

WIRRAL COUNCIL

WIRRAL SCHOOLS FORUM 27th April 2016

REPORT OF THE DIRECTOR OF CHILDREN'S SERVICES

HIGH NEEDS/SEN

1.0 EXECUTIVE SUMMARY

1.1 This report summarises the allocation of funding from the High Needs Block to support pupils with SEND. It examines the Exceptional Needs Spend and makes recommendations in respect of future allocation of this money.

2.0 Background

2.1 A paper has been produced 'Special Educational Needs and Disability Funding'. The purpose of the paper is to support school improvement through the targeting of additional High Needs funding to maintained, mainstream schools, academies and special schools for children and young people with special educational needs. This funding paper gives clarity to schools on the level of support they are expected to offer to its SEND population and the additional financial support that can be given by the Local Authority.

3.0 Support in Mainstream Schools

3.1 Graduated Response- mainstream schools and settings

All early years settings and schools are responsible for meeting the needs of its population. Should a child/ young person be identified as having special educational needs, settings and schools are expected to ensure these needs are quickly addressed. The majority of children and young people with SEND will have their needs met in a mainstream setting and will not need an Education, Health and Care Plan.

3.2 Universal funding

The effective use of the universal funding ensures that the budget is being used by the school to meet the needs of its learners. Resources effectively used at this stage will ensure that the need for more expensive resources is reduced.

3.3 Targeted funding

This is to be used for those pupils identified by schools as requiring additional support. The SEND funding reform ensured that Local Authorities delegated through their funding formula via the Schools Block the first £6,000 of support

to all pupils with special educational needs. This is in addition to the Basic entitlement funding allocated for that pupil. With the combination of the two amounts it is assumed that mainstream schools have been delegated the first £10,000 for all pupils. To this end the schools are regarded as receiving 5 Units of Support. For the vast majority of pupils this amount ensures that their needs can be met with no requirement for additional funding.

3.4 Additional Funding for Early Years

Setting and schools with provision for Early Years can apply for additional SEND funding for those pupils whose needs cannot be met from their allocated budget. Once funding is allocated it is the responsibility of the setting/school to measure the impact of the funding and continually review the child's progress.

3.5 Additional Funding for Mainstream Primary/ Secondary Schools through an Individual Pupil Funding Agreements (IPFA)

Mainstream schools that identify pupils with the following types of SEN as defined by the Code of Practice can apply for additional support.

This applies to:

- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Communication and interaction needs
- Sensory and/or physical needs

This is to ensure that their educational outcomes can continue to be met in a mainstream school.

IPFA funding only applies for those pupils that require additional support over and above that in the schools budget from the universal and targeted funding allocations. For these pupils additional funding will be allocated through an Individual Pupil Funding Agreement (IPFA) for each type of SEN. Schools can be allocated up to an additional 7 units of support. Applications for IPFA are to be made by the school to the Local Authority.

4.0 Exceptional Needs Budget for Special Schools/ Alternative Provision and Mainstream Resource Provision

Wirral Local Authority has an additional budget for supporting those pupils with exceptional needs. Special schools, Alternative Provision and Mainstream Resource Provision are expected to meet the needs of the pupils placed in their schools from their delegated budgets. As a result the

exceptional needs budget is small and can only support a small number of pupils.

Current Expenditure

SEN EHCP / Statement and Independent School Budget Summary 2015/16

	Current Expenditure code	2015-16 allocated budget	2015-16 Provisional outturn	2014/15 spend	2013/14 spend
Statements					
Primary	E3680 46199	1,394,000	1,417,963	1,352,636	1,415,543
Secondary	E5360 46199	1,930,000	1,884,047	1,820,302	2,023,123
Exceptional Needs	E5740 00010	449,200	819,556	646,986	452,131
Early Years	E9902 46199	292,200	196,664	216,994	199,744
		4,065,400	4,318,250	4,036,918	4,090,541
Independent (Out of Borough)	E587005002	3,395,000	3,724,983	3,282,209	3,011,091

The table above highlights the increased expenditure over the last few years within the exceptional needs budget and out of borough provision.

Exceptional Needs funding is currently £370,356 overspent and is allocated where an assessed pupil needs indicate that enhanced staffing is necessary. The number of requests for exceptional needs has increased due to a number of factors such as:

- The complexities and challenges schools face with children with Social, Emotional and Mental Health issues and the higher number of young people with autistic diagnoses. This is particularly true of the maintained special schools that support children with Social, Emotional and Mental health needs. At present the additional expenditure at these schools is circa £440,000 approximately the whole budget of £449,000.

