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NORFOLK'S SEND SCHOOL FUNDING SYSTEM

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Norfolk's SEND School Funding System: Supporting inclusion, responding to challenges and planning for future growth

Children and young people in Norfolk with special education needs and disabilities must be well served by our system. We are committed to ensuring that we support and challenge the system to meet their needs effectively. Where the Local Authority has specific duties to directly fund and enable provision, whether in our Complex Needs/Special School system, alternative provision or for those children with Education Health and Care Plans (EHCPs) in our mainstream schools, we will ensure that we target the available additional funding appropriately. We are committed to keeping local children in their local schools wherever possible but our overarching aim is to ensure that children and young people get the right support, at the right time and in the right place.

We have a duty to ensure that the funding that we have available to support those with high needs is available for them as they move within the education system.

In order to do this the Local Authority must carry out its duty to directly fund the requirements of an EHC Plan by:

- ensuring there is sufficient High Needs Block funding for those children already in and moving into complex / special or alternative provision and enabling the system to expand to meet demand
- allocating funding directly to schools to ensure the plans for all eligible children in mainstream are appropriately funded.

There is support, provision and placements of children and young people with SEND throughout the mainstream and specialist system in Norfolk and funding must be used effectively wherever children receive their education:

- We need to ensure that funding within the Schools Block is used well and meets the needs of the majority of pupils within mainstream schools.
- For pupils with the most complex needs within mainstream schools there must be access to appropriate levels of top-up funding from the High Needs Block.
- For those children who need to move to specialist provision the High Needs Block must be used to support these placements and we must ensure that we are investing in those specialist schools that demonstrate sustained Good & Outstanding provision.

Chris Snudden, Assistant Director Education
Children's Services



Norfolk's SEND School Funding System:

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Appendix 1: SEN Support Guidance - Provision Expected at SEN Support



Norfolk's SEND School Funding System:

Direct Funding of Mainstream Schools for SEND Pupils: SEN Support & Education Health & Care Plans

Schools Block:

£36 million delegated direct to Norfolk's mainstream schools

Prime responsibility for supporting for the majority of pupils with special educational needs and disabilities (SEND) is with headteachers and principals of mainstream schools.

In Norfolk mainstream schools have in excess of £500 million, delegated to them, to determine all aspects of educational budget provision. Within this overall allocation a total of £36 million is determined through SEN factors within the funding formula. Schools are required to use all available funding to support pupils with special educational needs

SEN Funding is delegated via SEN 'proxy indicators':

- Pupil Numbers
- Prior Attainment
- Social Deprivation
- Fixed Sum

The funding is intended to support:

- Whole staff training / capacity building
- Securing external professional advice and guidance
- Additional staffing for pupils who require elements of their support within small groups or 1:1

Norfolk's SEN Support cohort of 14,884 is higher than national with Norfolk at 12.4% and National at 11.6 %

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

[6:96 SEND Code of Practice]



The expectation is that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered about the pupil's progress. This information gathering should include an early discussion with the pupil and their parents.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

A Teacher must:

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities
- be able to use and evaluate distinctive teaching approaches to engage and support them
(The Teachers' Standards, Section 5)

Teaching Assistants are expected to... 'Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.'

(TA Standards, June 2016)

TA's should also be aware of the seven key recommendations within the 'Making Best Use of Teaching Assistants Guidance Report':

- TA's should not be used as an informal teaching resource for low attaining pupils
- Use TA's to add value to what teachers do, not replace them
- Use TA's to help pupils develop independent learning skills and manage their own learning
- Ensure TA's are fully prepared for their role in the classroom
- Use TA's to deliver high quality 1:1 and small group support using structured interventions
- Adopt evidence based interventions to support TA's in their small group and 1:1 instruction
- Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions

(Education Endowment Foundation; 2015)



Norfolk's SEND School Funding System: Top-Up Funding for pupils with Education Health & Care Plans in Mainstream Schools + Norfolk Inclusion Investment Fund for SEN Support

High Needs Block:
£5.725 million allocated to schools via the Virtual School for SEN

Ultimate responsibility for determining the support for pupils with Education Health & Care Plans is with the Local Authority.

