

BANDED FUNDING MODEL

This is the mechanism by which Slough Borough Council will allocate top up funding for pupils with special/additional educational needs in schools and nurseries. A system for colleges will be developed by September 2013.

Band 1 relates to pupils who do not have statements of special educational needs (SEN) but have been identified as having special/additional educational needs (SEN/AEN). The funding for this provision is within mainstream school budgets. Pupils at Band 1 would not generally be placed in a resource base or special school.

Bands 2 and above relate to pupils who will generally have statements of SEN or Education Health and Care Plans (EHC Plans) in the future. Top up funding will be provided which, together with the place funding for that school, will enable the required provision to be delivered.

- In a mainstream school the place funding is the Element 1 funding (which replaces the AWPU) plus £6k from the Additional Educational Needs (AEN) Budget.
- In a resource base at a mainstream school the place funding is £10k.
- In a special school the place funding is £10k.
- In alternative provision the place funding is £8k.

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

The top up funding for the special schools varies due to the size of the school and economies of scale and this needs to be considered when negotiating top up funding for schools in other local authorities.

BAND 1

No top up funding required – provision made through place funding. Financially equivalent to 16 hours of LSA.

This includes pupils with:

- learning difficulties, speech, language and communication difficulties, sensory impairment, physical disability or behavioural, emotional and social difficulties who require small teaching groups largely within the class for a large proportion of the day together with a differentiated curriculum; or
- speech, language and communication difficulties following programmes set by a Speech and Language Therapist eg language delay, auditory perception difficulties, basic skills development and speech and language disorders requiring additional teaching; or

- physical difficulties requiring additional teaching support, assistance in toileting, feeding, IT access and assistance to ensure mobility, posture and self organisation but with some independence; or
- sensory impairment who require additional teaching support and/or support with aids/equipment; or
- behavioural, emotional or social difficulties or social communication difficulties requiring small group support in a consistent and well structured environment; or
- medical problems but able to manage medication with supervision.

Schools will be expected to arrange provision such as:

- differentiated work in the classroom and homework including production of materials;
- target setting which is shared with parents/carers and pupils;
- support in the use or care of specialist equipment;
- support to manage medication;
- access to adult supervision when needed including during PE, breaks or off site activities to ensure safety;
- access to an individual work station where necessary;
- access to aids, adaptations and equipment to facilitate access to disabled pupils;
- regular contact with parents/carers to support progress and parental confidence. Use of the Achievement for All structured conversation is recommended;
- access to support services as appropriate to the pupil's needs. See the Expectations on Mainstream Schools document for more details of services that are available;
- access to personal support for part of each day including toileting and feeding;
- access to in class support on a daily basis e.g. within a small group in the classroom;
- withdrawal for intensive individual or small group teaching for specific programmes for short periods;
- 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 therapists;
- 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 following the Early Support principles with regular Team Around the Child (TAC) meetings;
- support to attend school trips and other extra curricular activities;
- access to alternative interventions or provision, which may be off site, through Littledown School or Haybrook College;
- a positive handling plan which is regularly reviewed, shared and updated.

BAND 2

In addition to the list provided under Band 1, this includes pupils with:

- learning difficulties, which includes communication difficulties, physical disability, speech and language disorder and/or sensory impairment; or
- physical disability requiring some assistance for basic needs and to develop independence; or
- requirement for some special facilities eg reproduction of materials, signing facilitators; or
- behaviour difficulties which require support including those that require support in social situations to avoid distress or anxiety.

Schools will be expected to arrange provision such as:

- some personal care;
- staff to adapt materials;
- small group support for the majority of the day with opportunities for individual work under the direction of the teacher within the whole class;
- adult support to facilitate communication with others and interaction in the environment.

BAND 2A

Whilst the descriptions under Band 2 will apply to Band 2A, the evidence provided by the school will have to demonstrate the reasons why resources cannot be pooled to arrange provision throughout the teaching elements of the day. This might relate to the combination of needs for example and will be carefully scrutinised by the LDD Advisory Panel.

The decision about allocation between Band 2 and Band 2A will be at the discretion of the Local Authority Officer based on the recommendations of the LDD Advisory Panel including the evidence about the combination of needs and use of resources. Full explanations will be provided to schools when decisions are taken.

BAND 3

In addition to previous lists, this includes pupils with:

- complex learning difficulties including communication difficulties, physical disability, speech and language disorder, sensory impairment and/or associated behavioural, emotional and social difficulties. It is expected that the pupil will have difficulties in more than one area of need; or
- potentially life threatening medical conditions requiring regular personal support available throughout the day; or
- sensory or physical impairment that limits access to the curriculum and normal life of the school without constant adult support, including occasional need for 2:1 staffing; or
- 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 including some 2:1 staffing for hoisting etc;
- implementation of individual programmes under the direction of the teacher with some specific teaching input;
- access to appropriate therapy inputs and staff to deliver programmes;
- staff with skills in Braille and sign as necessary (or willing to learn);
- small teaching groups for parts of the day;
- a staffing ratio of 1:1 for parts of the day in order to meet specific needs and support inclusion (extensive use of 1:1 support is not encouraged);
- curriculum broken down in to small steps including within the P levels.

