



**Nottinghamshire
County Council**

Support to Schools



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

2017-18

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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. The descriptors of need which are used to underpin funding decisions have been revised in line with the SEND Code of Practice issued in 2014.
- 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 pupils with the most complex need
 - 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 pupil premium allocations 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 have responsibility to make appropriate full-time provision, regardless of funding matters. Schools' spending on SEND can be thought of as comprising three elements:

Schools' budgets

- **Element 1 – Basic Entitlement.** This refers to the money which schools spend for all pupils, including those with SEND.
- **Element 2 – Targeted SEND spending.** This refers to the additional targeted money that the school spends in order to make provision for identified individual learners. It is in addition to the basic entitlement. The national expectation is that a school will demonstrate that it has spent £6,000 per year of element 2 spending before it requests additional / High Needs funding for a pupil with SEND.

Government guidance on SEND funding makes reference to a school's **Notional SEN Budget**. Local authorities are required to identify the factors in the make-up of schools' budgets which they use to determine each school's *notional* SEND budget.

It is important to understand that in identifying the size of its notional SEND budget, a school is not required to demonstrate that this amount is focused exclusively on pupils with identified SEND. Similarly, a school may decide to spend an amount in excess of its notional budget on SEND.

High Needs Block

- **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 supplement or 'top-up' funding that they are already providing to individual pupils. This guidance booklet describes the arrangements by which Nottinghamshire schools can access this funding.

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

Funding Element		Funding bands / amounts			
3	High Needs Block (administered centrally by the LA)	Top-up funding (AFN, FNF, HLN)	Levels	6 High (HLN 3)	£19,976
				5 Medium (HLN 2)	£15,979
				4 Low (HLN 1)	£10,987
				3 AFN High	£6,000 - £8,000
				2 AFN Medium	£4,000 - £6,000
				1 AFN Low	£2,000 - £4,000
2	Funding delegated to schools	Notional SEN budget	Up to £6,000 per pupil		
1		Basic entitlement			

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: Elements 1 and 2
 -
 - Paragraphs 4.4 – 4.11: Additional Family Needs (AFN)
 - Paragraphs 4.12 – 4.18: Family Network Funding (FNF)
 - Paragraph 4.25 – 4.38: High Level Needs (HLN)
- } Element 3

More detailed funding descriptors, based on categories of need, are also available as *Appendix 2* of this booklet.

3. FUNDING ELEMENTS 1 and 2

3.1 Schools will receive **Element 1 funding** for all learners. This element is also known as the **Basic Entitlement** (formerly Age-Weighted Pupil Unit) and is based on:

- Primary schools: the total number of pupils on roll in key stages 1 and 2
- Secondary schools:
 - an amount relating to the number of pupils in key stage 3;
 - another amount relating to the number of pupils in key stage 4

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 The amount of a school's basic entitlement that is not accounted for by the number of pupils and the pupils' ages is determined by a range of factors. These factors and their weightings are determined by Schools Forum, and include prior attainment, deprivation and number of Children Looked After. Schools Forum similarly ratifies the way in which the Notional SEN Budget for each school is calculated.

Each school will use its basic entitlement to support the majority of pupils who face moderate barriers to their learning, including funding the first £6,000 of provision made for identified pupils with High Needs, referred to as **element 2 funding**.

4. ELEMENT 3: 'TOP-UP' FUNDING

4.1 A pupil's existing SEND funding can be supplemented by a 'top-up' from the **High Needs Block**. Top-up funding allocations are based on the level of an individual pupil's needs.

4.2 In Nottinghamshire mainstream settings, High Needs / top-up allocations are distributed via the **Additional Family Needs (AFN)**, **Family Network Funding (FNF)** and **High Level Needs (HLN)** funding mechanisms.

The table below provides an overview of the amount available via each funding stream to support pupils' inclusion and attainment in financial year 2017-18, across the whole of the County.

Funding source	Available budget	Monies paid to:
AFN	£7,314,489	Family of Schools
FNF	£1,117,028	Family of Schools
HLN	£4,616,135	Identified schools
Additional SEN payments	£250,000	Identified schools

4.3 Top-up funding in Nottinghamshire comprises 6 levels, as shown below:

High Needs Block (administered centrally by the LA)	Top-up funding (AFN, FNF, HLN)	Levels	6	High (HLN 3)	£19,976
			5	Medium (HLN 2)	£15,979
			4	Low (HLN 1)	£10,987
			3	AFN High	£6,000 - £8,000
			2	AFN Medium	£4,000 - £6,000
			1	AFN Low	£2,000 - £4,000

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

4.4 AFN funding is devolved to Families of schools using a formula based on:

- A sum divided equally between all Families of schools (10% of the total)
- The number of schools in each Family (10%)
- The number of pupils attending schools in the Family (60%)
- Pupils' prior attainment (12%)
- The number of pupils eligible for free school meals (8%)

4.5 The funding is intended to provide additional, *individually-targeted* support for named pupils who have a range of special educational needs that are more significant and complex than those typically met via resources that are already available to schools, such as:

- teacher or teaching assistant support to address individual targets
- structured learning opportunities. Where it is appropriate for the identified learner, this *may* take place in small groups
- support to enable equal access to break and lunchtime activities, and other curricular and social integration opportunities during the school day
- these arrangements will be made within the classroom/setting and/or through limited periods of withdrawal

4.6 Prior to any Family's decision to allocate AFN funding for an individual pupil, a school would first be expected to demonstrate how it has spent £6,000 per year (or pro-rata) on arranging his or her targeted SEN support. (Whilst this is a national expectation, there may be limited and special circumstances when a Family of Schools chooses to exercise its devolved responsibility to allow for some financial discretion when making AFN decisions.)

- 4.7 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.
- 4.8 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.
- 4.9 Applications for AFN resources should be made on the standard pro forma (AFN/HLN), which may be downloaded from the Schools Portal. The published indicators for AFN funding should be considered prior to completing a submission and admissible supporting evidence should be attached as required.
- 4.10 In order that funding decisions made at the AFN level are broadly consistent across the county, the local authority's recommendation is that allocations should be in line with the following:

High	£6,000 - £8,000
Medium	£4,000 - £6,000
Low	£2,000 - £4,000

However, AFN monies are devolved to Families of schools, so Families are able to exercise discretion in relation to their funding decisions.

