

Guidance on funding to support special educational needs and disabilities (SEND) in schools

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This guidance has been co-produced with primary and secondary SENCos, EPCF, ESCAN and SENAS leads.

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1. Introduction

This guidance has been developed to:

- provide transparency to families, early years settings, schools, colleges and health and social care professionals involved in the education, care and support of children and young people with SEND regarding the resources available to support SEND in schools;
- support a graduated approach to identifying and meeting the needs of children and young people (CYP) with SEND as set out in the [Ealing SEND Support Expectations Guidance 2019](#).
- provide guidance on when a request for an Education, Health and Care (EHC) assessment might be needed and how to evidence the additional needs of the CYP, what has been put in place to meet needs at SEND Support, and the impact of this;
- clarify expectations regarding which elements of provision should be funded through each of the 3 elements of funding received by schools:
 - Schools' core funding (School's Block of the Dedicated School Grant – DSG)
 - Schools' notional / delegated SEND Funding (this is not based on the school's actual numbers of pupils with special needs, but on a formula (Schools Block).
 - Top up funding from the Council (High Needs Block – DSG)

A glossary has been provided at the end of the document.

There is no national guidance on what should be funded through the Notional SEND element of a school's budget, and this is not ringfenced. Local Authorities (LAs) delegate budget through their schools' formula to enable schools to meet the majority of CYP's needs without requiring an Education Health and Care (EHC) Assessment and Plan.

The Local Authority can set out guidance on what it expects schools to provide from the notional SEND funding, but schools can choose to spend this element of their budget as they think best to meet the needs of all their children with SEND.

This guidance, alongside the SEND Support Expectations Guidance (2019), sets out Ealing's expectations regarding use of SEND related funding.

2. Core Budget (Element 1)

The Core budget supports **all** pupils at the school. This enables schools to organise and resource the curriculum, teaching and learning for pupils as well as the running costs of the school. Mainstream schools and academies are funded for the following year based on their pupil numbers at the October census point in the previous year.

The amount of funding the school gets allocated varies according to the mix of their pupils' **age** (Key Stage) and **circumstances**. These are referred to as pupil led factors. The part of the budget that is influenced by pupil factors therefore varies across mainstream schools and academies.

The funding values related to age (Basic Entitlement) increase between primary and secondary, and between key stages in secondary.

Funding related to each of their pupils' **circumstances** is also delegated to the school to support them in meeting the range of needs of their pupils. These circumstances have been nationally agreed to reflect factors that may impact on pupils' learning and progress, and so may require some additional support.

The values are different in primary and secondary schools for some factors, with secondary amounts being higher. Pupil Premium is received separately by a school for specific pupils and is not included in these factors.

Schools The circumstances that attract this are listed below:

- deprivation, which includes:
 - have free school meals
 - had free school meals in the last 6 years (Ever 6): amounts are higher in secondary than primary
 - live in an area of deprivation (this is graded A – F according to levels): amounts are higher in secondary than primary
- have English as a second language: amounts in secondary are double those in primary
- mobility (pupils starting school outside normal admission dates): amounts are higher in secondary than primary
- have low prior attainment: amounts are higher in secondary than primary

All mainstream schools and academies will have CYP with additional needs and / or SEND on their roll. The majority will be able to have their needs met through quality first teaching and an inclusive curriculum that meets the requirement to make reasonable adjustments as set out in the Equality Act (2010).

The SEND Code of Practice (2015) sets out that schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

SEND Code of Practice (COP) 2015, 1.24

Quality first teaching is what is expected to be in place for all CYP: the effective inclusion of all pupils in high quality, everyday personalised class teaching that considers the different ways in which CYP learn. The core budget should cover the general running costs of a school and teaching for all pupils; the maintenance of the buildings; resources; equipment and staffing costs. Some of this money is for general SEN provision. This might, for example, include the cost of providing the Special Educational Needs Coordinator (SENCo); the cost of training to support inclusive practice in daily teaching (quality first teaching), including grouping / setting; the cost of most reasonable adjustments, including exam arrangements.

More information on [Quality First Teaching](#) can be found in Ealing SEND Support Expectations Guide

3. Delegated / Notional SEND Funding (Element 2, part of the schools delegated budget)

This element of a school's budget provides funding for provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. The delegated / notional SEND budget varies between schools and is not calculated on the number of CYP identified with SEND at a school.

