

Cheshire West & Chester Council

## **Cheshire West and Chester Schools Forum**

**Tuesday 14 January 2020**  
**4.30pm – 6.00 pm**

To be held at

Queen's Park High School  
Queen's Park Road  
Handbridge  
Chester CH4 7AE

Refreshments will be available from 4pm

Schools Forum Clerk  
Children and Families  
Cheshire West and Chester Council  
Telephone 01244 972901



# Notes for members of the public

## **Cheshire West and Chester Schools Forum**

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The agenda is sometimes divided into two parts. You are allowed to stay for the first part. When the Forum is ready to deal with the second part you will need to leave the meeting room because the business will be of a confidential nature, for example, dealing with individual people, contracts and financial affairs of other parties.

## Agenda for Cheshire West and Chester Schools Forum 14 January 2020

1.	4.30	Introductions and apologies		
2.	4.35	Minutes and matters arising of last meeting  2.1 To agree the minutes from the meeting held 10 December 2019  2.2 Matters arising		Page 4-9
3.	4.45	High Needs Review	Mark Parkinson Debbie Freeman	Page 10-45
4.	5.05	Indicative Dedicated Schools Grant Allocations for 2020-2021 and Budget Setting Proposals	Natalie Cole	Page 46-53
5.	5.25	Draft of 2020-2021 School Funding Formula for January submission	Natalie Cole	Page 54-60
6.	5.45	Combined Budgets Expenditure	Natalie Cole	Page 61-63
7.	6.05	Dedicated Schools Grant (DSG) 2019-2020 Forecast Outturn at Third Review	Natalie Cole	Page 64-65
8.	6.20	AOB – Agree Chair for 11 February meeting	Duncan Haworth	
9.	6.30 Finish	Next meeting: Tuesday 11 February 2020 Queen’s Park High  Schools Forum and finance sub group meeting schedule and forward plan		Page 66

**Cheshire West and Chester  
Schools Forum  
14 January 2020**

**Agenda Item 2**

**Cheshire West and Chester Schools Forum, Queen's Park High School, Chester 10  
December 2019 Minutes**

<b>Members</b>	<b>Representing</b>	<b>Attendance</b>
<b>Schools and Academies</b>		
Alan Brown	Primary headteachers	Attended
Julie Chambers	Primary headteachers	Attended
Sarah Curtis	Primary headteachers	Apologies
Ian Devereux Roberts	Primary headteachers	Attended
Kate Docherty	Primary headteachers	Attended
Duncan Haworth (Chair)	Primary governors	Attended
Kath Lloyd	Primary governors	Attended
David Nield	Primary governors	Attended
Vacancy	Primary governors	Vacancy
Vacancy	Primary governors	Vacancy
David Curry	Secondary headteachers	Attended
Mike Holland	Secondary headteachers	Apologies
Bryn Heeley	Secondary headteachers	Substitute
John Freeman	Secondary governors	Attended
David Rowlands	Secondary governors	Attended
Mike McCann	Special headteachers	Attended
Phil Hopwood	Special governors	Attended
Katie Tyrie	Nursery headteachers	Attended
Andy Stewart	PRU	Attended
Stephanie Cade	Academies - mainstream	Attended
Amanda Harrison	Academies - mainstream	Absent
Luci Jones	Academies - mainstream	Attended
Jason Lowe	Academies - mainstream	Apologies
Lyndsay Watterson	Academies - mainstream	Apologies
Vacancy	Academies - mainstream	Vacancy
Marie Allen	Academies - special	Apologies
<b>Non Schools</b>		
Paula Adolph	PVI early years providers	Absent
Sue Anderson	PVI early years providers	Attended
Kathryn Magiera	Diocese	Absent
Caroline Vile	Diocese	Absent
Greg Foster	Unions	Absent
Geoff Wright	Unions	Absent
Rob Pullen	CWAPH	Attended
Vacancy	16-19 providers	Vacancy
<b>Non-voting Observers</b>		
Councillor Nicole Meardon	Cabinet Member for Children and Families	Apologies

## **Officers in attendance**

Mark Parkinson	Director of Education and Inclusion (job share)
David McNaught	Director of Education and Inclusion (job share)
Natalie Cole	Finance Manager
Charlotte Fenn	Clerk

## **Public/Observers**

Chris Priddey	Sandiway Primary
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## **1. Introductions and apologies**

Apologies were noted.

Duncan Haworth welcomed David McNaught, Director of Education and Inclusion job share with Mark Parkinson, to the meeting. David was due to officially start in January but was attending key meetings as part of his induction.

## **2. Minutes and matters arising of last meeting**

### **2.1 To agree the minutes from the meeting held 8 October 2019**

The minutes of the meeting held on the 8 October 2019 were agreed as a correct record.

### **2.2 Matters arising**

#### **2.2.1 Item 1 Introductions and apologies - Schools Forum Vacancies**

Charlotte Fenn reported that three nominations had been received for the Academies vacancy and an election was currently being conducted, the deadline for ballot papers was Monday 16 December. It was noted that no nominations had been received for the two primary governor vacancies prior to the original deadline which had been extended to Friday 13 December; one nomination had subsequently been received. Rob Pullen was asked to bring this up with CWAPH to encourage governors to put themselves forward.

#### **2.2.2 Item 3 Apprenticeship levy**

Duncan Haworth reminded Forum members that any feedback or questions regarding the apprenticeship levy should be directed to Rosemary Hodgson, HR Officer.

#### **2.2.3 Item 5 Implementing mandatory minimum per pupil funding levels Government consultation**

Duncan Haworth reported that the Forum's response had been submitted but the outcome of the consultation had not yet been published because of purdah.

#### **2.2.4 Schools Financial Value Standard (SFVS) 2019-2020**

Duncan Haworth informed Forum that over 100 schools had attended the briefing sessions and a further session, for bursars, was to run in the New Year.

### **2.2.5 Item 9 Early Years Provider Hub**

Sue Anderson asked for an update on the Early Years Provider hub as nothing had been communicated to PVI providers. Natalie Cole reported that her understanding was that the current contract was to be extended in order to process provider payments in January. Natalie agreed to send out a communication to update PVI providers.

### **3. Indicative Dedicated Schools Grant Allocations for 2020-2021 and Initial Budget Setting Proposals**

Natalie Cole introduced the report which provided details on the provisional allocation figures for the Dedicated Schools Grant (DSG) for 2020-2021.

Natalie referred Forum members to paragraph four and the table containing the final DSG 2019-2020 and indicative 2020-2021 allocation. It was noted that the net increase in DSG funding of £10.245m included a 20 percent reduction (£297k) in the protected historic commitments element of the Central School Services block; Forum members were made aware that £1.3m was at risk of being removed in future years.

Natalie reported that demands on the High Needs block continued to rise. These demands could be covered this year by reserves but reserves going forward would be minimal and not able to cover the increase in demand.

Forum members' attention was drawn to paragraph 10 and the Schools block funding formula proposals approved, in principle, by Cabinet on 27 November.

Natalie reported that the review of split site factor was in progress. Schools had been contacted to provide the actual costs incurred in order to better reflect the additional costs incurred exceptionally for a small number of schools; a further report would be brought back to Forum in January.

Forum members were reminded that the financial modelling in appendix C and D was based on last year's pupil numbers and would be updated following the receipt of the census data and allocations in December.

Natalie went through the policy options outlined in appendix B, which included a proposal for LA funding to replace some of the reduction to the Central Schools Services block funding, subject to Council approval in February 2020.

David Neild made reference to the Council's 'Play your part consultation' and asked how likely was it that the Council would support the proposal to fund part of the Central Schools Service block reduction (ref appendix B 6b). Officers responded that no decisions would be made until the Council budget was set in February 2020.

Clarification was sought regarding LA funding increasing staff costs (ref appendix B 6d-e). Mark Parkinson explained that this funding was to cover the funding gap in existing staff costs (including SEN and Education Psychologist teams) which previously had

been covered through vacancy management but this was no-longer sustainable. Questions were raised as to how staffing levels compared to other LAs. Mark responded that these teams were no larger than other LAs but were stretched dealing with the number of children in the system.

Natalie referred Forum members to the table on pages 14-15 which outlined the historic commitments within the Central Schools Services block and requested Forum's views and comments on the following proposals to reduce commitments by £100,000:

- Withdraw Duke of Edinburgh activities funding – £25,000
- Reduce Cheshire West Education Improvement Board (CWEIB) funding - £25,000
- Reduce School Improvement and Intervention Team funding - £50,000.

David Curry informed Forum that his school had benefited from the Duke of Edinburgh funding receiving valuable advice and support in setting up their activities, but questioned whether the withdrawal of funding might discourage others from starting up activities. Mark Parkinson responded that advice and support could continue but as a traded Edsential service but asked that the Heads associations consider the impact of withdrawing funding.

Forum asked for clarification as to what CWEIB currently funded and the impact of a reduction in funds. Officers reported that the CWEIB had accumulated £100,000 of unspent funds from the last two years, but under the independent chairmanship of David Charlton a number of projects had recently been funded, including post 16 network and school to school support. The teacher recruitment website had also been funded through CWEIB.

David Curry, CWASH representative on CWEIB, reported that a number of bids from schools had been received to fund initiatives but few had been supported by CWEIB as the bids had not been of sufficient quality. David also suggested that the current turnover of secondary heads and lack of promotion of the CWEIB may have had an impact on the low level and quality of bids.

In general Forum wished CWEIB funding to continue but also acknowledged that funds needed to be prioritised and used where most effective.

Mark Parkinson informed Forum that the only alternative would be to increase the level of reduction to School Improvement and Intervention Team in order to reduce the level of reduction to the CWEIB.

Questions were raised as to whether a reduction to CWEIB could be made then reinstated in the future. It was noted that, under the regulations, any reductions would be permanent; also the DfE was reducing the overall funding year on year.

Natalie sought Forums views on a proposal to create a fund, through a transfer of funds from schools block, to support outreach and satellite models to address the increase in High Needs demand. These funds would be available to primary and secondary. Mark Parkinson explained the thinking behind the proposal and referred to recommendations in the High Needs review which included investment in outreach and satellite models in

order to manage the pressure on special schools and the increasing out of borough placements. This could be addressed by meeting more children's needs in mainstream with support, for example, from nearby special schools to build up the skills of staff.

Forum discussed how this proposal might work and acknowledged the benefits this proposal could bring; further modelling and case studies would be needed.

Questions were raised as to when there was an element of health problems were we pursuing funding from Health. Mark Parkinson confirmed that support was being received from Health in relation to EHCP.

Questions were raised as to why there was an increase in High Needs demand. It was noted that the reasons were complex but CW&C was not unique and mirrored the demand across the country.

Questions were asked as to whether the number of pupils being placed out of borough was higher than those coming in. It was noted that most of the out of borough placements were to independent schools rather than other LA's. Pupils were coming in from Cheshire East as fewer special schools had been located in Cheshire East following the Local Government Review, though this was now being addressed and the number of Cheshire East pupils was reducing.

Mark Parkinson reported that out of borough placements to independent non-maintained special schools were significantly reduced through the 2013 High Needs Review. CW&C had since then had much lower levels compared to other LAs. This was now starting to increase again as Special Schools do not have the capacity to take more children. And the proportion of children with statutory plans in mainstream secondary was lower than statistical neighbours.

#### **Resolved that the Schools Forum:**

- i. note the indicative allocations and implications for budget setting detailed in the report;
- ii. note the initial DSG budget proposals; and
- iii. note the next steps for confirming the DSG budget proposals for 2020-2021 in January 2020.

#### **4. De-delegation – Proposals for 2020-2021**

Natalie Cole introduced the report which proposed the services to be de-delegated by maintained primary and secondary schools for 2020-2021.

Natalie referred Forum members to the de-delegation response to the consultation in paragraph seven which supported the continuation of de-delegation for all items.

Forums attention was drawn to the proposed rates for de-delegation in paragraph 10.

**Resolved that the Schools Forum** agree the services to be de-delegated to the Local Authority for 2020-2021 as set out in the paper under paragraph three (Vote: Primary unanimous; Secondary unanimous).

## **5. Any Other Business**

### **Funding Gypsy Romany Traveller (GRT) Pupils**

Mark Parkinson informed Forum that an approach had been made from Sharon Wyatt, Headteacher at Horn's Mill Primary, regarding funding for GRT pupils. Mark had responded to the school explaining the process but had agreed to raise their concerns with Forum. Natalie Cole explained that there was no mechanism to target funding for GRT children in the funding formula and the eligibility factors of FSM and low attainment were not hitting GRT children. Questions were raised as to why GRT pupils were not hitting the FSM factor, Officers agreed to look further into the census data and FSM.

Natalie informed Forum that, under the funding regulations, there was provision to de-delegate funds to support under performing groups, which CW&C had never used. As an example, Natalie stated that a de-delegation rate of a £1 per pupil would create a £20,000 fund but further modelling would be done by Officers for consideration by Forum.

Mark sought agreement from Forum to ask Councillor Meardon to take forward Sharon's case and get it on the national agenda. Officers had asked Sharon to draft a response which would be brought to the next meeting for endorsement by Forum.

#### **Resolved that Schools Forum agreed**

- i. to take up the funding of Gypsy Romany Traveller Pupils at a national level by sending a letter by both Councillor Meardon and Schools Forum chair; and
- ii. Officers to bring a draft letter to next Forum for endorsement prior to submission.

## **6. Next meeting**

Next meeting Tuesday 14 January 2020, Queen's Park High School.

### **Agenda Item 3**

#### **High Needs Review**

##### **Purpose of the Report**

1. The purpose of this report is to broadly outline the potential financial implications, or otherwise, of the outcomes from the High Needs Review.

##### **Recommendations**

2. The Schools Forum is requested to agree the direction of travel outlined in the report in response to the High Needs Review recommendations.