- Schools budgets are becoming tighter and the resources they have to support children with SEND are reducing.

The Local Authority is unable to maintain this level of spend, which will initially require finding funding from reserves but if continued will result in funding reducing in other areas of the education budget.

4.1 Current Proposals for Allocation of Exceptional Needs Budget

All current exceptional needs funding allocations are to be re-examined by a panel of professionals in the summer term 2016. This panel will also examine all new requests. The panel will consist of 1 headteacher representing the special school or alternative provision sector, 1 headteacher from the mainstream resource provision and the Manager of SEN. These applications will be considered on an individual basis. Pupils will be prioritised and a clear set of criteria used to make judgements that are open, fair and transparent. Exceptional pupil status will only be afforded to a pupil whose needs cannot be met by the level of resource available within the existing school budget. Where it is felt that the pupil has exceptional needs but these needs are primarily of a health nature, then a discussion will take place with relevant colleagues in the PCT about additional support for the pupil that they could and should be providing.

4.2 School Context

A key consideration in making assessments of need for additional support for individual pupils is the context in which they are being educated. The documentation submitted will have to clearly highlight that the pupils' needs are more severe than those specified in the admissions criteria for the school and that laid out in the School's SEN information Report.

Priority will be given to providing additional support so that the child can

- 1) remain within one of Wirral's maintained schools.
- 2) be safe within their school environment, and reduce the risk of injury to themselves or those around them.
- 3) remain in the particular school that is most appropriate for their educational needs and level of attainment.

Once the application has been approved by the LA for consideration the paperwork will be then be submitted to the Exceptional Needs Placements

panel. Should the pupil have significant health, social care needs then representation from these services will be invited to attend.

Once a decision has been reached by the Panel, the Local Authority will then examine whether there is any unallocated carry forward in the schools budget to meet the Exceptional Needs Funding request. Should schools have surplus places these will be taken into account by the Panel when reaching a decision. The Panel will also examine if there are any partners (e.g. health and social care) who could contribute to the additional support required.

4.3 Funding

The maximum allocation that will be given is up to 30 additional hours of a Level 2 Teaching Assistant. The figure allocated will be based on the cost of a TA2 within each establishment, given that the true costs vary significantly between schools. Any additional training needs for the member will have to be met from the school's delegated budget. Any request for over and above this amount (e.g. for a TA3) can only be considered if the school demonstrates the difference that a TA3 could make as opposed to a TA2. All funding will be allocated on a termly basis. Where a pupil is transferring from another school and has been allocated exceptional needs funding prior to transfer this will be reviewed at the point of transfer. It is envisaged that where in one school the pupil presented challenges, these might be less in a different school where provision is more aligned to suit the needs of the pupils. Should it be agreed that exceptional needs funding will be required this will be reviewed on a termly basis.

The funds are to be only used for the particular pupil to whom they have been allocated. The LA will be monitoring the expenditure over the year and the school will need to demonstrate that the full funding has been allocated to the pupil. The LA will reclaim any funding which is not enhancing the educational provision to the identified pupil.

Schools and the Pupil Referral Unit are accountable for the funding allocated. Headteachers will have to be able to demonstrate that the funding is improving outcomes for the child/ young person.

4.3 Time Limited Funding Allocations (Mainstream/ Resource Base Provision/Special Schools/ Pupil Referral Units)

All allocations of additional funding to schools are time limited. It is the responsibility of the school/ PRU to review the impact that the funding is having on a termly basis and if requested be able to provide a report to the

Local Authority on the difference that the funding is having on improving outcomes for the child/ young person.

4.4 Appeal Process

Schools will have the opportunity to appeal against the decision. If schools are appealing they will be required to submit additional evidence than that considered by the original panel. The appeal panel will consist of 1 headteacher representing the special school or alternative provision sector, 1 headteacher from the mainstream resource provision, the Senior Manager of SEN and Strategic Service Manager. The decision of the appeal panel will be final.

Recommendations

The Forum note the report

The High Needs Working Group review progress in the areas reported including Early Years and other High Needs budgets during the Summer and Autumn terms.

The review takes account of any implications arising from the National review of the High Needs Funding Formula..