

SLOUGH SCHOOLS FORUM
18 April 2012

SEN Funding Review Update
(Director of Education and Children's Services)

1 PURPOSE OF REPORT

- 1.1 School's Forum received an update on progress with the SEN Funding Review at their meeting on 6 March 2012. This report updates members of the Forum on the further progress made and the consultation planned for April and May 2012.

2 RECOMMENDATIONS

- 2.1 That Schools Forum notes the progress being made with the SEN Funding Review.

3 REASONS FOR RECOMMENDATIONS

- 3.1 It is appropriate for School's Forum to be aware of the consultation process, as Schools Forum must be consulted on any proposals to change the fair funding formula.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 Not applicable.

5 SUPPORTING INFORMATION

- 5.1 The last meeting of Schools Forum approved the following principles for the SEN Review:
- Reduce the number of bands, including simpler definitions and wider bands,
 - Bands can be applied consistently across all types of schools (including possible extension to the PRU),
 - Reduce bureaucracy,
 - Consistent with DfE SEN and funding proposals,
 - Delivered within the current funding envelope,
 - Support personal budgets if implemented,
 - Simple to understand, and
 - Demonstrate open and transparent decision making.
- 5.2 Officers have now prepared a consultation document which explains the current banding model and associated funding, along with the proposed banding model and associated funding. This document is attached at Appendix A.

- 5.3 The Task and Finish Group met on 26 March. Officers sought input from the Task and Finish group on the proposed consultation questions and consultation process. The consultation proposals are:
- Use a consistent Funded Banding model for all pupils across all settings, and
 - Increase delegation to mainstream schools.
- Questions also cover the timing of implementation of these proposals.
- 5.4 The consultation document, including specific questions in relation to the proposals, will be circulated to all Academies and maintained schools on 23 April. The closing date for the consultation is 30 May 2012.
- 5.5 Following discussion at the Task and Finish Group, the consultation process will include consultation sessions to which headteachers, Governors, bursars and SENCO's will be invited. The sessions will be held on Thursday 10 May at 6pm and Tuesday 15 May at 2pm. In addition, a question and answer register will be maintained and made available to all schools and Academies.
- 5.6 The next meeting of the Task and Finish Group will be held on 12 June. The meeting will review consultation comments.
- 5.7 Following the consultation and any further input from the Task and Finish Group, officers will refine the proposed changes to the fair funding formula. The proposals will be submitted to Schools Forum on 4 July.
- 5.8 Although the planned implementation date is 1 September, this will be reviewed. In addition to considering consultation feedback, officers will also be mindful of the recently issued School Funding Reform proposals for 2012-13.

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

Borough Solicitor

- 6.1 The relevant legal provisions are contained within the main body of this report.

Section 151 Officer

- 6.2 The financial implications of the report are outlined in the supporting information.

Access Implications

- 6.3 There are no access implications.

7 CONSULTATION

Principal Groups Consulted

- 7.1 SEN Task and Finish Group.

Method of Consultation

7.2 Meeting.

Representations Received

7.3 Not applicable.

Background Papers

Agenda, papers and minutes of Task and Finish Group 7 February 2012.

Agenda, papers and minutes of Task and Finish Group 26 March 2012.

Contact for further information

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SLOUGH BOROUGH COUNCIL

SEN FUNDING REVIEW

CONSULTATION DOCUMENT

APRIL 2012

1. INTRODUCTION

Over recent years a number of developments have taken place both nationally and locally with regards to support for pupils with special educational needs (SEN). There has been a general move towards increasing the amount delegated to schools so that they can provide quick and effective support to children with SEN and Slough was one of the first local authorities (LAs) to adopt this approach. Many LAs now delegate the majority of their SEN budgets to mainstream schools for those pupils who are included in mainstream. This means that schools have the necessary funding to support pupils with SEN without the need for statements.

During 2010-2011 Slough consulted schools on increasing the level of delegation and simplifying the bands of support that apply to mainstream schools. This was not supported by all schools and it was decided at that time not to proceed. Schools requested that more work was undertaken in relation to simplifying the bands before re-considering the level of delegation.

Consultation has recently been issued by the Department for Education (DfE) in relation to school funding reform. It is currently proposed that there will be a maximum level of funding to be provided by mainstream schools (DfE recommendation £6K) and a national level of funding for pupils with SEN in special schools and resource units (£10k) from April 2013. There is also a Green Paper on SEN: Support and Aspiration which is currently being explored by pathfinder LAs and this includes the notion of a national banded funding model which may apply from 0 – 25 years, along with a single assessment process and single plan between education, health and care. The Green Paper also discusses personal budgets and the DfE recently suggested that this could include support in schools.

In making any changes to the funding for SEN in Slough for both statemented and non-statemented pupils, it is important to be mindful of the likely national changes and aim to prepare for these and avoid multiple changes if at all possible.

With this in mind a SEN Funding Task and Finish Group was established by Schools Forum to make recommendations in relation to the following principles:

- reduce bureaucracy;
- consistent with DfE SEN and funding proposals;
- simple to understand; and
- demonstrate open and transparent decision making.

In practice this will mean:

- reducing the number of bands, including simpler definitions and wider bands;
- bands being applied consistently across all types of schools (Including possible extension to the PRUs);
- delivered within the current funding envelope; and
- support personal budgets if implemented.

This consultation document sets out the recommendations of the Task and Finish Group and includes the recommended banding model which would apply to all pupils with SEN regardless of their placement.