##### **Background**

3. The Department for Education (DFE) requested that all Local Authorities carry out a review of provision for children and young people with complex Special Educational Needs and Disability (SEND). The purpose of the review was to improve the educational, health and emotional well-being of children and young people with SEND, whilst ensuring that services as a whole remain sustainable in the future and that the quality and range of provision is appropriate, efficient and effective.
4. Phase one, the strategic review, was completed by an independent consultant from February 2018 to September 2018. The findings of the review were presented to Cabinet in November 2018. The report was shared extensively with school representatives as well as all other stakeholders.
5. Phase two, co-production, was completed in Spring 2019. Contributors to the co-production activities included representatives from schools, Schools Forum and partners. Findings of the co-production activities were reported to Cabinet in June 2019 for consideration, along with a request for the Education Service to complete a 12-week public consultation based on findings of these activities.
6. Phase three, public consultation, launched on 20 June and closed 12 September 2019.
7. Phase 4, analysis of the formal consultation has been completed through September to mid-October 2019.
8. A report, making specific recommendations arising from the consultation was approved by Cabinet on 27 November 2019. The full Cabinet report can be accessed by looking at item 54 by following the link below for further information:

<http://cmttpublic.cheshirewestandchester.gov.uk/ieListDocuments.aspx?CId=983&MIId=5900&Ver=4>

9. The following table outlines the 10 recommendations that were approved, which arose from the 10 areas for consideration that were included in the co-production and consultation stages.

Recommendation	Financial Implications
<p>1. Continue with the development &amp; publication of 'foundation' documents reflecting what is expected in mainstream schools to provide inclusive education.</p>	<p>This will be achieved through the 0-25 Inclusion Framework and the accompanying guidance. Work has already been ongoing to develop this framework and guidance, co-produced with schools and partners. The framework and the guidance helps schools, practitioners, partners, parents and children to see what support we would expect to be in place to respond to a particular need. This in turn will determine what resource might be needed through general school funds, delegated SEN budget, top-up funding or through an EHCP. There may be some impact on the resourcing for individual schools and providers.</p> <p>Appendix 1 shows the post-16 section of the 0-25 Inclusion Framework to illustrate to Schools' Forum what this document looks like</p>
<p>2. Following the completion of a 0-25 Inclusion Framework, review the financial values across the levels/bands within the framework to ensure consistency and transparency whilst ensuring spending remains sustainable within CW&amp;C's High Needs Block.</p>	
<p>3. Commission increased level of outreach from special schools and resourced provision schools to tackle identified and emerging local needs including support for inclusion in mainstream settings, transition, support for individual learners and workforce development.</p>	<p>In a separate report to Schools' Forum later in the meeting, there is a request for Schools' Forum to approve the transfer of £200k from the schools block to high needs block. We will also look at the top-up arrangements for Special Schools as in previous years. This will create a fund to develop new models of provision to promote inclusion in mainstream schools especially for children with MLD in line with the outcome of the High Needs Review. The funding will be allocated to mainstream and special schools working together and the sectors will be asked to develop possible models and be invited to put forward proposals for new models. It is important to flag that these models must be sustainable and funding allocations in future years need to ensure the effective models can continue to be developed and embedded.</p>

<p>4. Broaden the continuum of provision to support more learners with SEND being educated closer to home within mainstream settings, within the parameters of available funding.</p>	<p>As above but in addition we will be looking to reduce the amount of independent non-maintained provision that we are using because of the demands on local specialist provision. This may involve the development of more local resource/satellite provision, specialist provision equivalent to what independent providers offer and looking at post-19 provision.</p>
<p>5. Introduce changes to top-up funding for pupils with needs below the level of Education Health and Care Plans bringing this into line with the new 0-25 Inclusion Framework descriptors and by limiting this to 1 year's funding. Longer term funding is likely to require an Education, Health and Care assessment.</p>	<p>These changes will be included in a further High Needs report coming to the February meeting.</p>
<p>6. Create a small innovation grants programme to address the priorities of inclusion and transition and encourage new models of partnership provision bringing groups of schools together in solving problems and creating new solutions.</p>	<p>See recommendation 3.</p>
<p>7. Education, Health and Social Care services to complete an options appraisal regarding remodelling and widening access to residential provision.</p>	<p>We need to revisit the offer from special schools that have residential provision to children and young people from other schools (both mainstream and special) in line with previous Schools' Forum decisions. We will be asking special schools with residential provision to review the equity of the offer for pupils in accessing extended day and overnight stays. We also need to explore the opportunities for special schools with residential provision to offer their facilities to meet other needs (e.g. short breaks, respite, health needs, etc).</p>
<p>8. Continue the development of a Post-16 Local Offer that is sustainable and provides a range of routes and pathways into adulthood.</p>	<p>The need to continue to develop local post-16 and post-19 provision will both better meet the needs of young people locally but will also help to address the escalating costs of post-16 demands and provision.</p>
<p>9. Continue support for school-led programmes of professional</p>	<p>We have invested in SEND workforce development over recent years. This</p>

development and support.	needs to continue if staff in schools, settings and colleges are able to identify needs earlier, better meet needs and provision to be more inclusive. It is essential that all schools access the workforce opportunities that are being made available. We may look for Schools' Forum to provide funding in the future to continue to resource this workforce development in order to manage the growing demand and complexities
10. Establish a SEND Co-production Transformation Group to provide governance and oversight of these developments	There are already established multi-agency strategic and operational groups (SEND Strategy Group and SEND Practice Improvement Meeting). Schools are already represented on the SEND Strategy Group.

## Next Steps

10. Key next steps are:

- To create a revised SEND Strategy and Action Plan into which the above recommendations are built
- To continue to develop and deliver the workforce development programme for schools and settings
- To continue to develop the 0-25 Inclusion Framework and the supporting guidance
- To engage with special and mainstream schools to encourage ideas to develop new models of provision to promote inclusion.

## Post 16 learners

### Cognition and Learning Difficulties

	Universal Offer	SEN Support (Element 2 funding)	Band A	Band B	Band C
<b>Level of Curriculum Attainment and areas of presenting need.</b>	<p>Cognitive abilities within broad average levels and National Curriculum attainment levels average or within 12-18 months of age related expectations</p> <p>Young person may present with some learning delay, showing difficulties with understanding in some parts of the English and Maths curriculum.</p> <p>Young person may have weak phonological awareness (using initial letter sounds, blends and patterns to read and spell words)</p>	<p>Moderate Learning Difficulties in the low range on standardised assessments of cognitive ability.</p> <p>Curriculum attainment is 18 months - 2 years below age related expectations.</p> <p>Delay in reasoning, problem solving, and attention and concentration skills.</p> <p>Difficulties with organisation and presentation skills.</p> <p>Young Person may show a difference between verbal understanding and written work.</p> <p>Young Person demonstrates specific learning difficulties</p>	<p>Moderate Learning Difficulties, below low range</p> <p>Curriculum attainment is typically 2 years or more below age related expectations.</p> <p>Difficulties in making inferences, generalisation of what has been learned and transferring skills to new tasks.</p> <p>Young people may demonstrate a profile of specific learning difficulties (dyslexia features such as difficulty with letter reversal, difficulties in reading fluency, difficulties with organising and recording work) which requires a high level of individual support to complete tasks which require reading instructions / questions and writing</p>	<p>Moderate Learning Difficulties, low to very low range on standardised assessments.</p> <p>Curriculum achievement may be more than 3 years below age related expectations.</p> <p>Significant delay in reasoning skills and difficulties across all areas of the curriculum, significant difficulties remembering and using skills, information and staying on task over time.</p> <p><u>Attainment levels</u> End of KS4 and above: Working within or below Key Stage 2 across core subjects.</p> <p>And</p>	<p>Moderate to Severe Learning Difficulties - significantly low (below 1st centile) range on standardised assessments.</p> <p>And/or</p> <p>Profound and Multiple or complex cognition Learning Difficulties.</p> <p>And</p> <p>Due to level of learning difficulties unable to accomplish personal care, self-help and independence skills throughout the school day.</p>

	Young person may have some difficulty writing and recording their ideas	(dyslexic features such as difficulty with letter reversal, difficulties in reading fluency, difficulties with organising and recording work)	responses.	Young Person is very likely to have additional needs in other areas e.g. mobility/ communication/acquisition of self- help skills.	Curriculum Attainment may consistently be within P scales/Pre Entry range throughout their schooling.
<b>Rate of Progress</b>	Rate of progress should be reasonably steady over time.	Concerns about rate of progress, remembering information and using and applying skills despite input of strategies and review of effectiveness of these in place (SEND Code of Practice 6.44 – 6.55).  If progress is not being made outcomes and provision should be reviewed to ensure they are appropriate. Any review should include a description of how this has been done to inform future planning and discussed with parent / carer / young person.	Slow rate of progress despite at least two cycles of intervention and with use of SEN support strategies and resources in place (SEND Code of Practice 6.44 – 6.56).  If progress is not being made outcomes and provision should be reviewed to ensure they are appropriate. Any review should include a description of how this has been done to inform future planning and discussed with parent / carer / young person.	Rate of progress very slow over time despite use of SEN support and high levels of targeted interventions following the graduated approach with appropriate strategies/ top up funding and resources in place (SEND Code of Practice 6.44 – 6.56).  If progress is not being made outcomes and provision should be reviewed to ensure they are appropriate. Any review should include a description of how this has been done to inform future planning and discussed with parent / carer / young person.	Rate of progress very slow over time, despite the use of SEN support strategies/top up funding in place. (SEND Code of Practice 6.44 – 6.56)  At the review ensure all future options are explored, including the existing setting.  Consideration should be given to how the needs of the young person can be supported to enable them to develop as fully as possible..
<b>Impact on wellbeing</b>	May need additional encouragement alongside appropriate differentiation to remain motivated.	Self-confidence may be at risk causing either withdrawal or distraction from completing tasks if not supported appropriately and sensitively. Young person	Frustration/embarrassment may be observed if the child/young person experiences difficulties with completing the tasks set and does not see themselves as achieving.	Anxiety/frustration/withdrawal may be seen with slow rate of completion of work. May see increase in inappropriate disruptive behaviours to divert from difficulties coping with class work. May see	High level of anxiety/frustration may cause concern regarding social emotional and mental health and well-being. Causing

		may divert attention from difficulties with completing a task by showing inappropriate low level disruptive behaviours.		decrease in school attendance/increase reports of feeling unwell.	concerns which require a significant level of support to remain engaged with learning.
<b>Reasonable adjustments as part of educational provision which should include:</b>	<p>Appropriate support to fully access learning given to Young Person with English as an additional language.</p> <p>Whole setting trained in Quality First Teaching (QFT) for dyslexia. All teaching staff are expected to demonstrate Quality First teaching which demonstrates appropriate differentiation.</p> <p>All staff are expected to be fully inclusive in adapting the environment and curriculum materials by making reasonable adjustments.</p> <p>Ensure language used is clear and simple. Support provided in the form</p>	<p>Use of multi-sensory strategies (using sight, touch, smell, hearing) required to support learning and opportunities for over learning through repetition.</p> <p>Adapting curriculum planning, delivery and resources where needed.</p> <p>Request and Implement specialist advice, skills and knowledge if not already available within setting or from peer/cluster group support to enable full access to the curriculum.</p> <p>Specific programmes to be introduced to develop skills and increase rate of progress on a regular basis (likely to be focussed on Maths, English or communication skills).</p> <p>Assistance with recording/ alternative methods of recording written work</p>	<p><b>Ongoing SEN Support required in addition to:</b></p> <p>Modification and differentiation required of the majority of curriculum planning, delivery, resources and materials.</p> <p>Assistance with recording in most curriculum areas.</p> <p>Alternative methods of recording written work including provision of appropriate resources</p> <p>Specialist advice/ input required for setting staff on how to enable full access to the curriculum and provide support for most curriculum areas, differentiated activities and resources in small groups / 1:1 situations.</p> <p>Identified staffing to support access to the curriculum and promote the young person's independence for part of the</p>	<p><b>Ongoing SEN Support/Band A adjustments required in addition to:</b></p> <p>Individualised curriculum provided for the Young Person- This will require a high level of curriculum support</p> <p>Advice / training for school staff on how to enable full access to the curriculum.</p> <p>Assistance with and alternative recording methods needed for most/all curriculum area.</p> <p>Additional needs in other areas of SEN in mobility and coordination, communication and/or learning of self- help skills need appropriate planning and adjustments made.</p>	<p><b>Ongoing SEN Support /Band A and B adjustments required in addition to:</b></p> <p>Ongoing specialist advice/training for setting staff on how to enable full access to the curriculum.</p> <p>Assistance with and/or alternative recording methods for all curriculum areas.</p> <p>Significant modification of curriculum resources and materials</p> <p>High level of staffing needed to significantly differentiate the curriculum to enable young</p>

	of verbal or written prompts, scaffolding, writing frames or alternative methods of recording.	including provision of appropriate equipment (e.g. Pencil grip, writing slope, scribe or laptop) and software.  Some specialist qualified dyslexia teaching is required either 1-1 or within a small group.	day.		person to access teaching and learning and to promote the young person's independence throughout the day.
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## Speech, Language and Communication Needs

Royal College of Speech and Language Therapists RCSLT guidance:

Use the term **Language Disorder associated with** (differentiating biomedical conditions)

- Intellectual disability
- Genetic conditions e.g. Down Syndrome
- Autistic Spectrum Disorder (ASD)
- Cerebral palsy
- Certain neurodegenerative conditions
- Sensori-neural hearing loss

Use the term **Developmental Language Disorder (DLD)** for young people whose condition does not occur with another condition (as above).

Difficulties in other areas of learning, motor skills and emotional needs (as below) can co-occur with DLD.

