

Suffolk County Council

CONSULTATION ON CHANGES TO SUFFOLK HIGH NEEDS FUNDING

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INTRODUCTION

The requirement to improve our high needs funding systems is an objective within the 2017-20 SEND Strategy for Suffolk which grew out of the feedback from the December 2016 Area Inspection.

Over the last six months a review of high needs funding across Suffolk has been taking place. The drivers that have caused this review were:

- the increasing pressure on high needs block funds
- the increasing number of children and young people needing to leave Suffolk's local provision to be supported in the independent non-maintained sector
- a recognition that funding rates for individual learners vary significantly depending on where they were educated
- a lack of clarity from providers and parents about how the high needs funding system works
- a perception of bias and lack of transparency and accountability.

This consultation aims to address these issues with a suite of proposals that aim to establish a simpler, clearer and more equitable funding system for children and young people with Special Educational Needs and/or Disabilities.

Funding for high needs children and young people's education comes from the high needs block of the Dedicated Schools' Grant. Suffolk is one of the lowest funded local authorities for education in England. It is therefore essential that we use the funding from the high needs block as effectively as possible to have the greatest benefit to the highest number of learners. This consultation document is designed to gather as much input as possible from across the education system in Suffolk.

Co-production lies at the heart of the 2014 Children and Families Act. Although this is more usually viewed through the lens of working with parents, carers and children and young people, Suffolk County Council believe that it should extend more broadly to all stakeholder relationships. The proposals contained in this consultation document, particularly the development of a single universal banding system and the process for allocating funds which sit at the heart of the proposed funding reforms, have, therefore, have been developed in partnership with a range of providers primarily through the Schools' Funding Forum High Needs Group. **Please note that the values shown in the consultation are purely indicative at this stage. Following the outcome of the consultation, further work will be done to agree the actual funding values for the banding system.**

Your contribution to this consultation and the development of a revised high needs funding policy is very welcome. Recent SEND consultations have lent considerable insight into the process and had a demonstrable impact on the final outcome. SEND

Strategy consultation for example refined our understanding of appropriate outcomes and measures for CYP with SEND.

1. SCOPE

1.1 This consultation paper will be of particular interest to all education providers, schools, colleges, academies etc. who get funding from Suffolk County Council. It will also be of interest to the pupils who access these providers, their families, and other stakeholders.

1.2 The reforms set out in this consultation paper affect all education providers including

- nurseries and early years settings,
- mainstream schools and academies,
- Further Education and 6th Form Colleges,
- Special schools (including special academies and free schools funded in Suffolk)
- pupil referral units and alternative provision academies
- private training providers
- Independent non-maintained schools and colleges
- Suffolk County Council commissioned Specialist Support Centres run in mainstream schools and academies

and all other types of provision who are funded in whole or in part through the high needs block of the dedicated schools' grant (DSG). This includes special school and alternative provision provider funding allocations as well as high needs top up funding (element 3 funding) in mainstream and further education providers.

1.3 The scope of the consultation and proposed reform is significant. However, there are a number of policies currently operating in Suffolk which are not in the scope of the consultation. Unless a direct reference is made to a particular policy in this document it has not been considered as part of this consultation process.

2. BACKGROUND: The Current Picture in Suffolk

2.1 The high needs block of the dedicated schools' grant for Suffolk was £49m in 2017/18. Of this over £30 million is spent on either element 3 funding or placements in independent non-maintained schools. It is the £30m that forms the scope of these funding reform proposals.

2.2 Currently the money provides top up funding for approximately:

- 2000 pupils in mainstream schools (£3.87m)
- 430 pupils in alternative provision including pupil referral units (£6.35m)
- 1000 pupils in special schools, (£7.42m)
- 360 learners in the further education and post 16 sector (£2.79m)
- over 230 placements in independent non-maintained schools (£10.4m)

2.3 These numbers account for approximately 4% of the total school age cohort in Suffolk. The vast majority of these children and young people will have a statement of special educational needs or Education, Health and Care (EHC) plan, although top up funding currently is available to children and young people without an EHC plan or statement where there is evidence of need. This will continue to be the case following the proposed reforms.

How the high needs funding system works

The high needs funding system has two main components: core funding and top-up funding.

Core funding

This is allocated to institutions in a number of ways, including:

- mainstream school and academy budgets, derived from the DSG schools block and the pre-16 local funding formulae
- funding allocated to post-16 providers, including mainstream schools and academies, and Further Education (FE) institutions, Independent Learning Providers (ILPs) and Specialist Post 16 Providers (SPIs), through the 16 to 19 national funding formula (sometimes called element 1) alongside place funding of £6,000 (sometimes called element 2 in post-16 settings)
- £10,000 per place, depending on the institution and place type (see the table at paragraph 54 below), which is drawn from the high needs block

The core funding is paid either by local authorities (for maintained schools and PRUs) or by ESFA.

Top-up funding

This is allocated by local authorities to institutions from their high needs budgets and is sometimes known as element 3. Top-up funding is paid from the high needs

budget of the local authority in which the pupil or student is resident or to which they belong. If the cost of providing for a pupil with high needs is more than allocated through the core or place funding, the local authority will allocate the institution this additional top-up funding to enable a pupil or student with high needs to participate in education and learning.

Local authorities should work with providers in their area (particularly mainstream schools and academies, early years settings and further education institutions) to ensure there are clear processes for allocating top-up funding. Although many pupils and students receiving high needs funding will have EHC plans, local authorities have the flexibility to provide high needs funding outside the statutory assessment process for all children and young people with high needs up to the age of 19. The statutory assessment process is therefore not the sole means of securing additional support for children and young people with SEND. This doesn't replace the statutory right for institutions, parents or young people to request an EHC assessment, but should provide local authorities with greater flexibility in meeting the costs of additional support for those with high needs incurred by institutions. Information about these processes should be published, for example in the local offer of SEND services and provision.

Core funding and top-up funding by institution

The following table sets out how high needs provision is funded in different types of provider for both pre and post-16 students for the 2018 to 2019 academic year.

	Pre-16	Pre-16	Post-16	Post-16
Type of provision	Core funding	Top up funding (real time)	Core funding	Top up funding (real time)
Mainstream schools, mainstream academies and mainstream free schools	Included within the per-pupil funding through the local schools funding formula. The first £6,000 of additional support costs is delegated within school budget and academy grant derived from local	Agreed per-pupil top up paid by commissioning local authority	Element 1 (based on 16 to 19 national funding formula) plus element 2 (£6,000) based on the number of places to be funded	Agreed per-pupil top-up paid by commissioning local authority

	Pre-16	Pre-16	Post-16	Post-16
	schools funding formula			
SEN units and resourced provision in mainstream schools, academies and free schools	A combination of per-pupil funding through the local schools funding formula, plus £6,000 per place for those occupied by pupils on roll, and £10,000 per place for the remainder of places to be funded	Agreed per-pupil top-up paid by commissioning local authority	Element 1 (based on 16 to 19 national funding formula) plus element 2 (£6,000) based on number of places to be funded	Agreed per-pupil top-up paid by commissioning local authority
Maintained special schools, special academies, special free schools, and non-maintained special schools	£10,000 per place based on number of places to be funded	Agreed per-pupil top-up paid by commissioning local authority	£10,000 per place based on number of places to be funded	Agreed per-pupil top-up paid by commissioning local authority
Nursery schools	Per pupil funding through the early years funding formula. The place funding system doesn't operate in 0 to 5 year only settings	Agreed per pupil funding paid by commissioning local authority	N/A	N/A
Independent schools	Place funding system doesn't operate in independent schools	Agreed per-pupil funding paid by commissioning local authority	Place funding system doesn't operate in independent schools	Agreed per-pupil funding paid by commissioning local authority
Maintained pupil referral units, AP	£10,000 per place based on number	Agreed per-pupil top-up paid by	Element 1 (based on 16 to 19	Agreed per-pupil top-up paid by

	Pre-16	Pre-16	Post-16	Post-16
academies and AP free schools	of places to be funded	commissioning school or local authority	national funding formula) plus element 2 (£6,000) based on number of places to be funded	commissioning local authority
FE institutions, special post 16 institutions and ILPs	N/A	N/A	Element 1 (based on 16 to 19 national funding formula) plus element 2 (£6,000) based on number of places to be funded	Agreed per-pupil top-up paid by commissioning local authority

2.6 Additional detail and information on the national funding formula for high needs children and young people for all provider types can be found in the [“High Needs Funding: Operational Guide 2017 to 2018”](#) available of the Education Funding Agency website.

2.7 The current system for funding high needs provision in Suffolk is both complex and unclear. Although the funding guidance from the Education and Skills Funding Agency is followed and the Schools’ Forum plays a key part of the oversight and decision making for high needs funding, local decisions and mechanisms would benefit from closer alliance. The table in figure 1. Shows the current equivalencies and funding rates for CYP accessing high needs Element 3) funding.

