

Guidance for Mainstream School Sixth Form on Top Up Funding – Norfolk County Council 16/17 Academic Year

Please read in conjunction with School Sixth Form TOR and Procedure

1. This guidance is for Mainstream School Sixth Forms for Norfolk students.
2. This top up funding stream from the EFA is for pupils aged 16-18. Pupils aged 19 can only access this funding if they have an EHCP. The definition of a high needs pupil by the EFA is a pupil costing more than £6,000 in support costs.
3. All top up funding must be requested by the mainstream school sixth form to Norfolk County Council (NCC) as soon as high needs funding is identified as necessary. It is envisaged that the majority of requests for top up funding would be forwarded to NCC by the end of October 2016. Any applications after this date will only be considered upon the budget available.
4. For each individual learner who needs funding above the £6,000 threshold, school sixth forms are required to complete in full the Top Up Request form (Appendix 1), which details a breakdown of support costs. The form must be signed by a member of the sixth form's staff.
5. It is intended that the form be retained by the school sixth form as auditable evidence. Care should be taken to ensure that planned expenditure does not make disproportionate use of public funds.
6. The Top Up Request Form must be completed at the pre-entry or entry stages of the learning programme, and must reflect, as accurately as possible, the anticipated support costs to be incurred during that academic year.
7. The form is intended to provide a standard framework against which school sixth forms may assess the additional needs of learners with learning difficulties and/or disabilities and the costs of assessing these needs. The costs should exclude the costs of staff training.
8. The types of support provided for learners may include the following;
 - Additional teaching, to provide support in or out of the class.
 - Other specialist staffing: for example, personal care assistant; mobility assistant; reader; note-taker; amanuensis; in-class support assistant; dedicated technician (for supply, maintenance and training in the use of equipment for learners with disabilities and/or learning difficulties); specialist tutor (for example, teacher of the deaf, or teacher of learners with dyslexia); communication support

worker (for example, brailist or support for blind learners); additional tutor support for counselling and guidance for individual learners that relate to their disability; material adaptation worker; or educational psychologist.

- Funding for a speech therapist and/or a physiotherapist (where such support is identified in a learning programme as necessary to enable a learner to achieve their learning aims). Normally, the provision of such support should follow an assessment by an appropriately qualified person. Where speech therapy or physiotherapy is not identified in a learning programme as necessary to enable a learner to achieve their learning aims funding should be sought from the relevant Clinical Commissioning Group.
 - Assessment and review pre-entry and on entry, on programme and on exit, where this involves specialist inputs or a higher level of input than that provided on the individual's learning programme.
 - Personal counselling, where such support is necessary to enable a learner to achieve their learning goal.
 - The use of alternative technology that is now available on the market that replaces the need for some of the above expenditure and for which any capital costs can be claimed through the advice below on depreciation and costs. For example, Ofsted and other agencies have commented that many learners would prefer to use a piece of equipment that allows them to read/hear it for themselves rather than rely on a support worker reading things to them. The prices of such equipment now available on the market often support this as a more cost effective approach.
9. While actual equipment costs cannot be claimed through top up support funding, a depreciation charge for the equipment may be included. It should be calculated by dividing the actual cost of the equipment by the estimated number of years of its useful life. Only the appropriate element of depreciation for equipment used by the learner for the time it was used is can be claimed.
 10. Providers should not include overhead costs such as central services or premises costs in the calculation of additional costs, as these are already met from the base unit of resource in recurrent funding.
 11. No expenditure for building modification can be claimed under this support funding.
 12. Additional teaching costs should be based on staff salaries plus on-costs and contracted hours. Costs for support staff should be calculated in the same way as costs for additional teaching.
 13. The costings should relate to direct learning support for individual learners. The costs of a learning-support co-ordinator may be included

where the member of staff concerned is providing direct support to an individual learner.

14. The costs of any assessments required to identify equipment needs can be included in the costing of initial assessment. Maintenance of equipment, and training for the learner in the use of the equipment, can also be included. Where a learner needs to have their learning materials adapted, the cost of preparation can be included in the form. This may involve tutor, administrator or support-staff costs.
15. The cost of providing support during the assessment of achievement should be included. This might include, for example, extra examination invigilator time, a notetaker or an amanuensis.
16. The cost of transport can be included where the learner is being transported between provider sites or where transport to a particular place is an integral part of meeting the learner's learning support needs, for example, as part of the learner's mobility training.
17. Administrative costs in excess of the usual requirements for an individual can be included in the costings. For example, this could include liaison time with other agencies and time spent negotiating special examination facilities.