2. CURRENT SEN FUNDING

2.1 Special Schools

Slough has 3 special schools; Arbour Vale, Millside (within Haybrook) and Littledown. There is currently a set of short descriptors that are used to determine the band for a pupil when it is clear that they will be attending a special school. There are 14 bands that can apply to pupils who attend Arbour Vale School and 2 bands that can apply to pupils who attend Millside or Littledown, although a 3rd band was added recently to reflect the individual programmes that are required for a few pupils who cannot access school provision. The description of the Arbour Vale bands in particular are not fit for purpose and do not describe the needs of pupils who are in the school and this can lead to some difficulties in agreeing the appropriate band for a pupil. This is particularly true for pupils with autism who do not have severe learning difficulties. The current special school descriptors are attached at **Appendix A**.

The level of funding for each of these special school bands is calculated through a funding formula.

The formula is fundamentally place-led but there are also supplemental allocations for exceptional needs, plus factors as used in the mainstream formula e.g. lump sum, free school meals, teachers pay grant.

Each year it is agreed with the Headteachers the number of places that will be available at each band, based on current pupils and known or predicted changes. There is significant pressure on all 3 schools to increase capacity to accommodate the rising number of pupils with complex SEN. No in year adjustments should be made to special school budgets unless there are exceptional circumstances and there is an expectation that they will manage their budgets to meet the needs of all the pupils placed in the schools.

2.2 Resourced Mainstream Schools

Slough has 9 mainstream schools that are specially resourced to cater for a group of pupils with similar needs:

- Colnbrook
- Ryvers
- Wexham
- Priory (2 resources)
- The Westgate
- St Ethelbert's
- Slough & Eton
- Foxborough
- The Langley Academy

The number of pupils in each resourced school is agreed with the Headteacher each year based on the existing pupils and known changes. The resourced schools are now generally full and the Task and Finish Group established as part of the Additional Needs Strategy will shortly make recommendations about the need to set up a number of new resourced schools and a funding model will be required for this work.

There are no descriptors that apply to the resourced schools although each school has admission criteria which describe the profile of the pupils who can be considered for placement. The current funding mechanism was introduced in 2004/05 and relies on a formula based on:

- Pupil : staff ratio
- Management resources
- Additional resources
- Specialist resources

Currently the AWPU for the pupils in the resource is then deducted although pupils are generally included in mainstream for the majority of the week. In 2010 a minor change was agreed through Schools Forum to enable the Local Authority (LA) to provide 'top up' funding where a pupil's profile is outside that normally associated with the resource and to make use of the mainstream NWPU model to determine whether or not a 'top up' should be applied and if so, the financial value of this.

It is possible to calculate a per place cost for each resourced school and these vary from £9,185 to £20,695. For some of these schools, the level of funding no longer enables the needs of the pupils to be met as the complexity has increased and more funding has been allocated through 'top up' arrangements.

2.3 Mainstream Schools

The current model for funding pupils with SEN in mainstream schools is through delegation based on social deprivation and prior attainment and additional funding for pupils with statements of SEN. The method for delegating funding was reviewed and amended from April 2010 to provide a more consistent and understandable approach. There is no intention to set this out here or to make any suggested changes to the method of delegating at this time.

For pupils with statements of SEN there is a document that sets out the descriptors that apply to the Needs Weighted Pupils Units (NWPU) which was initially written by officers in Berkshire County Council. There are 27 different NWPU and the document is set out at **Appendix B**. When a statement is considered by the LDD Advisory Panel a recommendation is made about which NWPU would best describe the pupil's profile of need. There is a legal expectation or assumption that all pupils will be educated in mainstream so a NWPU should be recommended for all pupils. This document is very old and is no longer fit for purpose. It is also considered by all those that have to use it as a working tool, including Headteachers, that there are too many different bands and this can lead to confusion and likely inconsistency in funding for pupils with statements in mainstream schools.

Each of the different NWPU has a monetary value which is then turned in to a number of learning support assistant hours to write in the statement, as there is a legal requirement for statements to be specific. However, due to changes over time, the value of the NWPU will not actually purchase the level of hours that are set out. There is also an expectation that schools will use their delegated funding for all pupils with SEN, including those with statements, so if a statement sets out that a pupil requires 18 hours per week, in reality the school is expected to provide around the equivalent of 23 hours per week. Although statements have to be specific, the LA is

strongly of the opinion that individual 1:1 support is not generally the appropriate way to support pupils to be included and to make progress.

The LA wants to encourage schools to be more creative in their use of SEN funding to ensure that all pupils have access to good quality teaching and that they do not become excessively dependent on adult support. However, there is a legal requirement to deliver the provision as set out in Part 3 of a statement. Benefits of a move to greater delegation is to permit greater flexibility in approach, increase opportunities for early intervention, increased stability in workforce allowing more investment in training and a reduction in the level of bureaucracy and legality related to statements.

3. PROPOSED SEN FUNDING

- 3.1 It is proposed that Slough adopts a new banded funding model with fewer, wider bands that apply to all pupils whether they are placed in mainstream, resourced schools or special schools. It is proposed that this new model should be in operation from September 2012 and that all pupils would move across to the new equivalent band from that time.
- 3.2 The bands have been developed during 2011/12 in consultation with LDD Panel members, Educational Psychology Service, SEN officers and SEN Funding Task and Finish Group members.
- 3.3 The banded model is attached at **Appendix C** with estimated monetary values based on the existing levels of funding that are in place.
- 3.4 The bands are progressive and it is expected that all schools will make the provision described in the preceding bands.
- 3.5 The resource places will retain the AWPU thus enabling pupils to be included in mainstream lessons as much as possible.

<p>Proposal 1</p> <ul style="list-style-type: none">a) The funding model based on Bands 1a - Band 8 is applied to all pupils with SEN, across all settings.b) The funding model should be implemented from 1st September 2012.