Current Band					Current Top Up Funding Value			
Early Years	Mainstream	Alternative Provision	Further Education	Special Schools	Early Years	Mainstream (SSCs = 25%)	Further Education	Special School
Mainstream	Mainstream	Top up funding per place in AP providers uses the methodology/	Mainstream	Place Plus Funding	£0	£0	£0	Place Plus funding
SEN Support	SEN Support	TB- (where TB= total budget; P= place funding; and N= commissioned places) There are no bandings for additional need applied	Additional Support	5	£0	£0	£0	£1969-£7089
			1				£2,000	
Complex	1		2	4	£23.33ph	£750	£4,000	£2672-£8856
	2		3	3	(£1049.85 max)	£2,000	£6,000	£3306-£10956
Complex/ Severe	3		4	2	£36.67ph (£1650.15 max)	£4,000	£8,000	£3949-£13087
Severe	4		5	1	£50ph (£2250 max)	£6,000	£10,000	£4565-£15128
	OOO independent	OOO independent	OOO independent	6				£9888-£13275
				OOO independent				Individually commissioned in excess of £25,000 total

Figure 1: current high needs banding systems in Suffolk

- 2.8 It is clear from the table in figure 1 that there is little commonality in the current banding arrangements across provider types. In addition, there is little relationship between the levels of funding associated with a given level of need. This situation has led to confusion amongst parents, carers and professionals about what a fair level of funding for a child or young person is. Moreover the 2013 funding reforms were designed to move high needs funding and in particular special school funding to a more individual led rather than institution led system. The inconsistency of funding levels for similar types of needs across Suffolk goes against the principles for these reforms.
- 2.9 The funding ceiling in all the current banding systems has been a disincentive to both special and mainstream schools from developing bespoke packages of support for those extremely vulnerable children and young people who currently and increasingly have to access provision out of county in the independent, non-maintained sector. This outcome is not always in the best interests of the child or young person nor does it support the council's duty set out in the code of practice to ensure value for money.
- 2.10 The current system of funding for high needs in Suffolk has not only stifled innovation but has also led to a situation where a significant number of bespoke and discrete funding arrangements have had to be put in place across a range of providers. It is intended that by establishing a clearer and

fairer funding system it will be possible to move away from these arrangements unless a learner has needs of the highest level. This will have the additional benefit of allowing improved sufficiency planning through a clearer understanding of need within a given area or provider.

3. PRINCIPLES

- 3.1 The proposals set out in this consultation paper are designed to create a clearer, simpler high needs funding policy for Suffolk that is more easily understood by parents, carers and professionals across the system. They are designed to simplify the existing funding banding systems in operation in Suffolk into a single, universal banding system which is inclusive of all children and young people aged 0-25 so that a better understanding of that child or young person's needs can be gained.
- 3.2 The proposals put forward a set of reforms that will allow providers to better understand the thresholds between bands and offer some example strategies to support these. In addition, the process for accessing high needs funding will be made simpler for providers and easier to administer, freeing up capacity to be reinvested in front line delivery.
1. **Equality** - In line with the national funding principles these proposals are based on the principle that funding should be based on learner need. In short this means that a child in Ipswich and a child in Lowestoft, for example, should receive the same level of funding for the same level of need in the same type of provision. (It must be recognised however that different types of provider have differing needs and these should rightly be taken into account as with other funding policies)
 2. **Transparency** – high needs funding policy should be clear and easily understood.
 3. **Value for Money** – The policy should support efficient use of public funds, making administration as streamlined as possible while ensuring that providers have access to funding in a timely manner
 4. **Innovation** – High needs funding should support growth and innovation from Suffolk providers, allowing children and young people to be supported as close to home as possible and within a mainstream environment wherever this is practicable and desirable.
 5. **Stability** – In a time of significant funding restraint and challenge any funding reform must be done in partnership with providers and ensure that providers are supported through transition into the new funding arrangements. This should be seen in addition to the minimum funding

guarantee which provides some budget protection for like for like places.

6. **Equality of opportunity** – In a time of funding constraint we must appreciate that HNB funding spent on one child is not available for anyone else. Therefore, it is vital that all children and young people accessing high needs block funding have their needs met equally.
7. **Inclusion** – As a principle and in line with the statutory duty laid out in the Education Act 2005 Suffolk believes that although there will always be a very few children and young people whose special educational needs and/or disabilities require highly bespoke special provision, wherever practical and desirable children and young people should be supported to achieve within a mainstream environment. Where this is not possible, appropriate specialist provision as close as possible to their local community should be supported.

4. A UNIVERSAL HIGH NEEDS BANDING SYSTEM FOR ALL CHILDREN AND YOUNG PEOPLE IN SUFFOLK

- 4.1 The cornerstone of the proposals to reform high needs funding policy in Suffolk is the move to a single universal banding system for all children and young people in Suffolk.
- 4.2 Currently the amount of high needs funding a child or young person receives is determined by their level of need depending on what type of provision they are attending. This system has grown and developed organically and with little focus on ensuring consistency of funding or clarity of level of need across provider types.
- 4.3 As noted in section 2, the table in figure 1 shows the current equivalencies and funding rates for CYP accessing high needs (element 3) funding.
- 4.4 It is clear from the table in figure one that there are significant disparities in the levels of funding both between and within providers types (special school/further education). In addition the number of different bands and descriptors used to allocate an appropriate level of funding means that it is confusing for both parent/carers and professionals to understand the needs of a particular child or young person.
- 4.5 Each type of provision currently use bands based on descriptors around additional, complex and severe needs although there is little commonality between the understanding of these descriptors across the system.

Proposal

- 4.6 It is proposed to move to a single “universal” banding system for all children and young people in Suffolk 0-19 (25 with SEND). This will replace all the existing banding systems and better place parents and professionals to clearly see what level of need a child or young person has.
- 4.7 It is proposed to have nine bands running from A (for those requiring no additional support) to I (for very vulnerable CYP requiring highly significant specialist support and bespoke provision packages usually unavailable from within the local offer).
- 4.8 The work to develop the bands has been led by a working group of head teachers, Special Education Needs Co-ordinators (SENCOs) and SEND professionals and overseen by the high needs group of the Schools’ Funding Forum. Figure 2 shows the high level descriptors for the bands and how it is proposed that they relate to types of provision and the expectation of an EHC plan.

Universal Band	Description of Need	Record Keeping	High needs funding normally required	ILLUSTRATIVE Top Up Band Value (not including place funding or SEN Support)
Band A	<p>I can cope well with my progress and my achievement is in line with my peers. My needs can be met within mainstream differentiated learning.</p> <p>I learn in line with the expectations of other children my age. Although I may need some differentiation through quality first teaching I am able to meet or exceed progress and achievement in line with national norms</p>	Normal monitoring and record keeping by class teacher	NO	£0
Band B	To keep up with children in my age group I need to take a bit longer to understand concepts and may need additional support to work effectively in groups. My needs can be met within mainstream differentiated learning	Monitoring by class teacher and SENCO. May require specialist advice or consultation.	NO	£0

Band C	<p>I may not be working consistently at the level of my peers, but I am likely to achieve/exceed expected levels of progress with support. My engagement will be enhanced through curriculum differentiation, changes to schemes of work materials and recording.</p> <p>I may require personalised teaching throughout the curriculum with access to some small group and or individualised learning. Outreach services or adaptations to learning materials/differentiation of learning resources may be required to help me reach my potential.</p>	Regular detailed monitoring by SENCO. May require specialist advice or consultation. Records of additional costs should be kept.	YES	£1500* (Illustrative value only)
Band D	<p>I may demonstrate substantial difficulties or a combination of significant difficulties in accessing learning in a mainstream environment. I potentially require intensive teaching and learning approaches to address specific needs.</p> <p>I may require modification of my attainment targets and access arrangements for assessment of progress. I may find it challenging to be able to achieve in line with my peers and my potential might be better realised in a specialist setting</p>	Costed provision map developed and regularly monitored, input from other agencies required.	YES	£3300* (Illustrative value only)
Band E	I have an assessed or definable level of need as identified in the SEND code of practice 2014 and I will need additional specialist support. I am very likely to have an EHCP (or need to be referred for assessment).	Costed provision map in place. Regular (half termly) monitoring and review. Child centred annual review.	YES	£5500* (Illustrative value only)
Band F	<p>I have an assessed or diagnosed level of need as identified in the SEND code of practice 2014. And the associated specialist support advice and guidance.</p> <p>I will require specialist support even within a specialist setting and I will have an EHCP which clearly identifies the specialist support needed.</p>	Costed provision map in place. Regular (half termly) monitoring and review. Child centred annual review.	YES	£8200* (Illustrative value only)
Band G	<p>I have needs which are severe and significant but they are clearly defined and can be met within a specialised education setting.</p> <p>My needs have an impact on my functioning beyond my education setting and include my ability to engage in the community.</p>	In addition to above: progress monitored at every stage. In addition, wellbeing will be consistently monitored.	YES	£10,500* (Illustrative value only)

Band H	I have exceptional difficulties which may be permanent and currently have a significant impact on my ability to engage with my education setting and community. My needs require a highly personalised approach to teaching and learning through a range of bespoke specialist support.	In addition to above: regular multi-agency reviews required to monitor progress.	YES	£13,000* (Illustrative value only)
Band I	I have severe and complex needs which require highly specialised settings, staffing and facilities, not usually found as part of the local offer. My needs are bespoke and have severe impact on functioning in any education setting and in the community.	As Band H	YES	<£16,000* (Illustrative value only)

- 4.9 The detail of levels of need within each band are currently receiving further development. In order to demonstrate the proposed layout and type of detail being added, a complete set of detailed band descriptors are contained in Annex A. The detailed descriptors align the bands within the four SEND areas of need set out in the Code of Practice. These are cognition and learning; speech language and communication; social emotional and mental health; and sensory and physical needs.
- 4.10 While the overall descriptors are written as “I” statements the detail around strategies and levels of support and intervention required are based around practice models. This is designed to strike a balance between accessibility and a child centred approach with the specific needs of professionals who are required to put in place the necessary provision. As far as possible however, the proposed descriptors adhere to current good practice and do not specifically associate a level of need with Teaching Assistant (TA) or Learning Support Assistant (LSA hours)..
- 4.11 The values shown against each band in figure 2 are based on initial modelling work undertaken to date. The methodology is contained in Annex 2. However, there is ongoing work throughout December – February to check the assumptions of the modelling and the appropriateness of the band values. This is being done through the current mediation process for allocating bands as an opportunity to also notionally allocate one of the new proposed universal bands. By mid-December therefore it will be possible to see whether the descriptors are written so as to support effective mediation and also the money attached to each band is appropriate to the level of need it describes.
- 4.12 The possibility of using a weighted pupil number has been explored in order to establish a ratio between each band. This in effect would mean that it is agreed that a band H learner always attracts double the place funding of a band C learner. Any movement in the value of the bands, therefore, (for

example as the reliance on independent provision reduces and more money is available for local schools) will always be equitably allocated.

