AGENDA

South Gloucestershire Council

SCHOOLS FORUM

Date: Thursday 4th November 2021
Time: 4.30pm
Place: Microsoft Teams

Distribution

Members of the Committee

Sarah Lovell (Chair)	Dave Baker (Vice Chair)
Stuart Evans	Will Roberts
Kim Garland	Fr. Malcolm Strange
Clare Haughton	Bernice Webber
David Jenkins	David Williams
Nicola Jones	Louisa Wilson
Louise Leader	Julia Anwar (Sub)
Kirby Littlewood	
Steve Moir	
Pippa Osborne	
Diane Owen	
Lisa Parker	

Appropriate Officers attending:
Mustafa Salih
Hilary Smith
Caroline Warren
Alison Davies

Councillors attending:
Erica Williams
Trevor Jones

Director for Children, Adults and Health, Badminton Road Offices, Yate, South Gloucestershire, BS37 5AF
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AGENDA

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3 DECLARATIONS OF INTEREST (Sarah Lovell)

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South Gloucestershire Schools Forum
Minutes of Meeting held on
Thursday 23rd September 2021
Microsoft Teams

PRESENT:

Sarah Lovell (Chair)	Finance Director, Cabot Learning Federation
Dave Baker (Vice Chair)	CEO, Olympus Academy Trust
Julia Anwar	Olympus Academy Trust Representative
Stuart Evans	South Gloucestershire and Stroud College
David Jenkins	Governor, Crossways Schools
Louise Leader	Headteacher, Pathways Learning Centre
Kirby Littlewood	Headteacher, Stanbridge Primary School
Ross Newman	Early Years Schools Forum Representative
Pippa Osborne	Headteacher Christ Church Junior School
Diane Owen	Chair, King's Oak Academy
Lisa Parker	Headteacher, Warmley Park School
Susie Weaver	Executive Headteacher, Cabot Learning Federation
Louisa Wilson	Headteacher, St. Stephens C of E Junior School

Executive Members:
Erica Williams, Cabinet Member - Schools, Skills & Employment

Officers:
Mustafa Salih, Head of Financial Management and Business Support
Hilary Smith, Head of Education, Learning and Skills
Caroline Warren, Finance Business Partner - CAH Children
Deb Luter, Schools Finance Officer
Alison Davies, Business Support Manager
Nina Philippidis, Head of Financial Services, Corporate Finance

Others:
Amber Ludlam, Education and Skills Funding Agency (ESFA) (Observer)
Tamsin Moreton, Enable Trust Representative (Observer)

1. **WELCOME AND INTRODUCTIONS**

   Attendees were welcomed by the Chair.

2. **APOLOGIES FOR ABSENCE**
   Trevor Jones, Chris Sivers, Kim Garland, Clare Haughton, Nicola Jones, Steve Moir, Will Roberts, Malcolm Strange, Bernice Webber, David Williams

3. **DECLARATIONS OF INTEREST - None**

4. **ANY OTHER ITEMS THE CHAIR DECIDES ARE URGENT**

None.

5. **SCHOOLS FORUM MEMBERSHIP (Ali Davies)**

Diane Owen and Clare Haughton to stand again. Approved by the Forum to continue for another term.

Julia Anwar was the Academies Sub Rep and is now the full time Academies representative so need to subsequently recruit for a Sub Rep.

A letter was sent to all HTs requesting nominations at the Headteachers Executive meeting with the deadline of 22/9/21. No nominations were received. This will be raised at the Head's Exec meeting that will take place tomorrow.

3 governor vacancies - Letter sent to Clerk to Governors today asking for nominations. Deadline is 8th October and if necessary elections will be held after that.

6. **ANY OTHER ITEMS THE CHAIR DECIDES ARE URGENT (Sarah Lovell)**

None.

6. **MINUTES FROM LAST MEETING – 8 JULY 2021**

Update on working with Schools on Budget Planning and Schools with Financial Challenges in 2020/21 and planned activity for 2021/22

Amendments made to the following section:

DL – There were 3 sessions covering all aspects of income in schools which were very well attended and will be running again in September this year. We do encourage schools to include governors in budget and revised budget meetings and for those who have not, we recommend they come along to those meetings when they attend the training. Schools find it difficult to get governors to attend budget meetings. Headteachers can also attend the training.

HS – We do identify those schools which are struggling and will be encouraging associated governors to attend necessary training courses.

DL – In the letters that go out to Category 1 and 2 schools, we recommend that governors attend the SiFD meetings.

Update on SEND Clusters

Action:
Agreed to bring back a progress report on the impact of the Clusters to Schools Forum at the next meeting.

Schools Forum Membership, Constitution & Self-Assessment

Action:
Sarah Lovell, Dave Baker, Hilary Smith, Mustafa Salih and Ali Davies to discuss as part of a wider communications plan going forward.

Remainder of the minutes recorded as accurate.

7. **SCHOOLS FUNDING 2022/23 (Presentation)**

Mustafa Salih (MS) shared a presentation.

Schools Forum to review and comment on the funding position and proposals including the continuation of the £2.2m transfer into 2022-23 and then to consult schools.

Options available:

2.2m Transfer Options:
Option 1: A transfer of £3m, which is the maximum that can be transferred but still allows all schools to receive the minimum per pupil amounts or at least a 0.5% per pupil increase

Option 2: a £2.2m transfer that continues the same level of transfer that had been secured for 2020/21 and allows the initiatives identified below to continue.

Option 3: a £0.917m transfer, which is the maximum that can be transferred that does not require approval from the Secretary of State.

Timeline – more details at the next SF meeting.

Nina Philippidis, Head of Financial Services gave an update from the Council's perspective on the £43.5m deficit which is unsustainable and a financial risk to the Council. This is going to be an area of focus with the Safety Valve conversations. The DfE have been quite robust about the deficit and the increasing challenge about what we are doing and how quickly we are doing it to bring down this deficit. This is the largest risk to the Council and how to deal with it at the 1st April 2023.

MS –We must now look at those top up levels and get to a more comparative place with our benchmark authorities, with the support of the Schools Forum, and it must be done in a manageable way.

Hilary Smith (HS) – good progress being made. Need to go back to the cluster leads to find out when are we going to see the reduction in EHCP referrals – we need to do more in that area.

MS – When we go out to consultation we need as much as we can evidence on the impact of the clusters. There is still an issue that the work of the clusters is taking time to show the impact.

Julia Anwar (JA) – Do we have more information of the out of area placements and what plans are being put in place?

Action:
Update on out of area placements at the next Forum.

8. **HIGH NEEDS WORKING GROUP (HNWG) UPDATE**

Hilary Smith shared a presentation.

Consultation with Schools Forum in October focusing on the financial arrangements of Theme 2.

Consultation on financial values and financial transitional arrangements in January 2022.

Actions:
To bring back a more detailed paper to the next Forum meeting in October.

HS to circulate details of the representatives on the Working and Testing Groups.

Susie Weaver (SW) gave an update on the work of the HNWG, particularly around communication and how the work of the HNWG fits into the broader South Glos strategy.

Terms of Reference – David Jenkins has joined the HNWG who has put together a paper for Governors explaining the detail, in simple terms, about the finances, how the funds are transferred from the Schools Block to the High Needs Block, and detail around the South Glos Way and the SEND Clusters.

We are working closely with South Glos Finance Department and impact of the themes of the HNWG and the funding we are seeking to save through the work of the group.

9. **Forward Plan**

Items to be brought back to the next meeting in October.

- The 3 options on the transfer of 2.2m and the school-by-school impact and what each of those options mean;
- Top ups - more detail about the banding process;
- Will not to be able to show school by school impact but we could provide options around the quantum – what are our options around the quantum might reduce and what options we might see around that and be in line with our comparators.

In January, we can show what that would mean for individual schools.

Share all the slides.

More information about sharing virtual and face to face meetings.

Erica Williams thanked all those schools who took part in the summer programme. The overall programme received positive feedback and hopefully many out of school activities evolved from this programme to help attainment and bridge gaps in the school settings will continue.

Meeting closed 18.20

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School Funding 2022/23 Outlook/Deficit Recovery Plan

Presentation attached as a separate document.

Schools Funding Arrangements 2022/23 – Consultation Options also attached as a separate document.

South Gloucestershire Council

SCHOOLS FORUM

4 November 2021

Deficit Recovery Plan – Support for proposals and methodology for Theme 2: changes to Top-Up Arrangements

1. Purpose of Report

This report provides an update on the progress of Theme 2 of the Dedicated School Grant (DSG) Deficit Recovery Plan (DRP). Theme 2 of the DRP considers the need for development and implementation of a new Local Authority (LA) methodology for allocating top-up funding to all educational settings for children with an Education, Health, and Care Plan (EHCP). Theme 2 is one of 5 themes covering a programme of measures to improve local arrangements for SEND and enables those arrangements to be sustained within the resources available.

The purpose of the report is to consult Schools Forum on the following:

(i) The Allocation of Top Up Funding for Children and Young People with SEN, Operational Guidance, developed for all ages, including Early Years, school age and post 16; please refer to Appendix A-1 (EY-19) and A-2 (more detailed, expanded version for Early Years).

(ii) The concept of financial transitional arrangements (in principle at this stage and to be subject to consultation in January 2022), as part of the implementation of the new banding methodology; and

(iii) Pooling of existing early years funding streams for SEND into a single budget to enable implementation of improved allocation of additional funding (now aligned with other age ranges (see (i) above), extension of support to include children with most complex needs from age 2 and new transitional arrangements from early years to Reception.

2. Background

Consideration of existing arrangements in South Gloucestershire for the allocation of Top-Up funding to early years settings, schools (mainstream, resource bases and special) and colleges has identified three areas of significant concern, set out below, concluding that there is a need to implement changes which will result in a child focussed, needs-led approach which is fair and transparent and can be applied consistently across all ages on a system-wide basis.

Rationale for change

The nationally published data highlights that South Gloucestershire is currently allocating Top Up funding to individual children at a significantly higher level than most other LAs. This means that local authority expenditure in this area is significantly above national average and when coupled with the relatively high percentage of children being identified as requiring an EHC Plan, creates a situation which is difficult to sustain with the funding available.

Therefore, to support the case for change it is necessary to focus on the three key areas driving the high level of expenditure:

- Relatively high percentage of children with EHC plans compared to national average
- Higher than average level of funding allocated to each plan as Top-Up
- Complexity and variety of methodologies used for allocating top-ups across the system and between sectors creating a situation which is not equitable, consistent, or easy to understand.

2.1 Relatively high percentage of children with EHC Plans compared to national

Currently the average number of EHCPs in South Gloucestershire stands at **4.1%** of the school population as compared to 3.8% in the South West and 3.7% nationally. The rate of increase has been a concern for some time, with the gap between South Gloucestershire and the national levels widening.
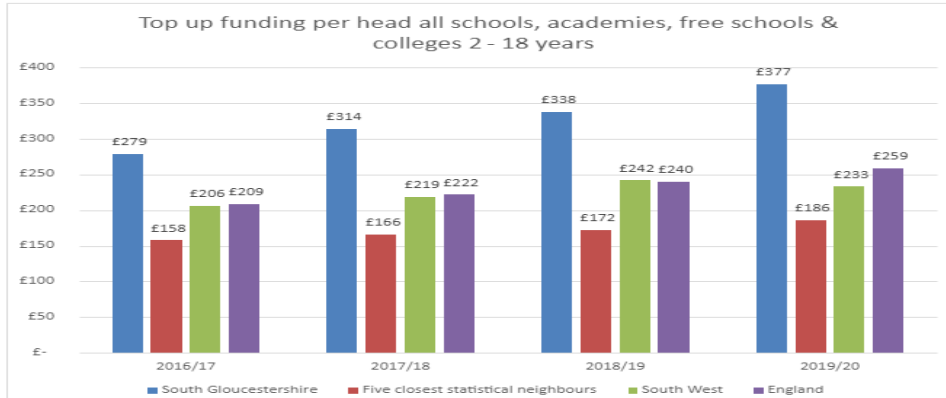
> The percentage of pupils with EHCPs has been consistently higher than the national and regional averages. The rate of increase in percentage of pupils with EHCPs has escalated in 2017/18 and is now growing by 0.3%. Significant national and regional increase in the % of EHCPs in 20/21 means that the gap is narrowing.
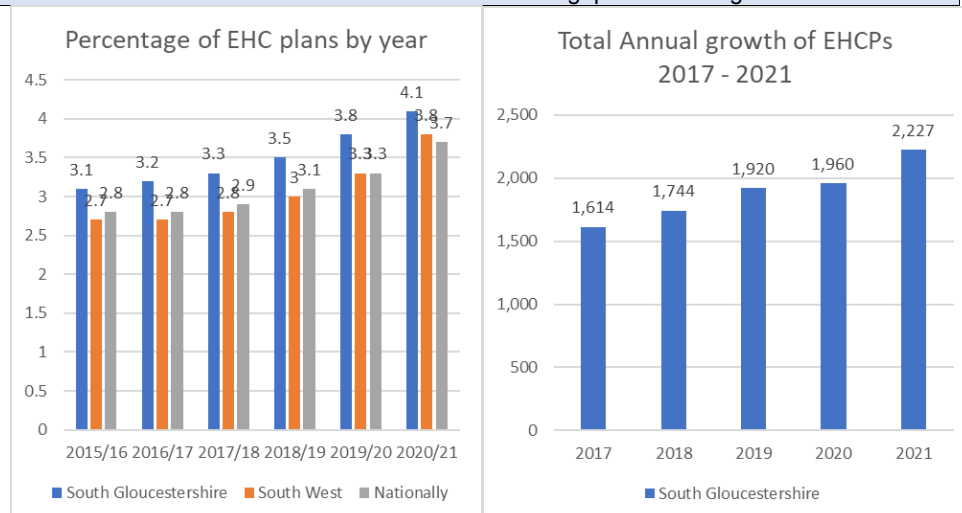

2.2 Higher level of funding allocated as Top-up

The allocated level of Top Up funding is substantially higher than national, regional, and statistical neighbour LAs. The rate of increase is growing and there is now a substantial gap between South Gloucestershire and other benchmarking groups. The gap is significant and rising, it presents as a challenge across all types of educational provision.

> The cumulative spend on top up funding has been consistently high when compared to national, regional or statistical neighbours and growing at the average of 11% each year

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Top up funding per head all schools, academies, free schools & colleges 2 - 18 years

Top ups are very high across special schools (20% higher than national) and primary and secondary sector (40% higher than national average, top ups for children placed in RBs are included in primary and secondary data). Although top ups in FE provision look slightly lower than national, this could be because of high % of young people with complex needs attending specialist post 16 provision (at the rate of double the national average). Average top ups in PRU are at least double of national, regional or statistical neighbours. Overall, there are very high top ups across the system.

Breakdown of top up funding per head maintained 2019/20
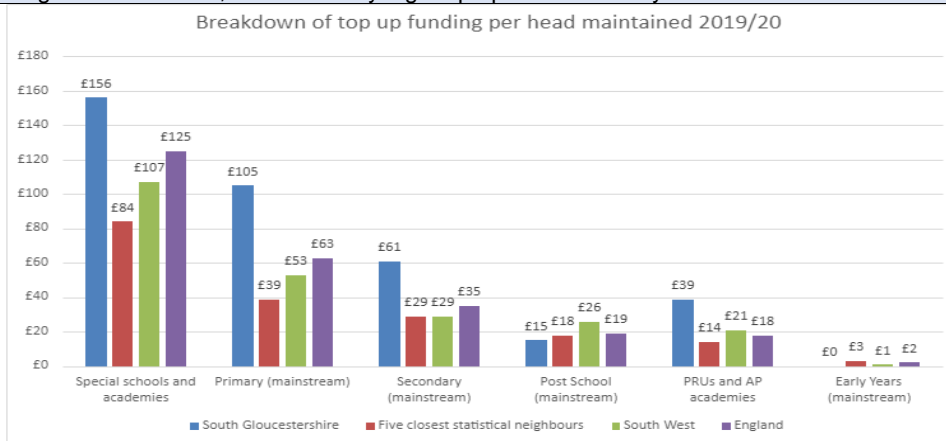
2.3 Complexity and variety of methodologies operating across the system

South Gloucestershire currently operates several methodologies and decision-making processes to allocate 'Top Up' funding. This range of approaches results in a lack of transparency across the different sectors and means that setting leaders and parent/carers can be unclear how the needs of the child have led to a specific level of funding.

Type of provision	Funding arrangements for top-ups		How decisions are made
	Without EHCP	With EHCP	
Early years	Discretionary Inclusion funding	Matrix (hourly rate amended for EY, currently £9.40 per hour)	SEN Panel

Mainstream schools	Cluster funding	- Ready reckoner - Matrix - Individual funding arrangements	SEN Panel
Special schools	None	- Banding - Individual funding arrangements	Special schools request bands, LA decides (SEN panel, EHCP team leader/Manager)
Resource Bases	None	- Fixed rate tops ups for some RBs - Banding - Individual funding arrangements	RBs request top up funding, LA decides (Team Leader, countersigned by Team Manager)
FE	None	- Individual costing requested by colleges	Colleges request top up funding , not considered by a panel (Team Leader, countersigned by Team Manager)

3. Outcome of the Theme 2 Top-Up Review

The High Needs Working Group commissioned a review of the way Top Up funding for children and young people with complex SEN is allocated.

A working group was established to carry out this work, which included representatives from

- South Gloucestershire Parents Carer Forum,
- Early Years' service,
- primary and secondary school sector (some with resource bases attached to mainstream schools).

Representatives were drawn from all sectors within the local schools system as follows: Christ Church CoE Junior School, Blackhorse Primary School, The Castle Academy Trust, Cabot Learning Federation Trust, Kings Oak Academy, Olympus Academy Trust, special schools (Enable Trust, New Horizons Learning Centre), FE sector (South Gloucestershire and Stroud College).

The group also included LA officers representing strategic leadership, EHCP service, education support services (Integra) and finance.

The work of the group was led and facilitated by two independent SEN consultants.

The ambition of the working group was to design and later implement a fair, transparent, and sustainable needs-based allocation funding model which is based on the following principles:

- o **Compliant** with national legislation and regulations. High needs funding is provided to local authorities through the high needs block of the dedicated schools grant (DSG). Local authorities must spend that funding in line with the associated conditions of the grant, and School and Early Years Finance (England) Regulations.

- o **Whole system approach** - the top up allocation system captures the needs of children/young people from universal, SEN Support to the EHCP level of need.

- o **Universality –** the system relates to all age groups and all types of provision (apart from individually commissioned non maintained specialist provision) which means that it is transferable between key stages and different types of schools across South Gloucestershire.

- o **Sustainability** – a system which promotes robust financial governance including budget monitoring, reporting, and planning.

o **Clarity and transparency** – the system is published on the Local Offer. It clearly describes national and local financial arrangements and decision-making processes.

o **Fair and consistent application** – an evidenced based approach informs allocation of top up funding. This means that the type and severity of need and impact is individually assessed by the relevant professional(s) who contributes to the Education Health Care Needs Assessment (EHCna) or Education Health Care Plan (EHCP) annual review processes. When making decisions about additional top up funding the local authority must treat all providers including maintained provision, academies, free schools, and FE sector on a fair and equivalent basis.

Having established the basic framework for the methodology, case studies were then used to test the proposed model.

The detail of the methodology and the banding descriptors were coproduced and tested across a wide range of partners including:

- Parent Carer Forum
- Early Years, schools and colleges, SENCO focus groups, headteacher groups, clusters
- Support Services – Integra, Educational Psychologist, Sensory Support Service
- Health partners – DCO, S&L, OT, Physio
- LA officers

4. Proposals for Change

4.1 The Draft Allocation of Top Up Funding for Children and Young People with SEN, Operational Guidance outlines a proposed new strategic approach, the operational methodology and delivery of the new system as described in detail in the draft version is included as Appendix 1 to this report.

4.2 The guidance outlines the universal nature of the proposed new methodology which means that it can operate across mainstream, special schools, resource bases, Early Years settings and colleges. Draft operational guidance for early years is included as Appendix 2.

Early years	Universal Support	SEN Support	**Band A** SEN Support
			Band B SEN support or EHCP
			Band C SEN Support or EHCP

| Transition to primary school | **Transitional top up** allocated for some children on band B or C without EHCPs to further clarify needs and monitor progress during reception year. |

Mainstream schools and colleges	Universal support Band 0	SEN support Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
Resource bases and special schools	Place funding						

4.2.1 It is proposed that in early years the arrangements will provide one single funding stream to support children with SEN from the age two to the end of the EYFS (reception) for 38 weeks a year. This funding will be outside of the EHCP needs assessment and in effect should reduce the dependency on the need for a statutory assessment.

The proposed new single funding stream would be drawn from by the current Inclusion Support (Early Years Block) and Top Up funding (High Needs Block) and would fund:

- Additional support for meeting needs of children from moderate to very complex needs as per descriptors set out in Appendix 2 of the operational guidance
- If required, transition funding to reception class for children assessed on Band B or C. (Meaning that discretionary funding will no longer be necessary or available).
- Top up funding for children with EHCPs

4.2.2 Children of school age and Post 16, in most cases will continue to have their allocation of Top Up funding linked to their EHCPs.

4.3 The band descriptors are structured according to the four SEND category types outlined in the Code of Practice, namely Cognition and learning, Communication, and Interaction (which includes specific references to language and social communication development), Social, Emotional and Mental Health and Sensory needs (which covers hearing, visual and physical needs).

The banding methodology is based on identifying the level of the need and it captures descriptors related to very mild to most complex levels of need:
- Bands 0 to 1 cover special educational needs likely to be met at the universal or SEN Support using resources available to educational settings (element 1 and 2 – for more detail refer to Appendix 1).

- Bands 2 to 6 cover high need descriptors which describe a higher level of severity or complexity of need which will attract additional top up funding (element 3).

4.4 A new approach to decision making based on collaboration and peer to peer moderation is proposed to ensure clarity, transparency, and ongoing professional development across all sectors.

Decision type	Decision making arrangements	Description of the decision making arrangements
Initial band allocation for new EHCPs (including CYP moving into South Gloucestershire)	Weekly **EHC Resource Allocation Panel** at the time when plan is agreed	Panel members moderate decision made by the Chair. Education, CCG and social care sign off new EHCPs and agree resource implications, including bands.
Request to change band allocation for existing EHCPs (and initial transition to the new banding model)	Annual **peer to peer moderation** meeting; once it is agreed that the system has reached maturity, consideration should be given to the Resource Allocation Panel decisions.	Annual peer to peer moderation, for detail refer to Appendix 4 of the operational guidance.
Disagreement on band allocation	Termly Exceptional Request Panel or annual peer moderation meeting (whichever is earliest).	Case should be referred to the earliest panel or moderation meeting. For detail refer to Appendix 5 of the operational guidance.
Exceptional request for allocation of Top Up funding	Termly **Exceptional Request Panel** (6 x year)	The exceptional panel is chaired by the Strategic Lead for Inclusion and SEND. At least 2 headteachers must be present. Referrals to this panel must be closely monitored, scrutinised and outcomes reported to the HNWG and the Head of Education, Learning and Skills.