The High Needs Block supports a range of provision to support inclusion within mainstream schools, this includes in excess of £5million to 'top up' funding to mainstream schools for pupils with EHCPs. This fund will also support innovation to ensure SEN Support can be enhanced to reduce reliance on EHCP's.

The Virtual School for SEND will consider all requests from schools, on a regular basis, for additional funding to meet the needs of pupils with EHCPs. Evidence will be required to demonstrate how delegated SEN funding (Schools Block) has been used and evidence of effectiveness and impact.

Norfolk's 4806 EHCP's represent 3.09% of the cohort - nationally this is 2.79%.

When the latest national data is published in May 2018 we expect Norfolk's EHCP cohort to rise to over 5500

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

[6:99 SEND Code of Practice]



Schools and academies should have sufficient funding in their delegated budget to enable them to support pupils' SEND where required up to the mandatory cost threshold of £6,000 per pupil. Where individual pupils require additional support that costs more than £6,000, the excess should be met by top-up funding associated with the individual pupil. Top-up funding rates are for local authorities to agree with schools and academies. They should reflect the needs of the individual, and the cost of meeting those needs.

[para 79 : High Needs Operational Guidance, DfE]

Type of provision	Core funding	Top up funding (real time)	Core funding	Top up funding (real time)
Mainstream schools, mainstream academies and mainstream free schools	Included within the per-pupil funding through the local schools funding formula. The first £6,000 of additional support costs is delegated within school budget and academy grant derived from local schools funding formula	Agreed per-pupil top up paid by commissioning local authority	Element 1 (based on 16 to 19 national funding formula) plus element 2 (£6,000) based on the number of places to be funded	Agreed per-pupil top-up paid by commissioning local authority

The Virtual School for SEND will determine the required top up funding, for individual schools, on a regular basis (we are currently planning for this to be on a monthly basis during term-time and are considering the staffing resource required to ensure this is viable), via application from schools. Once allocations have been agreed we will ensure that these are paid directly to schools within one month after the decision.

When pupils are taken off a school roll the top-up funding will cease. For mid-year pupil movements funding will cease after a period of half a term to give schools time to adjust staff contracts.

*Provision **must** be detailed and specific and should normally be quantified, for example, in terms of the type, hours and frequency of support and level of expertise...Provision **must** be specified for each and every need specified in section B [EHCP]. It should be clear how the provision will support achievement of the outcomes* [SEND Code of Practice para 9:69]



Norfolk has operated a top-up funding model via school clusters for over five years and the changes to the funding arrangements will, therefore, need to be implemented with a transition period. We believe there are risks if this period is too long and we are planning for a two term transition.

The changes will start from April 2018, however, the move to the new funding system in full will not be completed until the end of the autumn term 2018.

We will keep the new arrangements under active review throughout the 2018/19 financial year; overseen via the Schools Forum.

As well as ensuring appropriate levels of Top-Up funding the Virtual School will also be able to support investment that meets pupil need at SEN Support without the need for EHCP

We are currently planning for the transition to the new system in the following way:

Summer Term 2018:

- Funding will be allocated to school clusters, based on the current formula but a reduced total amount, on a pro-rata basis; i.e. the budget will be calculated at 6/12ths of the full financial year
- 1:1 meetings with cluster leads will be arranged, where necessary, so that we can discuss individual transition issues. These discussions will also assist our initial analysis of the level of top-up allocations that may be required for the autumn/spring terms
- Full SEN funding guidance will be developed, building on the context setting within this guidance document, and reflecting issues raised within our ongoing briefing sessions with schools and the outcome of 1:1 meetings and working groups that are being established; FAQs are now available online and will be updated regularly
- 1st round of top-up application moderation and decision making in June 2018

Autumn Term 2018:

- Final SEN funding guidance issued and operational
- 2nd round of top-up application, moderation and decision making in October 2018 and, currently planned to be, monthly thereafter during term-time
- 1st forecast to Schools Forum on top-up commitments within the notional £5.725m budget

Spring Term 2019:

- 2nd forecast to Schools Forum on top-up commitments within the notional £5.725m budget
- Work with Schools Forum to make any amendments to the new scheme from April 2019



...a simple model...