3.6 Band 1a is already delegated to schools. Depending on the outcome of this consultation process, it is recommended that band 1b is immediately delegated to schools which will assist with greater consistency and a more understandable system. This means that any pupils in mainstream with statements who have NWPU's of 1X, 2U, 2V, 3T will have funding delegated rather than allocated on an individual basis. There are currently in the region of 60 pupils with these NWPU's, out of around 380 statemented pupils in mainstream schools, but the majority of these are already classified as low complexity and no funding is allocated. It is suggested that the annual reviews for these pupils would need to give careful consideration as to whether or not

the statement is serving any purpose and if not, it should be considered whether or not to recommend that the statement is ceased. It is not anticipated that there would be any need for transitional protection as the financial impact of this change is minimal. However this will be reviewed on an individual basis to ensure there is a smooth transfer to minimise impact on individual schools.

Proposal 2

Delegated funding for SEN pupils in mainstream schools should be extended to include pupils assessed as up to and including Band 1b, effective from 1st September 2012.

- 3.7 It is proposed that any further increase in delegation should not take place until April 2013 when the national picture should be clearer and this will then avoid the need to implement different levels of transitional protection to schools at different times.
- 3.8 It should be noted that the level of delegation proposed from April 2013 is approximately £2.6k less per stated pupil than that which schools decided against during 2011 so the impact on individual budgets will be less significant. This is in order to align the Slough model with the anticipated national model.
- 3.9 However, it is proposed that from April 2013 the level of delegation should be increased to include band 1c, thus amalgamating all of band 1 in to a single band which sets out clearly what schools are expected to provide from within their own delegated funding. The suggested monetary value of band 1c is £6k which, when added to the Age Weighted Pupil Unit (AWPU), should create an opportunity to move to a £10k level for SEN pupils if this is how the Government decides to proceed.

Proposal 3

Delegated funding for SEN pupils in mainstream schools should be extended to include pupils assessed as up to and including Band 1c , effective from 1st April 2013.

- 3.10 It is also proposed that schools should be encouraged to make use of the Audit Commissions Value for Money Resource Pack to assist in clearly demonstrating the provision that is made, the costs of this, the pupils who are benefitting, the expected outcomes, the actual outcomes and the value for money achieved. This will assist with sharing good practice between schools based on robust evidence and will provide schools with greater clarity for Ofsted about the provision made and the outcomes achieved for pupils with SEN. This approach could equally be applied to other vulnerable groups.
- 3.11 Depending on the outcome of this consultation, the guidance criteria for statutory assessments will be revised to adjust the expected threshold in preparation for April 2013. There will then be a further number of pupils with

statements where no funding is delivered and annual reviews will need to give this careful consideration and make recommendations accordingly. There are currently in the region of 50 pupils who would be on band 1c all of whom are allocated individual funding.

- 3.12 The Green Paper pathfinder areas are looking at designing a banded funding model that applies from age 0 to age 25. In Slough it is not currently possible to change the funding system outside the usual school age range but it is considered that this approach will assist in making these changes once there is clarity about any new national model.

4. CONSULTATION

- 4.1 **The consultation period will run from 23 April 2012 to 30 May 2012 with two question and answer sessions with officers to be held on 10th May at 6pm and 15th May at 2pm, venues to be confirmed.**
- 4.2 **Consultation responses should be sent to Christina West by 12.00 noon on 30 May 2012.**
- 4.3 Please refer to the timetable for the SEN Funding Review at **Appendix D** in relation to actions following completion of this consultation period.

5. CONCLUSION

The SEN Funding Task and Finish Group has given careful consideration to objectives set out by Schools Forum in recommending a move to a new single banded funding model that will apply to all pupils with SEN whether they are placed in mainstream school, resourced school or special school.

5.1 Reduce bureaucracy

Greater delegation leading to a reduction in the need for statements in itself reduces bureaucracy and provides greater opportunities for early intervention, creativity in developing solutions and a more stable and well trained workforce. This banded funding model will also simplify the process for decision making in the LA and the work of the LDD Panel. The model is simpler to understand for all concerned.

5.2 Consistent with DfE SEN and funding proposals

It is not possible to ensure complete consistency with DfE proposals as these have not yet been confirmed. However, any single banded funding model in place should assist in making whatever changes are required from April 2013 and onwards in relation to a new national school funding framework and SEN funding models developed through the Green Paper pathfinders.

5.3 Simple to understand

As mentioned above, the proposed model has far fewer bands and the descriptions aim to be simple to understand. As it is no longer appropriate to describe levels of difficulty in terms of IQ, and there are no nationally agreed

methods for describing these difficulties, the model is based on knowledge of local officers and Headteachers. During the consultation process they will be applied within the LDD Panel to provide a more in depth investigation to ascertain whether this objective has been met. They will also be shared with Special Voices parental participation group for comment.

5.4 Demonstrate open and transparent decision making

The Group considers that if the new model is simpler to understand, reduces bureaucracy and applies to all pupils regardless of the setting in which they are educated, this will assist in working in an open and transparent way and in making good and consistent decisions. However this will require testing once in operation and it is proposed that an internal review through the LDD Advisory Panel is undertaken prior to the end of the academic year 2012 – 2013 to establish whether this objective has been met and if not, to consider what changes are required. This will also take account of the developments within the national funding model.

5.5 Reducing the number of bands, including simpler definitions and wider bands

The proposed model moves from the 54 current bands across all settings to 8 wide bands, although band 1 will be split in to 3 parts initially. The proposed definitions have been built up based on existing descriptors with supporting advice and guidance from members of the Task and Finish Group, LDD Panel members, the Educational Psychology Service and SEN Officers.

