

SEN Banding Thresholds Guidance

June 2016

Accessing the right level of support for children and young people with Special Educational Needs

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Section One: Background

Funding for meeting the varying needs of children/young people with SEND is achieved through a process of assessment and decision making involving parent/carers, school staff, professionals in SEND and the child/young person.

Funding is provided to all schools through a delegated resource from the Department of Education (DfE) through Wiltshire Council for maintained schools and directly to Academies for all children/young people. This is called the Age Weighted Pupil Unit (AWPU) or Element One.

Schools also receive Element Two for all pupils with additional needs; this has also been known as the first 15 hours of support, the delegated SEN fund or notional SEN budget. The DfE uses a formula to assess how many children/young people in each school may have these additional needs which attract element 2 and then delegates this funding to each school. To benefit from this funding children/young people with SEND may have;

- A school based SEN differentiated learning plan¹
- A My Support Plan or
- A Statement/My EHC Plan

It is the school's responsibility to ensure that the funding is best used to meet the needs of all the children/young people.

This funding is separate from Pupil Premium, but is expected that schools combine these funds for children/young people who have a SEN and are also registered for Pupil Premium.

For children whose needs are considered to potentially be above a My Support Plan, schools work with a SEND lead worker over a period of 20wks (as defined by the Code of Practice 2015 from the Children and Families Act 2014) to assess and appreciate the needs of the child and how their needs may be best met. This leads to a meeting of professionals and school leaders at an SEN Panel to decide if an Education, Health and Social Care Plan (My EHC Plan, formerly called a statement) is required to meet a child/young person's needs. This is a statutory plan and the parties named in the plan are legally obliged to implement the provision and strategies identified.

The SEN Panel will decide the best form of provision and, depending on that provision, will decide the appropriate level of funding. The panel has to legally state the provision, but does not have to specify a funding or hourly level of support. However in order for schools to meet need it is appropriate to identify the funding.

Currently there are five main types of provision:

- Mainstream school with a Named Pupil Allowance (NPA)
- A Resource Base for primary pupils, which is a specialist provision or unit within a mainstream schools
- An Enhanced Learning Provision for Secondary Pupils which is a specialist provision within a mainstream schools
- One of Wiltshire's Special Schools in County, (or a one in a neighbouring county)
- An Independent Special School

¹ Sometimes called an individual learning plan or action plan.

The New Banding system for Wiltshire

From April 2016 the funding system in Wiltshire for SEN is being refined to give greater equity, clarity and transparency in funding across all settings. There are number of key features within the new scheme.

- Greater clarity about what is expected within funding bands – Schools and parent/carers were unclear as to the actions or interventions that could be expected with the resources given.
- Reduces the disparity between funding approaches – the former bands were at odds with each other using different numbering systems, descriptors and funding levels. The new system uses one set of descriptors, one set of bands, and one agreed funding level².
- Greater capacity within the scheme to measure or manage escalating costs and increasing numbers of My EHC Plans. Growth in EHCPs in Wiltshire is currently significantly greater than the national average.
- Greater flexibility in funding which can support creative interventions. Schools could formerly be constrained by the approach in mainstream settings (which was an hourly rate) to mean funding had to only be used for employing teaching assistants. This was restrictive and the new system frees schools up to use a wide range of interventions.
- The descriptors will be a public document supporting transparent decision making
- The descriptors have been developed with the people who are involved in the process and reflect current good practice³.
- It is in line with the new proposals being put forward by the DfE for the development of High Needs/SEN funding⁴.

New Wiltshire Banding Thresholds

From April 2016, once the provision has been agreed, then the SEN Panel will also agree a banding for the child/young person.

The table below shows which bands are available in the different settings. This is a basic guide as we do have some children/young people who are in main stream settings on the higher banding levels and will continue to support children/young people in mainstream settings on higher bands where this is the best way to meet their needs.

School	Banding						
	0	Lower 1	Upper 1	Lower 2	Upper 2	3	4
Mainstream School	✓	✓	✓	✓	✓		
Resource Bases		✓	✓	✓	✓	✓	
ELP		✓	✓	✓			
Special School		✓	✓	✓	✓	✓	✓
Independent Special School							✓

There are number of key benefits of this scheme for different groups:

² In order to meet the criteria laid down by the DfE the financial values are slightly different for Special Schools.

³ The banding documents reflect the requirements within the Code of Practice 2015 from the Children and Families Act 2014, the Ofsted Guidance 2015 and consultation with other LAs going through similar processes.

⁴ <https://consult.education.gov.uk/funding-policy-unit/high-needs-funding-reform>

For Parent/carers

- Parents⁵ will have direct access to the information used to assess their children giving transparency about what to expect and what is possible. The banding documents are on the Wiltshire Local Offer site⁶.
- Rather than schools showing that they have met need by providing Teaching Assistant hours the greater focus will be on meeting outcomes on the My EHC Plan.
- If a child moves between schools (e.g. primary to secondary, mainstream to resource base) there is a common funding position already established.

For the SEN Panel

- There is a common, agreed, transparent and consistent way to judge funding directly related to an individual child/young person's needs.
- Where a decision is made around the right provision for a child/young person it can be made around the interests, personality and character of the child/young person and preferences of the parent/carer, rather than limiting meeting needs to particular settings.
- The descriptors have been developed with professionals, schools and parent/carers activating the principles and practices within the Children and Families Act 2014, thus enabling good cross working between Health, school, and community provision with a common language.

For Schools

- There is clear information and expectation about what should be met through the DfE Element 1 and 2 funding and the role of additional funding.
- There is parity within the system.
- Schools are given the flexibility within the funding to creatively meet a child's needs rather than be constricted to hours of a teaching assistant.

