



Nottinghamshire
County Council

Education Standards and Inclusion

Arrangements for accessing top-up funding for pupils with
special educational needs and disabilities in
Nottinghamshire mainstream schools

2014-15

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1. INTRODUCTION

- 1.1 A fundamental principle of the Education Act 1996, reinforced by the Special Educational Needs and Disability Act 2001, is that the special educational needs (SEN) of children will normally be met in mainstream schools or settings wherever possible. The statutory guidance for Local Authorities (LAs) and schools, set out in the SEN Code of Practice, reflects this.
- 1.2 This booklet explains the arrangements regarding access to top-up funding for pupils with special educational needs and disabilities (SEND) in mainstream schools. These arrangements reflect national school funding reforms, which became effective from April 2013.
- 1.3 The implementation of the national school funding reforms was underpinned by locally-established principles, which include the need to:
- keep it simple
 - ensure transparency
 - maintain SEN networks and family structures
 - aim to fund all providers on an equitable basis
 - align pre- and post-16 funding for high needs pupils
 - ensure that the system is responsive to need and allows for funding to follow the pupil
 - retain sufficient flexibility to refine arrangements over time
- 1.4 The arrangements are intended to:
- continue to operate within the current family of schools structure
 - continue to provide arrangements for identification of high needs pupils, allocation of funding and moderation of funding allocations
 - prevent unnecessary escalation to expensive higher tiers of funding by retaining the principles of gates and gatekeepers, i.e. moderation through families and the High Level Needs processes
 - encourage innovative ways of utilising financial resources
 - operate alongside the pupil premium allocation and allocations made by partnerships of schools
 - be robust, transparent and easily understood by schools
- 1.5 Our priority in relation to financial resources is to ensure effective targeting in order to meet the needs of children and young people with the most complex needs and those in the areas of greatest deprivation, and to ensure that these resources are subject to appropriate monitoring and accountability arrangements.

Achieving this objective will involve:

- improving the capacity to develop flexible approaches to the commissioning of specialist provision
- improving monitoring and accountability arrangements for SEND resources
- monitoring and moderating the ways in which High Level Needs (HLN) and Additional Family Needs (AFN) monies are allocated in order to ensure that these funds are targeted towards those with the most complex needs and living in areas of highest deprivation

2. STRUCTURE OF FUNDING ARRANGEMENTS

2.1 Schools will receive funding allocations based on three elements of funding:

Place Funding

- **Element 1 – Core Educational Funding.** Schools will receive core funding for all learners.
- **Element 2 – Additional Support Funding.** Schools will receive delegated funding to meet the first level of a learner’s additional support needs

High Needs Block (Place Plus funding)

- **Element 3 – Top-up funding.** This funding element is learner- specific and is located in the High Needs Block, which the Local Authority administers centrally. The High Needs Block delivers a range of services and provision for children and young people with SEND. Included within this Block is funding that the Authority allocates to schools in order to top-up funding for individual pupils. This guidance booklet describes the arrangements by which schools can access this funding

2.2 These three elements of funding are summarised in the diagram below:

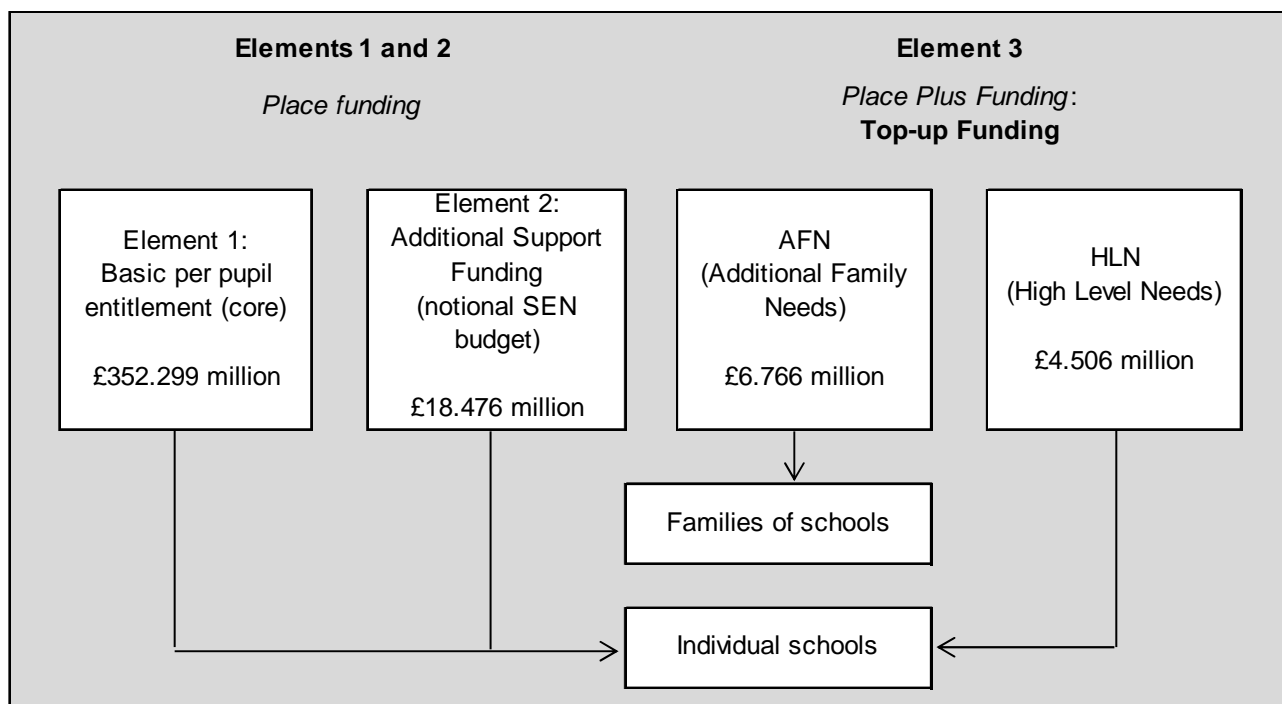
Element 3	Top-up funding (AFN, FNF, HLN)	↑ £20,000 ↓ £0	Place Plus Funding (administered centrally by the LA)
Element 2	Additional Support Funding (notional SEN budget)	↑ notional ↓ £6,000	Place Funding (delegated to schools)
Element 1	Basic per pupil entitlement (core)	↑	