- 4.11 The LA recommends that that AFN allocations should be based on a 52-week year, divided into the following term lengths:

Summer (April to August): 22 weeks

Autumn (September to December): 17 weeks

Spring (January to March): 13 weeks

This is intended to ensure consistency of funding for AFN-funded pupils who move between schools in different Families. This also mirrors the methodology by which HLN funding is allocated to schools.

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

- 4.12 Additionally, there is a budget of **£1,117,029** to provide Families with 'Family Network Funding (FNF)'.

FNF funding is devolved to Families of schools using the same formula elements described in paragraph 4.4 of this booklet. It 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

- 4.13 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 SEND Teacher role

- 4.14 FNF also provides a contingency element for unpredicted admissions and changes in need, and provides additional flexibility in resourcing pupils with more complex SEND.
- 4.15 Families of schools should moderate requests for FNF alongside AFN bids and distribute the money accordingly (see paragraphs 4.8 – 4.10 of this booklet). Families should retain copies of moderation and virement request documentation, for monitoring and accountability purposes.
- 4.16 The LA recommends that that FNF allocations should be based on a 52-week year, divided into the following term lengths:

Summer (April to August):	22 weeks
Autumn (September to December):	17 weeks
Spring (January to March):	13 weeks

This is intended to ensure consistency of funding for FNF-funded pupils who move between schools in different Families. This also mirrors the methodology by which HLN funding is allocated to schools.

- 4.17 Notwithstanding the above, and in the context of ever-tighter budgets, there is a growing number of schools who are employing support staff on term-time only contracts. The decision regarding whether to employ staff on term-time or full-year contracts is a decision for individual schools to make.
- 4.18 The nature of the contracts that schools use to employ teaching assistants will affect how schools are able to demonstrate that they have spent £6,000 on identified pupils. Inconsistencies of practice in this regard across a Family of schools could result in unfairness in terms of the threshold for accessing AFN funding. Fairness, equity and transparency are principles which should underpin financial decision-making. Therefore, a Family should seek agreement between its schools regarding how to demonstrate £6,000 of element 2 spend, for example, by specifying *hours* of teaching assistant support as well as actual cost.

Academies and AFN / FNF

- 4.19 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.
- 4.20 Should an academy choose to opt out of the scheme, that Family's allocation will be reduced accordingly in line with the remaining pupil numbers. The proportion of the Family's budget which is accounted for by pupil numbers and factors associated with the individual school would not be devolved directly to the academy.

- 4.21 In the event that an academy chose to opt out of the scheme, it would retain the right to apply for top-up funding. To do so, it would need to complete the standard AFN/HLN pro forma to apply directly to the Local Authority, which would moderate the academy's requests. The same rights of appeal against moderated decisions would apply.

Real-time movement of AFN / FNF

- 4.22 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 to absorb the cost of any new pupils transferring from another Family. Family SEN budgets will then be adjusted in the following financial year to take account of the change in pupil numbers.

School Behaviour and Attendance Partnerships

- 4.23 As part of the implementation of Nottinghamshire's strategy for children and young people with social, emotional and mental health (SEMH) needs - 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, in order to prevent permanent exclusion.

For the 2017-18 financial year, a total of c£3.7 million has been devolved to primary and secondary partnerships for this purpose. These resources complement school budget, AFN, FNF and HLN resources for pupils with SEND, including those with SEMH needs.

- 4.24 With the growth of partnership working, including the allocation of devolved funding, there are an increasing number of cases where funding for a young person's provision may come from **both** the partnership and AFN / HLN sources. When requests are made for funding, it is important for the sake of transparency that any commitment already made to fund provision is made explicit.

If a school considers that a pupil's Social Emotional and/or Mental Health needs are leading to challenging behaviours, the HLN panel would expect that an HLN submission would provide details of the allocation and effectiveness of Behaviour Partnership resources. Without this information, it is unlikely that a submission would be successful.

Top-up levels 4 – 6: HIGH LEVEL NEEDS (HLN)

- 4.25 This resource is the smallest element of the overall funding structure. Around 500 pupils typically benefit from additional support through this funding block. Such pupils will have exceptionally complex and enduring SEND.

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 regarding the pupil. However, it is up to each Family to determine how best to allocate its own resources: an HLN funding allocation does not preclude the continuation or allocation 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 appropriate learning opportunities, including:

- significant levels of regular teaching and/or support of a teaching assistant to address individual targets
- daily structured learning opportunities. Where it is appropriate for the identified learner, this *may* take place in small groups
- additional support required to ensure an integrated learning experience and support to ensure equal access to break and lunchtime activities, and other curricular and social integration opportunities during the school day
- for some pupils, HLN funding may be used to provide them with a period of alternative educational provision, always with a view to considering how they might access more mainstream educational experiences

4.26 Pupils with needs of this complexity are not distributed evenly within or between schools. Therefore, it is difficult to resource their additional needs through a formula-driven funding mechanism. Because of this, resources are allocated through a High Level Needs Panel comprising:

- Family SENCOs and head teachers who represent each phase of education
- Representatives from each geographical area
- Representation from the special school sector
- Local authority support services
- Health representation
- LA officers who support the work of the panel to ensure that the discussions and decision-making are fair, appropriate and transparent

4.27 **Applications:** Applications for HLN resources should be made through Families of schools 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 pro forma (AFN/HLN), which has been devised by HLN panel members and may be downloaded from the Schools Portal. Admissible supporting evidence should be attached as required.

4.28 **Families:** Families are asked to ensure that:

- individual school submissions are moderated against current descriptors of need
- submissions supported by the Family after moderation are forwarded to hln.panel@nottscc.gov.uk, for consideration by the High Level Needs Panel, or if a submission has not been through the Family moderation process, that a clear explanation is given as to why this is the case.
- 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.

- 4.29 **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 minimised. Although the funds are devolved, schools are expected to use the funds only for the purposes described in the HLN submission. The local authority retains the right to audit the use of HLN funds.
- 4.30 **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. **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.
- 4.31 **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.
- 4.32 **School Behaviour Partnership resources:** If a school considers that a pupil's Social Emotional and/or Mental Health needs are leading to challenging behaviours, the HLN panel would expect that an HLN submission would provide details of the allocation and effectiveness of Behaviour Partnership resources. Without this information, it is unlikely that a submission would be successful.
- 4.33 **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. The HLN team will issue written reminders to schools during the term preceding the funding coming to an end, notifying them of the deadline for any resubmissions that may be required. HLN funding will cease automatically unless, as requested, schools resubmit an application to the specified panel.