5. Assumptions/dependencies for effective delivery

For the proposed new methodology to work effectively, implementation to be successful and provide the key aim of creating a needs-led, fair, and transparent system applied consistently across the whole system to be achieved, will require the full support of all partners involved in managing the change. This includes representatives of Schools Forum, High Needs Working Group, and Theme 2 Working Group.

This also means that key partners would need to continue to invest time and participate/support the activities of the working group including during the implementation phase.

All partners will need to understand the basic assumptions underpinning the approach as follows:
- Consensus and support for a needs-led banding system across all settings, schools, and colleges
- The introduction of this banding methodology will not change the needs, outcomes, targets on any EHCP; an EHCP can only be amended via a reassessment of need or the annual review process.
- The amount of funding to educational settings is likely to change but it is proposed that it will be managed over time and supported by financial transitional arrangements.
- The implementation of this change will deliver a fairer system overall and is one part of a programme of measures designed to make more effective and efficient use of

financial resources to enable continuous improvement of local arrangements for SEND.
- Inter dependencies across the programme themes will be managed smoothly and effectively to reduce the likelihood of delay, ensure financial benefits are realised and sufficient progress in delivering system-wide improvements is maintained.

6. Timescale for development and approval process

Subject to necessary approvals at key stages the proposed timescale is:

Summer 2021: analysis of data – identify key issues and develop rationale for change

September 2021:
Present high-level detail to Schools Forum as part of consultation process to move forward in formulating proposals
Finalise Operational Guidance including for early years
Raise awareness of proposals across the system
Deliver training on proposed operational guidance across the system to support readiness to deliver if approval is given to implement change

October 2021:
Develop communications plan and risk mitigation strategy
Raise awareness of proposals across the system
Provide training and support for educational settings
System-wide assignment of bands to all individual EHC Plans and submission to LA

November 2021
Schools Forum to consider Proposals for Change
Selection of 20% sample per school for banding moderation process across system
Develop financial modelling arrangements based on outcome of banding process

December 2021
Complete financial modelling process

January 2022
Present detailed financial proposals to Schools Forum
Complete individual school financial impact assessment

January 2022 – March 2022
Subject to Schools Forum recommendation, secure Exec Member decision to implementation

7. Risks

Schools Forum and the High Needs Working Group have committed to working together to devise a programme of change to improve local arrangements for SEND, secure better value for money, improve control over expenditure and reduce the deficit.
The Department for Education have invited the local authority to commence discussions on delivery of the Deficit Recovery Plan to achieve an in-year balance in expenditure within an agreed timescale.

If the local authority can demonstrate capacity to deliver the improvements identified in the SEND Inspection whilst also committing to an agreed timescale to achieving an in-year balance of the financial position, the DfE will provide grant funding to offset part of the deficit accumulated so far. Therefore, there is a significant financial incentive for the local authority and schools to identify ways to sustain improvement and commit to delivery of the deficit recovery plan within a reasonable timescale.

As delivery of the plan is dependent on the collective agreement and ongoing commitment of partners it is necessary to identify the risks to delivery and agree collective responsibility for the corresponding mitigation as follows:

Risk	Mitigation
Projects are not progressed in a timely manner	Identification and implementation of programme, and project management resource to drive project forward.
Lack of awareness and understanding across the system of the new arrangements.	Comprehensive training plan for school leaders/SENCOs, service leaders, front-line staff with full participation across the system.
Stakeholders are not confident that the continuous improvement required for local arrangements can be achieved/sustained.	Identification of additional capacity to maintain service delivery including continuous improvement and support transformation.
Financial modelling is not timely or sufficiently detailed to ensure effective management of transitional arrangements.	Modelling work completed to present to Schools Forum in January 2022 and secure SF agreement to proposals including associated transitional arrangements for implementation from September 2022
Elected members do not have confidence in delivery of plan and are unable to agree to DfE conditions.	Officers and school leaders demonstrate collective responsibility for delivery of the plan by building practitioner confidence across the whole system, including managing parent/carer expectations
Engagement with parents and carers is not managed effectively so that the new model cannot be introduced without adverse reaction	Agreed communication plan to be implemented system-wide so that all key partners are delivering consistent messages about the case for change, the benefits that will be realised and improvements delivered for children and young people with SEND.
Parents consider that the outcomes in the EHC Plan are not achievable/sustainable through the new arrangements.	Officers and practitioners to provide assurance to all parents that a child with a current EHCP will not see any changes in the EHCP. The EHCP will not change because of the introduction of the new operational guidance. Schools will need to manage this carefully
Reductions in funding for some schools are not easily manageable for the school within the timescale.	Impact assessments for individual schools to identify challenges, transitional arrangements to support schools in

	managing the change including careful management of reductions in the top up budget so there is a step change in funding reductions to schools.
Project does not deliver the financial savings within the agreed planned timescale.	Agreed milestones and ongoing monitoring arrangements across the deficit recovery programme, including via Schools Forum, to ensure sufficient progress is maintained and remedial action taken as necessary

8. Recommendations

It is recommended that Schools Forum endorse:
(i)   The draft Allocation of Top Up Funding for Children and Young People with SEN, Operational Guidance, developed for all ages, including Early Years, school age and post 16; please refer to Appendix A-1 (EY-19) and Appendix A-2 (more detailed, expanded version for Early Years).
(ii) The principle of establishing transitional arrangements, for implementation of the changes to the allocation of funding to schools for individual EHC Plans; and
(iii) Pooling existing early years funding streams for SEND into a single budget to enable implementation of improved and transitional arrangements in early years.

Authors:
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Appendix 1 – Operational Guidance on Allocation of Top Up Funding
Appendix 2 – Early Years Operation Guidance for Allocating Top Up Funding

Final Draft, November 2021

**Allocation of Top Up funding (element 3)
for children and young people with SEN**

Operational Guidance 2021
Awaiting final approval

South Gloucestershire Council – Schools Forum
4th November 2021

Contents:

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1.0 Introduction

The Local Authority (LA) and partners have a legal duty to regularly review the special educational needs (SEN) provision available in the local area. This includes:

- Sufficiency planning of the number of places, the age and type of special educational needs and disability (SEND) they support;
- Commissioning arrangements for the availability of support services for SEND; and
- The way Top Up funding is allocated to individual children and young people with high level SEND.

In 2021, the High Needs Working Group commissioned a review of the way Top Up funding for children and young people with complex SEN is allocated. This commission was triggered by a range of indicators, such as a wide variety of methodologies used to calculate Top Up funding, different decision making processes and national benchmarking data suggesting that high Top Up values are applied across the whole spectrum of provision in South Gloucestershire.

The aim of this work was to develop a universal, transparent, fair and sustainable financial model aligned with the evidence of assessed need of individual children and young people.

A working group was established to carry out this work. The group included representatives from South Gloucestershire Parents Carer Forum, Early Years' service, primary and secondary school sector, some with resource bases attached to mainstream schools. Representatives were drawn from: Christ Church CoE Junior School, Blackhorse Primary School, The Castle Academy Trust, Cabot Learning Federation Trust, Kings Oak Academy, Olympus Academy Trust, special schools (Enable Trust, New Horizons Learning Centre), FE sector (South Gloucestershire and Stroud College), LA officers representing strategic, EHCP service, education support services (Integra) and finance. The work of this working group was led and facilitated by two independent SEN consultants.

At the initial stage, the working group focused on understanding local data benchmarked against national and regional trends. Examples of good practice and models from across the country and the most recent research was also looked at in detail. The model outlined in this document was tested and consulted on through a variety of forums, including the High Needs Working Group and Schools' Forum. Educational and health practitioners contributed to the development of the banding descriptors across all four types of SEND.

As a result, the operational guidance was coproduced, and it provides information on the local approach to the allocation of Top Up funding in South Gloucestershire.

1.1 Key principles

In developing a fair and transparent model of allocation of Top Up funding, the LA and partners agreed the following set of principles, which must guide all decision-making processes.

Compliant with national legislation and regulations. High needs funding is provided to local authorities through the high needs block of the dedicated schools grant (DSG). Local authorities must spend that funding in line with both the associated conditions of the grant and the School and Early Years Finance Regulations.

Whole system approach – the Top Up allocation system captures the needs of children/young people from universal SEN Support to the EHCP level of need.

Universality – the system relates to all age groups and all types of provision (apart from individually commissioned non maintained specialist provision), which means that it is transferable between key stages and different types of schools across South Gloucestershire.

✅ **Sustainability –** a system which promotes robust financial governance, including budget monitoring, reporting and planning.

✅ **Clarity and transparency –** the system is published on the Local Offer. It clearly describes national and local financial arrangements and decision making processes.

✅ **Fair and consistent application –** an evidenced based approach informs allocation of Top Up funding. This means that the type and severity of need and impact is individually assessed by the relevant professional(s) who contributes to the Education Health Care needs assessment (EHCna) or Education Health Care Plan (EHCP) annual review processes. When making decisions about additional Top Up funding, the LA must treat all providers, including maintained provision, academies, free schools and FE sector, on a fair and equivalent basis.

Nationally, it is accepted that the cost associated with meeting the needs of children with a similar level of needs may vary, even between the same types of providers. There is no national guidance on what represents 'reasonable' cost or good value for money. This means that allocation of Top Up funding based on assessment of the type and severity of need remains the fairest, evidence-based way of allocating Top Up funding.

South Gloucestershire LA developed a set of banding descriptors, which are underpinned by the principles outlined above. They apply to all types of educational settings in the South Gloucestershire area, including Early Years providers, mainstream schools, special schools, academies and FE colleges.

Children and young people living outside of South Gloucestershire but attending educational settings in South Gloucestershire will be assessed using the methodology and the process set out in this document.

2.0 Whole system approach to SEN

It is important to remember that the vast majority of children and young people with additional and/or SEND are successfully supported by using resources available at the educational settings. Accurate identification of need is a key element of good quality practice, which will inform strategies used by early years practitioners, teachers and tutors.
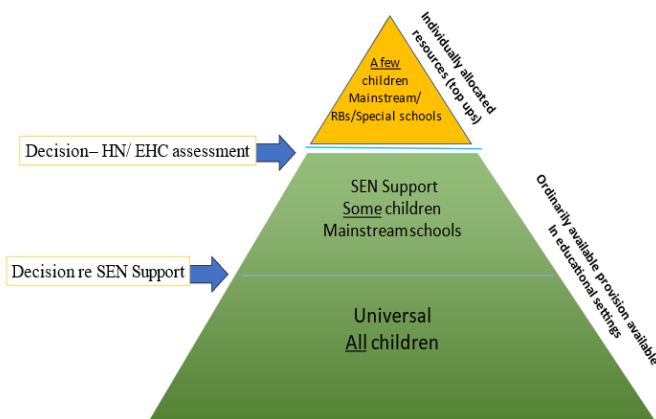

Figure 1 illustrates the cumulative nature of support for pupils with SEN

2.1 Universal and SEN Support

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Early Years providers, schools and FE colleges have skills, knowledge and experience in identifying, planning and delivering differentiated support. Educational settings also have access to additional expertise provided by a range of support services. For example, SENCOs and headteachers can seek additional advice from Local, National and Specialist Leaders in Education (LLE, NLEs and SLEs), our own special schools and resource bases, the Early Years team, Integra, Educational Psychologists, CAMHS, therapy services, paediatricians, nurses, early help services, social care and others.

Access to such services is available to all children and educational settings and is not dependent on any allocation of additional financial support provided via an Education, Health and Care plan (EHCP). The national financial regulations stipulate what financial measures are in place to support children and young people with additional needs; Appendix 1 outlines the detail of national and local financial arrangements.

Once the SEND is identified it is very important that special educational provision is made. The provision should be evidence based, focused on the identified need and its impact should be monitored over time.

This additional support is known as SEN Support. The school will deliver this via a Graduated Approach which includes four stages: Assess – Plan – Do – Review. Section 2 of the The South Glos Way Inclusion Toolkit | Safeguarding South Gloucestershire Safeguarding provides an evidence-based practical document, which gives advice and guidance to help educational settings to continue to build inclusive, enabling environments that enable all children and young people with SEND, including some of our most vulnerable learners, to thrive.

The intention, through the South Glos Way Inclusion Toolkit, is to provide clarity and consistency when deciding the level and type of support a child or young person with SEND may need. The guidance supports leaders and professionals in identifying need from first concerns through to identification at SEN Support.

South Gloucestershire schools collaborate by working together in geographical clusters. The clusters work to not only expand and share their knowledge and expertise, on how best to identify SEND but also to better meet the needs of children and young people and grow inclusive practice. Additional funding has been provided to support groups of schools to commission support and share expertise across their locality. The SEND cluster arrangements in South Gloucestershire allow schools to work together to support children at SEN Support.

2.2 Children and young people with Education, Health and Care plans.

The vast majority of children and young people will have their need met by the school or educational setting without the need for an Education Health Care needs assessment (EHCna). The EHCna is normally only required for the children and young people with the most complex and long term SEN. South Gloucestershire's EHCP Decision Making Guidance document, EHCP-Decision-making-guidance-2021_.pdf (southglos.gov.uk) provides more information about the EHCna process.

At the end of the EHCna the LA must decide if it is necessary to issue an EHCP. Most children and young people who have EHCP are likely to receive additional, individually allocated Top Up funding (element 3). In most cases, the High Needs threshold in South Gloucestershire is aligned with the EHCP guidance, although it is possible for some EHCPs to be agreed without any additional element 3 Top Up funding.

3.0 High Needs Funding

High Needs funding is provided to LAs though the High Needs Block of the Dedicated School Grant (DSG). It provides resources to pay for a range of support services, places and Top Up funding (element 3).

High Needs Block

Services
- Cluster fund support
- High risk group funding
- Sensory support service
- Mediation and tribunals
- Inclusion support

Places
- Special schools
- Resource bases
- Independent sector
- High need places Post 16
- Alternative Provision

Element 3 - Top ups
- Mainstream schools
- EY settings with EHC plan
- Post 16 provision
- Special schools
- Resource bases
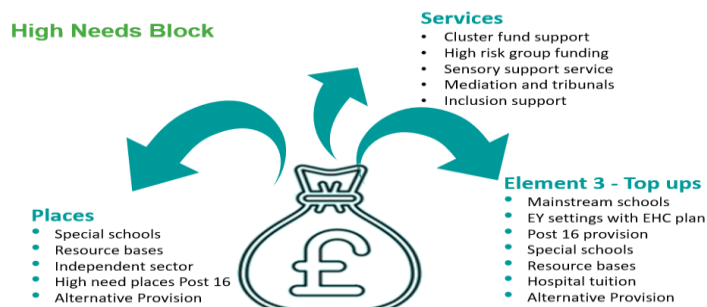- Hospital tuition
- Alternative Provision

Figure 2 shows the totality of the High Needs Funding Block

4.0 High Need Top Up funding (element 3)

Children and young people with high needs are those who have additional support assessed by the LA as costing more than £6K per annum (or £10K inclusive of element 1). The LA has an ultimate responsibility for making the decision on Top Up funding and there is no requirement to pay Top Up funding at a particular rate requested by an educational setting DfE external document template (publishing.service.gov.uk).

Top Up funding (element 3) is the funding required over and above the core funding an educational setting receives through the national funding arrangements set out in Appendix 1. Appendix 1 provides a helpful outline of all elements of funding and the reader is encouraged to look at this appendix in detail.

4.1 Universal nature of the banding model

Banding models are used across the country to streamline the administration and reduce the need for detailed cost negotiation for different Top Up funding amounts, for each child or young person. This approach creates certainty for educational settings on the level of funding they can expect to receive for the provision and allows them to be sufficiently responsive to change.

Educational institutions should be transparent about their costs and be prepared to explain how the overall finances are working to ensure the continuing financial viability of the individual educational setting and the whole of the Dedicated Schools Grant (DSG) budget, in particular the High Needs Block. Educational settings may need to adapt their approaches to making special educational provision and colleges may need to reorganise their study programmes for young people with SEND. The most efficient use of available resources should be monitored regularly, in partnership with the LA and educational settings.

The South Gloucestershire banding model is universal and applies to all types of educational settings. Descriptors are not dependent on any specific diagnosis, only on the evidence of the type and severity of need, its presentation and impact during the setting/school/college day.

4.1.1 Early Years

Children in early years have access to additional funding (Inclusion Support Funding) without having to go through the statutory EHCna process.

Nationally, Inclusion Support Funding (ISF) enables Early Years providers (nursery, pre-school, childminder etc.) to ensure inclusive practice and extra support necessary for children aged two years (subject to agreement) and over with SEN to make progress and achieve better outcomes.

In the early years of the child's development, their needs evolve often more quickly than in older children. It might not always be possible to determine how complex their SEND are, therefore, a level of support may be required whilst the 'assess plan do review process' is implemented. This means that it is not always immediately clear if there is a need for a full statutory EHCna. Some, but not all, younger children can make rapid progress and consequently do not require additional support in the long term, however, they may benefit significantly from the support whilst in their preschool setting and transition to school.

Therefore, the banding model provides early years descriptors set out in Appendix 2. They are fully aligned with descriptors applicable to older children. Insert link to EY document, when agreed

4.1.2 Mainstream schools, resource bases, special schools and post 16 institutions.

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SEND of older children and young people are often monitored over time through the graduated approach (SEN Support) and for small number of children, when necessary, further clarified through the statutory EHCna.

The banding descriptors outlined in Appendix 3 apply to all children and young people with EHCPs in primary, secondary, resource bases, special schools and post 16 FE colleges. The allocation of the band is informed by the EHCna or EHCP annual review.

The banding descriptors may also provide some guidance on admissions to resource bases and special schools, with an aim to secure a more proportionate approach to need and type of provision offered (this is subject to parental preference as set out in the Code of Practice 2015).

Early years	Universal Support	SEN Support	**Band A** SEN Support				
			Band B SEN support or EHCP				
			Band C SEN Support or EHCP				
Transition to primary school			**Transitional top up** allocated for <u>some</u> children on band B or C <u>without</u> EHCPs to further clarify needs and monitor progress during reception year.				
Mainstream schools and colleges	Universal support **Band 0**	SEN support **Band 1**	**Band 2**	**Band 3**	**Band 4**	**Band 5**	**Band 6**
Resource bases and special schools	Place funding						

Table 1 illustrates the summary of the universal nature of the banding framework and the relationship between early years and school/college age bandings. Areas shaded in grey represent Top Up funding (element 3) allocated to individual children and young people, in addition to generally available recourses.

Please note:

I. Due to differences in the funding arrangements for early years, schools and colleges, the values of Top Up funding allocated for each band may vary between different types of settings, schools and colleges.

II. Table 1 does not reflect the totality of the funding mechanism for educational settings. Some children with SEND will have access to other sources of funding, such as Disability Access Fund or Pupil Premium. Please refer to Appendix 1 for the illustration of the national funding mechanism.

4.2 How does the banding model work?

All children and young people are continuously assessed by early years' practitioners, teachers or tutors. This may be at the universal level or through the graduated response (Assess- Plan- Do- Review) at SEN Support level of intervention.

Some children and young people may have needs that are more severe, complex and long term, and despite purposeful action taken by the educational setting, they are not making expected progress. In such cases, an

EHCna might be necessary. The statutory EHCna is informed not only by advice from a cross section of professionals from education, health and social care but also by the views of the child and family/carers.

If, having completed the EHCna, an EHCP is agreed then the evidence gathered during the assessment process will be used to allocate an appropriate band. The allocation of the band will be led by the LA's EHCP Team. Band descriptors are set out in Appendix 2 and 3.

The band descriptors are structured according to the four SEND category types outlined in the Code of Practice, namely:

1. Cognition and learning;
2. Communication and interaction (which includes specific references to language and social communication development);
3. Social, emotional and mental health;
4. Sensory needs (which covers hearing, visual and physical needs).

The lower the level of need, the lower the band:

- Bands 0 to 1 cover special educational needs likely to be met at the universal or SEN Support using resources available to educational settings (element 1 and 2).

- Bands 2 to 6 cover high need descriptors that describe a higher level of severity or complexity of need, which will attract additional Top Up funding (element 3).

Please note:

I. Bandings only identify needs – they do not identify provision.

II. The school should use their own resources (element 1 and 2) and the Top Up funding (element 3) to ensure that all interventions can be delivered (as identified in the EHCP).

III. The principle of 'best fit' is applied to identify the appropriate banding.

IV. The banding will be allocated according to the evidence identifying severity and complexity of needs.

'Best fit' approach

The 'best fit' approach is used when allocating a band. This means that bands will best reflect the need of the child or young person, as assessed during the EHCna process or as a result of an up to date EHCP annual review.

Descriptors within each band are not listed in a specific order, they are not hierarchical and should be used based on 'best fit' match with the evidence provided. Evidence might not exactly match all descriptors in a particular band; professional judgment will have to be used to review evidence against descriptors.

Banding allocation may change as a result of new evidence provided through the EHCP annual review process. This could be because sustained progress has been made and outcomes have been achieved or there is evidence of new assessment, which highlights an increase in the severity or complexity of need.

The following evidence will be used to allocate bands:

- For new assessments – all reports and appendices gathered during the statutory EHCna process and listed in Part K of the draft EHCP.

- For any subsequent changes – annual review report and other contributing professional reports, which provide evidence of the change of need. The EHCP will be amended to reflect these changes at the same time. Appropriate professional advice will be required to make changes to the EHCPs,

for example, changes related to description of need, and provision related to speech and language will require an up to date report from a Speech and Language therapist (all reports must be linked to the annual review cycle).

Professional judgment will be used to interpret the evidence so that an appropriate band is allocated. It is important to use written evidence provided and reflect on the entirety of the band descriptors, rather than individual parts of the wording.

All descriptors are linked to severity of need and should be read from left (band 0 describing the lowest level of need), to the right (band 6 describing the highest level of need). When using professional judgment to allocate a band, it is helpful to check the accuracy by reading descriptors in the band before and after the one that has been selected (e.g. if band 2 is selected double check against band 1 and 3).

Not all children will neatly fall into one category of need; many will have a range of needs across all or some SEND categories of need. In order to implement a transparent and fair process, it is important that two dimensions are considered: the severity of needs and complexity of needs.

Severity of need in a single area of SEN

For example, child A may be allocated band 6 because they are registered with severe visual impairment and no other significant issues in other SEN categories.

In these cases, depending on the assessed severity of need, bands 0 – 6 might be allocated.

Category	Band 0	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
Cognition &Learning							
Communication & Interaction							
Social Emotional Mental Health							
Visual impairment							Final allocated band
Hearing impairment							
Physical Disability							

Table 2 illustrates child A with low levels of need in SEMH (band 1) and little or no needs identified in C&L, C&I, SEMH, HI and PD so able to be supported at universal and SEN Support levels for these needs. However, this child has severe and complex needs in VI and therefore band 6 VI is allocated.