2.3 Information to assist schools and Families in identifying the appropriate funding element for individual pupils can be found in:

- Paragraphs 3.1 - 3.2: Place Funding (elements 1 and 2)
 - Paragraphs 4.3 – 4.5: Additional Family Needs (AFN)
 - Paragraphs 4.9 – 4.11: Family Network Funding (FNF)
 - Paragraph 4.17 – 4.18: High Level Needs (HLN)
- } element 3

More detailed funding descriptors, based on categories of need, can also be found in *Appendix 2* of this booklet.

2.4 The diagram below provides an overview of the amount available via each funding stream to support pupils’ inclusion and attainment in financial year 2014-15.



3. PLACE FUNDING (ELEMENTS 1 AND 2)

3.1 Schools will receive **Core Educational Funding (Element 1)** for all learners. The amount that each school receives will be determined by the type of setting, the age of the learner and their programme of study. It is intended that this element should fund:

- a curriculum that is appropriately organised to address the learning needs of all children and young people; and
- the cost of the school SENCO and the time required to undertake their duties.

3.2 Schools will continue to receive a clearly identified, notional SEN budget as part of their delegated budget. This element, **Additional Support Funding (Element 2)**, will be provided by the maintaining Local Authority for maintained schools or the Education Funding Agency (EFA) for academies. It is intended that this element will, together with the Core Educational Funding (Element 1), be used to support the majority of pupils who face moderate barriers to their learning.

4. PLACE PLUS OR 'TOP-UP' FUNDING (ELEMENT 3)

4.1 A pupil's level of funding can be supplemented by a 'top-up' from the Place Plus funding element. Top-up funding allocations are based on the level of an individual pupil's needs

4.2. In mainstream settings, top-up allocations are distributed via the existing **Additional Family Needs (AFN)** and **High Level Needs (HLN)** funding mechanisms. Top-up funding comprises 6 levels as shown below:

Level	6	Top-up funding, levels 4-6 (HLN)	High (HLN 3)	£19,976
	5		Medium (HLN 2)	£15,979
	4		Low (HLN 1)	£10,987
Level	3	Top-up funding, levels 1-3 (AFN)	High	£6,000 - £8,000
	2		Medium	£4,000 - £6,000
	1		Low	£2,000 - £4,000

Top-up levels 1 – 3: ADDITIONAL FAMILY NEEDS (AFN)

- 4.3 This is intended to provide additional, individually-targeted support for pupils with a range of special educational needs that are more complex than those typically met via the Place Funding (elements 1 and 2) that is already available to schools.
- 4.4. AFN resources are intended to support the cost of provision that is regularly made in addition to that available through Core Educational Funding (Element 1) and Additional Support Funding (Element 2), such as:

- structured learning opportunities in small groups
- teacher or teaching assistant support to address individual targets
- opportunities for peer support and interaction; and/or
- support for equal access to break, lunchtime activities, out-of-hours learning and other opportunities

These arrangements will be made:

- within the classroom/setting
- through limited periods of withdrawal; and/or
- through out-of-hours learning opportunities

- 4.5 Prior to any family's decision to allocate AFN funding, a school would first be expected to demonstrate how it has spent £6,000 (or pro-rata) on targeted SEN support for the individual pupil.
- 4.6 Family resources may also be used to address the special educational needs of pupils accessing mainstream sixth form provision, or pupils over 16 years of age whose school leaving date has been deferred by one year or more.
- 4.7 Decisions on how Family resources are allocated to each school are made by the Family itself. Each individual school (in practice the head teacher and SENCO) will then determine the practical arrangements for the use of these resources within school. Funds are likely to be combined to secure value for money and to facilitate inclusive arrangements. AFN resources are treated as devolved expenditure.
- 4.8 Applications for AFN resources should be made on the standard proforma (AFN/HLN), which may be downloaded from Wired. The published indicators for AFN funding should be considered prior to completing a submission and admissible supporting evidence should be attached as required.

