Panel will also monitor the number of requests and ensure that the process is clear and transparent and that provision for pupils' transition into statutory education is monitored and appropriate to need. Full Terms of Reference can be found at Appendix 3.

Provision and Placement Panel

The Provision & Placement Panel consider and moderate:

- Requests for alternative educational provision when an existing school placement is deemed to have broken down irrevocably
- Where there are issues relating to permanent exclusion.
- Some of the applications will involve possible placement in out-of-borough schools, where the needs of the individual cannot be met within the existing educational provision within Halton.

Full Terms of Reference can be found at Appendix 4.

The Statutory Assessment and Moderating Panel (STAMP)

The Statutory Assessment and Moderating Panel consider and moderates requests for statutory assessment. The Panel also considers requests from schools for Enhanced Provision for pupils at School Action Plus and requests for Early Years Enhanced

Provision from maintained Nursery schools. Full Terms of Reference can be found at Appendix 5.

Post 16 Transition to Further Education and Independent Specialist Providers Panel

The Post 16 Transition to Further Education and Independent Specialist Providers Panel will consider all applications for young people who are making the transition into further education or independent specialist provider and have been identified in their 139a Learning Difficulty Assessment as having high levels of needs. Full Terms of Reference can be found at Appendix 6.

Criteria for approving High Needs Students Element 3 'Top Up' Funding

The Local Authority must be satisfied that the application meets the following criteria:

Enhanced Provision and Statutory Assessment

- Detailed records to show that all reasonable steps have been taken through the Graduated Approach to meet the pupil's needs using the schools own delegated resources
- There is account of the co-ordinated involvement of appropriate support services and implementation of their recommendations
- The documentation provides evidence that the child/young person's needs cannot be met by a combination of the school's own resources and the menu of services available at school action plus, for example:
 - Advice from the Education and Child Psychology Service
 - Advice from Specialist Teachers
 - Training from SEN Service
 - SEN Training
 - SENCO Network Meetings
 - Therapy Services
 - Outreach Services from Specialist Provision accessed through SEN Service
 - Behaviour and Attendance support
 - Blocks of specialist teaching
- The documentation demonstrates that the pupil's needs are 'exceptional' ie significantly greater than the other pupils of the same age.
- Banding and level of need – full details of banding and descriptors can be found in Appendix 7

Criteria for applying additional funding

Exceptionally, a successfully inclusive school may find themselves in a situation where they are attracting high needs pupils, yet they have low levels of additional needs funding and believe it is unable/unreasonable for it to fund the elements 1 and 2 (notional SEN) for all their high needs pupils. In these circumstances any school which thinks they should be treated as an exception will need to provide appropriate evidence to a moderation panel. Critical factors will be: the overall number of high needs pupils relative to the population of

the school; the relative level of the school's notional SEN budget and the levels of the school's carry forward. Advice from the School Psychologist may be helpful in judging whether the particular circumstances are affecting a particular school. The School Forum Sub Group will establish additional guidelines to assist schools in determining whether they might be regarded as exceptional in this respect.

Transition to Further Education

The Local Authority will need to be satisfied that the criteria below has been met:

- Appropriateness of independent specialist provider or further education institution
- Programme proposed for the young person, including progression pathways matches the aspirations of the learner
- Hours of support for education and care
- Banding and level of need – full details of banding and descriptors can be found in Appendix 7

All supporting evidence must be provided along with the Application Form to the Post 16 Development and 14 - 19 Entitlement Divisional Manager at least 10 working days prior to the Post 16 Transition to Further Education and Independent Specialist Provider Panel.

Transition to an Independent Specialist Placement

The criteria for considering residential placements will focus on establishing that residential provision is necessary in order for the learner to be provided with education and training that meet his or her assessed needs.

The Local Authority will need to be satisfied, on the basis of available evidence, that at least one of the criteria below is met. It is essential, therefore that the evidence provided in support of any placement request is up to date and appropriate to the request being made. Evidence will need to demonstrate that the match between the aspirations of the learner, the education and training needs and the learning programme is only available through an independent specialist provider.

At least one of the following criteria for funding a placement at an independent specialist provider must be met:

- No suitable local provision that meet the reasonable needs of learner's education or learning needs is available.
- The assessment of the learner's education and training needs demonstrates that an essential element can only be provided in a residential setting; or
- Evidence that the learner has medical or care needs that cannot be addressed by local providers and that would prevent the learner from accessing suitable education or training.

While the Local Authority will endeavour to take account of the wishes of learners and their parents/carers, it does not have a legal duty to fund the independent specialist provision of their choice, if it is satisfied that it can secure adequate provision locally.

For all placement requests the Local Authority will require evidence demonstrating that the proposal for a placement has been made as a result of appropriate assessment and guidance involving collaboration between agencies. Evidence must show that the learner's educational, training needs can only be met in a residential setting, and that other provision or packages of provision cannot meet those needs. All supporting evidence must be provided along with the Application Form to the Post 16 Development and 14 - 19 Entitlement Divisional Manager at least 10 working days prior to the Post 16 Transition to Further Education and Independent Specialist Provider Panel.

