

Criteria for High Needs Funding Applications

DfE HNF Operational Guidance 2016 - 2017

High Needs Funding is for pupils aged 5 to 18 (inclusive of students who turn 19 on or after 31 August in the academic year in which they study) with high levels of SEND in maintained schools and academies. Most, but not all, of these pupils will have either statements of SEN or EHC plans. *DfE HNF Operational Guidance 2016 2017*

Top-up funding can reflect both the needs of the individual and the cost of meeting those needs. *DfE HNF Operational Guidance 2016 2017*

Criteria

- The pupil will have an EHCP or be SEN Support with severe and complex needs.
- The pupil will be on the school roll and in full time attendance.
- The school will have identified the pupil's SEN needs with the support of external professionals.
- The school will have fully utilised their normally available resources to address the needs of the pupil.
- The pupil's provision to meet their SEN Outcomes will be in line with the Personalised/ Individualised Learning descriptors in the KCC Mainstream Core Standards.
- The school will have sought advice and further guidance from the district offer of support through LIFT as part of the 'assess, plan, do & review' cycle.
- Recommendations from professionals will have been implemented and evaluated to evidence an increasingly personalised provision.
- Training relevant to the need type of the pupil will have been undertaken by the school and suitably implemented within the last two years.

Evidence

Schools will be expected to provide the following evidence;

- Reports that identify the SEN needs of the pupil.
- Evidence of the use of the district offer eg. LIFT outcome sheet.
- Previous two personalised /provision plans that show the implementation of recommendations from professionals and the 'assess, plan, do and review' cycle. (For new pupils; transition plan and last reviewed plan from the last educational provider).
- School provision map.
- Present costed provision plan.
- Risk assessment (if appropriate).
- Signed parental consent form.

Staffing Not Eligible for Funding

- Teaching assistants (TAs) supporting in any adult:child ratio, during a teacher led class based lesson. This would be considered differentiated teaching.
- TAs helping pupils in the classroom to develop essential skills underpinning learning, such as;
 - Self-scaffolding: encouraging pupils to ask themselves questions that help them get better at managing their learning.
 - Checking learning objectives are written in books.
 - Refocusing pupils.
 - Checking pupils understand what they need to do, what they will learn and what outcome is expected by the end of the session.
 - Ensuring relevant learning materials and equipment are out/ available for the lesson.
 - Encouraging responses from target pupils.
 - Emphasising key vocabulary; recording key words.
 - Rephrasing or adapting language.
 - Scribing or reading for pupils.
 - The use of visual supports like visual timetables, task management boards or choices boards.
 - Observing and noting learning difficulties/ achievements and feeding back to the teacher.
 - Encouraging pupils to reflect on their learning.
 - Prompting recall and use of relevant strategies.
 - Ensuring pupils understand homework and it is written in planners.
 - Providing feedback on any misconceptions, difficulties, etc; issues with behaviour for learning.
- TAs facilitating general positive peer group interactions in the classroom or playground, when there are social communication weaknesses.
- A teacher working with an individual child or group of children with SEN during a whole class lesson. This is considered part of a normal differentiated curriculum.
- Lesson planning between the teacher and TA to provide a differentiated approach.
- Preparation of resources and materials. (Except highly specialist materials like Braille).
- An adult supporting the class teacher for containment of disruptive behaviour.
- The time for the SenCo to undertake anything that would be considered part of the role of a SenCo e.g. arranging and holding review and Annual Review meetings, meetings with external professionals or attending LIFT meetings.
- Staffing of school trips.

Staffing Eligible for Funding

if the Total Provision Required Exceeds the Nationally Prescribed Threshold of £6,000

- The staff time required to deliver in the classroom, a specific and entirely personalised evidenced based learning intervention that is planned and monitored by the class teacher. This mustn't be a differentiated task but a bespoke curriculum.
- The staff time required to provide personal care that, as far as possible, has a focus on supporting the child's independence.
- Staff time to provide supervision when there is an identified risk (risk assessment must have been completed) that the pupil will remove themselves from the classroom/school and would be unsafe. There must be **clear strategies/interventions** for supporting de-escalation and developing emotional regulation and engagement in learning. This will also support the development of identified Outcomes and have clear targets which have been agreed with the parents and pupil. (behaviour management is still the responsibility of the class teacher).
- Adult time to facilitate/model positive peer group interactions as part of an identified structured approach/ programme when there is a risk of inappropriate or aggressive behaviour (risk assessment would have been completed).
- TA supporting the use of augmentative, assistive communication systems Eg. Braille, BSL, PECs or any other equipment provided by the Communication Assistive Technology team (CAT).
- The staff time required to deliver a time limited, small group and evidenced based learning intervention, which is planned and monitored by the class teacher/ SENCo. The intervention will be to address an identified SEN Outcome for each pupil and there will be clear targets.
- The staff time required to deliver a bespoke programme or therapy, that has been advised and is overseen by a therapist.

Not Eligible for Funding

- Physical adjustments to the environment.
- Services that can be accessed free via KCC or the NHS.
- Alternative curriculum part-placements unless identified on an EHCP and agreed by KCC (Subcontracting regulations state that pupils must be in school at least one day per week).
- Pupil Referral Unit (PRU) placements.
- ICT equipment. (Highly specialist equipment will be assessed and provided by the Kent CAT team or Sensory service).
- Supportive software that provides an alternative method of recording.
- Specialist equipment recommended by health professionals. (Therapists can request equipment from the Kent Health/ Education Equipment Panel and equipment will either be purchased by them or via the equipment recycling store).
- Any assessments required to identify need.