Top-up levels 1 – 3: FAMILY NETWORK FUNDING (FNF)

4.9 Additionally, there is a budget of **£1,117,029** to provide Families with ‘Family Network Funding (FNF)’. This is meant to simplify the additional funding available for a range of responses to SEND, and can be used to address the following:

- SEN training and development
- management and co-ordination time for the Family SENCO (equivalent to 18 half days)
- providing support for pupils with complex needs in mainstream settings during transition

4.10 However, families of schools, or clusters of families of schools, may use their combined funds to enhance the role of the Family SENCO and to develop their family networks. This may include:

- funding increased Family SENCO time
- development of cluster networks
- training events
- development of a Lead SEN Teacher role

4.11 FNF also provides a contingency element for unpredicted admissions and changes in need, and provides additional flexibility in resourcing pupils with more complex SEN.

4.12 Families of schools should moderate requests for FNF alongside AFN bids and distribute the money accordingly (see paragraphs 4.7 – 4.8 of this booklet). Families should retain copies of moderation and virement request documentation, for monitoring and accountability purposes.

Academies and AFN / FNF

4.13 Families which include academies will continue to receive Additional Family Needs (AFN) funding and Family Network Funding (FNF). In order to ensure equitable distribution of funds within Families of schools, the local authority will continue to moderate Family funding allocations within both schools and academies.

4.14 Should an academy choose to opt out of the scheme, the family allocation will be adjusted accordingly in line with the remaining pupil numbers and the academy will not be entitled to apply for AFN / FNF funding from that family.

Real-time movement of AFN / FNF

4.15 Unlike High Level Needs funding, allocations from AFN and FNF do not ‘follow’ individual pupils who move between schools and/or families. When consulted, schools supported this position. Families will therefore need to retain a contingency for in-year movements and absorb the cost of any new pupils transferring from another family. Family SEN budgets will then need to be adjusted in the following financial year to take account of the change in pupil numbers.

School Behaviour Partnerships

- 4.16 As part of the implementation of Nottinghamshire's strategy for children and young people with social, emotional and behavioural difficulties (SEBD) - entitled '5 steps to collective responsibility' - resources are progressively being devolved to partnerships of schools, subject to a memorandum of understanding.

These resources are available to partnerships in order to enable them to develop a range of local provision, including making arrangements through alternative providers where appropriate.

For the 2014-15 financial year, a total of £3.5 million has been devolved to primary and secondary partnerships for this purpose. These resources form part of the range of funding for pupils with challenging behaviour that also includes resources available to schools and families, and via the High Level Needs (HLN) panel.

It is intended that schools should seek an allocation of resources from the relevant partnership prior to submitting a request for HLN funding.

Top-up levels 1 – 3: HIGH LEVEL NEEDS (HLN)

- 4.17 This resource is the smallest element of the overall funding structure. Around 400 pupils typically benefit from additional support through this funding block. Such pupils will have exceptionally complex and enduring SEN. When an HLN allocation is made, the family of schools would usually return to its own budget any existing AFN or FNF allocations it had made for the pupil. However, it is up to the family to determine how best to allocate its own resources: an HLN funding allocation does not preclude the continuation of AFN or FNF funding.

HLN resources form part of the continuum of funding allocations and are intended to meet the additional costs of sustained access to different arrangements for addressing barriers to learning including:

- daily structured small group work
- significant levels of regular teaching and/or support of a teaching assistant to address individual targets
- additional support required to ensure an integrated learning experience within a whole-class setting; and
- support to ensure equal access to break and lunchtime interaction and activities and out-of-hours learning and other opportunities

These arrangements will be made:

- within the classroom/setting
- through some periods of withdrawal/small group teaching; and
- through out-of-hours learning opportunities