5. ALLOCATING FUNDING TO BANDS (including modifiers for different provider types)

- 5.1 The methodology for the value proposed for each band is set out in Annex B below.
- 5.2 It is proposed to set the band values at the same rate across all school types, mainstream, special, alternative provision, and across key stages 1-4 at a consistent level. This stays true to the principle of funding following the learner (section 3).
- 5.3 However, it is proposed to set out some exceptions for early years and further education providers in recognition of the significantly different funding mechanisms that support their provision.
- 5.4 Post 16 provision has a lower number of guided learning hours required to make up a “full time” curriculum. This often manifests itself in timetables being over three or four days per week rather than the five days found within schools. It is therefore proposed to fund FE bands at 75% of the top up band value. Although the majority of further education providers offer a three-day curriculum which suggests a 60% value, the 75% figure has been reached as an acknowledgement that further education providers do face some fixed establishment and staffing costs which could not be met at a 60% pro rata.
- 5.5 Early years settings have a fundamentally different system of allocating high needs funding based on an hourly rate. It is proposed to exempt settings funded through the early years system from these reforms until September 2020 in order to allow them to fully embed across compulsory education and post 16. However, it is proposed to move early years foundation stage into the universal banding system continuing to use an hourly rate equivalent for each band.

6 PROTECTING INCLUSIVE MAINSTREAM PROVIDERS (SEN targeted support)

- 6.1 Currently in Suffolk there is a formula designed to protect mainstream schools who have a significant number of pupils accessing high needs (element 3) funding. This is in order to recognise that the factors used to make up the

notional SEN element of a schools' allocation do not always align with the levels of need in a given school. In 2017 £410,000 of high needs funding was budgeted for SEN targeted support.

6.2 The current formula used in Suffolk to allocate this money to schools is both complex and in some instances fails to fairly address the funding pressure felt by mainstream schools with high numbers of high needs pupils. As part of this consultation it is proposed to change this formula so that the £410,000 of high needs funding in this budget can be more effectively targeted.

6.3 SEN targeted support in Suffolk is based on a threshold of high need pupils in receipt of Local Authority top up funding, using the Autumn Term High Tariff Needs Funding Moderation return data and October school census number on roll data. Suffolk has set the threshold of high needs pupils to pupils on roll at 5%. Where a school has more than 5% of its pupils accessing high needs (element 3) funding an additional payment is made to the school at the rate of £6000 for each pupil over the 5% threshold. See below for examples on how targeted funding would be applied.

6.4 Example 1:

- A primary school with 19 high needs pupils (in receipt of Top Up funding) and 170 pupils on roll at the October 2016 census would receive the following:
 - 19 pupils as a percentage of 170 = 11.1% - Less 5% threshold = 6.1%
 - October 2016 pupil count (170) x 6.1% = 10.37 pupils
 - 10.37 pupils x £6,000 = £62,220 per year additional support (or £20,740 per term)

6.5 Example 2:

- A secondary school with 34 high needs pupils (in receipt of Top Up funding) and 576 pupils on roll at the October 2016 census would receive the following:
 - 34 pupils as a percentage of 576 = 5.9% - Less 5% threshold = 0.9%
 - October 2016 pupil count (576) x 0.9% = 5.18 pupils
 - 5.18 pupils x £6,000 = £31,080 per year additional support (or £10,360 per term)

6.6 The current arrangements for targeted support are not clearly understood by schools. Moreover, the current system in Suffolk means that it is possible that a provider is required to evidence spend in excess of their notional SEN budget on just those pupils who attract high needs funding. (For example, school D has a notional SEN budget of £56,000 and 203 pupils on roll and has 10 pupils who are in receipt of high needs funding. Expected school spend prior to high needs funding is £60,000 (10 x £6,000 element 2 funding).

However, as the number of high needs pupils is less than 5% of the school roll they receive no targeted support.

Proposal

- 6.7 It is proposed to change the current formula which supports inclusive mainstream school to ensure that all schools are equally well supported to deliver appropriate provision to pupils with SEND. The proposed system aims to be simpler and clearer and will recognise that mainstream providers with a high number of high needs pupils, but only receiving a small notional SEN budget due to the characteristics of their intake, face particular financial challenges in meeting the needs of SEND pupils.
- 6.8 The proposal will not affect any schools funding allocation. It is simply a new formula to look at more fairly distributing the £410,000 of high needs funding currently used to support inclusive mainstream school's.
- 6.9 The new system would be based on the percentage of a schools notional SEN budget that is required to be used in support of those pupils in receipt of additional high needs funding.
- 6.10 It is proposed that the maximum level of a school's notional SEN budget that is expected to be spent on pupils accessing element 3 funding is set at an initial rate 70%. (The funding for this will come from the current funding level of SEN Targeted Support.)
- 6.11 Examples:**
1. School A has a notional SEN budget of £130,000. It has 20 pupils in receipt of high needs funding. The total expected in the funding formula for that school to evidence in support of those pupils is £120,000 (20 x £6,000). $120,000/130,000 = 92\%$ School A would therefore **receive an additional £40,400** to give them a total notional SEN support budget of £170,400. ($120,000/170,400 = 70\%$)
 2. School B has a notional SEN budget of £36,000. It has 3 pupils in receipt of high needs funding. The total expected in the funding formula for that school to evidence in support of those pupils is £18,000 (3 x £6,000). $18,000/36,000 = 50\%$. School B would therefore not receive any targeted SEN Support.
- 6.12 The benefit of the proposed system is that it allows schools in areas of low deprivation to still accommodate pupils with high needs without it impacting on their overall funding. This is intended to create an incentive to support Suffolk schools to be as inclusive as possible and allow smaller rural schools to cater for their local community without destabilising their funding.
- 6.13 It is proposed to implement this new formula from September 2018. As noted in paragraph 6.8, this will not affect any school's funding allocation.

7. FUNDING FOR SPECIAL SCHOOLS AND ALTERNATIVE PROVISION.

- 7.1 This section refers to proposals for place funding and commissioning arrangements within Suffolk's special schools and alternative provision and other specialist settings. It applies only to those providers who are funded entirely from within the high needs block of the dedicated schools grant.
- 7.2 The basis for allocating funds to providers will be grounded in the practice and principles of the High Needs Operational Funding Guidance 2018/19.
- 7.3 The current arrangements for agreeing and commissioning specialist places in the further education sector will remain as they stand currently and are not affected by these proposed reforms.
- 7.4 From 2018/2019 it is proposed to move to a place funding and commissioning system that is consistent across both special schools and AP providers including PRUs.
- 7.5 The commissioning requirements of the council will be determined by an understanding of historical requirements and the place planning set out in the SEND Sufficiency Plan. Place numbers by level of need will be agreed between providers and Suffolk County Council on an annual basis.
- 7.6 Funding will be based on a lagged system where the number of FTE places funded in year 2 will be based on the number of actual FTE places required in year 1. However, in line with guidance there will be an annual agreement between the commissioning authority and each provider to allow for exceptions to be made in cases where exceptional growth or shrinkage are expected.
- 7.7 Exceptional circumstances are proposed to be defined as plus or minus 5% of the provider's cohort or 5 FTE places whichever is the lower.
- 7.8 Although the operational funding guidance allows for reductions in top up rates where the total number of commissioned places have not been required, it is not proposed to use such a system in Suffolk in order to maintain the principles of simplicity and transparency.

7.9 An example of how the commissioning process will look in practice is contained in the table below. In the example “A Suffolk School” is a special school that works with more complex needs pupils. The school therefore does not have any pupils from bands C or D and the majority of its cohort are in the top two bands. The number of commissioned places agreed reflects as far as practicable multiples of the number of pupils expected to be in a class of that need level (12 per class at bands D and E, 8 per class for band F and 6 per class for bands G and H).

A Suffolk School				
Band	ILLUSTRATIVE BAND VALUE	No of Commissioned places per Band	Place funding at £10,000 per place	Top up funding
BAND C	£1500	0	0	0
BAND D	£3300	0	0	0
BAND E	£5500	12	£120,000	£66,000
BAND F	£8200	32	£320,000	£262,400
BAND G	£10500	24	£240,000	£252,000
BAND H	£13000	48	£480,000	£624,000
TOTAL		116	£1,116,000	£1,204,400
			Total place funding	£2,320,400

7.10 Where providers have reached the total commissioned places for the year but are required to take pupils in excess of their place numbers (having been named in an EHCP as the most suitable provider) they will be paid the top up rate associated with the high need band identified in the EHCP or through the fair access process.

7.11 Where providers' intake is within the total commissioned place numbers, but the numbers of pupils across the bands is not in line with the places agreed funding will be realigned in the following year. Thus, the basis for agreeing place funding for year 2 is the actuals a provider had in year 1.

7.12 The commissioning of places for PRUs/AP will take into account the maximum level of need and the transitory nature of their intake. This is in recognition of the fact that they are required to provide for significantly

different types of need at different times of the year and there is little consistency in their cohort needs.

- 7.13 As has been stated in section 4 above, it is not proposed as part of these reforms to suggest varying the value of each band for different key stages. Therefore, commissioning of places is not proscriptive across key stages giving providers and the commissioning authority maximum flexibility.

8. FUNDING FOR RESIDENTIAL SPECIAL PROVISION

- 8.1 There is a small amount of residential provision funded within Suffolk's Special Schools and an alternative provision provider. Current funding arrangements for CYP accessing special school residential provision are that they are funded at a specific residential banding irrespective of their needs. (This is band 6 shown in fig 1 above.)
- 8.2 It is proposed to move residential provision outside of the universal banding system so that the banding system remains a clear and concise codification of the child or young person's level of need.
- 8.3 Work is currently underway to establish the best way to take forward the work of reforming the funding of residential provision within Suffolk. A separate consultation and set of funding proposals will be taken to the Schools' Forum in 2018 and will be aligned to the principles set out in this paper.

