

**WESTMINSTER CITY COUNCIL
SCHOOLS FORUM 9 JUNE 2014**

**TRI-BOROUGH ASSISTANT DIRECTOR FOR SEN & VULNERABLE
CHILDREN**

HIGH NEEDS FUNDING

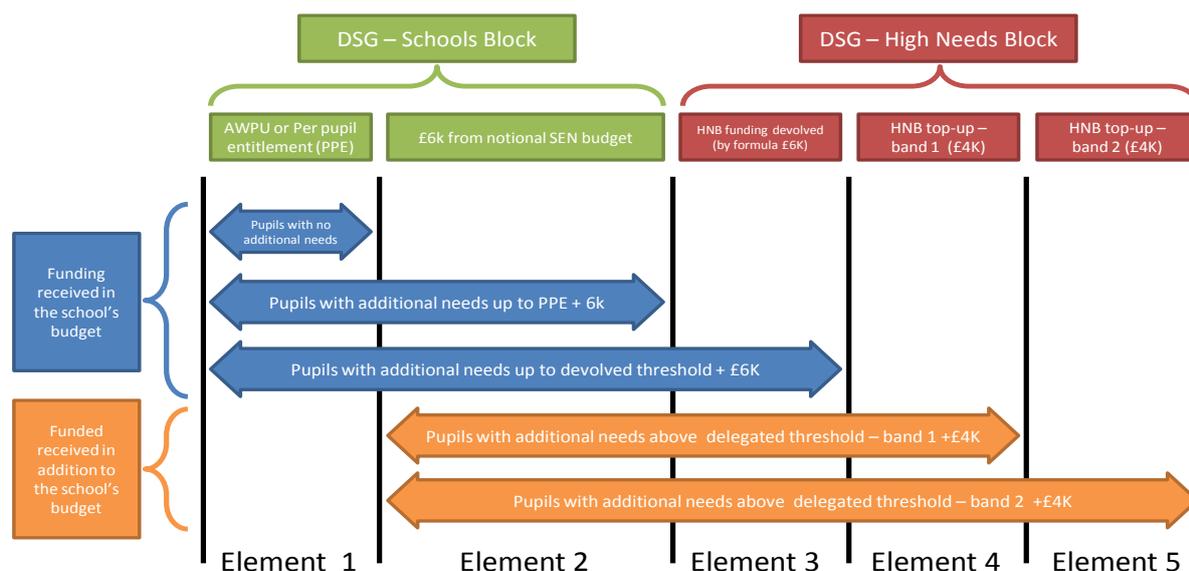
This report provides an update as to the progress on the implementation of the High Needs Funding reforms.

FOR INFORMATION

1.0 High Needs Funding–funding arrangements 2014.

- 1.1 The Children and Families Act, when enacted, will place a duty on schools to publish a Local Offer of provision that is ordinarily available for children with SEN. A schools' local offer will describe what provision the school makes available from the notional SEN budget (Element 2 – see diagram) to address a range of learning needs.
- 1.2 Key principles underpinning the new legislation are greater involvement of parents/carers in decision-making about a child's plan and transparency and accountability for the deployment of resources (notional budget) to support a child or young person achieve specified outcomes using resources detailed in the schools Local Offer.
- 1.3 The tri-borough local authorities are keen to support schools in having a well resourced Local Offer to meet children's additional learning needs. The approach to High Needs Funding is based on the premise that the majority of children can have their needs met in mainstream schools from available resources and that provision for the children with complex needs such that they have an Education, Health and Care Plans (EHCPs) will be funded through a relatively small additional Top Up.

New funding model for SEN in Mainstream schools from September 2014



From April 2014:

In compliance with the funding regulations for 2014/15:

We have delegated the first £6000K of all statements to schools through schools block funding (Element 2 – 'notional personal budget').

We have achieved the distribution of this funding through a formula based on a limited set of criteria (e.g. prior attainment and number on roll) and lump sum allocation by way of a transitional arrangement.