BAND 4

In addition to previous lists, this includes pupils with:

- complex learning difficulties and/or other significant needs such as medical, physical, behavioural, social, sensory, communication and interaction. It is expected that pupils will have difficulties in a number of areas of need; or
- profound and multiple learning difficulties with significant care needs; or
- challenging behaviours linked to learning and social communication difficulties; or
- behavioural, emotional and social needs linked to mental health difficulties.

Schools will be expected to arrange provision such as:

- sensory stimulation;
- high level of production of materials for pupils with sensory needs as well as requiring some support for mobility around the school site;
- curriculum broken down in to small steps often 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 other parts of the day;
- a high level of experienced supervision during breaks and lunchtimes;
- individual programmes often within the pupils home using interactive online learning leading to integration in to small groups.

BAND 5

In addition to previous lists, this includes pupils with:

- an inability to function at all in a large class group situation; or
- persistent and frequent challenging behaviour which requires regular physical intervention or specialist support; or
- highly complex, profound and multiple learning difficulties encompassing a number of areas eg medical, physical, sensory; or
- high dependence on adult support for all areas; or
- 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

In addition to previous lists, this includes pupils with:

- profound sensory impairment (may not have learning difficulties) eg blind and/or profoundly deaf as well as profound physical disability; or
- multi sensory impairment ie blind and deaf; or
- social communication difficulties with severe learning difficulties and challenging behaviour; or
- significant sensory processing difficulties;
- an inability to cope consistently in any group settings.

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

In addition to previous lists, this includes pupils with:

- extremely challenging behaviour unable to cope in a school setting; or
- extremely complex learning difficulties requiring a high level of 1:2 staffing but not all day ie able to manage with periods of 1:1 staffing.

Schools will be expected to arrange provision such as:

- individual programmes which could include off site activities leading to gradual reintegration in to a school setting;
- learning through creative activities with a high level of adult support;
- 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;
- a high level of contact with parents/carers and other professionals eg therapists to ensure a consistent approach with agreed targets.

BAND 8

In addition to previous lists, this includes pupils with:

- severe learning and/or mental health difficulties combined with extremely challenging or aggressive behaviour which may be 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 1:2 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.

APPENDIX A

As at April 2013 the agreed top up rates for the different bands in different settings are as follows:

BAND	SETTING	TOP UP FUNDING pa	TOTAL FUNDING approx.	NOTES
Band 1	Mainstream	Nil	£10,000	16 hours a week
Band 2	Mainstream	£2,000	£12,000	20 hours a week
Band 2A	Mainstream	£4,000	£14,000	25 hours a week
Band 3	Mainstream	£6,000	£16,000	30 hours a week
Band 4	Mainstream	£10,000	£20,000	40 hours a week
Band 5	Mainstream	£14,000	£24,000	50 hours a week
Band 6	Mainstream	£18,000	£28,000	60 hours a week
Band 2	Resource	£4,000	£14,000	
Band 3	Resource	£9,000	£19,000	
Band 4	Resource	£14,000	£24,000	
Band 5	Resource	£19,000	£29,000	
Band 6	Resource	£24,000	£34,000	
Band 2	Littledown School	£10,000	£20,000	
Band 3	Littledown School	£15,000	£25,000	
Band 4	Littledown School	£20,000	£30,000	
Band 5	Littledown School	£25,000	£35,000	
Band 6	Littledown School	£30,000	£40,000	
Band 7	Littledown School	£40,000	£50,000	
Band 8	Littledown School	£50,000	£60,000	
Band 2	Haybrook College	£6,000	£16,000	
Band 3	Haybrook College	£11,000	£21,000	
Band 4	Haybrook College	£16,000	£26,000	
Band 5	Haybrook College	£21,000	£31,000	
Band 6	Haybrook College	£26,000	£36,000	
Band 7	Haybrook College	£36,000	£46,000	
Band 8	Haybrook College	£46,000	£56,000	
Band 2	Arbour Vale School	£5,000	£15,000	
Band 3	Arbour Vale School	£10,000	£20,000	
Band 4	Arbour Vale School	£15,000	£25,000	
Band 5	Arbour Vale School	£20,000	£30,000	
Band 6	Arbour Vale School	£25,000	£35,000	
Band 7	Arbour Vale School	£35,000	£45,000	
Band 8	Arbour Vale School	£45,000	£55,000	

Please note that the top up values are different in different settings due to the per place funding available:

- Element 1 (approximately £4,000) and Element 2 (£6,000) in mainstream;
- £10,000 per commissioned place in resource bases but the mainstream school does not receive the Element 1 funding;
- £10,000 per commissioned place in special schools but economies of scale for both Millside and Arbour Vale in comparison to Littledown.