9. DUAL PLACEMENT FUNDING

- 9.1 Dual placements arise where a pupil is on roll in two separate schools. This is usually a special school and a mainstream school. Dual placements arise to allow pupils who have a specific set of needs to access both more intensive pastoral, specialist support and broader more demanding curriculum. They are often used in support of transition arrangements.
- 9.2 Funding for dual placements in Suffolk is paid by the special school the child is enrolled at a flat rate of £1000 per term for each day of the week the pupil spends at their mainstream school.
- 9.3 This arrangement leads to situations where the special school can be paying out significant amounts to support placements (up to £12,000 per year). The

current formula does not take into account either the needs of the mainstream school or the funding given to the special school.

9.4 It is proposed that the funding for dual placements be reformed to mirror the principles of the universal banding system. From September 2019 it is proposed to use a pro rata of the top up funding to support any dual placements.

9.5 These changes do not affect the current arrangements in place to support children who attend PRUs/AP academies but remain on the roll of another provider (dual registration).

9.6 Example 1:

A child at band 4 who has moderate learning disabilities and is dual placed between a special school and a mainstream school for 2 days and 3 days respectively.

Currently Special School A will receive £10,000 place funding plus a top up rate of £2672 for a band 4 pupil. This gives a total of £12,672 place funding. Special School A then pays the mainstream school £1000 per day per term = £9,000 (3 days per week x 3 terms).

In the proposed model Special School A would potentially receive £15,500 for the pupil but will be required to pay the mainstream school 3/5 of the top up band value (one fifth per day of the week) or £3300

9.7 Example 2:

A child in band 2 with significant physical and personal needs and learning difficulties who is dual placed between the Special School B and a mainstream school for 4 and 1 days respectively.

Currently Special School B receive £10,000 place funding plus a top up rate of £15,128 for a pupil in band 1. This give a total place funding of £25,128. Special School B will then pay the mainstream £3000 (1 day per week X 3 terms).

In the proposed new model Special School B will potentially receive £10,500 for the pupil but will be required to pay the mainstream school 1/5th of the top up value or £2100

10. FUNDING FOR SPECIALIST SUPPORT CENTRE (SSC) PROVISION

- 10.1 As part of Suffolk's inclusive and graduated spectrum of provision for children and young people with special needs a number of mainstream schools and academies are commissioned to host specialist units. These units are to support pupils with a range of additional needs including moderate learning difficulties, hearing impairment, visual impairment and speech language and communication needs.
- 10.2 Units are currently funded at a flat rate of £10,000 per learner plus 25% of the appropriate mainstream high needs band where applicable. The additional funding is determined through the mainstream High Tariff Needs Moderation process.
- 10.3 In line with the principle of funding needs rather than types of provision that is central to this consultation it is proposed to move the funding of pupils in commissioned SSC provision in line with other provider types. This would remove the pro rata rate for SSC pupils so that they receive 100% of the banding rate in future.
- 10.4 In addition, nationally the funding for such units is changing from April 2018 with schools and academies receiving their pupil led funding plus £6000 through the schools' funding formula in future rather than a flat £10,000 per pupil rate. This is part of the national funding changes and not subject to Suffolk Schools' Forum policy or this consultation.
- 10.5 It is recognised however that this change will impact on those schools and academies that host SSCs and the proposal put forward will help to support schools who may be adversely affected by this national policy change as well as creating a simpler, fairer, and more equitably funded system for high needs in Suffolk.
- 10.6 The proposal will however place an additional funding pressure on the high needs block of circa £80,000 based on the current profile of learners in SSC provision. This will out of necessity have a marginal effect to the overall funding available to other providers.

11. POLICY IMPLIMENTATION SCHEDULE

- 11.1 The scope and level of the proposed high needs funding reforms has the potential to destabilise existing provision and support for vulnerable children

and young people in the county. It is important therefore that the implementation of the proposed reforms (following appropriate consultation) be clear, planned and well understood.

11.2 The timetable below sets out the proposed dates for implementation of the proposed reforms

FUNDING REFORM DEVELOPMENT AND IMPLIMENTATION TIMELINE	
DATE	ACTION
June to October 2017	Joint development of High Needs Band descriptors.
September 2017	1st draft funding reform consultation document to High Needs Group
October 2017	2nd draft funding reform consultation document to High Needs Group
November 2017	<ul style="list-style-type: none"> • Pre-consultation with PRU and Special Heads • Joint moderation and band testing
November 2017	Final Draft Consultation to Schools' Forum
December 13th 2017 – February 9th 2018	Broad Consultation: <ul style="list-style-type: none"> • Survey Monkey/online • Individual meetings • Group work
December 2017 – January 2018	Further refinement of detailed band descriptors
January 2018	Consultation to SEND Programme Board
February 2018- March 2018	Provider meetings
February 2018- March 2018	Response to consultation, high needs band testing and policy development
April 2018	Policy proposals to Schools Forum High Needs Group
April 2018	Policy proposals to Schools' Forum
ACTIONS BELOW ARE SUBJECT TO FORUM APPROVAL OF REFORMS	
April 2018	Indicative Allocations against new high needs bandings issued to Providers
September 2018	Universal Banding System comes into force for those who receive place funding plus top ups from the high needs block (eg. mainstream schools and further education)
September 2019	Funding allocations based on new policy for Special Schools and AP/PRU and other specialist settings that receive 100% of their funding through the high needs block.
September 2019	Transitional Protection arrangements begin
September 2019	Universal banding system comes into force for early years settings
August 2024	Transitional protection period finishes

12. TRANSITIONAL SUPPORT ARRANGEMENTS

- 12.1 The high needs block of the dedicated schools grant continues to be under considerable pressure and modelling work undertaken to date suggests that this pressure will not be fully addressed by the new national funding formula coming in for 2018/19. Therefore, the proposed funding reform in Suffolk must live within the current funding available. Suggesting a more transparent and equitable funding system will not increase the overall place funding available, rather it will distribute it in accordance with learner need rather than provision.
- 12.2 Because of this it is important to note that the higher the level of transitional protection offered to schools who may lose out, the longer it will take for the full benefits to be realised for those providers who gain.
- 12.3 The move to a funding system for high needs based on funding following the learner through a single banding system for all Suffolk CYP will inevitably have an impact on the funding that each provider receives. However, in order to cushion the rate of change that some providers may face, a suite of transitional protections is being proposed. These are designed to build upon the funding protection set out nationally.
- 12.4 National funding guidance puts in place a protection for providers called the minimum funding guarantee (MFG). The MFG for 2018/19 states that like for like place funding in any school cannot be less than -1.5% of the previous year's funding rate per place. Further information about the MFG including example of how it operates in practice can be found in the 2017/18 High Needs Funding Operational Guidance.
- 12.5 In order to allow sufficient time for Suffolk schools and providers to adjust to the new high needs funding policy it is proposed to stick to the national MFG and not apply to the Education Skills Funding Agency (ESFA) for a derogation. In addition, it is proposed to guarantee to hold to the current MFG rate even in the event that nationally MFG is adjusted or removed altogether.
- 12.6 Practically that means that it will take between five and seven years before all transitional arrangements are completed and the new funding system is fully implemented.

13. EVIDENCE REQUIREMENTS

- 13.1 In order to determine the appropriate level of support required by each child or young person Suffolk County Council officers currently request and gather a range of evidence from providers, parents, and assessments from SEND professionals.
- 13.2 It is proposed to have a single suite of evidence requirements for applications for both an EHCP and applications to access High Needs funding. The evidence requirements for both an application for an EHCP and application for high needs funding have the same basis although a higher evidential threshold is required for an ECHP to be issued.
- 13.3 The evidence set for accessing high needs will comprise
- High Needs Funding Application Form
 - Individual learning Plan
 - A costed provision map demonstrating targeted support over the previous four terms
 - A succinct pen picture of the child/young person, detailing their needs, targets/outcomes to meet the needs, and a rationale for funding.
 - A copy of the EHC Plan (if the child or young person has one) and the last Annual Review/Annual Person Centred Review
 - It is likely that a pupil with this level of need will also have a school based support plan and this should also be included with evidence of review.
- 13.4 Early years providers, Schools and FE colleges are able to apply for element 3 funding (“Top Up”), even if the child does not have a Statement or an EHC Plan. **However**, only Element 3 funding granted by the LA for a child/young person with an EHC Plan can be classed as a personal budget. If the child/young person does not have a EHC Plan the Element 3 funding granted is a support cost and not eligible as a personal budget.