The Local Authority will allocate funding for SEND top up that has previously been delegated to clusters

Currently schools clusters have £9.4m available to use with children, over and above the £36m for children with SEND already in school budgets. Approximately 2,000 children have a Statement of Special Educational Need / EHCP in mainstream schools (2,000 are already in complex / special or alternative provision and over 600 in post-16 provision). Schools have the responsibility for using their notional SEND funding to meet children's needs. The duty on the Local Authority is to ensure that schools are able to deliver the requirements of Education Health and Care Plans.

How will the system change?

Cluster funding for SEND will cease to be delegated to school clusters from the end of September 2018, however clusters will be funded with 6/12ths at the reduced rate to be used up until the end of September 2018

Application for SEND top up funding will be made to the Virtual School for SEND

Schools will be invited to allow SENCOs to be commissioned and funded via the Local Authority to work in partnership to moderate applications with the Virtual School Head, starting in the summer term 2018

We will work with a group of schools shortly after the Easter break to co-produce the model, including the application and moderation process

We will issue revised guidance prior to the May half-term in advance of the first round of applications in June

We will keep you informed as we develop the model further including a weekly update to an FAQ information point.

FAQs were uploaded to the finance website on Monday 12th March 2018. Please follow this link (efs.norfolk.gov.uk), and select S under the A-Z and then SEN High Needs Funding FAQs to view weekly updates to the FAQs



How will the new model be better?

Many clusters have operated a successful approach to using the cluster funding to meet children's needs. Nevertheless, referrals for EHCPs are increasing, the demand for more complex / special school placements and alternative provision is increasing, and permanent exclusions are high. Some governance of the existing clusters is strong and effective and this is evident in the inclusivity of the schools within the cluster.

A new model of allocating top-up funding from the Local Authority, will ensure that sufficient top-up funding is allocated to meet the requirements of the children with EHCPs. We hope this builds on the effective practice that schools demonstrate and supports them in meeting the higher needs of some children and young people. It enables the Local Authority to use funding available for top up alongside other elements of High Needs funding i.e. that which is identified for Specialist Resource Bases. We can ensure that best practice is shared and that schools and individual children are given the right support, at the right time and in the right place.

What happens next...transition arrangements

We will allocate a total of £2.34m to school clusters from April 2018 to the end of September 2018 to enable clusters to plan for the transition to new arrangements.

From the cluster budget plans we have received we know that £802k is currently planned to be rolled forward to cover the summer term. However, a number of clusters have not submitted their budget cluster revisions as requested. We will need those plans before we can allocate the transitional summer term funding.

We will work with clusters to identify any pupils at risk that need additional funding above and beyond this allocation, across the summer term.



...more information to follow...

The decision to move to a new funding system for SEN 'top-up' has been taken following discussions with the Chair's of Headteacher Associations / Schools Forum and with advice from the DfE. However, we are aware that these are fast moving developments and whilst we want to provide schools with as much information as possible we also need to ensure that it is accurate and thought through.

Therefore, **this guidance document is very much a work in progress and further versions will be issued throughout the remainder of the academic year** until we have a final version ready for the scheme operating fully from September. For this reason you will note that some sections of this document outline the type of information that will be included in future versions, for example we intend to provide the following range of information within the summer / autumn term updates:

- Top-up funding request guidance
- Top-up funding application (electronic)
- Frequency of decision making, funding allocations and moderation (planned to take place within a monthly cycle during term-time TBC)
- Personal Budgets guidance
- Specialist Equipment and associated moving and handling advice and guidance
- Plans for investment in prevention, early intervention and future growth
- Links to the Early Years and Post 16 funding models
- Case studies to share good practice



Norfolk's SEND School Funding System: Access to Information, Advice, Guidance and Specialist Services

Norfolk's Local Offer:

Local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.

