



Northumberland

County Council

Additional Funding to Support Special Education Needs and Disability (SEND) provision in mainstream schools

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Additional Funding to Support SEN Provision in Schools Northumberland County Council Policy

1. Introduction

The purpose of this document is to set out the arrangements for the payment of Top Up funding by Northumberland County Council, in order to provide clarity and consistency in the process.

It has been produced as a result of initial work and comments provided by the Additional Educational Needs Committee, which resulted in a report to the Schools Forum highlighting issues with the current system. A need to ensure correct recording in relation to Top Up funding as part of the termly School Census exercise was also identified as crucial, in order to ensure that Northumberland has an accurate picture of SEND prevalence in the County, as the Department for Education move to National Funding Formula for allocating resources for High Needs to local authorities.

2. Background

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum, which is also applied to local academies. School and academy sixth forms receive an allocation based on a national funding formula.

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEND. The SENCO, headteacher and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

This will enable schools to provide a clear description of the types of special educational provision they normally provide and will help parents and others to understand what they can normally expect the school to provide for pupils with SEN.

3. SEND funding

Schools are not expected to meet the full costs of more expensive special educational provision for those with more complex learning needs from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year.

It may be helpful to consider SEN funding for pupils as having three elements:

- Element 1 : Per pupil funding via funding formula
- Element 2 : Schools notional SEN Budget

} “Core” Funding

- Element 3 : Top Up Funding

Element 1: Per Pupil Funding via funding formula

An amount of money for each pupil in the school (often referred to as the Age Weighed Pupil Unit (AWPU))

Schools get most of their funding based on the total number of pupils on roll. Every pupil in a school attracts an amount of money. The amount varies from one authority to another. This forms the main element of the budget and it is used to make general provision for all pupils in the school including pupils with SEND. A proportion of the AWPU is expected to be used to fund the role of SENCo.

Element 2: School's notional SEN Budget

Every school receives an amount of money to help make special educational provision to meet all children's special educational needs, irrespective of whether or not they have a Statement of SEN or an EHC Plan. This is called the 'notional SEN budget'.

Schools spend this as they consider appropriate within the context of their overall budget. When funding is delegated to schools, they can spend it in the way they think is best. However, schools have a duty to identify, assess and make special educational provision for all children with SEN.

The amount in school notional SEN budgets is based on a formula which is agreed between schools and the local authority. In Northumberland the notional SEN budget is made up of the following:

- 35% of the school's Free School Meals (FSM) & FSM Ever 6 allocation;
- 35% of the school's Income Deprivation Affecting Children Index (IDACI) allocation
- 100% of schools low prior attainment figure
- 5.5% of the school's lump sum

Depending on the above the actual total notional SEN budget will vary from school to school.

The government requires schools to use this notional SEN budget to pay for up to £6,000 worth of special educational provision to meet any child's SEN. It is expected that the provision required to meet the special educational needs of most children will be possible within that £6000.

Special educational provision is anything that is provided to meet a child's SEN that is 'additional to or different from' provision made for all children.

Schools must also follow the SEND Code of Practice 2014 and must involve parents in decisions about how their child's needs are met.

Element 3: Top-up Funding

Additional resources may be required when the needs of a child are such that the school cannot reasonably be expected to meet the costs of provision; ie when, regardless of effective support at 'SEN Support', progress is still significantly

impacted upon by the special educational need. This will be the case for a small number of learners who will benefit from an education, health and care assessment.

Schools will submit requests to the Local Authority via the COSA process (Consideration of Statutory Assessment). If the assessment is agreed and concludes that a high level of resourcing is necessary, the Local Authority will issue an Education, Health and Care Plan (EHCP) which may have additional Element 3 funding attached to it. Schools can therefore arrange provision as stated in the Plan using Elements 1,2,3 funding combined.

For some learners, already being supported by schools at 'SEN Support', there may be circumstances where the awarding of an short term additional resource will help to meet need. STAR requests are considered where schools are already making provision for a learner, but identify that a short term boost to provide something additional will have high impact. STAR will only be awarded for a specific and identified intervention, for a maximum of 2 terms only.

Please note all queries in relation to payment of additional high needs funding should be sent via email to : SENDFinance@northumberland.gov.uk.

Schools should continue to liaise with SEND officers / and or co-ordinators in relation to EHCPs and SEN support.

4. SEND Commissioning Panel

Allocation of funding is subject of the agreement of the SEND Commissioning Panel, or equivalent body. This Panel has a key role in ensuring fairness and consistency across all schools in the provision of appropriate support, whether in terms of funding or specialist resources (e.g. specialist staffing or equipment).

The SEND Commissioning Panel also has responsibility for the consideration of cases where there have been significant changes in circumstances identified following the annual review.

5. Management of Additional SEND Funding Payments

Payments will be made on a termly basis, when the following criteria have been met:

- A request has been made to the SEND Commissioning Panel (via a Consideration Of Statutory Assessment (COSA) or Short Term Additional Resource (STAR));
- SEN Commissioning Panel agreement of support;
- Verification to SEND information maintained by the SEND team within the education management system ; and
- Verification to School Census data; and

The above steps are felt to be an appropriate and proportionate level of control prior to payments being made. This should help avoid problems identified in the past e.g where payments have continued for pupils after they have left a school. The speed of this process can be influenced by the sharing of School Census data directly with

the data team to enable earlier verification, otherwise Northumberland County Council will need to rely on the release of census data by the DfE.