ANNEX A

Detailed High Needs Banding Descriptors

Universal Band	Description of Need	Record Keeping	High needs funding normally required	ILLUSTRATIVE Top Up Band Value (not including place funding or SEN Support)
Band A	<p>I can cope well with my progress and my achievement is in line with my peers. My needs can be met within mainstream differentiated learning.</p> <p>I learn in line with the expectations of other children my age. Although I may need some differentiation through quality first teaching I am able to meet or exceed progress and achievement in line with national norms</p>	Normal monitoring and record keeping by class teacher	NO	£0
Band B	To keep up with children in my age group I need to take a bit longer to understand concepts and may need additional support to work effectively in groups. My needs can be met within mainstream differentiated learning	Monitoring by class teacher and SENCO. May require specialist advice or consultation.	NO	£0
Band C	<p>I may not be working consistently at the level of my peers, but I am likely to achieve/exceed expected levels of progress with support. My engagement will be enhanced through curriculum differentiation, changes to schemes of work materials and recording.</p> <p>I may require personalised teaching throughout the curriculum with access to some small group and or individualised learning. Outreach services or adaptations to learning materials/differentiation of learning resources may be required to help me reach my potential.</p>	Regular detailed monitoring by SENCO. May require specialist advice or consultation. Records of additional costs should be kept.	YES	£1500* (Illustrative value only)
Band D	<p>I may demonstrate substantial difficulties or a combination of significant difficulties in accessing learning in a mainstream environment. I potentially require intensive teaching and learning approaches to address specific needs.</p> <p>I may require modification of my attainment targets and access arrangements for assessment of progress. I may find it challenging to be able to</p>	Costed provision map developed and regularly monitored, input from other	YES	£3300* (Illustrative value only)

	achieve in line with my peers and my potential might be better realised in a specialist setting	agencies required.		
Band E	I have an assessed or definable level of need as identified in the SEND code of practice 2014 and I will need additional specialist support. I am very likely to have an EHCP (or need to be referred for assessment).	Costed provision map in place. Regular (half termly) monitoring and review. Child centred annual review.	YES	£5500* (Illustrative value only)
Band F	I have an assessed or diagnosed level of need as identified in the SEND code of practice 2014. And the associated specialist support advice and guidance. I will require specialist support even within a specialist setting and I will have an EHCP which clearly identifies the specialist support needed.	Costed provision map in place. Regular (half termly) monitoring and review. Child centred annual review.	YES	£8200* (Illustrative value only)
Band G	I have needs which are severe and significant but they are clearly defined and can be met within a specialised education setting. My needs have an impact on my functioning beyond my education setting and include my ability to engage in the community.	In addition to above: progress monitored at every stage. In addition, wellbeing will be consistently monitored.	YES	£10,500* (Illustrative value only)
Band H	I have exceptional difficulties which may be permanent and currently have a significant impact on my ability to engage with my education setting and community. My needs require a highly personalised approach to teaching and learning through a range of bespoke specialist support.	In addition to above: regular multi-agency reviews required to monitor progress.	YES	£13,000* (Illustrative value only)
Band I	I have severe and complex needs which require highly specialised settings, staffing and facilities, not usually found as part of the local offer. My needs are bespoke and have severe impact on functioning in any education setting and in the community.	As Band H	YES	<£16,000* (Illustrative value only)

*** The values shown against the bands in this table are for illustrative purposes only and are subject to revision. They have been derived by desktop modelling and are liable to change as the bands are moderated against actual children and young people already in provisions. Feedback from the consultation may also affect the final value allocated to a band.**

BAND A

Description:

I can cope well with my progress and my achievement is in line with my peers. My needs can be met within mainstream differentiated learning.

I learn in line with the expectations of other children my age. Although I may need some differentiation through quality first teaching I am able to meet or exceed progress and achievement in line with national norms

CURRICULUM AND SUPPORT REQUIREMENTS

I learn in line with the expectations of other children my age. Although I may need some differentiation through quality first teaching I am able to meet or exceed progress and achievement in line with national norms.

Cognition and Learning:

- The child or young person occasionally needs some targeted support to facilitate the development of phonological awareness with quality first teaching.
- Child or young person is usually able to listen and attend to instructions/activities in most contexts appropriate to their level of development or age.
- On most occasions has the capacity to filter out and listen to instructions.
- Usually Motivated and achieving age appropriate levels of engagement and achievement.

Social Emotional Mental Health

- Takes part in positive social activities.
- Usually follows expectations for behaviour and conduct within their education setting.
- Is able to/ capable of accepting boundaries set within the education environment.
- Is aware of own strengths and weaknesses and has a positive self-image.
- Has high confidence as a learner.

- Is able to take constructive feedback about their work and effort.
- Demonstrates positivity in most areas with resilience to cope with challenges and problems.
- Has awareness of their own feelings and has a range of strategies to manage them appropriately.
- Express positive and negative feelings appropriately (verbally and non-verbally)
- Is able to make and maintain age appropriate relationships with their peers and adults and friendships within their peer group

Communication and interaction

- Speech and language skills within the normal range of development.
- May have a mild delay in language or speech sound development, however this usually does not have an effect on curriculum access or social inclusion in the future.
- Language and speech may be mildly delayed in line with other delayed areas of attainment.
- There may be minor idiosyncrasies surrounding the learner's communication skill development.
- Has an awareness of personal safety in line with broad age expectations.
- The young person's response to sensory information or stimulations are within age expectations.

Sensory, Physical and medical

- Person is physically well and moves around independently.
- Able to access activities on offer independently (in line with broad age expectations)
- Self help skills are thought to be in line with their chronological age.
- On occasion the learner may need some differentiated materials which allow them to access all areas of the curriculum and take into account physical or sensory impairment.
- With prescribed sensory equipment (eg. Glasses, hearing aids) learner is usually able to access all areas of the curriculum.
- May have a medical condition but does not require monitoring or extra support beyond the learner's established healthcare plan.

BAND B

Description:

To keep up with children in my age group I need to take a bit longer to understand concepts and may need additional support to work effectively in groups. My needs can be met within mainstream differentiated learning

CURRICULUM AND SUPPORT REQUIREMENTS:

- **This level of support is available within the resources held by the school and without the need for an EHC plan.**
- **Schools will be able to provide targeted individual support in specific areas of need**
- **Please visit Suffolk Local Offer website for further information on what schools are expected to deliver with SEN Support funding.**
- **The School will be required to show that they have followed relevant professional advice and used their own resources to meet a learner's needs. In the first instance, reviewing the success of such programmes and making appropriate adjustments when necessary.**
- **This support is additional to that which is normally available across the school.**

Cognition and Learning:

- A tailored support offer is provided which may include:
 - Strategies in place to support access to the curriculum or personal development
 - Modification of curriculum delivery, resources and materials
 - Assistance with recording within the curriculum
 - Small group interventions
- Access to specialist advice for school staff on how to enable full access to the curriculum and/or input to provide support for identified curriculum or skill areas
- For Early Years Foundation Stage (EYFS) of the curriculum is well defined in small steps and additional support should be more readily available.

- **Social Emotional Mental Health**

Strategies including support to develop one or more of the following as applicable:

- Appropriate social skills - self awareness
- Empathy and awareness of the needs of others
- Ability to maintain attention
- Emotional regulation
- Coping strategies for dealing with difficult situations
- Independence in a learning environment

For example this may include:

- Strategies including support to focus on difficulties at unstructured times which may impact on safety
- Support to develop a sense of danger and skills for personal safety.
- Individualised support programmes as advised by an appropriate specialist teacher or educational psychologist or other specialist professionals.
- Access to a Key Worker at times of transition or an integrated home-school support plan

Communication and interaction

Strategies in place to enhance the communication environment. For example this may include:

- Visual strategies
- Assistive or Alternative and Augmentative Communication (AAC) may be needed to encourage and support communication
- identified staffing support to ensure understanding of instructions and tasks and to modify language support to develop attention and concentration skills-

Speech & language therapist advice or input from staff with relevant expertise.

Sensory, Physical and medical

Strategies in place to support, implement and/or reinforce professional programmes and health care plans. For example this may include:

- Guidance/strategies and some support to develop self-help and independence skills
- Some modification of resources and materials which may include the use of multi-sensory strategies
- Support to develop fine and gross motor skills

Specialist external or qualified specialist teacher advice and occasional input. Such as HI,VI, OT or Physio

BAND C

Description:

I may not be working consistently at the level of my peers, but I am likely to achieve/exceed expected levels of progress with support. My engagement will be enhanced through curriculum differentiation, changes to schemes of work materials and recording.

I may require personalised teaching throughout the curriculum with access to some small group and or individualised learning. Outreach services or adaptations to learning materials/differentiation of learning resources may be required to help me reach my potential.

CURRICULUM AND SUPPORT REQUIREMENTS

Cognition and Learning:

These learners have cognitive and intellectual impairments which have an effect on their ability to actively engage with the parts of the school day without support. Typically, learners require some enhanced pupil/adult ratio so that they can receive specific support, supervision and interventions in order to make expected progress, and/or they need to work within a small group for a proportion of the day.

Typically you might expect:

- Learning difficulties requiring some modification of the curriculum and regular adult support for its delivery in order to make expected progress. (This includes regular access to ICT and specialist resources required to support learning)
- Some additional support to generalise skills learned across curriculum contexts.
- Some Explicit teaching of routines and interpersonal skills in order to facilitate their inclusion in addition to academic learning attainments.
- Some Additional supervision at break/lunch times because of delayed interpersonal skills and limited understanding in relation to safety and behaviour
- Some Support/supervision for personal care.
- Some Advice from an appropriately qualified professional for setting staff on how to enable full access to the curriculum and evaluate progress.)
- Some access to specialised equipment to access teaching and learning.

Social Emotional Mental Health

Typically learners require some enhanced pupil/adult ratio so that they can receive specific support, supervision and interventions in order to make expected progress, and/or they need to work within a small group for a proportion of the day. They may have no additional learning needs or learning needs maybe impacting upon their behaviour and progress.

Typically you might expect:

- Some support for appropriately mediating their behaviour to facilitate curriculum access.
- Some planned intervention to increase on task behaviour and reduce distractibility
- Some structured teaching of the skills of emotional literacy, social interaction, including conflict resolution, to in order to enable them to make and sustain constructive relationships with adults and/or peers.
- Some specific support because of their limited awareness of their responsibility for their behaviour and/or disruption of other children's learning.
- Some specific support because of their limited awareness of their responsibility for their behaviour and/or others.
- Some adult support maybe required to deal with incidents where emotional distress and/ or unregulated behaviour can put themselves or others at risk.
- Some advice and input from specialist teacher and/or professional(s) with the relevant specialist expertise.

Communication and interaction

Typically learners require some enhanced pupil/adult ratio so that they can receive specific support, supervision and interventions in order to make expected progress, and/or they need to work within a small group for a proportion of the day.

