



Gerald Meehan

Director of Children and Enterprise

Children and Enterprise Directorate



# **High Need Students Assessment Framework for 2014-15**

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## 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 2014-15.
- 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 1994 (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 were 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 2014-15*, published on 4 June 2013. 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, or to apply for a student with high needs to continue their studies in 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.

Applications will need to be completed for high needs students in Further Education and Independent Specialist Providers to support their studies continuing into a second or third year.

### **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, Halton Borough Council, 2<sup>nd</sup> Floor Rutland House, Halton Lea, Runcorn, WA7 2GW providing evidence of:

For **New Students** to Further Education or Independent Specialist College

- 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
- Applicant's assessment documentation and rationale of support
- Person Centred Plan if relevant
- Confirmation of funding from Social Services and/or Health

In addition to this evidence the Local Authority will source the section 139a Learning Difficulty Assessment.

For **Continuing Students** in Further Education or Independent Specialist College

- Section 139a Learning Difficulty Assessment if less than 2 years old
- Most recent student's Individual Learning Plan
- Most recent diagnostic assessment by the educating institution
- Completed form to demonstrate actual spend in the last academic year.

## **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. It will also consider all applications for students making a transition to a further year of study within Further Education or Independent Specialist Provider. 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 and students who are continuing into a further year or study in Further Education or Independent Specialist Provision. 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's 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**

Criteria adopted for Primary and Secondary Schools and Academies

- The Notional SEN budget for each school would be calculated at the agreed rate of 5% of total budget.
- The required Notional SEN budget would be calculated by counting the number of pupils in each school that receive enhanced provision support/statement support funded by the Local Authority and multiplying by £6,000 – the Notional SEN per pupil budget set by the EFA.
- Where a school has a Notional SEN budget that exceeds the required Notional SEN budget, no additional funding would be given.
- Where a school has a required Notional SEN budget exceeding the 5% Notional SEN budget the difference between the two figures would be funded.

Example:

School A has a total budget of £600,000

The Notional SEN budget is therefore £30,000

The school has 4 pupils receiving enhanced provision funding from the Local Authority so requires 4 x £6,000 of Notional SEN = £24,000

As the school has a Notional SEN Budget higher than the required Notional SEN budget (£30,000 compared to £24,000) then no further funding will be given.

School B has a total budget of £600,000

The Notional SEN budget is therefore £30,000

The school has 6 pupils receiving enhanced provision funding from the Local Authority so required 6 x £6,000 of Notional SEN = £36,000

As the school has a Notional SEN budget lower than the required Notional SEN budget (£30,000 compared to £36,000) then the school will receive an additional £6,000 of funding.

Timescale

This calculation will take place during the Autumn Term each year. Any additional bids from schools for further funding will be taken to the sub group which aims to meet before the main School Forum meetings. Therefore, requests for additional funding will need to be submitted no later than three weeks before School Forum to allow time to assess eligibility and calculate funding before the meeting.

## **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
- For students continuing into a further year of study there must be evidence the student is making sufficient progress against the identified outcomes
- Level of spend appropriate to level of support identified

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.
- For students continuing into a further year of study there must be evidence the student is making sufficient progress against the identified outcomes
- Level of spend appropriate to level of support identified

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.