These co-occurring conditions include:

- ADHD
- Motor problems including dyspraxia
- Developmental dyslexia
- Speech difficulties
- Emotional / behavioural disorders

Specify the nature of the language impairment in terms of impact on domains of:

- **Phonology / speech, articulation**
- **Comprehension and use of grammar (syntax and morphology)**
- **Word knowledge and expressive vocabulary or word finding (semantics)**

- Use of language (pragmatics)
- Verbal learning and memory (inferencing)

	Universal offer	SEN Support (Element 2 – funding)	Band A	Band B	Band C
<p><b>Impairment/Difficulty</b> <i>Range: normal to profound</i></p> <p><b>Note : SALT use the Clinical Evaluation of Language Fundamentals CELF-5 Metalinguistics assessment which has standardised scores up to 21years 11 months.</b></p>	<p>Language communication skills within average range</p> <p>General guide - 18th percentile and above on standardised assessments.</p> <p>May have occasional, mild difficulties with receptive and/or expressive language, speech, social interaction, literal interpretation, inference, social use of language, sensory triggers and thought processes.</p>	<p>Mild / Moderate impairment.</p> <p>General guide - 16th percentile and below on standardised assessments.</p> <p>Difficulty with receptive and/or expressive language, speech, social interaction, literal interpretation, inference, social use of language, sensory triggers and thought processes.</p>	<p>Moderate impairment.</p> <p>General guide – 9th percentile and below on standardised assessments.</p> <p>Significant and consistent difficulty with receptive and /or expressive language, speech, social interaction, literal interpretation, inference, social use of language, sensory triggers and thought processes.</p> <p>Language abilities are impaired to a degree that considerably prevents effective age appropriate communication.</p>	<p>Moderate / severe impairment.</p> <p>General guide – 5th percentile and below on standardised assessments.</p> <p>Moderate / severe difficulty in receptive and/or expressive language, speech, social interaction, literal interpretation, inference, social use of language, sensory triggers and thought processes.</p> <p>Limited functional communication causing significant barriers to learning and social relationships.</p>	<p>Severe / profound impairment.</p> <p>General guide – 2nd percentile and below on standardised assessments.</p> <p>Severe / profound difficulty in domain of speech, comprehension, expression, functional language.</p> <p>Profound difficulty with social interactions, literal interpretation, inference and social use of language, sensory triggers and thought processes.</p>

<p><b>Impact on the young person's functioning</b> given his/her abilities / disabilities</p> <p><i>Range: communicates well to unable</i></p>	<p>Communicates well.</p> <p>Occasional difficulties with comprehension and ability to follow instructions may have difficulties in giving accounts of events, conveying more abstract and complex thoughts</p>	<p>Literal use and interpretation of language.</p> <p>Experiencing unusual aspects of speech such as unusual intonation, pitch, volume, rate, echolalia (copying / repeating language and / or phrases)</p> <p>Capable of clear speech when prompted but clarity deteriorates in spontaneous speech.</p>	<p>Some support/ prompts from professionals required in order to interact with others</p> <p>Considerable difficulty organising expressive language and making meaning clear</p> <p>Single words clear but connected speech poor, speech only intelligible to familiar adults</p>	<p>Moderate level of support required</p> <p>Signals basic needs in verbal or non-verbal way which may be very idiosyncratic and/or speech intelligibility limited to familiar words used in context.</p>	<p>Severely restricted involvement in whole class activities.</p> <p>High level of dependency on others to differentiate language in the learning environment and facilitate communication</p> <p>High level of dependency on adult to interpret speech for unfamiliar listeners</p>
<p><b>Impact on the young person's</b> social participation, interaction, independence. Ability to participate in education, recreation/play, social and work.</p> <p><i>Range: achieving potential to unable</i></p>	<p>Achieving potential may occasionally be reluctant to comment in class/group situations</p>	<p>Self - confidence and social integration limited by communication difficulties, may respond inappropriately in social and/or learning environment.</p>	<p>Processing difficulties leading to difficulties in understanding and following instructions.</p> <p>May struggle to follow instructions, even when language is simplified and broken down into small steps.</p> <p>Fails to respond appropriately to instructions.</p>	<p>Young Person unlikely to participate in whole class activities without support from professionals.</p> <p>Young Person likely to withdraw from communication in class, limited social interaction with language difficulties having significant impact on learning in all subjects.</p>	<p>Unable to participate without high level of trained adult support</p>

<p><b>Impact on Wellbeing</b> Level of distress, upset, concern, frustration, anger, embarrassment, withdrawal, apathy, depression</p> <p><i>Range: not inappropriate to severe constant</i></p>	<p>None observed</p>	<p>Self - confidence and social integration limited by communication difficulties, may respond inappropriately in social and/or learning environment.</p>	<p>Evidence of frustration, withdrawal or distress.</p>	<p>Young Person may show signs of distress and confusion, likely to be misunderstood and respond inappropriately.</p>	<p>Severe frequent distress, upset, concern, frustration, anger, embarrassment which may lead to withdrawal, apathy, low mood.</p>
<p><b>Reasonable adjustments as part of educational provision which should :</b></p> <ul style="list-style-type: none"> <li>Reduce severity of impairment</li> <li>Improve ability to convey needs</li> <li>Improve ability to reach potential</li> <li>Facilitate successful inclusion</li> <li>Improve level of adjustment and ability to cope emotionally</li> </ul>	<p>All staff are expected to implement strategies to promote active inclusion.</p> <p>All teaching staff are expected to demonstrate Quality First Teaching strategies.</p> <p>All staff to modify language used to simplify and break down instructions.</p> <p>Visual timetable/objects of reference used as required to support communication.</p> <p>Appropriate support to fully</p>	<p>Setting to implement SLCN strategies and specialist advice and access SLCN training if required.</p> <p>Setting to implement individual or small group targeted interventions.</p> <p>Implementation of an individual communication programme and/ or strategies recommended by specialist teacher and / or SALT as required by tutors and support staff.</p> <p>Support to facilitate effective communication, interaction and curriculum access to</p>	<p><b>Ongoing SEN Support required in addition to:</b></p> <p>SLCN strategies implemented.</p> <p>Setting to designate key worker to work implement SLCN strategies and specialist advice.</p> <p>Support to develop attention and concentration skills throughout the day.</p> <p>Considerable Specific/targeted and individual visual support strategies to enhance the communication environment and access the curriculum needed throughout the day.</p> <p>Support to meet Young Person's frustration and</p>	<p><b>Ongoing SEN Support/Band A adjustments required in addition to:</b></p> <p>Moderate level of additional support for all language based activities.</p> <p>Frequent advice and/ or regular input from Speech and Language Therapist/and or Specialist Teachers with relevant expertise.</p> <p>Assistive and Alternative and Augmentative Communication (AAC) needed e.g. Communication Aid with occasional programming/updating.</p> <p>Young Person may use Makaton/Picture Exchange System to communicate wants and needs.</p> <p>Support to facilitate effective</p>	<p><b>Ongoing SEN Support Band A and B adjustments required in addition to:</b></p> <p>High level of additional support for all language based activities.</p> <p>Significant levels of differentiation across the curriculum.</p> <p>Adult takes some responsibility for interpreting young person's speech</p>

	<p>access learning given to Young Person with English as an additional language.</p> <p>Age appropriate language development in home language(s) and additional languages(s).</p>	<p>ensure thoughts, feelings, wants and needs are communicated effectively.</p> <p>Support to ensure understanding instructions and tasks by the Young Person using verbal/written/visual prompts and asking Young Person to confirm the task requested.</p>	<p>emotional needs when they are not able to fully communicate their wants, needs and feelings. This may be through direct support and adaptations to the environment and the curriculum.</p>	<p>communication, interaction and curriculum access / personal development throughout the day.</p> <p>Significant individual specific/targeted and visual strategies required to enable communication throughout the day.</p>	
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### Social Communication and Interaction Needs

	Universal offer	SEN Support (Element 2-Funding)	Band A	Band B	Band C
<b>Presenting area(s) of need.</b>	<p>Young Person may have identified social communication delay/difficulties and/or a diagnosis of ASD but can cope with the expectations of school life with differentiation e.g. time out card, additional processing time</p>	<p><b>Identified social communication difficulties with or without a diagnosis of Autism such as:</b></p> <ul style="list-style-type: none"> <li>- Delayed social communication skills which can lead to anxiety, withdrawal, frustration or distress and impact on the</li> </ul>	<p><b>Difficulties may also include:</b></p> <p>Levels of anxiety which are beginning to effect level of engagement and access to curriculum and may affect attendance.</p> <p>Rigid and inflexible thought patterns which interfere with engagement in some</p>	<p><b>Difficulties that may also be seen:</b></p> <p>High states of anxiety; seeking to control circumstances.</p> <p>Show demand avoidant behaviours and challenging the authority of staff.</p> <p>Understanding social and physical risks and their own vulnerability.</p>	<p><b>Difficulties that may also be seen:</b></p> <p>Profoundly limited social communication skills, which impact on all areas of learning and social activity including break times and lunch times.</p> <p>Frequently in a high state of anxiety.</p> <p>Daily ritualistic and</p>

	etc.	<p>child's/young person's ability to engage in classroom activities.</p> <ul style="list-style-type: none"> <li>- Lack of awareness of social space, sitting/standing too close making others feel uncomfortable.</li> </ul> <p>May experience difficulty in:</p> <ul style="list-style-type: none"> <li>- Managing change</li> <li>- Organising self</li> <li>- Making appropriate choices</li> <li>- Initiating and sustaining friendships</li> </ul> <p>May experience difficulties/unusual response to sensory experiences (under/over responsive to sensory stimuli – can be easily distracted, upset by noise/touch/light).</p>	<p>areas of learning.</p> <p>Difficulty understanding consequences and taking responsibility for actions.</p> <p>May experience difficulties/ unusual responses to sensory experiences (Under/Over responsive to sensory stimuli- can be easily distracted, upset by noise/touch/light)</p> <p>Due to a complex combination of factors, finds it difficult to:</p> <ul style="list-style-type: none"> <li>- Problem solve situations and apply strategies to achieve a goal</li> <li>- Prepare and carry out plans independently</li> <li>- Search for and manipulate information</li> </ul>	<p>Severely limited ability to understand consequences and responsibility for actions.</p> <p>Rigid or obsessional behaviours which make it difficult to cope with unexpected changes and events.</p> <p>Difficulties / unusual responses to sensory experiences (under / over response to sensory stimuli – can be easily distracted, upset by noise / touch / light).</p> <p>Experiences significant sensory difficulties with noise, smells, touch and proximity to others.</p>	<p>obsessional behaviours prevent staff from engaging the Young Person with any staff-led activities or directions.</p> <p>Difficulties that present as highly demand avoidant behaviour that has the potential to severely disrupt learning by seeking to control the environment. These difficulties require an individual approach to learning through being offered choices and positively planning to avoid conflict.</p>
<b>Impact on the young person's ability to</b>	Young Person may experience	Vulnerability due to lack of understanding	Have difficulties understanding social	Limited functional and social communication skills which	Inability to cope with any social interaction other

<p><b>participate in education, recreation/play and social activities independently.</b></p>	<p>low level difficulties with following: routines in setting, responding to social situations such as turn taking, working in a group/team, making friendships and sharing of resources.</p>	<p>and knowledge of social behaviour. This may cause withdrawal or socially inappropriate attempts at interaction.</p> <p>May need prompting to follow personal hygiene routines.</p> <p>Difficulties forming and maintaining friendships with peers. Lack of shared attention which impacts on ability to work collaboratively with others.</p> <p>Have difficulties managing change and transitions. May need prompting to begin and end tasks and relies on visual support.</p> <p>Finds it difficult to problem solve situations and uses behaviour as a way of communicating anxiety, which can be seen by needing to control situations.</p> <p>Responds to intervention but cannot independently transfer</p>	<p>and physical risks. Young Person may be easily led and vulnerable to social isolation.</p> <p>Limited initiation of social interaction but can take part in some games/social interaction if taught/supported.</p> <p>May struggle to access regular sleep patterns which can affect punctuality and attendance.</p> <p>Unable to manage collaborative learning situations effectively leading to high levels of anxiety e.g. is unaware of their role, cannot express views, does not know how to comment on the views of others and cannot engage in joint planning tasks.</p> <p>Social anxiety stemming from perfectionism or fear of getting things wrong/making mistakes which adversely impacts in learning.</p>	<p>impacts on the ability to engage in classroom activities and develop friendships.</p> <p>Rigid, repetitive or obsessional behaviours make it difficult to cope with unexpected changes and to engage in learning.</p> <p>Unable to reflect on consequences of his/her behaviour on others.</p> <p>Approach others paying little or no attention to their response.</p>	<p>than meeting own basic needs.</p> <p>Shows signs of distress over even small changes in the environment.</p> <p>May demonstrate little / no interest in personal care: keeping clean, brushing teeth, wearing clean clothes.</p> <p>Difficulties in regular school attendance.</p>
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		skills into 'real life' situations.			
<b>Impact on Wellbeing</b>	<p>Will feel/show some anxiety in social situations, involving group/team work.</p> <p>Demonstrate withdrawal, embarrassment or frustration when uncomfortable or unable to understand expectations.</p> <p>May struggle to see others points of views</p>	<p>Self-confidence and social integration limited by communication difficulties, may respond inappropriately in social and/or learning environment.</p> <p>Difficulties recognising and communicating own emotions and understanding the emotions of others.</p> <p>May display inconsistent behaviour between home and education setting.</p>	<p>Show signs of distress when faced with new people, places, events or when unsure what is going to happen and when.</p> <p>Difficulty expressing feelings without scaffolding/taught strategies in place.</p> <p>Limited ability to understand the impact of their actions on others.</p> <p>May express negative thoughts.</p>	<p>Difficulties expressing emotions which may lead to withdrawal, low mood, increased anxiety and episodes of heightened emotional state. This may be reported as happening at home or can be seen in a withdrawal from attending education setting and effect health and well being.</p> <p>Significantly limited social communication that causes anxiety and limits the ability to manage emotions.</p>	<p>Frequently anxious or frustrated, leading to frequent, and unpredictable, behaviours.</p> <p>No recognition of own or others emotions.</p> <p>Very low self-esteem may persistently demonstrate no interest/motivation to engage or interact.</p> <p>May be diagnosed with depression/anxiety or demonstrate significant low mood.</p> <p>May attempt to harm self or others.</p>
<p><b>Reasonable adjustments as part of educational provision which should :</b></p> <p>Improve ability to communicate needs and feelings</p> <p>Improve ability to reach potential</p> <p>Facilitate successful inclusion</p>	<p>All teaching staff expected to demonstrate Quality First Teaching. All staff expected to make adaptations to reduce barriers to learning.</p> <p>Modification of language used to simplify and break down instructions.</p>	<p>Implementation of strategies advised by an Educational Psychologist or Specialist Autism Teacher to support Young Person with Social Communication difficulties/ Autistic Spectrum Disorder and/or provided through support from a Specialist school/Resourced</p>	<p><b>Ongoing SEN Support adjustments required in addition to:</b></p> <p>Individual visual timetable/strategies to enable communication, follow instructions, reduce frustration and anxiety.</p> <p>Support to facilitate effective interaction, curriculum access and personal and emotional</p>	<p><b>Ongoing SEN Support/Band A adjustments required in addition to:</b></p> <p>Sensory programmes in place requiring significant adaptation of the curriculum in line with professional strategies/advice.</p> <p>Need to consider if specialist advice and support is required regarding mental health needs.</p>	<p><b>Ongoing SEN Support/Band A and B adjustments required in addition to:</b></p> <p>An appropriate risk assessment and careful monitoring in place to maintain health and safety of young person and others.</p> <p>Individualised curriculum support and support for accessing unstructured</p>

