

Children & Families

SEND Service

**Costed Provision Map Guidance**

**For Educational Settings**

**2021**

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The purpose of this guidance is to provide information on the changes to funding arrangements from June 2019 for children with special educational needs and disability and the procedures that have been implemented to support this change.

**Purpose of the Guidance**

This guidance is for maintained schools and academies.

**National Context**

The high needs funding system supports provision for children and young people with special educational needs and disabilities (SEND) from their early years to age 25, enabling both local authorities and institutions to meet their statutory duties under the Children and Families Act 2014. High needs funding is also intended to support good quality AP for pre-16 pupils who, because of suspension or expulsion, illness, or other reasons, cannot receive their education in mainstream or special schools. The high needs funding block provides local authorities with resources for place funding and top up funding for institutions, and funding for high needs services delivered directly by the local authority or under a separate funding agreement with institutions (including funding devolved to institutions), as permitted by regulations.

The DfE is moving towards a national funding formula to ensure that education provision for a high need’s pupil is funded in a comparable way whatever the form of institution they attend, and that funding is genuinely responsive to individual pupils’ and students’ needs. Any funding from the high needs block will follow the child.

Funding from the Education Funding Agency is broken down into three blocks:

* Early Years
* Schools – budget devolved to the school.
  + Element 1 or “core education funding” which is also known as the AWPU (Age Weighted Pupil Unit)
  + Element 2 or “additional support funding” Element 2 should be paid from a school’s notional SEN budget.
* High Needs Block Element 3 or Top Up Funding – this will be retained by the local authority to support the needs of children and young people.

Diagram below sets out SEN Funding for Element1, 2 and 3

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|  | Mainstream Setting | Specialist Setting |
| Element 1  Core Education Funding | Mainstream per pupil funding | Base funding of £10,000 for SEN and  £8,000 for Alternative Provision placements which is roughly equivalent to the level up to which a mainstream provider would have contributed to the additional support provision of a high need’s pupils. Base funding is provided based on planned places. |
| Element 2  Additional Support Funding | Contribution of £6,000 to additional support required by a pupil with high needs, from the notional SEN budget |
| Element 3  Top Up Funding | “Top up” funding from the commissioner to meet the needs of each pupil or student placed in the institution | |

**Local Context for Redcar and Cleveland**

# SEN Support Plan

There will be a small number of situations where a child or young person requires a higher level of support that cannot be met from within their Notional SEN budget. In those circumstances, a school could submit a request for top-up funding from the High Needs Block. Top-up funding is the funding required over and above the core funding an institution receives to enable a pupil or student with high needs to participate in education and learning. This is paid by the commissioning local authority and should reflect the costs of additional support to meet the individual pupil or student’s needs. Local authorities have the flexibility to provide high needs funding outside the statutory assessment process for all children and young people with high needs up to the age of 19. To access top up funding, the authority would require evidence of the graduated response as indicated in the Code of Practice. This should be clearly evidenced within a SEND Support Plan detailing the interventions and provision implemented to achieve agreed outcomes as well as evidence that outcomes have been monitored through the person-centred review process.

From the introduction of the SEND reforms there is the expectation that Schools will contribute

£6000 to support the additional needs of children and young people with SEND from the school budget- this should be clearly indicated on the costed provision map.

High Needs Top Up Funding can be applied for via the Resource and Support Panel (non-statutory) or via the Multi-Agency Education, Health and Care Plan Panel (statutory). We use the RCBC SEND ranges to identify the complexity of need and to allocate funding appropriately.

To make a referral for High Needs Top Funding at Resource and Support Panel, the following evidence is required:

* Completed Resource and Support Panel Referral Form
* Up to date costed provision maps and support timetables.
* SEN Support Plan with SMART outcomes (N.B. SEN Support Plans, timetables of support and costed provision maps must correspond).
* All relevant up to date reports from other agencies showing how recommendations have been implemented and reviewed (within 2 years).
* Clearly highlighted sections from the SEND Ranges document.

# New Requests for High Needs Top Funding through Education, Health and Care for children and young people with significant learning difficulties

Schools must demonstrate how they have used £6000 of their notional SEN budget to support the needs of a child with SEND by submitting a costed provision map with any requests for a statutory assessment of education, health, and care needs, before ‘top up” funding is considered from the High Needs Block.