5.6 Bands being applied consistently across all types of schools (including possible extension to the PRUs)

This is the basis for the proposed model. It will apply to all pupils with SEN regardless of the setting in which they are educated.

It would be possible, in consultation with the relevant Headteachers to apply this model to places within the PRU in all its different settings in Slough. This will require further work.

5.7 Delivered within the current funding envelope

This was a general aim within this work and the modelling that has been undertaken has sought to match old to new bands as far as possible to remain within the current funding envelope. However, there are circumstances that make this improbable.

- It is considered that removing the AWPU from resourced schools for their resource places is inappropriate as the pupils are all on roll at the school and are included in mainstream lessons for much of the school week. The place in the mainstream school cannot be filled by another pupil.
- Many resourced schools were also in receipt of 'top ups' to reflect the additional needs of some pupils, although this funding is technically within the same funding envelope it does not appear within the per place funding for resourced schools.

- Current band ASDb, which has a value of £16,894, is to be matched to Band 4, value £20,000, in the proposed model. This will cost an additional £135,000.

5.8 Support personal budgets if implemented

This work is being undertaken by the Green Paper pathfinders LAs and there is no information available yet about the future requirements. However, DfE colleagues recently suggested that this could now be extended to actual provision in school, whereas at the outset it was suggested this might apply to extras such as home to school transport. It should be noted that personal budgets do not have to be allocated as a direct payment to the parents/carers and these are separate processes. Any simpler banding system will assist with any future move to allow personal budgets for related to the new Education, Health and Care Plans but it is not possible to provide any more information at this stage.

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Special School Definitions of Need

Category	Descriptor
EBD	<p>General descriptor from DfES guidance Jan 2004</p> <p>Behavioural, Emotional and Social Difficulty (BESD) – Pupils with behavioural, emotional and social difficulties cover the full range of ability and a continuum of severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum.</p>
EBD 1a	<p>BESD primary need. Pupils may have difficulties with social interaction and find it difficult to work in a group or cope in unstructured time. They may have poor concentration, temper outburst and be verbally aggressive to peers and adults. <i>Level of support yet to be identified.</i></p>
EBD 1b	<p>BESD primary need. Pupils may not be able to function at all in group situations and exhibit persistent and frequent violent behaviour which requires physical intervention. Other pupils may display similar signs of low esteem, under achievement and inappropriate social interaction, but without outwardly challenging behavioural outbursts. They will be withdrawn, quiet and find it difficult to communicate. <i>Level of support yet to be identified.</i></p>
MLD	<p>General descriptor from DfES guidance Jan 2004</p> <p>Moderate Learning Difficulty (MLD) — Pupils with moderate learning difficulties will have attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. Pupils with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.</p>
MLD 2a	<p>MLD primary need. No additional difficulties. Strong possibility of integrating into mainstream 1:5 support</p>
MLD 2b	<p>MLD primary need. Some additional difficulties relating either to medical, physical, behavioural and social, sensory or communication. Requiring more than the average 1:5 support</p>
MLD 2c	<p>MLD primary need. Significant level of additional need which may be equal to the primary need in degree of difficulty and the way it affects learning - medical, physical, behavioural and social, sensory, communication and interaction or autism. Requiring some 1: 1 support but for no more than 25% of their time. Eg non ambulant pupils, severe epilepsy, visual impairment</p>

MLD - exceptional	Pupils identified as needing 1:1 support, usually for medical or significant behavioural reasons.
SLD	General descriptor from DfES guidance Jan 2004 Severe Learning Difficulty (SLD) - Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with severe learning difficulties need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers (that is below level 1 of the National Curriculum).
SLD 3a	SLD primary need. Working on 'P' levels 4-8. No additional difficulties. 1:3 support
SLD 3b	SLD primary need. Some additional difficulties relating either to medical, physical, behavioural and social, sensory or communication. Attainments P3-P8 Requiring more than the average 1:3 support
SLD 3c	SLD primary need. Significant level of additional need which may be equal to the primary need in degree of difficulty and the way it affects learning - medical, physical, behavioural and social, sensory, communication and interaction or autism. Requiring 1:1 support for up to 50% of the time in order to access the curriculum and to meet their additional needs
SLD - exceptional	Pupils identified as needing full time 1:1 support (32.5 hours per week), usually for medical, behavioural and/or health and safety reasons. Attainments P3-P8
PMLD	Profound and Multiple Learning Difficulty (PMLD) - Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school careers (that is below level 1 of the National Curriculum).
PMLD 4a	Working at 'P' levels 1-4. Highly complex needs requiring 1:1 input for significant periods of time in order to access the curriculum. Need 1:1 support for at least 30% of the time
ASD	General descriptor from DfES guidance Jan 2004