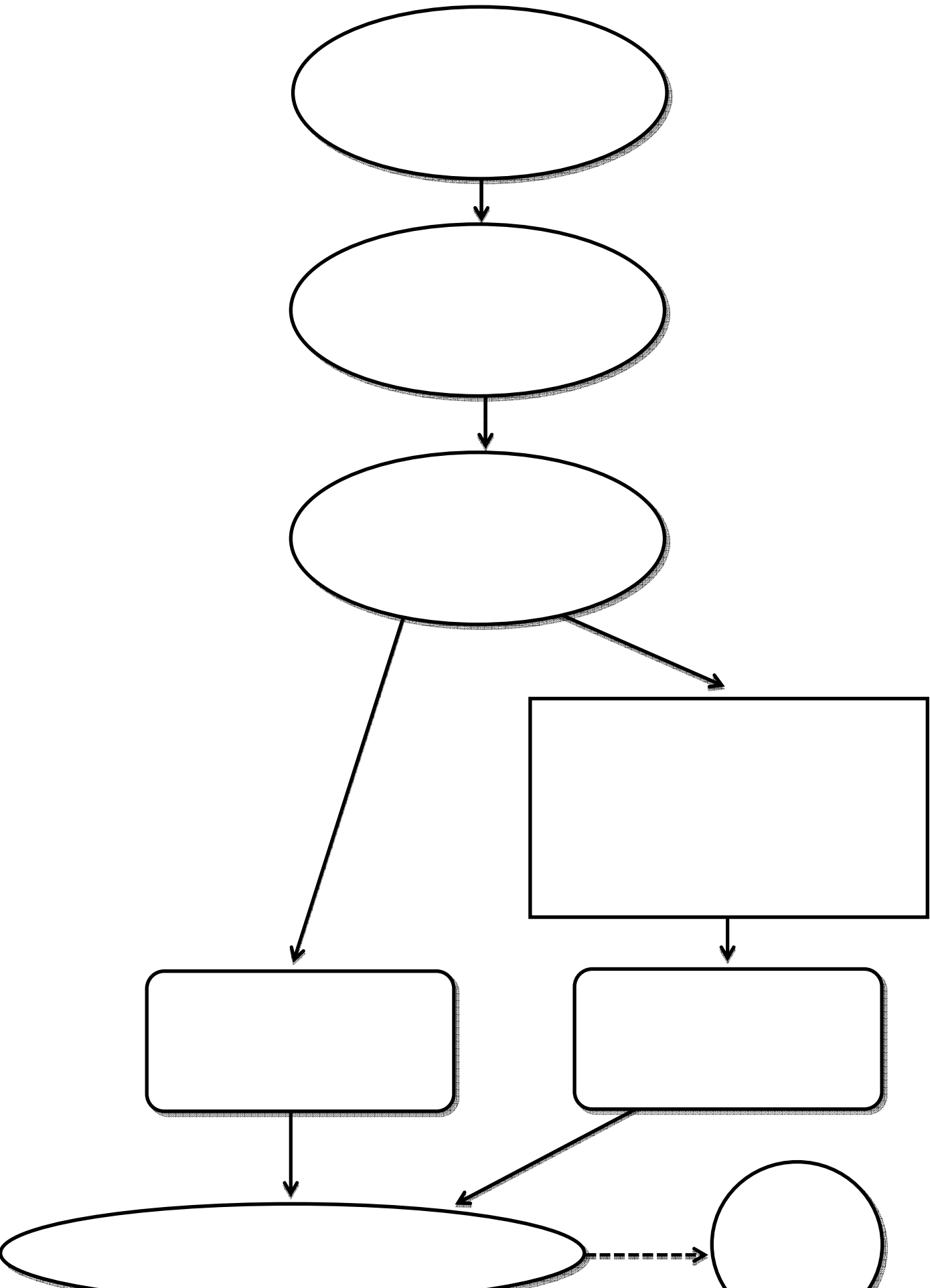
## **7. Monitoring and Review**

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.

Halton Local Authority High Need Student (HNS) Assessment Process 2014/15 APPENDIX 1





(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
<b>2. Persons with parental responsibility</b>		
Name:	Relationship to pupil:	Name:
Relationship to pupil:	Address:	Relationship to pupil:
Address:	Post Code	Address:
Telephone Number		Post Code
		Telephone Number:
<b>3. School Details</b>		
Present school:		
Start date:		
Nursery Only – Sessions/days		
Attendance over last 12 months:		
Previous schools, with dates attended:		
1.		
2.		
3.		
<b>4. Pupil's Views</b> ( <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.

<b>Additional Need</b>		
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** *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.*

Skill tested	Test Used	Date tested	St Sc	Date tested	St Sc
Reading accuracy					
Reading comprehension					

<b>Reading fluency</b>					
<b>Spelling</b>					
<b>Number</b>					
<b>Other</b>					

\* St Sc = Standardised Score

<b>10. Delegated Budget</b>	
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+	
<b>Strategies and interventions already undertaken to promote Presence, Participation &amp; Achievement:</b>		
<p><b>Supporting Documents:</b></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"> <li>• less than last twelve months old</li> <li>• numbered as below</li> </ul> <p><b>Submission must be supported by:</b></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.**



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

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

14.