The local authority is responsible for using a formula that determines the amount of money the school gets. The formula gives more money to schools that have more CYP on free school meals or living in areas of higher deprivation; who have higher numbers of pupils moving into their school in year; have English as a second language; and those who have lower attainment in English and Maths. The school's Notional SEND budget amount is calculated taking into account the factors listed above.

Once identified as requiring SEND Support, schools are expected to follow the process of:

- assessing the CYP's needs so the right support can be identified and put in place (**ASSESS**)
- planning and implementing a range of appropriate measures matched to the CYP's individual needs (**PLAN, DO**)
- keeping these under review and adjusting them according to the CYP's response to the support (**REVIEW**)

Mainstream schools are expected to allocate **up to** £6,000 from their notional SEND budget to make additional educational provision required by a CYP with needs that are in addition to or different from other pupils whose needs can be met through high quality teaching that is differentiated and personalised.

This includes CYP with SEND both with and without an Education, Health and Care Plan (EHCP). This does not mean that the school will spend £6,000 on every child with SEND. Schools may use funds to help groups of CYP, and some children will need less support than this.

In Ealing (2021-22) the notional amount is 3% of the basic per pupil entitlement although there are different weightings against the circumstance led factors. These weightings are set at local authority level and agreed annually.

Schools should use some of their budget to buy resources and make provision for children who need extra help that is in addition to or different from their peers. Support can be provided in a number of different ways and should reflect the 4 areas of need in the SEND Code of Practice and the Ealing SEND Support Expectations Guide - [Broad area of needs](#) (2019).

1. Communication and Interaction
2. Social, Emotional and Mental Health
3. Sensory and Physical
4. Cognition and Learning

The SEN Information Report on the school's website will set out the arrangements for additional support / provision for SEND at the school and should include how they involve [parents / carers](#) and young people in this.

Ealing's SEND Support Expectations Guide provides a range of examples, and additional / different support might include:

- making changes to the curriculum
- buying some specialist resources and equipment, including simple auxiliary aids like a pen grip, additional specialist software that supports spelling, development of resources as advised by peripatetic / advisory staff, e.g. resources in enlarged print or with a coloured overlay.
- buying in advice and / or training from specialist professionals such as educational psychologists, speech and language therapists (SALT) or occupational therapists (OT) (beyond that available through the centrally commissioned funded services).
- arranging staff training related to specific SEND needs of a pupil

- In class support / additional adult capacity to facilitate access to the curriculum and support teaching and learning.
- putting in place opportunities to work in small groups or 1:1 on specific SEND related intervention programmes and support. This may include support delivered through Nurture Group provision that supports the development of social and emotional skills, or access to a mentor or counsellor.
- Developing social stories / comic strip conversations for specific areas of difficulty.
- Restorative justice approaches.
- providing support for CYP at times of specific anxiety, e.g. arriving at school, transitions, and for supporting agreed exit strategies, e.g. leaving a class to access a pre-arranged 'safe place' for the CYP.
- Supporting additional transition arrangements to those in place for all CYP for CYP who need it.

The provision being accessed by a CYP should be set out in their SEND Support Plan which should reflect the process of [Assess, Plan, Do, Review](#)

4. Top Up Funding (Element 3)

The local authority is responsible for managing Top Up funding which is used to make specific provision for an individual CYP. Where a CYP needs more support / provision than that which might be provided through the school's delegated budget, the school can be allocated additional funding.

Requests for an education, health, and care (EHC) assessment and requests for exceptional needs funding will be expected to demonstrate that up to £6,000 of the notional SEND budget has been used to put in place support over time to the CYP, and evidence of the impact of this.

Evidence of implementing the SEND Support Expectations Guide and / or other additional support should be set out in a Provision Map or SEND Support Plan and form part of the request. If a CYP has accessed a specialist group session then the additional cost should be divided by the number of CYP in the group.

The law says that the local authority must find out via an **EHC needs assessment** whether an EHC plan is needed when a child or young person may have SEN that may need the local authority to secure additional SEND provision to meet their needs.

If the CYP needs more support than can be expected from a school, and has not made progress despite the school implementing a range of strategies, programmes and support, including those set out in the [SEND Support Expectations Guidance](#) including following the advice of specialist professionals and making reasonable adjustments, then the school or parent can make a request for an Educational, Health and Care (EHC) Assessment.