	<p>Autistic Spectrum Disorder (ASD) - Pupils with autistic spectrum disorder find it difficult to:</p> <ul style="list-style-type: none"> • understand and use non-verbal and verbal communication • understand social behaviour — which affects their ability to interact with children and adults • think and behave flexibly – which may be shown in restricted, obsessional or repetitive activities. <p>Pupils with ASD cover the full range of ability and the severity of their impairment varies widely. Some pupils also have learning disabilities or other difficulties, making diagnosis difficult.</p> <p>Pupils with autistic spectrum disorders may have a difficulty in understanding the communication of others and in developing effective communication themselves. Many are delayed in learning to speak and some never develop meaningful speech. Pupils find it difficult to understand the social behaviour of others. They are literal thinkers and fail to understand the social context. They can experience high levels of stress and anxiety in settings that don't meet their needs or when routines are changed. This can lead to inappropriate behaviour.</p> <p>Some pupils with autistic spectrum disorders have a different perception of sounds, sights, smell, touch and taste and this affects their response to these sensations. They may have unusual sleep and behaviour patterns.</p> <p>Young pupils may not play with toys in a conventional and imaginative way but instead use toys rigidly or repetitively e.g. watching moving parts of machinery for long periods with intense concentration. They find it hard to generalise skills and have difficulty adapting to new situations and often prefer routine.</p>
ASD 5a	ASD primary need with severe learning difficulties. Requiring 1:2 adult support
ASD 5b	ASD primary need with severe learning difficulties. Significant level of additional need generally related to challenging behaviour. Requiring 1:2 adult support as a minimum and 1:1 support for up to 30% of the time in order to access the curriculum
ASD 5c	ASD primary need with severe learning difficulties. Requiring 1:1 support, usually due to behavioural needs, occasionally medical, often in the interests of health and safety of themselves, other pupils and staff.
ASD exceptional	ASD primary need with severe learning difficulties. Requiring 2:1 support, usually due to behavioural needs, occasionally medical, usually in the interests of health and safety of themselves, other pupils and staff.

LDD Panel Descriptors

The descriptors for each level and band follow a common pattern:

- A statement of the level of support required in terms of teaching or *special support assistance* ratios;
- The arrangements which might be appropriate to provide this support;
- Examples of the needs which would be covered by the particular level or band.

The following points should also be noted:

1. Neither the arrangements nor the examples are exhaustive: they are intended for the guidance of the panel and schools as to how a child's needs should be assessed in terms of the teaching or *special support* arrangements made, indicating the range of needs that are covered by the *descriptor*. The *principal requirement* is that each child's needs *should* be met, as specified in the statement.
2. The *teaching levels 1 to 4* are based on the need for teaching support, i.e. they relate to learning difficulty. For example, a severely physically disabled would not necessarily need a corresponding high level of teaching support, unless there were also learning difficulties. *However, Level 5 reflects the very high level of teaching support required for a child of normal intellectual ability accompanied by profound and sensory impairment.*
3. The *support bands* are based on the need for *special support assistance*, i.e. they relate to the need for additional support to facilitate access to the curriculum in light of the child's disability. In the case of bands Y and Z, which cover children with very complex and/or severe disabilities, the funding is at NNEB rates to reflect the high level of skilled support required.
4. In setting levels and bands the significant determination is the support required by each individual pupil, according to their statement: the examples are for illustration and guidance.

TEACHING LEVELS – LEVEL 1

Support

Special educational needs for which the governors are responsible from the resources available to schools. Level 1 allocates no additional teaching resources above the basic AWPU funding.

Arrangements

- Teaching in small groups for part of the week to develop skills in particular areas of the curriculum.
- Individual short teaching sessions for 3 or more times per week.
- Opportunities to discuss progress.
- Opportunities to reinforce skills learned and/or follow an individual programme of work.
- Differentiated work within the curriculum.

Examples

- Pupils in the normal age range of learning ability and attainment in the context of the National Curriculum.
- Pupils with general or specific learning difficulties, whose level of attainment is below the normal range, who require support within a mainstream setting, and for whom this support is most appropriately provided by a non-teaching assistant working under the direction of the teacher.
- Pupils with speech and language difficulties, following a programme of daily exercises planned by a speech and language therapist.
- Pupils with physical difficulties, whose ability and attainment fall within the normal range.
- Pupils with sensory impairment, whose ability and attainment fall within the normal range.
- Pupils with mild/moderate behavioural difficulties, e.g. necessitating withdrawal from the classroom on an infrequent basis. Such pupils would be taught in a mainstream setting with no additional support for the major part of the week.
- Pupils for whom a period of short-term intervention, e.g. to follow a behaviour modification programme is planned.
- Pupils requiring daily support to help with organisation, or to provide basic emotional support.

TEACHING LEVELS – LEVEL 2

Support

Additional teaching support to provide an overall 1:10.3 teacher-pupil ratio, when taking both AWPU and NWPU into account.

Arrangements

- Small group teaching throughout the day *within a special school setting*.
- Access to small group and/or in class support within a mainstream setting on a daily basis.
- Withdrawal for intensive individual/small group teaching.
- Delivery of the National Curriculum at a slower pace and/or with an emphasis on basic skills/development of specific skill areas.
- Opportunities for reinforcement and over-learning and/or practical experiences.

Examples

- Nursery and infant pupils requiring longer term assessment.
- Pupils with moderate or specific learning difficulties, where the difficulties are severe enough to require small group teaching throughout the day of *additional* teaching support to follow the National Curriculum in a mainstream setting.
- Pupils with speech and language disorders or sensory impairment who require additional teaching support to follow the National Curriculum in a mainstream setting.
- Pupils with a physical *disability* and associated learning difficulties, who require additional teaching support to follow the National Curriculum in a mainstream setting.
- Pupils whose emotional and behavioural difficulties in social communication require small group support in a consistent and well structured environment.

TEACHING LEVELS – LEVEL 3

Support

Additional teaching support to provide an overall 1:7.9 teacher-pupil ratio, when taking both AWPU and NWPU into account.

Arrangements

- Intensive teaching support throughout the day, in a special school setting.
- Access to small group teaching in addition to teaching support in the mainstream setting for the greater part of the day.
- Individual programme planning and monitoring.

Examples

- Pupils with severe learning difficulties, who require a small teaching group with a high level of teacher support and individual programme planning.
- Pupils with speech and language difficulties or sensory impairment, who require access to small group teaching for part of the day and additional teaching support within the mainstream.
- Pupils with a physical disability and additional learning difficulties who require access to small group teaching for part of the day and additional teaching within the mainstream.
- Pupils whose emotional and behavioural difficulties require small group support, and who, in addition, have moderate or specific learning difficulties or difficulties in social communication.