Complexity of need across a range of SEN types

For example, child B has significant SEMH difficulties, moderate learning and communication and interaction needs alongside some physical needs.

All descriptors are taken into account and the 'best fit' model is used (driven by the SEN type that has most impact on learning); this tends to be the highest band across the categories of need.

Category	Band 0	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
Cognition &Learning							
Communication & Interaction							
Social Emotional Mental Health				Final allocated band			
Visual impairment							
Hearing impairment							
Physical Disability							

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Table 3 outlines child B with complexity of needs: no levels of need in VI and HI, low levels in PD but some levels of need in C&L and C&I (band 2) and a higher level of need in SEMH (band 3). The most significant need is within SEMH and therefore band 3 is allocated.

4.3 Decision making

4.3.1 Decision Making in Early Years

Early Years – Inclusion Fund Panel - Responds to requests for allocation of Inclusion funding and transition support funding. Details of the EY application and decision-making process is set out in a separate document <mark>INSERT link</mark>

4.3.2 Decision making for children and young people attending schools and FE colleges.

Decisions are based on evidence provided to the LA through the EHCna or EHCP annual review processes. They are moderated by members of the relevant panels and annual peer to peer moderation arrangements which are set out below in the table.

These decisions are part of the process of discharging LA's statutory duties, under the SEND legislation, ensuring efficient use of public funds. Members of the panels and peer moderation arrangements include representatives from educational settings, support services, health, social care and senior EHCP LA officers.

Each case is considered individually. Banding allocation is decided when the first EHCP is issued and subsequently as a result of information, and evidence provided through the annual review process. Any requests for changes must be supported by written evidence of a change of need.

Decision type	Decision making arrangements	Description of the decision making arrangements
Initial band allocation for new EHCPs (including CYP moving into South Gloucestershire)	Weekly **EHC Resource Allocation Panel** at the time when plan is agreed	Panel members moderate decision made by the Chair. Education, CCG and social care sign off new EHCPs and agree resource implications, including bands.
Request to change band allocation for existing EHCPs (and initial transition to the new banding model)	Annual **peer to peer moderation** meeting; once it is agreed that the system has reached maturity, consideration should be given to the Resource Allocation Panel decisions.	Annual peer to peer moderation, for detail refer to Appendix 4.
Disagreement on band allocation	Termly Exceptional Request Panel or annual peer moderation meeting (whichever is earliest).	Case should be referred to the earliest panel or moderation meeting. For detail refer to Appendix 5.
Exceptional request for allocation of Top Up funding	Termly **Exceptional Request Panel** (6 x year)	The exceptional panel is chaired by the Strategic Lead for Inclusion and SEND. At least 2 headteachers must be present. Referrals to this panel must be closely monitored, scrutinised and outcomes reported to the HNWG and the Head of Education, Learning and Skills.

Exceptional allocation of Top Up Funding

In very exceptional circumstances, the LA will consider an allocation of exceptional Top Up funding outside of the banding framework. Exceptional allocation of Top Up funding aims to reduce the need for placements in the independent sector or address extraordinary circumstances, which cannot be accommodated through the banding framework.

The allocation of exceptional Top Up funding will be time limited and subject to a six-monthly review process. It is anticipated that within a maximum of one academic year, from the date of exceptional Top Up funding being agreed, the generic banding system outlined in appendix 3 will be used.

The value of the exceptional Top Up is to be determined on a case by case basis. It can be allocated only with an agreement of at least two headteachers and approved by the EHCP team manager.

Appendix 1 – National and local funding arrangements in educational settings

Setting	Element 1	Element 2	Local additional funding	Pupil Premium (national)	Other funding streams (national)	Element 3 – TOP UP	
Early years	Represents funding per child, which Early Years settings receive whether a child has SEN or not. No funding for under 2 year olds. 2 years old - £5.31 per hour up to 15 hours per week for 38 weeks 3 and 4 years old - £4.12 per hour (childminders extra £0.14 per hour). All children are entitled to 15 hours per week and some children are entitled for 30 hours for 38 weeks a year.	Represents additional funding for 3 and 4 year olds based on a deprivation supplement (the provision for 2 year olds is funded using a single base rate with no supplements). Deprivation Supplement (mandatory) – is paid, paid to settings 3 x a year based on the EYPP numbers they have. The deprivation budget is calculated as a percentage of the estimated funding available. For 2021-22, it is 0.9%, giving a total of £133,500		The Early Years Pupil Premium (EYPP) fund is for three and four-year olds who are taking up their free hourly entitlement and who meet the criteria set by government including looked after and those who left care.	Disability Access Funding (DAF) – it provides £615 per year for every eligible child to support their access to the free entitlement. This fund will be for three and four-year olds who are taking up their free entitlement and are in receipt of Disability Living Allowance (DLA).	Inclusion Funding top up Inclusion budget is calculated as a percentage of the estimated funding available. For 2021-22 it is 2% giving a total of £296,670. This is additional funding for individual children age 3 and 4 with SEN, who are on roll at a setting within South Gloucestershire and claiming Nursery Education Grant (NEG) from South Gloucestershire. This funding is not based on the home LA of a child. Top Up funding is paid to a setting(s) where the child is on roll. If the child moves to another setting or out of area any un-used funding is returned to the LA. Funding is approved via a panel at the following levels based on 6 months: Level1 (1-15 hours) £1,000 (16-30 hours) £1,800 Level 2 (1-15) £2,000 (16-30 hours) £3,600 Enhanced EY ratio: £900 or £1,400 Training and resources	High Needs Top Up - this is additional funding for individual children with EHCPs. This funding comes from the commissioning home LA. Top Up funding is paid to a setting(s) where the child is on roll and transfers with the child when moving to a different setting. £9.40 per hour over 38 weeks.

Setting	Element 1	Element 2	Local additional funding	Pupil Premium (national)	Other funding streams (national)	Element 3 – TOP UP
						£650.
Mainstream Primary and Secondary schools	Age Weighted Pupil Unit (AWPU) – this is basic per pupil funding, which schools receive for every child. It has been determined nationally that the element 1 funding amounts to £4K but the exact amount is different for different age groups and key stages. The weighting is primary 1.0, KS3 is 1.40614 and KS4 is 1.59659. In 2021/22, AWPU primary is £3,039.15 KS3 is £4,285.75 KS4 is £4,829.74.

Lump sum paid to every mainstream school, in 2021/22 the rate is £114,637.07. Sparsity funding is based on the distances a pupil has to travel to the next similar school as the crow flies for 2021/22. Deprivation funding covering 8 different criteria areas: FSM/FSM6/IDACI Bands A-G (Income Deprivation Affecting Children Index)

English as Additional Language (EAL) Primary £535.23 and £1445.13 Secondary Minimum Pupil Funding Guarantee ensures every school receives a minimum amount of funding for every pupil. For 21/22, Primary £4180, KS3 £5215, | Notional SEN budget. This is an amount of money, calculated on a locally determined formula, received by each school annually.

It has been determined nationally that the element 2 funding amounts to up to £6K per child identified as having SEN. It funds SEN support provision and pays for the first £6K of additional provision for children/young people in receipt of Top Up funding.

The notional SEN budget in South Gloucestershire formula is calculated as: 4.% of the basic per pupil funding factor (AWPU) 8.65% of deprivation factor (FSM's) 100% of the low-cost high incidence (prior attainment) factor, and 15% of lump sum. | High Needs Targeted Support Funding was introduced to support mainstream schools that have a greater than average expected number of pupils on roll who receive high needs Top Up funding, in respect of an EHCP. This does not include pupils in resource bases.

In South Gloucestershire, Schools with a high incidence of high needs pupils may attract additional funding.

The school will receive additional funding if the level of pupils with EHCPs is in excess of 2.8% of the school population (excluding resource bases, early years and post 16).The threshold is currently set at 2.8% and at £6,000 per notional pupil. The % is based on the national average and for 2022/23 this will increase to 3.7% | Pupil Premium Schools get £1,345 for every primary age pupil, or £955 for every secondary age pupil, who claims free school meals, or who has claimed free school meals in the last 6 years.

Looked after premium £2,345 is received for every pupil looked after or a pupil who has left local authority care through adoption, a special guardianship order or child arrangements order.

Service premium Schools get £310 for every pupil with a parent who is serving in HM Forces or has retired on a pension from the Ministry of Defence. | Sports Premium Schools with pupils aged 5 to 10 receive a £16K lump sum and £10 per pupil to be used to fund additional improvements to the provision of PE and sports

Universal Infant Free School Meals Pupils aged 4 to 6 are entitled to a free school meal, current rate paid to schools is £444.60 per pupil per year.

Covid Catch Up Premium Grant awarded to support schools to catch up for lost time after school closures. Mainstream is £80 per pupil. Currently available for 20/21 academic year. Future funding tbc. | Top Up funding, which is agreed for individual children/young people when the provision required to meet their needs, costs more than £10K. This funding comes from the commissioning home LA and is determined on the basis of assessed needs (EHC needs assessment). Top Up funding is paid to a school where the child is on roll and transfers with the child/young person when moving to a different school. |

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Setting	Element 1	Element 2	Local additional funding	Pupil Premium (national)	Other funding streams (national)	Element 3 – TOP UP
	KS4 £5715 (This includes from the 1st April 21 the TPG & TPENG).					
Resource bases	Age Weighted Pupil Unit (AWPU) – this is basic per pupil funding, which schools receive for every child, regardless of whether they have SEN. It has been determined nationally that the element 1 funding amounts to £4K but the exact amount is different for different age groups and key stages. From 1st April an additional £660 has been awarded per place for TPG & TPENG. The weighting is primary 1.0, KS3 is 1.40614 and KS4 is 1.59659. In 21/22, AWPU primary is £3,039.15, KS3 is £4,285.75 and KS4 is £4,829.74.	Pre 16 places occupied by pupils recorded on the autumn School Census are funded at £6,000. Other places (spare capacity) are funded at £10,000. The number of planned places is agreed annually. Pupil places in RBs also attract funding through the mainstream school formula.		As above	As above	Top Up funding, which is agreed for individual children/young people, This funding comes from the commissioning home LA and is determined on the basis of assessed needs (EHC needs assessment). Top Up funding is paid to a school where the child is on roll and transfers with the child/young person when moving to a different school.
Special schools	Special school places are funded at £10,000 per place. The number of planned places is agreed annually. From 1st April an additional £660 has been awarded per place for TPG & TPENG		Split Site allocation based on approved criteria, if awarded, is £60K.	Pupil Premium Schools get £1,345 for every primary age pupil, or £995 for every secondary age pupil, or who has claimed free school meals in the last 6 years. Looked after premium £2,345 is received for every looked after pupil or a pupil who has left local authority care through adoption, a special guardianship order or child arrangements order. Service premium Schools get £310 for every pupil with a parent who is serving in HM Forces or has retired on a pension from the	Sports Premium Pupils aged 5 to 10 receive a £16K lump sum and £10 per pupil to be used to fund additional improvements to the provision of PE and sports. Universal Infant Free School Meals pupils aged 4 to 6 are entitled to a free school meal current rate paid to schools £444.60 per pupil. Covid Catch Up Premium grant awarded to support schools to catch up for lost time	Top Up funding which is agreed for individual children/young people. This funding comes from the commissioning home LA, and is determined on the basis of assessed needs (EHC needs assessment). Top Up funding is paid to a school where the child is on roll and transfers with the child/young person when moving to a different school.

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Setting	Element 1	Element 2	Local additional funding	Pupil Premium (national)	Other funding streams (national)	Element 3 – TOP UP
				Ministry of Defence.	after school closures. Special Schools £240 per pupil, available for 20/21 academic year (future funding tbc).	

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4th November 2021

Setting	Element 1	Element 2	Local additional funding	Pupil Premium (national)	Other funding streams (national)	Element 3 – TOP UP
FE colleges	This is an amount per student attending post 16 institutions calculated using -the national funding 16 -19 system applied to an individuals agreed study prog and paid for directly by the ESFA. The Core programme funding is calculated using the following funding factors. - Funding Rate per student dependent on student hours / banding. - Disadvantage funding, - Retention factor and Programme Cost Weighting where a course cost more to deliver.(Based on national formula). - Level 3 English and Maths support (£375 - 1 year programme / £750 - 2 year programme). - Large Programme Funding (ranges from £838 up to £1,676 per qualifying learner). Additional Programme elements Advanced Maths Premium £600 per student, High values Courses Premium £400 per eligible student and T Level Industry placement £275 per student.	£6K allocation is paid for all students identified as having high needs. This is funded by the High Needs Block but paid directly by the ESFA.			Access to Work (AtW) grant cover additional support, such as the job coach element of a supported internship or traineeship. ESFA funding for learners aged 19 and above: -Learning support -Exceptional learning support -Learner support -Apprenticeships funding	Top Up funding is agreed for individual students when the provision required to meet their needs costs more than the total of #element 1 and 2. This funding comes from the commissioning home LA and is determined on the basis of the assessed need (EHC needs assessment). Top Up funding is paid to a post 16 institutions where the student is on roll and transfers with the student when moving to a different post 16 institutions.

Key

Early year Block	Schools Block (EFSA for FE)	High Needs Block	Other Sources of Income

Source; The School and Early Years Finance (England) Regulations 2021 (legislation.gov.uk) and local financial arrangement, information provided by S Glos finance team (2021)

Appendix 2 – Early years

1. Play, Cognition and Learning needs

Some children may have 'global delay' or are working across most of the EYFS at age-bands well below their chronological age, suggesting that they have wide ranging learning difficulties and needs. For some children, they may experience the world in a different way, which requires a particular kind of approach. It is expected the setting should be following the graduate approach to identify how they are supporting the child and how information from other professionals has supported and guided this work. This should clearly demonstrate the impact of such interventions on the child's progress. In such cases the Play, Cognition & Learning should be evidenced and triangulated with specialist reports. For some children with active or recent Health Visitor involvement, a completed and plotted Ages & Stages Questionnaire (ASQ) may be available. This gives standardised information based on parental views and can be useful in helping to profile a child's development and needs across many areas.

As the EYFS does not have a specific section related to 'cognition', Early Years Settings should be able to gather evidence from a range of learning experiences in which the child has had to solve problems of one kind or another, or use basic concepts to sort, match and classify. The child's play skills, mathematical knowledge and skills, how they explore the environment, and their understanding of the world are all relevant. Many cognitive skills develop as language skills develop and are facilitated by them. Other skills – such as completing inset jig-saw puzzles, do not depend so much on language.

2. Communication & Interaction

Many young children experience delays in the development of communication and language skills and those with mild delays should normally have their needs met within the early years setting but without requiring additional funding. The Early Years Inclusion Fund Panel will consider requests for those with moderate to significant or severe communication delays or language disorder, but in all cases evidence is required of assessment and intervention using advice and guidance from a Speech & Language Therapist. It is also expected that the setting use a recognised assessment tool and information from online SALT materials or following of a recognised speech and language programme. Having such information is crucial to make robust and equitable funding decisions.

There are two sets of ISF descriptors. The communication descriptors link closely with the EYFS prime area Communication and Language and the development of Listening & Attention, Understanding and Speaking. The Interaction descriptors are closely linked to those within the EYFS Personal, Social and Emotional Development prime area and are most appropriate for those children experiencing significant social communication difficulties and who may have or be on the path towards a diagnosis of Autism.

3. Social, Emotional & Mental Health (SEMH)

This SEND area of need corresponds closely with the EYFS Personal, Social & Emotional Development prime area but with an added 'mental health' dimension, which is perhaps more familiar as a concept to practitioners and agencies working with older children and parents/carers. Early years practitioners may be more comfortable with the term 'emotional wellbeing'. We know that some young children do experience emotional trauma, which in turn can lead to difficulties forming positive attachments with significant adults and a wide range of social and emotional needs, together with behaviour that challenges adults in the setting. Practitioners should also note that sometimes children may demonstrate their emotional distress or lack of attachment by withdrawing themselves from those around them or internalising their emotions. Whilst this may not provide a challenge in terms of staff managing extreme behaviours, it is as concerning and should be identified and supported.

The descriptors listed under SEMH will be considered against:
- The level of behaviours displayed particularly in relation to age and context.
- Frequency (at least daily incidents)
- Severity/intensity.
- Its persistence over time.
- Impact on learning and progress and on others
- Progress over time (this should include information about progress against appropriately focused and relevant targets)

Evidence submitted as part of the request can include:
- EYFS information relating to the child's progress in Making Relationships, Self Confidence and Self Awareness, and Managing Feelings and Behaviour.
- Information about any structured observations of behaviour carried out in the setting, either by setting staff or outside agencies, and any targeted outcomes agreed. E.g. behaviour logs, frequency charts.
- Any other recognised assessment for engagement and involvement such as The Coventry Grid, Leuven's Scales, ECERS etc.

- A completed risk assessment where safety of the child, or others, is a concern.
- Copies of any specialist reports, where available, or evidence of professional involvement
- If the child is part of a CIN / CP information from Social Care (with consent).
- Early Help Assessment and Plan (EHAP) report if relevant.

4. Physical Skills and Sensory Needs

The physical descriptors relate closely to the EYFS prime area but with the emphasis on mobility and, to a lesser extent, personal care needs. In most cases requests to Early Years Inclusion Panel will require evidence of involvement from a specialist agency, usually a Physiotherapist or Occupational Therapist. It will also be expected that settings can demonstrate how they have adapted and changed their environment to reflect the needs of the child. Children with significant physical needs may also have communication and complex medical needs, which are recognised in the threshold bands.

Children with severe sensory loss may have significant access and/or educational/learning needs, as well as having complex medical or access needs, which require very high levels of intervention and support. Early Years Inclusion Fund Panel would normally expect the involvement of the Sensory Support Service (SSS) to inform practice and to advise the panel on the child's needs.

5. Children with Medical Needs

Settings are normally expected to make reasonable adjustments for children experiencing health and medical needs which do not impact in a significant way on learning and development. Advice should be sought from the Health Visitor or other relevant medical professional if there are concerns about how to meet such needs.

6. Exceptional Circumstances Requests

It is expected that the vast majority of requests for Inclusion Support Funding and Transition Support Funding will be examined in relation to the evidence received. However, in exceptional circumstances it may be necessary to request Inclusion Support Funding and Transition Support Funding without the evidence of actions taken by the early years setting. These circumstances include:
- The child (and family) has recently moved into South Gloucestershire with a documented history of significant or highly complex learning needs.
- An unexpected/sudden and significant special educational need which occurred as a result of a medical condition, an accident, emotional abuse or trauma.
- Some children with highly complex special educational needs and/or disabilities (e.g. physical/medical needs) will require support as soon as they start at an early years setting. The child's needs are so significant that they are likely to require immediate support, aid or adaptations over and above what is normally available through the graduated approach at SEN Support. We would expect the above information to apply with evidence coming from the one page profile, specialist reports, health care plan (if applicable) and relevant assessments.

If you are planning to make an exceptional circumstances request, please discuss with a member of the EY team in the first instance.

Banding descriptors for children in Early Years settings:

	Examples of special educational needs met within resources available in EY settings		Examples of special educational needs likely to require additional individual allocation of funding (inclusion funding or high needs)		
	Universal offer	SEN Support	Band A	Band B	Band C

	Examples of special educational needs met within resources available in EY settings		Examples of special educational needs likely to require additional individual allocation of funding (inclusion funding or high needs)		
	Universal offer	SEN Support	Band A	Band B	Band C
Play, cognition and Learning	Cognitive abilities within broad average levels and development within EYFS average or close to average.	Child presents with some learning delay, shows some difficulties with conceptual understanding, in one or more areas of the EYFS and attainments are more than 1 year below average	Moderate learning difficulties with conceptual understanding and reasoning across the EYFS. Difficulties learning basic concepts and retaining them over time despite targeted support. Limited and/or repetitive play skills, persisting in spite of targeted support. Significant difficulties with imaginative play. If standardised assessments of cognitive ability have been completed and results indicate low range or the child presents with a very uneven profile of cognitive abilities.	Severe learning difficulties, showing significant delay in reasoning skills and experiencing learning difficulties across all areas of the EYFS. Severely limited and restricted play skills, these persisting in spite of targeted support. Severe difficulties learning basic concepts and retaining them over time despite targeted support. Function at less than half their chronological age (50% delay) in several aspects of the three prime areas, which results in having a significant impact on accessing the EYFS. • Personal, Social and Emotional Development • Communication and Language • Physical Development If standardised assessments of cognitive ability have been completed and results indicate extremely low range.	Profound learning difficulties and global delay, affecting self-help and independence skills. Functions at a level that requires specialised interventions and adaptations to the EYFS. Despite targeted support there has been very little or no progress over time. Functions at 75% delay in several aspects of the three prime areas, which results in having a significant impact on accessing the EYFS. • Personal, Social and Emotional Development • Communication and Language • Physical Development

	Examples of special educational needs met within resources available in EY settings		Examples of special educational needs likely to require additional individual allocation of funding (inclusion funding or high needs)		
	Universal offer	SEN Support	Band A	Band B	Band C
Communication (Language)	May demonstrate limited understanding of nonverbal cues.	Child has difficulty following or understanding instructions and everyday language without visual references.	Moderate delay in expressive and/ or receptive language requiring regular SALT input.	Severe language and/or speech sound disorder/ limited functional vocabulary and sentence structure.	Profound delay in receptive and/ or expressive language
	Immature speech sounds. Requires help with key words. Requires repetition from an adult.	Adults have difficulty understanding speech without it being in context	Child has reduced vocabulary both receptively and expressively impacting on learning and retention of new words	Not able to follow simple instructions without context.	Very limited understanding of what is said or signed.
	May demonstrate limited understanding of non-verbal cues	Child has poor oral muscle control. Child has poor enunciation/clarity of speech	Loss of previously demonstrated communication skills	Uses mix of speech and augmented communication systems	Child communicates by gesture, eye pointing or symbols
	If the child has English as additional language, they require accessible information and support is required.		Child only speaks or communicates a few words to a secure adult in an altered voice, such as a whisper or when withdrawn from the main group.	Child is known to be able to speak to family members outside of the setting but only communicates through gestures and is unable to speak freely to adults and/or peers within the setting.	Sustained loss of communication skills previously demonstrated.
					Child is unable to speak or communicate in the setting which hasn't improved over the last 3 months and is having a significant impact on their ability to access the learning environment
				Child may avoid communication or use extremely limited non-verbal communication when in a speaking situation.	