<p>Improve level of adjustment and ability to cope emotionally</p>	<p>All staff are expected to have attended autism awareness training.</p> <p>Whole class visual timetable and visual prompts used together with verbal instructions.</p> <p>Support for personal development /self-help and independence.</p> <p>Support to manage transitions through specified strategies.</p>	<p>Provision (Regarding the individual Child/YP or from previous training advice and support received).</p> <p>Support is planned, actioned and reviewed on a cyclical basis.</p> <p>Support during unstructured times (breaktimes) and some curriculum work to understand and follow instructions.</p> <p>May require meet and greet at the beginning of the school day for Young Person that struggle with this transition.</p> <p>Enabled to access to an identified area when starting to feel anxious or upset in order to prevent anxiety escalating and provide space for calming.</p>	<p>development throughout the majority of the day. This may be through written frameworks, alternative methods of recording, social skills groups, social stories, use of Emotional Literacy Support programmes, and direct individual support to access and remain on task and encourage and support the development of friendships.</p> <p>Support required to manage all/most transitions through a specified programme or specific strategies.</p> <p>Debrief at the end of the day.</p>	<p>Young Person may use Makaton/Picture Exchange System to communicate wants and needs alongside verbal communication.</p> <p>Support to facilitate effective communication, interaction and curriculum access / personal development throughout the day.</p> <p>Support to develop attention and concentration skills throughout the day.</p>	<p>social time to develop interaction and communication skills.</p> <p>Access to communication support through a specified programme to facilitate effective communication and interaction throughout the day.</p> <p>Alternative and Augmentative Communication (AAC) needed e.g. Communication Aid with regular programming/updating</p>
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**Social, Emotional and Mental Health**

	Universal offer	SEN Support (Element 2-Funding)	Band A	Band B	Band C
<b>Presenting areas of need.</b>	<p>Young Person may experience low level/low frequency difficulties with social interaction and may demonstrate some difficulties with emotional well-being for example calling out, maintaining friendships and poor self-esteem.</p> <p>Emotional needs in relation to generally well-being may be seen through worry or frustration and confidence as a learner.</p>	<p>Young Person demonstrating inappropriate verbal/physical responses, which may or may not be intentional for example hitting out, withdrawal from social situations and absconding.</p> <p>Young person demonstrate ongoing emotional and well-being needs despite short term interventions being implemented and reviewed.</p>	<p>Difficulties may also include: difficulties forming and maintaining friendships and interacting in groups, needing attention / inappropriate behaviours may be demonstrated e.g. hitting out at others, leaving class on a regular basis</p>	<p>Difficulties may also include: Social and emotional needs that can be seen through withdrawal or, oppositional and impulsive behaviours, refusal/inability to comply with requests on a persistent basis/ absconding.</p> <p>Needs including impulsivity and unpredictability which can place the Young Person and/or others at risk which may include patterns of risk taking behaviours / substance misuse.</p>	<p>Difficulties may also include:</p> <p>Complex social, emotional and mental health needs; this may include significant difficulty building relationships, depression, high level of withdrawal, severe anxiety.</p> <p>Non-engagement in education and social activities.</p>
<b>Impact on the young person's social participation, interaction, independence. Ability to participate in education, recreation/play, social activities and successfully access the settings environment.</b>	<p>May experience some difficulties:</p> <ul style="list-style-type: none"> <li>- making and/or sustaining friendships.</li> <li>- complying with adult directions</li> <li>- working independently</li> </ul>	<p>Have difficulty with concentration, engagement and participation in learning; this maybe as a result of fear of failure, or low self-esteem or limited self-awareness.</p>	<p>Have significant difficulties related to level of concentration, engagement and participation in learning.</p> <p>Have difficulties understanding social and physical risks.</p>	<p>May have mental health needs that significantly impact on the ability to build and maintain successful relationships with adults and peers and may cause the need to feel a sense of control in order to feel emotionally safe.</p>	<p>Inability to tolerate any social interaction other than meeting own basic needs.</p> <p>May demonstrate little/no interest in personal care-keeping clean,</p>

	<p>- motivation requiring frequent encouragement to stay on task</p>	<p>Social vulnerability due to lack of understanding and knowledge of social behaviour which may cause withdrawal.</p> <p>May need prompting to begin / end tasks and follow personal hygiene routines.</p> <p>Difficulties forming and maintaining friendships with peers.</p> <p>Attendance may be below expected levels due to minor health issues- frequent coughs, colds etc.</p> <p>Occasional non-attendance due to emotionally based needs (ESBD).</p>	<p>Young Person may be easily led and vulnerable to social isolation</p> <p>Some attachment seeking or avoiding behaviours, likely to be reliant on relationships with key adults.</p> <p>May have few genuine friendships due to level of anxiety and/or verbal/physical behaviours expressed.</p> <p>Struggles to access regular sleep patterns which affects punctuality and attendance and lack of motivation in self-care and completing tasks due to mental health / emotional need.</p> <p>May be showing patterns of non-attendance.</p>	<p>Regular occasions which involve physical/verbal confrontations with peers and/or adults.</p> <p>Ongoing attendance concerns and / or frequent exclusions related to significant underlying emotionally based needs (ESBN), despite targets periods of intervention.</p>	<p>brushing teeth, wearing clean clothes.</p> <p>Persistent issues of non-attendance or frequent exclusions related to significant underlying emotionally based needs (ESBN), despite integrated intervention strategies in place throughout the day.</p>
<b>Impact on Wellbeing</b>	<p>Self- esteem and/or confidence may be affected.</p> <p>Young Person may avoid or become upset when faced</p>	<p>May display anxiety or emotional distress at times. May be at risk or isolation or becoming socially vulnerable.</p>	<p>Low self-esteem and a lack of resilience.</p> <p>May have mental health needs related to including attachment difficulties</p>	<p>Persistent lack of self-identity leading to withdrawal, confusion and anxiety.</p> <p>Have difficulties understanding social and physical risks and their own</p>	<p>Very low self-esteem may demonstrate no interest/motivation to engage or interact due to lack of self-worth.</p>

	<p>with new/unfamiliar tasks which requires reassurance.</p>	<p>Difficulty expressing feelings without scaffolding/taught strategies in place.</p> <p>Low self-esteem, demonstrates inappropriate actions in search of attention.</p> <p>Seeks affection, approval and reassurance repeatedly but appears to remain insecure.</p> <p>Refusing to accept requests comply with instructions and/or sanctions and has difficulty accepting responsibility for actions.</p>	<p>leading to attachment seeking or avoiding behaviours, that may impact on the ability to build and maintain successful relationships with adults and peers.</p> <p>Limited ability to understand the impact of their actions on others.</p> <p>Regular occasions which may involve a Young Person experiencing physical behaviours, high anxiety or emotional withdrawal which have health and safety implications for themselves and/or others.</p> <p>Has difficulty managing emotional responses, exhibits regular frequent changes in mood, behaviour or actions.</p>	<p>vulnerability with severely limited ability to understand consequences and responsibility for actions.</p> <p>Difficulties expressing emotions which may lead to challenging behaviours, withdrawal, low mood, increased anxiety and episodes of heightened emotional state. This may be reported as happening at home or can be seen in a withdrawal from attending school affecting health and well-being.</p> <p>Significantly limited social communication that causes anxiety and limits the ability to manage emotions.</p> <p>Regular, daily incidents which involve violent outbursts and aggression.</p>	<p>Frequent occasions of frustration and/or anxiety that are intense in duration of which demonstrate unable to self-regulate emotions and/ or behaviours.</p> <p>No recognition of own or others emotions.</p> <p>May be diagnosed with depression/anxiety or demonstrate significant low mood.</p> <p>May be engaging in persistent substance misuse.</p> <p>May express negative thoughts and attempt to harm self or others</p>
<p><b>Reasonable adjustments and additional provision required as part of educational SEND which should :</b></p> <p>Improve ability to</p>	<p>Social factors identified and TAF (Team Around the Family) process undertaken if appropriate.</p>	<p>Strategies in place to focus on difficulties during unstructured times (break/lunchtimes) which impact on learning opportunities</p>	<p><b>Ongoing SEN Support adjustments required in addition to:</b></p> <p>Support to facilitate effective</p>	<p><b>Ongoing SEN Support/Band A adjustments required in addition to:</b></p> <p>Use of written frameworks, alternative methods of</p>	<p><b>Ongoing SEN Support/Band A and B adjustments required in addition to:</b></p>

<p>communicate needs and feelings</p> <p>Improve ability to reach potential</p> <p>Facilitate successful inclusion</p> <p>Improve level of adjustment and ability to cope emotionally</p>	<p>Quality First Teaching advice implemented and social and emotional learning embedded and implemented throughout -College or setting.</p> <p>College has Learning Mentors or Inclusive Learning Advisors trained / being trained in mental health first aiders (MFA).</p> <p>High quality pastoral systems in place.</p> <p>Social and emotional learning embedded and implemented throughout College or setting.</p> <p>College has Learning Mentors or Inclusive Learning Advisors trained in emotional support.</p> <p>The student may require some counselling and support of a learning advisor or student liaison officer.</p>	<p>and access to the curriculum. Key worker to support transitions.</p> <p>Emotional Literacy Support Assistant (ELSA) Programmes in place to develop:</p> <ul style="list-style-type: none"> <li>-Appropriate social skills</li> <li>-Empathy and awareness of the needs of others</li> <li>-Ability to maintain attention</li> <li>-Emotional regulation</li> <li>-Coping strategies for dealing with difficult situations</li> <li>-Independence in a learning environment</li> </ul> <p>Advice sought regarding Emotionally based Needs Attendance (ESBNA) in order to avoid attendance difficulties.</p> <p>Support to develop a sense of danger and personal safety/Risk assessments completed as required.</p> <p>Access to a safe space to calm down</p>	<p>communication, interaction and curriculum access / personal development throughout the day</p> <p>Programme to develop emotional regulation in place.</p> <p>Programme/strategies in built into the daily curriculum to develop self- awareness and monitor emotional well- being.</p> <p>Regular group sessions with ELSA / learning mentor to identify issues and find what will changes help reduce anxieties during the school week.</p> <p>Meet and greet at the beginning of the <del>school</del> day, support for transitions and time to discuss any difficulties experienced at the end of the <del>school</del> day.</p> <p>Access to a quiet break out space to calm down when needed. Pass to come in early at break times if needed.</p>	<p>recording, social skills groups, Emotional Literacy Support programmes and direct individual support.</p> <p>Strategies to enable access to tasks and remain on task and to encourage and support the development of friendships.</p> <p>Specific targeted, individual support during the day as a result of a risk assessment during times of anxiety.</p> <p>Targeted, individual work to support withdrawn and isolated behaviour which may be as a result of an underlying mental health difficulty such as anxiety.</p> <p>Need to consider if specialist advice and support is required regarding mental health needs.</p> <p>Targeted support to develop attention and concentration skills throughout the day.</p>	<p>Individualised curriculum support and support for accessing unstructured social time to develop interaction and communication skills.</p> <p>An appropriate risk assessment and careful monitoring in place to maintain health and safety of young person and others.</p> <p>Advised strategies from professionals put into place to manage potential self- harming behaviours.</p> <p>Young Person may have ongoing support from (for e.g.) the Child and Adolescent Mental Health Service (CAMHS) to monitor their complex mental health and well-being.</p>
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		<p>when needed.</p> <p>TAF may be in place and regularly reviewed to support the child/young person and their family or a referral may be needed.</p> <p>CAMHS service/ Community Paediatrician advice sought and implemented and reviewed which may indicate need to refer to the Behaviour Pathway.</p>	<p>TAF may be in place or the Young Person may have been identified as a Child in Need, Child Protection or a Child in Care with experience of early trauma or neglect.</p>		
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# Physical Disability

## Physical

	Universal offer	SEN Support (Element 2-Funding)	Band A	Band B	Band C
<b>Presenting areas of need/ Impairment</b>	Physical health and development within normal levels.	<p>Poor fine motor development (Affecting handwriting speed and accuracy) and/or gross motor skills, which required support which is additional to and different from their peers. This may include additional help to carry, move or use equipment required throughout the school day.</p> <p style="text-align: center;">And/or</p> <p>Young Person Physical/Sensory needs means they are likely to have difficulties adapting to new/specific environments, which will require planning and adaptations.</p>	<p>In addition:</p> <p>Young Person has specific physical needs which require adaptation of the teaching methods, resources and environment and/or require the use of a mobility aid to overcome physical difficulties, e.g. walking frame, crutches, tripod.</p>	<p>In addition:</p> <p>Young Person will have substantial communication/recording needs associated with physical disability.</p> <p>Young Person may also demonstrate some learning difficulties.</p>	<p>Profound long term progressive/regressive physical disability/condition that requires a high level of support to meet emotional as well as physical wellbeing.</p> <p>Young Person may also have a complex cognition and learning difficulty.</p>

<p><b>Impact on the young person's ability to participate in education, recreation/play, social activities and successfully access the settings environment</b></p>	<p>Young Person attempts all physical activities within normal school day.</p> <p>May need time and space to rest when tired/fatigued due to physical needs.</p>	<p>In addition:</p> <p>Young Person may have physical needs making it difficult to undertake practical tasks independently, which require additional support.</p> <p>May have Physical/Medical condition which impact on access to the academic and social curriculum.</p>	<p>In addition:</p> <p>Young Person experiences physical difficulties that affect communication/recording/independence that requires considerable adaptations to the curriculum.</p> <p>Has limited independence in managing interventions required for their condition e.g. personal care, movement.</p> <p>Physical needs require risk assessments to be carried out for health and safety reasons</p>	<p>In addition Young Person requires:</p> <p>Implementation of Physical and/or Sensory related programmes on a daily basis.</p> <p>Support in moving positioning and personal care/eating/drinking needs requires use of hoist/ use of standing frame/ space to access pressure relief.</p>	<p>Young Person may have:</p> <p>A severe physical disability that creates substantial communication difficulties requiring aid such as 4Talk4 or other assistive curriculum devices.</p> <p>Has limited ability to contribute to self-care therefore is highly reliant on adult support for moving, positioning, personal care including drinking eating, e.g. hoisting.</p>
<p><b>Impact on emotional wellbeing</b></p>	<p>Well- being and self- esteem supported through universal offer.</p>	<p>Physical differences may impact on the Young Person's emotional well-being which requires individual monitoring support to maintain confidence.</p>	<p>Young Person may experience low self-esteem/frustration/withdrawal due to difficulties experienced.</p>	<p>Young Person may experience attendance difficulties due to medical appointments and demonstrate some additional social and emotional needs.</p>	<p>Attendance patterns of absence due to medical/emotional needs may be seen. Young Person may become frustrated or withdrawn and struggle to access friendships.</p>
<p><b>Reasonable adjustments and additional provision required as part of educational</b></p>	<p>All reasonable adjustments made for the Young Person to access the curriculum and environment</p>	<p><b>Ongoing universal offer reasonable adjustments in place in addition to:</b></p> <p>Implementation of strategies advised by</p>	<p><b>Ongoing SEN Support adjustments and additional provision as required in addition to:</b></p> <p>Regular programmes of support in place</p>	<p><b>Ongoing SEN Support/Band A adjustments and additional provision as required in addition to:</b></p> <p>Moving and Handling</p>	<p><b>Ongoing SEN Support/Band A/Band B adjustments and additional provision as required in addition to:</b></p>

**SEND which should :**

**Facilitate successful inclusion**

according to the Equality Act 2010 and reasonable adjustments advice from the Equality and Human Rights Commission (EHRC). Strategies in place to develop self-help and organisational skills.

