

Dedicated Schools Grant: High Needs Block 2015-16

Funding held by Cambridge Education (for passing to schools and delivering services to settings for children)

With each of these funding streams it is recommended these continue in 2015-16

Budget Code/Title	2015-16 Budget £	Description of the budget	Budget Manager
Support for Inclusion			
M406 Funding for pupils in mainstream schools through support made available through Littledown School	109,940	This funding goes to Littledown Special School to support outreach provision to maintain children with social, emotional and behaviour difficulties in local mainstream schools of parental preference.	Robin Crofts
M166 Hard to Place Protocol	267,000	This is funding allocated to schools to support entry into school of those hard to place. This is a very useful arrangement to secure placements which are sustainable. The secondary Fair Access Protocol is currently under review with the primary to follow. This Protocol determines how funding is allocated to schools.	Tony Browne
M430 Vulnerable Children	61,700	Support for vulnerable groups (attendance, school refusers, teenage pregnancy, teenage parents, gypsies, travellers and Roma, young people with medical needs, young carers, weaknesses with social and emotional competencies, developmental and learning difficulties) and assisting with closing the gap between their achievement and that of their peers. Funding is available within the Integrated Support Service and School Services and Access for this purpose. This funding contributes to staffing costs across the team with a clear remit of focusing time and resources on these areas.	Tony Browne and Christine Edden

F191 Early Years Inclusion	70,000	Funding for Advisory Teachers to cover early years private, voluntary and independent (PVI) sectors in identification, assessment, intervention, prevention support and advice.	Rachel Cartwright
F321 and F235 Access to Education	42,600	This funding is predominantly for the School Access Officer who arranges education for hard to place and excluded pupils, including travellers, Roma, non-attenders, school refusers etc The Access Officer seeks to avoid the breakdown of pupil places in school, and acting as a broker to re-engage pupils at the same school or facilitate managed moves to other schools of parental preference. This funding also includes the monitoring and assessment of home education which is a statutory requirement, currently shared across the Attendance Team with commissioned support from a school.	Tony Browne
SEN Support Services			
M410 Support for children with autism	185,730	This funding covers the cost of team members to provide outreach information, advice, guidance, support and training to all Slough schools supporting the inclusion of children and young people with autism as indicated in the service level agreement.	Christine Edden
M460 Support for children with special educational needs	399,300	To fund SEN specialist teachers and early years specialist support workers. This area is undergoing changes at the moment as it moves towards providing a consultant model of support and challenge to address educational standards and closing the achievement gap. M461 (62,300) is to provide support for children with learning difficulties and disabilities through the Children's Centres provision, including family support. M462 (118,000) is support, advice and training through the early years advisory service for children with learning difficulties and disabilities. These team members are engaged with assessment provision and also do home visiting. M460 (218,200) is support, advice and training for schools through advisory teachers.(This area of work is undergoing a period of transition from direct assessment and support for pupils in schools to a model which places greater emphasis on a strategic approach to SEND in schools. This will result in a reduction in the assessment of pupils and	Christine Edden Rachel Cartwright

		direct support, alongside an increase in strategic work around: identification, assessment, (early) intervention; advice; preventative work; professional development and training; systemic work: considering the profile, organisation and structure of SEND within the school; schools fulfilling statutory requirements around SEND, accessibility and equality issues; the place and status of SEND within the Senior Leadership Team; supporting governors understanding of SEND and fulfilling responsibilities around appropriate reporting on the school's website and reporting to parents; SEND developments within the school; and the inclusive culture, environment and practice.)	
SEN Transport			
M413 SEN Transport	40,000	To provide transport mainly for under 5s with substantial SEN to access specialist provision from an early stage of development. This is to give children a high quality early start in receiving special help to reduce greater difficulties during their development and a reduction in later costs.	Tony Browne

1,176,270