Exhibit some rigid behaviours and/or intense "special interests" and have difficulties with social communication including developing relationships with others

Typically you might expect:

- Advice from an appropriately qualified professional for setting staff on how to enable full access to the curriculum and evaluate progress.
- Some support, as advised by a speech and language therapist, or other appropriately qualified professional, with understanding and expressing themselves appropriately (this may include the use of additional techniques such as regular use of visual supports in order to access the curriculum and make expected progress.
- Some Alternative and augmented communication methods, in order to allow them access to the curriculum, commensurate with their cognitive skills e.g. non-verbal skills may be in line with national expectations.
- Limited verbal communication skills requiring regular support with understanding (e.g. use of sign or symbols) and recording in order to access the curriculum and make expected progress.
- A modified curriculum which includes a structured language and communication programme with support from a trained adult.

- Some specific support strategies, delivered by appropriately trained staff, in order that they engage with the curriculum and can make expected progress.
- Some specific interventions to facilitate these skills in order to develop social competence and emotional well being.

Sensory, Physical and medical

Typically learners require some enhanced pupil/adult ratio so that they can receive specific support, supervision and interventions in order to make expected progress

Typically you might expect:

- Some Small group interventions
- Some advice from an appropriately qualified professional for setting staff on how to enable full access to the curriculum and evaluate progress.
- Some-adaptations to the environment e.g. ramps, toilets, quiet carpeted areas.
- Appropriate training for staff in manual handling and/or personal care as required
- Some Additional support to enable the pupil to be safely monitored and supported with self-administering medication e.g. medical conditions may include epilepsy and asthma.
- Some staff are trained appropriately to react to medical emergencies.
- Learners may need some access to adapted furniture, technical aids, ICT and specialist materials.
- Access to some specialised equipment and some support to access teaching and learning.

BAND D

Description:

I may demonstrate substantial difficulties or a combination of significant difficulties in accessing learning in a mainstream environment. I potentially require intensive teaching and learning approaches to address specific needs.

I may require modification of my attainment targets and access arrangements for assessment of progress. I may find it challenging to be able to achieve in line with their peers and my potential might be better realised in a specialist setting

CURRICULUM AND SUPPORT REQUIREMENTS

Cognition and Learning:

These learners have cognitive and intellectual impairments which have an effect on their ability to actively engage within school without regular support. Typically, learners need regular, additional time from a range of adults in order to implement specific support strategies so that they can make expected progress They may make frequent demands for support because of their learning/behavioural difficulties and/or because of their dependency on adults for their self-help/care needs. The additional needs should be considered long term.

Typically you might expect:

- Learning difficulties requiring regular modification of the academic and social curriculum and regular appropriately trained adult support for its delivery in order to make expected progress.
- Limited understanding of language and limited expressive communication requiring regular support with alternative communication strategies in order to access the curriculum and make expected progress.
- Regular daily teaching of self-help, independence and interpersonal skills
- Carefully planned inclusion to access all curriculum areas
- Requires additional resources such as appropriate furniture or adapted toilet facilities.
- Regular advice from an appropriately qualified professional for setting staff on how to enable full access to the curriculum.
- Regularly Requires specialised equipment to access teaching and learning.

Social Emotional Mental Health

Typically learners may require regular enhanced pupil/adult ratio for some activities so that they can receive specific support, supervision and interventions in order to make expected progress, and/or they need to work within a small group.

Typically you might expect:

- Regular specialist advice for setting staff on how to enable full access to the curriculum and evaluate progress.
- Regular support for appropriately mediating their behaviour to facilitate curriculum access, increase time on task and reduce distractibility.
- Regular structured support and appropriately differentiated tasks to address an additional learning need that may impact upon their behaviour.
- Regular adult support to reduce/ deal with incidents where emotional distress, anxiety and/or impulsive behaviour can put themselves or others at risk
- A key worker assigned to work regularly with the pupil to plan and review targets, build on successes and create meaningful links with home.
- Carefully planned inclusion to access all curriculum areas.

Communication and interaction

Typically learners require regular enhanced pupil/adult ratio so that they can receive specific support, supervision and interventions in order to make expected progress, and/or they need to work within a small group. They may make regular demands for support because of their learning/behavioural difficulties and/or because of their dependency on adults for their self-help/care needs. Exhibit some rigid behaviours and/or intense “special interests” and have difficulties with social communication including developing relationships with others

The additional needs should be considered long term.

Typically you might expect:

- Careful planning &-regular adult support to access learning and social curriculum.
- Regular advice from an appropriately qualified professional for setting staff on how to enable full access to the curriculum and evaluate progress.
- Regular, additional time from a range of adults in order to implement specific support strategies so that they can make expected progress.
- Regular modification of language content of all subjects
- Alternative and augmented communication methods, supported by an appropriately trained adult, in order to allow them access to the curriculum, commensurate with their cognitive skills e.g. non-verbal skills may be in line with national expectations.
- An environment with the focus on visual support systems such as use of pictures & visual timetables in order to make expected progress
- A high level of structure & routine to reduce stress & anxiety, which might manifest itself in “acting out” behaviour or “withdrawn” behaviour, and could otherwise be a barrier to making expected progress.

- Regular planned support to develop social understanding and/or to address sensory needs.
- Carefully planned inclusion to access all curriculum areas

Sensory, Physical and medical

Typically learners need regular, additional time from a range of adults in order to implement specific support strategies so that they can make expected progress.

Typically you might expect:

- Careful planning & regular adult support to access the learning and social curriculum-
Regular, additional time from a range of adults in order to implement specific support strategies so that they can make expected progress.
- Regular specialist advice for setting staff on how to enable full access to the curriculum and evaluate progress.
- Regular adult support required to use mobility aid e.g. wheelchair
- Regular support to enable the pupil to be safely monitored and supported with self-administering medication e.g. medical conditions may include epilepsy and asthma.
- Trained staff to provide regular support for manual handling and/or transfers and personal care.
- Specified adult support to enable access to and adaptation of the curriculum.
- Support with communication related to physical disability.
- Additional needs in one or more other area e.g. mobility, coordination and/or perception, behaviour requiring regular adult support
- Adult support to ensure safety and/or facilitate social interaction with peers during break and lunchtimes.
- Additional staffing and accessible transport for curriculum trips.
- Therapy, as advised by appropriate professional/s e.g. OT, physiotherapist.
- Carefully planned inclusion to access all curriculum areas
- Specialised equipment and support to access teaching and learning.

BAND E

Description:

I have an assessed or diagnosed level of need as identified in the SEND code of practice 2014 and I will need additional specialist support. I am very likely to have an EHCP (or need to be referred for assessment).

CURRICULUM AND SUPPORT REQUIREMENTS

Cognition and Learning:

These learners have significant cognitive and intellectual impairments which have an effect on their ability to actively engage with the majority of the school day, without frequent support. Typically, these learners require frequent specific interventions on a daily basis from a range of adults in order to make expected progress. This progress is likely to be made in small steps in their primary area of need. They may be frequently unable to interact appropriately with other learners and staff due to learning, communication and/or social difficulties.

Typically you might expect:

- Frequent modification of the academic and social curriculum and frequent appropriately trained adult support for its delivery in order to make expected progress.
- Frequent support with alternative communication strategies in order to access the curriculum and make expected progress.
- Frequent additional needs in one or more other area e.g. mobility, coordination and/or perception, behaviour requiring specific adult support.
- explicit teaching of self-help, independence and interpersonal skills
- Carefully planned inclusion opportunities, supported by additional adult support
- Additional resources such as appropriate furniture and adapted toilet facilities, and/or access to therapeutic resources e.g. soft play, music therapy or hydrotherapy.
- Frequent advice from an appropriately qualified professional for setting staff on how to enable full access to the curriculum and evaluate progress
- Ongoing multi-professional support and advice for planning, reviews and to evaluate progress in relation to the education setting and some family support
- Learners may have additional health needs.

Social Emotional Mental Health

Typically these learners require frequent interventions from a range of adults in order to make expected progress. On occasion they struggle to interact appropriately with other learners and staff without appropriate support. They are likely to experience exclusion or isolation from learning for a variety of reasons for example persistent disruptive behaviour or high levels of anxiety.

Typically you might expect:

- Frequent individual teacher planning and adult support to access the learning and social curriculum.
- Frequent support and advice for appropriately mediating their behaviour to facilitate curriculum access and regular intervention from team members in order to manage and reduce the frequency of serious incidents.
- Appropriate curriculum differentiation and structured support, commensurate with cognitive skills, to provide prompting to start and maintain on task behaviour for most of the school day.
- Frequent specific additional supervision to address an additional learning need that may impact upon their behaviour.
- Frequent specialist support to address their social and emotional needs and anxieties.
- Carefully planned inclusion opportunities, frequently supported in part by an additional adult.
- A key worker assigned to work frequently with the pupil to plan and review targets, build on successes and create meaningful links with home.

Communication and interaction

Typically learners require frequent enhanced pupil/adult ratio so that they can receive specific support, supervision and interventions in order to make expected progress, and/or they need to work frequently within a small group. They make frequent demands for support because of their learning/behavioural difficulties and/or because of their dependency on adults for their self-help/care needs. Exhibit rigid behaviours and/or intense “special interests” and have difficulties with social communication including developing relationships with others

The additional needs should be considered long term.

Typically you might expect:

- Careful teacher planning and frequent adult support to access the learning and social curriculum.
- Frequent specific interventions on a daily basis from a range of adults in order to make expected progress.
- Frequent advice from an appropriately qualified professional for setting staff on how to enable full access to the curriculum and evaluate progress.
- Frequent support with mediated communication strategies to reduce anxiety and facilitate curriculum access in order to make expected progress.
- Carefully planned inclusion opportunities, supported frequently by additional adult support
- Frequent additional supervision by a trained adult in order to maintain safety within playground and social times
- Frequent support to assist cognitive development and develop attention skills and/or distract from repetitive activity.

- Frequent planned support to develop social understanding and skills particularly at times of major life changes.