- 4.18 Pupils with needs of this complexity are not distributed evenly within or between schools. It is, therefore, difficult to resource their additional needs through a recurrent funding methodology. Because of this, resources are allocated through a High Level Needs Panel made up of Family SENCOs and head teachers who represent each phase of education. LA officers also attend to support the work of the panel and bring particular skills to the discussion.
- 4.19 **Applications:** Applications for HLN resources must be made through Families and be countersigned by the Family SENCO. This is to ensure that they are moderated locally and that the evidence required to support an application is available and is likely to meet the published indicators for HLN. Applications should be made on the Additional Family Needs and High Level Needs submission proforma (AFN/HLN) which may be downloaded from *Wired*. Supporting evidence should be attached as required. Please note, however, that schools will not be expected to send in reports that are already available to the LA.
- 4.20 **Families:** Families are asked to ensure that:
- individual school submissions are moderated against current descriptors of need
 - only submissions supported by the Family after moderation are forwarded to the LA's SEND Strategy, Planning and Commissioning Team in Children, Families and Cultural Services at County Hall, for consideration by the High Level Needs Panel
 - a contingency is retained in the Family SEN budget pending the decision of the High Level Needs Panel. This is to ensure that pupils with complex needs that do not meet the HLN criteria do not fall between the two funding streams
 - pupils who are allocated HLN funding continue to be discussed at each Family moderation meeting, in order to ensure that the resources allocated to meet their needs remain at the correct level and that Family SENCO agreement is in place prior to future HLN resubmissions (see paragraph 4.24)
- 4.21 **Resources:** Resources allocated through the High Level Needs Panel are treated as devolved cash sums and it is for head teachers and SENCOs to manage the funding within their schools, to ensure that the barriers to learning experienced by targeted pupils are addressed.
- 4.22 **Stability:** Once identified, pupils with high level needs are likely to continue to require some level of additional support for a significant period of time. The HLN Panel will seek to ensure maximum stability in funding by granting allocations for specified periods, such as a pupil's key stage or an academic year. **Please note** that on occasions – for example, in the case of very young children, new admissions or pupils whose support arrangements are likely to be subject to imminent and/or regular changes - the panel may make an allocation for a much shorter period to support an initial placement pending review.
- 4.23 **Transition to secondary:** new HLN allocations made in Year 6 will automatically transfer to the receiving secondary school and will normally be subject to review by the following May.
- 4.24 **Resubmissions:** HLN funding is usually agreed for a fixed period, which will be notified to schools at the time of its allocation. Schools and Families should plan to submit a further application towards the end of this period, although the SEND Policy and Provision team will issue written reminders to schools during the preceding term. HLN funding will cease automatically unless, as requested, schools resubmit an application to the specified panel.

The HLN Resubmission Panel, whose membership is identical to that of the main HLN panel, will consider these applications.

- 4.25 HLN may also be used to address the special educational needs of pupils accessing mainstream sixth form provision, or pupils over 16 years of age whose school leaving date has been deferred by one or more years.
- 4.26 **Notification of panel decisions:** Schools will be notified in writing of panel decisions within 10 working days of the date on which a case is considered. A standard letter is used to provide schools and Families with information about the decision and the reasons for it.
- 4.27 **Requests for increases to existing HLN funding allocations:** These should be treated as equivalent to new applications and should therefore be submitted for consideration by the next available main HLN panel, rather than the resubmission panel.
- 4.28 **Appeals:** Every effort will be made by the panel to ensure that decisions are fair and have been reached in accordance with the published descriptors and the available evidence. However, it is recognised that there may be some occasions when a head teacher does not agree with a decision. In such circumstances head teachers may appeal against a panel decision. Requests must be made through, and with the support of, Families.

Appeals will be considered by a small, second and independent panel consisting of at least a senior LA officer, a head teacher and a SENCO.

- 4.29 **Exceptions:** There will be occasions when an HLN resource decision has to be made outside the normal panel arrangements. These may arise in the following circumstances:
- A pupil with high level needs arrives from another LA
 - There is a sudden accident or unexpected deterioration in a child's health or well-being; or
 - An order is made by the SEN and Disability Tribunal

Exceptional, interim decisions will be made by the Group Manager, SEND Policy and Provision / Chair of the High Level Needs Panel, having regard to current descriptors of need. Exceptional allocations may be made for a fixed period only and will require consideration in due course by the main HLN panel.

Adjustments to school budget shares

- 4.30 Where resources are allocated to support individually-named pupils through AFN or HLN funding streams:
- they will be available to schools from the **start of the term following the High Level Needs Panel or Family moderation** decision

When the High Level Needs Panel or Family discontinues or adjusts an allocation:

- the existing level of resources will be left in place **until the end of the term following the High Level Needs Panel or Family** decision

When a pupil benefiting from AFN or HLN resources leaves a school, other than through planned transition:

- resources will be discontinued after **one month**. Schools must notify the LA's SEND Strategy, Planning and Commissioning Team **as soon as they become aware that the pupil is leaving**

When a pupil with allocated AFN or HLN funding does not take up his or her placement:

- resources will be discontinued after **one month**. Schools must notify the LA's SEND Strategy, Planning and Commissioning Team **immediately** if this occurs

4.31 Where appropriate, school budget shares will be adjusted as soon as possible and in arrears to reflect both new allocations and those that are discontinued.