	Examples of special educational needs met within resources available in EY settings		Examples of special educational needs likely to require additional individual allocation of funding (inclusion funding or high needs)		
	Universal offer	SEN Support	Band A	Band B	Band C
Communication (social)	Difficulty being understood by adults outside the family.	Lack of awareness of social space and related social difficulties	Show signs of distress when faced with new people, places, events or when unsure what is going to happen.	Severe difficulties with understanding of social boundaries leading to social isolation within the group and withdrawal from social and group learning activities.	Persistent social isolation within the group and withdrawal from social and group learning activities, which are severely impacting on learning.
	Some withdrawal from the company of others.	Difficulties recognising and communicating emotions.	Difficulty expressing feelings or needs. Limited ability to understand the impact of their actions on others.	Persistent and significant difficulties forming relationships.	Overwhelmed by sensory demands of the environment, leading to significant distress and behaviour that challenges.
	Some immaturity in socialisation for example child may look towards adults rather than peers.	Difficulties forming and maintaining friendships with peers.	Has difficulties understanding social and physical risks. Child is becoming increasingly isolated with peers.	Difficulties expressing emotions which may lead to behaviour that challenges, increased anxiety and episodes of heightened emotional state.	Unable to tolerate social interaction other than to get needs met.
		Have difficulties managing change and transitions.	Limited initiation of social interaction but can take part in some imaginative play if taught/supported but cannot develop this independently.	Experience significant difficulties to sensory experiences.	Significant evidence of persistent repetitive play and restricted interests, which are resistant to adult intervention.
			Experience difficulties/ unusual responses to sensory experiences (can be easily distracted, upset by noise/touch/light, could lead to behaviours that challenge the norm)	Shows signs of distress over even small changes in the environment.	Persistently anxious or frustrated, leading to frequent and unpredictable behaviours that puts at risk the health and safety of self and others.
				Rigid, repetitive, or obsessional behaviours; these can lead to severe anxiety, frustration and behaviours that challenges.	No understanding of social boundaries.

	Examples of special educational needs met within resources available in EY settings		Examples of special educational needs likely to require additional individual allocation of funding (inclusion funding or high needs)		
	Universal offer	SEN Support	Band A	Band B	Band C
Social, Emotional and Mental Health (SEMH)	Short term difficulties settling into setting.	Difficulties settling into setting, in relation to peers. Seeking comfort from familiar adults and/or with self-soothing.	Regular, daily difficulties in sharing, turn taking and social interaction.	Daily persistent, unpredictable extremes of demanding behaviour.	Involved in incidents where intense emotional distress and/or impulsive behaviour can put themselves or others at risk.
	Occasional evidence of emotional distress or anxiety, which subsides with peer/adult support.	Flits between activities and short attention span; most days sits for shorter lengths of time than peers.	Frequent (daily) withdrawal from activities and an unwillingness to engage. Unusual behaviours or changes in behaviour.	Unable to process and follow adult direction for example following instructions, transitions, can be demand avoidant. Frequent (daily) high anxiety levels and totally withdrawn.	Regular (daily) intensive episodes of behaviour (biting, spitting, kicking etc.) which are unpredictable, persistent, and extreme.
	Some difficulties to concentrate on adult directed activities. Sits for shorter lengths of time compared to peers.	Does not accept 'no' and routine boundaries, regularly tests or challenges. Cannot inhibit own actions to stop from doing something they shouldn't do.	Frequent increase in anxiety level, struggles to emotionally regulate responses which may cause behaviours that challenge adults and peers.	Unable to communicate their emotional needs and use physical communication most of the time.	Unable to engage with learning throughout the day.
	Occasional and short term unwanted behavioural difficulties resulting in adult intervention. Exhibits some behaviours designed to gain attention.	Some attachment seeking or avoiding behaviours, likely to be reliant on relationships with key person.	Significant attachment difficulties that are affecting development e.g. relationships to key carers not securely established or regularly preventing participation.	Severe attachment difficulties affecting development and relationships with adults and peers preventing participation in vast majority of activities.	

	Examples of special educational needs met within resources available in EY settings		Examples of special educational needs likely to require additional individual allocation of funding (inclusion funding or high needs)		
	Universal offer	SEN Support	Band A	Band B	Band C
Sensory (vision)	Vision within normal range, including when corrected by glasses 6/6 – 6/12	Mild impairment.	Moderate visual difficulties / visual loss with on-going input from the Sensory Support Service	Severe visual loss, which requires continuous support for mobility and self-help skills.	Profound visual loss which requires continuous support for mobility and self-help skills.
		Mild bilateral field loss or adapted to monocular vision.			
		Navigates safely in familiar environment.		Severe multisensory impairment with significant impact on development	Profound multisensory impairment with severe impact on development
		Wears patch 1-2 hours daily.			
		Colour blind			
		Visual perceptual needs			
Sensory (hearing)	Child may miss-hear and misunderstand oral information, which requires monitoring.	Moderate hearing impairment requiring adult support to monitor adjustments.	Moderate hearing loss and wears aid(s) with on-going input from the Sensory Support Service	Severe hearing loss that has a significant impact on development.	Profound hearing loss that has a severe impact on development.
		Hearing aid user		Severe multisensory impairment with significant impact on development	Profound multisensory impairment with severe impact on development
	Child may have some immaturities of speech but is understood by adults				

	Examples of special educational needs met within resources available in EY settings		Examples of special educational needs likely to require additional individual allocation of funding (inclusion funding or high needs)		
	Universal offer	SEN Support	Band A	Band B	Band C
Sensory (Physical)	No concerns about physical development and general health.	Poor fine and/or gross motor skills. May have needs relating to undertaking practical tasks, reducing the level of independence.	Physical and/or medical difficulties that require varied and extensive adjustment to environment and resources.	Physical and/or medical difficulties that require specialist equipment, adapted resources and position changes requiring a high level of daily adult support.	Has limited ability to contribute to self-care therefore is highly reliant on adult support for adapted resources, moving, position changing, personal care including drinking eating etc.
	Child attempts all physical activities within normal day	Likely to have difficulties adapting to new/specific environments.	Able to use mobility aid with some competence to overcome physical difficulties, e.g., walking frame or power chair.	High levels of self-care needs	Profound long term physical or medical progressive/regressive condition(s) which require continues monitoring and support throughout the day and includes complex medical interventions.
		May have a physical/medical condition requires a care plan/medication. Child may tire more quickly than other children. Condition may require monitoring e.g. diabetes, epilepsy.	Moderate physical and/or medical difficulties that require close monitoring to ensure safety.	Child needs daily adult support with health care regimes.	
			Physical independence is impaired and requires input and programmes from relevant professionals.		

Appendix 3 - Banding descriptors for mainstream primary and secondary schools, resource bases (including access centres), special schools, and FE

Example of special educational needs met within the resources available in mainstream schools and colleges link		Examples of special educational needs likely to require additional high need individual funding allocation (element 3)

	0 Universal offer	1 SEN Support		2 High Needs	3 High Needs	4 High Needs	5 High Needs	6 High Needs
Cognition and Learning	Broadly making progress against age related expectations. In one or more areas of the curriculum may be working. +/- 1 year. Some may present with some learning delay and/or show difficulties with conceptual understanding in some elements of the core curriculum. Achievement and progress data may be below the year group they are working in, but they respond to High Quality Teaching (HQT) + short, targeted intervention. Pupils may have weak phonological skills/difficulty applying phonological skills to decoding or spelling. Pupils may have some difficulty organising written work, expressing and/or recording ideas.	Difficulties may include a spectrum of severity need: -working at least 2 years behind their chronological age in one or more areas of the curriculum -have difficulties across all areas of the curriculum but making some progress - have Moderate Learning Difficulties in the low range on standardised assessments of cognitive ability. Uneven profile of cognitive abilities. -Have difficulties in reasoning, problem solving, attention, organisational and concentration skills. Concerns about rate of progress, generalising and retention of skills and information. Discrepancy between oral and literacy skills. Some pupils may grasp mechanical skills but lack comprehension e.g., reading, maths.	EHCP Decision making Guidance document	Working significantly below ARE in most subjects for example: End of EY – 50% delay End of KS1 – working at EYFS (below 5 yrs equivalent) End KS2 – below or at year 2 End KS 3 – working at below KS2 End KS4 – working at KS2. Post 16 – in addition to the above level consider learning pathways e.g., vocational learning programmes. Have Moderate Learning Difficulties in the extremely low range on standardised assessments of cognitive ability (typically at or below 2nd across a range cognitive ability areas). Very uneven profile of cognitive abilities. Significant delay in reasoning skills and difficulties across all areas of the curriculum. Significant difficulties retaining skills and information, generalising skills, and staying on task.	Working significantly below NC ARE across all subjects for example: End of Reception: Below step 7 in the developmental area 'thinking' of the Developmental Journal. By the end of KS3 work toward year 1 ARE. Have Severe Learning Difficulties in extremely low range on standardised assessments (below 1st percentile across most cognitive ability areas). Very slow rate of progress despite a high level of intervention. Severe difficulties in making inferences, generalisation and transferring skills.	Band 3 plus additional needs in other areas of SEN in mobility and coordination, communication, or acquisition of self-help skills (additional need must be at band 4).	Profound and Multiple or Learning Difficulties, functioning at early developmental level. Due to level of learning difficulties unable to accomplish personal care, self-help and independence skills throughout the school day. Profound needs: Attainment levels at early developmental stage throughout their schooling and into adulthood.	Band 5 plus additional needs in other areas of SEN (totally physically dependent, neurological, genetic, or other medical condition which results in profound needs in other Code of Practice areas of SEN)
					Speech and Language			

	Example of special educational needs met within the resources available in mainstream schools and colleges link			Examples of special educational needs likely to require additional high need individual funding allocation (element 3)				
	0 Universal offer	1 SEN Support		2 High Needs	3 High Needs	4 High Needs	5 High Needs	6 High Needs
	Language communication skills within average or close to average levels. May have difficulties with comprehension and ability to follow instructions. May have difficulties in giving accounts of events, conveying more abstract and complex thoughts. May be reluctant to comment in class/group situations.	Mild to moderate delay in expressive and/or receptive language and/or mild speech sound disorder. Processing difficulties leading to difficulties in understanding and following instructions. Literal use and interpretation of language. Experiencing unusual aspects of speech such as unusual intonation, volume, rate echolalia and idiosyncratic phrases. Capable of clear speech when prompted but clarity deteriorates in spontaneous speech. Self-confidence and social integration limited by communication differences, may respond inappropriately in social and/or learning environment.	EHCP Decision making Guidance document	Delay in expressive or receptive language and/or speech disorder, standard score of 70 and below (percentile ranks below 3) Language abilities are impaired to a degree that prevents effective age-appropriate communication. Considerable difficulty organising expressive language and making meaning clear. Single words clear but connected speech poor, speech only intelligible to familiar adults Difficulties in understanding longer instructions and those with complex grammar and vocabulary Self-confidence and social integration limited by communication differences, likely to respond inappropriately in social and/or learning environment.	Limited expressive and receptive language and/or speech disorder causing limited functional communication, standard score of 70 and below (percentile ranks below 3) Signals basic needs in verbal or nonverbal way which may be very idiosyncratic and/or speech intelligibility limited to familiar words used in context. Requires visual support to understand simple instructions. Likely to withdraw from communication in class, limited social interaction with language difficulties having significant impact on learning in all subjects. May show signs of distress and confusion, likely to be misunderstood and respond inappropriately	Band 3 plus additional needs in other areas of SEN (additional need must be at least at band 4)	Profoundly limited language skills; non - verbal and very limited or no understanding of language or other means of communication. Pupils communicate by gesture, eye pointing or symbols	Band 5 plus additional needs in other areas of SEN

	Example of special educational needs met within the resources available in mainstream schools and colleges link			Examples of special educational needs likely to require additional high need individual funding allocation (element 3)				
	0 Universal offer	1 SEN Support		2 High Needs	3 High Needs	4 High Needs	5 High Needs	6 High Needs
				Social Communication				
	Autistic traits or a diagnosis of Autism but academic and behavioural competencies mean that with some differentiation she/he able to cope with the expectations of school/college life e.g., time out card, additional time, encouragement, sensory diet, reassurance. Low level/low frequency difficulties with following: -classroom routines -responding to social situations such as turn taking, reciprocal attention, -sharing of resources, -social isolation or low level anxiety in social situations. Mostly confident with occasional difficulty integrating or fulfilling social activity. Some sensory differences.	Delayed social communication and interaction skills which can lead to anxiety frustration or distress and impact on the ability to engage in classroom activities. Lack of awareness of social rules and related social differences. Difficulties forming and maintaining friendships with peers. Social vulnerability due to lack of understanding and knowledge of social behaviour. This may cause withdrawal to their own world or unexpected behaviour. Difficulties recognising and communicating emotions. Difficulties managing change and transitions. Sensory differences may cause some anxiety or distraction at times.	EHCP Decision making Guidance document	Rigid and inflexible thought patterns and longer processing times which interfere with engagement in learning. This may result in distressed and/or unexpected behaviours. Show signs of anxiety when faced with new people, places or when unsure what is going to happen. Difficulty expressing feelings or needs. Limited ability to understand the impact of their actions on others. i.e., cause and effect. Have difficulties understanding social and physical risks. Socially isolated and may be easily led, vulnerable, limited initiation of social interaction. Easily distracted, upset by noise/touch/light, and could lead to distressed or unexpected behaviours.	Exhibit rigid, fixated behaviours or signs of distress over even small changes which make it difficult to cope with unexpected situations. Difficulties expressing emotions which may lead to behaviours that challenge, increased anxiety and episodes of heightened emotion. Limited functional and social communication skills which impacts on the ability to engage in the classroom activities. Difficulties understanding social and physical risks and their own vulnerability, severely limited ability to understand consequences and responsibility for actions. Sensory differences impacting on day to day functioning and learning.	Rigid, repetitive, or fixated behaviours make it consistently difficult to cope with unexpected changes and to engage in learning. These can lead to severe anxiety, aggression, or withdrawals. Regular high levels of distress and anxiety which presents significant barrier to learning and ability to function within educational environment. Limited social communication that causes anxiety and limits ability to manage emotions. Seeks to control the environment circumstances and becomes increasingly demand avoidant with staff. Sensory differences that are impacting on learning and lead to distressed behaviours.	Profoundly limited social communication skills, which impact on all areas of learning and social activity including play times and lunch times. Persistently anxious or frustrated, leading to frequent, and unpredictable, behaviours that jeopardizes the health and safety of self and others. No recognition of own or others emotions. Behaviour that presents as highly manipulative and significantly demand avoidant linked with high levels of anxiety which severely disrupts learning due to an overwhelming need to be in control. Sensory differences that are impacting on learning and lead to distressed behaviours throughout the day.	Profoundly limited functional social communication skills which is accompanied by daily, persistently high levels of distress and anxiety. Permanently in a high state of anxiety. Inability to tolerate any social interaction other than meeting own basic needs. Unpredictable, escalating and prolonged behaviours that challenge throughout the day that jeopardise the health and safety of self and others. Daily ritualistic and fixated behaviours that prevent adults from engaging the pupil with any adult-led activities. Lack of awareness of personal safety, exhibits violent behaviour several times a day. Severe sensory differences cause inability to function in education environment.

	Example of special educational needs met within the resources available in mainstream schools and colleges link			Examples of special educational needs likely to require additional high need individual funding allocation (element 3)				
	0 Universal offer	1 SEN Support		2 High Needs	3 High Needs	4 High Needs	5 High Needs	6 High Needs
Social, Emotional and Mental Health	Low level and low frequency of difficulties with: - Immature social/emotional skills e.g. difficulties with turn-taking, reciprocal attention, sharing resources etc. - following classroom routines - complying with adult direction - responding appropriately to social situations - forming and sustaining relationships with peers - some social isolation e.g. tends to play alone, occasional anxiety in social situations - low self-esteem which can result in low level bullying, attention seeking or withdrawal These may be linked to events in their life which have a temporary or irregular impact on the child.	Difficulties throughout the week and may be more frequent in some lessons and activities. For example: - regulating emotions e.g. emotional outbursts, hyperactivity, impulsivity, mood swings, feeling anxious/worried - showing distress or challenging behaviour. - not following school/classroom instructions such as sitting on the carpet, remaining seated - sustaining attention and concentration, motivation to engage with work-related tasks - low self-esteem and general resilience e.g. fear of failure when faced with unexpected demands - immature responding to social situations, leading to social isolation from peers e.g. may be fearful or anxious in new situations - being withdrawn, timid and reliant on key adults for reassurance and nurturing	EHCP Decision making Guidance document	Frequent and regular incidents which may involve violent outbursts and/or aggression. They may create situations which have health and safety implications. Behaviours exhibited create a barrier to learning e.g. disengaging, regularly destroying own or others' work, work avoidance, concentration very limited, impulsivity. Low self-esteem and low levels of emotional resilience. When emotionally overwhelmed unable to access support and unable to cope when faced with challenge. Needs impact on the ability to build and maintain successful relationships with adults and peers. Mental health needs including attachment difficulties leading to attention seeking or avoiding behaviours.	Regular (daily) incidents, challenges to recognise feelings and emotions, difficulties to regulate independently. This results in highly dysregulated and challenging and/or aggressive behaviours resulting in situations which have health and safety implications for themselves and others. Regular oppositional, defiant behaviours, refusal and inability to comply with requests. Extreme behaviours including controlling behaviours with an inability compromise or rationalise or reflect. Harmful coping strategies e.g., leaving classroom/school site on a regular basis, self-harm, substance misuse. Mental health needs e.g., mood swings that impact on learning and activities throughout the week.	Regular (daily) incidents which involve emotionally distressing, violent outbursts and aggression resulting from accumulation of layered needs. Frequent and long lasting incidences of non-compliant and uncooperative behaviour e.g. not engaging in work, exhibiting challenging behaviour in response to demands. Impulsivity and unpredictability which can place the pupil and others at risk. Deteriorating/anti-social relationships with peers and adults e.g. lack of remorse, use of violence Mental health needs e.g. irrational fears, hyper-vigilance, low mood that impact on daily learning and activities.	Frequent (more than once per day) and intense in duration incidents of challenging behaviours. Not able to self-regulate emotions and/or behaviors. Emotional, persistent needs lead to challenging distressed behaviours that disrupt teaching groups and may jeopardise the health and safety of self and others. Extreme risk-taking behaviours e.g. arson, criminal activity including drug and alcohol use, use of weapons, gang-related anti-social behaviour Mental health needs which impact on managing emotional responses, exhibits frequent, ongoing severe mood swings significantly affecting daily functioning.	Very frequent and persistent (more than once per day) incidents of aggressive behaviours, often impulsive with no apparent triggers which are difficult to manage, even with specific, individualised intervention. Unpredictable, prolonged and sudden outbursts of intense episodes of emotional and challenging behaviours that jeopardises the health and safety of self and others. Complex, acute mental health needs; this may include severe attachment disorder, depression, withdrawn behaviour, severe anxiety, significant self-harm which makes daily life extremely difficult.

	Example of special educational needs met within the resources available in mainstream schools and colleges link			Examples of special educational needs likely to require additional high need individual funding allocation (element 3)				
	0 Universal offer	1 SEN Support		2 High Needs	3 High Needs	4 High Needs	5 High Needs	6 High Needs
				Vision				
Sensory and/or Physical	Vision within normal range, including when corrected by glasses 6/6 – 6/12.	Mild vision impairments: Distance 6/12 – 6/18 (Log MAR 0.3-0.48) N14-18 CYP Is independently mobile in familiar areas Curriculum access possible with specialist equipment, adaptation and support to show appropriate progress May have difficulties with spatial awareness, using standard text and pictorial materials e.g. maps and graphs. Visual perceptual needs.	EHCP Decision making Guidance document	Moderate vision impairments: Distance 6/19-6/36 (Log MAR 0.5-0.78) Near N18-N24 Curriculum access not possible without significant mediation and/or adaptations of curriculum materials requiring training to produce resources and additional support in practical subjects (safety).	Severe impairment: 6/36-6/60 (LogMAR0.8-1.00) N24 Registered sight impaired Able to access curriculum and buildings only with substantial adaptations of all learning materials requiring training to produce resources and additional support in practical subjects (safety May have progressive visual impairment where functional vision is expected to deteriorate to registered sight impaired level.		Profound impairment: Less than 6/60 (Log MAR 1.02) N36, registered severely sight impaired Able to access curriculum and buildings only with substantial adaptations of all learning materials including the requirement for some use of tactile means of communication to be able to access Able to access independently buildings and move around the school only with significant support and or skill development.	Profound impairment: Less than 6/60 (Log MAR 1.02) Registered severely sight impaired. Able to access information using braille/tactile methods which require specialist training to produce resources. Able to access buildings and move around the school only with regular and individual formal teaching of orientation and mobility.
				Hearing				

	Example of special educational needs met within the resources available in mainstream schools and colleges link			Examples of special educational needs likely to require additional high need individual funding allocation (element 3)				
	0 Universal offer	1 SEN Support		2 High Needs	3 High Needs	4 High Needs	5 High Needs	6 High Needs
	Hearing within normal range. Temporary conductive hearing loss. CYP may miss-hear and misunderstand oral information which requires monitoring. Pupils may have some immaturities of speech but is understood by adults.	Mild or Moderate sensory-neural hearing loss or conductive hearing loss greater than 41dB. Curriculum access possible with specialist equipment, adaptation and support. Hearing aid user Requires signal to noise ratio of 20-30 dBA Requires classroom reverberation time of 0.4 seconds.		Chronic long term or recurrent conductive hearing loss with a sensory-neural hearing loss in one or both ears resulting in severe functional hearing loss. Moderate sensory-neural hearing loss greater than 41dB with late diagnosis or onset But Curriculum access not possible without significant mediation and/or adaptations of curriculum materials.	Moderate/Severe sensory-neural hearing loss greater than 41dB And Requires assistive devices to access curriculum with substantial adaptations of all learning materials. Could be an acquired hearing loss, congenital or progressive hearing loss. Hearing aid user.	Severe sensory-neural hearing loss greater than 71dB And Requires assistive devices to access curriculum with substantial adaptations of all learning materials. Hearing aid/cochlear implant user.	Profound hearing loss greater than 95dB Hearing aid/cochlear implant user Able to access curriculum only with assistive devices and requires substantial mediation and/or adaptations of materials.	Profound hearing loss greater than 95dB Able to develop communication via sign support e.g., SSE or alternative methods of communication.