Sensory impairment, Physical and medical

Typically these learners require frequent specific interventions on a daily basis from a range of adults in order to make expected progress. This progress is likely to be made in small steps in their primary area of need. They may be frequently unable to interact appropriately with other learners and staff due to learning, communication and/or social difficulties.

Typically you might expect:

- Careful teacher planning & frequent adult support to access the learning and social curriculum-
- Frequent advice from an appropriately qualified professional for setting staff on how to enable full access to the curriculum and evaluate progress.
- Frequently reliant on adult support for moving, positioning, personal care, eating and drinking e.g. require use of hoist.
- Use communication aids e.g. symbol support or other technical aids, which require preparation and frequent support for use.
- Long term significant medical condition requiring ongoing medical intervention and monitoring.
- Frequently monitored and reviewed health care plan (involving appropriate regular advice from medical professionals).
- Additional staffing and accessible transport for curriculum trips, with relevant risk assessment
- Specialised equipment and frequent support to access teaching and learning.
- Blocks of therapy, as advised by appropriate professional/s e.g OT, physiotherapist.
- Long term therapy support, implemented in school, as advised by a range of therapists e.g. Occupational therapist, physiotherapist, speech and language therapist.
- An additional need, in another area which requires specific planned support e.g. sensory impairment or learning difficulty.

BAND F

Description:

I have an assessed or diagnosed level of need as identified in the SEND code of practice 2014. And the associated specialist support advice and guidance.

I will require specialist support even within a specialist setting and
I will have an EHCP which clearly identifies the specialist support needed.

CURRICULUM AND SUPPORT REQUIREMENTS

Cognition and Learning:

These learners have significant cognitive and intellectual impairments which have a significant effect on their ability to actively engage with any of the school day.

They are likely to present with significantly challenging behaviour and/or significant physical needs and will require significant adult support throughout the day. They will need interventions for a significant amount of the time to facilitate communication and support physical and/or medical and/or behavioural needs.

Typically you might expect:

- An individually designed, delivered and monitored academic and social curriculum in order to make expected progress.
- Significant support with alternative communication strategies.
- Carefully planned inclusion opportunities, supported by significant adult support
- A high adult/pupil ratio to facilitate significant support throughout much of the school day to enable access to the curriculum and support with communication development and meeting social, emotional, physical and sensory needs and/or ensuring safety.
- Additional and different resources and specialised equipment, such as appropriate furniture and adapted toilet facilities, and access to therapeutic resources, sensory rooms.
- Specific support (e.g. staff trained in de-escalation techniques) to manage severe and challenging behaviour which can pose additional risk to themselves, other learners and staff.
- Ongoing multi-professional support and advice for planning, reviews and to evaluate progress in relation to the education setting and significant family support

Social Emotional Mental Health

Typically these learners have complex needs which will require significant adult support from a range of adults in order to make expected progress. They are likely to require a significant amount of planning to manage their access to learning. They may be frequently unable to interact appropriately with other learners and staff.

Typically you might expect:

- An individualised plan for learning in order to make progress against agreed outcomes.
- Ongoing multi-professional support and advice for planning, reviews and to evaluate progress, in relation to the education setting and/or family support.
- Significant support throughout the school day which may require high levels of intervention from members of the team.
- Significant support for appropriately mediating their behaviour to facilitate curriculum access.
- Significant intervention and/or advice for staff from appropriately trained professionals.
- Carefully planned inclusion opportunities, supported by additional adult support
- A specific management plan and that includes highly structured interventions to manage inappropriate behaviour (including sexualised behaviour).
- Access to additional therapy or intervention.
- Significant access to small teaching groups to deliver an appropriately individualised curriculum to address additional learning needs, reduce distractibility and facilitate completion of tasks in order to make expected progress.
- An identified member of staff assigned to work daily with the pupil to plan and review targets, build on successes and create meaningful links with home.

Communication and interaction

Typically these learners have complex needs which require significant adult interventions to actively engage will the select day & significant time to facilitate alternative communication and support physical and/or medical and/or behavioural needs.

Typically you might expect:

- A individually designed curriculum in order to make expected progress.
- Ongoing multi-professional support and advice for planning, reviews and to evaluate progress and in relation to the education setting and/or family support.
- Significant support with mediated communication strategies to reduce anxiety and facilitate curriculum access in order to make expected progress.
- Significant adult support in order to access the curriculum and meet emotional, social and personal needs.
- Staff will need to be able to use appropriate communication approaches to encourage making independent choices and initiating communication.

- Significant Additional adult support on a daily basis to support safety where they have put themselves and/or peers and /or staff at risk of physical harm
- A managed environment to support the pupil's needs with highly predictable routines in small groups with specific individual activities or a personalised learning environment.
- Access to time out areas, appropriate sensory areas and/or additional therapies.
- Access to ICT and other curricular aids to facilitate progress
- Specifically planned access to targeted mainstream? curriculum areas.
- Carefully planned inclusion opportunities, significantly supported by additional adult support

Sensory impairment, Physical and medical

Typically these learners have complex needs which require significant adult interventions a significant amount of the time to facilitate alternative communication and/or support physical and medical needs. They will require an individually designed curriculum in order to make expected progress.

Typically you might expect:

- Individual teacher planning and significant support to access the academic and social curriculum.
- Ongoing multi-professional support and advice for planning, reviews and evaluation of progress, in relation to the education setting, equipment and/or family support.
- Reliant on significant adult support for moving, positioning, personal care, eating and drinking e.g. require use of hoist.
- Use communication and/or other technical aids, which require preparation and significant support for use.
- Specialised equipment and constant support to access teaching and learning.
- Long term significant medical condition requiring ongoing medical intervention and monitoring.
- Significant monitored and reviewed health care plan (involving appropriate regular advice from medical professionals).
- Carefully planned inclusion opportunities, supported significantly by additional adult support
- Significant staffing and accessible transport for curriculum trips.
- Long term therapy support, implemented in school, as advised by a range of therapists e.g. Occupational therapist, physiotherapist, speech and language therapist.

BAND G

Description:

I have needs which are severe and significant but they are clearly definable and can be met within a specialised education setting. My needs have an impact on my functioning beyond my education setting and include my ability to engage in the community.

CURRICULUM AND SUPPORT REQUIREMENTS

Cognition and Learning:

Typically these learners have complex learning needs which require individualised adult interventions for the vast majority of the time to facilitate communication and support physical and/or medical and/or behavioural needs. These learners have significant cognitive and intellectual impairments and/or physical needs which have an effect on their ability to actively engage with any of the school day without support. They are also likely to present with sensory impairments and/or severely challenging or intense physical difficulties.

Requiring individualised & intense adult support throughout the day.

Typically you might expect:

- A totally individually designed curriculum in order to make expected progress.
- Planning and provision for out of school hours or for a high level of family support and liaison.
- A totally integrated environment with consistent management by teaching and care staff throughout the day.
- A very high adult/pupil ratio to facilitate support for much of the school day to enable access to the curriculum and support with communication development and meeting social, emotional, physical and sensory needs and/or ensuring safety.
- An individualised timetable with emphasis on areas such as stimulation, help to interpret and respond to the environment, exercising choice rather than independence and developing means of communicating with others.
- Carefully planned inclusion opportunities, fully supported by intense adult support
- Total modification of curriculum presentation to reflect sensory and language impairment with modified and specialist learning materials and equipment.
- Enhanced role for specialist staff in working closely with parents and other external staff.
- A physical programme which is incorporated into the whole curriculum and specialist equipment such as supportive seating, tilt table, a hoist for changes of position/transfers.
- Regular access to specialised interactive sensory environments (dark/light etc.) to increase awareness of the environment.

- On call support from trained staff to help meet self-care and manual handling needs, including management of gastrostomy. This will require the availability of a high level of support, as needed.
- Be totally reliant on 1 or more adults for positioning, movement, personal care including eating and drinking e.g. require hoisting, gastrostomy feeding and/or be complex communication aid users e.g. Tellus/Dynavox which require frequent preparation and support for use and/or need specialist adult support to access learning and social interaction in order to make expected progress.
- Specialised equipment and constant support to access teaching and learning.
- A very profound sensory loss necessitating specialist adult support to access communication and the curriculum in order to make expected progress.
- Additional needs in one or more other area e.g. SEMH, PD requiring specific adult support

Social Emotional Mental Health

Typically these learners have complex needs which require individualised adult interventions for the vast majority of the time to facilitate behavioural needs. These learners exhibit severe and challenging behaviour and will therefore require intense support to interact appropriately with other learners and staff.

Typically you might expect:

- A highly individualised plan for learning in order to make progress against agreed outcomes
- Intense and ongoing multi-professional support and advice for planning, reviews and evaluation of progress.
- Intensive planning will be required for provision for out of school hours or for a high level of family support and liaison.
- An intense planned programme of personal and social development and behaviour management, requiring reduced group size and specialist adult contact, which provides a highly predictable routine and structured support for time outside the classroom. Consistency of expectations from all adults involved in the pupil's education.
- Intensive support, throughout the school day, which may require intervention from learner support resources several times a day in order to manage and reduce the frequency of serious incidents.
- Opportunities to experience small group work in areas such as managing conflict, making and keeping friends, awareness of own feelings and those of others, accepting consequences of his/her behaviour.
- An identified member of staff assigned to work daily with the pupil to plan and review targets, build on successes and create meaningful links with home.
- Suitably differentiated and/or modified curriculum to address additional learning needs such as dyslexia, moderate leaning needs, specific language or communication needs, physical or sensory needs.
- A highly structured curriculum which is divided into short "bites" and which capitalises on the pupil's special interests.
- Carefully planned inclusion opportunities, fully supported by additional adult support
- Planned sessions to develop problem solving skills and alternative strategies for dealing with conflict situations.
- Additional external specialist support for the social, emotional and behavioural difficulties they are experiencing.

Communication and interaction

Typically these learners have complex needs which require individualised adult interventions for the vast majority of the time to facilitate alternative communication and support physical and/or medical and/or behavioural needs. Additional sensory, physical and/or medical needs.