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements for Young Person with medical needs with regard to the statutory guidance 'Supporting Young Person at school with medical

Occupational Therapists/ Physiotherapists.

Strategies to maintain fine and gross motor skills integrated throughout the day.

Support for mobility and healthcare plans.

Guidance and support to develop self-help and independence skills.

Modification of resources and materials for recording written work (Writing slopes, pencil grips, fiddle toys, adapted scissors etc.).

recommended by the Occupational therapy/Physiotherapy service.

Use of technology to support handwriting and making choices. Space for group/individual therapy work when needed.

Specialist equipment to support seating, adjusted desk height etc.

plans, Care plan and Mobility programmes in place.

Assistance with self-help and independence skills.

Significant modification of most curriculum resources and materials.

Significant differentiation on the environment, resources, methods of teaching and high ratio of staff support is required to meet the educational, physical, social and emotional needs of the Young Person.

Regular breaks need to be supported whenever required throughout the day.

conditions' Support to reinforce health professional programmes and health care plans e.g. asthma, allergies, diabetes, regular medication and monitoring.				
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## Post 16 Learners - Vision-impairment

Vision impairment is a disability which can have an impact on development, learning and outcomes.

Where there are no additional needs, young people with vision-impairment can be expected to achieve the same outcomes as their sighted peers. Degree of vision-impairment alone is not a predictor of poorer outcomes.

In order to achieve positive outcomes, significant support in school/college, modification of curriculum materials and habilitation education is required.

All young people with vision-impairment are statutorily entitled to have access to a specialist teacher who holds the mandatory qualification for vision-impairment.

	Universal offer	SEN Support (Element 2-Funding)	Band A	Band B	Band C
<b>Presenting area of need/degree of impairment.</b>	No visual impairment-  Diagnosed permanent mild vision impairment with no impact on functioning with reasonable adjustments in place e.g. monocular vision, patching for squints or mild colour blindness.	Permanent visual condition impacting on learning. <b>Mild or Moderate vision impairments:</b> 6/18-6/36 (LogMAR0.5-0.78) N14-18 with functional difficulties arising from this.  May have difficulties with spatial awareness	<b>Moderate vision impairment:</b> 6/18-6/36 (LogMAR0.5-0.78) N18-N24 with significant functional difficulties arising from this. <b>Severe impairment:</b> 6/36-6/60 (LogMAR0.8-1.00) N24. Progressive sight loss and deteriorating visual conditions.  <b>Registered sight impaired.</b>	<b>Severe impairment:</b> 6/36-6/60 (LogMAR0.8-1.00) N24.  May have progressive vision impairment where functional vision is expected to deteriorate to registered sight impaired level  <b>Registered sight impaired or severely sight impaired.</b>	<b>Severe vision impairment:</b> 6/36-6/60 (LogMAR0.8-1.00) N24 or <b>Profound vision impairment:</b> Less than 6/60 (LogMAR 1.02) N36  <b>Registered sight impaired or severely sight impaired.</b>
<b>Impact on learning, ability to participate in education, recreation/play, social activities and successfully</b>	No impact on participation, interaction or independence with reasonable adjustments in place.	Young person is independently mobile in familiar areas  Curriculum access possible with specialist equipment (such as low	Curriculum access requires significant mediation and/or adaptations of curriculum materials.  Print modification required at N18-24, requiring school/college	Able to access curriculum and buildings only with substantial adaptations of learning materials which will necessitate staff training to produce appropriate resources and	Able to access curriculum and buildings only with substantial adaptations of all learning materials including the requirement for use of tactile means of communication to be able to

<p><b>access the settings environment.</b></p>		<p>vision aids), adaptation and school based intervention and support to show appropriate progress.</p>	<p>to provide all resources in a modified format to meet print needs.</p> <p>Requires some assistive devices to access the curriculum.</p>	<p>additional support in practical subjects.</p> <p>Requires assistive devices to access curriculum</p> <p>If evidence of deteriorating visual condition:</p> <ul style="list-style-type: none"> <li>• may need to access information using braille/tactile methods, which require specialist training to produce resources and to support</li> <li>• may need habilitation and orientation support.</li> </ul> <p>May require on-going teaching of Braille</p>	<p>access the curriculum.</p> <p>Able to access curriculum only with assistive devices and substantial mediation support</p> <p>Able to access buildings and move around the school only with regular and individual formal teaching of orientation and mobility.</p> <p>May require on-going teaching of Braille</p>
<p><b>Impact on Wellbeing</b></p>	<p>No impact on wellbeing</p>	<p>Reassurance and guidance required to maintain self-esteem and confidence.</p>	<p>Lack of VI peer group can lead to negative self-perception resulting in low self-esteem and lack of confidence</p> <p><b>Some support required</b> to monitor and maintain well-being and address and issues regarding frustration.</p>	<p>Lack of VI peer group can lead to negative self-perception, resulting in low self-esteem and lack of confidence.</p> <p><b>Targeted individual support</b> may be needed to support positive self-image and monitor and maintain well-being.</p>	<p>Lack of VI peer group can lead to negative self-perception, resulting in low self-esteem and lack of confidence.</p> <p><b>Regular individual support needed</b> to support positive self-image and monitor and maintain well-being.</p>

			Significant impact on well-being and mental health arising from deteriorating vision.	<p>May experience some difficulty participating in activities, joining in conversations and reading social situations leading to:</p> <ul style="list-style-type: none"> <li>• problems making and sustaining friendships.</li> <li>• Lack of understanding due to seeing the full communication picture e.g. not picking up on body language or facial expression</li> <li>• Social withdrawal and isolation.</li> </ul> <p>Significant impact on well-being and mental health arising from deteriorating vision where this is the case.</p> <p>Lacks confidence to tackle new experiences.</p>	<p>Likely to experience difficulty participating in activities, joining in conversations and reading social situations leading to:</p> <ul style="list-style-type: none"> <li>• problems making and sustaining friendships.</li> <li>• Behaviours inappropriate to the social context</li> <li>• Lack of understanding due to seeing the full communication picture e.g. not picking up on body language or facial expression</li> <li>• Social withdrawal and isolation</li> </ul> <p>Lack of access to positive blind/ vision- impaired role models and peers can lead to negative self-image.</p>
<p><b>Reasonable adjustments and additional provision required which should:</b></p> <p><b>Improve ability to</b></p>	<p>All reasonable adjustments made for the Young Person to access the curriculum and environment</p>	<p><b>Permanent vision-loss is a disability under the Equality Act 2010</b>  <u><b>Reasonable adjustments :</b></u></p>	<p><b>Permanent vision-loss is a disability under the Equality Act 2010</b>  <u><b>Reasonable adjustments :</b></u></p> <p>Implementation of strategies as advised by qualified specialist</p>	<p><b>Permanent vision-loss is a disability under the Equality Act 2010</b>  <u><b>Reasonable adjustments :</b></u></p> <p>May require orientation</p>	<p><b>Permanent vision-loss is a disability under the Equality Act 2010</b>  <u><b>Reasonable adjustments :</b></u></p> <p>May require orientation and habilitation support</p>

<p><b>reach potential</b></p> <p><b>Facilitate successful inclusion</b></p> <p><b>Improve level of adjustment and ability to cope emotionally</b></p>	<p>according to the Equality Act 2010 and reasonable adjustments advice from the Equality and Human Rights Commission (EHRC).</p> <p>Strategies to promote self-help / independence skills.</p> <p>If Mild VI following initial diagnosis, advice only from specialist VI Service regarding reasonable adjustment.</p>	<p>School/college will need to make some modification of resources and materials, including print modification where required.</p>	<p>Teachers for Vision Impairment (STVI</p> <p><b><u>Auxiliary Aids/Specialist Equipment</u></b></p> <p>Under Equality Act legislation schools and colleges have a duty to provide auxiliary aids and services as reasonable adjustments.</p> <p>Low vision aids, conventional magnifiers, magnification software, i-pads/lap-tops must be provided by colleges as reasonable adjustments under the requirements of the Equality</p>	<p>and habilitation support</p> <p>School/college will be required to follow advice following an Environmental audit, making all reasonable adjustments to the college environment for the student.</p> <p>Learning materials will need to be enlarged, modified or provided in Braille as necessary</p> <p>School/college will be required to follow specialist advice to put in place recommendations to improve access in relation to the student's specific visual conditions and specific visual needs.</p> <p>School/college to be aware of and implement examination requirements for Braille users</p> <p><b><u>Auxiliary Aids/Specialist Equipment</u></b></p> <p>Under Equality Act legislation schools and colleges have a duty to provide auxiliary aids and</p>	<p>School/college will be required to follow advice following an Environmental audit, making all reasonable adjustments to the college environment for the student.</p> <p>Learning materials will need to be enlarged, modified or provided in Braille as necessary</p> <p>School/college will be required to follow specialist advice to put in place recommendations to improve access in relation to the student's specific visual conditions and specific visual needs.</p> <p>School/college to be aware of and implement examination requirements for Braille users</p> <p><b><u>Auxiliary Aids/Specialist Equipment</u></b></p> <p>Under Equality Act legislation schools and colleges have a duty to provide auxiliary aids and services as reasonable adjustments.</p>
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			<p>Act.</p> <p><b><u>Print Modification</u></b></p> <p>Schools and colleges are responsible for ensuring all VI Young Person have the appropriate modified printed materials equal to the printed materials provided for sighted peers.</p> <p>Because of low incidence disability, school/college staff require training from a VI specialist and additional time to adapt resources for N24 print users and provide additional support to meet VI need.</p> <p>The need for this will increase with volume of printed material accessed.</p> <p><b>Requires modification of printed materials to ensure readability at N18-N24.and modification of visual materials e.g. maps and graphs.</b></p> <p><b><u>Reasonable adjustments to the environment</u></b></p> <p>Following environmental audit, the school/college will need to follow specialist advice and</p>	<p>services as reasonable adjustments.</p> <p>Low vision aids, conventional magnifiers, magnification software, i-pads/lap-tops must be provided by colleges as reasonable adjustments under the requirements of the Equality Act.</p> <p><b><u>Print Modification/Braille</u></b></p> <p><b>As for Band A, but requires modification of printed materials to ensure readability at N24. of visual materials e.g. maps and graphs. May need to access information through braille or tactile diagrams, graphs etc.</b></p> <p><b><u>Reasonable adjustments</u></b></p>	<p>Low vision aids, conventional magnifiers, magnification software, i-pads/lap-tops must be provided by colleges as reasonable adjustments under the requirements of the Equality Act.</p> <p><b><u>Print Modification/Braille</u></b></p> <p><b>As for Band B, but requires modification of printed materials to ensure readability at N24-N48. and modification of visual materials e.g. maps and graphs. May need to access information through braille or tactile diagrams, graphs etc.</b></p> <p><b><u>Reasonable adjustments to</u></b></p>
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			<p>make all reasonable adjustments to the educational environment as required by the Equality Act 2010. to ensure equality of access with peers.</p> <p>Advice will be required on transition, from a qualified VI specialist to include:</p> <ul style="list-style-type: none"> <li>• staff -training on how to produce modified resources</li> <li>• staff -training on how to provide appropriate additional support to meet VI need.</li> </ul> <p>School/college will need to follow specialist advice to ensure</p> <ul style="list-style-type: none"> <li>• safety in practical subjects and sports etc.</li> <li>• improved access in relation to the student's specific conditions and specific visual needs.</li> </ul>	<p><b><u>to the environment</u></b></p> <p>Following environmental audit, setting will need to follow specialist advice and make all reasonable adjustments to the environment as required by the Equality Act 2010. to ensure equality of access with peers.</p> <p>Advice will be required on transition, from a qualified VI specialist to include:</p> <ul style="list-style-type: none"> <li>• staff -training on how to produce modified resources</li> <li>• staff -training on how to provide appropriate additional support to meet VI need.</li> </ul> <p>School/college will need to follow specialist advice to ensure</p> <ul style="list-style-type: none"> <li>• safety in practical subjects and sports etc.</li> </ul>	<p><b><u>the environment</u></b></p> <p>Following environmental audit, setting will need to follow specialist advice and make all reasonable adjustments to the environment as required by the Equality Act 2010. to ensure equality of access with peers.</p> <p>Advice will be required on transition, from a qualified VI specialist to include:</p> <ul style="list-style-type: none"> <li>• staff -training on how to produce modified resources</li> <li>• staff -training on how to provide appropriate additional support to meet VI need.</li> </ul> <p>School/college will need to follow specialist advice to ensure</p> <ul style="list-style-type: none"> <li>• safety in practical subjects and sports etc.</li> <li>• improved access in</li> </ul>
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				<ul style="list-style-type: none"> <li>improved access in relation to the student's specific conditions and specific visual needs.</li> </ul>	relation to the student's specific conditions and specific visual needs.
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### Post 16 Learners - Hearing-impairment

Hearing-impairment is a disability which can have an impact on development, learning and outcomes.