'Schools are not expected to meet the full cost of more expensive special educational provision from their core funding. The local authority should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold'. (SEN Code of Practice 2014 (CoP) section 6.99)

In considering whether to carry out an EHC needs assessment, Ealing will take into account a wide range of evidence demonstrating that purposeful action has been undertaken by the educational setting to address the CYP's identified SEN and to remove barriers to learning; and that despite a graduated approach, including the strategies, provision and support set out in Ealing's SEND Support Expectations Guidance, the CYP has not made or may not make adequate progress.

The SEND Code of Practice (2015) sets out the evidence that should be considered:

- The views, wishes and feelings of the child or young person and his/her parents and Evidence of co-production
- CYP's academic attainment (or developmental milestones in younger children) and rate of progress
- Detailed information about the nature, extent and context of the child or young person's SEN including evidence of the child or young person's physical, emotional, and social development and health needs
- Evidence of action already being taken to address the child or young person's SEN and the difference that additional support, enhanced teaching and learning strategies have made.
- Evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- Evidence of the child or young person's physical, emotional, and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies, and
- Where a young person is aged over 18, the local authority must consider whether the young person requires additional time, in comparison to most others of the same age who do not have special educational needs, to complete their education or training. Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life. **Code of Practice 2015, 9.14**

In addition, the following evidence must be provided:

- Evidence of the assessments used to identify the CYP's needs and to measure their progress, including assessments from outside agencies, and evidence of the CYP's progress / lack of progress in key areas
- Evidence of how the Ealing SEND Support Expectations have been implemented for the CYP, plus any other interventions / provision that has been made to support the CYP's needs, and series of cycles (2+) of 'assess-plan-do-review'
- Advisory professionals' involvement, including outside agencies, Educational Psychologist, Speech and Language and Occupational Therapists and or specialist outreach educational advisors. Evidence that professionals' advice has been implemented over time.
- Evidence of additional resources used, through an evaluated provision map that references the Ealing SEND Support Expectations. This should include clear evidence of what extra support is needed and how this will help the child / young person achieve their outcomes. Evidence of the provision of additional adult support must reference what it has been used for and how, for example extra adult time to devise and deliver a planned intervention and to monitor its effectiveness.
- Evidence of 2 termly or 4 half-termly Provision Maps/SEND Support documentation evidencing the above and including:
 - clear SMART outcomes, relating to areas of need
 - Costings for each intervention and how that costing has been calculated
 - Summary of costings for 1 year greater than £6k

In very exceptional circumstances, such as rapid escalation of needs, or a CYP moving into the area, less than two cycles of review may be considered.

It is important that all of the required evidence is provided so that a decision can be made. If there is insufficient evidence it is likely to delay a decision while the evidence is requested again.

Four broad areas of need

CYP may have needs that fall into more than one area; thus in considering whether an EHC needs assessment is appropriate, the LA will take into account the extent to which the combination of needs impacts on the CYP’s ability to learn, engage and make progress.

The guidance against the 4 areas of need for when an EHC assessment might be required are attached as Appendix 1. Evidence will be considered against these descriptors.

Once the EHC assessment is agreed

If the EHC Assessment is agreed, the assessment will inform the EHC Plan which will set out the needs of the CYP and the provision required to meet those needs. Some of the specified provision will be expected to be funded from the school’s notional SEND funding (i.e. the provision that should be expected at SEND support – see SEND Support Expectations Guidance).

Some of the specified provision will be funded from top up funding provided by Ealing Borough Council (resources and support that are needed by the CYP that are in addition to or different from those that would be expected to be provided by the school through their core or SEND Support offer).

The school must use this funding for the individual CYP. If the assessment concludes that the provision required to meet the CYP’s assessed needs falls within what is expected to be funded by the school, a decision will be taken to either not issue an EHCP, or to issue an EHCP without additional funding.

5. Funding for Additionally Resourced Provision in mainstream schools (ARPs)

Additionally Resourced Provision (ARPs)

Additionally Resourced Provision based in mainstream schools is funded differently to the rest of the school.

The funding is allocated on the following basis:

Per Place: £6,000. Places are funded at this amount for the number of places that have been agreed with the LA. If a place is not filled the school is allocated £10k pro rata to take account of the fact that they will not be receiving the actual pupil led factors set out below. This allows the school to provide the staff required to deliver a flexible provision.

Plus Pupil led factors relating to the actual pupil taking up the place (see section 2)

Plus Top up funding for each pupil taking up a place.