The of the formula will ensure little change for schools other than where there has been a significant change in numbers of children eith on roll or with a statement of SEN

- 1.4 Schools forum have already agreed to comply with the above requirement, which is essentially to redistribute the following money previously directed towards children individually funded through statements of SEN:

- LBHF - £1.8 m via HNB
- RBKC - £1.5m of which £864 via formula remainder via HNB
- WCC - £2m of which £491K via formula and remaining via HNB formula

- 1.5 From April 2014 this will mean that across tri-borough mainstream schools a genuine High Needs Block Top Up model will be operational with the Local Authority making payments for provision over and above the notional £6K SEN budget.
- 1.4 In the development of the 2014/15 SEN budget allocations a combination of formula factors and contingency transitional funding was used. This ensured that the initial allocations were consistent with the funding levels and methodology in place in the 2013/14 financial year. As the funding strategy for High needs develops we will develop transitional arrangements to move to a model driven by agreed formula factors.

2.0 High Needs Block Reference Groups

2.1 Mainstream school HNB Reference Groups

Following consultation with tri-borough Schools Forums each Borough has established a mainstream school High Needs Block reference group to support a partnership approach to decision-making about the distribution of the High Needs Block. The High Needs Block Reference Groups are a sub-group of schools forum, terms of reference are attached.

The membership of each Borough's HNB Reference Group is evolving, with need for further representation as follows:

RBKC – secondary head teacher(s)

WCC – primary head teacher(s)

LBHF – primary head teacher(s)

The initial meetings have focused on review of the distribution of the HNB, including consideration of information about commissioned services. Clarification about the quantum sum of HNB attributed to the following has been requested for future meetings:

Schools Block – Element 2

HNB mainstream (in-borough and out of Borough) total sum

HNB mainstream – contingency for Element 3 (to support inclusion of pupils' whose provision from the Local Offer is above £6K and below funding for statement of SEN or EHC through time-limited additional funding agreed by HNB reference group)

HNB elements 4 and 5

Special school

Independent/non-maintained

All other expenditure

2.2 Early Years HNB Reference Group

A tri-borough Early Years Reference Group to be established with membership being drawn from early years representation on mainstream HNB reference groups.

Recommendations from the EY HNB group to be reported back to mainstream HNB reference groups and then schools forum.

2.3 Special school and resource base HNB

The tri-borough special school and resource base head teachers group will fulfil the roll of HNB reference group for these schools. A key task of this group is to review the relative Top Up values of special schools and resources bases across the tri-borough. Timescales for review are summer and early autumn term with recommendations to be made to schools forum in the autumn term 2014

3.0 What more do we want to do – from September 2014?

- 3.1 We are keen to ensure that mainstream schools are able to provide a robust local offer for children with additional learning needs from resources that are available to support flexible and responsive planning between teachers and parents to address children's predictable learning needs and unless a young person has complex and significant education, health and/or care needs, without the need for a lengthy assessment.
- 3.2 We are therefore proposing some further changes to funding arrangements from September 2014 (please note these changes relate to tri-borough children in tri-borough schools).
- 3.3 From September 2014 we are proposing that the High Needs Block funding in Element 3 (above £6K and below current level of Statement of SEN (approx £9K) is distributed through a contingency fund managed by nominated HNB reference group members and the LA in response to requests made regarding individual children.
- 3.4 During autumn term 2014 and spring term 2015 the HNB reference groups will consider the options for further delegation to mainstream schools, so that the equivalent of up to £6K schools block 'notional SEN budget and £6K top up funding is available to support tri-borough children in tri-borough mainstream schools.
- 3.5 Under these arrangements and from September 2014 schools would claim Band 1 or 2 Top Up from the Local Authority for those young people who

currently have a statement of SEN with more than 20 TA support hours. Eligibility criteria for Band 1 and 2 will be developed from existing criteria and as part of the preparation for the Education, Health and Care assessment process. The High Needs Block Reference Group would be invited to support review and moderation of Band criteria.

- 3.6 The table below sets out Tri-borough expectations of delivery of mainstream provision for students funded from the High Needs Block.

Top-Up payments

Mainstream

For mainstream schools during 2014/15 Top Up payments will be made on a half termly basis, unless a school's circumstances necessitate a more frequent payment schedule by agreement. From April-September 2014 schools will be sent a schedule of those children for whom they are funding provision above the notional SEN budget level of £6K, this will be based on existing statements of SEN. The school will have a ten day period in which to return 'correct' or 'query' and on the basis of this information payments will be made.

Special

For special schools the authority will continue to agree with each school the number of places to be provided for the year ahead. An initial £10,000 funding per place funding will then be provided by the authority from the High needs Block, for maintained special schools and by the EFA for academies. The balance of funding, referred to as 'top up', will come from the home authority of each pupil and is intended to be paid on the basis of the actual pupils on school roll. The amount of top-up will be negotiated on an annual basis.