These applications will be considered by the HLN Resubmission Panel, whose membership is identical to that of the main HLN panel.

- 4.34 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.
- 4.35 **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. Decision letters will provide information about the decision, including reasons why the panel has decided not to allocate HLN funding.
- 4.36 **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 new cases HLN panel, rather than the resubmission panel.

However, if you have received a reminder letter from the local authority regarding a resubmission for the pupil's existing HLN allocation, you can seek an increase from the resubmission panel instead.

4.37 **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 school does not agree with a decision. In such circumstances schools may appeal against a panel decision.

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.

4.38 **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 needs arrives from another LA
- There is a sudden accident or unexpected deterioration in a child's medical condition or health, including their mental health
- An order is made by the SEN and Disability Tribunal
- Funding is required for early years children with known complex needs, whose school has yet to be determined
- Funding is required for:
 - Pupils arriving from outside Nottinghamshire
 - Children in Care
 - Pupils who are hard to place, or whose placement is at risk

If a school feels that a pupil meets one or more of the above criteria, they should contact hl.n.panel@nottscc.gov.uk in order to discuss making an exceptional HLN funding request.

In these exceptional circumstances, interim decisions will be made by the Chair of the High Level Needs Panel, having regard to current descriptors of need. These exceptional allocations may be made for a fixed period only and will require consideration in due course by the main HLN panel if the funding is to continue.

Additional SEN Payments to schools

4.39 In addition to AFN / HLN allocations, the local authority operates a facility for providing additional payments to schools with an unusually high number of pupils with High Needs. The size of this payment is calculated using a comparison between a school's notional SEND budget allocation and the number of its pupils for whom AFN / HLN was allocated during the **previous** financial year.

The notional SEND element of each school's budget is defined as the sum of three of the factors which are used to determine the school's overall budget, namely Prior Attainment, Deprivation, and Children in Care.

The number of High Needs pupils attending the school is calculated by combining the numbers of pupils for whom either HLN or AFN funding has been agreed, with the level of AFN funding being no lower than £2,000 per annum. The number of pupils in receipt of AFN funding will be determined from the returns sent by schools to the LA by each February.

Additional payments are provided as an annual allocation directly to those schools where there is a shortfall between (a) the notional SEND element of their school budget and (b) the number of identified High Needs pupils, multiplied by £6,000. This additional funding will be provided

by the end of the summer term once the calculations have been made, and would not be affected by any movement of pupils between schools mid-year.

Adjustments to school budget shares

- 4.40 Where resources are allocated to support individually-named pupils through AFN or HLN funding streams they will normally 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, for a reason other than through planned transition, resources will be discontinued after **one month**. Schools must notify the LA's HLN 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 HLN Team **immediately** if this occurs.

- 4.41 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.

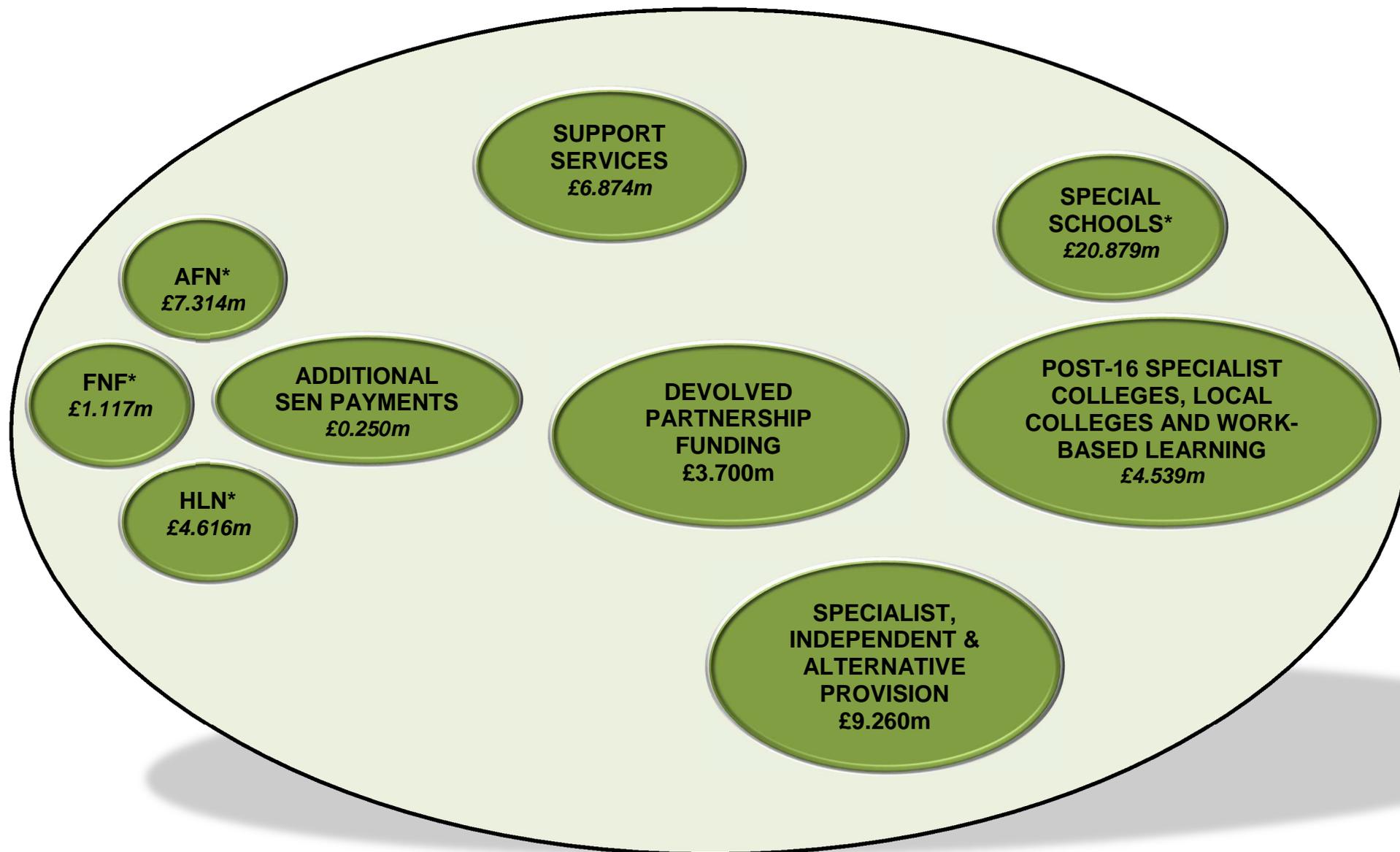
5. RECOUPMENT OF COSTS FOR PUPILS BELONGING TO OTHER LOCAL AUTHORITIES

- 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 schools' behalf, free of charge. Schools and Families will therefore need clearly to identify 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.