7. Monitoring and Review

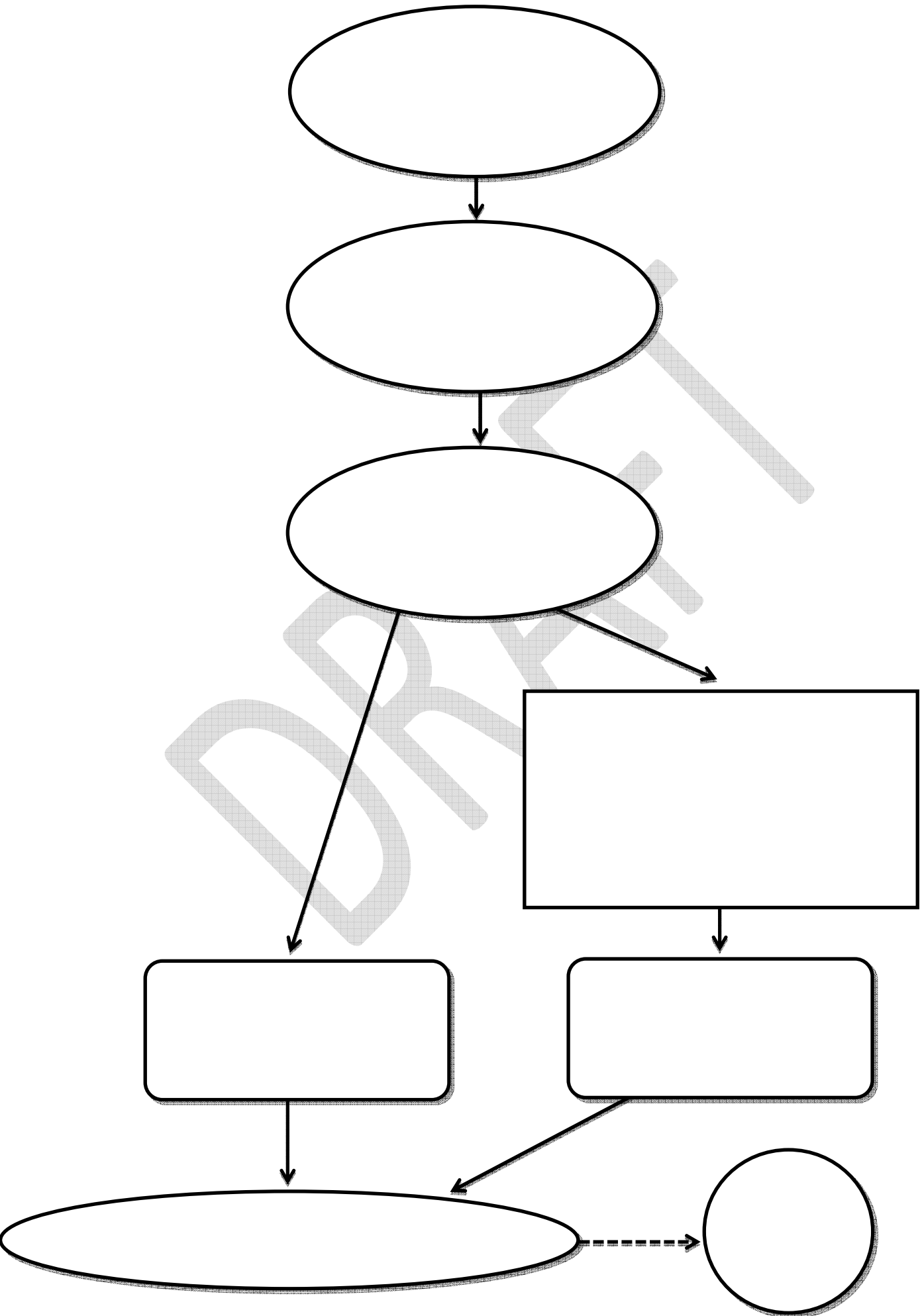
The monitoring and review schedule will form part of the contract with each educating institution.

8. Appeals

Any appeals will be considered by the appropriate body.

DRAFT

Halton Local Authority High Need Student (HNS) Assessment Process 2013/14





REQUEST FOR STATUTORY ASSESSMENT or
REQUEST FOR SCHOOL ACTION PLUS ENHANCED PROVISION

APPENDIX 2A

(Please delete as appropriate)

The information on this form is confidential to the pupil, individuals with parental responsibility and those people professionally involved. This form should be signed by the parent / main carer, Head teacher and SENCo and returned to the SEN Assessment Team

Parental / Main Carers' Consent

I / We agree that this information can be sent to the Operational Director, Learning and Achievement so that a Panel of professionals can consider whether:

Statutory Assessment or **Enhanced Provision** is appropriate.