Please Tick:

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

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

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

<b>OFFICE USE ONLY</b>	
Date Received:	Moderation Date:
Decision:	

## APPENDIX 2B

Application for High Needs Funding for Further Education and  
Independent Specialist Providers

### 1. Learner Details

Learner Name:

---

Date of Birth:

---

Address & Post Code:

---

Nature of Disability and/or Learning Difficulty:

New Learner \_\_\_\_\_ Continuing Learner \_\_\_\_\_

Number of previous years attended: \_\_\_\_\_

### 2. Assessment Details

Provider Name:

---

Name and position of  
person(s) undertaking the  
assessment for support:

---

Contact Number:

Email:

---

Date of Assessment:

---

For new learners, was the learner's S139a used to inform this assessment?

Yes  No

For learners continuing into a further year was the learner's Individual Learning Plan used to inform this assessment Yes  No

### 3. Learner Background/Support Needs

The learner's Special Educational Needs and Disabilities (SEND) and the impact this has on learning is 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. Student Objectives and provision to meet needs

For new learners, reflecting the learner's S139a, and for continuing learners their individual learning plan; please explain what the key learning outcomes are relating to the objectives below that you would recommend to enable this learner to progress towards their aspirations/goals? *Please detail main qualifications to be worked towards and progression route)*

Objectives related to	Provision to meet objectives	Expected outcome (at the end of the year)	Local Offer support <sup>1</sup>	Additional Support required <sup>2</sup>
Education & Learning <sup>3</sup> •				
Work Skills •				
Communication •				
Personal, Social & Emotional •				
Skills for Independent Living •				
Other •				

<sup>1</sup> This should describe what is available as part of the standard offer from the Institution by way of support, facilities and equipment; over and above the core programme costs of that course. Element 1 programme funding includes the national funding rate per student, retention factor, programme cost weighting and disadvantage funding which includes uplifts for economic deprivation, care leavers and prior attainment – this covers the cost of extra learning support for students who have not achieved grade C in Maths and English. Further details on disadvantage

Please state:

£6,000	£
--------	---

Total length of programme offered:

Day

Residential

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
<b>TOTAL</b>		

## 6. HNS Banding Criteria

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

and low cost learning difficulties and disabilities (LDD) are provided in the attached guidance.

<sup>2</sup> To include ratios and equivalent 1:1 support, specialist teaching, facilities etc which are **not** included as part of the standard offer from the Institution; must be relevant to the individual's needs. Further details must be provided at part 3.

<sup>3</sup> This must include information about achievement levels and targets to allow for the achievements / attainment level to be discussed at annual review.

		BAND			
		1	2	3	4
		Universal / Mild	Moderate	Moderate / Severe	Severe
<b>SOCIAL, EMOTIONAL &amp; BEHAVIOURAL NEEDS</b>	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"/>
	Social relationships and development	<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"/>
	Emotional health & wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>COGNITION AND LEARNING NEEDS</b>	Participation in the 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"/>
	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"/>
<b>COMMUNICATION AND INTERACTION NEEDS</b>	Participation in the 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"/>
<b>SENSORY/ PHYSICAL AND</b>	Participation in the Learning Culture/Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>MEDICAL NEEDS</b>	Access				
	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.**

Are you on the EFA Independent Specialist Provider approved list? Yes  No

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.**



## Use of High Needs for 2014-15

### Further Education and Independent Specialist Providers

Description of staff type :Support Details  (inc Safety & Equip)	Type  Please specify	Staff Student Ratio	Equivalent no. of hours per week 1:1	Period of Support  (no. of weeks)	Estimated Cost  (hourly rate)	Cost			Total:
						Element: 1 £_____	Element:2 £6,000	Element:3 Requested from L.A.	
Teaching/ Education delivery									
In class support, including: Teaching Assistant, Learning Mentor, Note taker, Communication Support Worker, Exam Support, assistive technology/other									
Specialist Education Equipment									
Therapy, including: Hydrotherapy, Physiotherapy, Occupational Therapy, Speech & Language Therapy/other									
Personal Support, including: Mentor, Counselling, Personal Care, Emotional or Behavioural Support, Break & lunchtime support. Employment coach, transfer welfare support.									
Medical Support, including: Nursing Support, Specialist									