While special schools are themselves responsible for collecting the top up funding from relevant authorities, in the tri-borough it has been agreed that the Local Authority recover costs on behalf of schools and that this service is provided through a top-sliced funded service level agreement.

High Needs Block LA/School/Parent Contract – to be included as part of agreement for High Needs Students (funded from HNB)

The Local Offer for Children and Young People with High Needs – transparent and accountable

Parents as equal partners; Outcome Focused; Co-ordinated education, health and care assessment and planning

<p>School tracks progress, assesses child’s needs and implements intervention plan (adopting a plan, do, review and revise model).</p>	<p>* School communicates local offer for children with SEN/High Needs, focusing on achievement of outcomes through evidence-based approaches to provision planning.</p> <ul style="list-style-type: none"> • Local Offer includes interventions to address the following: literacy/learning; language and communication; social, emotional behavioural and sensory and medical needs; needs associated with ASD, dyslexia, dyspraxia etc. • School documents co-ordinated assessment of child’s educational needs and a resourced plan of intervention (including cost of provision) • Pupil progress in response to resourced plan is recorded, monitored and updated by a teacher working with parents/carers (e.g. using SIMS or CASPA to record and bench-mark) • Pupil’s SMART targets are based on prediction and challenge.
<p>Termly parent conversations -planned implemented and recorded. (Including feedback from parents)</p>	<p>* Dates for termly parent/teacher conversations are planned for academic year - parents/carers feel welcome and are encouraged and supported to attend.</p> <ul style="list-style-type: none"> • Multi-agency assessment and planning is co-ordinated by SENCo to inform education, health and care planning. Practitioners work collaboratively to implement EHC provision and monitor effect on attainment and well-being. • Outcomes of the parent/teacher conversations are recorded in child’s record and are used to inform goal setting and future planning • Parents report outcomes of structured conversations are positive.
<p>School measures and monitors well-being outcomes e.g. attendance, inclusion, peer relationships</p>	<p>* The school has systems in place to monitor and support pupil’s emotional, social well-being and inclusion (including patterns of attendance; exclusions and well-being).</p> <ul style="list-style-type: none"> • Pupils demonstrate attendance (98% or above), confidence, resilience, positive peer and adult relationships and motivation to learn – well-being. • School keeps a record of issues relating to a child’s well-being and includes parents and other agencies in planning to address issues such as attendance, exclusion, behaviour, anxiety, depression (e.g. pastoral support plan). • Designated safeguarding officer monitors issues relating to safeguarding and co-ordinates school/social work/community safety planning. • Pastoral support plans or behaviour improvement plans co-ordinated and recorded by school staff to plan support and engage pupils in improving behavioural self-regulation and promotion of engagement in positive activities. Assessment of well-being is used to inform understanding of pupil attainment and progress.
<p>Leadership & Governance</p>	<p>School Leadership Team and Governors set purpose and direction which inspires members of staff, parents and the broader school community to work together to ensure the sustained progress and achievement and well-being of pupils with SEN: paying attention to the pace and quality of progress, the provision of effective and efficient education and transparency and accountability for High Needs Funding.</p>

APPENDIX i

High Needs Block Working Group

Terms of reference (January 2014)

The High Needs Block (HNB) working group:

- Is a partnership between representatives from the Local Authority and Tri-Borough head teachers
- has been established to develop and have oversight of the distribution of High Needs Block (HNB) Funding
- is accountable to Schools Forum

Membership:

- Head teachers - sub-group of schools forum representing the range of schools (i.e. mainstream, nursery, primary, secondary; mainstream with resource base and special; academy/free school; FE)
- Local Authority representatives – Dave Mcnamara (Director for Finance); Andrew Tagg (Head of Resources); Alison Farmer (Assistant Director for SEN & Vulnerable Children)
- Andy Rennison, 3BM representative (LBHF only)
- Membership is for the period of two years

Accountability:

- HNB Reference Group is accountable to schools forum

Review:

- Terms of reference will be reviewed annually in the autumn term

Working methods / ways of working:

- The HNB working group will meet half termly
- Meetings will be co-ordinated and Chaired by the Local Authority (AD for SEN & Vulnerable Children)
- LA will take notes and circulate after meeting