Where no other needs are identified, young people with hearing-impairment can be expected to achieve the same as their hearing peers. Degree of hearing-loss alone is not a predictor of poorer outcomes.

In order to achieve positive outcomes, significant language and communication support is required.

All children with hearing-impairment are statutorily entitled to have access to a specialist teacher who holds the mandatory qualification for hearing-impairment.

	Universal offer	SEN Support (Element 2 - funding)	Band A	Band B	Band C
<b>Presenting area of need/degree of impairment.</b>	<b>Hearing within normal range.</b>  Unilateral hearing-loss	<b>Mild or Moderate permanent bilateral hearing loss</b>  Young person may miss-hear and misunderstand oral information. Monitoring will be required to ensure consistent access.	<b>Permanent bi-lateral moderate or severe hearing loss</b> resulting in functional difficulties.	<b>Permanent bi-lateral severe or profound hearing loss</b> resulting in severe functional difficulties or access requirements.  Acquired, progressive or sudden onset of permanent bilateral hearing loss at severe levels or greater  Uses hearing aid/cochlear implant speech processor or	<b>Permanent bi-lateral profound hearing loss</b> resulting in profound functional difficulties or access requirements  Acquired, progressive or sudden onset of permanent bilateral hearing loss at severe levels or greater.  Uses hearing aid/cochlear implant speech processor or uses British Sign Language and may not have

				uses British Sign Language and may not have any amplification.	any amplification.
<b>Impact on the young person's functioning, social participation, interaction, independence. Ability to participate in education, recreation/play, social activities and successfully access the college environment</b>	No impact on participation, interaction or independence with reasonable adjustments in place.	Curriculum access possible with specialist equipment, adaptation and college based support and intervention.  Implementation of strategies advised by specialist HI Teachers, Educational Audiologist or Clinical Audiologist.	May require personal assistive listening equipment to access lessons.  Implementation of strategies advised by specialist HI Teachers, Educational Audiologist or Clinical Audiologist.	If the student uses British Sign Language (BSL) as their main mode of communication they will require an appropriately qualified signer to support communication for a significant part of the college day either in BSL or Sign Supported English (SSE).  May require a note taker or speech to text typist/reporter.  Likely to require the assistive devices (e.g. personal assistive listening equipment /TV subtitles or captions) and/or significant adaptations of materials throughout the course of study.  Implementation of strategies advised by specialist HI Teachers, Educational Audiologist or Clinical Audiologist.	If the student uses British Sign Language (BSL) as their main mode of communication they will require an appropriately qualified signer to support communication throughout the college day.  May require a note taker or speech to text typist/reporter.  Able to access curriculum only with assistive devices (egg. personal assistive listening equipment /TV subtitles or captions) and/or significant adaptations of materials and assessment methods (egg. video assessment) throughout the course of study.  Implementation of strategies advised by specialist HI Teachers, Educational Audiologist or Clinical Audiologist.

<p><b>Impact on Wellbeing</b></p>	<p>No impact on wellbeing</p>	<p>Reassurance and guidance required to maintain self-esteem and confidence.</p> <p>Strategies to promote self-help / independence skills.</p>	<p>SEN support provided to ensure there are opportunities to monitor and maintain well-being and address any issues arising from communication difficulties eg frustration, withdrawal, social isolation</p>	<p>Some <u>targeted individual support</u> may be needed to promote positive self-image and to monitor and maintain well-being.</p> <p>Communication difficulties may lead to the student experiencing some difficulty participating in activities, joining in conversations and reading social situations leading to:</p> <ul style="list-style-type: none"> <li>• Problems making and sustaining friendships.</li> <li>• Lack of understanding due to seeing the full communication picture eg. not picking up on jokes</li> <li>• Social withdrawal and isolation, lacking confidence to tackle new experiences.</li> </ul> <p>Significant impact on well-being and mental health arising from a deteriorating or sudden onset hearing loss (where this is the case).</p> <p>Lack of a suitable HI/signing peer group may lead to negative self-perception, resulting in low self-esteem and/or lack of confidence.</p>	<p><u>Regular individual support may be needed</u> to support positive self-image and monitor and maintain well-being.</p> <p>Likely to experience difficulty participating in activities, joining in conversations and reading social situations leading to:</p> <ul style="list-style-type: none"> <li>• Problems making and sustaining friendships without communication support available.</li> <li>• Lack of understanding due to seeing the full communication picture</li> <li>• Social withdrawal, isolation and increased levels of apathy and/or anger towards others and self.</li> <li>• An increased risk of withdrawing from education</li> <li>• mental health concerns.</li> </ul> <p>Lack of a suitable HI peer group or access to positive deaf BSL role models may lead to negative self-perception, resulting in low self-esteem and/or low confidence.</p>
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<p><b>Reasonable adjustments and additional provision required as part of educational SEND which should :</b></p> <p><b>Improve ability to communicate needs and feelings</b></p> <p><b>Improve ability to reach potential</b></p> <p><b>Facilitate successful inclusion</b></p> <p><b>Improve level of adjustment and ability to cope emotionally</b></p>	<p>All reasonable adjustments made for the Young Person to access the curriculum and environment according to the Equality Act 2010 and reasonable adjustments advice from the Equality and Human Rights Commission (EHRC).</p>	<p>Implement 'deaf friendly' approaches to teaching, learning and communication.</p>	<p><b>Permanent hearing-loss is a disability under the Equality Act 2010</b>  <u><b>Reasonable adjustments :</b></u></p> <p>College staff will require specialist advice from a qualified specialist teacher for hearing-impairment on</p> <ul style="list-style-type: none"> <li>• how to provide appropriate additional support to meet HI need.</li> <li>• the use of personal assistive devices (if used).</li> <li>• Appropriate required assistive listening equipment to support learning e.g. personal assistive listening devices, conference microphones, dictaphones, speech to text programmes</li> <li>• Use of subtitling and access to video footage where used</li> <li>• how to ensure student safety at all times</li> </ul>	<p><b>Permanent hearing-loss is a disability under the Equality Act 2010</b>  <u><b>Reasonable adjustments :</b></u></p> <p>Curriculum access and assessment may not be possible without some mediation and/or adaptations of curriculum materials and assessment methods.</p> <p><b>In addition to Band A</b></p> <p>College staff will require specialist advice from a qualified specialist teacher for hearing-impairment on</p> <ul style="list-style-type: none"> <li>• the appropriate use of communication support staff and/or note takers etc.</li> <li>• examination requirements for BSL users</li> </ul> <p>May need direct regular teaching of British Sign language (BSL) from an appropriate BSL qualified HI specialist.</p>	<p><b>Permanent hearing-loss is a disability under the Equality Act 2010</b>  <u><b>Reasonable adjustments :</b></u></p> <p>Curriculum access and assessment may not be possible without significant mediation and/or adaptations of curriculum materials and assessment methods.</p> <p><b>In addition to Band B:</b></p> <p>College staff will require specialist advice from a qualified specialist teacher for hearing-impairment on</p> <ul style="list-style-type: none"> <li>• how to produce modified resources where required to accommodate language needs</li> <li>• examination requirements for BSL users</li> <li>• the appropriate use of advanced level signers/interpreters and/or note takers etc.</li> </ul> <p>May need direct regular teaching of British Sign language (BSL) from an appropriate BSL qualified HI specialist.</p>
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			<ul style="list-style-type: none"> <li>• Connectivity to a range of IT sources</li> </ul> <p><b><u>Reasonable adjustments to the school Environment</u></b> Following an <b>Acoustic Survey</b> carried out by an Educational Audiologist, the school is required to follow specialist advice and make all reasonable adjustments to ensure appropriate acoustic conditions and optimal listening environments as required by the Equality Act 2010.</p> <p><b><u>Improve level of adjustment and ability to cope emotionally</u></b></p> <p><b>Some support may be needed</b> to ensure positive self-image and monitor and maintain well-being and to address:</p> <ul style="list-style-type: none"> <li>• Social isolation/withdrawal</li> <li>• Negative self-image</li> <li>• Lack of confidence</li> <li>• Low self-esteem</li> <li>• Deaf identity</li> </ul>	<p><b><u>Reasonable adjustments to the school Environment</u></b> Following an <b>Acoustic Survey</b> carried out by an Educational Audiologist, the school is required to follow specialist advice and make all reasonable adjustments to ensure appropriate acoustic conditions and optimal listening environments as required by the Equality Act 2010.</p> <p><b><u>Improve level of adjustment and ability to cope emotionally</u></b></p> <p><b>Specialist intervention may be required to address:</b></p> <ul style="list-style-type: none"> <li>• Social isolation/withdrawal</li> <li>• Negative self-image</li> <li>• Lack of confidence</li> <li>• Low self-esteem</li> <li>• Self-consciousness about communication, especially where speech is poor</li> <li>• Deaf identity</li> </ul>	<p><b><u>Reasonable adjustments to the school Environment</u></b> Following an <b>Acoustic Survey</b> carried out by an Educational Audiologist, the school is required to follow specialist advice and make all reasonable adjustments to ensure appropriate acoustic conditions and optimal listening environments as required by the Equality Act 2010.</p> <p><b><u>Improve level of adjustment and ability to cope emotionally</u></b></p> <p><b>Consistent and on-going individual specialist intervention</b> may be required to address:</p> <ul style="list-style-type: none"> <li>• Social isolation/withdrawal</li> <li>• Negative self-image</li> <li>• Lack of confidence</li> <li>• Low self-esteem</li> <li>• Self-consciousness about communication, especially where speech is poor</li> <li>• Deaf identity</li> </ul>
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## **Agenda Item 4**

### **Indicative Dedicated Schools Grant Allocations for 2020-2021 and Budget Setting Proposals**

#### **Purpose of the Report**

1. Further to the illustrative allocation figures tabled to Schools Forum in December 2019, this report is to confirm the indicative Dedicated Schools Grant (DSG) allocation for 2020-2021 and the budget proposals for the next financial year.

#### **Recommendations**

2. The Schools Forum is requested to:-
  - I. Approve the draft DSG budget proposals in Appendix B.
  - II. Approve the transfer of £200k from the schools block to high needs block to create a fund to develop new models of provision to promote inclusion in mainstream schools especially for children with MLD in line with the outcome of the High Needs Review (see paragraph 10).
  - III. Agree the funding for the Duke of Edinburgh programme (see paragraph 11)
  - IV. Note the next steps for confirming the DSG budget proposals for 2019-2020

#### **Background**

3. The provisional DSG national funding formulae allocations for 2020-2021 were made available by the Education and Skills Funding Agency (ESFA) on 11 October 2019 and was tabled to Forum at the December 2019 meeting. The indicative DSG allocation for 2020-2021 was subsequently made available by the Education and Skills Funding Agency (ESFA) on 19 December 2019. This information, along with the final October 2019 census numbers to determine the formula funding for schools, now forms the basis of the budget proposals for 2020-2021.

#### **Indicative DSG Allocation for 2020-2021**

4. The provisional DSG allocation previously tabled to Forum showed that the Authority could expect a net increase in funding for 2020-2021 of £10.245m. The provisional allocation has now been updated for October 2019 pupil numbers and the net increase is now £12.221m. A summary of the current year and next year allocation is shown in the table below.

### Final DSG 2019-2020 and indicative 2020-2021 allocation

DSG Allocation Block	Final 2019-2020 £000	Indicative 2020-2021 (December 2019) £000	Change £000
Schools Block	204,072	213,124	9,052
High Needs Block	38,530	41,602	3,072
Early Years Block	20,886	21,266	380
Central School Services Block	3,028	2,745	-283
<b>Total DSG Allocation</b>	<b>266,516</b>	<b>278,737</b>	<b>12,221</b>

6. The increase in available funding of £12.221m is due to the following changes in the allocation:
- An additional £7.2m for primary and secondary schools arising from the national investment in the schools block through the National Funding Formula (NFF) for schools;
  - An additional £2m for a net increase of 379 primary and secondary pupils on the October 219 census.
  - A reduction of £0.183m in the Authority's allocation for population growth based on a calculation of population change across the Borough.
  - A small increase of £5,000 for inflationary increase to the PFI formula factor.
  - £3m increase to high needs funding reflecting the minimum guaranteed 8% cash increase in to existing allocations in the spending announcement.
  - £0.1m for an increase in pupil numbers in specialist provision on the October 2019 census.
  - A £0.380m (1.8%) increase in the two year old and three and four year old funding rates in the early years block.
  - A reduction of £29,000 in the ongoing responsibilities in the Central School Services Block from the removal of protection to the lower per pupil rate allocated through the NFF.
  - A 20% reduction in the protected historic commitments element of the Central Schools Services block applied to all local authorities of £0.253m.
7. The indicative DSG allocation (before academy recoupment and deductions of high needs places funded directly by the ESFA) is detailed in **Appendix A**.

### Use of unapplied DSG reserves and Local Authority Funding

8. As previously detailed to Forum, the funding available for 2020-2021 takes into account the following two adjustments:
- i. The use of £1.026m of the DSG reserve in 2019-2020 which is one off funding which will not be available in 2020-2021.
  - ii. Additional £0.393m in Local Authority funding to support statutory education services.

The net increase in funding available for 2020-2021 is therefore £11.588m with £1.026m of the increase in DSG already committed to meet existing budgets.