*incorporates some post-16 provision

Appendix 2

Descriptors of need

These descriptors of need, illustrated 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.

The descriptors have been revised in line with the SEND Code of Practice issued in 2014.

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

COGNITION AND LEARNING NEEDS

Key theme	CORE elements 1 and 2 (school resources)	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. Operating at P scale in primary; unlikely to achieve above national curriculum level 2 in secondary. Slow progress, even with significant and increasing levels of intervention.	There is very little and very slow progress, even with high levels of intervention. Attainment in upper P scale range for much of school career.	Progress is minimal or regressive even with high levels of intervention.
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.
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, likely to occur as a result of delayed learning	Extreme difficulties in making and maintaining friendships and relationships, resulting in frequent social isolation vulnerability, with some disengagement. Likely to occur as a result of delayed learning	Little evidence of positive social relationships, resulting in extreme social isolation, vulnerability and disengagement.
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.
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.

COMMUNICATION AND INTERACTION NEEDS

Key theme	CORE elements 1 and 2 (school resources)	TOP-UP funding levels 1 – 3 (AFN)	TOP-UP funding level 4 (HLN 1)	TOP-UP funding level 6 (HLN 3)
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.
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.
Curriculum access/pupil participation	Some difficulties in following instructions and accepting adult direction, and maintaining attention to task.	Significant difficulties in following instructions and accepting adult direction, and maintaining attention to task.	Extreme and persistent difficulties following instructions and accepting adult direction, and maintaining attention to task. Requires highly adapted access to curriculum.	Unable to follow instructions and accept adult direction in a classroom setting. Requires highly adapted access to a highly individualised curriculum.
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. Requires major adjustments, linked to complex sensory profile	Extreme and frequent response to a wide range of sensory stimuli. Requires major adjustments, linked to complex sensory profile
Flexibility of thought	Some evidence of inflexible thought. Support is required to manage change in everyday school situations.	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.
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.

SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS

Key theme	Core elements 1 and 2 (school resources)	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 SEMH inhibit participation, understanding and contribution to activities and learning in the classroom, which results in limited progress in many areas.	A pattern of frequent SEMH inhibiting regular participation, understanding and contribution to activities and learning in the classroom, resulting in very limited progress in most areas.	A pattern of persistent SEMH inhibiting most participation in, understanding of & contribution to activities & learning in the classroom, resulting in extremely limited progress in all areas.	SEMH inhibiting any participation, understanding and contribution to learning activities. SEMH is barrier to all learning.
Emotional health and wellbeing	Some periods of disruption to social and emotional wellbeing, resulting in an impact on learning. Without familiar & consistent adult support, anxiety significantly limits ability to recognise and manage emotional responses	A pattern of frequent disruption to social and emotional wellbeing, resulting in regular impact on learning. Mood is frequently very low, affecting self-esteem and limiting ability to engage. Anxiety significantly affects ability to engage in everyday life, including family life.	A pattern of 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.
Pupil response to education	Some unpredictable responses to learning tasks, resulting in periods of uncooperative behaviour and/or emotional withdrawal.	A pattern of frequent unpredictable responses to learning tasks, resulting in periods of uncooperative behaviour and/or emotional withdrawal.	A pattern of persistent extreme responses, resulting in prolonged periods of uncooperative behaviour and/or emotional withdrawal.	A sustained pattern of extreme responses, precluding the ability to engage with any formal learning situations.
Impact on self and others	Some behaviour which may be injurious or endanger self/others.	A pattern of frequent behaviours which may be injurious or endanger self/others, resulting in some social isolation and rejection.	A pattern of repeated extreme behaviours which are injurious to or endanger self/others. High level of rejection & social isolation, despite a carefully planned support package	A sustained pattern of behaviours resulting in significant risk of harm to self/others, despite close adult support, leading to extreme social isolation, vulnerability & disengagement.

SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS *continued*

Key theme	Core elements 1 and 2 (school resources)	TOP-UP funding levels 1 – 3 (AFN)	TOP-UP funding level 4 (HLN 1)	TOP-UP funding level 6 (HLN 3)
Social interaction	Some difficulties in making and maintaining friendships and relationships, despite adult support intended to prevent social isolation.	A pattern of significant difficulties in making and maintaining appropriate relationships, despite adult support intended to prevent social isolation.	A pattern of extreme difficulties in making and maintaining relationships, resulting in frequent social isolation and vulnerability, with disengagement from education, social and family life.	Little evidence of positive social relationships, resulting in extreme social isolation, vulnerability and disengagement.
Intervention	Some modification of teaching styles. Increasing incidents of disruption/disaffection despite appropriate curriculum & strengthening of other classroom/setting strategies. Support requires parents'/carers' active participation.	A pattern of 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. Support needs to be flexible and responsive, to reflect changes in need that may occur even on a daily basis.	A highly individualised programme is required.
Exceptional, complex circumstances	Alternative provision for SEMH is unlikely to be applicable for pupils matching the descriptors for place funding and AFN.		Exceptional safeguarding evidence demonstrates a high risk of significant harm as a consequence of SEMH issues not previously supported through SEN procedures.	Exceptional safeguarding evidence demonstrates a high risk of significant harm as a consequence of SEMH issues not previously supported through SEN procedures, which cannot currently be managed in a mainstream setting.

SENSORY, MEDICAL AND/OR PHYSICAL NEEDS

Key theme	CORE elements 1 and 2 (school resources)	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

Appendix 3

AFN / HLN funding submission form

Appendix 4

Guidance to completion of the AFN / HLN funding submission form

These documents, copies of which are included overleaf, are intended for use by schools when completing requests for AFN and/or HLN funding.