TEACHING LEVELS – LEVEL 4

Support

Additional teaching support to provide an overall 1:5.2 teacher-pupil ratio, when taking both AWPU and NWPU into account.

Arrangements

- Education in small groups, with opportunities for individual teaching during the course of the day, covering all major areas of experience, with a multi-disciplinary approach facilitating communication with others and interaction with the environment.

Examples

- Pupils whose complex learning difficulties, which may be accompanied by communication *difficulties* and/or physical *disability*, require a high level of teaching input to develop and deliver individual programmes.
- Pupils with speech and language disorders or sensory impairment who require to be taught in a small group throughout the day.

TEACHING LEVELS – LEVEL 5

Support

Additional teaching support to provide an overall 1:3.1 teacher-pupil ratio, when taking both AWPU and NWPU into account.

Arrangements

- Specialist intensive teaching in a small group and on an individual basis throughout the day in very exceptional circumstances.
- Small group and individual teaching throughout the day, and with individual teaching support to facilitate mainstream experience.

Examples

- Pupils of normal intellectual ability having profound sensory impairment, e.g. blind and/or profoundly deaf, as well as profound physical disability. That is, pupils who require teaching support to enable them to receive instructions, to make use of materials and facilitate their responses.

SUPPORT BANDS – BAND T

Support

Special *educational* needs for which the governors are responsible *from the resources available to schools*. Band T allocates no additional resources for special support assistance *but enables the LA to issue a monitoring statement*.

Arrangements

- Support and supervision for periodic small group work.
- Daily programmes of work recommended by a specialist teacher or para-medic.
- Occasional support in the use of care or specialist equipment.

Examples

- Support for teaching in small groups to develop literacy skills.
- Support for one aspect of literacy, e.g. spelling or presentation of work.
- In class support for differentiated work in specific curriculum areas on a daily basis.
- Pupils with mild hand control problems, which require the loan of equipment from the Teaching and Support Service.
- Pupils who use wheelchairs, sticks or callipers, and who are proficient in their use and in their own hygiene.
- Pupils with medical problems who are able to manage their own medication with some supervision.
- Pupils in need of only occasional guidance in the use of specialist equipment, e.g. radio aids and desk top visual aids.
- Pupils in need of support regarding the use, care and maintenance of hearing aids, spectacles and desk top equipment.
- Pupils in need of periodic support, individually or in small groups, to supervise activities addressing language delay, auditory perception and basic skills development.
- Pupils who will benefit from an improved adult/pupil ratio to ensure physical safety in PE or off school site activities.
- Isolated incidents of disturbing behaviour or persistent low level disruption.

SUPPORT BANDS – BAND U

Support

Additional special support assistance to provide an overall 1:10.5 adult-pupil ratio.

Arrangements

- Support for small group work throughout the day, e.g. in a special school setting.
- Access to small group and/or in-class support on a daily basis.
- Withdrawal for individual work under the direction of the teacher on a regular daily basis.
- The production of additional materials to ensure differentiation and access to the curriculum.

Examples

- Pupils needing longer term assessment, requiring adult support within a small group, or in-class support within a mainstream class.
- Pupils with moderate or specific learning difficulties, who require either support within a small group setting throughout the day, or access to small group/in-class support on a daily basis.
- Pupils with speech and language difficulties requiring daily adult support to implement programmes advised by the speech and language therapist.
- Pupils with physical difficulties or sensory impairment, who require regular monitoring of programmes for skill development, e.g. self-help, mobility.
- Pupils requiring supervision of programmes of work on a daily basis, e.g. for the development of keyboard skills.
- Pupils in need of support to provide scribing facilities.
- Pupils requiring daily support for the management of their behaviour over an extended period.
- Pupils requiring regular guidance and support for emotional or organisational problems.

SUPPORT BANDS – BAND V/W

Support

Additional *special support assistance* to provide an overall 1:8.1 adult-pupil ratio.

Arrangements

- Support for intensive small group work throughout the day, e.g. general classroom support and implementation of individual programmes under the direction of the teacher.
- Support for part of the day to facilitate an integration programme.
- Access to adult supervision and/or care throughout the day.

Examples

- *Pupils with severe learning difficulties requiring small group work throughout the day.*
- Pupils with learning difficulties, which may be associated with speech and language difficulties and/or physical difficulties, who require a high level of adult support for care, supervision and the implementation of programmes under the direction of the teacher.
- Pupils with speech and language difficulties, *requiring access to daily adult support in a small group and/o in-class support within a mainstream setting.*
- Pupils with physical difficulties, who require frequent assistance to ensure mobility and posture and self organisation.
- Pupils with sensory difficulties, requiring supervision of small group work skill development, and/or auditory training, and/or language/literacy development.
- Pupils with sensory difficulties, requiring support for part of each day to ensure the reception of classroom instructions and understanding and the teacher's understanding of their responses.
- Pupils with emotional and behavioural difficulties, who require support for small group work, and also for some individual work under the direction of the teacher.

SUPPORT BANDS – BAND X

Support

Additional special support assistance to provide an overall 1:7.1 adult-pupil ratio.

Arrangements

- Access to personal support on a daily basis for a substantial part of the day.