Medical equipment/other									
Specialist Support, including: Mobility/travel Support/other									
Residential Support, including: Family Support Worker/other									
Any Other Needs									
	<b>Total Cost</b>					<b>£</b>	<b>£</b>	<b>£</b>	<b>£</b>
	Total Care cost			£0.00					
	Total Education (teaching, in class or on programme support) cost			£0.00					
	Total Equipment cost								
	Equipment for care			£0.00					
	Equipment for education			£0.00					
	Total Medical cost			£0.00					
	Total Therapy (e.g. Speech and language/Physiotherapy) cost			£0.00					
	<b>Grand Total</b>			<b>£0.00</b>					



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

Name of Assessor:

\_\_\_\_\_

Signature:

Date:

\_\_\_\_\_

\_\_\_\_\_

**Please submit form to the Post 16 Development and 14 - 19 Entitlement  
Divisional Manager, Halton Borough Council, 2<sup>nd</sup> Floor Rutland House,  
Halton Lea, Runcorn, WA7 2GW**

Office Use Only

Date Received:

\_\_\_\_\_

\_\_\_\_\_

Panel Agrees Element 3 'Top Up' Funding

Yes

No

### 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 Local Authority Daycare 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
- Bridgewater
- Health Services
- 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
- Bridgewater representative
- Children with Complex Needs representative

- Early Years Consultant Teacher (QTS) representative
- Educational Psychologist
- 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

## 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

**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, Head teachers, 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](http://www.inclusionhalton.co.uk)

February 2013

### 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 or continuing into a further year of learning in Further Education or Independent Specialist Provision 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
  - Banding and level of need – full details of banding and descriptors can be found in Appendix 7
  - For students continuing into a further year of study there must be evidence the student is making sufficient progress against the identified outcomes
  - Level of spend appropriate to level of support identified
  
- 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.

**BANDING FRAMEWORK****Banding for levels of pre-school aged children**

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



**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**

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

Abbreviations: **NB = notional budget** **EP = Enhanced Provision**



## High Needs Students – Banding for Post 16 - Further Education

	<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>Band 4</b>
	<b>Universal / Mild</b>	<b>Moderate</b>	<b>Moderate / Severe</b>	<b>Severe</b>
<b>Cognition and Learning</b>	Educating Institution resources E1&2 = Up to 16 hours	E1&2 = 16 hrs E3 = up to 10 hrs Total – up to 26hrs	E1&2 = 16 hrs E3 = up to 15 hrs Total – up to 31hrs	E1&2 = 16 hrs E3 = up to 19 hrs Total – up to 35hrs
<b>Communication and Interaction</b>	Educating Institution resources E1&2 = Up to 16 hours	E1&2 = 16 hrs E3 = up to 10 hrs Total – up to 26hrs	E1&2 = 16 hrs E3 = up to 15 hrs Total – up to 31hrs	E1&2 = 16 hrs E3 = up to 19 hrs Total – up to 35hrs
<b>Behaviour, Emotional and Social Difficulties</b>	Educating Institution resources E1&2 = Up to 16 hours	E1&2 = 16 hrs E3 = up to 10 hrs Total – up to 26hrs	E1&2 = 16 hrs E3 = up to 15 hrs Total – up to 31hrs	E1&2 = 16 hrs E3 = up to 19 hrs + Total – up to 35hrs +
<b>Physical / Sensory</b>	Educating Institution resources E1&2 = Up to 16 hours	E1&2 = 16 hrs E3 = up to 10 hrs Total – up to 26hrs	E1&2 = 16 hrs E3 = up to 15 hrs Total – up to 31hrs	E1&2 = 16 hrs E3 = up to 19 hrs + Total – up to 35hrs +
<b>Medical</b>	Educating Institution resources E1&2 = Up to 16 hours	E1&2 = 16 hrs E3 = up to 10 hrs Total – up to 26hrs	E1&2 = 16 hrs E3 = up to 15 hrs Total – up to 31hrs	E1&2 = 16 hrs E3 = up to 19 hrs + Total – up to 35hrs +

--	--	--	--	--

Abbreviations: E1&2 = Elements 1 and 2    E3 = Element 3

### 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.

<b>Band</b>	<b>Day</b>	<b>Residential</b>
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