### **Budget Planning 2020-2021 Proposals**

9. Further to the initial proposals tabled at the December meeting, **Appendix B** outlines budget proposals for approval by Schools Forum for the Individual School Budgets (ISB), central schools services, early years and high needs spend. Draft proposals would see increases in ISB of £8.8m and an additional £2.2m to high needs budgets, £0.380m to early years and £0.110m to central services. Further notes on the draft proposals are provided in **Appendix B**.
10. As discussed at the previous meeting, budget proposals include an amount of £200k funded from the schools block to create a fund to develop new and sustainable models of provision (e.g. outreach, dual placements, satellite provision, etc) to increase inclusion in mainstream schools of some children with SEND (especially children with MLD) in line with the recommendations of the High Needs Review. This funding is available from headroom in the growth allocation for the authority and does not require a topslice from the agreed funding formula. Technically however, this would constitute a transfer from schools block to high needs block, The funding will be allocated to mainstream and special schools working together and the sectors will be asked to develop possible models and be invited to put forward proposals for new models. The transfer requires approval from Schools Forum in order to comply with funding regulations
11. A further point discussed with Schools Forum previously was the continuation of funding for the Duke of Edinburgh programme in view of the reduction in Central Schools Services block allocation. Feedback from CWASH following the meeting was that secondary heads would like to retain the budget as the resource was valued. However, there were no counter proposals put forward on how this could continue to be funded with reduced funding. It has therefore been assumed that resources equivalent to this budget will be removed next year. Schools Forum are requested to advise how this will be achieved or to agree a transfer from the Schools Block to continue with the activity.

### **Next Steps**

12. For the proposed allocations and budget proposals to form the opening budget for 2020-2021 for approval by Council on 21 February 2020.

DSG Allocation Block	Final 2019-2020			Indicative 2020-2021			Change to 2020-2021 £000
	Pupil Numbers	Amount per pupil £	Allocation £000	Pupil Numbers	Amount per pupil £	Allocation £000	
<b>Schools Block</b>							
Primary unit of funding	27,379	4,009	109,774	27,325	4,149	113,382	3,608
Secondary unit of funding	17,839	5,034	89,803	18,271	5,223	95,424	5,621
Funding of growth			1,591			1,408	-183
Funding of premises			2,905			2,910	5
	<b>45,218</b>		<b>204,072</b>	<b>45,596</b>		<b>213,124</b>	<b>9,052</b>
<b>High Needs Block</b>							
NFF			33,775			37,445	3,670
Basic Entitlement factor	997	4,022	4,010	1,023	4,022	4,115	105
Import/export			42			42	0
Additional high needs funding			703			0	-703
			<b>38,530</b>			<b>41,602</b>	<b>3,072</b>
<b>Early Years Block</b>							
3 and 4 year old entitlement	5,083	2,451	12,459	5,083	2,497	12,690	
Maintained nursery school supplementary funding	0	0	80	0	0	80	
Disability Access Funding	0	615	63	0	615	69	
3 and 4 year old extended hours	2,313	2,451	5,669	2,313	2,497	5,775	
2 Year Olds	825	3,010	2,484	825	3,055	2,522	
Early Years Pupil Premium	0	0	131	0	0	131	
			<b>20,886</b>			<b>21,266</b>	<b>380</b>
<b>Central School Services Block</b>							
Ongoing responsibilities	45,218	39	1,763	45,596	38	1,733	-29
Historic commitments			1,265			1,012	-253
			<b>3,028</b>			<b>2,745</b>	<b>-283</b>
<b>Total DSG Allocation</b>			<b>266,516</b>			<b>278,737</b>	<b>12,221</b>
DSG carry-forward from 2018-19			1,026			0	-1,026
LA funding (subject to Council approval)			0			393	393
<b>Total funding available</b>			<b>267,542</b>			<b>279,130</b>	<b>11,588</b>

Ref	Policy option description	Schools Block £000	High Needs £000	Early Years £000	Central Services £000	Total £000	
1	<b>Operation of the school funding formula - NFF values</b>						
	Basic Entitlement	5,829				5,829	This item summarises the financial impact for each formula factor based on the agreed formula and changes in pupil numbers on the October 2018 census. Pupil number changes are shown in item 2 below.  Funding released to the individual school budgets from the release of the falling rolls fund.
	Implementation of increased Minimum Funding Levels	525				525	
	Deprivation	496				496	
	Prior attainment	-92				-92	
	EAL	30				30	
	Mobility	230				230	
	Lump sum	663				663	
	Sparsity - change in National Funding Formula calculation	5				5	
	Minimum Funding Guarantee reduction in protected funding	-335				-335	
Reduction in falling rolls fund - no longer required	-150				-150		
	<b>Subtotal - school funding formula</b>	<b>7,200</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7,200</b>	
2	<b>Changes to schools funding formula - eligibility and affordability</b>						
	Basic Entitlement	1,749				1,749	This item summarises the financial impact by formula factor of the updated pupil numbers from the October 2019 census.
	Implementation of increased Minimum Funding Levels	-83				-83	
	Deprivation	523				523	
	Prior attainment	-527				-527	
	EAL	-12				-12	
	Mobility	-24				-24	
	Sparsity - change in National Funding Formula calculation	5				5	

Ref	Policy option description	Schools Block £000	High Needs £000	Early Years £000	Central Services £000	Total £000	
	Minimum Funding Guarantee reduction in protected funding	-11				-11	
	Exceptional premises - inflationary increase	2				2	Inflationary increase
	Rates - change to estimated charges	140				140	Estimated charges
	PFI factor	-110				-110	Reduction in affordability gap from increased school contributions
	Headroom in schools block transfer to high needs		200			200	See paragraph 10 of report
	<b>Subtotal - schools funding formula</b>	<b>1,651</b>	<b>200</b>	<b>0</b>	<b>0</b>	<b>1,851</b>	
<b>3</b>	<b>Growth in high needs budgets to meet current demand</b>						
a	Hospital education - inflationary increase		42			42	An inflationary increase for the hospital school allocation within the NFF high needs block will be made available to the school. Increasing numbers of CW&C pupils are accessing special school places previously occupied by other local authority pupils. This is resulting in further demand on the top up budget even though commissioned places have not increased. Increasing numbers with element 3 funding in mainstream schools. This change reflects the current level of demand on the budget. Increasing numbers of pupils in independent special schools. This is to fund the current increase in demand.
b	Growth in special school top up funding to meet current demand		338			338	
c	Growth in mainstream top up funding to meet current demand		397			397	
d	Growth in independent school fees to meet current demand		370			370	

Ref	Policy option description	Schools Block £000	High Needs £000	Early Years £000	Central Services £000	Total £000	
e	Reduction in post 16 growth not required in 2019-2020		-700			-700	2019-2020 growth in post 16 pupils high needs funding not required due to static pupil numbers
	<b>Subtotal – current high needs budgets</b>	<b>0</b>	<b>448</b>	<b>0</b>	<b>0</b>	<b>448</b>	
<b>4</b>	<b>Growth in high needs budgets further growth for 2020</b>						
a	Growth in top up/specialist provision/outreach/alternative provision		1,463			1,463	Balancing figure of funds available for further growth in high needs provision - detail to be provided at February meeting alongside high needs review recommendations Proposed high needs funding for new supported internship programme for 20 post 16 students Proposed increase to SLA and re-siting of provision - to be confirmed in February
b	Development of post 16 supported internship programme		35			35	
c	Medical needs provision SLA		100			100	
	<b>Subtotal – further high needs growth</b>	<b>0</b>	<b>1,598</b>	<b>0</b>	<b>0</b>	<b>1,598</b>	
<b>5</b>	<b>Changes in early years funding</b>						
a	Increase to base rate of funding for 2, 3 and 4 year old entitlements			337		337	Increase to be applied to base rates in funding formula to increase funding to all providers Increase to meet funding gap to current staffing structure arising from prior year pay awards Ongoing support and maintenance costs agreed at October Schools Forum
b	LA central education services - increase in staff costs			35		35	
c	Support and maintenance cost for provider payments system			8		8	
	<b>Subtotal - changes in early years funding</b>	<b>0</b>	<b>0</b>	<b>380</b>	<b>0</b>	<b>380</b>	

Ref	Policy option description	Schools Block £000	High Needs £000	Early Years £000	Central Services £000	Total £000	
<b>6</b>	<b>Centrally held budgets</b>						
a	Reduction in Central Schools Services Block historic and ongoing commitments allocation				-283	-283	Removal of DSG funded activities to be replaced by Council funding
b	LA funding (subject to Council approval) - funding of historic and ongoing responsibilities				283	283	LA funding to replace DSG funded activities
c	Reduction in Central Schools Services Block historic budgets				-100	-100	Review of historic commitments to cease activities no longer funded
d	LA central education services - increase in staff costs				150	150	LA funding to fund increasing staffing costs in existing structure for statutory functions
e	Increase to admissions team capacity				50	50	Proposal discussed with Heads Associations to increase capacity of the admissions team
f	Copyright licences - change in national deduction estimate				10	10	Published in January - increase in the deduction from DSG to fund Copyright Licences purchase nationally by the DfE.
	<b>Subtotal - changes to centrally held budgets</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>110</b>	<b>110</b>	
	<b>Net change in funding (Gross DSG before Academy recoupment)</b>	<b>8,852</b>	<b>2,246</b>	<b>380</b>	<b>110</b>	<b>11,588</b>	

## **Agenda Item 5**

### **Draft of 2020-2021 School Funding Formula for January Submission**

#### **Purpose of the Report**

1. This report details the draft School Funding Formula for 2020-2021 taking into account the decisions taken previously on the principles of the local funding formula and the October 2019 census data provided by the Education and Skills Funding Agency (ESFA).

#### **Recommendations**

2. The Schools Forum (School, Academy and PVI representatives) is requested to approve the principles on which the funding formula is based for final submission to the ESFA. Proposed unit values are included in Appendix C based on budget setting proposals in Agenda item 4.

#### **Background**

3. The submission to the ESFA of the Schools Block Funding Formula for primary and secondary schools and academies is required by 21 January 2020. Following the consultation with schools and academies in October 2019, Schools Forum recommended to continue to mirror the National Funding Formula factors and values for 2020-2021. This decision was endorsed by Cabinet at the meeting of 27 November 2019. The final budget approval and formula values will be taken by Council on 20 February 2020.
4. The 2020-21 formula will be based on pupil numbers and demographics taken from the October 2019 census. This data was made available by the ESFA on 17 December 2019 and forms the basis of the formula values proposed in this report for the final formula submission. A summary of the pupil numbers used for the pupil led formula factors is shown in Appendix A.

#### **Impact of October 2019 Census and pupil data**

5. Census data - change in pupil numbers

From October 2018 to October 2019 there was an overall increase of 379 pupils – 54 less primary school pupils (0.2% decrease) and an increase of 433 in secondary pupils (2.4% increase) to be funded through the schools block funding formula. This pupil count is the same as is used for the Dedicated Schools Grant Schools Block allocation for 2020-21.

## **Estimated pupil numbers**

6. In determining the school funding formula, adjustments are made to census data for estimated growth where schools are permanently increasing their capacity. An additional 35 places will be funded in 2020-2021 from the DSG growth allocation. The actual pupil numbers used and stated in the appendices take into account these adjustments and therefore differ from the census data for some schools.

## **Basic Entitlement**

7. The value of the Basic Entitlement factor for primary, KS3 and KS4 are based on the NFF rates. In previous years, the release of Minimum Funding Guarantee protection and headroom in the schools block allocation from growth has however allowed the per pupil rates to be increased to match the overall affordability of the formula. A further increase of 4% in line with the increase in the schools block allocation has been affordable for 2020-2021 such that all schools will receive this increase on the 2019-2020 per pupil amount.

## **Prior attainment – Primary**

8. There has been a significant decrease in the number of primary pupils funded through the low attainment factor on the October 2019 census. A reduction of 889 pupils (10%) has been recorded on October 2018 which is understood to be due to the change in assessment criteria that occurred in 2013 and the final cohort from the old assessment now transferring to secondary. This has resulted in £1m less funding being targeted through this factor than in 2019-2020 and reductions to anticipated increases in funding for the primary sector. Schools are however protected with a positive Minimum Funding Guarantee value such that each school will gain at least 0.5% per pupil on last year's pupil led funding overall.

## **Prior attainment – Secondary**

9. As in the previous three years, a national weighting has been applied to the secondary low attainment figures to accommodate the changes in Key Stage 2 assessment. At a national level, a higher number of the year 7-10 cohorts will be identified as having low prior attainment. The ESFA have established a national weighting of 65% to be applied to year 7 low scorers, 64% to year 8 and 58% to year 9 and 48% to year 10 to ensure that this cohort does not have disproportionate influence within the overall total. Local authorities are not able to change the weighting, but would be able to adjust their secondary low prior attainment unit value if necessary to maintain their low prior attainment factor at previous levels without significant turbulence. However, to remain in line with the NFF values it is not considered necessary to adjust the unit value for 2020-2021 for the change in eligible pupil numbers.

## **Confirmation of centrally retained budgets**

10. The draft formula assumes that the budgets tabled to the Schools Forum at this meeting in the budget planning and combined budget reports are taken forward. Any changes to these proposals decided at this meeting will change the formula before the submission.

### **Draft budgets by school**

11. Draft 2020-2021 funding for each school based on the assumptions above will be tabled at the Schools Forum meeting to facilitate decision making on the options for the final formula values. A summary of the funding to be allocated through each factor to each sector and the formula values are included in Appendices B and C.

### **Next Steps**

12. Further to any amendments described within this report, the School Funding Formula will be submitted to the ESFA for 21 January deadline for final approval. A draft funding statement will be sent to schools following this so that schools are notified as early as possible of the proposed allocations. As per the requirements of the School Finance Regulations, final funding statements will be issued to individual maintained schools by 29 February 2020.