		Example of special educational needs met within the resources available in mainstream schools and colleges link			Examples of special educational needs likely to require additional high need individual funding allocation (element 3)				
		0 Universal offer	1 SEN Support		2 High Needs	3 High Needs	4 High Needs	5 High Needs	6 High Needs
Physical/ medical needs		Physical development within normal levels. Able to attempt all physical activities within normal school day with minor adaptations, if required. Medical conditions which are ordinarily well managed but may require medication or first aid for example asthma or allergies.	Fine and/or gross motor skills difficulties, for example: -May have needs relating to undertaking practical tasks, reducing the level of independence. -Able to use mobility aid with some competence to overcome physical difficulties, e.g. walking frame or power chair. -Likely to have difficulties adapting to new/specific environments. May have physical/medical condition which impact on access to the academic and social curriculum and require care plan/require regular medication to manage condition. May tire more quickly than others. Condition may require monitoring e.g., diabetes, epilepsy. May have difficulties with eating and drinking.	EHCP Decision making Guidance document	Physical needs give rise to safety issues and curriculum access may not be possible without mediation and/or adaptations of curriculum materials. Has limited independence in managing interventions required for their condition e.g., personal care, mobility, eating and drinking. Implementation of a specific program of care developed and monitored by health professionals.	Curriculum access not possible without substantial mediation and/or adaptations of curriculum materials Requires support in moving positioning and personal care, eating/drinking needs. Have substantial communication/recording needs associated with physical disability.	Implementation of programme of complex care developed and closely monitored by health professionals.	Has limited ability to contribute to self-care therefore is highly reliant on support for moving, positioning, personal care including drinking eating, e.g. hosting. Reliant on specialist equipment for sitting, standing and transfers. Profound chronical/degenerative that require complex medical interventions. Have severe physical disability that create substantial communication difficulties requiring aid such as 4Talk4 or other assistive curriculum devices.	Profound physical, long term condition/needs. Has total and complex support needs for mobility, personal care, positioning, and movement, hoisting and eating/drinking. Profound and unpredictable chronic/degenerative condition that requires complex medical interventions and cyp may have been assessed as eligible for NHS Children's Continuing Care (CCC) Non-verbal, able to communicate when using specialist communication aids, e.g. TELUS/Dynavox
		For children and young people with medical needs and no SEN please refer to local guidance set out in Children's continuing care leaflet | NHS Bristol, North Somerset and South Gloucestershire CCG (bnssgccg.nhs.uk)							

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Appendix 4 – Peer banding moderation – purpose, principles, and practicalities

Purpose

Moderation will play an important role in maintaining equitable funding for SEN provision across all types of provision.

1. It informs the strategic allocation of resources agreed by Schools' Forum.

2. It provides reassurance that resources are deployed efficiently and fairly.

3. It is a prime opportunity for professional development.

4. It quality assures equitable, fair and transparent allocation of resources.

Principles

1. Moderation is an annual activity to:

   A. Sample the accuracy of banding allocation over time. Sample should be proportionate to the size of the EHCP cohort and relevant to the banding spread (about 20% of all pupils with EHCPs). In case of significant concern about the accuracy of the band allocation within a school, the initial sample will be doubled.

   B. Consider cases which require a review recommended by the previous moderation.

   C. Consider cases which require a change of band allocation (requested by schools or the LA).

   D. Consider decisions taken by Resource Allocation Panel where there is disagreement between the LA and the school about the band level.

   Note: Category A will not apply to bands agreed by the Resource Allocation Panel within 1 year from the original decision date.

2. All educational settings will be represented appropriately at the moderation meetings. Due to significant funding implications, it is recommended that the Headteacher/SENCO/SEN lead oversees this process and attends the moderation meeting.

4. The process is facilitated and supported by LA officers (SEN Team, EPs and other LA staff as appropriate).

5. All decisions are made on the basis of written evidence <u>only</u> so there is a clear audit trail. Decisions are made by the group of educational setting representatives and are based on <u>peer moderation</u> of the evidence provided. The role of LA staff is to provide clarifications, support, and facilitation, and to oversee the process to ensure consistency of application of the banding principles.

6. Any banding decisions agreed at the moderation are implemented from the final moderation date.   If there is an appeal, the date of the appeal becomes the final date from which payments will be made. There will be no back payment reflecting the new banding allocation.

7. The outcome of the moderation and the decisions taken by the Resource Allocation Panel are reported to the High Needs Working Group and then subsequently to Schools' Forum for financial consideration along with the numbers of planned places (special schools, resource bases and colleges) required for the following year. Together, this information may impact on the values of Top Up funding on the annual basis.

Note: Over identification of high level bands in any one school/college will financially impact on other schools.

Practicalities

<u>Prior to the moderation meeting:</u>

1. By the end of the 4th week of September:

   – The LA contacts each educational setting to provide information about pupils whose banding allocation will be sampled (Group A).

   – The LA contacts educational setting to provide information about pupils whose banding allocation should be reviewed, as agreed at the previous moderation (Group B).

   – Educational settings confirm the list of pupils whose band allocation should be changed (Group C).

   – The LA puts forward cases where following the Resource Allocation Panel decision, there continues to be a disagreement between the LA and the educational setting about the band level (Group D).

2. The EHCP Team Manager arranges a briefing for LA staff, specifically those who are going to chair the moderation groups; this is to ensure consistency across all groups and compliance with the agreed process, principles and banding descriptors.

<u>Peer to peer moderation meeting</u>

1. October/November – groups of EY/school/college representatives cross-moderate, i.e. educational settings do not consider their own cases.

2. The LA provides a suitably large venue and will facilitate and administer this activity.

3. There must always be sufficient time for all cases to receive equal attention.

4. Two copies of evidence for each pupil will be necessary; these must be submitted at the beginning of the process by the EY/school/college.

Submission Type	Evidence Required	Action Required
All cases (Group A, B, C and D)	Last Annual Review including EHCP, appendices and relevant other reports for example care or medical plans, behaviour logs. Pen pictures will be considered only with supporting evidence (moderators will be looking to cross reference statements included in the pen picture with evidence). Information must reflect current needs of children and young people. Schools and colleges should provide a key to the system they use to assess and measure progress.	LA to provide EHCP and Annual Review documentation EY/School/colleges to provide additional documentation.(if applicable)

5. A Local Authority Officer will facilitate the work of the group and record decisions. Other LA staff members will support the process by providing their professional expertise, knowledge, clarification and support as necessary. This is to ensure consistency and compliance with the guidance.

6. Increase or decrease in band allocation will be agreed if:

   – Within a single area of SEN type there is evidence of more/less severity of needs
   – There is an increase/decrease of a range and complexity of need across different types of SEN.

   Descriptors within each band are not listed in a specific order, they are not hierarchical and should be used on the basis of 'best fit' match with the evidence provided.

7. Decisions are made by the moderating group and are based on peer moderation of the written evidence provided.
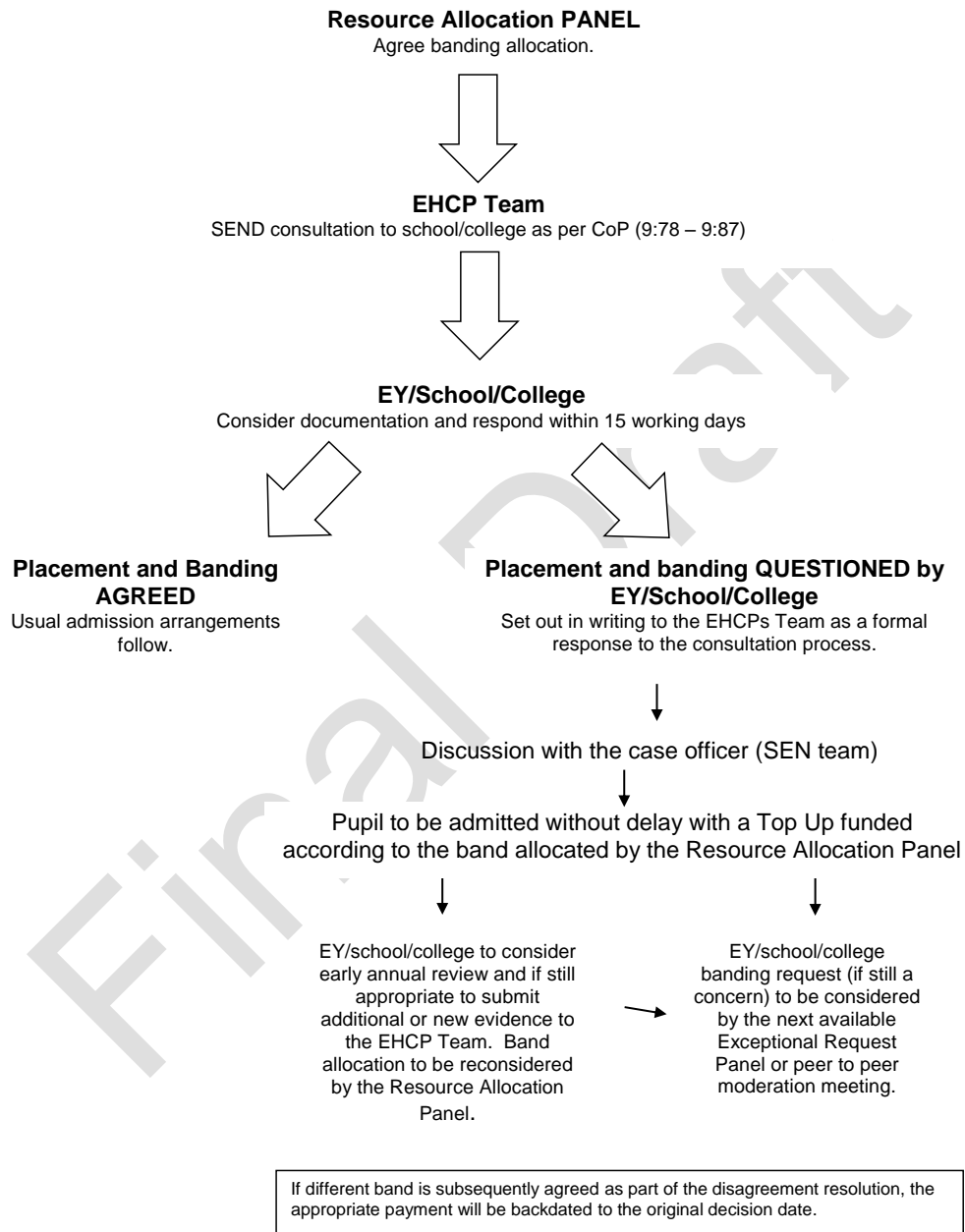
Post Moderation Feedback

1. At the end of the moderation meeting the LA Officer will distribute decisions and facilitate general feedback for each EY/school/college.

2. In the event of exceptional concerns raised about the individual decisions taken by the moderating group, a cross moderation by a second group may be necessary. The decision of the appeal group becomes final and there is no further appeal process.

3. If significant concerns are raised about banding allocation for existing pupils (Group A), further samples of cases will be considered (maximum double the original sample). In case of further concern, the whole school population of pupils with HN funding will be moderated. This may lead to adjournment of the meeting and an additional moderation day. In this case, the final moderation day is the final point in the moderation cycle. Any outstanding moderation cannot then be considered until the next moderation cycle.

Links with Schools' Forum

1. A final summary report of the outcomes of the moderation is compiled by the SEN Team Manager for the High Needs Sub Group of the Schools' Forum. A copy of this report is sent to each school.

2. The EHCP Team Manager and special school Headteacher representative at Schools' Forum keep all schools informed about the progress of discussions and inform the groups of final decisions.

Appendix 5 – Disagreement on band allocation

Resource Allocation PANEL
Agree banding allocation.

↓

EHCP Team
SEND consultation to school/college as per CoP (9:78 – 9:87)

↓

EY/School/College
Consider documentation and respond within 15 working days

↓ (two branches)

Placement and Banding AGREED
Usual admission arrangements follow.

Placement and banding QUESTIONED by EY/School/College
Set out in writing to the EHCPs Team as a formal response to the consultation process.

↓

Discussion with the case officer (SEN team)

↓

Pupil to be admitted without delay with a Top Up funded according to the band allocated by the Resource Allocation Panel

↓ (two branches)

EY/school/college to consider early annual review and if still appropriate to submit additional or new evidence to the EHCP Team. Band allocation to be reconsidered by the Resource Allocation Panel.

EY/school/college banding request (if still a concern) to be considered by the next available Exceptional Request Panel or peer to peer moderation meeting.

If different band is subsequently agreed as part of the disagreement resolution, the appropriate payment will be backdated to the original decision date.

Version 0.2 (October 2021)

**Early Years Inclusion Support Funding and Transition Support Funding
(Implementation March 2022)
for children with Special Educational Needs and/or Disabilities
in South Gloucestershire**

Operational Guidance 2021
Awaiting final approval

For use by all Early Years Providers: Nursery Classes, Childminders, Preschools and Day Nurseries and other providers on the OFSTED Early Years Register.

Contents:

1.0 Introduction

The Local Authority (LA) and partners have a legal duty to regularly review the special educational needs (SEN) provision available in the local area. This includes:
- Sufficiency planning of the number of places, the age and type of special educational needs and disability (SEND) they support;
- Commissioning arrangements for the availability of support services for SEND; and
- The way Top Up funding is allocated to individual children and young people with high level SEND.

In 2021, the High Needs Working Group commissioned a review of the way Top Up funding for children and young people with complex SEN, is allocated. This commission was triggered by a range of indicators such as a wide variety of methodologies used to calculate Top Ups, different decision making processes and national benchmarking data suggesting that high Top Up values are applied across the whole spectrum of provision in South Gloucestershire.

The aim of this work was to develop a universal, transparent, fair and sustainable financial model aligned with the evidence of assessed need of individual children and young people.

1.1 Key principles

In developing a fair and transparent model of allocation of top up funding the LA and partners agreed the following set of principles which must guide all decision making processes.

Compliant with national legislation and regulations. High needs funding is provided to local authorities through the high needs block of the dedicated schools grant (DSG). Local authorities must spend that funding in line with the associated conditions of the grant, and School and Early Years Finance Regulations.

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✅ **Whole system approach** - the top up allocation system captures the needs of children/young people from universal, SEN Support to the EHCP level of need.

✅ **Universality –** the system relates to all age groups and all types of provision (apart from individually commissioned non maintained specialist provision) which means that it is transferable between key stages and different types of settings and schools across South Gloucestershire.

✅ **Sustainability** – a system which promotes robust financial governance including budget monitoring, reporting and planning.

✅ **Clarity and transparency** – the system is published on the Local Offer. It clearly describes national and local financial arrangements and decision making processes.

✅ **Fair and consistent application** – evidenced based approach informs allocation of top up funding. This means that the type and severity of need and impact is individually assessed by the relevant professional(s) who contributes to the Education Health Care needs assessment (EHCna) or Education Health Care Plan (EHCP) annual review processes. When making decisions about additional top up funding, the LA must treat all providers including maintained provision, academies, free schools and FE sector on a fair and equivalent basis.

Nationally, it is accepted that the cost associated with meeting the needs of children with similar level of need may vary, even between the same types of providers. There is no national guidance on what represents 'reasonable' cost or good value for money. This means that allocation of top up funding based on assessment of the type and severity of need remains the fairest, evidence-based way of allocating additional funding.
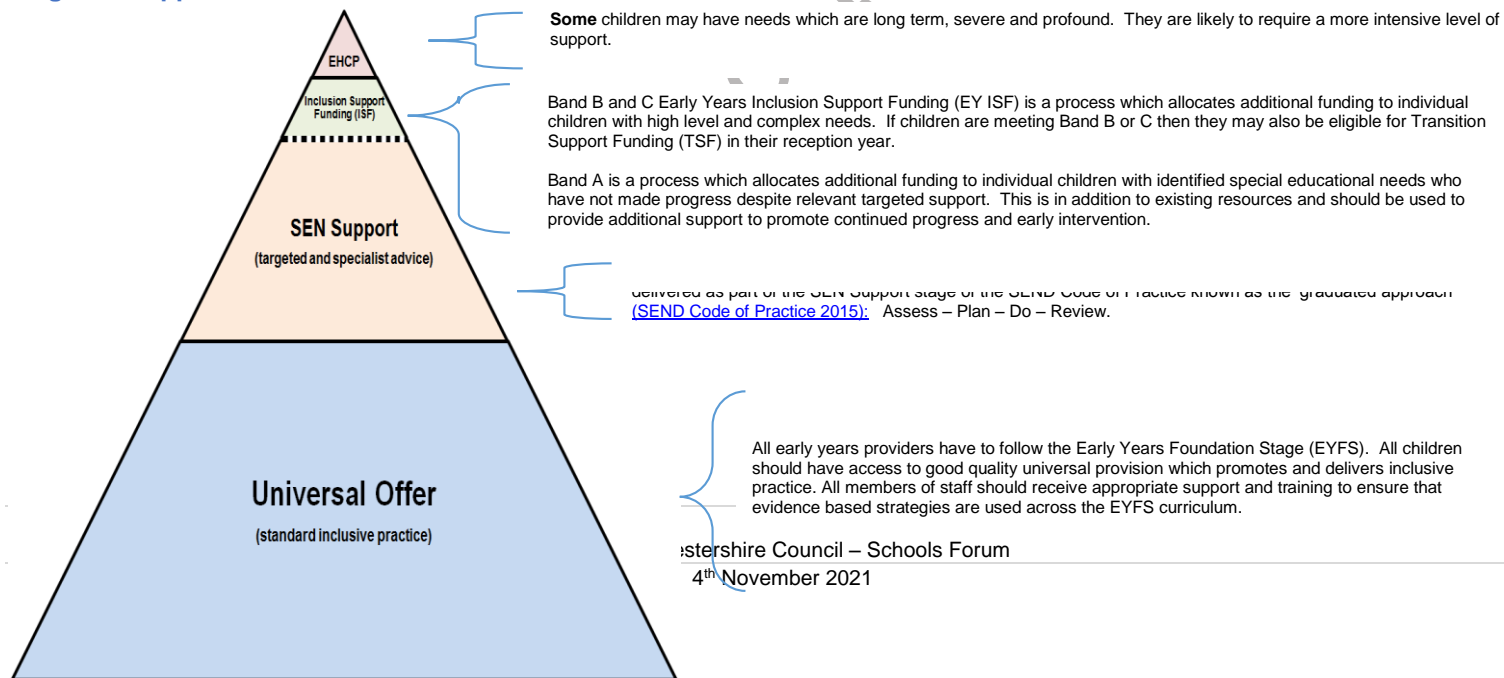
South Gloucestershire LA developed a set of banding descriptors which are underpinned by the principles outlined above. They apply to all types of educational settings in the South Gloucestershire area, including Early Years providers, mainstream schools, special schools including academies and FE colleges.

Children and young people living outside of South Gloucestershire but attending educational settings in South Gloucestershire, will be assessed using the methodology and the process set out in this document.

2.0 Provision for children in Early Years - Whole system approach to SEN

A whole system approach allows Early Years providers, the local authority and partners to have a holistic approach to good quality inclusive practice underpinned by various national and local funding streams identified in Appendix 1. This system is designed to be flexible and respond to changing need quickly by adopting the principles of Assess-Plan-Do- Review and effective use of resources targeted to address the needs of children with SEN from emerging/mild to the most complex.

Stages of support

Some children may have needs which are long term, severe and profound. They are likely to require a more intensive level of support.

Band B and C Early Years Inclusion Support Funding (EY ISF) is a process which allocates additional funding to individual children with high level and complex needs. If children are meeting Band B or C then they may also be eligible for Transition Support Funding (TSF) in their reception year.

Band A is a process which allocates additional funding to individual children with identified special educational needs who have not made progress despite relevant targeted support. This is in addition to existing resources and should be used to provide additional support to promote continued progress and early intervention.

delivered as part of the SEN Support stage of the SEND Code of Practice known as the 'graduated approach (SEND Code of Practice 2015):   Assess – Plan – Do – Review.

All early years providers have to follow the Early Years Foundation Stage (EYFS). All children should have access to good quality universal provision which promotes and delivers inclusive practice. All members of staff should receive appropriate support and training to ensure that evidence based strategies are used across the EYFS curriculum.

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EHCP

Inclusion Support Funding (ISF)

SEN Support
(targeted and specialist advice)

Universal Offer
(standard inclusive practice)

2.1 Universal and SEN Support offer

Early Years providers, have skills, knowledge and experience in identifying, planning and delivering differentiated support. Settings also have access to additional expertise provided by a range of support services. For example, they can seek additional advice from the Early Years team, Educational Psychologists, CAMHS, therapy services, paediatricians, nurses, early help services, social care and others. Access to such services is available to all children and educational settings and is not dependent on any allocation of additional financial support.

Once the SEND is identified it is very important that special educational provision is made. The provision should be evidence based, focused on the identified need and its impact should be monitored over time. This additional support is known as SEN Support. The EY setting will deliver this via a Graduated Approach which includes four stages: Assess – Plan – Do – Review. Section 2 of the The South Glos Way Inclusion Toolkit | SafeguardingSouth Gloucestershire Safeguarding provides an evidence-based practical document, which gives advice and guidance to help educational settings to continue to build inclusive, enabling environments that enable all children with SEND to thrive.

All Yearly Years providers are required to have arrangements in place to identify, support and review needs of children and SEN and disabilities and to promote equality of opportunity for children ain their care. There arrangements are set out in the EYFS framework.

Practitioners working in South Gloucestershire settings can also access the VLE for further information.
The Early Years Team can also provide settings with information, advice and guidance concerning how to support children with SEND and the SEND Code of Practice. Each setting will have an allocated Early Intervention Officer who can be contacted directly or via earlyyears@southglos.gov.uk.

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2.2.1 Play, Cognition and Learning needs

As the EYFS does not have a specific section related to 'cognition', Early Years Settings should be able to gather evidence from a range of learning experiences in which the child has had to solve problems of one kind or another, or use basic concepts to sort, match and classify. The child's play skills, mathematical knowledge and skills, how they explore the environment, and their understanding of the world are all relevant. Many cognitive skills develop as language skills develop and are facilitated by them, others – such as completing inset jig-saw puzzles, do not depend so much on language.

Some children may have 'global delay' or are working across most of the EYFS well below their chronological age, suggesting that they have wide ranging learning difficulties and needs. For some children they may experience the world in a different way which requires a particular kind of approach. It is expected the setting should be following the graduated approach to identify how they are supporting the child and how information from other professionals has supported and guided this work. This should clearly demonstrate the impact of such interventions on the child's progress. In such cases the Play, Cognition & Learning should be evidenced and triangulated with specialist reports. For some children with active or recent Health Visitor involvement, there might be a standardised assessment available. Please contact the child's health visitor to discuss. This gives standardised information based on parental views and can be useful in helping to profile a child's development and needs across many areas.

2.2.2 Communication & Interaction

Many young children experience delays in the development of communication and language skills, and those with mild delays should normally have their needs met within the setting but without requiring additional funding. The Early Years SEND Funding Panel will consider requests for those with moderate to significant or severe communication delays or language disorder, but in all cases, evidence is required of setting based assessment and intervention, following the graduated response. For children with higher levels of need, there might be advice and guidance from a Speech & Language Therapist, either directly or through a parental report. In such cases, it is expected the implementation and impact of this intervention within the setting can be demonstrated. It is also expected that the setting uses a recognised language assessment tool and information from online SALT materials, or are following a recognised speech and language programme. Having such information is crucial to make robust and equitable funding decisions.