## BANDING DESCRIPTORS

### SOCIAL, EMOTIONAL AND BEHAVIOURAL NEEDS

Key Strands	BAND	BAND	BAND	BAND
	1 (Universal)	2	3	4
<b>Participation in the Learning Culture</b>	Mild BESD inhibit participation in and contribution to activities and learning in the classroom and school environment, resulting in limited progress in many areas.	Moderate and frequent BESD inhibit consistent participation in and contribution to activities and learning in the classroom and school environment, resulting in very limited progress in most areas.	Moderate to severe and persistent BESD inhibit most participation in and contribution to activities and learning in the classroom and school environment, resulting in extremely limited progress in all areas.	Severe BESD inhibit any participation in and contribution to activities and learning the classroom and the school environment. BESD are a barrier to all learning.
<b>Responses to Learning</b>	Mild and unpredictable responses to learning tasks, resulting in periods of uncooperative behaviour and/or emotional	Moderate and frequent unpredictable responses to learning tasks, resulting in periods of uncooperative behaviour and/or emotional withdrawal.	Moderate to severe and persistent unpredictable responses to learning tasks, resulting in prolonged periods of uncooperative behaviour and/or emotional withdrawal.	Severe responses, leading to inability to engage with any formal learning situation.

	withdrawal.			
<b>Social Relationships &amp; Development</b>	Mild difficulties in the formation and maintenance of friendships and relationships	Moderate difficulties in the formation and maintenance of appropriate friendships and relationships	Moderate to severe difficulties in the formation and maintenance of appropriate friendships and relationships, resulting in frequent social isolation and vulnerability, with some alienation from the learning culture.	Severe difficulties in the formation and maintenance of appropriate friendships and relationships, resulting in extreme social isolation, vulnerability and alienation from the learning culture.
<b>Impact on self and others</b>	Mild behaviours that may be injurious and/or endanger others	Moderate and frequent behaviours that may be injurious and/or endanger others, resulting in some social isolation and rejection.	Moderate to severe and repeated behaviours that may be injurious and/or endanger others, resulting in high levels of social isolation and rejection.	Severe and extreme behaviours that result in significant risks of harm to self and others despite close adult support, resulting in extreme social isolation, vulnerability and alienation from the learning culture.
<b>Emotional Health and Well-Being</b>	Mild and infrequent periods of disruption to social and emotional well-being resulting in an impact on learning.	Moderate and frequent periods of disruption to social and emotional well-being resulting in a regular impact on learning.	Moderate to severe and persistent disruption to social and emotional well-being resulting in unhappiness/stress. Possible prolonged periods of absence/alienation	Severe disruption to social and emotional well-being, resulting in extreme social isolation and disengagement.

## COGNITION AND LEARNING NEEDS

Key Strands	BAND	BAND	BAND	BAND
	1(Universal)	2	3	4
<b>Participation in the Learning Culture</b>	Mild Cognition and Learning needs inhibit some participation in, contribution to, and understanding of activities and learning in the classroom and school environment.	Moderate Cognition and Learning needs inhibit participation in, contribution to, and understanding of activities and learning in the classroom and school environment.	Moderate to Severe Cognition and Learning needs inhibit consistent participation in, contribution to, and understanding of activities and learning in the classroom and school environment.	Severe Cognition and Learning needs significantly inhibit access to activities and learning in the classroom and the school environment.
<b>Responses to Learning</b>	Mild difficulties with concentration and retention despite additional support and curriculum modification. Some limited ability to transfer skills and knowledge.	Moderate difficulties with concentration and retention despite additional support and considerable curriculum modification. Limited ability to transfer skills and knowledge.	Moderate to Severe difficulties with concentration and retention despite additional support and a highly adapted curriculum modification. Many difficulties in transferring skills and knowledge.	Severe difficulties with concentration and retention despite high levels of additional support and an individualised curriculum. Unable to transfer skills and knowledge.