Appendix 3 is included for reference only. In order to complete an actual funding submission, please download and complete the version of the form that is available on the Schools Portal, at *Special Educational Needs > Funding – SEN General > AFN HLN submission form 2017-18*

SUBMISSION FOR AFN / HLN FUNDING 2017-18
PLEASE READ NOTES OF GUIDANCE BEFORE COMPLETING THIS FORM.

The form must be completed following discussion / moderation by the Family SENCO group.

HLN REQUESTS NOT SUBMITTED ON THE CURRENT FORM WILL NOT BE CONSIDERED BY THE HLN PANEL

ANY FORM NOT SIGNED BY THE FAMILY SENCO WILL NOT BE CONSIDERED BY THE HLN PANEL

1.							
Pupil surname:			Forename(s):				
DoB:		UPN:		Current year group:		Gender*:	
Home address and postcode:							
'Ever 6' FSM?	Yes/No/Not sure**	Looked-after?	Yes/No/Not sure**	Home Authority:			
Code of Practice:	Early Years or school action + / SEN Support / Statement or EHC Plan / Undergoing assessment**						
Pupil's need(s) <i>(Please select a maximum of two categories. Please rank the needs in priority order, i.e. enter '1' for the primary need and '2' for the secondary need, if applicable)</i>							
Cognition & Learning			Rank:	Communication & Interaction			Rank:
Sensory, Physical and/or Medical			Rank:	Social, Emotional & Mental Health			Rank:

2.					
School:			Number on roll:		
Form completed by (name):					
Designation / job title:					
Telephone number:		e-mail:			
Family:			Date of family moderation:		
Family SENCO's signature:				Date:	
Name (please print):					

*enter (M)ale or (F)emale

**delete as applicable

3.

Please use the space below to list the agencies from outside school that are currently involved with this pupil or have been involved within the last 12 months. Please include the name and contact details of the lead professional; and the dates, nature and purpose of their involvement

Agency	Lead professional	Involvement began (date)	Nature and purpose of involvement (please also indicate whether the involvement has ended)

Please use the space below to outline in brief any safeguarding issues and to describe how they affect the pupil's educational provision and / or progress

--

4.

ATTENDANCE DATA

	Historical information				Current information
Date(s):					
No. educational sessions available (/10):					
Attendance rate (/100%):					

5.

PUPIL PROGRESS / ASSESSMENT DATA

EYFS Attainment for HLN

		Previous assessment			Most recent ass'mnt			EYFS Profile at end of F2
		Date:		Date:				
		Chron. Age (mths):		Chron. Age (mths):				
<i>Key for F1 assessment:</i>								
<i>E = Emerging</i>							3 = Exceeding 2 = Expected 1 = Emerging A = Unable to access, or exempt	
<i>D = Developing</i>								
<i>S = Secure</i>								
		22 – 36 mths	30 – 50 mths	40 – 60 mths	22 – 36 mths	30 – 50 mths	40 – 60 mths	
PSED	Self-Confidence & Self-Awareness							
	Managing Feelings & Behaviour							
	Making Relationships							
PD	Moving & Handling							
	Health & Self Care							
CLL	Listening & Attention							
	Understanding							
	Speaking							
L	Reading							
	Writing							
M	Numbers							
	Shape, Space & Measures							
UTW	People & Communities							
	The World							
	Technology							
EAD	Exploring & Using Media & Materials							
	Being Imaginative							

Key stages 1 – 4

		Historical information				Current information
Date(s) and Year Group(s) <i>e.g. Sept Y10:</i>						
English: Reading:						
English: Writing						
Mathematics:						
Personal and social development	Independence:					
	Attention:					
	Interaction:					

Additional, relevant assessment information:

Any assessment system used needs to explain where the pupil's attainment lies as compared to National Expectations and the rate of progress over time.

6.

Pupil's and parent / carer's views regarding the pupil's needs and what further action may be required to address them

7.

School's summary of pupil's needs

8.

EXISTING funding sources (last 12 months)

Funding source	Amount(s) (£)	Nature, quantity and purpose of support to pupil	Date from	Date to	Anticipated outcomes	ACTUAL impact / progress:
School (£6,000 or pro-rata)	1 £					
	2 £					
	3 £					
	4 £					
	5 £					
	6 £					
	7 £					
	8 £					
TOTAL	£					
AFN (Family)	1 £					
	2 £					
	3 £					
	4 £					
	5 £					
	6 £					
	7 £					
	8 £					
TOTAL	£					

EXISTING funding sources (last 12 months) - *continued*

Funding source	Amount(s) (£)	Nature, quantity and purpose of support to pupil	Date from	Date to	Anticipated outcomes	ACTUAL impact / progress:
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Other sources (continuing care, SBAP, pupil premium, LAC, etc)	1	£				
	2	£				
	3	£				
	4	£				
	5	£				
	6	£				
	7	£				
	8	£				
TOTAL	£					

HLN	1	£				
	2	£				
	3	£				
	4	£				
	5	£				
	6	£				
	7	£				
	8	£				
TOTAL	£					

9.
REQUESTED funding

Funding source	Level: AFN low, medium or high; HLN 1, 2 or 3	Nature, quantity and purpose of support to pupil	Date from	Date to	Anticipated outcomes
AFN / HLN*					

* delete as applicable

10.**CHECKLIST OF EVIDENCE**

Please indicate in the boxes below the evidence used in the completion of this submission.