Examples

- Pupils with learning difficulties, which may be associated with speech and language difficulties and/or physical difficulties, and who also have a significant sensory impairment, who require a high level of adult support for care, supervision and the implementation of programmes under the direction of the teacher.
- Pupils with speech and language disorders or physical difficulties or sensory impairment who require a high level of adult support for the greater part of the day to facilitate access to mainstream teaching.
- Pupils with physical difficulties, who require assistance in toileting and feeding and IT access.
- Pupils in need of repetition and reinforcement of classroom instructions as a constant need across their integrated programme.
- Pupils whose behaviour requires a high level of adult supervision and control to avoid potentially damaging situations.
- Pupils who require support in most social situations within a school setting to avoid extreme distress or anxiety.

SUPPORT BANDS – BAND Y

Support

Additional *special support assistance* to provide an overall 1:3.5 adult-pupil ratio.

Arrangements

- A high level of personal support for care and/or supervision and the implementation of individual programmes.

Examples

- Pupils with minimal physical control who require assistance for all basic needs.
- Pupils requiring special facilities for the reproduction of materials, e.g. Braille.
- Pupils requiring signing facilitator support across the curriculum.
- Pupils needing adult guidance and supervision because of persistent and extreme anti-social behaviour and/or extreme problems of self-control.

SUPPORT BANDS – BAND Z

Support

Additional special support assistance to provide an overall 1:1.6 adult-pupil ratio.

Arrangements

- Personal support throughout the school day.

Examples

- Pupils who require constant personal support because of a potentially life-threatening medical condition.
- Pupils in any setting who require constant individual supervision for the safety of themselves and/or others.

Pupils whose sensory or physical impairment prevents access to the curriculum or the normal life of the school without constant adult support.

BANDED FUNDING MODEL

Funding delivered through each band is in addition to AWPU within mainstream schools and those with specialist resource bases. There are also other streams of funding within special schools.

Bands are progressive in nature and provision at early bands should be arranged in addition to that which is described for higher bands i.e. each list is not a standalone and is not exhaustive. These are examples only.

Band 1a - £0

This includes pupils with:

- General or specific learning difficulties requiring regular support from an LSA under the direction of a teacher
- Speech and language difficulties following programmes set by a Speech and Language Therapist eg language delay, auditory perception and basic skills development
- Physical difficulties whose ability and attainment are in the normal range who require frequent assistance to ensure mobility, posture and self organisation
- Medical problems able to manage medication with supervision
- Sensory impairments whose ability and attainment are in the normal range who require guidance in the use of specialist equipment including radio aid, hearing aid, visual aids and support to ensure reception of classroom instructions and understanding
- Mild/moderate behaviour, emotional or social difficulties requiring short term interventions, daily support with organisation and small group work to retain focus
- A need for increased supervision during PE, breaks or off site activities to ensure safety

Schools will be expected to arrange provision such as:

- Teaching in small groups for part of the week to develop skills in particular areas of the curriculum
- Individual short teaching sessions for 3 or more times a week
- Opportunities to reinforce skills learned
- Opportunities to follow an individual programme of work
- Differentiated work in the classroom and homework including production of materials
- Support in the use or care of specialist equipment
- Support to manage medication
- Access to adult supervision and/or care throughout the day

- Support with personal care
- Access to an individual work station where necessary
- Access to aids and adaptations and equipment to facilitate access to disabled pupils
- Regular contact with parents/carers to support progress and parental confidence
- Access to support services as appropriate to the pupil's needs

Band 1b - £0

This includes pupils with:

- General or specific learning difficulties requiring small group teaching for the greater part of the day or additional teaching support on an individual basis and who require repetition and reinforcement of instructions as a constant need
- Learning difficulties that may be associated with speech and language difficulties, physical difficulties or sensory impairment
- Speech and language disorders who require additional teaching support
- Sensory impairment who require additional teaching support
- Physical difficulties who require additional teaching support and assistance in toileting, feeding and IT access
- Behavioural, emotional or social difficulties or social communication difficulties requiring small group support in a consistent and well structured environment

Schools will be expected to arrange provision such as:

- Access to personal support for part of each day including toileting and feeding
- Small group teaching for part of each day
- Access to in class support on a daily basis
- Withdrawal for intensive individual or small group teaching for specific programmes
- Delivery of the National Curriculum at a slower pace with an emphasis on basic skills
- Opportunities for practical experiences to support reinforcement and over learning
- Implementation of programmes designed by therapists e.g. speech and language therapy, occupational therapy, physiotherapy and release of staff to be trained by therapist

Band 1c - £6k

This includes pupils with:

- Significant learning difficulties, speech and language difficulties, sensory impairment, physical disability or behavioural, emotional or social difficulties who require small teaching groups for a large proportion of the day together with a differentiated curriculum

Schools will be expected to arrange provision such as:

- Access to small group support for a large part of the day
- A personalised curriculum with regular monitoring

- Teacher oversight with stringent measurement of impact of interventions delivered
- Termly planning with support services and therapists including systematic and regular communication, joint target setting, an agreed Lead Professional/Key Worker

Band 2 - £10k

This includes pupils with:

- Learning difficulties, which may include communication difficulties, physical disability, speech and language disorder, sensory impairment
- Limited physical control who require assistance for basic needs
- Requirement for special facilities eg reproduction of materials using Braille, signing facilitators
- Behaviour difficulties which require support to avoid potentially damaging situations and those that require support in social situations to avoid distress or anxiety

Schools will be expected to arrange provision such as:

- A high level of personal care
- Staff with skills in Braille, or willing to learn
- Staff able to sign, or willing to learn
- Small group teaching for the majority of the day with opportunities for individual work under the direction of the teacher
- Adult support to facilitate communication with others and interaction in the environment

Band 3 - £15k

This includes pupils with:

- Complex learning difficulties including communication difficulties, physical disability, sensory impairment and associated behavioural, emotional and social difficulties
- Potentially life threatening medical conditions requiring regular personal support
- Sensory or physical impairment that limits access to the curriculum and normal life of the school without constant adult support
- Behavioural, emotional and social difficulties who have poor concentration, frequent temper outbursts, verbally abusive to peers and adults and their behaviour presents as a barrier to learning despite the implementation of an effective school behaviour policy, personal/social curriculum, extended involvement of support services. Pupils may also have difficulties at home.