The communication descriptors link closely with the EYFS prime area Communication and Language and the development of Listening & Attention, Understanding and Speaking. The Interaction descriptors are closely linked to those within the EYFS Personal, Social and Emotional Development prime area and are most appropriate for those children experiencing significant social communication difficulties and who may have or be on the path towards a diagnosis of Autism.

2.2.3 Social, Emotional & Mental Health (SEMH)

This SEND area of need corresponds closely with the EYFS Personal, Social & Emotional Development prime area, but with an added 'mental health' dimension which is perhaps more familiar as a concept to practitioners and agencies working with older children and parents/carers. Early years practitioners may be more comfortable with the term 'emotional wellbeing'. We know that some young children do experience adverse childhood experiences (ACES) which in turn can lead to difficulties forming positive attachments with significant adults and a wide range of social and emotional needs, together with behaviour that challenges adults in the setting. Practitioners should also note that sometimes, children may demonstrate their emotional distress, or lack of attachment by withdrawing themselves from those around them or internalising their emotions. Whilst this may not provide a challenge in terms of staff managing extreme behaviours, it is as concerning and should be identified and supported.

The descriptors listed under SEMH will be considered against:
- The level of behaviours displayed particularly in relation to age and context.
- Frequency (at least daily incidents)
- Severity/intensity.
- Its persistence over time.
- Impact on learning and progress and on others
- Progress over time (this should include information about progress against appropriately focused and relevant targets)

Evidence submitted as part of the request can include:
- EYFS information relating to the child's progress in Making Relationships, Self Confidence and Self Awareness, and Managing Feelings and Behaviour.
- Information about any structured observations of behaviour carried out in the setting, either by setting staff or outside agencies, and any targeted outcomes agreed. E.g. behaviour logs, frequency charts.
- Any other recognised assessment for engagement and involvement such as Leuven's Scales, ECERS, Boxall Profile etc.
- A completed risk assessment where safety of the child, or others, is a concern.
- Copies of any specialist reports, where available, or evidence of professional involvement

- If the child is part of a CIN / CP information from Social Care (with consent).
- Early Help Assessment and Plan (EHAP) report if relevant.

2.2.4 Physical Skills and Sensory Needs

The physical descriptors relate closely to the EYFS prime area but with the emphasis on mobility and, to a lesser extent, personal care needs. In some cases, requests to the EYFS SEND Support Panel will require evidence of involvement from a specialist agency, usually a Physiotherapist or Occupational Therapist. Settings may also access the Occupational Therapy Helpline for sensory concerns. It will also be expected that settings can demonstrate how they have adapted and changed their environment to reflect the needs of the child. Children with significant physical needs may also have communication and complex medical needs, and these are recognised in the threshold bands.

Children with severe sensory loss may have significant access and/or educational/learning needs as well as having complex medical or access needs requiring very high levels of intervention and support. The EYFS SEND Support Panel would normally expect the involvement of the Sensory Support Service (SSS) to inform practice and to advise the panel on the child's needs.

2.2.5 Children with Medical Needs

Settings are normally expected to make reasonable adjustments for children experiencing health and medical needs which do not impact in a significant way on learning and development. Advice should be sought from the Health Visitor or other relevant medical professional if there are concerns about how to meet such needs.

3.0 Funding arrangements in Early Years

3.1 Funding generally available in EY settings

Funding to support the delivery of Early Years provision is set out in a number of national and local documents Early years funding: 2021-2022 - GOV.UK (www.gov.uk). A summary of these arrangement is explained in Appendix 1.

Funding for the EY Inclusion Support Fund will be allocated for 38 Weeks a year in line with 2 year old, NEG and School funding.

3.2 Early Years Inclusion Support Funding (EYISF)

EYSSF is an allocation of funding additional to existing resources and should be used to provide additional support to enable children aged 2 years and over with SEND to achieve better outcomes. It can allow an early years provider to make adaptations to the learning environment such as increasing their staffing ratios in order to increase the capacity of the child's key person or where appropriate, to purchase other services, training or resources.

For many 2 year olds, it is difficult to judge whether the child has SEND or is lacking in life experiences and exposure to learning in a group situation. There is a significant risk that many children could be labelled as having SEND unnecessarily. Therefore, settings are expected to demonstrate they have followed the graduated response for these children prior to submitting an application for funding. Where other professionals are involved, they will need to demonstrate how they are following their advice. The 2 year old checks undertaken by both the setting and the health visitor will be key in identifying starting points for the graduated response and formulating the child's SEND plan.

The allocation of inclusion funding is monitored and audited to ensure the funding is being used appropriately. If a child's attendance is low and inclusion funding is not being used effectively this will be reviewed and the funding may cease after consultation with relevant professionals.

Children in early years have access to additional funding (EYISF) without having to go through the statutory EHC needs assessment process. In the early years of the child's development their needs evolve, often more quickly than in older children. It might not always be possible to determine how complex their SEND needs are and therefore a level of support may be required whilst the 'assess plan do review process' is implemented. This means that it is not always immediately clear if there is a need for a full statutory EHCna. Some but not all younger children can make rapid progress and do not therefore require additional support in the long term but benefit significantly from the support whilst in their preschool setting and transition to school.

The model of allocating EYISF in South Gloucestershire incorporates a range of needs from mild/moderate to very complex. A banding model has been developed to capture descriptors of all types of need to ensure clear transparent and fair allocation of resources. It is also fully aligned to the school allocation of top up funding and therefore allows smooth transition of support at the crucial transition stage. Part 4 of this document describes the detail information about the universal banding model.

3.2 Transition Support Funding (TSF)

Transition Support Funding is an allocation of additional, short-term funding to support transition to reception for some children with SEND who are allocated funding in Bands B or C. Please note, children within these bands will not automatically receive the Transition Support Funding, an application process completed by the school and setting will need to be undertaken during terms 4 -6 prior to entry into school.

It is split into two parts:

- The first part of Transition Support Funding is a set amount of funding given to the early years setting in term six of the child's pre-school year, to support a child's transition to school. The setting is expected to use the funding to take the lead in a child's transition to school by arranging transition meetings, involving parents / carers and ensuring all relevant paperwork is shared.
- The second part of Transition Support Funding is a set amount of funding given to the school in addition to their delegated funding for a child's reception year, to ensure a positive and smooth transition.
- Reference to Transition Support Guidance Document (new document /appendix to be produced).

For a child to receive Transition Support Funding in reception they must meet the criteria for band B or C.

3.4 Specialist Equipment

Some children with special educational needs and disabilities may require specialist equipment to enable them to have full access to the Early Years Foundation Stage (EYFS) within their early years setting. Applications for specialist equipment can be made to the EYFS Inclusion Support Panel based on specific recommendation by the child's Occupational Therapist, Physiotherapist or a Specialist Teacher from the Sensory Support Service, where the equipment cannot be sourced from existing stock.

4.0 Universal banding model

The South Gloucestershire banding model is universal and applies to all types of educational settings. It is used as guidance to ensure fair and transparent allocation of additional funding for individual children with SEN. This funding is additional to resources already available in settings.

Banding descriptors set out in Appendix 2 are not dependent on any specific diagnosis, only on the evidence of the type and severity of need, its presentation and impact during the day. They are fully aligned with descriptors applicable to older children (insert link to the other document)

4.1 How does the banding model work?

All children are continuously assessed by early years' practitioners. This may be an assessment and monitoring available to all, at the universal level or through the graduated response (Assess- Plan- Do- Review) at SEN Support level of intervention.

The band descriptors are structured according to the four SEND category types outlined in the Code of Practice, namely:

5. Play, Cognition and learning;
6. Communication and interaction (which includes specific references to language and social communication development);
7. Social, emotional and mental health;
8. Physical skills and sensory needs (which covers hearing and vision).

The lower the level of need, the lower the band:

- <u>Bands Universal and SEN Support</u> cover special educational needs using resources available to educational settings

- <u>Bands A, B and C </u>cover descriptors which describe a higher level of severity or complexity of need which will attract additional EYISF or TSF funding.

Early years	Universal Support	SEN Support	Band A
			Band B
			Band C
Transition to primary school			**Transitional top up** allocated for <u>some </u>children on band B or C <u>without</u> EHCPs to further clarify needs and monitor progress during reception year.

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Mainstream schools and colleges	Universal support Band 0	SEN support Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
Resource bases and special schools	Place funding						

Table 1 illustrates the summary of the universal nature of the banding framework and the relationship between early years and school/college age bandings. Areas shaded in grey represent Top Up funding (element 3) allocated to individual children and young people, in addition to generally available recourses.

Please note:
V. Bandings only identify needs – they do not identify provision.

VI. The principle of 'best fit' is applied to identify the appropriate banding.

VII. The banding will be allocated according to the evidence identifying severity and complexity of needs.

'Best fit' approach

The 'best fit' approach is used when allocating a band. This means that bands will best reflect the need of the child as assessed in the evidence provided to the EY Inclusion Panel.

Descriptors within each band are not listed in a specific order, they are not hierarchical and should be used based on 'best fit' match with the evidence provided. Evidence might not exactly match all descriptors in a particular band; professional judgment will have to be used to review evidence against descriptors.

Banding allocation may change as a result of new evidence. This could be because sustained progress has been made and outcomes have been achieved or there is evidence of new assessment which highlights an increase in the severity or complexity of need.

Not all children will neatly fall into one category of need; many will have a range of needs across all, or some SEND categories of need. In order to implement a transparent and fair process, it is important that two dimensions are considered: the severity of needs and complexity of needs.

Severity of need in a single area of SEN - For example child below may be allocated band C because they are registered with severe visual impairment with no other significant SEN categories.

Category	Universal	SEN Support	Band A	Band B	Band C
Play, Cognition &Learning					
Communication & Interaction					
Social Emotional Mental Health					
Visual impairment					Final allocated band
Hearing impairment					
Physical Disability					

Complexity of need across a range of SEN types - for example the child below may be allocated band B due to significant SEMH difficulties, moderate learning and communication and interaction needs alongside some physical needs. All descriptors are taken into account and the 'best fit' model is used (driven by the SEN type that has most impact on learning); this tends to be the highest band across the categories of need.

Category	Universal	SEN Support	Band A	Band B	Band C
Play, Cognition &Learning					
Communication & Interaction					
Social Emotional Mental Health				Final allocated band	
Visual impairment					
Hearing impairment					
Physical Disability					

4.2 Decision making

Early Years – EYFS Inclusion Panel Responds to requests for allocation of Early Years Inclusion Support Funding and Transition Support Funding. Details of the EY application and decision-making process is set out in EYFS Inclusion Support Fund Decision Making Guidance (Action to be developed.)

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The primary purpose of the panel is to support the inclusion of young children with Special Educational Needs and/or Disabilities, or those who are particularly vulnerable, into and within early years settings and through their transition into school. There are three bands in total. The first band (A) is specifically designed to support children with identified special educational needs who have not made progress despite targeted support and should be used to provide additional support to promote continued progress and early intervention. The second and third bands (B and C) are designed to support children with high level and complex needs.

The vast majority of children will have their need met by the educational setting without the need for an Education Health Care needs assessment (EHCna). The EHCna is normally only required for the children with the most complex and long term SEN. South Gloucestershire's EHCP Decision Making Guidance document,   EHCP-Decision-making-guidance-2021_.pdf (southglos.gov.uk) provides more information about the EHCna process.

Decision type	Decision making arrangements
Requests for EYISF and TSF funding	EYFS Inclusion Panel
Reviews of EYSSF and TSF	EY Inclusion Panel
Requests for EHC needs assessments	EHC Needs Assessment Panel
Top up funding for children with EHCPs	Resource Allocation Panel

4.3 How to apply for EYSSF or TSF

Applications for Inclusion Support Funding and Transition Support Funding would be made by Early Years Settings. All applications are considered by the EYFS Inclusion Panel. The panel meet on a fortnightly basis initially and include representatives from Early Years, Statutory SEN Team (Full membership to still be confirmed.) The panel will not meet during the three main holiday periods of Christmas,

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Easter and Summer and will keep the frequency of meetings under review to ensure applications are dealt with within appropriate timescales.

Applications are made using the EYFS Inclusion Support Panel request form which can be found on the Local offer, public webpages and the VLE. Once the request is submitted, the EY Inclusion Panel considers the detailed information and evidence provided and makes decisions based on this evidence against the published funding descriptors set out in Appendix 2. All requests are considered individually. All providers must have regard to the SEND Code of Practice (2015) and the Equality Act (2010). The provider must demonstrate how the SEN graduated approach to meeting children's needs has been implemented and monitored at SEN Support and the cycle of Assess, Plan, Do and Review. Early Years providers must demonstrate how they have provided additional or different provision to meet a child's needs within reasonable adjustments; this information must be evidenced when submitting an application to panel. This can be evidenced using the child's individual plan at Early Years Support, inclusion plans, frequency charts, progress trackers and risk assessments over a minimum of three months to evidence the need for inclusion funding.

4.5 Exceptional Circumstances Requests

It is expected that the vast majority of requests for EY Inclusion Support Funding and Transition Support Funding will be examined in relation to the evidence received. However, in exceptional circumstances it may be necessary to request EYISF and Transition Support Funding without the evidence of actions taken by the early years setting. These circumstances include:

- The child (and family) has recently moved into South Gloucestershire with a documented history of significant or highly complex learning needs.
- An unexpected/sudden and significant special educational need which occurred as a result of a medical condition, an accident, emotional abuse or trauma.
- Some children with highly complex special educational needs and/or disabilities (e.g. physical/medical needs) will require support as soon as they start at an early years setting. The child's needs are so significant that they are likely to require immediate support, aid or adaptations over and above that normally available through the graduated approach at SEN Support. We would expect parents, carers, setting staff and professionals to work together to gather relevant supporting information such as one page profile, specialist reports, health care plan (if applicable) and relevant assessments. Please refer to Guidance for Early Years Settings, Parent and Professionals to support the induction of a child with more complex developmental and sensory needs to access an Early Years Setting.

If you are planning to make such request, please discuss with an Early Intervention Officer (EIO) in the first instance.

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Appendix 1 – National and local funding arrangements in educational settings

Setting	Element 1	Element 2	Local additional funding	Pupil Premium (national)	Other funding streams (national)	Element 3 – TOP UP	
Early years	Represents funding per child, which Early Years settings receive whether a child has SEN or not. No funding for under 2 year olds. 2 years old - £5.31 per hour up to 15 hours per week for 38 weeks 3 and 4 years old - £4.12 per hour (childminders extra £0.14 per hour). All children are entitled to 15 hours per week and some children are entitled for 30 hours for 38 hours a year.	Represents additional funding for 3 and 4 year olds based on a deprivation supplement (the provision for 2 year olds is funded using a single base rate with no supplements). Deprivation Supplement (mandatory) – is paid, paid to settings 3 x a year based on the EYPP numbers they have. The deprivation budget is calculated as a percentage of the estimated funding available. For 2021-22, it is 0.9%, giving a total of £133,500		The Early Years Pupil Premium (EYPP) fund is for three and four-year olds who are taking up their free hourly entitlement and who meet the criteria set by government including looked after and those who left care.	Disability Access Funding (DAF) – it provides £615 per year for every eligible child to support their access to the free entitlement. This fund will be for three and four-year olds who are taking up their free entitlement and are in receipt of Disability Living Allowance (DLA).	Inclusion Funding top up - Inclusion Funding top up Inclusion budget is calculated as a percentage of the estimated funding available. For 2021-22 it is 2% giving a total of £296,670. This is additional funding for individual children age 3 and 4 with SEN, who are on roll at a setting within South Gloucestershire and claiming Nursery Education Grant (NEG) from South Gloucestershire. This funding is not based on the home LA of a child. Top Up funding is paid to a setting(s) where the child is on roll. If the child moves to another setting or out of area any un-used funding is returned to the LA. Funding is approved via a panel at the following levels based on 6 months: Level1 (1-15 hours) £1,000 (16-30 hours) £1,800 Level 2 (1-15) £2,000 (16-30 hours) £3,600	High Needs Top Up - this is additional funding for individual children with EHCPs. This funding comes from the commissioning home LA. Top Up funding is paid to a setting(s) where the child is on roll and transfers with the child when moving to a different setting. £9.40 per hour over 38 weeks.

Setting	Element 1	Element 2	Local additional funding	Pupil Premium (national)	Other funding streams (national)	Element 3 – TOP UP	
						Enhanced EY ratio: £900 or £1,400	

Source; The School and Early Years Finance (England) Regulations 2021 (legislation.gov.uk) and local financial arrangement, information provided by S Glos finance team (2021)

Appendix 2 – Early years banding descriptors:

	Examples of special educational needs met within resources available in EY settings		Examples of special educational needs likely to require additional individual allocation of funding (inclusion funding or high needs)		
	Universal offer	SEN Support	Band A	Band B	Band C

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	Examples of special educational needs met within resources available in EY settings		Examples of special educational needs likely to require additional individual allocation of funding (inclusion funding or high needs)		
	Universal offer	SEN Support	Band A	Band B	Band C
Play, cognition and Learning	Cognitive abilities within broad average levels and development within EYFS average or close to average.	Child presents with some learning delay, shows some difficulties with conceptual understanding, in one or more areas of the EYFS and attainments are more than 1 year below average	Moderate learning difficulties with conceptual understanding and reasoning across the EYFS. Difficulties learning basic concepts and retaining them over time despite targeted support. Limited and/or repetitive play skills, persisting in spite of targeted support. Significant difficulties with imaginative play. If standardised assessments of cognitive ability have been completed and results indicate low range or the child presents with a very uneven profile of cognitive abilities.	Severe learning difficulties, showing significant delay in reasoning skills and experiencing learning difficulties across all areas of the EYFS. Severely limited and restricted play skills, these persisting in spite of targeted support. Severe difficulties learning basic concepts and retaining them over time despite targeted support. Function at less than half their chronological age (50% delay) in several aspects of the three prime areas, which results in having a significant impact on accessing the EYFS. • Personal, Social and Emotional Development • Communication and Language • Physical Development If standardised assessments of cognitive ability have been completed and results indicate extremely low range.	Profound learning difficulties and global delay, affecting self-help and independence skills. Functions at a level that requires specialised interventions and adaptations to the EYFS. Despite targeted support there has been very little or no progress over time. Functions at 75% delay in several aspects of the three prime areas, which results in having a significant impact on accessing the EYFS. • Personal, Social and Emotional Development • Communication and Language • Physical Development

|	Examples of special educational needs met within resources available in EY settings		Examples of special educational needs likely to require additional individual allocation of funding (inclusion funding or high needs)		
	Universal offer	SEN Support	Band A	Band B	Band C
Communication (Language)	May demonstrate limited understanding of nonverbal cues.	Child has difficulty following or understanding instructions and everyday language without visual references.	Moderate delay in expressive and/ or receptive language requiring regular SALT input.	Severe language and/or speech sound disorder/ limited functional vocabulary and sentence structure.	Profound delay in receptive and/ or expressive language
	Immature speech sounds. Requires help with key words. Requires repetition from an adult.	Adults have difficulty understanding speech without it being in context	Child has reduced vocabulary both receptively and expressively impacting on learning and retention of new words	Not able to follow simple instructions without context.	Very limited understanding of what is said or signed.
	May demonstrate limited understanding of non-verbal cues	Child has poor oral muscle control. Child has poor enunciation/clarity of speech	Loss of previously demonstrated communication skills	Uses mix of speech and augmented communication systems	Child communicates by gesture, eye pointing or symbols
	If the child has English as additional language, they require accessible information and support is required.		Child only speaks or communicates a few words to a secure adult in an altered voice, such as a whisper or when withdrawn from the main group.	Child is known to be able to speak to family members outside of the setting but only communicates through gestures and is unable to speak freely to adults and/or peers within the setting.	Sustained loss of communication skills previously demonstrated.
					Child is unable to speak or communicate in the setting which hasn't improved over the last 3 months and is having a significant impact on their ability to access the learning environment
				Child may avoid communication or use extremely limited non-verbal communication when in a speaking situation.	

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		Examples of special educational needs met within resources available in EY settings		Examples of special educational needs likely to require additional individual allocation of funding (inclusion funding or high needs)		
		Universal offer	SEN Support	Band A	Band B	Band C
Communication (social)		Difficulty being understood by adults outside the family.	Lack of awareness of social space and related social difficulties	Show signs of distress when faced with new people, places, events or when unsure what is going to happen.	Severe difficulties with understanding of social boundaries leading to social isolation within the group and withdrawal from social and group learning activities.	Persistent social isolation within the group and withdrawal from social and group learning activities, which are severely impacting on learning.
		Some withdrawal from the company of others.	Difficulties recognising and communicating emotions.	Difficulty expressing feelings or needs. Limited ability to understand the impact of their actions on others.	Persistent and significant difficulties forming relationships.	Overwhelmed by sensory demands of the environment, leading to significant distress and behaviour that challenges.
		Some immaturity in socialisation for example child may look towards adults rather than peers.	Difficulties forming and maintaining friendships with peers.	Has difficulties understanding social and physical risks. Child is becoming increasingly isolated with peers.	Difficulties expressing emotions which may lead to behaviour that challenges, increased anxiety and episodes of heightened emotional state.	Unable to tolerate social interaction other than to get needs met.
			Have difficulties managing change and transitions.	Limited initiation of social interaction but can take part in some imaginative play if taught/supported but cannot develop this independently.	Experience significant difficulties to sensory experiences.	Significant evidence of persistent repetitive play and restricted interests, which are resistant to adult intervention.
				Experience difficulties/ unusual responses to sensory experiences (can be easily distracted, upset by noise/touch/light, could lead to behaviours that challenge the norm)	Shows signs of distress over even small changes in the environment.	Persistently anxious or frustrated, leading to frequent and unpredictable behaviours that puts at risk the health and safety of self and others.
					Rigid, repetitive, or obsessional behaviours; these can lead to severe anxiety, frustration and behaviours that challenges.	No understanding of social boundaries.

	Examples of special educational needs met within resources available in EY settings		Examples of special educational needs likely to require additional individual allocation of funding (inclusion funding or high needs)		
	Universal offer	SEN Support	Band A	Band B	Band C
Social, Emotional and Mental Health (SEMH)	Short term difficulties settling into setting.	Difficulties settling into setting, in relation to peers. Seeking comfort from familiar adults and/or with self-soothing.	Regular, daily difficulties in sharing, turn taking and social interaction.	Daily persistent, unpredictable extremes of demanding behaviour.	Involved in incidents where intense emotional distress and/or impulsive behaviour can put themselves or others at risk.
	Occasional evidence of emotional distress or anxiety, which subsides with peer/adult support.	Flits between activities and short attention span; most days sits for shorter lengths of time than peers.	Frequent (daily) withdrawal from activities and an unwillingness to engage. Unusual behaviours or changes in behaviour.	Unable to process and follow adult direction for example following instructions, transitions, can be demand avoidant. Frequent (daily) high anxiety levels and totally withdrawn.	Regular (daily) intensive episodes of behaviour (biting, spitting, kicking etc.) which are unpredictable, persistent, and extreme.
	Some difficulties to concentrate on adult directed activities. Sits for shorter lengths of time compared to peers.	Does not accept 'no' and routine boundaries, regularly tests or challenges. Cannot inhibit own actions to stop from doing something they shouldn't do.	Frequent increase in anxiety level, struggles to emotionally regulate responses which may cause behaviours that challenge adults and peers.	Unable to communicate their emotional needs and use physical communication most of the time.	Unable to engage with learning throughout the day.
	Occasional and short term unwanted behavioural difficulties resulting in adult intervention. Exhibits some behaviours designed to gain attention.	Some attachment seeking or avoiding behaviours, likely to be reliant on relationships with key person.	Significant attachment difficulties that are affecting development e.g. relationships to key carers not securely established or regularly preventing participation.	Severe attachment difficulties affecting development and relationships with adults and peers preventing participation in vast majority of activities.	