PLEASE ATTACH ADMISSIBLE DOCUMENTS ONLY (see lists below)

ADMISSIBLE DOCUMENTS

The following documents are admissible and copies may therefore be attached to this submission

<input type="checkbox"/>	Notes of education review meetings completed within the last 12 months
<input type="checkbox"/>	Personal Education Plan, if pupil is Looked After
<input type="checkbox"/>	Health Care Plan, if appropriate
<input type="checkbox"/>	Risk assessment / safe handling, if appropriate
<input type="checkbox"/>	Behaviour Management/Support Plan, where this is linked to behaviours that represent a risk of significant harm and where the Plan describes what needs to be put in place when behaviours occur
<input type="checkbox"/>	Reports from alternative providers, if appropriate

INADMISSIBLE DOCUMENTS

Please feel free to refer to relevant information from the following but DO NOT send as attachments

<input type="checkbox"/>	Statement or EHC Plan and the most recent annual review
<input type="checkbox"/>	Recent professional education reports from other agencies/sources (inadmissible for HLN submissions only)
<input type="checkbox"/>	Additional provision maps. Please complete section 8 of this form instead
<input type="checkbox"/>	Additional progress / assessment data. Please complete section 5 of this form instead
<input type="checkbox"/>	Recent and relevant medical reports, and reports from associated agencies

IF YOU HAVE USED THIS FORM TO APPLY FOR **HLN** FUNDING, PLEASE SEND IT TO:

hl.n.panel@nottsc.gov.uk

We would prefer to receive the documentation electronically but if you need to send hard copies please post them to: *Alex Maslen, Business Support Administrator, Education Standards and Inclusion, Children, Families and Cultural Services, County Hall, Loughborough Road, West Bridgford, Nottingham NG2 7QP*

Alex can be contacted on 0115 977 2382

PLEASE ENSURE THAT YOU HAVE COMPLETED THE CURRENT VERSION OF THE FORM AND THAT IT HAS BEEN MODERATED AND SIGNED BY THE FAMILY SENCO

**SUBMISSION FOR AFN / HLN FUNDING 2017-18:
Notes of Guidance**

The AFN / HLN application / submission form must **not** be used for children or young people whose needs are appropriately met through school resources or other recurrently-funded provision.

The form should only be completed if a child or young person has severe, complex and enduring special educational needs, where it is felt that Family funding or High Level Needs resources may be required to overcome barriers to learning.

The form should be completed with reference to the published SEND funding descriptors which appear on pages 8 - 12 of this guidance document. The levels of need shown in the descriptors reflect progressive increases in frequency, duration and intensity, and it is essential that evidence reflects this. Judgements must be age-appropriate and made in relation to national and county norms, rather than those that might apply in a particular school.

Please note that when the Family or High Level Needs Panel allocates resources, schools should also continue to commit an appropriate level of internal resources to address barriers to learning. The expectation is that a school would continue to allocate £6,000 per year of targeted SEND funding to implement the provision made for a pupil.

The form should be completed by the review date set by the Family or the High Level Needs Panel and should be accompanied by admissible evidence that can be obtained from schools' own records.

The form may also be completed by designated officers in order to allocate initial resources for a pupil with a new EHC Plan; as a result of a decision by the SEN and Disability Tribunal; or at Annual Review for a pupil with an existing statement or EHC Plan.

Please note that Families of schools should ensure that where applications are made for HLN funding, a contingency is held pending a decision. This is to avoid pupils falling between the AFN and HLN funding blocks. However, unused Family contingencies will be recovered by the County council if they remain unspent at the end of the financial year, unless a request for an exceptional carry-forward of funds has been authorised by the Group Manager responsible for SEN funding.

A sample of requests for support from AFN and HLN may be subject to peer moderation.

Note:

Families are asked to:

- consider each submission and moderate against the published indicators of need
- determine whether submissions best match indicators for funding through school resources, AFN or HLN
- allocate resources to those pupils whose needs clearly match AFN indicators
- retain a contingency against moderated bids forwarded for consideration by the HLN Panel
- forward for consideration by the HLN Panel those bids where the available evidence clearly matches the indicators for HLN funding in a county - rather than a school or Family - context

PLEASE READ THESE NOTES OF GUIDANCE BEFORE COMPLETING FORM AFN / HLN

GENERAL GUIDANCE

In order to ensure that moderating groups and panels are able to make the best possible funding decisions, it is anticipated that well-constructed submissions will include:

- Concise and factual information (unless qualitative information is specifically requested); you may consider using bullet points to increase the clarity of your submission
- Corroboration by other professionals (e.g. specialist support services) of evidence put forward by the school
- Clear descriptions of the current and proposed use of resources which will support the pupil. The HLN panel requires examples of resources and support provided by the school and Family, and details of how the pupil's support will be enhanced by an award of HLN funding
- Recent information. Whilst it can be helpful to describe a pupil's educational history, in most cases information relating to the last 12 months only will be relevant to a funding submission

Submissions must avoid:

- The use of emotive language
- The provision of additional documents which are not admissible as part of the funding moderation process

Data protection

- Confidential information regarding the pupil should not be made available in a public forum
- Confidential information regarding other pupils should not be provided or visible
- Personal data should be used appropriately. For example, e-mails relating to named pupils should be sent only to a secure e-mail address

Submissions will be considered inadmissible if they:

- Are not completed using the correct, current version of the form
- Are not signed by the Family SENCO

PLEASE READ THESE NOTES OF GUIDANCE BEFORE COMPLETING FORM AFN / HLN

The font for the submission form has been designed to default to **Calibri 12**

The numbered sections 1 – 10 below relate to the numbered sections on the AFN / HLN form.

1.

Please insert the requested **pupil information**.

In the spaces provided, please identify a maximum of two **categories of need**. If identifying more than one category, please rank them in priority order, for example:

Cognition & Learning	Rank: 1	Communication & Interaction	Rank: 2
Sensory, Physical and/or Medical	Rank:	Social, Emotional & Mental Health	Rank:

2.

Please complete all sections and ensure that the **form is signed by the Family SENCO**. **Unsigned forms will not be considered by the HLN panel**. The Family SENCO's signature confirms that the pupil has been considered by either a full Family moderation meeting or as part of a moderation conversation between the Family SENCO and the school.

3.

Pupils considered for high level AFN and/or HLN funding are likely to have been discussed at a Family Springboard meeting. As such, the school is likely to have sought outside support and advice from a variety of different **agencies from outside school**, e.g. Schools and Families Specialist Services; Psychology Services; Physical Disability Support Service; or Speech Therapists.

You should include details of the involvement of key agencies. The space provided to record the nature and purpose of support service involvement is finite, so please provide only brief, concise and factual information within the space available.

The HLN panel will request reports from named services and agencies as appropriate.

Information on **safeguarding issues** should comprise a brief description to show how those issues affect the pupil's educational provision and/or progress. We do not require the inclusion of any sensitive family information as part of the AFN / HLN submissions process. The space provided is finite, so please provide only brief, concise and factual information within the space available.

4.