[SEND Code of Practice para 4:1]

The Norfolk Local Offer is much more than a service directory and it does not just describe services provided by NCC Children's Services; this is *Norfolk's* Local Offer and contains information about a wide range of provision, support, advice and guidance and across statutory agencies / voluntary sector as well as individual education, health and care providers. Support that individual schools provide for their pupils with SEN is part of that overall local offer; there is a particular duty, however, on schools to publish their arrangements within their SEN Information Report also.

The Local Offer website will be updated to reflect the changes to school SEN funding that we are introducing from April 2018. We will ensure there is clarity regarding national and local expectations on the provision that should be available from individual schools and provision that should be available from the local authority. Where legislation makes it clear that these arrangements **must** be in place the local offer will ensure this legal clarity is made.

Within an update to this guidance document, later in March, and via the Local Offer website we will provide guidance ([Appendix 1](#)) to explain duties within mainstream schools for pupils at SEN Support. This will be available on the Local Offer for information and feedback by 23 March 2018 and will be titled, **SEN Support Guidance - Provision Expected at SEN Support**

This guidance document will be updated to provide a link to that information and, in addition, we plan to publish by 27th April 2018 the process and forms for application for top up funding. At this time we will also clarify how we will involve SENCO's in the moderation process:

We will then update this range of guidance further for September 2018 to reflect feedback received during the spring and summer terms.



In Sections 1 and 2 of this guidance there is a description of the £36 million and the £5.725 million available, respectively, through individual schools and through the LA for SEN in mainstream schools. However, there are other services and provision that the LA makes available, either 'free at the point of delivery' or through traded services; for example:

Virtual School for SEN

- Inclusion Help Line

Educational Psychology & Specialist Support

- Person Centred Reviews
- ASD team

Virtual School Sensory Support

- Deaf Resource Bases
- Access Through Technology

Speech and Language Therapy Service

- *currently undergoing peer review to respond to school and parental concerns*

Specialist Resource Bases

- ASD
- SLCN
- SEMH
- Dyslexia Outreach

Alternative Provision

- Medical Needs
- 6th Day following PEX
- PEX prevention pilot : Educate Norfolk & NCC

We will update this page in future versions to provide more details regarding the range of support, provision, advice, information and guidance being made available to support schools to assist pupils with SEN.

We are continuing our review of all of the provision supported via the High Needs Block and NCC budgets to ensure that it is effective, improving outcomes for children and young people, and evidencing value for money. We must ensure that the budgets can be re-balanced and this means that any future investment within SEN provision must support current strategic priorities directly and sustains good and outstanding provision.



...more information to follow...

The next version of this guidance document will be updated to include the following sections:

- ❖ **School to School Behaviour Prevention support and Alternative Provision**
- ❖ **Specialist Resource Bases**
- ❖ **Special Schools**

We will also update the first three sections to reflect the ongoing feedback that we are receiving and following our working groups with volunteer schools.

If you have any questions please do submit them via this mailbox cssend@norfolk.gov.uk

This mailbox is being monitored on a daily basis and, in addition to direct responses where necessary, we will also use the questions raised to inform updated versions of the FAQs, which can be found at (efs.norfolk.gov.uk), and select S under the A-Z and then SEN High Needs Funding FAQs.



Appendix 1 : SEN Support Guidance - Provision Expected at SEN Support

...more information to follow...

As stated within the recent MI Sheet, which outlined the change to the SEN funding system, guidance for schools is currently being prepared to explain duties within mainstream schools for pupils at SEN Support. This will be available on the Local Offer for information and feedback by 23 March 2018.

This guidance document will be updated to provide a link to that information and, in addition, we plan to publish by 27th April 2018 the process and forms for application for top up funding. At this time we will also clarify how we will involve SENCO's in the moderation process.

