



## **Funding for special educational needs in our school**

This information is about how our school is funded for special educational needs.

### **What is SEN funding for?**

The SEND Code of Practice says schools must: ...use their best endeavours to make sure that a child with SEN gets the support they need - this means doing everything they can to meet children and young people's SEN (6.2)

Schools should use some of their budget to buy resources and make provision for children who need additional help.

This can take many forms. For example, children with SEN might need:

- changes to the curriculum
- special equipment or teaching materials
- the use of additional information technology
- small group work
- support in the classroom
- Specialist Teachers or other key professionals to support with assessment and advice.
- particular targeted interventions aimed at improving academic or social and emotional skill.
- a base to work in or have quiet time.

### **Where does funding for SEN come from?**

All mainstream schools have money for special educational needs support and resources. Schools can decide how to spend this money. This is called delegated funding. This part of the school's income is sometimes called the notional SEN budget.

### **Funding for SEN provision is from three elements:**

#### **Element 1**

All schools get money for each pupil at the school. This is called the Age Weighted Pupil Unit (AWPU) and it is part of schools' delegated funding.

Some of this money is to make general SEN provision. This might, for example, include the cost of providing the Special Educational Needs Coordinator (SENCO) and some other resources. The Education Funding Agency provides Element 1 funding for academies and free schools. We ensure that our school SENCo is given adequate time to lead, manage and coordinate provision across the school. In addition we ensure that they attend review meetings and access training.

### **Element 2**

Element 2 funding is to provide SEN support that is additional to or different from the support that most other children get. SEN support is also for children who used to have help through School Action and School Action Plus. The Education Funding Agency provides Element 2 funding for academies and free schools. Element 2 funding is also part of schools' delegated budget.

Government guidance says schools should provide up to the first £6,000 of additional or different support for those children who need it, including those with an Education, Health and Care plan (or a Statement of Special Educational Need). This does not mean that the school will spend £6,000 on every child with SEN. Schools use funds to help groups of children. Some children will need less help - and some children may need more. For example if our school was to spend £6,000 on each child with SEN this would represent nearly 20% of our entire school budget. Therefore we manage resources carefully and spend additional money on an increased level of staff in each class. Our ratio of adult to children is amongst the best of similar schools locally which is an indication of the additional money we are spending on enhanced adult support which is vital to supporting children with additional needs.

### **Element 3**

Some children have such complex needs that the school may request some additional funding to 'top-up' Elements 1 and 2. The local authority is responsible for managing Element 3 funding (sometimes called the 'high needs block'), which can be used to make specific provision for an individual child or a group of children, if the school or academy can show there is an exceptional level of need. The school must be able to show, with considerable supporting evidence,

that a child requires support far in excess of what can be provided from element 1 and 2 funding. Often this funding is provided for ELS (Extra Learning Support or 1:1 support). However, this does not mean that a child will only work with a specific adult alone. In line with their IEP and Education Health Care Plan; it may be that to reach certain targets they will need small group or individualised work.

### **Who manages the school's SEN resources?**

The SEND Code of Practice says: It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENCO, head teacher and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. (6.97) School governors are responsible for the school's policy on SEN and how the resources are used. The head teacher and the SENCO ensure that the policy is put into practice. The SENCO organises support for individual children, but every teacher is responsible making sure that your child's special educational needs are met in the classroom. The SEN Information Report on the school's website tells you more about the arrangements for SEN support and how to contact the SENCO.

### **How can I find out what support and resources my child is getting?**

The first step is to talk with your child's teacher or the SENCO. This may be at a parents' evening, a support plan meeting or a review. You can ask for a written copy of any support plan in place for your child. If your child has an Education, Health and Care plan (or Statement of Special Educational Need) it should set out the support and resources that are provided.

### **Some examples of the types of support that are in place for children at our school:**

- An enhanced level of support in all classes during English, Maths, and Phonics or Spelling sessions.

- Sensory circuits - a daily small group program of physical activities that promotes readiness for learning, energises children and supports sensory processing skills.
- Beat Dyslexia - a multi-sensory literacy program that supports reading, spelling and handwriting. This may be used in a small group or individually as appropriate.
- Makaton - Staff are trained to use makaton signing to support the communication of children with speech and language needs. This is used during whole class teaching and with small groups and as needed.
- Visual timetables and routines - visual prompts to support children to know what is happening and when. These have been found to be particularly beneficial to children with Autism Spectrum Disorder.
- Memory Booster - an interactive ICT based program the children use independently to acquire effective learning strategies and give them practice that will develop their verbal and visual memory skills.
- Socially Speaking - a small group intervention that supports self-esteem, listening skills, expressive language abilities and enhanced social interaction skills in general.
- Addacus - a multi-sensory maths program to support children with specific maths difficulties or dyscalculia. This may be used in a small group or individually as appropriate.
- Access to a quiet space for thinking time. This space may have a range of further resources to facilitate this; for example weighted cushions, mindfulness colouring and sensory toys. This may be beneficial to those children with sensory, social, emotional or behavioural needs.
- Rapid Phonics - a multi-sensory program to support children with phonic difficulties. This may be used in a small group or individually.
- Indoor Games Club - A quiet indoor space at lunchtime for those children who can find the less structured lunchtimes difficult. This can be particularly beneficial to those children with physical, sensory or social needs.
- Dough Gym - A small group program focused on physical exercises to develop fine and gross motor skills and early handwriting development.
- Access to individual ICT equipment to support a child's ability to record their thinking where physical needs limit their handwriting.