Please provide quantitative information to indicate **past and present attendance**. The number of educational sessions available should record how many of the possible 10 half-day sessions per week of educational provision is being made available for the child. In most cases, the child will have available to them full-time provision, i.e. 10/10.

The **attendance rate** should show the percentage of the child's available provision that they are attending.

5.

Please provide quantitative information to demonstrate the **pupil's progress** over time.

Please ignore any irrelevant sections, i.e. those relating to secondary education if you are describing a pupil in early years education, or vice versa.

In line with government requirements, schools have established their own systems for reporting progress without National Curriculum levels (Assessing without Levels (AWL)). This has inevitably resulted in a divergence of language being used to describe pupil progress. However, the AFN and HLN processes require comparisons and moderation between schools regarding pupil progress. Therefore, there is a need for a level of clarity regarding progress that will enable decisions to be reached equitably.

Wherever a language is used that is not commonly understood or is unique to a school or setting, please ensure that is interpreted for the recipients and a succinct explanation provided. Please also explain any abbreviations or acronyms used.

Please avoid more subjective statements such as 'significantly behind' or 'below age-related expectations'. An objective measure of how the progress compares to peers is needed to provide a context to and enable moderation against other requests, so please provide:

- the scale of the ladder used
- the pupil's position on that ladder and
- the rate of movement up the ladder

Any assessment system used needs to explain where the pupil's attainment lies as compared to National Expectations and the rate of progress over time.

P scales

For pupils in Key stages 1 to 5 who are working within P scales, the P scales continue to be statutory, despite the removal of the National Curriculum levels themselves. P scales are not appropriate for pupils younger than Key Stage One, but they describe the progress of pupils working below year one key performance indicators and below former National Curriculum level one.

There are a number of tools available that help break down P scales further, should the P scale itself not provide sufficient evidence of progress. The tools most commonly used in Nottinghamshire are PIVATS and B squared, which are generally understood by the people involved in the processes above. Please ensure that if using a tool such as B squared, it is reported in such a way as to demonstrate progress. For example if the pupil is still working within the same P scale, the progress within that P scale should be described.

Pupils working beyond or before P scales

Where the system used is age referenced (e.g. Portage or Early Years Foundation Stages), please ensure the chronological age at the time of the assessment is provided and is clear.

Diverse needs

If a pupil has wider needs, please also provide progress in areas related to that need. For example, where a pupil has communication and interaction or social and emotional needs, it is helpful to provide progress against Personal, Social Development (PSD) levels or similar.

Space has also been provided for you to describe any **additional, relevant assessment information** that is linked to your proposals for developing the pupil's provision. Information may be quantitative and/or qualitative, including details of any success stories. The space provided is finite, so please provide only brief, concise and factual information within the space available.

6.

Please provide sufficient detail that will allow the HLN panel and Family moderation groups to gain a clear picture of the pupil and an understanding of their needs.

It is expected that many schools will already have mechanisms and strategies for seeking / obtaining the **views of pupils and their parents / carers**, including for example the things that the pupil enjoys most and least, how happy they are in school and what further action / intervention parents / carers would like to see.

The purpose of gathering parent / carer views is to clarify whether these differ significantly from the views presented by the school. It is **not** intended as a means for a parent / carer to advocate for funding for their child. HLN panel members recommend that information provided in this section should:

- Indicate whether the parents want mainstream or special school
- Identify the difference that parents think the school makes
- Reflect parental views over time, rather than a one-off view obtained solely for the HLN bid

The space provided is finite, so please provide only brief, concise and factual information that enables Families and the HLN panel to identify a match to the chosen descriptors of need. Do not exceed the space available.

7.

The **school's summary of the pupil's needs** should reflect the following:

- The pupil's strengths, including his or her preferred learning style
- Barriers to learning
- Evidence of duration, intensity and frequency, which will enable Families and the HLN panel to identify a match to the chosen descriptors of need

- School / educational history
- Strategies recommended and being used to address the pupil's needs
- Medical diagnoses (with specified dates)
- Exclusions (with specified dates)

Please do not include any sensitive family information, confidential minutes of meetings or information relating to other pupils.

The space available to record both the pupil's and parent / carer's views and the school's summary of the pupil's needs is finite so please provide only brief, concise and factual information that enables Families and the HLN panel to identify a match to the chosen descriptors of need. Do not exceed the space available.

8.

Please use the space provided to outline the **existing funding** allocated for the pupil and to show how it has been used.

Information should relate to the last 12 months.

In accordance with national expectations introduced in the Government's school funding reforms of April 2013, all **schools** should contribute the first £6,000 per year (or pro-rata) towards the cost of targeted SEN provision for each pupil. The amount(s) entered into this section should reflect that expectation.

Information relating to school allocations for individual pupils should be available from school head teachers or budget managers within each Family.

Please enter actual costs. However, as a guide, although SEN funding in Nottinghamshire does not equate directly to a specific number of hours, £6,000 can be considered to equate to approximately 8.5 to 9 hours of targeted SEN funding per week, based on: £13.47 per hour x 52 weeks x 8.7 hours per week = £6,094.

The nature of the contracts that schools use to employ teaching assistants will affect how schools are able to demonstrate that they have spent £6,000 on identified pupils. Inconsistencies of practice in this regard across a Family of schools could result in unfairness in terms of the threshold for accessing AFN funding. Fairness, equity and transparency are principles which should underpin financial decision-making. Therefore, a Family should seek agreement between its schools regarding how to demonstrate £6,000 of expenditure, for example by specifying hours of teaching assistant support as well as actual cost.

Please also see page 13 of this guidance for a copy of the ready reckoner for staff salaries for the current financial year.

The column headed **ACTUAL impact/progress** is intended for use by Families in order to track the impact of resources allocated at a previous moderation. This supports a 'Plan, Do, Review' process within moderation. The details entered here should be used to inform decisions about future allocations and provide opportunities to recognise and share good practice.

Schools may on occasion choose for educational reasons to purchase more costly provision available via alternative providers. If **alternative provision** has been arranged, please provide details of the resources and support that was previously in place via the school itself.

Family SEN funding and other funding sources - for example, School Behaviour and Attendance Partnerships (SBAPs) – may also contribute towards the cost of alternative provision. However, please note that commissioning alternative provision is not in itself an indicator that a pupil's needs match the descriptors for HLN funding.