(Please delete one of the above to indicate the provision for which consent is given)

If this request is successful we give consent for information to be shared with other relevant agencies for assessment purposes.

Parents are advised that there may also be exceptional circumstances where information may be shared with other agencies in line with the Data Protection Act 1998.

Parents/ Main Carers.....Date.....

Parents/ Main Carers.....Date.....

1. Pupil's Details

Name:

Date of Birth:

Age:

NCY:

Gender:

Home address:

Telephone Number

Post Code:

Home language:

CAF:

Yes/No

Interpreter Needed?

Yes/No

Child in Care:

Yes/No

		Child in Need: Yes/No
2. Persons with parental responsibility		
Name:		Name:
Relationship to pupil:		Relationship to pupil:
Address:		Address:
Post Code		Post Code
Telephone Number		Telephone Number:
3. School Details		
Present school:		
Start date:		
Nursery Only – Sessions/days		
Attendance over last 12 months:		
Previous schools, with dates attended:		
1.		
2.		
3.		
4. Pupil's Views <i>(Your own format can be attached for pupil views.)</i>		

5. Parent / Carer Views *(Your own format or letter can be attached).*

6. Pen Portrait

Key Pupil strengths and participation in school life

Key Areas of school life that are challenging

7. Primary & Additional Needs

Please indicate primary identified need, 1 area only (see guidance notes)

Primary Need		Tick 1 only
Cognition and Learning	Specific Learning Difficulty (SpLD)	
	Moderate Learning Difficulty (MLD)	

	Severe Learning Difficulty (SLD)	
	Profound and Multiple Learning Difficulty (PMLD)	
Behaviour, Emotional and Social Development Needs	Behaviour, Emotional and Social Difficulty (BESD)	
Communication and Interactive Needs	Speech, Language and Communication Needs (SLCN)	
	Autistic Spectrum Disorder (ASD)	
Sensory and / or Physical Needs	Visual Impairment (VI)	
	Hearing Impairment (HI)	
	Multi Sensory Impairment (MSI)	
	Physical Disability	
Other	(Specify)	

In order to give the panel a full picture of complex needs please identify all other areas of need.

Additional Need		
Cognition and Learning	Specific Learning Difficulty (SpLD)	
	Moderate Learning Difficulty (MLD)	
	Severe Learning Difficulty (SLD)	
	Profound and Multiple Learning Difficulty (PMLD)	
Behaviour, Emotional and Social Development Needs	Behaviour, Emotional and Social Difficulty (BESD)	
Communication and Interactive Needs	Speech, Language and Communication Needs (SLCN)	
	Autistic Spectrum Disorder (ASD)	
Sensory and / or Physical Needs	Visual Impairment (VI)	
	Hearing Impairment (HI)	
	Multi Sensory Impairment (MSI)	
	Physical Disability	
Other	(Specify)	

8. Details of **CURRENT** targeted support.

SUPPORT	No of hours	Who	Rationale	Context: Impact on Human Resources
In class				
Individual				
Break time				
Lunchtime				
Before school (on premises)				
After school (on premises)				
Assistive Technology				

9. Basic Skills Achievements						
9a. EYFS Profile (Score 1-9)						
Area	Attainment on Entry		Attainment Mid Year		Attainment End of Year	
P S E & D						
CL LD						
PSRN						
KUW						
CD						
PD						
9b. P / National Curriculum levels (please use EYFS box to reflect previous levels if applicable)						
	2 years ago		1 year ago		Current	
	Yr Group	P/NC Level	Yr Group	P/NC Level	Term	P/NC Level
Reading						
Writing						
Number						
Science						
9c. Standardised test results <i>It is your results that we are interested in here and they only need to be included if this type of testing is part of your usual practice and the scores are not evidenced elsewhere in external agency reports. Please use the last two scores available it is not necessary to retest for the purpose of this submission.</i>						
Skill tested	Test Used		Date tested	St Sc	Date tested	St Sc
Reading accuracy						
Reading comprehension						

Reading fluency					
Spelling					
Number					
Other					

* St Sc = Standardised Score

10. Delegated Budget	
Number of pupils on school roll	
Number of pupils at School Action	
Number of pupils at School Action Plus	
Number of pupils at School Action Plus Enhanced Provision	
Number of pupils with statements	

11. Evidence of intervention in line with DDA, CoP and Graduated Approach:		
Date placed at EYA/SA	Date placed at EYA+/SA+	
Strategies and interventions already undertaken to promote Presence, Participation & Achievement:		
<p>Supporting Documents:</p> <p>Please check that you have included all documentation relevant to this submission, and that they are:</p> <ul style="list-style-type: none"> • less than twelve months old • numbered as below <p>Submission must be supported by:</p>		
1	Early Years/previous schools where appropriate	
2	Behaviour Assessment Reports e.g. Boxall Profile, SDQ, Connors, ELS	
3	IEPs (last 2 reviewed and current)	
4	IBP (last 2 reviewed and current)	
5	Behaviour Diary – (last 4 weeks)	
6	Pastoral Support Plan PSP	
7	Risk Assessment (physical/medical needs)	
8	Personal Education Plan PEP (Child in Care)	
9	Other	
10	SEN Service	
11	Educational and Child Psychology Service	

12	Medical Information	
13	Speech and Language Service	
14	Physiotherapy Service / Occupational Therapy	
15	Education Welfare Service	
16	CAMHS	
17	CDC/Portage	
18	Other (e.g. Social Care)	

12. Having completed this form is there any additional information you feel is relevant and that you have not been able to incorporate.