Typically you might expect:

- A totally individually designed curriculum in order to make expected progress.
- Frequent and ongoing multi-professional support and advice for planning, reviews and to evaluate progress.
- Planning and provision for out of school hours or for a high level of family support and liaison.
- Regular contact with a speech and language therapist, or other appropriately qualified professional, and liaison between them and school staff to share information and to plan short and long-term goals with regard to speech and language development.
- Trained staff to provide structured help to raise confidence and self-esteem, increase concentration and independence, communicate more effectively and understand social/behavioural norms (may include issues related to self-harm or mental health)
- Intense trained adult support in order to access the curriculum and meet emotional, social and personal needs. Staff will need to be able to use appropriate communication approaches to encourage making independent choices and initiating communication.
- Teaching by teachers experienced in teaching learners with high level ASD in small groups throughout the day.
- A planned programme of personal and social development/behaviour management, requiring supported interaction with other children and adults, in groups of small groups throughout the day.
- A consistent learning environment, with secure and explicit boundaries, and a particular emphasis on encouraging interaction with other learners.
- A planned programme of provisions outside of the school day requiring additional adult support.

Sensory impairment, Physical and medical

Typically these learners have complex needs which require individualised adult interventions for the vast majority of the time to support physical and/or medical and/or alternative communication using technical aids.

Typically you might expect:

- A totally individually designed curriculum in to facilitate access.
- Frequent and ongoing multi-professional support and advice for planning, reviews and evaluation of progress.
- Intense management by teaching and care staff throughout the day.
- A very high adult/pupil ratio to facilitate intensive support for much of the school day to enable access to the curriculum and/or support with communication and meeting social, physical and sensory needs and/or ensuring safety.

- Total modification of curriculum presentation to reflect physical and /or sensory and/or communication needs with modified and specialist learning materials and equipment.
- Enhanced role for specialist staff in working closely with parents and other external staff such as physiotherapist, occupational therapist and speech and language therapist, educational psychologist and social worker.
- A physical programme which is incorporated into the whole curriculum and specialist equipment such as supportive seating, tilt table, a hoist for changes of position/transfers.
- On call support from trained staff to help meet self-care and manual handling needs, including management of gastrostomy. This will require the availability of a high level of support support, as needed.
- Learners will:
 - be totally reliant on 1 or more adults for positioning, movement, personal care including eating and drinking e.g. require hoisting, gastrostomy feeding, and/or
 - be complex communication aid users e.g. Tellus/Dynavox which require frequent preparation and support for use.
- Require specialised equipment and constant support to access teaching and learning.

BAND H

Description:

I have exceptional difficulties which may be permanent and currently have a significant impact on my ability to engage with my education setting and community. My needs require a highly personalised approach to teaching and learning through a range of bespoke specialist support.

CURRICULUM AND SUPPORT REQUIREMENTS

Typically these learners have complex needs which require specific adult interventions for the vast majority of the time in order to facilitate alternative communication and support physical and/or medical and/or behavioural needs. They will require a totally individually designed curriculum in order to make expected progress. There will need to be daily multi-professional support and advice for planning reviews and evaluation of progress.

These learners require planning and provision for out of school hours and for a high level of family support and liaison

ALL NEED TYPES

Learners will have and/or require to a greater extent than band G learners some of the following:

- A bespoke plan for learning in order to make progress against agreed outcomes.
- A high level of support for severe/complex physical needs and/or implementing medical programmes or to support learners with degenerative condition or highly challenging behaviour.
- Significant medical issues requiring intervention e.g. severe epilepsy, tube feeding, stoma.
- Access to hydrotherapy and /or music therapy or CAMHS/ or other therapy provision as determined by health and/ or social care as part of an integrated plan
- Individualised provision to meet complex needs
- A high level of support in small specialist teaching groups in order to access all areas of the curriculum and/or to manage challenging behaviour.
- Implementation of multi-disciplinary support for personal care / safety / behaviour management throughout the day.
- Full time individual support for the pupil to access an appropriate individually planned curriculum and to ensure safety. This may be appropriately provided from a specifically trained member of staff
- Be complex communication aid users Individualised programmes of alternative forms of communication including appropriately trained support such as an eye gaze user for communication.
- Individual adaptation to the environment such as ramps and toilets; quiet carpeted areas. Access to lifts and hoists may be required.
- Specialist technical aids
- Staff appropriately trained in manual handling.
- For those with multi-sensory impairment, specialist involvement of Teacher of the Deaf and/ or Qualified Teacher of Visually Impaired for direct work with the pupil and advice for planning, monitoring, evaluating progress and staff training.
- Daily monitoring of pupil progress, and monitoring in line with individual care planning or behaviour planning
- These learners require planning and provision for out of school hours and for a high level of family support and liaison.

BAND I

Description:

I have severe and complex needs which require highly specialised settings, staffing and facilities, not usually found as part of the local offer. My needs are bespoke and have severe impact on functioning in any education setting and in the community.

CURRICULUM AND SUPPORT REQUIREMENTS

These learners' provisions are individually commissioned and funded from the High Needs Block, and placements are in excess of Band 6 costs.

ANNEX B

Methodology for Allocating Funding to Bands

- 1.1 The move to a universal banding system comprising of nine bands from a blend of three different systems inevitably poses some challenge in terms of understanding the overall affordability and impact on individual provider budgets.
- 1.2 The challenges were most evident when looking at the current system of funding special schools since not only do the individual bands have different values, but there is no established ratio or relationship between bands either. The table below shows the existing ratios across the bands for special schools.

BAND RATIOS										
BAND	Sch A	Sch B	Sch C	Sch D	Sch E	Sch F	Sch G	Sch H	Sch I	Sch J
1	181%	232%	300%	232%	232%	213%	232%	230%	100%	100%
2	153%	200%	287%	201%	201%	185%	201%	199%		
3	125%	168%	272%	168%	168%	155%	168%	167%		
4	110%	136%	222%	136%	136%	125%	136%	135%		
5	100%	100%	100%	100%	100%	100%	100%	100%		

Bands	Bandings - 17-18									
	School A	School B	School C	School D	School E	School F	School G	School H	School I	
1	10,558	12,207	9,136	4,565	4,205	10,555	15,128	12,746	12,981	
2	8,964	10,560	8,754	3,949	3,637	9,131	13,087	11,026	11,230	
3	7,323	8,840	8,297	3,306	3,045	7,644	10,956	9,230	9,401	
4	6,438	7,146	6,774	2,672	2,461	6,179	8,856	7,461	7,599	
5	5,840	5,267	3,048	1,969	1,814	4,554	7,089	5,499	5,637	
6	9,888		13,275							

- 1.3 Ratios for mainstream and FE were much simpler as they used similar values to each other. (see fig 1 in main report.)
- 1.4 Therefore, to arrive at the values shown in the band descriptor table a number of planning assumptions were made in order to support the modelling. The alternative to using a set of planning assumptions would be a 100% audit of all 4000 children and young people who attract element 3 funding. This would be both highly resource intensive and time consuming and would have potentially significantly delayed the reforms.
- 1.5 The work is based on the planning assumption that a band 4 child in one special school is broadly of the same level of need as a band 4 child in any

other special school and that this assumption is checked in practice through the annual special school moderation process.

- 1.6 Special school band values were taken at an average in the first instance so that the mean value for each band was gained. This was then mapped against the existing bands. The arrangement of the existing bands was gained by their relationships in current guidance on Suffolk HTNF in the education and learning website and sense checked with SCC officers involved in the funding moderation processes.
- 1.7 Given the limited amount of funding in the high needs block and the growth in complexity at the higher levels of need it was decided to propose raising the entry threshold for high needs funding. Currently band 1 in mainstream attracts £750 per school year and supports approximately 800 pupils. It is proposed to raise this to £1500 (band C in the new structure) which will free up funds to support higher levels of need at the same time as increasing the funding to those pupils who currently sit at the top of mainstream band 1. This has a knock on effect up the bands to band F.
- 1.8 These assumptions were then checked for affordability by looking at the current number of children and young people supported at each band level and the assumed numbers for each of the new bands. As shown in the table below.

BAND	Band Value	Number of CYP affected	Total Per Band	Place Value
C	1500	300	£ 450,000.00	11500
D	3300	839	£ 2,768,700.00	13300
E	5500	899	£ 4,944,500.00	15500
F	8200	250	£ 2,050,000.00	18200
G	10500	213	£ 2,236,500.00	20500
H	13000	615	£ 7,995,000.00	23000
I				26000
	TOTALS	3116	£ 20,444,700.00	
	Current budget for element 3		£ 20,418,039.91	

- 1.9 Bands were then adjusted to maintain ratios and affordability.
- 1.10 Following this the effect of the new bands was been overlaid onto the current cohort of each AP provider and Special School so that the potential effects are known. This information is available to providers on request.
- 1.12 For Suffolk's two Special Free Schools who are still within the ESFA agreed commissioning timetable all pupils are assumed to be in band H
- 1.13 For AP and PRUs pupils are assumed to be in bands F-H for the purposes of modelling.

- 1.14 Using the method of focussing on the ratio between the bands and the level of affordability allows bands C-H to be adjusted upwards as costs of having to rely on INMS providers are reduced. It also demonstrates clearly that there is no money being saved as a result of the proposed reforms.
- 1.15 The final stage is to “stress test” the banding descriptors and the ratios. This will be done throughout the rest of the Autumn term by utilising the existing moderation processes for mainstream schools and special schools. Over this period, the moderation teams will be undertaking moderation against the proposed new bands alongside the existing bands. This will give a 50-100% model for mainstream pupils and a 10% spot check for pupils in special schools. It is important to note that this is notional only and this process will only be used to sense check the new band descriptors, not to allocate any funds.
- 1.16 Due to established timetables the stress test will not be complete at the start of the consultation process. It will be available prior to the end of the consultation however.