Schools will be expected to arrange provision such as:

- A high level of personal support for care needs
- Implementation of individual programmes
- Access to appropriate therapy inputs and staff to deliver programmes
- Small teaching groups
- A staffing ratio of 1:1 for parts of the day in order to meet specific needs and support inclusion
- Curriculum broken down in to small steps including within the P levels

Band 4 - £20k

This includes pupils with:

- Complex learning difficulties and/or other significant needs such as medical, physical, behavioural, social, sensory, communication and interaction
- Profound and multiple learning difficulties with significant care needs
- Challenging behaviours linked to learning and social communication difficulties
- Emotional needs linked to mental health difficulties

Schools will be expected to arrange provision such as:

- Sensory stimulation
- Curriculum broken down in to small steps usually within the P levels
- Support with communication through gesture, eye pointing, symbols or very simple language
- Small class/teaching groups with additional support at a ratio of 1:1 for parts of the day
- Individual programmes often within the pupils home using interactive online learning leading to integrate in small group study.

Band 5 - £25k

This includes pupils with:

- An inability to function at all in a group situation
- Persistent and frequent challenging behaviour which requires physical intervention
- Highly complex, profound and multiple learning difficulties encompassing a number of areas eg medical, physical, sensory.
- High dependence on adult support
- Profound sensory impairment but not necessarily learning difficulties

Schools will be expected to arrange provision such as:

- Small class groups with additional support at a ratio of at least 1:1 and 2:1 at times either due to behavioural outbursts or needing 2 adults to be present for medical interventions
- Requirement for individual programmes and implementation of therapeutic interventions and care needs
- Access to appropriate communication aids and resources

Band 6 - £30k

This includes pupils with:

- Profound sensory impairment (may not have learning difficulties) eg blind and/or profoundly deaf as well as profound physical disability
- Multi sensory impairment ie blind and deaf
- Social communication difficulties with severe learning difficulties and challenging behaviour
- Significant sensory processing difficulties

Schools will be expected to arrange provision such as:

- Specialist intensive teaching in small groups and on an individual basis throughout the day
- Staffing ratio of at least 1:1 at all times and 2:1 at times
- Implementation of individual programmes devised by a multi-professional team through the team around the child

Band 7 - £40k

This includes pupils with:

- Extreme challenging behaviour unable to cope in a school setting

Schools will be expected to arrange provision such as:

- Individual programmes including off site activities leading to gradual reintegration in to a school setting
- Learning through creative activities
- Engagement in short term or part time programmes with other providers
- Staff trained to work with young people with extreme and persistent challenging behaviour and an understanding of current research and practice in this area

Band 8 - £50k

This includes pupils with:

- Severe learning difficulties combined with extremely challenging behaviour linked to a diagnosis of autism and possibly medical needs requiring a constant and consistent level of care with highly trained and experienced members of staff

Schools will be expected to arrange provision such as:

- Staff trained to work with pupils with autism and related difficulties requiring a consistent approach throughout the school day at a ratio of 2:2 i.e. 2 adults to 1 pupil
- A high level of contact with parents/carers to ensure consistency of approach and modelling of strategies wherever possible
- A high level of communication with other professionals involved with the child to ensure a consistency between settings with joint target setting and monitoring, through a team around the child

Summary

New Band	Previous Bands
Band 1a	NWPU 1T, 1U, 1V
Band 1b	NWPU 1X, 2U, 2V, 3T
Band 1c	NWPU 2X, 3U Special School bands MLDa, MLDb
Band 2	NWPU of 1Y, 2Y, 3V, 3X, 4T, 4U Special School bands MLDe, SLDa
Band 3	NWPU of 3Y, 4V, 4X Special School bands SLDb, ASDa, EBDa Resourced school places
Band 4	NWPU of 1Z, 2Z, 3Z, 4Y Special School bands MLDe, SLDe, ASDb, PMLDa
Band 5	NWPU 4Z Special School bands SLDe, EBDb, PMLDe
Band 6	NWPU 5Z Special School band ASDc
Band 7	Special School band EBDc
Band 8	Special School band ASDe

Review of SEN Funding

Updated Timetable for Review

By When	Action
End January	<ul style="list-style-type: none"> • Collect detailed information from Special Schools and Resource Units (questionnaire) • Collate and review information from Special Schools and Resource Units • Develop new banding model • Model current and proposed funding; make provision in draft Schools Budget 2012-13
7 February	Task and Finish Group: <ul style="list-style-type: none"> • consider proposals for 1 April 2012, • consider draft banded funding model, and • agree updated timetable for 1 September 2012
6 March	Principles approved by Schools Forum:
26 March	Task and Finish Group: <ul style="list-style-type: none"> • Consider feedback from Schools Forum, • Consider draft consultation document, and • Plan for consultation
18 April	Consult Schools Forum
23 April to 30 May	Consultation with schools, groups etc
10 May	Consultation Session 6pm
15 May	Consultation Session 2pm
16 May	Schools Forum
30 May	Consultation deadline
12 June	Task and Finish Group: <ul style="list-style-type: none"> • Consider feedback from consultation, and • Agree recommendation to Schools Forum on banded funding model
June	Officers fine-tune banded funding model and proposals, following consultation
4 July	Final proposals submitted to Schools Forum
September 2012 or April 2013	Proposed implementation