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13 Details of **PROPOSED** targeted support if funding is agreed

SUPPORT	No of hours	Who	Rationale	Context: Impact on Human Resources
In class				
Individual				
Break time				
Lunchtime				
Before school (on premises)				
After school (on premises)				
Assistive Technology				

14.

Please Tick:

Evidence of the graduated approach is available in school if required.

Head teacher's Signature: Date.....

SENCo's Signature:..... Date.....

OFFICE USE ONLY	
Date Received:	Moderation Date:
Decision:	

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PROPOSED APPLICATION FOR ELEMENT 3 'TOP UP' FUNDING FOR HIGH NEEDS STUDENTS

1. Learner Details

Learner Name:

Date of Birth:

Address & Post Code:

Nature of Disability and/or Learning Difficulty:

2. Assessment Details

Provider Name:

Assessment Completed by:

Position:

Contact Number:

Email:

Date of Assessment:

Names of people present at Assessment?

Was the learner's S139a used to inform this assessment?

Yes No

Was the learner's Statement used to inform this assessment?

Yes No N/A

3. Learner Background/Support Needs

The learner's Special Educational Needs and Disabilities (SEND) and the impact this has on learning as detailed in the S139a. Please explain below how you will meet those needs.

Does the learner have any support needs in terms of communication skills?

Yes No

If yes, please explain how you will meet these needs: *(i.e. any specialist communication equipment used, signing support for deaf learners, speech and language therapy, social communication/interaction support, other strategies to support communication)*

Are there any concerns/issues to address in relation to the learner's social skills, relationships or behaviour?

Yes No

If yes, please explain how you will meet these needs:

Does the learner have any known medical, mental health or therapeutic support needs?

Yes No

If yes, please explain how you will meet these needs:

Does the learner require Learning and Tuition Support? (i.e. TA, small class size, large text, scribe, specific packages for computer etc)

Yes No

If yes, please explain how you will meet these needs:

Does the learner require any support with Personal Care? (toileting, meals etc)

Yes No

If yes, please explain how you will meet these needs:

Are additional assessments required from agencies outside your organisation that relate to the learner's learning needs in a new environment? Yes No

If yes, please explain how you will meet these needs:

4. Aspirations and Programme

Reflecting the learner's S139a; what are the learner's goals and aspirations and the skills they need to acquire to reach those?

What progress has already been made towards this goal? *(Please give info on qualifications already achieved or skills young person already has)*

Please explain what programme of study within your institute you would recommend to enable this learner to progress towards their aspirations/goals? *(Please detail main qualifications to be worked towards and progression route)*

Accreditation Yes/No Programme Awarding Body Level

Accreditation

Can you offer the learner a placement? Yes No

If no, please explain why:

If yes, please state:

Length of programme offered: _____

Start date of programme: _____

End date of programme: _____

Day

Residential

New Learner
 Continuing Learning

Has this placement been formally offered to the learner?

Yes No

Please give details of the number of hours and days you can offer the young person, specifying the activity of the programme: *(It is recognised that timetables may not be set when offers are made, so please give as much information as possible, including the main activities and attendance pattern as far as you can or attach a timetable if held)*

Sessions	Length of Session (hrs)	Frequency
TOTAL		

5. Learning Outcomes

What are the planned learning outcomes relating to the headings below?

	Learner has needs identified on S139a (✓)	What are key learning aims/planned outcomes including accreditation where applicable	Planned Achievement Date	Tick if you are not able to offer this and give reasons below		
				YES	NO	PART
Vocational Skills:	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English & Maths:	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Work Experience:	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication Skills:	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Skills:	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent Living Skills:	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reason not able to offer:

6. HNS Banding Criteria

Please complete using the banding framework included as Appendix 7 of the High Needs Assessment Framework for 2013-14.

		BAND			
		1	2	3	4
		Universal / Mild	Moderate	Moderate / Severe	Severe
SOCIAL, EMOTIONAL & BEHAVIOURAL NEEDS	Participation in learning culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Responses to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Impact on self and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Cognitive development, social relationships and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Emotional health & wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COGNITION AND LEARNING NEEDS	Participation in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Responses to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Cognitive development and progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Social Relationships and Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Adaptive Behaviours: Motor skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Adaptive Behaviours: Self-help skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMUNICATION AND INTERACTION NEEDS	Participation in Learning Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Social relationships and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Developmental profile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Communication and participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Flexibility of thought	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Response to sensory stimuli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Participation in the Learning Culture/Curriculum Access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SENSORY/ PHYSICAL AND MEDICAL NEEDS	Care Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Social interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Language and/or written/oral communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For Independent Specialist Providers Only.