Schools in Ealing with ARPS are:

School	Area of need for the ARP
Gifford Primary School	Hearing Impairment
Dormers Wells High School	Hearing Impairment
St John’s Primary School	Speech, Language and Communication Needs (SLCN)
Allenby Primary School	Severe Learning Difficulties
Coston Primary School	Autism (ASD) / SLCN
Drayton Green Primary School	ASD / SLCN
Beaconsfield Primary School	ASD / SLCN
Selborne Primary School	ASD / SLCN
West Acton Primary School	ASD / SLCN
Willow Tree Primary School	ASD / SLCN
William Perkin High School	ASD / SLCN

Elthorne Park High School	SLCN / Check DLD
Twyford High School	ASD / SLCN
Greenford High School	ASD / SLCN
Havelock Primary School	ASD / SLCN
New ARP to open next year	
Fielding Primary School	ASD / SLCN

6. Funding for Special Schools

Special Schools are funded differently as set out below:

Per Place: £10,000 (places are funded at this amount for the number of places that have been agreed with the LA whether there are actual pupils taking up the places).

Plus: Top up allocated against pupils taking up a place

School	Type of Needs
Castlebar	Primary MLD / SLD
Belvue	Secondary MLD / SLD
Mandeville	Primary SLD / PMLD/ Autism
St Ann's	Secondary SLD / PMLD
Springhallow	All age Autistic Spectrum / Communication Disorders (MLD / SLD range of learning needs)
John Chilton	PNI / Medical co-located with a mainstream primary and secondary school

7. Glossary

Academy		A state-funded school in England that is directly funded by the Department for Education, through the Education Funding Agency. Academies are self-governing and independent of local authority control.
Additionally Resourced Provision	ARP	A specialist SEND class based in a mainstream school that has been set up formally for pupils with specific types of SEND
Alternative Provision	AP	Provision for pupils who are unable to attend school due to health reasons, or pupils who have been excluded and require different provision to support and meet their needs.
Annual Review	AR	The review of an EHC plan which the local authority must make as a minimum every 12 months.
Autistic Spectrum Condition or Disability	ASC ASD	This is a condition that affects social interaction, communication, interests and behaviour (NHS Inform)
Child / Young person	CYP	This term is used to represent all children and young people referred to in this document
Dedicated Schools Grant	DSG	The budget is the main source of income for schools' budgets. Local Authorities are responsible for determining the split of the grant between central costs and individual schools' budgets in partnership

		with the local Schools Forum . It is split into an Early Years Block , a Schools Block , a Central Block , and a High Needs Block .
Department for Education	DfE	Government body responsible for children's services and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England
Education and Skills Funding Agency	ESFA	An arm of the Department for Education that manages the funding for learners between the ages of 3 and 19 years and for those with SEN or disabilities between the ages of 3 and 25. The EFA allocates funding to 152 local authorities for maintained schools and voluntary aided schools. It is also responsible for funding and monitoring academies, University Technical Colleges, studio schools and free schools, as well as building maintenance programmes for schools and sixth-form colleges.
EHC needs assessment	Education, Health and Care Needs Assessment	The process initiated to find out about the CYP's special educational needs and what provision should be put in place to meet them.
Education, Health and Care Plan	EHCP	An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.
	Graduated approach	A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.
High Needs Block	HNB	This is a part of the budget allocated to Local Authorities that supports funding for CYP with high needs and SEND provision.
Local Authority	LA	There are 152 Local Authorities across England, of which Ealing is one.
Local Offer	LO	Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.
Maintained school		Schools in England that are maintained by a local authority – any community, foundation or voluntary school, community special or foundation special school.
Moderate Learning Difficulty	MLD	
Occupational Therapist	OT	Provides support to people whose health / disability prevents them from doing activities that matter to them.
Personal Education Plan	PEP	An element of a Care Plan maintained by a local authority in respect of a looked after child, which sets out the education needs of the child. If a looked after child has an EHC plan, the regular reviews of the EHC plan

		should, where possible, coincide with reviews of the Personal Education Plan.
Physical and Neurological Impairment	PNI	
Profound and Multiple Learning Difficulty	PMLD	
Schools Forum		A statutory group made up of school and non-school members who the LA work with on matters related to schools' budgets and education funding.
Severe Learning Difficulty	SLD	
	SMART	Refers to targets: S pecific M easurable A chievable R ealistic T ime bound
Speech and Language Therapist	SALT	Supports children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.
Special Educational Needs (Disability) Coordinator	SENCo or SENDCo	A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.
Statistical Neighbours	SN	These are the other Local Authorities across England that are determined by central government to be most like Ealing in the make up of their population