<b>Cognitive Development and Progress</b>	Attainment is at a lower level than the majority of peers despite additional support.	Attainment is at a moderately lower level than the majority of peers, with gaps in comparative attainment levels increasing over time. Progress is slow despite significant and increasing levels of targeted intervention	Attainment is at a moderate to severe lower level than the majority of peers despite high levels of support and intervention.	Progress is minimal or regressive despite high levels of support and intervention
<b>Communication</b>	Mild language and communication difficulties	Moderate language and communication difficulties impacting on participation in the Learning Culture and on Learning Responses	Moderate to severe language and communication difficulties impacting significantly on participation in the Learning Culture and on Learning Responses	Severe language and communication difficulties that preclude participation in the majority of areas of the Learning Culture and Learning Responses.
<b>Social Relationships &amp; Development</b>	Mild difficulties in the formation and maintenance of friendships and relationships	Moderate difficulties in the formation and maintenance of appropriate friendships and relationships	Moderate to severe difficulties in the formation and maintenance of appropriate friendships and relationships, resulting in frequent social isolation and vulnerability, with some alienation from the learning culture.	Severe difficulties in the formation and maintenance of appropriate friendships and relationships, resulting in extreme social isolation, vulnerability and alienation from the learning culture.
<b>Adaptive Behaviours: Motor Skills</b>	Mild delay in gross and fine motor skills	Moderate delay in gross and fine motor skills	Moderate to severe delay in gross and fine motor skills	Severe delay in gross and fine motor skills at levels that prevent access to the curriculum

<b>Adaptive Behaviours: Self-Help Skills</b>	Mild difficulties in developing independence in organisational skills and personal care needs	Moderate difficulties in developing age-appropriate independence in daily living skills and personal care needs	Moderate to severe difficulties in developing age-appropriate independence in daily living skills and personal care needs without support	Severe difficulties in developing age-appropriate daily living skills and personal care skills, resulting in total dependency on an adult
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### COMMUNICATION AND INTERACTION NEEDS

Key Strands	BAND	BAND	BAND	BAND
	1 (Universal)	2	3	4
<b>Participation in the Learning Culture</b>	Mild Communication and Language needs inhibit some participation in, contribution to, and understanding of activities and learning in the classroom and school environment as a result of difficulties in following instructions and routines and maintaining attention to task.	Moderate Communication and Language needs inhibit some participation in, contribution to, and understanding of activities and learning in the classroom and school environment as a result of persistent difficulties in following instructions and routines and maintaining attention to task.	Moderate to severe Communication and Language needs inhibit some participation in, contribution to, and understanding of activities and learning in the classroom and school environment as a result of persistent and complex difficulties in following	Severe Communication and Language needs inhibit some participation in, contribution to, and understanding of activities and learning in the classroom and school environment as a result of an inability to follow instructions



			instructions and routines and maintaining attention to task.	
<b>Social Relationships &amp; Development</b>	Mild difficulties in the formation and maintenance of friendships and relationships	Moderate difficulties in the formation and maintenance of appropriate friendships and relationships	Moderate to severe difficulties in the formation and maintenance of appropriate friendships and relationships, resulting in frequent social isolation and vulnerability, with some alienation from the learning culture.	Severe difficulties in the formation and maintenance of appropriate friendships and relationships, resulting in extreme social isolation, vulnerability and alienation from the learning culture.
<b>Developmental Profile</b>	May have an uneven developmental profile	A moderate degree of uneven progress between subject areas due to problems with particular aspects of communication development.	Limited progress across all areas due to moderate to severe problems with particular aspects of communication development, resulting in a significant impact on learning.	Extremely limited progress across all areas due to moderate to severe problems with particular aspects of communication development, resulting in a direct and extreme impact on learning.

<b>Communication &amp; Participation</b>	Mild language and communication difficulties	Moderate communication difficulties inhibit regular participation, understanding and contribution to activities	Moderate to severe communication difficulties seriously inhibit regular participation, understanding and contribution to activities. A pupil has a diagnosis of autism	Severe communication difficulties preclude participation, understanding and contribution to activities
<b>Flexibility of Thought</b>	Evidence of mild inflexible thought	Evidence of a moderate degree of rigidity of thought, resulting in the pupil being inflexible and unlikely to cope with change, leading to signs of stress and anxiety	Evidence of a moderate to severe degree of rigidity of thought, resulting in the pupil being inflexible and unlikely to cope with change, leading to significant responses	Evidence of a severe degree of rigidity of thought, resulting in the pupil being totally inflexible and unlikely to cope with change, leading to extreme responses
<b>Response to sensory stimuli</b>	A mild and unusual response to some sensory stimuli requiring adjustments to the environment.	A moderate and unusual response to sensory stimuli requiring additional adjustments to the environment.	A moderate to severe and unusual response to sensory stimuli at frequent levels, requiring major adjustments to the environment.	A severe and unusual response to sensory stimuli at frequent levels, requiring major adjustments to the environment