Please indicate the funding band you are requesting: _____

Where independent specialist providers believe that a learner’s support needs are exceptional, and beyond those accommodated in support Band H, they should approach the Local Authority prior to offering a place to the learner, to discuss the case. Evidence will be required to demonstrate the learner’s exceptional support needs, rather than simply being a justification based on cost.

Proposed use of Additional Resources – Further Education

Support Details (inc Safety & Equip)	Type	Staff Student Ratio	Equivalent no. of hours per week 1:1	Period of Support (no. of weeks)	Estimated Cost (hourly rate)	Cost FE
						0
						0
						0
						0
						0
Total Cost						£ -
LESS contribution from College Budget						£ 6,000.00
NET CONTRIBUTION REQUESTED FROM LA						-£ 6,000.00

Total Care (Support Worker)	0
Total Education (Teachers and TA)	0
Total Equipment	0
Total Medical (Nursing and Doctors)	0
Total Therapy (SCT and Physio)	0
Grand Total	0

Proposed use of Additional Resources – Independent Specialist Provider

PART 1

Select Placement

Support Details (inc Safety & Equip)	Type	Staff Student Ratio	Equivalent no. of hours per week 1:1	Period of Support (no. of weeks)
Total Hours			0	0

Matrix	
Total Care (Support Worker)	0.00
Total Education (Teachers and TA)	0.00
Total Medical (Nursing and Doctors)	0.00

Total Therapy (SCT and Physio)	0.00
Grand Total	0.00

PART 2

Support Details (inc Safety & Equip)	Type	Staff Student Ratio	Equivalent no. of hours per week 1:1	Period of Support (no. of weeks)	Estimated Cost (hourly Rate)	Cost to LA
						0
						0
						0
						0
Total Cost					£ -	£ -
Less Contribution from Element 1 & 2 <i>(please enter value from EFA)</i>						
NET CONTRIBUTION REQUESTED FROM LA						

Exceptional Costs	
Total Care (Support Worker)	0.00
Total Education (Teachers and TA)	0.00
Total Medical (Nursing and Doctors)	0.00

Total Equipment	0.00
Total Therapy (SCT and Physio)	0.00
Grand Total	0.00

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I confirm this is an accurate record of the assessment undertaken:

Name of Assessor: _____

Signature: _____

Date: _____

Please submit form to the Post 16 Development, 14-19 Entitlement Divisional Manager at Halton Borough Council.

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Date Received: _____

Previous Support Received in School: _____

Present at Panel for High Needs Students Post 16 Transitioning to Further Education and Independent Specialist Providers

Yes No

Panel Agrees Element 3 'Top Up' Funding

Yes No

APPENDIX 3

EARLY YEARS ENHANCED PROVISION PANEL

TERMS OF REFERENCE

1. Overall Aims

The overall aim of the Private and Voluntary Setting (PVS) Early Years Enhanced Provision Panel is to consider requests for enhanced provision for young children supported within the foundation stage of Private and Voluntary settings and the Child minding provision of Halton Borough Council. The Panel will also monitor the number of requests and ensure that the process is clear and transparent and that provision for pupils' transition into statutory education is monitored and appropriate to need.

2. Key Objectives

- The development of measures for improving local outcomes for children and young people
- Providing a forum for decision making regarding enhanced provision for pupils with significant additional needs in early years
- Providing a forum for tracking of progress of these young pupils against identified need and providing appropriate resources to ensure smooth transition into formal education
- Providing a forum to meet and receive updated progress reports on pupil outcomes.

3. Membership

A wide range of local statutory, voluntary, community and private sector agencies will be represented on the Panel.

- Children & Young People Directorate -Social Care
- Children & Young People Directorate - Education
- Halton & St Helens Primary Care Trust
- Health Services
- Children with Disabilities Mini Trust
- Children's Services Providers - Voluntary and Private sector

There will be an agreed deputy representative from each organisation who can attend meetings in place of the main representative where necessary and will be kept informed about developments where necessary.

Panel Members

- Chair – Divisional Manager 0-19
- PCT representative
- Children with Complex Needs representative
- QTS representative
- SEN Service representative
- Statutory Assessment Team representative
- Private and Voluntary representative.

Admin Duties

- Collate and distribute submission papers to Panel members and prepare agenda
- Notify settings of Panel dates and deadline for submissions.
- Will minute meetings
- Send written confirmation of the Panel decision/recommendation to parents and settings.
- Financial administration of allocated funding.