If a child or young person has a significant learning difficulty that has not been met through the graduated approach and the use of the Notional SEN budget, a school could submit a request for a statutory assessment of education, health, and care needs. We would require evidence of the interventions and provision, as well as evidence that outcomes have been monitored through the person-centred review process. If the child or young person already has an EHCP, any request for a High Needs Top Up Funding or an increase in High Needs Top Up Funding should come through the annual review process and be clearly indicated on the review paperwork.

* If EHCP already in place, annual review paperwork should clearly indicate change of range.
* Up to date costed provision maps and support timetables.
* Current EHCP/ILP/SEN Support Plan with SMART outcomes (N.B. SEN Support Plans, timetables of support and costed provision maps must correspond).
* Clearly highlighted sections from the SEND Ranges document.
* All relevant reports from other agencies showing how recommendations have been implemented and reviewed.
* Identification of primary need.

**Please note that the High Needs Funding Block is a finite budget, and a high demand may result in a reduction in the amount of funding delegated to school through the Schools Block. Therefore, you need to consider very carefully whether requests for either top up funding or an EHC assessment is appropriate for some pupils**.

# Costed Provision Maps

To assist schools in demonstrating how they have used the notional SEN budget the local authority has devised a standardised costed provision map from June 2019. The format and process for the use of the maps is explained in the remainder of this document. When requesting High Needs Top Up Funding, we request that a RCBC costed provision map is completed in all cases. This provides equity between the different funding formulas used for staffing costs. Schools can also use their own form of provision map to run alongside this.

A step-by-step guide about populating a costed provision map is included as Appendix 1.

It is also considered good practice to map the “additional to, and different from” provision a pupil receives once identified as having special educational needs. The Costed Provision Map and the Support Plan should be shared with the child or young person and their parent / carer on a termly basis.

# Costed provision maps will be subject to audit by the local authority. They also form part of the evidence for independent mediation and SEND Tribunal.

**Redcar and Cleveland Borough Council’s views on 1:1 provision**

To promote inclusion, foster independence and prepare a child or young person for adulthood, most additional adult support for all children should be delivered in a whole class or small group context.

We anticipate that 1:1 support is required in only very exceptional circumstances e.g., intimate care, individual therapy. Some children may require individualised approaches on occasions throughout the school day or on call access. We would expect 1:1 support to be a small part of the overall request and clearly evidenced as part of the assessed needs of the child, agreed outcomes and as an appropriate intervention. For guidance on implementing TLA support – please consult the Education Endowment Foundation – Making Best Use of Teaching Assistants.

**Budget**

**Eligible Spend**

**Please note if the child is supported by LSA within a small group in class this must be divided by number in the group and should not be regarded as one to one support.**

**The following item/provision would be classed as eligible spend by a school to meet the educational needs of a child:**

School costings should include provision which is “additional to” and “different from” what is available through Quality First Teaching. For example:

* Group work to address a specific and identified need, the cost of which should be divisible by the number of children in the group e.g., Lexia, Speech and Language programmes.
* Individual interventions such as e.g., Numicon, Beat Dyslexia, Toe by Toe.
* Targeted interventions e.g., Getting Along, or modelling behaviour at playtimes. Any lunchtime interventions would be costed at Supervisory Assistant rate.
* If there is a second teacher in the classroom working with the child (**additional teaching hours are capped at 5hrs).**
* Specific equipment recommended by an appropriate professional e.g., Therapist, Advisory Inclusion Teacher for the child e.g., writing aids and specialist equipment (*bought specifically for the child within the year*).
* Any traded services funded by the school accessed by the child. This needs to be divisible by the number of children accessing the service.
* Any specific training recommended by an outside agency for the named child e.g., Picture Exchange Communication System (PECS). This will be judged on a case-by-case basis.
* If a learning mentor/counsellor was employed by the school and worked directly with the pupil.
* If a school has bought a Lexia licence this cost would be divided by number of pupils accessing the resource.
* Specialist equipment recommended by a member of staff who has a specialist qualification (e.g., in dyslexia). A report **must** be provided to support the recommendation.
* Any Team Teach training undertaken by a school would always be divided by the number of pupils on roll within the school.

Schools have a responsibility to consider provision of aids and services for children with special educational needs and disability. There could be some circumstances where the purchase of an aid could be regarded as an eligible spend.

**Non-Eligible Spend**

* All activities relating to Quality First Teaching and the underpinning framework of the school.

would be considered as part of AWPU and therefore would not be regarded as eligible spend e.g., meeting parents / carers, outside agencies. Overheads attributable to other budgets within the institution or that relate to costs that the institution would have to meet even if it had no pupils or students with high needs (for example, the salary of the special educational needs coordinator (SENCO) required by all mainstream schools.