	Examples of special educational needs met within resources available in EY settings		Examples of special educational needs likely to require additional individual allocation of funding (inclusion funding or high needs)		
	Universal offer	SEN Support	Band A	Band B	Band C
Sensory (vision)	Vision within normal range, including when corrected by glasses 6/6 – 6/12	Mild impairment. Mild bilateral field loss or adapted to monocular vision. Navigates safely in familiar environment. Wears patch 1-2 hours daily. Colour blind Visual perceptual needs	Moderate visual difficulties / visual loss with on-going input from the Sensory Support Service	Severe visual loss, which requires continuous support for mobility and self-help skills. Severe multisensory impairment with significant impact on development	Profound visual loss which requires continuous support for mobility and self-help skills. Profound multisensory impairment with severe impact on development
Sensory (hearing)	Child may miss-hear and misunderstand oral information, which requires monitoring. Child may have some immaturities of speech but is understood by adults	Moderate hearing impairment requiring adult support to monitor adjustments. Hearing aid user	Moderate hearing loss and wears aid(s) with on-going input from the Sensory Support Service	Severe hearing loss that has a significant impact on development. Severe multisensory impairment with significant impact on development	Profound hearing loss that has a severe impact on development. Profound multisensory impairment with severe impact on development

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	Examples of special educational needs met within resources available in EY settings		Examples of special educational needs likely to require additional individual allocation of funding (inclusion funding or high needs)		
	Universal offer	SEN Support	Band A	Band B	Band C
Sensory (Physical)	No concerns about physical development and general health. Child attempts all physical activities within normal day	Poor fine and/or gross motor skills. May have needs relating to undertaking practical tasks, reducing the level of independence. Likely to have difficulties adapting to new/specific environments. May have a physical/medical condition requires a care plan/medication. Child may tire more quickly than other children. Condition may require monitoring e.g. diabetes, epilepsy.	Physical and/or medical difficulties that require varied and extensive adjustment to environment and resources. Able to use mobility aid with some competence to overcome physical difficulties, e.g., walking frame or power chair. Moderate physical and/or medical difficulties that require close monitoring to ensure safety. Physical independence is impaired and requires input and programmes from relevant professionals.	Physical and/or medical difficulties that require specialist equipment, adapted resources and position changes requiring a high level of daily adult support. High levels of self-care needs Child needs daily adult support with health care regimes.	Has limited ability to contribute to self-care therefore is highly reliant on adult support for adapted resources, moving, position changing, personal care including drinking eating etc. Profound long term physical or medical progressive/regressive condition(s) which require continues monitoring and support throughout the day and includes complex medical interventions.

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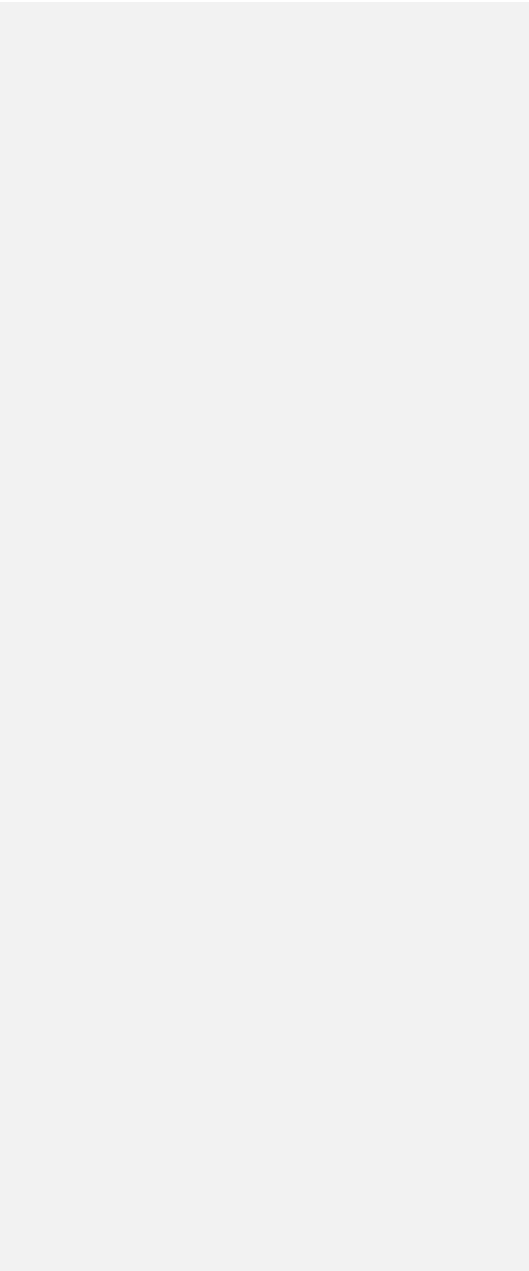
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SCHOOLS FORUM

4th November 2021

High Needs Working Group (HNWG) Update

1. Purpose of Report

1. The purpose of the report is to provide an update on the work of the HNWG.

2. Background

2.1
The Schools Forum has agreed to transfer £2.2 million of funding from the School Block to the High Needs Block to support investment which will enable improvements to be achieved and which involve more efficient use of resources. It is essential that accelerated progress in addressing the deficit can be demonstrated.

2.2
A deficit recovery programme of work has been formulated with an agreed governance and reporting structure. There are five priority areas of focus, outlined as five themes (see fig.1) which are now providing the framework and opportunity to improve provision, outcomes, efficiency and reduce expenditure. These themes are now clearly feeding into the overall DfE deficit recovery plan underpinning the programme.

2.3
The themes were identified after determining the main causes of the deficit using a cause-and-effect diagram and extensive data analysis on both nationally and locally available data.

3. Programme governance structure and communication

3.1
The governance structure, including communications routines is illustrated in Figure 2. The High Needs Working Group, taking their direction from the Schools Forum, provide consultation, direction and challenge to the HNWG officers where the programme themes are managed and the work is carried out. The new link governor has now worked alongside the HNWG Chair and LA officers to establish the role and has been involved in pre-meeting and two HNWG meetings. This is providing a further reinforcement of the links through Schools Forum and the impact of this is evident.

3.2
Communication flows continue to be well-understood by the members and officers. The timelines for HNWG and Schools Forum are more closely aligned and there is a clear

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recognition of the need to regularly update the wider stakeholders on developments from the HNWG. The Executive Summary is in the process of being developed, with the intention that this will support the shared understanding of the current position and future planning of a wider audience, including a specific focus on making the developments clear and accessible for those in governance roles across the Local Authority.

4. DSG deficit recovery programme plan | Updates

4.1
The deficit recovery programme plan continues to maintain the focus on the required improvements. Colleagues from the Local Authority are providing regular progress update reports and dashboards. Following discussion and sign off within the HNWG, the report will progress to Schools Forum in line with the governance and reporting arrangements.

The focus areas across each theme are explore to depth and in detail by the HNWG – as illustrated below in the **extract from the 7th September meeting.**

Deficit Recovery programme update
(It is assumed that board members have read the reports and theme leads will be available to answer any questions or discuss any issues members may have).
- **DSG Programme Dash board** (this provides a summary update on the programme and covers theme highlights; risks and issues; escalation if any decisions are required which are pulled from the one pagers);
- **Themes:**
- **1: Building Capacity in Mainstream Schools & FE** (Hugh Disley & Ali Ford)
- **2: Review of Top-Ups** (Karina Kulawik & Kate East)
- **3:** Improved identification of need and access to support in **Early Years** (Rachel Webb)
- **4:** Improved **Commissioning of independent placements** (Hugh Disley)
- **5:** Effective planning and use of **special schools and resource bases** (Hugh Disley)

The HNWG meeting on 7th September saw a comprehensive update on **Theme 3- Increasing Support for Parents/carers of children with SEND,** including a summary report detailing the key areas and the monitoring proposals as outlined below;

Theme 3 of the HNWG has three distinct aims:
- To improve the identification of needs within the early years
- To improve practitioner confidence and skills to intervene to support children
- To reduce the number of EHCPs in early years

The monitoring aspects are detailed below:

o Initial monthly monitoring meetings to identify progress against KPI's and to support the implementation of developments
o Twice yearly formal monitoring to report on progress and achievements, to include both qualitative and quantitative impact data, including case studies and outcomes for children.

LA officers continue to work alongside the leaders of the themes to begin to outline and project where the financial impact of commissioning places will be further examined and progress towards the deficit recovery programme can be modelled.

The progress and developments for Theme 2 are moving at pace. This theme and planned work has the potential to deliver significant savings, details of the proposed approach. The theme leads are on track with the timeline and are working to gain the commitment from schools in readiness for implementation of the changes. This work runs alongside a continued investment in Professional Development for Leaders in supporting the broader SEND agenda across South Gloucestershire.

5. Next steps

The Executive Summary is to be finalised and shared with a wide range of stakeholders, as led by South Gloucestershire LA Officer and Link Governor. Further focus on the outlined themes as part the HNWG cycle, identified through the termly meetings of HNWG.

HNWG Progress Update on DSG to be shared with Schools Forum on 2nd December, following the next HNWG on 2nd November.

RECOMMENDATION

Theme leads to pursue the scope of the work outlined in the updates provided to HNWG in September and report back to HNWG in the November meeting.
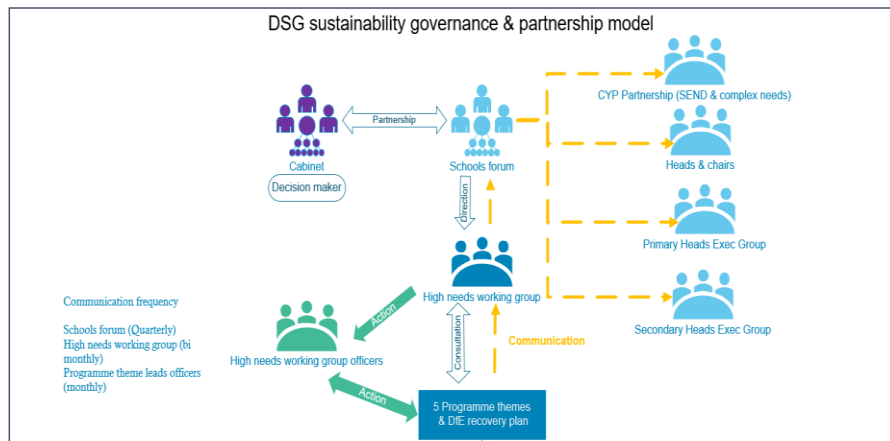
Report Author Susie Weaver/HNWG

Figure 1

Figure 2

DSG sustainability governance & partnership model

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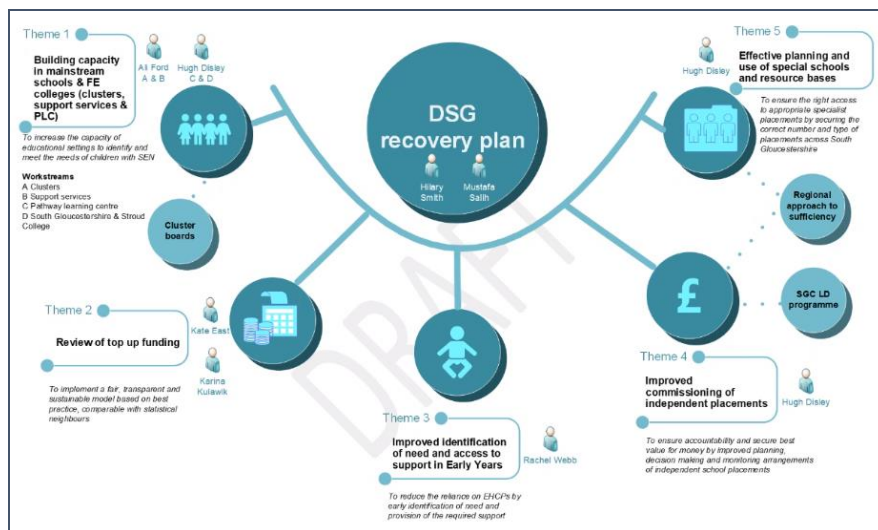
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SCHOOLS FORUM

4 November 2021

The Impact of SEND Clusters

Purpose of Report
1. The purpose of this report is to:
- update Schools Forum on the analysis of 2020 / 2021 Education, Health and Care Plan needs assessment requests
- share the salient factors identified in local needs assessment requests and the planned cluster activity for the academic year 2021/22 to address them

Background
2. As reported to Schools Forum in July 2021, SEND Clusters continue to work to achieve their three key outcomes:
- a reduction in Education Health and Care Plan Needs Assessment requests
- a reduction in school exclusions
- improved outcomes for children and young people at SEN Support

3. Annex A demonstrates how the processes and activities of SEND Clusters drive improved educational outcomes and reduced exclusions for children and young people at SEN Support. These improvements will lead to financial savings from the High Needs Block.

2020 / 2021 Evidence of Impact
4. As reported to Schools Forum in July 2021, measuring the impact of cluster activity and delivery of the three agreed outcomes for SEND Clusters was challenging during 2020 / 2021. Covid19 delayed operationalisation of all clusters until September 2020, with most planned interventions rolled forward from April 2020 to the 2020 / 2021 academic year. By the end of the 2020 / 2021 financial year many had not been completed.
5. Despite these delays and acknowledged limitations in methodology, the 2020/21 SEND Clusters Evaluation demonstrated considerable emerging impact. The range of services commissioned by clusters vastly increased the offer for children at SEN Support across South Gloucestershire, enabling them to access targeted and specialist support far earlier than previously. SENCos rated most of these interventions as highly or moderately impactful for children and young people, which correlated with them identifying that the greatest progress towards the key outcomes of the clusters in 2020 / 2021 was improving provision and outcomes for children at SEN Support. Furthermore, despite the significant delay and disruption to cluster operationalisation, SENCos in all clusters reported a medium impact upon reducing children's need for Education, Health and Care Plans.

Education, Health and Care Plan Needs Assessment Requests
6. The planned reduction in Education, Health and Care Plans, to bring South Gloucestershire in line with both the national and regional average, is as follows:

	South	Statistical Benchmark	South Glos Performance

	Glos 19/20 Baseline	19/20		Target				
		National	South West	Y1	Y2	Y3	Y4	Y5
Increase in percentage of children at SEND Support	10.9	12.1	13.1	11.0	11.5	12.0	12.5	13.0
Reduction in percentage of children with an EHCP	3.8	3.3	3.3	3.8	3.7	3.6	3.5	3.3

Importantly, this reduction is associated with an increase in the percentage of children at SEN Support, with earlier intervention enabling a rebalancing of our profile of support across the graduated response. Individual 'rebalancing' trajectories are in development for each cluster to support them in delivering their objectives and monitoring their impact.

7. During August 2021, detailed analysis on needs assessment requests for Education, Health and Care Plans was conducted, to supplement the qualitative information gathered in the 2020/2021 SEND Cluster Evaluation. A report was compiled for the local authority, and separately for each cluster.

8. Overall, the number of EHCP needs assessment requests in South Gloucestershire increased by 14% between 2019/20 and 2020/21.
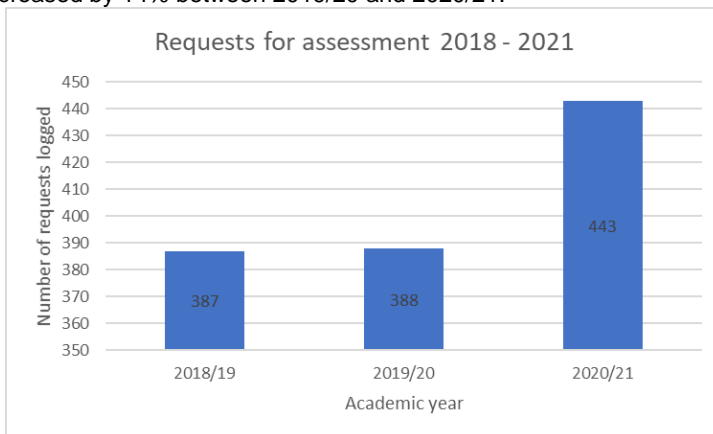

National comparison data for the period 2020/21 is not yet available.

9. The remainder of this paper will present the range of factors that have been identified as salient to this local profile of needs assessment requests, and the actions planned by cluster leaders to address them. With the support of the DSG Recovery Project Manager, these actions are being programmed into an overarching Microsoft Project SEND Cluster Development Plan for the academic year 2021/22, with agreed timescales and owners.

Source of Needs Assessment Request

10. Crucially, despite the increase in the overall number of needs assessment requests made in 2020/21, the proportion of requests coming from schools has shown a marked decline over the previous two years from 54.3% in 2018/19 to 46.7% in 2020/21. This is validating of the cluster model, which has evolved and expanded during this period. However, during the same period, the proportion of needs assessment requests coming from parents has correspondingly increased from 19.3% to 26.4%.

Request sources over 3 years
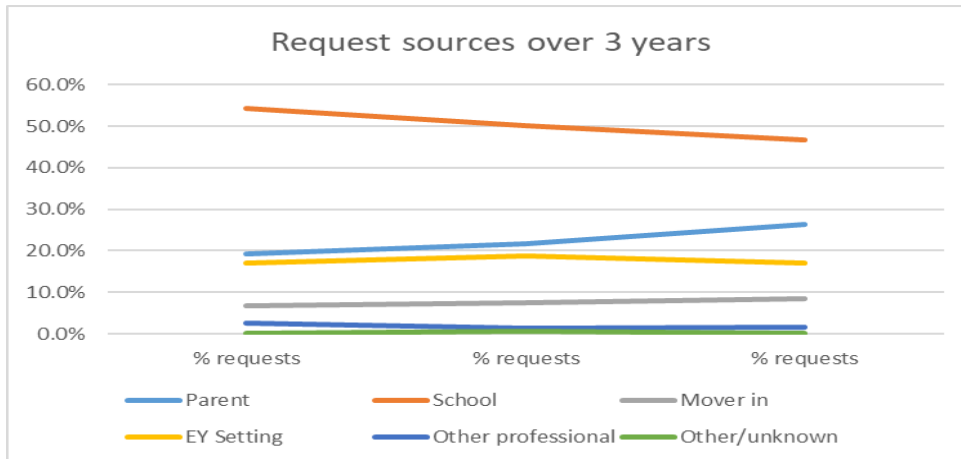
Cluster leaders have identified that improved information and support for parents, especially parents of children preparing for phase transitions, is essential to enabling them to have confidence that their children's needs can be met at SEN Support. In a recent workshop of parents and carers of children at SEN Support, many parents expressed feeling unclear about their school's SEND Support 'offer' and, in particular:

- assessment and planning arrangements, including the My Support Plan
- the range of school-based interventions available
- access to external professionals
- support for social, emotional, and mental health needs without referral to CAMHS
- SEN Support funding
- how their children may be supported by their SEND Cluster

In partnership with the Parent Carer Forum, we will establish a cross-cluster working group to improve the information and support available for parents of children at SEN Support. This will include memberships from parents and carers, cluster headteachers and SENCos, Early Help (the Compass Team), SENDIAS, the council's communications team, Integra, and health colleagues. The group will:

- Review the outcomes of the 2021 Parent and Carers SEND Support Survey (currently underway) to better understand their experiences and agree targeted improvement actions
- Develop a 'Welcome to SEND' information booklet with key information about what parents and carers can expect from their school at SEND Support. This booklet will help to structure and inform early discussions between families and SENCOs. It will also signpost them to other sources of support, for example, the South Glos Way Inclusion Toolkit and the SEND Local Offer
- Develop a 'SEND Support at Transition' information booklet with key information about how the needs of children at SEND Support are met in their next educational phase. This booklet will help to structure and inform discussions between SENCOs and families who are planning for their child's transition

- Ensure that SEND Clusters are included within the wider SEND Communications Strategy to support parental knowledge of the range of early support that is available

Social, Emotional and Mental Health (SEMH) Needs

11. Social, emotional, and mental health needs contributed to the greatest number of needs assessment requests in South Gloucestershire during 2020/21:
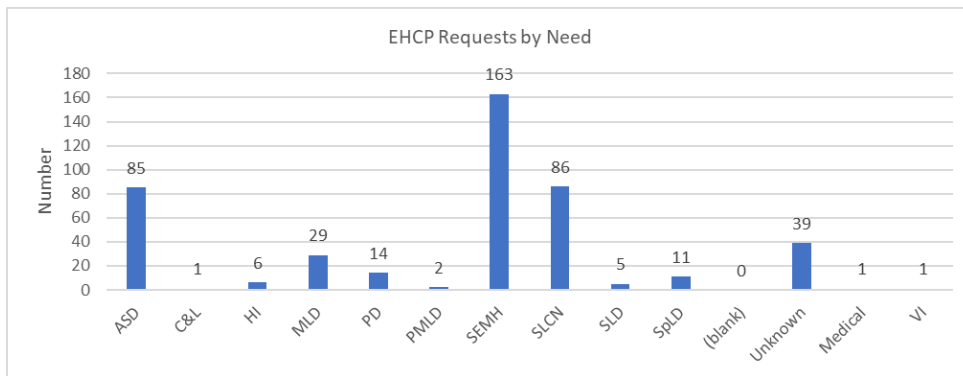
The below data shows the percentage of children with SEMH identified as their primary need across the graduated response. South Gloucestershire has more children with SEMH needs at SEN Support than the national average in both primary and secondary schools. In addition, in South Gloucestershire's primary schools, more children than the national average have an EHCP to meet their social, emotional, and mental health needs. However, in secondary schools, fewer children than the national average have an EHCP to meet their social, emotional, and mental health needs.