## Appendix A

Comparison of pupil numbers for the pupil led formula factors in the October 2018 and October 2019 censuses (adjusted for estimated numbers) with change in numbers and percentage changes between years

Pupil Led Formula Factor	October 2018 Census	% of Cohort	October Census	2019 % of Cohort	Change in pupil numbers	% change
<b>Primary</b>						
NOR Primary	27,430			27,360	-70	-0.3%
Primary FSM Units	3,604	13.1%		4,113	509	14.1%
Primary Ever 6 Units	5,200	19.0%		5,136	-64	-1.2%
IDACI Primary Units Band G	18,544	67.6%		18,651	107	0.6%
IDACI Primary Units Band F	1,878	6.8%		1,886	8	0.4%
IDACI Primary Units Band E	1,233	4.5%		1,203	-30	-2.4%
IDACI Primary Units Band D	1,404	5.1%		1,379	-25	-1.8%
IDACI Primary Units Band C	1,821	6.6%		1,776	-45	-2.5%
IDACI Primary Units Band B	1,856	6.8%		1,821	-34	-1.9%
IDACI Primary Units Band A	660	2.4%		644	-16	-2.4%
EAL 3 Primary Units	990	3.6%		989	-2	-0.2%
Low attainment total Primary Units	8,987	32.8%		8,106	-880	-9.8%
<b>Secondary</b>						
NOR Secondary	17,845			18,291	446	2.5%
NOR KS3	10,964	61.4%		11,179	215	2.0%
NOR KS4	6,881	38.6%		7,112	231	3.4%
Secondary FSM Units	2,190	12.3%		2,516	326	14.9%
Secondary Ever 6 Units	3,785	21.2%		3,949	164	4.3%
IDACI Secondary Units Band G	12,856	72.0%		13,109	253	2.0%
IDACI Secondary Units Band F	1,130	6.3%		1,158	28	2.5%
IDACI Secondary Units Band E	655	3.7%		679	24	3.7%
IDACI Secondary Units Band D	845	4.7%		860	14	1.7%
IDACI Secondary Units Band C	995	5.6%		1,020	26	2.6%
IDACI Secondary Units Band B	1,049	5.9%		1,144	94	9.0%
IDACI Secondary Units Band A	315	1.8%		321	6	1.8%
EAL 3 Secondary Units	186	1.0%		178	-8	-4.2%

Low Attainment Secondary Units	3,696	20.7%	3,952	21.6%	256	6.9%
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## Appendix B

### Summary of funding by factor for each sector

Formula factor	2020-21				2019-20				Change £			
	Primary £000	Secondary £000	TOTAL £000	% of funding pre MFG	Primary £000	Secondary £000	TOTAL £000	% of funding pre MFG	Primary £000	Secondary £000	TOTAL £000	% of funding pre MFG
Basic Entitlement	80,731	78,926	159,657	75.30%	77,941	74,138	152,079	75.02%	2,790	4,788	7,577	0.28%
Total Deprivation	7,868	7,035	14,903	7.03%	7,466	6,418	13,884	6.85%	401	617	1,018	0.18%
<i>FSM</i>	1,858	1,136	2,994	20.09%	1,592	967	2,559	18.43%	266	169	436	1.66%
<i>FSM Ever6</i>	2,887	3,230	6,117	41.05%	2,818	2,982	5,800	41.77%	69	249	317	-0.73%
<i>IDACI</i>	3,123	2,668	5,792	38.86%	3,057	2,469	5,526	39.80%	67	199	266	-0.94%
Low Scorer	8,665	6,387	15,051	7.10%	9,716	5,955	15,670	7.73%	-1,051	432	-619	-0.63%
English as Additional Language	531	258	789	0.37%	512	259	771	0.38%	19	-1	18	-0.01%
Lump Sum	14,926	2,296	17,222	8.12%	14,351	2,208	16,559	8.17%	575	88	663	-0.05%
Sparsity	130	0	130	0.06%	121	0	121	0.06%	9	0	9	0.00%
Mobility	198	9	207	0.10%					198	9	207	0.10%
Split Site	25	47	72	0.03%	25	47	72	0.04%	0	0	0	0.00%
Estimated Rates	1,621	563	2,184	1.03%	1,621	563	2,184	1.08%	0	0	0	-0.05%
Private Finance Initiative	489	61	550	0.26%	489	61	550	0.27%	0	0	0	-0.01%
Exceptional Factors	20	68	88	0.04%	19	67	87	0.04%	0	1	2	0.00%
Minimum levels	470	703	1,172	0.55%	49	681	731	0.36%	420	21	442	0.19%
<b>Initial Formula Funded Budget</b>	<b>115,672</b>	<b>96,353</b>	<b>212,025</b>	<b>100.00%</b>	<b>112,310</b>	<b>90,397</b>	<b>202,707</b>	<b>100.0%</b>	<b>3,362</b>	<b>5,956</b>	<b>9,318</b>	<b>0.00%</b>
Minimum funding guarantee	302	260	562	0.3%	559	349	908	0.45%	-257	-89	-346	-0.18%
<b>Final School Budget</b>	<b>115,974</b>	<b>96,613</b>	<b>212,587</b>		<b>112,869</b>	<b>90,746</b>	<b>203,615</b>		<b>3,105</b>	<b>5,867</b>	<b>8,972</b>	<b>0.0%</b>

Please note, the table above does not include changes to rates, private finance initiative and split site factors which will be finalised for the formula submission. The table above matches the school level detail tabled at the meeting with £230k headroom remaining to amend the remaining factors as detailed in the budget setting report.

**Appendix C** 2019-2020 formula values used in Cheshire West and Chester (CW&C) against the funded NFF values and proposed CW&C formula values for 2020-2021

<b>Funding Factors</b>	<b>2019-2020 CW&amp;C formula values £</b>	<b>2020-2021 NFF formula values £</b>	<b>2020-2021 Proposed CW&amp;C formula values £</b>
Basic per-pupil funding			
Age Weighted Pupil Unit (AWPU): Primary	2,842	2,867	2,951
Age Weighted Pupil Unit (AWPU): Secondary – Key Stage 3	3,952	4,033	4,104
Age Weighted Pupil Unit (AWPU): Secondary – Key Stage4	4,477	4,578	4,649
Minimum per pupil funding level	Primary £3,500  Secondary £4,800	Primary £3,750  Secondary £5,000	Primary £3,750  Secondary £5,000
Additional needs funding			
Current Free School Meal (FSM) top up (Pupils currently claiming FSM at the last census): Primary	442	452	452
Current FSM top up (Pupils currently claiming FSM at the last census): Secondary	442	452	452
FSM6 (Any pupil that has ever claimed FSM in the past 6 years): Primary	542	562	562
FSM6 (Any pupil that has ever claimed FSM in the past 6 years): Secondary	788	818	818
Income Deprivation Affecting Children Index (IDACI) band F: Primary	200	211	211
IDACI band F: Secondary	291	301	301
IDACI band E: Primary	241	251	251
IDACI band E: Secondary	391	406	406
IDACI band D: Primary	361	376	376
IDACI band D: Secondary	517	537	537
IDACI band C: Primary	391	406	406
IDACI band C: Secondary	561	582	582

<b>Funding Factors</b>	<b>2019-2020 CW&amp;C formula values £</b>	<b>2020-2021 NFF formula values £</b>	<b>2020-2021 Proposed CW&amp;C formula values £</b>
IDACI band B: Primary	422	437	437
IDACI band B: Secondary	602	627	627
IDACI band A: Primary	577	602	602
IDACI band A: Secondary	813	843	843
Low prior attainment: Primary	1,081	1,069	1,069
Low prior attainment: Secondary	1,611	1,616	1,616
English as an additional language: Primary	517	537	537
English as an additional language: Secondary	1,390	1,445	1,445
Mobility: Primary		878	878
Mobility: Secondary		1,255	1,255
School led funding			
Lump sum: Primary	110,392	114,814	114,814
Lump sum: Secondary	110,392	114,814	114,814
Sparsity: Primary	25,089	26,094	26,094
Sparsity: Secondary	65,231	67,845	67,845
Premises			
Split Sites (criteria specified locally)	Applies to two schools	Outside of NFF	Criteria to be revised
Private Finance Initiative (PFI) (criteria specified locally)	Applies to 6 schools	Outside of NFF	Applies to 6 schools
Rates (to be funded based on actual charges)	Funded on actual charges	Outside of NFF	Funded on actual charges
Exceptional factors (criteria specified locally)	Applies to two schools	Outside of NFF	Applies to two schools

**Agenda item 6**

**Combined Budgets Expenditure**

**Purpose of the Report**

1. To propose and agree the allocation of the combined budgets element of the Dedicated Schools Grant (DSG) for 2020-2021 which also includes the former miscellaneous budget items.

**Recommendation**

2. That the Schools' Forum agrees the allocation and configuration of the combined budgets element of the DSG and the miscellaneous expenditure for the 2020-2021 financial year.

**Background**

**Combined Budgets**

3. Table 1 provides an outline of the proposed configuration for the combined budgets element of the DSG in the 2020-2021 financial year. The table reflects the budget proposals included at Agenda Item 4 following the reduction in protected funding for these historic commitments.
4. The DSG funding for these budgets is allocated to the Local Authority as a historic commitment within the Central Schools Services Block (CSSB). Funding for this element is being reduced by 20% in 2020-2021 as the ESFA reduce the level of protection over time as contracts and other commitments reach their end points.
5. From 2020-2021, the ESFA have started to reduce the historic commitments element of the CSSB where local authorities' expenditure has not reduced. This is so as not to maintain indefinitely significant differences in funding between local authorities which reflect historic decisions. Schools Forum should be aware that other funding would need to be identified to maintain these historic commitments, otherwise they would become chargeable activities to schools or cease.

Table 1

Service delivery area	Allocation in 2019-2020	Proposed allocation in 2020-2021	Purpose of the budget
Schools' contribution to the LSCB	£89,000	£89,000	Subscription for all schools towards the work and function of the Local Safeguarding Children's Board (LSCB)
School Improvement and Intervention Team	£551,000	£348,000	<p>This funds the School Intervention Team, including the team of Associate School Improvement Advisers. The small central team focuses on the co-ordination, deployment and quality assurance of a larger team of ASIAs. This larger team of ASIAs is not only ensuring that effective monitoring and challenge of schools is taking place but is contributing to the delivery of priorities for the Education Improvement Board (albeit funded by that board).</p> <p><b>DSG Budget to be reduced by £203,000. £153,000 of LA funding is to be allocated to this activity (subject to Council approval) so that the net reduction is £50,000.</b></p>
Raising the participation age and 14-19 support	£60,000	£60,000	To support schools and the LA to improve engagement and outcomes across the 14-19 age range. This includes the ongoing support for schools in the delivery of the 14-19(25) Strategy
Primary statutory national curriculum assessments	£20,000	£20,000	To deliver support for Primary National Assessments including moderation activities.
Total	£720,000	£517,000	

## Miscellaneous Budgets

6. The 2014-2015 Regulations re-instated the ability of the Schools' Forum to agree some funding against a miscellaneous budgets line. The total amount that can be allocated cannot exceed the level of this budget line in the 2012-2013 Section 251 statement. This figure was £115,000. This historic funding is now being removed and a reduced budget of £65,000 is proposed.
7. For the 2020-2021 year, it is proposed to allocate this funding as follows:

Table 2

FFT License	£30,000	To pay for the Fischer Family Trust (FFT) license for all schools (maintained and academies). This cost has increased by 4% from the previous year.
Support for Duke of Edinburgh Activities		To provide a centrally allocated resource to commission Edsential to deliver a Duke of Edinburgh programme across all schools in the borough. <b>£25,000 Funding to be removed/ replaced by school funding</b>
Commissioning Budget for the Cheshire West Education Improvement Board (CWEIB)	£35,000	To provide budget for the CWEIB to commission activity in line with the priorities agreed by the Board. <b>Reduced from £60,000. Activities to be supported from School Intervention budget subject to priorities</b>
Total	£65,000	

**Agenda Item 7**

**Dedicated Schools Grant (DSG) 2019-2020 Forecast Outturn at Third Review**

**Purpose of the Report**

1. The purpose of the report is to provide an update on the financial forecast outturn position for 2019-2020 for centrally held DSG as reported at the Third Review. This is based on the position at November 2019.

**Recommendations**

2. The Forum is asked to note the Third Review position on the DSG.

**Forecast Outturn**

3. The forecast outturn position for the centrally held DSG is a net overspend of £0.672m. This is significantly improved from the forecast overspend position of £1.239m reported at Second Review due to updated costs for post 16 high needs students having now been confirmed for the new academic year.
4. The net forecast position includes the following key variances:-
  - The overspend is mainly due to increasing demands against the high needs funding block of £0.4m. There is an increase in the numbers of pupils accessing additional support which is forecasting to overspend by £0.783m, Of this: £0.075m relates to alternative provision, £0.649m on top up funding and £0.1m on personal budgets. Additionally there are increased forecast costs for placements at Independent and Non Maintained Special Schools of £0.388m. These pressures have been partially offset by lower than budgeted growth in post 16 high needs students in further and specialist provision for the new academic year (underspend £0.771m).
  - In the Schools block of the funding, there is a pressure of £0.260m arising from rates revaluations for new and expanding school buildings.
  - Across the service, staffing and other non pay budget are forecast to overspend by £0.026m.
  - The de-delegated schools budget, which is traditionally ring-fenced to maintained schools, is forecast to be slightly underspent by £0.014m.
5. Officers will continue to monitor the financial position and seek ways to mitigate the forecast overspend across all areas of the DSG, but Schools Forum should note that, in the first instance, the overspend will be a call on the unapplied DSG carry forward from 2018-2019. In addition, the future year impact of any ongoing budget pressure arising this year will also need to be factored into the 2020-2021 budget.

## **Next Steps**

6. To report the final DSG outturn position to Schools Forum in July 2020 and include budget pressures and savings in the 2020-2021 DSG budget setting proposals.

**Cheshire West and Chester  
Schools Forum  
14 January 2020**

**Agenda Item 9**

**Schedule of meetings 2019-2020**

**Schools Forum** – all meetings 4.30pm – 6.30pm (refreshments at 4pm) unless otherwise stated.

<b>Date</b>	<b>Venue</b>	<b>Provisional agenda</b>
Tuesday 11 February 2020	Queen's Park High School	<ul style="list-style-type: none"> <li>• Early Years funding formula for February submission</li> <li>• Special Educational Needs (SEN) Funding for Mainstream and Special Schools – Funding from the High Needs Block 2020-2021</li> <li>• Central Spend budgets 2020-2021</li> <li>• Basic needs capital programme</li> </ul>
Tuesday 7 July 2020	Queen's Park High School	<ul style="list-style-type: none"> <li>• School funding arrangements –national data comparison 2020-2021</li> <li>• School funding arrangements for 2021-2022</li> <li>• Directed revisions to schemes for financing schools</li> <li>• DSG 2019-2020 outturn</li> <li>• Financial year 2019-2020 analysis of schools balances (including Academies)</li> <li>• Annual review of Schools Forum membership, constitution and terms of reference</li> </ul>

**Schools Forum finance sub group** – all meetings 2pm – 4pm unless otherwise stated

<b>Date</b>	<b>Venue</b>
Tuesday 21 January 2020	Nicholas House G2
Tuesday 16 June 2020	Nicholas House G2