## SENSORY/PHYSICAL AND MEDICAL NEEDS

Key Profile	BAND	BAND	BAND	BAND
	1(Universal)	2	3	4
<b>Participation in the Learning Culture/Curriculum Access</b>	Experiences a mild degree of difficulty and is able to participate in most classroom and school environment activities and learning tasks independently with some additional support.	Experiences a moderate degree of difficulty and is able to participate in some classroom and school environment activities and learning tasks independently with a degree of additional support.  Curricular information requires repetition/rephrasing  Classroom information and curriculum materials may require specific adaptation and/or modification to enable access  Distance learning (e.g.	Experiences a moderate to severe degree of difficulty and is only able to participate in limited classroom and school environment activities and learning tasks independently with significant additional support.  Pupil requires sign support or higher levels of repetition/rephrasing  Classroom information and curriculum materials may require significant adaptation and/or modification to enable access  Moderate to severe	Experiences a severe degree of difficulty and is unable to participate in classroom and school environment activities and learning tasks without total adult support.  Pupil's sole access to the curriculum requires sign language interpretation  Classroom information and curriculum materials may require extensive adaptation and/or modification to enable access  Severe difficulties result in

		<p>reading/copying from a whiteboard) may be moderately difficult and require flexible arrangements such as additional/modified resources</p> <p>A moderate degree of difficulty may require specialist teaching input to teach/develop specific visual skills.</p> <p>A moderate degree of difficulty may require differentiated arrangements for statutory assessments, examinations and tests.</p> <p>A moderate degree of difficulty requires continued assessment advice, monitoring and direct teaching when</p>	<p>difficulties are in evidence in gaining access to print for reading. Distance learning presents significant and requires adult mediation for learning.</p> <p>A moderate to severe degree of difficulty requires an enhanced level of specialist teaching input to develop visual skills.</p> <p>A moderate to severe degree of difficulty requires enhanced levels of differentiated arrangements for statutory assessments, examinations and tests.</p> <p>A moderate to severe degree of difficulty requires enhanced levels of assessment advice, monitoring and direct teaching when</p>	<p>the pupil being totally dependent on tactile approaches such as Braille or Moon.</p> <p>A severe degree of difficulty requires optimum levels of specialist teaching input to develop visual skills.</p> <p>A severe degree of difficulty requires an optimum level of differentiated arrangements for statutory assessments, examinations and tests.</p> <p>A severe degree of difficulty requires maximum levels of assessment advice, monitoring and direct teaching when necessary from a specialist teacher.</p>
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		necessary from a specialist teacher.	necessary from a specialist teacher.	
<b>Care Needs</b>	Experiences mild care needs requiring some adult intervention	Experiences moderate care needs that may require targeted specialist advice, support and training from a mobility officer to aid participation in activities.  Experiences moderate care needs that require adult support.	Experiences moderate to severe care needs and are likely to require specialist advice, support and training from a mobility officer to ensure safe and efficient mobility around provider and wider environment to aid participation in activities.  Experiences moderate to severe care needs that require significant adult support.  Experiences moderate to severe care needs that are likely to require support to address social needs during unstructured times of the school day.	Experiences severe care needs requiring specialist advice, support and training from a mobility officer to ensure safe and efficient mobility around provider and wider environment to aid participation in activities.  Experiences severe care needs, resulting on total dependency on adult to meet all care and/or mobility needs.  Experiences severe care needs that require support to address social needs during unstructured times of the school day.

<b>Social Interaction</b>	Mild difficulties in the formation and maintenance of friendships and relationships that may require some adult support.	Moderate difficulties in the formation and maintenance of appropriate friendships and relationships that require are likely to require adult support	Moderate to severe difficulties in the formation and maintenance of appropriate friendships and relationships, resulting in frequent social isolation and vulnerability, with some alienation from the learning culture. Significant adult support is needed	Severe difficulties in the formation and maintenance of appropriate friendships and relationships, resulting in extreme social isolation, vulnerability and alienation from the learning culture. Substantial adult support is needed.
<b>Language and/or written/oral communication</b>	Mild communication/language difficulties requiring some specialist support and approaches	Moderate communication/language difficulties requiring specialist support and approaches	Moderate to severe communication/language difficulties requiring significant specialist support and approaches	Severe communication/language difficulties resulting in total dependent on specialist support and approaches