	SEN Support		EHCP	
	England	South Glos	England	South Glos
State Funded Primary Schools	17.10%	20%	13.20%	15.60%
State Funded Secondary Schools	21.90%	24%	19.40%	16.30%
All Schools (including specialist)	19.50%	22.30%	14.90%	15.10%

This data raises questions about the prevalence of social, emotional, and mental health needs in children and young people in South Gloucestershire, and how their needs are identified, categorised, and met. These will be considered in collaboration with colleagues across education, public health, health, and social care, as part of cluster activity to improve early support for children with social, emotional, and mental health needs (SEMH) and their families

Cluster activity to support children with SEMH needs at SEN Support during 2020/21 included:

- Training of / capacity for Emotional Literacy Support Assistants and Thrive practitioners in schools
- Access to mentoring and coaching
- Cluster 1 commissioning of anxiety training for parents (Jigsaw)
- Cluster 1 commissioning of targeted behaviour and anxiety support for children
- Boxall Profiling training in Clusters 4.5 and 6
- Parent Support Advisors commissioned in Cluster 4.5 and 6

Further planned actions for the academic year 2021/22 are:

- Mapping of the universal, targeted and specialist offer for children with SEMH needs
- Ensuring our universal offer considers the classroom and curriculum demands for children with SEMH needs and the adjustments required for accessibility
- Continue to implement and evaluate the NHS Mental Health Support Teams in Cluster 4.5 and future wider roll-out
- Embed CAMHS Primary Mental Health Specialist to SEND and Inclusion Team for 2 years:
  - pilot model of clinical service delivery to Cluster 1
  - support High Risk Group
  - contribute to the children and young people's SEMH strategy development
  - evaluate impact, feasibility, and cost of sustainable roll-out to all clusters
- Scope extension of Thrive App (including online CBT offer) for 14- to 18-year-olds in one cluster
- Evaluate clusters 4.5 and 6 new commission of psychotherapy for children experiencing ACES and trauma (The Bridge Foundation)
- Evaluate the impact of primary and secondary engagement workers offering mentor and parent support in Cluster 4.5
- Implement the NHS Vanguard Project funded pilot of Therapeutic Coaching for children at risk of exclusions, alongside dedicated support for their families and schools

Speech, Language and Communication (SLCN) Needs

12. Speech, language and communication needs contributed to the second highest number of needs assessment requests in 2020/21 (please see graph in section 11).

The below data shows the percentage of children with SLCN identified as their primary need across the graduated response. South Gloucestershire has fewer children with SLCN needs at SEN Support than the national average in both primary and secondary schools. However, we have more children than the national average with an EHCP to meet their speech, language and communication needs in both primary and secondary schools. This raises questions about potential under-identification of SLCN and associations with the higher-than-average prevalence of SEMH needs, and further actions we could take to increase SLCN provision at SEN Support.

SEN Support	EHCP

	England	South Glos	England	South Glos
State Funded Primary Schools	33.60%	29.60%	27.20%	28.10%
State Funded Secondary Schools	11.10%	9.80%	17.00%	17.60%
All Schools	24.50%	21.00%	16.30%	16.90%

During the academic year 2020/21, clusters 1,2,3 and 4.5 commissioned speech and language therapy providers to enhance the core offer made to all schools by the NHS. This enabled:
- extensive training for education staff:
  - Attention and listening
  - Identification and management of SLCN
  - Lego therapy
  - Colourful Semantics
  - Vocabulary development
- a SLCN project in all early year's settings in cluster 4.5
- universal screening for children in Early Years and Reception
- secondary school liaison
- support for individual children with needs outside of the NHS core

During 2021/22, further actions to enhance SLCN provision at SEN Support are:
- All clusters to commission an enhanced speech and language therapy offer
- Alignment with Early Years in the development of a council-wide Language and Communication Strategy
- Mapping of the universal, targeted and specialist offer for children with SLCN
- Ensuring our universal offer considers the classroom and curriculum demands for children with SLCN and the adjustments required for accessibility
- Development of all-cluster speech, language and communication specification and commissioning of single offer, to include:
  - universal screening for children in all key stages
  - enhanced offer for key stage 2 and above, and children in a phase transition
  - enhanced support and training for parents
  - enhanced support and training for education staff

Autism
13. Autism contributed to the third highest number of needs assessment requests in 2020/21 (please see graph in section 11).
The below data shows the percentage of children with autism identified as their primary need across the graduated response. South Gloucestershire's primary schools have fewer children than the national average with autism at SEN Support and with an EHCP. However, we have more children than the national average with autism at SEN Support and with an EHCP in our secondary schools. This appears to correlate with the extended waiting times for autism diagnosis for children in South Gloucestershire and raises questions about how primary need is categorised for children awaiting assessment. Like SLCN, it should be considered within the context of the higher-than-average prevalence of SEMH needs.

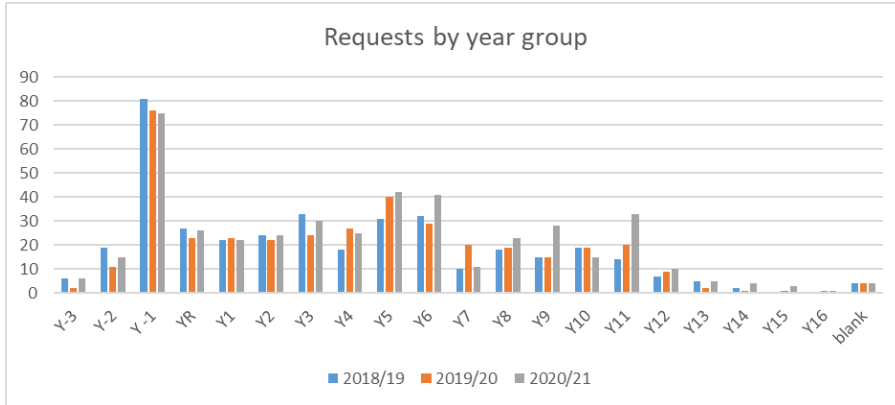|	SEN Support		EHCP	
	England	South Glos	England	South Glos
State Funded Primary Schools	5.80%	4.40%	30.10%	28.50%
State Funded Secondary Schools	8.90%	10.10%	27.20%	28.00%
All Schools	7.00%	6.80%	30.50%	28.20%

During the academic year 2020/21, Autism Education Trust training was accessed and evaluated by two clusters. Attention Autism training was provided by speech and language therapists working in clusters 1,2,3 and 4.5. Additionally, the occupational therapy offers commissioned by all clusters enabled sensory assessment and support for children with social communication and interaction needs, which is currently unavailable from the NHS core.

Following an October 2021 Autism Deep-Dive workshop by cluster lead headteachers and SENCos, together with health colleagues, the following cross-cluster actions have been identified to improve provision at SEN Support for all children with social communication and interaction needs and those with a diagnosis of autism:

- Mapping of the universal, targeted and specialist offer
- Ensuring our universal offer considers the classroom and curriculum demands for children with autism and the adjustments required for accessibility
- Overlaying existing education data on SEMH, SLCN and autism primary needs with health waiting list data to improve system-wide understanding of identification, assessment and categorisation of need, and support across the graduated response
- Combing with the new cross-cluster parent and carer information and support working group to provide enhanced support for families of children with autism
- Identifying and targeting children with autism for clear, enhanced transitions offer
- Identifying local examples of best practice for autism in secondary schools and sharing across all clusters, including collaboration between SEND and pastoral teams
- Development of autism focus schools (one primary and one secondary) in Cluster 6
- Scoping learning opportunities for mainstream schools from special schools and resource bases

Transition

14. Phase transitions are contributing to peaks in needs assessment requests. The greatest peak occurs in the year prior to transition into Reception and is being strategically addressed through the scoping of early years transition funding. A further peak emerges prior to transition to secondary school. This has previously been associated with Year 5 but in 2020/21 also included Year 6, which is consequence of delayed applications due to Covid 19. In 2020/21, significant peaks also appear in Year 11 (prior to post-16 transition) and Year 9 (prior to Key Stage 4 transition).

During the academic year 2020/21, clusters 1,2,3 and 4.5 all implemented enhanced transitions programmes for a range of children at SEN Support. The evaluations of these can be found within the 2020/21 Cluster Evaluation Report.

Clusters 1,2,3 and 4.5 have developed plans to build upon their 2020/21 transitions offer for the academic year 2021/22 and Cluster 6 have allocated funds to begin a transitions programme. In December 2021, cluster lead headteachers and SENCos will participate in a Transitions Deep-Dive workshop to share best practice from 2020/21 transitions projects and identify collective actions to progress in 2021/22. Priority actions already identified are to provide enhanced transitions for children with autism, to support the families of children who are preparing for transition and to scope the potential for SEN Support secondary transition funding.

Cluster Needs Assessment Request Rates

15. There is a high degree of parity between clusters in their rate of requests for needs assessment. As such, the 'rebalancing' trajectories (currently in development for each cluster) are likely to describe a similar level of SEN Support increase and EHCP reduction for each cluster. Cluster 2 are the only outlier from this trend, with a higher number of requests per 1000 pupils than other clusters. Cluster 2 are in the process of developing their strategic approach and implementation plan to address this, a draft of which is included as Annex B of this paper.

South Gloucestershire Council – Schools Forum
4th November 2021
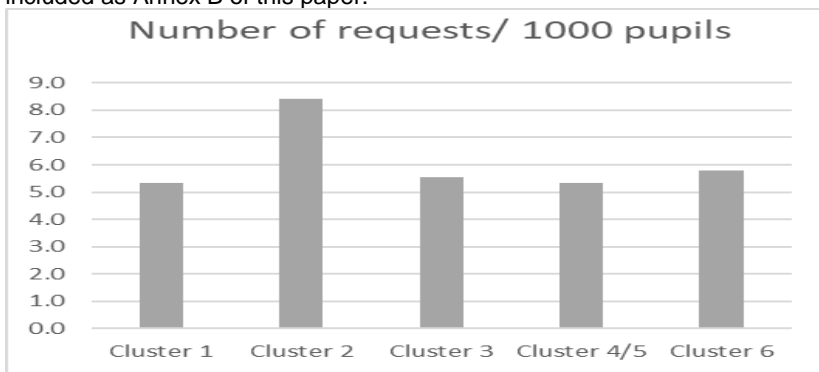
Quality First Teaching

16. The South Glos Way Inclusion Toolkit identifies that:

"High quality teaching is the first and most important step in meeting children and young people's (CYP) educational needs. It is essential to ensure that CYP who could make better progress if they received improved teaching, are not seen as having SEN. Underachievement is not by itself an indication of special educational needs. Schools and settings in South Gloucestershire are vigilant in their focus on improving teaching and learning for all CYP. This includes supporting teachers' knowledge and understanding of strategies to identify and support vulnerable CYP through quality continuing professional development (CPD)"

While feedback indicates that the South Glos Way Toolkit itself provides an excellent resource for SENCos and all teachers of children at SEN Support, cluster leaders have reflected that there is more than can be done to bring its content to life and embed it into everyday planning, teaching, and learning for all children. During the 2021/22 academic year activities to address this are:

- Co-produced review of the South Gloucestershire My Support Plan template to promote greater links between SEND and Quality First Teaching in planning for individual children at SEN Support
- Roll-out of Council for Disabled Children Outcomes Setting training for all SENCos
- Every cluster participating in the new Integra TA Deployment training
- Scoping of options for peer support and quality assurance of SEN Support provision within clusters
- Ensuring our universal offers considers the classroom and curriculum demands for children's primary need types and the adjustments required for accessibility

Recommendations

17. It is recommended that Schools Forum notes:

i. the link between the development of SEND Cluster processes and activity, the improvement of provision and outcomes for children at SEN Support and the associated financial savings to the High Needs Block

ii. that the 2020 / 2021 Evaluation of Clusters has been supplemented by an analysis of Education, Health and Care Plan needs assessment requests, which shows a 14% increase from 2019/20

iii. the salient factors identified in local needs assessment requests and the planned cluster activity for the academic year 2021/22 to address them
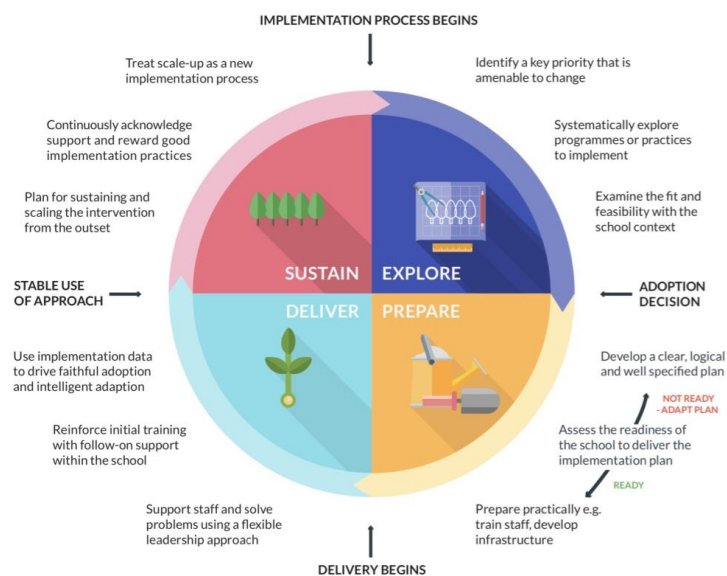
Authors: Alison Ford, SEND and Inclusion Partnerships and Planning Officer
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Tel: 07591 890567

2021-2022 Cluster 2 Implementation Plan

Schools:

- Bailey's Court Primary
- Bowsland Green Primary
- Callicroft Primary Academy
- Charborough Road Primary School
- Charlton Wood Primary Academy
- Coniston Primary
- Filton Hill Primary
- Holy Family Primary
- Holy Trinity Primary
- Little Stoke Primary
- Meadowbrook Primary
- St Chad's Patchway Primary
- St Mary's Primary (Bradley Stoke)
- St Michael's Primary (Stoke Gifford)
- Shield Road Primary
- Stoke Lodge Primary
- Wallscourt Farm Academy
- Wheatfield Primary
- Patchway Community College
- Bradley Stoke Community School
- Abbeywood Community School
- Bristol Technology and Engineering Academy

SEND Cluster Strategic Aims:

1. Better educational outcomes for children identified at SEN Support

2. Earlier identification of need so that CYP have the right provision at the right time so reducing the need for more costly interventions later on
3. Meeting the needs of pupils with behaviour that challenges in schools and reducing the number of exclusions

South Gloucestershire Council – Schools Forum
4th November 2021

Foundations for good implementation

1 Treat implementation as a process, not an event; plan and execute it in stages.

- Allow enough time for effective implementation, particularly in the preparation stage; prioritise appropriately.

2 Create a leadership environment and school climate that is conducive to good implementation.

- Set the stage for implementation through school policies, routines, and practices.
- Identify and cultivate leaders of implementation throughout the school.
- Build leadership capacity through implementation teams.

EXPLORE

3 Define the problem you want to solve and identify appropriate programmes or practices to implement.

- Identify a tight area for improvement using a robust diagnostic process.
- Make evidence-informed decisions on what to implement.
- Examine the fit and feasibility of possible interventions to the school context.
- Make an adoption decision.

PREPARE

4 Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.

- Develop a clear, logical, and well-specified implementation plan:
  a. Specify the active ingredients of the intervention clearly: know where to be 'tight' and where to be 'loose'.
  b. Develop a targeted, yet multi-stranded, package of implementation strategies.
  c. Define clear implementation outcomes and monitor them using robust and pragmatic measures.
- Thoroughly assess the degree to which the school is ready to implement the innovation.
- Once ready to implement an intervention, practically prepare for its use:
  a. Create a shared understanding of the implementation process and provide appropriate support and incentives.
  b. Introduce new skills, knowledge, and strategies with explicit up-front training.
  c. Prepare the implementation infrastructure.

DELIVER

5 Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time.

- Adopt a flexible and motivating leadership approach during the initial attempts at implementation.
- Reinforce initial training with expert follow-on support within the school.
- Use highly skilled coaches.
- Complement expert coaching and mentoring with structured peer-to-peer collaboration.
- Use implementation data to actively tailor and improve the approach.
- Make thoughtful adaptations only when the active ingredients are securely understood and implemented.

SUSTAIN

6 Plan for sustaining and scaling an intervention from the outset and continuously acknowledge and nurture its use.

- Plan for sustaining and scaling an innovation from the outset.
- Treat scale-up as a new implementation process.
- Ensure the implementation data remains fit for purpose.
- Continuously acknowledge, support, and reward good implementation practices.

Roles and Responsibilities in Cluster 2

SEND Cluster Board	SEND Lead Head Teacher	Lead SENCO for cluster
Ensure that allocated funding is used effectively, efficiently and equitably to support **schools in the cluster** to deliver high quality provision for pupils identified at SEN Support Ensure that schools have access to training and support so that they **can identify pupil needs accurately and as early as possible** so that CYP have the right provision at the right time so reducing the need for more costly interventions later on Ensure that the cluster offer **enables schools to meet the needs of pupils with behaviour that challenges**, reducing the number of exclusions Ensure a clear and transparent cluster is communicated and managed in the cluster Monitor and evaluate the impact of the cluster offer based on multiple data sources Ensure all schools in the cluster receive a SEND review every 3 years and that these are analysed effectively to inform, and to ensure impact of, the Cluster offer	Ensure a strategic implementation plan is in place to support the 3 main aims of the SEND Cluster – this is communicated to all stakeholders and impacts positively on SEND provision across the cluster Take a lead role on effectively communicating with Head Teachers across the cluster to support engagement Monitor and evaluate the impact of the cluster support offer against strategic aims using data effectively Provide regular opportunities for Head Teachers to review and moderate their school-based SEN Support using the SG Inclusion Toolkit	Build and lead a programme of work to meet the needs of schools across the cluster so that the board can meet its strategic aims Organise and facilitate SENCO Cluster meetings (6-10 per year) Act as a key contact and critical friend for SENCOs in the cluster Challenge current practice of Cluster SENCOs/ cluster schools where improvement is required Provide effective training for SENCOs

Head Teachers across Cluster 2	School-based SENCOs
Head teachers agree to prioritise a Whole School SEND Review. Once a review has been completed, the head teacher agrees to share the Whole School Review report with the school's Governing Body and to deliver on the action plan Head teachers agree to further reduce the number of days lost in FTE and wherever possible avoid a permanent exclusion Head teachers agree to focus on the identification, assessment and meeting the needs of pupils with SEND at the earliest point and to work preventatively wherever possible. This in time will help to reduce the need for more costly interventions Release SENCOs to attend the Cluster SENCO meetings (funding can be provided to release SENCOs)	Head teachers and SENCOs ensure that there is capacity to deliver interventions in their recommended form before attending training using school's notional SEND funding SENCOs commit to provide evaluation information within 10 working days when requested in writing by Cluster Lead SENCO When considering making a request for an EHC needs assessment SENCOs will seek the advice of the cluster SENCOs to ensure that the CYP has received sufficient intervention at SEN support and that the level of need is severe enough to warrant an assessment.

The road map to implementation in Cluster 2

Objective	Funding available and source	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
SENCOs across the Cluster have access to effective strategic support and advice		Explore/ prepare evaluation of support and training against strategic aims		Deliver 1		Deliver 1 including evaluation	
Effective SLCI support impacts positively on school provision and leads to good progress for pupils		Evaluate and clearly articulate current cluster menu of support Explore delivery 2		TBC		TBC	
Effective		Evaluation of impact from		Continuation of delivery 1		Explore delivery 2	

SEMH support impacts positively on school provision and leads to a reduction of in school incidents and FTE across the cluster		cluster 2 menu of support delivery 1 in 2020 – 2021

Identify delivery 1 continuation actions | | |
| **A clear tiered approach to transition is defined and is in 'deliver 1'** | | Explore current offer and evidence on effective transition to secondary | Prepare 2021-2022 tiered approach to secondary transition | Delivery 1 of tiered approach to secondary transition |

T1 and T2 Implementation Plan

Objective	Key milestones/ actions underway	Monitoring of impact
SENCOs across the Cluster have access to effective strategic support and advice	• Cluster 2 Strategic Plan written and agreed by board/ Ali. Ford and communicated with Heads/ SENCOs

• Current Cluster offer menu defined, clearly articulated and communicated to SENCOs and Heads

• Meeting schedule for SENCO Meetings across the year planned and articulated – new format of meetings discussed incl. timings | • Heads survey and meeting

• SENCO survey

• SENCO Meetings |

	• Current Cluster decision making process for referrals defined, clearly articulated and communicated to SENCOs and Head Teachers • SEND Review timetable written – articulation of purpose reviewed with stakeholders	
Effective SLCI support impacts positively on school provision and leads to good progress for pupils	• Review of current SLCI offer in cluster 2 with the creation of a clear menu around the different tiers of support from Inclusion Toolkit • Meeting with Ali Ford to discuss emerging SG strategy moving forward	• SEND in a nutshell data • SEND review data • SENCO survey/ audit of schools accessing training
Effective SEMH support impacts positively on school provision and leads to a reduction of in school incidents and FTE across the cluster	• Review of impact of 'Boxall Deliver 1', further actions defined • SENCO meeting to evaluate and moderate school based SEND plans where SEMH is identified as the primary area of need • Training of cohort 1 ELSA training begins • EP advice sought on effective and efficient support for schools • LOR advice sought to discuss and efficient and effective cluster 2 emerging offer within tiers of support • Meeting with PLC	• SENCO Survey • SEND in a nutshell data • SEND review data
A clear tiered approach to transition is defined and is	• Initial meeting with OAT secondary Executive Head on current offer at different tiers of support • Explore different models to transition across South Glos.	• NA

| in 'deliver 1' | • Review impact scores from IMPACT Mentoring 2020-2021 | |

T3 and T4 Implementation Plan

Objective	Key milestones/ actions underway	Monitoring of impact
SENCOs across the Cluster have access to effective strategic support and advice	• Cluster Handbook begun to be drafted • Meeting with Cluster Head Teachers with feedback sought	
Effective SLCI support impacts positively on school provision and leads to good progress for pupils		
Effective SEMH support impacts	• LOR meeting • Ed Psyc. meeting	

positively on school provision and leads to a reduction of in school incidents and FTE across the cluster	- PLC meeting - What is the link between pastoral care and SEND at secondary schools? How are needs communicated and supported through a consistent approach?
A clear tiered approach to transition is defined and is in 'deliver 1'	- Meeting with OAT Executive Head of Secondary on transition - EP advice sought on effective and efficient support for schools - LOR advice sought to discuss and efficient and effective cluster 2 emerging offer within tiers of support - Screening of pupils using Boxall to take place for those put forward for additional support

T5 and T6 Implementation Plan

Objective	Key milestones/ actions underway	Monitoring of impact
SENCOs across the Cluster have access to effective		

strategic support and advice		
Effective SLCI support impacts positively on school provision and leads to good progress for pupils		
Effective SEMH support impacts positively on school provision and leads to a reduction of in school incidents and FTE across the cluster	• Review of impact of current play therapist on pupils worked with	
A clear tiered approach to transition is defined and is in 'deliver 1'	• Meeting with OAT Executive Head of Secondary on transition •	

Schools Forum Forward Plan

To be advised

Any Other Business