If a school considers that a pupil's Social Emotional and/or Mental Health needs are leading to challenging behaviours, the HLN panel would expect that an HLN submission would provide details of the allocation and effectiveness of Behaviour Partnership resources. Without this information, it is unlikely that the submission would be successful.

The space available to detail a pupil's existing funding, support and outcomes is **not** limited; it will expand as you type. However, please provide brief, concise and factual information.

9.

If you are **requesting HLN funding**, the panel's expectation is that the pupil's needs will previously have been moderated by the Family at high AFN level. Please use the space provided to indicate the level of HLN funding that you feel it is appropriate to request, i.e. HLN level 1, 2 or 3. Please also outline the ways in which this additional funding would be used to address the pupil's needs and improve his or her outcomes.

The space available for the school to record the proposed support and the anticipated outcomes that it expects to result from an HLN allocation is **not** limited; it will expand as you type. However, please provide only brief, concise and factual information.

References to other pupils will need to be removed or anonymised.

10.

Please attach copies of admissible documents only, referring to the list provided on the form.

If you have further relevant documents that contain information that may support your funding request, please refer to their contents in the main body of the form.

Schools that commission alternative provision for a pupil are still responsible for his or her education. If a school that has commissioned alternative provision for a pupil, the HLN panel may find it difficult to agree funding if the school's submission does not include an attached report from the provider or does not clearly refer to information from the provider in the main body of the completed HLN submission form.

If you are using the form to request HLN funding and you attach any inadmissible documents, please note that they will not be considered by the HLN panel.

HLN requests will also be considered inadmissible if they are not submitted using the current version of the form and/or are not signed by the Family SENCO.

The application / submission form must **not** be used for children or young people whose needs are appropriately met through school resources or other recurrently-funded provision.

The form should only be completed if a child or young person has severe, complex and enduring special educational needs, where it is felt that Family funding or High Level Needs resources may be required to overcome barriers to learning.

The form should be completed with reference to the published SEND funding descriptors which appear on pages 8 - 12 of this guidance document. The levels of need shown in the descriptors reflect progressive increases in frequency, duration and intensity, and it is essential that evidence reflects this. Judgements must be age-appropriate and made in relation to national and county norms, rather than those that might apply in a particular school.

Please note that when the Family or High Level Needs Panel allocates resources, schools should also continue to commit an appropriate level of internal resources to address barriers to learning. The expectation is that a school would continue to allocate £6,000 per year of targeted SEND funding to implement the provision made for a pupil.

The form should be completed by the review date set by the Family or the High Level Needs Panel and should be accompanied by admissible evidence that can be obtained from schools' own records.

The form may also be completed by designated officers in order to allocate initial resources for a pupil with a new EHC Plan; as a result of a decision by the SEN and Disability Tribunal; or at Annual Review for a pupil with an existing statement or EHC Plan.

Please note that Families of schools should ensure that where applications are made for HLN funding, a contingency is held pending a decision. This is to avoid pupils falling between the AFN and HLN funding blocks. However, unused Family contingencies will be recovered by the County council if they remain unspent at the end of the financial year, unless a request for an exceptional carry-forward of funds has been authorised by the Group Manager responsible for SEN funding.

A sample of requests for support from AFN and HLN may be subject to peer moderation.

Note:

Families are asked to:

- consider each submission and moderate against the published indicators of need
- determine whether submissions best match indicators for funding through school resources, AFN or HLN
- allocate resources to those pupils whose needs clearly match AFN indicators
- retain a contingency against moderated bids forwarded for consideration by the HLN Panel
- forward for consideration by the HLN Panel those bids where the available evidence clearly matches the indicators for HLN funding in a county, rather than a school or Family, context

AFN/HLN: READY RECKONER FOR STAFF SALARIES 2017-18

				Including on costs		
	Annual Salary	Point Scale	Hourly Value	On costs	Hourly Rate	Annual salary
TEACHER				27.13%		
based on 32.5 hour week	£33,160	M6	£19.62	£5.32	£24.94	£42,156
TEACHING ASSISTANT				30.71%		
	£15,375	9	£9.10	£2.79	£11.89	£20,097
	£15,613	10	£9.24	£2.84	£12.08	£20,408
	£15,807	11	£9.35	£2.87	£12.23	£20,661
	£16,123	12	£9.54	£2.93	£12.47	£21,074
	£16,491	13	£9.76	£3.00	£12.75	£21,555
	£16,781	14	£9.93	£3.05	£12.98	£21,934
	£17,072	15	£10.10	£3.10	£13.20	£22,315
	£17,419	16	£10.31	£3.17	£13.47	£22,768
	£17,772	17	£10.52	£3.23	£13.75	£23,230
	£18,070	18	£10.69	£3.28	£13.98	£23,619
	£18,746	19	£11.09	£3.41	£14.50	£24,503
	£19,430	20	£11.50	£3.53	£15.03	£25,397
	£20,138	21	£11.92	£3.66	£15.58	£26,322
	£20,661	22	£12.23	£3.75	£15.98	£27,006
	£21,268	23	£12.58	£3.86	£16.45	£27,799
	£21,962	24	£13.00	£3.99	£16.99	£28,707
	£22,658	25	£13.41	£4.12	£17.52	£29,616
	£23,398	26	£13.84	£4.25	£18.10	£30,584
	£24,174	27	£14.30	£4.39	£18.70	£31,598
	£24,964	28	£14.77	£4.54	£19.31	£32,630
PERSONAL CARE ASSISTANT				29.17%		
	£15,375	9	£9.10	£2.65	£11.75	£19,860
	£15,613	10	£9.24	£2.69	£11.93	£20,167
	£15,807	11	£9.35	£2.73	£12.08	£20,418
	£16,123	12	£9.54	£2.78	£12.32	£20,826
	£16,491	13	£9.76	£2.85	£12.60	£21,301
ASSISTANT MID-DAY SUPERVISOR				22.20%		
based on 37 hour week	£15,375	9	£7.99	£1.77	£9.77	£18,788
<p>- When calculating total costs, multiply the hourly value by 52 weeks for all non-teaching staff and teaching staff</p> <p>- If a member of staff is working for 0.6 of a week, for example, multiply the annual salary by 0.6</p> <p>- Work from annual salary where possible</p> <p>- TA hourly rates: divide annual salary by 52 weeks, then divide by 32.5 hours per week</p>						
All salaries as at April 2017						



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