5. RECOUPMENT OF COSTS FOR PUPILS BELONGING TO OTHER LOCAL AUTHORITIES

5.1 Pupils who belong to other Local Authorities are eligible to receive top-up funding allocations (AFN, FNF and HLN) in Nottinghamshire schools, provided they meet the relevant criteria / funding descriptors. These pupils may live in another LA's area or may be looked after by another LA but live in Nottinghamshire. Nottinghamshire LA may then recoup from the responsible Authority the top-up funding amount allocated for these pupils.

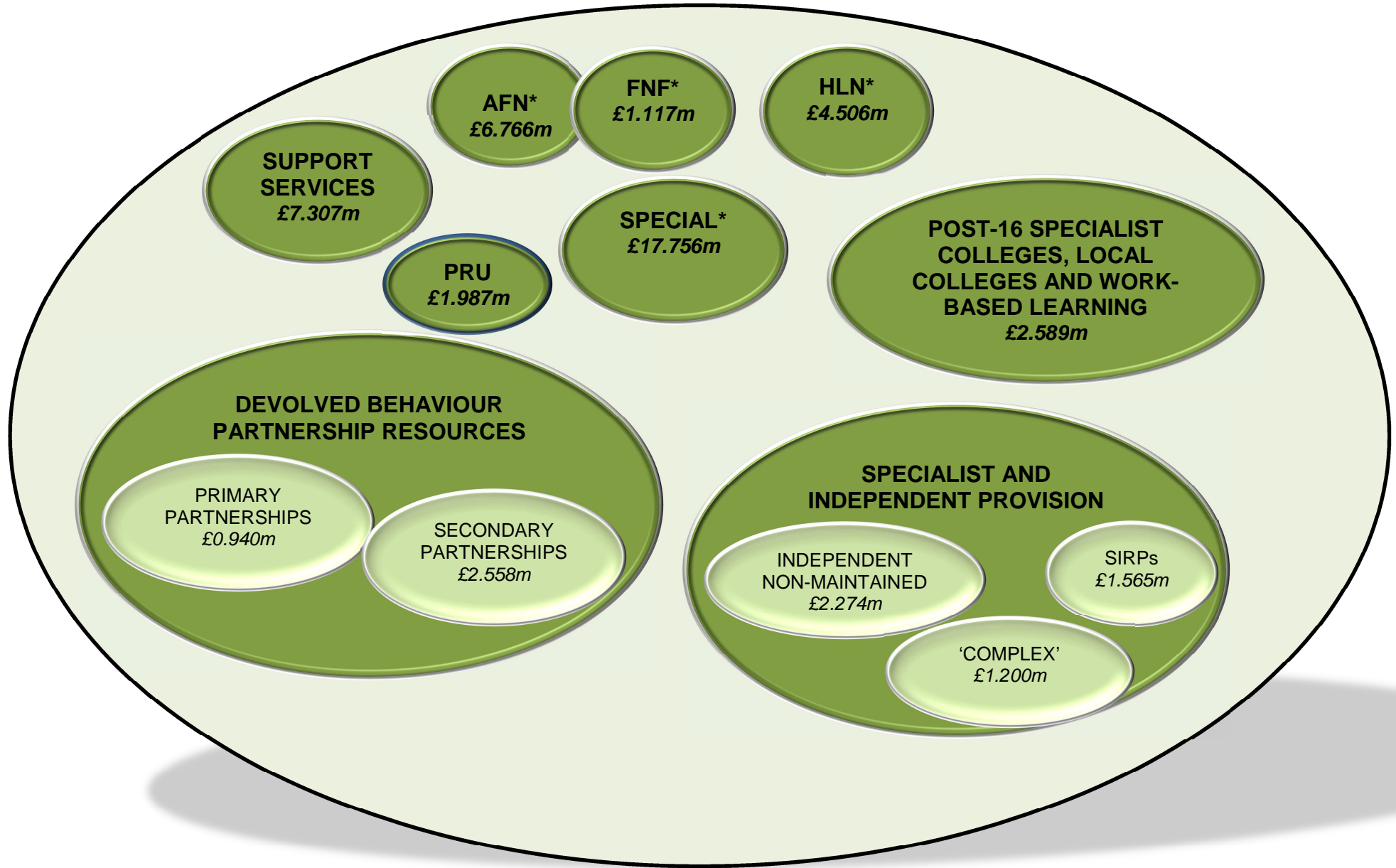
5.2 Following consultation with schools, it has been agreed that Nottinghamshire LA will continue to undertake all recoupment of these costs on their behalf, free of charge. Schools and families will therefore need to identify clearly pupils who belong to other Authorities, so that Nottinghamshire is able to recoup the full costs of top-up funding. Schools and families should therefore provide this information on the relevant sections of Nottinghamshire's funding documents, including:

- Family SEN Budget virement request forms *FAM A* and *FAM B*
- AFN / HLN submission forms

6. RESOURCES RETAINED CENTRALLY BY THE LA

6.1 The High Needs Block comprises centrally-retained funding elements relating to a range of services and provision. This is in line with the Government's school funding reforms. These elements are illustrated in *Appendix 1* of this booklet.

key components of the HIGH NEED FUNDING BLOCK 2014-15



*incorporates some post-16 provision

Appendix 2

Indicators / Descriptors

These indicators and the 'best fit' chart overleaf are to help schools, Families and the High Level Needs Panel to determine the appropriate resource arrangements in mainstream settings for individual children and young people with additional and special educational needs.