Funding will only be provided while a student is on roll and attending school. Where a student leaves a school, the additional SEN funding will cease. This will take effect from the date a pupil leaves, even when this is during a term or at short notice. It is not considered appropriate to pay a “notice period” or similar payment as this could result in the Council paying two schools for the same pupil and is neither affordable nor equitable.

Similarly where an overpayment has been made, e.g. where a payment has continued after a pupil has left a school, this will be recovered from the School. This will generally be by deduction from future SEN funding payments

6. Additional School Level SEND Payments

In exceptional circumstances Northumberland County Council may pay additional SEND funding to schools where they can demonstrate they are supporting SEN students financially to a level higher than that provided for via the notional SEN Budget calculated for the School (see Section 3 “Element 2 funding” above).

In respect of this only those pupils for whom an application has been made to the SEND Commissioning Panel and for whom support has been agreed, will be considered as part of this assessment. Other pupils who have simply been recorded as “K” in EMS and the School Census will not be considered.

The table below shows an example of the calculation:

School Name	Total Funded Pupils with EHC Plans, Star & Top Ups funding	Level of Support provided at School level (£6,000 per pupil)	Notional SEN Budget	Difference	Pupils Supported by Notional	Is Actual Higher than Notional	Annual Amount Due
School A	8	£48,000	£68,417	–£20,417	11.403	N	NIL
School B	2	£12,000	£37,513	–£25,513	6.252	N	NIL
School C	1	£6,000	£17,580	–£11,580	2.930	N	NIL
School D	1	£6,000	£8,979	–£2,979	1.497	N	NIL
School E	8	£48,000	£27,915	£20,085	4.653	Y	£20,085

School E is the only school eligible to receive additional funding, as the actual number of pupil it is supporting is higher than the number supported by the notional figure (@ £6,000 per pupil).

7. Payments during absence from School

As the additional SEN funding is intended to enable additional support to pupils while they are attending school, where a pupil is not attending school due to a prolonged period of absence, Northumberland reserves the right to withdraw or suspend payment unless the school can demonstrate how it is continuing to provide additional support to the pupil. It is accepted that in some exceptional circumstances (e.g hospital admission) a pupil will remain on roll but may face a prolonged period of absence. In such circumstances the additional payment will be made for a further

calendar month in order to allow for staffing to be effectively managed or redeployed during the pupil's absence.

8. Current Rates

The current Additional Funding Banding rates for pupils in Maintained Schools and Academies are attached at Annex A.

Separate banding structures are applied to Nursery, pre-school and special schools.

Annex B shows the numbers of pupils receiving support as at Spring Term 2019.

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SEND FUNDING FOR PUPILS IN MAINSTREAM SCHOOLS

Band	Number of Hours of Support	Funding £	Requirements
Band 1	1-14	0	Additional support to be provided as and when required from within the school's resources.
Band 2	15-20	2,000	Access to regular and additional targeted teaching in small groups and/or individually to address the pupil's individual needs, including social skills and self-help skills. Some intensive individualised programmes may be required with long term adaptation of the curriculum to address the attainment levels which will be significantly below age related expectations in NC subjects. Input from specialist outside agencies.
Band 3	21-25	4,000	As above plus individualised programmes will be required with adaptations for specific skills development and to ensure access to the curriculum. Additional and different activities may be required with regular opportunities for over learning. Additional access to specialist equipment may be required. Ongoing advice and support from specialist outside agencies.
Band 4	26-30	6,000	As above plus extensive individualised programmes and someone to one support to enable the pupil to concentrate and access the curriculum. There may be some multi-agency direct involvement.
Band 5	31-35	8,000	As above plus curriculum access through the usual mainstream groupings may not be appropriate for some areas of the curriculum. Extensive individualised programmes will be required which may involve the use of specialist teaching techniques, alternative communication methods, appropriate equipment and materials. On-going direct support and advice from external agencies. Support during un-structured times for health and safety reasons.
Band 6	26-30	8,000	As Band 4 but it is recognised that additional support will be required for most or all the time the pupil is on the school premises. Pupils will require interventions to address a combination of learning, communication, behavioural and emotional difficulties. TAs will require additional qualifications appropriate to meet the specific needs of the pupil. Teaching interventions will be part of a multi-disciplinary approach
Band 7	31-35	10,000	As Band 5 but it is recognised that additional support will be required for most or all the time the pupil is on the school premises. Pupils will require interventions to address a combination of learning, communication, behavioural and emotional difficulties. TAs will require additional qualifications appropriate to meet the specific needs of the pupil. Teaching interventions will be part of a multi-disciplinary approach.
Band 8	Variable	Variable	Required in a small number of cases according to individual requirements which significantly exceed any of the above , e.g there are clear Health and Safety issues that if not addressed immediately an uncontrolled life threatening situation could develop

**PUPILS NUMBERS IN MAINSTREAM NORTHUMBERLAND SCHOOLS
(Spring Term 2019)**

Banding	Numbers with a EHCP	Numbers on STAR/(Top Up No Plan)	Total
Band 1	12	0	12
Band 2	116	74	190
Band 3	256	66	322
Band 4	147	13	160
Band 5	38	2	40
Band 6	6	0	6
Band 7	6	0	6
Band 8	7	0	7
TOTAL	588	155	743

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