Process and preparation for PVS Early Years Panel

- Panel meetings will be held three times per year. Dates will be submitted in September along with the closing dates for submissions
 - Panel members will receive papers 7 working days before the date of the meeting
 - Panel members will be asked to read the papers during that 7 day period and come to some conclusion in advance of the meeting
 - The Chair will request each member votes upon the request, i.e. yes/no to additional support, or further discussion required.
 - a) If the decision is to agree additional support, resources are allocated.
 - b) If the decision is not to agree additional support then the panel will collectively decide what written advice is returned to the setting.
 - c) If further discussion is required, then further discussion will take place and a vote taken at the end of the discussion.
 - There will be a written response made within 7 working days of the meeting
 - Funds will be allocated directly into the setting's budget
 - The enhanced support will be reviewed against progress, termly by the Panel
-

- The Panel will consider the written advice submitted and any additional information presented by panel members
- The Panel will consider requests presented by the SENCO or representative of the setting
- Parents will not be permitted to present a request, as knowledge of each setting will be an essential requirement that may include an understanding of the setting's personnel and/or financial circumstances.

February 2013

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APPENDIX 4

TERMS OF REFERENCE FOR PROVISION AND PLACEMENT PANEL

- 1) The Provision & Placement Panel will include consideration and moderation of:
 - Requests for alternative educational provision when an existing school placement is deemed to have broken down irrevocably
 - Where there are issues relating to permanent exclusion.
 - Some of the applications will involve possible placement in out-of-borough schools, where the needs of the individual cannot be met within the existing educational provision within Halton.
 - Written approval from the Operational Director, Learning and Achievement, is required for placement in an out of Borough school and it must be placed in section 8 of pupil file
 - 2) The submission to Panel should follow an Annual Review or Enhanced Provision review or an early review meeting if there are exceptional circumstances
 - 3) The panel will comprise:- the Divisional Manager (Inclusion 0-25), the Principal Officer SEN Assessment Team, the Development Officer SEN Assessment Team, Members of the SEN Service, The Principal Educational and Child Psychologist, The Principal Education Welfare Officer, Case workers as appropriate.
 - 4) The dates are agreed and circulated to all relevant parties on an annual basis.
 - 5) Summaries of the cases are made on the dated template found on the 'f' share under Special Needs- STAMP agenda and minutes.
 - 6) The Panel will advise the most appropriate course of action for the Caseworker to follow, which may involve approaching other suitable providers/ schools for places. Minutes and actions will be formally recorded onto the template and a copy on the appropriate individual file.
 - 7) Individual cases may require further follow-up at later panels prior to any formal acceptance of places for pupils in out-of-borough schools.
-

February 2013

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TERMS OF REFERENCE**STATUTORY ASSESSMENT AND MODERATING PANEL (STAMP)**

- (i) The Statutory Assessment and Moderating Panel considers and moderates requests for statutory assessment. The Panel also considers requests from schools for Enhanced Provision for pupils at School Action Plus and requests for Early Years Enhanced Provision from maintained Nursery schools. Papers are circulated before the meeting and Panel members are requested to read them in advance of the meeting in order to form a view of the submission.

N.B. Requests for Early Years Enhanced provision from private and voluntary settings (PVS) are referred to a separate Panel (PVS Early Years Panel).
 - (ii) STAMP is a multi agency panel with representatives from the Primary Care Trust, Inclusion Division, School Improvement Service, Headteachers, Primary and Secondary SEN Co-ordinators. Volunteer representatives from schools are sought on an annual basis. The Parent Partnership Coordinator is invited as an observer.
 - (iii) The Divisional Manager (Inclusion 0-25) chairs the meetings or delegates to another senior officer in the Inclusion division.
 - (iv) As a pilot The Panel currently meets six times per term, two to consider requests for statutory assessment and four to consider requests for Enhanced Provision at School Action Plus or Early Years Action Plus. (Previously the Panel met 3 times per term)
 - (v) If the Panel's decision is to decline statutory assessment, reasons are detailed for feedback to schools and parents. If the Panel declines Enhanced Provision, reasons are detailed and recommendations made to school/setting.
 - (vi) The LA Finance department report back to The Schools' Forum on decisions made to allocate enhanced provision to schools.
 - (vii) The dates for STAMP meetings are published on a full academic year basis with the closing date for submissions clearly identified.
-

- (viii) For those pupils with existing Enhanced Provision a STAMP sub-group, the Enhanced Provision Review Panel, reviews the provision and makes decisions on the continuation of Enhanced Provision after two or three terms. The sub group meets termly.
- (ix) The Enhanced Provision Review Panel members will be the Specialist Teacher for Enhanced Provision and other members of the SEN Service, Principal Officer SEN Assessment, Principal Educational and Child Psychologist. The Divisional Manager (Inclusion 0-25) chairs the meetings.
- (x) Issues arising from Pupils' annual review of statements, or other urgent issues, are dealt with through another sub group of STAMP, the Provision and Placement Panel which meets on a weekly basis.
- (xi) Guidance notes and documentation for applications to STAMP and the Enhanced Provision Review Panel can be accessed from the website www.inclusionhalton.co.uk

February 2013

APPENDIX 6

Panel for High Needs Students Post 16 Transitioning to Further Education or Independent Specialist Providers

TERMS OF REFERENCE

1. Overall Aims

The overall aim of the Panel for High Needs Students making the transition to Further Education or an Independent Specialist Provider at Post 16 is to consider all applications for Element 3, 'Top Up' funding from Post 16 Further Education institutions and Independent Specialist Providers as identified in the 139a Learning Difficulty Assessment.