Please note that:

- they are cumulative - the AFN indicators, for example, assume that indicators relating to Core Educational Funding and Additional Support Funding have already been met
- and
- the High Level Needs Panel may allocate variable amounts of additional resource depending upon assessed need. The column *TOP-UP funding level 6 (HLN 3)* provides a set of indicators for pupils that are likely to be supported by the highest level of individually-assigned resources

ANXIETY-RELATED NEEDS (Causes may include bullying, health difficulties, attachment disorders, ASD)

Key theme	CORE elements 1 and 2 (place funding)	TOP-UP funding levels 1 – 3 (AFN)	TOP-UP funding level 4 (HLN 1)
Pupil participation and responses to education	My anxiety means that I am absent from school 50% or more of the time. My ability to participate and progress in learning is less than I and others would reasonably expect	My extreme and persistent anxiety limits my ability to engage in classroom provision, and means that this can only happen infrequently or for a limited period	My anxiety means that I feel unable to participate in formal education, and it seriously inhibits my participation in social and family life
Social interaction	My anxiety means that I need significant levels of adult support throughout the day to help me to make and maintain relationships. Without this support I become socially isolated	My anxiety makes it extremely difficult for to make and maintain relationships, so I am frequently socially isolated and feel vulnerable. Even with extensive adult support to help me to engage, my behaviour can be perceived as challenging on more than one occasion each day	My anxiety means there is little evidence that I have positive social relationships in any setting. This can make me extremely socially isolated, vulnerable and disengaged. Even with close adult support, there is a significant risk that I may harm myself and others
Interventions	My anxiety means that at various times during the school day I need a key adult to anticipate events that I may find stressful, and to help me to respond to them. This support may include working in a group or 1:1, and requires regular participation from my parents/ carers	My anxiety affects all aspects of my life, so I need on-going multi-agency involvement which is co-ordinated by my school. I need a personalised daily programme, which is regularly reviewed, to support my inclusion in education	Despite multi-agency involvement, my anxiety is such that I need the support I receive to be responsive and spontaneous; the support I receive needs to adapt on a moment-by-moment basis
Communication	Without familiar and consistent adult support, my anxiety seriously limits my ability to understand and communicate my experiences in school, including learning	Even with familiar and consistent adult support, my anxiety seriously limits my ability to understand and communicate my experiences, including learning	My anxiety means that I am unable to understand and communicate any of my experiences
Emotional health and wellbeing	Without familiar and consistent adult support, my anxiety limits significantly my ability to recognise and manage my emotional responses	My mood is frequently very low, which affects my self-esteem and limits my ability to engage. My anxiety significantly disrupts my sleep and eating patterns. The ways in which I manage my anxiety significantly affects my ability to engage in everyday life, including my family life	My anxiety is so overwhelming that it affects my whole life, and makes it hard for me to function
Response to change	My anxiety is such that I need individual support, preparation and rehearsal to help me to manage change in everyday school routines	Even with detailed preparation and rehearsal I am unlikely to cope with change, and this often results in me showing an extreme response	My aversion to change is such that I am unable even to discuss it

BEHAVIOURAL, EMOTIONAL AND SOCIAL DEVELOPMENT NEEDS, including exceptional, complex circumstances