* Any time for SENCo duties is met through core education funding.
* Fixtures and fittings (improving the facilities).
* Planned place funding in specialist provision.
* If you have bought in additional staff to reduce class sizes and create an additional teaching group this is classified as quality first teaching.
* Meetings in relation to pupil needs e.g., reviews and Team Around the Family.
* Currently schools do not receive SEN funding for breakfast /after school clubs so this will also be non- eligible spend.
* Parent support advisors have specific roles to support families, and this cannot be costed as provision for a child.
* Support from a Transition Assistant would be considered as quality first practice and is non- eligible spend.
* the cost of educational and other assessments (for example, by educational psychologists) unless the local authority agrees in advance to pay for or contribute to these costs because they are required for its own assessment or review purposes.

**Monitoring Process**

The Costed Provision Maps will be subject to financial scrutiny by the local authority through an audit process.

# Appendix 1

**STEP by STEP Guide: How to populate a Redcar and Cleveland costed provision map 2019/20**

**Populating the costed provision map**

1. Populate the RCBC costed provision map under the headings LSA Support (A), additional Teacher Support (B), Supervisory Assistant (C), SLA (Service Level Agreements) (D) and any Additional Resources (E).
2. Targeted intervention to meet outcomes – log total time and size of group for each intervention.
3. Unstructured time – log total time and size of group for each outcome to be met.
4. Any additional resources bought by the school need to be itemised separately in box E.
5. The RCBC costed provision map must match the support timetable and the SEN Support Plan.

# Calculating the cost

Input the support given by the following according to total minutes per week.

* TA/LSA support - use box A
* Additional Teacher Support/Specialist Teaching - use Box B
* Supervisory Assistant/Lunch Time Support – use Box C

1. The LSA, Additional Teacher Support and Supervisory Assistant (for all lunchtime activities) costings are provided by the LA.
2. For each identified outcome in column A, divide the total minutes by the number of pupils to calculate the support per pupil figure.
3. Add up the total number of minutes per week spent by LSA(s) supporting the child.
4. To determine the annual cost to the school of LSA support: the formula embedded in the document will calculate 38 weeks (1 week is CPD) and multiply this by the total number of minutes per week then multiply by the costed minute rate.
5. Follow step 2 to 4 above to work out the Additional Teacher Support and Supervisory Assistant total cost. **N.B.** Teacher support is capped at 5 hours per week.
6. If the intervention is a short-term provision, the cost can be worked out and entered directly into the Any Additional Costs Box D.

For the support funded via school SLA (D) – **Please do not include health funded Therapies, CAMHS and One Point service, non-traded educational support services and COL funded staff.**

1. The cost of each SLA will be agreed with the individual provider.
2. Divide the total cost of each SLA by the number of pupils accessing the resource.
3. Add up the support per pupil from each SLA to get a total cost.

For any lunchtime activities these would be funded at Supervisory Assistant rate (C).

# For the cost of any additional resources bought by school (E).

1. Determine any additional costs and divide these by the number of children accessing the intervention to meet outcomes. If the resource is specifically for that child itemise the full cost and the outcome it meets.

# Total cost

1. Once the totals have been worked out for LSA (A), Additional Teacher Support (B), Supervisory Assistant (C), support funded via school SLA (D), and additional resources (E) add these together and this is the final costing.

**N.B.** Schools will need to demonstrate they have contributed £6000 from the Notional SEN budget before funding from the High Needs Block is considered.

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| Frequently Asked Questions |
| *Can I add the EP or other professional to the provision map?* |
| You would not include EP reports and assessments that are carried out as part of the school’s general practice, but you could include a specific block of focused therapeutic work such as 6 weeks of play therapy which is over and above that which you generally offer. |
| *Can I include the costs of Learning Mentor?* |
| These can be included if they are being delivered specifically to support the child or young person individually or part of a group but not as part of what is in place for the whole year group. |
| *Can I add admin time to deal with SEND paperwork?* |
| This cannot be included as is part of the expected SENDCo statutory duties. |
| *Can I add in resources which are available to all students?* |
| General inclusive resources which are part of the school’s facilities to create an enabling environment such as a sloping board, wobble boards should not be included. However, if they have been purchased specifically through a recommendation for the individual pupil then can be included. |
| *Do I have to use the RCBC costed provision map?* |
| The RCBC is an easy to use excel spreadsheet that has prepopulated formulas to calculate costs per annum to school. This gives equity between different settings regarding school funding salaries, resources, equipment etc. |