2. Key Objectives

- The Local Authority will consider the application along with all available evidence together with any representation that other professionals may wish to make in support of the application. All relevant evidence will be discussed including the criteria to which the request is being made:
 - Appropriateness of independent specialist provider or further education institution
 - Programme proposed for the young person, including progression pathways
 - Hours of support for funding education and care
- Ensure the process is clear and transparent

3. Membership

Representation on the panel will be from key professionals both involved in supporting the young person and from education, health and social care.

- Children & Young People Directorate – 14-19 Division
- Children & Young People Directorate – SEN Division
- Adults & Community - Social Care
- Clinical Commissioning Group - Health/Medical

The Panel will be chaired by Children and Young People Directorate, 14-19 Division. There will be an agreed deputy representative from each organisation who can attend meetings in place of the main representative where necessary and will be kept informed about developments where necessary.

4. Process and preparation for Panel

- Panel meetings will be held monthly from January to May where required
 - Dates will be submitted in September along with the closing dates for submissions.
 - Application must be received 10 working days prior to the Panel meetings.
 - Panel members will receive papers 5 working days before the date of the meeting.
 - Panel members will be asked to read the papers during that 5 day period and come to some conclusion in advance of the meeting.
 - For applications to Independent Specialist Providers, the Local Authority's Information, Advice and Guidance Service Provider will present the case to the Panel with the purpose of considering the request.
 - The Chair will request each member votes upon the request, i.e. yes/no to additional support, or further discussion required.
- a) If the decision is to agree additional support, resources are allocated.
- b) If the decision is not to agree additional support then the panel will collectively decide what written advice is returned to the educating institution.
- c) If it is found that the Local Authority does not have sufficient information on which to make a decision, the panel meeting may be adjourned to take place at a future panel meeting when the required information is made available.
- There will be a written response made within 7 working days of the meeting to the Further Education and/or Independent Specialist Provider.
 - Funds will be allocated directly from Local Authority Finance to the Further Education or Independent Specialist Provider, based on confirmation from Children and Young People Directorate, 14-19 Division
 - The Panel will consider the written advice submitted and any additional information presented by panel members
 - Parents will not be permitted to present a request, as knowledge of each setting will be an essential requirement that may include an understanding of the setting's personnel and/or financial circumstances.

February 2013

APPENDIX 7

BANDING FRAMEWORK

Banding for levels of pre-school aged children

	Band 1	Band 2	Band 3	Band 4
	Universal/Mild	Moderate	Moderate/Severe	Severe
Cognition & Learning	Pre-school setting	Up to 6 hours	7 – 10 hours	10 – 15 hours
Communication & Interaction	Pre-school setting	Up to 6 hours	7 – 10 hours	10 – 15 hours
Behaviour, Emotional & Social Difficulties	Pre-school setting	Up to 6 hours	7 – 10 hours	10 – 15 hours
Physical/Sensory	Pre-school setting	Up to 6 hours	7 – 10 hours	10 – 15 hours
Medical	Pre-school setting	Up to 6 hours	7 – 10 hours	10 – 15 hours

The agreed enhanced provision for each child is considered on a case by case basis and there are a number of factors, in addition to the specific needs of each child that are considered when a decision is made by the EYFS PVI Panel:

- Age of the child, including whether they are in 'transition' between rooms / settings when change in ratios may be a factor
- Number of hours that the child is attending (up to a maximum of 15 hours / week for 3 / 4 year old educational entitlement)
- Number of children in the setting for whom enhanced provision has been requested – more holistic approach taken around the totality of resource provided to the setting

In addition to the allocation of funding for enhanced provision, settings will also be offered the support of appropriate professionals, including speech and language therapy services, specialist teachers, Portage and outreach support commissioned through our special schools.

** The private and voluntary pre-school settings and HBC daycare settings (Warrington Road Bambini and Ditton Daycare) do not receive any notional budget for SEN, all funding comes from fees.*

Table to show the total number of hours funding available for a child or young person in mainstream school, in receipt of the notional budget and top up through School Action Plus Enhanced Provision. From April 2013