Key theme	CORE elements 1 and 2 (place funding)	TOP-UP funding levels 1 – 3 (AFN)	TOP-UP funding level 4 (HLN 1)	TOP-UP funding level 6 (HLN 3)
Pupil participation in education	Some BESD inhibit participation, understanding and contribution to activities and learning in the classroom, which results in limited progress in many areas.	Frequent BESD inhibit regular participation, understanding and contribution to activities and learning in the classroom which results in very limited progress in most areas.	Persistent BESD inhibit most participation, understanding and contribution to activities and learning in the classroom, which results in extremely limited progress in all areas.	BESD inhibiting any participation, understanding and contribution to activities in the classroom. BESD is barrier to all learning.
Pupil response to education	Some unpredictable responses to learning tasks, resulting in periods of uncooperative behaviour and/or emotional withdrawal.	Frequent unpredictable responses to learning tasks, resulting in periods of uncooperative behaviour and/or emotional withdrawal.	Persistent extreme responses, resulting in prolonged periods of uncooperative behaviour and/or emotional withdrawal.	Extreme responses, leading to inability to engage with any formal learning situations.
Impact on self and others	Some behaviour which may be injurious or endanger others.	Frequent behaviours which may be injurious or endanger others, resulting in some social isolation and rejection.	Repeated extreme behaviours which are injurious or endanger others. High level of rejection and social isolation.	Behaviours result in significant risk of harm to self and others, even with close adult support, leading to extreme social isolation, vulnerability and disengagement.
Social interaction	Some difficulties in making and maintaining friendships and relationships.	Significant difficulties in making and maintaining appropriate relationships.	Extreme difficulties in making and maintaining relationships, resulting in frequent social isolation and vulnerability, with some disengagement.	Little evidence of positive social relationships, resulting in extreme social isolation, vulnerability and disengagement.
Emotional health and wellbeing	Some periods of disruption to social and emotional wellbeing, resulting in an impact on learning.	Frequent disruption to social and emotional wellbeing, resulting in regular impact on learning.	Extreme and persistent disruption to social and emotional wellbeing, resulting in extreme unhappiness/ stress. Possible prolonged periods of absence/disengagement.	Complete disruption to social and emotional state, leading to extreme isolation and disengagement.
Intervention	Some modification of teaching styles. Increasing incidents of disruption/ disaffection are experienced despite the provision of an appropriate curriculum and the strengthening of other classroom/setting strategies.	Significant modification of teaching styles and an individualised curriculum in some areas are in place. Teaching and learning is disrupted frequently.	Teaching and learning is persistently disrupted despite an individualised curriculum being provided for most of the time.	A highly individualised programme is required.
Exceptional, complex circumstances	Alternative provision for BESD is unlikely to be applicable for pupils matching the descriptors for ASN and AFN.		Exceptional safeguarding evidence demonstrates a potential risk of significant harm as a consequence of BESD / mental / physical health issues not previously supported through SEN procedures.	Exceptional safeguarding evidence demonstrates a potential risk of significant harm as a consequence of BESD / mental / physical health issues not previously supported through SEN procedures, which cannot currently be managed in a mainstream setting.

COGNITION AND LEARNING NEEDS

Key theme	CORE elements 1 and 2 (place funding)	TOP-UP funding levels 1 – 3 (AFN)	TOP-UP funding level 4 (HLN 1)	TOP-UP funding level 6 (HLN 3)
Cognitive development, attainment and progress	Attainment is at lower level than majority of peers even with some additional support. Progress is at slower rate than majority of peers.	Attainment is significantly lower than majority of peers – gaps in comparative attainment levels increasing. This is likely to be P5-P8 by the end of KS 2 and L2 at KS 4. Slow progress, even with significant and increasing levels of intervention.	There is very little and very slow progress, even with high levels of intervention. Progress demonstrated through Portage/PIVATS.	Progress is minimal or regressive even with high levels of intervention.
Motor skills	Some delay in fine and gross motor skills.	Significant delay in fine and gross motor skills, requiring some adult intervention.	Extreme delay in fine and gross motor skills, requiring extensive adult intervention.	Motor skills at a level that prevents access to the curriculum without high levels of adult support.
Communication and participation	Some language and communication difficulties.	Significant communication difficulties inhibit regular participation, understanding and contribution to activities in classroom/setting.	Extreme communication difficulties seriously inhibit participation, understanding and contribution to activities in classroom/setting.	Extreme communication difficulties preclude participation, understanding and contribution to activities in the majority of settings.
Self-help skills	May need some additional support to develop independence in organisational skills and personal care needs.	Requires significant additional input to develop age-appropriate independence skills for daily living and personal care needs.	Requires extensive additional input to develop age-appropriate independence skills for daily living and personal care needs.	Totally dependent on adult for daily living and personal care needs.
Curriculum access/pupil participation	Some difficulties with concentration and retention even with some intervention and curriculum modification. Limited ability to transfer skills and knowledge.	Significant difficulties with concentration and retention requiring adult intervention and curriculum modification. Little evidence of skill and knowledge transfer.	Requires extensive adult support and a highly adapted curriculum.	Totally dependent on adult support and requires an individualised curriculum.
Social development	Some difficulties in making and maintaining friendships and relationships.	Significant difficulties in making and maintaining friendships and relationships.	Extreme difficulties in making and maintaining friendships and relationships, resulting in frequent social isolation vulnerability, with some disengagement.	Little evidence of positive social relationships, resulting in extreme social isolation, vulnerability and disengagement.

COMMUNICATION AND INTERACTION NEEDS

Key theme	CORE elements 1 and 2 (place funding)	TOP-UP funding levels 1 – 3 (AFN)	TOP-UP funding level 4 (HLN 1)	TOP-UP funding level 6 (HLN 3)
Pupil participation	Some difficulties in following instructions and routines and maintaining attention to task.	Significant difficulties in following instructions and routines and maintaining attention to task.	Extreme and persistent difficulties following instructions and routines and maintaining attention to task.	Unable to follow instructions and routines in a classroom setting.
Social interaction	Some difficulties in making and maintaining friendships and relationships.	Significant difficulties in making and maintaining relationships.	Extreme difficulties in making and maintaining relationships, resulting in frequent social isolation and vulnerability, with some disengagement.	Little evidence of positive social relationships, resulting in extreme social isolation, vulnerability and disengagement.
Developmental profile	May have uneven developmental profile.	Uneven progress between subject areas due to problems with particular aspects of communication development.	Limited progress across subject areas due to problems with particular aspects of communication development which have an extreme impact on learning.	Little evidence of progress across subject areas due to problems with all aspects of communication development which have an extreme impact on learning.
Communication and participation	Some language and communication difficulties.	Significant communication difficulties inhibit regular participation, understanding and contribution to activities in classroom/setting.	Extreme communication difficulties seriously inhibit participation, understanding and contribution to activities in classroom/setting.	Extreme communication difficulties preclude participation, understanding and contribution to activities in the majority of settings.
Flexibility of thought	Some evidence of inflexible thought.	Evidence of rigid thought, making the pupil inflexible and unlikely to cope with change, resulting in significant signs of stresses and anxiety.	Evidence of rigid thought, making the pupil inflexible and unlikely to cope with change, resulting in an extreme response.	Evidence of rigid thought, making the pupil totally inflexible and unable to cope with change, resulting in an extreme response.
Response to sensory stimuli	Unusual response to some sensory stimuli, requiring adjustments.	Unusual response to some sensory stimuli, requiring significant adjustments.	Unusual and frequent response to some sensory stimuli, requiring major adjustments.	Extreme and frequent response to a wide range of sensory stimuli, requiring major adjustments.

SENSORY, MEDICAL AND/OR PHYSICAL NEEDS

Key theme	CORE elements 1 and 2 (place funding)	TOP-UP funding levels 1 – 3 (AFN)	TOP-UP funding level 4 (HLN 1)	TOP-UP funding level 6 (HLN 3)
Curriculum access/pupil participation	Is able independently to participate in most classrooms/settings and activities. Progress requires some additional adult support.	Is able independently to participate in some classrooms/settings and activities. Progress requires significant adult support. Curricular information requires repetition/rephrasing/visual reframing. Classroom information and curriculum materials require significant modification to enable access.	Is only able to participate in limited classrooms/settings and activities. Progress requires extensive adult support. Classroom information and curriculum materials require extensive modification to enable access mostly using tactile and multi-sensory approaches. Pupil requires BSL interpretation to access much of the curriculum.	Pupil is totally dependent on adult support to meet all physical, medical care and educational needs. Pupil's sole access to curriculum requires BSL interpretation. Totally dependent on tactile approaches such as Braille or Moon.
Care/Mobility needs	Has care or mobility needs requiring some adult intervention. Pupil may have a personal and intimate care plan/ manual handling plan	Has care or mobility needs requiring significant adult intervention. Pupil will have a personal and intimate care plan / manual handling plan	Has care or mobility needs requiring extensive adult support.	Pupil is totally dependent on adult support to meet all care or mobility needs. Some interventions will require support from more than one adult e.g. hoisting
Medical needs	Has medical needs requiring some adult intervention. Pupil may: <ul style="list-style-type: none"> • need regular medication • receive funding from medical needs panel • have a health care plan 	Has medical needs requiring significant adult intervention. Pupil will have a health care plan. Pupil requires supervisory support as there is a predictable risk of harm requiring immediate adult intervention e.g. pupil with heart condition will need supervisory support during aerobic activities, break time, PE etc.	*Has medical needs requiring extensive adult support. Pupil will require supervisory support to ensure immediate intervention is available in foreseen, life-threatening circumstances which may occur at any time. Pupil's age and / or cognitive ability may impact upon their ability to self-manage their condition	*Pupil is totally dependent on adult support to meet all medical needs. Some interventions will require support from more than one adult.
Social interaction	Some difficulties in making and maintaining friendships and relationships, requiring some additional adult support.	Significant difficulties in making and maintaining appropriate relationships, requiring significant adult support.	Extreme difficulties in making and maintaining relationships, resulting in frequent social isolation and vulnerability, with some disengagement requiring extensive adult support.	Little evidence of positive social relationships, resulting in extreme social isolation, vulnerability and disengagement.
Language and/or written/oral communication	Communication/language difficulties requiring some specialist support and approaches.	Communication/language difficulties requiring significant specialist support and approaches.	Communication/language difficulties requiring extensive specialist support and approaches.	Pupil is totally dependent on specialist support and approaches.

*Pupil's health care plan **must** be submitted with the HLN bid

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