	BAND 1	BAND 2	BAND 3	BAND 4
	Universal/mild	Moderate	Moderate/Severe	Severe
Cognition & Learning	Educational Institution Resources Primary NB = 13 hrs Secondary NB = 16 hrs	Primary NB of 13 + EP of 7—12 = total 20 – 25 hrs Secondary NB of 16 + EP of 4—9 = total 20 – 25 hrs	Primary NB of 13 + EP of 12—17 = total 25 – 30 hrs Secondary NB of 16 + EP of 9—14 = total 25 - 30 hrs	Primary NB of 13 + EP of 17—22 = total 30 - 35 hrs Secondary NB of 16 + EP of 14—19 = total 30 - 35 hrs
Communication & Learning	Educational Institution Resources Primary NB = 13 hrs Secondary NB = 16 hrs	Primary NB of 13 + EP of 7—12 = total 20 – 25 hrs Secondary NB of 16 + EP of 4—9 = total 20 – 25 hrs	Primary NB of 13 + EP of 12—17 = total 25 - 30 hrs Secondary NB of 16 + EP of 9—14 = total 25 - 30 hrs	Primary NB of 13 + EP of 17—22 = total 30 - 35 hrs Secondary NB of 16 + EP of 14—19 = total 30 - 35 hrs
Behaviour, Emotional & Social Difficulties	Educational Institution Resources Primary NB = 13 hrs Secondary NB = 16 hrs	Primary NB of 13 + EP of 7—12 = total 20 – 25 hrs Secondary NB of 16 + EP of 4—9 = total 20 – 25 hrs	Primary NB of 13 + EP of 12—17 = total 25 - 30 hrs Secondary NB of 16 + EP of 9—14 = total 25 - 30 hrs	Primary NB of 13 + EP of 17—22+ = total 30 - 35 hrs Secondary NB of 16 + EP of 14—19+ = total 30 - 35 hrs
Physical/sensory	Educational Institution Resources Primary NB = 13 hrs Secondary NB = 16 hrs	Primary NB of 13 + EP of 7—12 = total 20 – 25 hrs Secondary NB of 16 + EP of 4—9 = total 20 – 25 hrs	Primary NB of 13 + EP of 12—17 = total 25 - 30 hrs Secondary NB of 16 + EP of 9—14 = total 25 - 30 hrs	Primary NB of 13 + EP of 17—22+ = total 30 - 35 hrs Secondary NB of 16 + EP of 14—19+ = total 30 - 35 hrs
Medical	Educational Institution Resources Primary NB = 13 hrs Secondary NB = 16 hrs	Primary NB of 13 + EP of 7—12 = total 20 – 25 hrs Secondary NB of 16 + EP of 4—9 = total 20 – 25 hrs	Primary NB of 13 + EP of 12—17 = total 25 - 30 hrs Secondary NB of 16 + EP of 9—14 = total 25 - 30 hrs	Primary NB of 13 + EP of 17—22+ = total 30 - 35 hrs Secondary NB of 16 + EP of 14—19+ = total 30 - 35 hrs

Abbreviations: NB = notional budget EP = Enhanced Provision

High Needs Students – Banding for Post 16 - Further Education

	Band 1	Band 2	Band 3	Band 4
	Universal / Mild	Moderate	Moderate / Severe	Severe
Cognition and Learning	Educating Institution resources Up to 16 hours	Up to 10 hours	Up to 15 hours	Up to 19 hours
Communication and Interaction	Educating Institution resources Up to 16 hours	Up to 10 hours	Up to 15 hours	Up to 19 hours
Behaviour, Emotional and Social Difficulties	Educating Institution resources Up to 16 hours	Up to 10 hours	Up to 15 hours	Up to 19 hours
Physical / Sensory	Educating Institution resources Up to 16 hours	Up to 10 hours	Up to 15 hours	Up to 19 hours
Medical	Educating Institution	Up to 10 hours	Up to 15 hours	Up to 19 hours

	resources Up to 16 hours			
--	-----------------------------	--	--	--

High Needs Students – Banding for Post 19 – Independent Specialist Providers

The following information is the **contact hours range** used to date by the Education Funding Agency. There is work being undertaken nationally to further define the criteria to be used in future years.

Day Learners

Band	Education and independent living skills: expected hrs/wk	Care and Therapy: expected hrs/wk	Total Volume (minimum hrs/wrk)
D	4-6	0-1	5
E	6-8	0-1	7
F	8-10	0-2	9
G	11-15	0-3	14
H	11-21	0-13	20 (maximum 30)*

*This is the maximum average weekly hours funded within the band, more hours would ordinarily qualify for exceptional support

Residential Learners

Band	Education and independent living skills: expected hrs/wk	Care and Therapy: expected hrs/wk	Total Volume (minimum hrs/wrk)
D	7-10	4-6	13
E	8-12	5-7	15
F	10-20	5-10	22
G	14-20	10-14	31
H	18-29	14-25	44 (maximum 50)*

*This is the maximum average weekly hours funded within the band, more hours would ordinarily qualify for exceptional support

The following information is the **support bands** used to date by the Education Funding Agency. There is work being undertaken nationally to further define the criteria to be used in future years.

Band	Day	Residential
D	£13,186	£26,689
E	£17,841	£36,29
F	£22,495	£42,303
G	£32,967	£49,069
H	£45,247	£68,829