For the Child/Young person

- This enhances the child centred approach allowing discussions and consideration of their needs to focus on their uniqueness and individuality and ensures a focus on meeting outcomes.

How banding works in practice

In the same way as before, a child/young person will be assessed, however now the team around the child will have the benefit of clear descriptors to identify the needs of the child. This will give agreed information to support decisions about whether a child/young person should be on an action plan, SEN Support (Inclusion band 0) or be assessed for a My EHC Plan⁷.

Once the assessment has been completed, the SEN Panel can agree which band a child is best aligned with, based on the set of descriptors that everyone involved with the child can see. As such there should be fewer surprises and greater agreement and transparency about the funding outcomes for children/young people. There can then be a longer discussion about which is the best provision for the child and the objectives and interventions that the child/young person is working towards to achieve identified outcomes.

Introducing banding

⁵ There is [letter](#) attached in appendix three that you can send to parents if this is helpful. WPC are also taking forward information sessions with their members.

⁶ <https://www.wiltshirelocaloffer.org.uk/>

⁷ Please see the Local Offer for more guidance about My Support Plans and My EHC Plan.

The new banding system has been introduced from the 1st of April 2016. There is a guidance document below which gives a more detailed description on how to use the new system and how it interacts with other systems already in place e.g. the development of a My EHC Plan.

Section Two: Wiltshire Special Educational Needs Banding Thresholds

1. Introduction to Banding

In Wiltshire children/young people (CYP) with SEN may have their needs met in one of four educational settings:

- Mainstream schools
- Resource bases or Enhanced learning Provision (ELP) which are part of mainstream schools
- Special schools
- Independent special schools

From April 2016 there is one banding system for all children/young people with SEN using 7 banding points.

1. The Inclusion band zero
2. Lower band one
3. Upper band one
4. Lower band two
5. Upper band two
6. Band three
7. Band four

The table [above shows](#) how bandings relate to schools and settings.

2. How to use this document

This document is part of a group of documents. There are six documents⁸ which describe how a child/young person's needs may be met within each band (linked to chapter six of the **SEN Code of Practice 2015**) which are underpinned by a baseline of policies, practices, teaching and management approaches;

- **Overview of bands**
- **Communication & interaction (including ASD) banding**
- **Cognition & learning banding**
- **Social, emotional & mental health difficulties banding**
- **Sensory needs banding**
- **Physical and medical needs banding**

3. How do the Bands work?

- **Inclusion Band 0**

Inclusion Band 0 is for children with SEN whose needs can be met within the delegated funding to schools, also known by the Department of Education (DfE) as elements 1 & 2. All children placed in a mainstream school attract Element 1 funding. In April 2016 this sum is roughly £4,000. Element 2 is based on a formula of deprivation and numbers of

⁸ See Appendix Three for these six documents or the Local Offer.

vulnerable children in the previous school year. In January 2016 this sum is roughly £6,000, broadly attributed to 1 in 75 pupils. This is part of the funding that comes to schools and academies at the start of the financial year and is a national approach. This has in the past sometimes been referred to as the first 15 hours, or notional SEN budget. This figure is intended to meet the needs of all children/young people on:

- SEN Support (formerly School Action & School Action Plus). This includes all children and young people who the school identify with a “k” code for the school Census data. This covers all those pupils who require a short term intervention, differentiation or support, but do not meet the threshold for a My EHC Plan. Some of these children/young people may have a My SEN Support Plan.
- Those with a Statement/ My EHC Plan who do not require additional funding, and
- The first part of the funding for those who do need additional funding with a My EHC Plan

This is most commonly referred to now as the **delegated or notional funding**. Funding from Pupil Premium or Alternative Provision (Secondary) may also be appropriately used alongside this delegated funding and the banded funding where children and young people meet the eligibility criteria.

- **Lower and Upper Band 1**

For children/young people with a statement/My EHC Plan who might have formerly been identified with up to 12.5 additional hours of support (additional to the first 15 hrs) under the named pupils allowance (NPA). Actions/adjustments to support children/young people at band 1 may include direct interventions with the child/young person and wider activity with groups, classes or whole school actions which contribute to achieving the outcomes set out in a child/young person’s statement/My EHC Plan. (Please see the banding documents for more detail). This currently includes placements at a special school, but is more likely to be a mainstream or resource base/ELP provision.

- **Lower and Upper Band 2**

For children/young people with a statement/My EHC Plan who might have formerly been identified with up to 25 additional hours of support under the named pupils allowance. Actions/adjustments to support children/young people at Band 2 may include direct interventions with the child/young person and wider activity with groups, classes or whole school actions which achieve the outcomes set out in a child/young person’s statement/My EHC Plan

- **Bands 3 and 4**

For children and young people on an EHCP whose needs require significant intervention and support over a significant period of time if not throughout the entirety of their education or training. Much of this support will involve bespoke packages of education, care and engagement which can only be met with specific specialist support. Bands 3 and 4 can be used in mainstream, but with the complexity of need within these bands, we acknowledge that it will be relatively rare.

These documents becomes relevant when a school, parent/carers and the young person are thinking about the support, adaptations and teaching approaches which a child/young person needs to enable them to progress in their learning.

These banding documents should be used when you have taken forward or are in the process of assessing and observing a child/young person’s needs. This in most cases will involve the

Graduated Response⁹ (GRSS), other specialist assessments which are part of creating a plan at school level for a child or are part of a CAF, SEN Support Plan or My EHC Plan¹⁰.

When considering whether a child needs additional funding this document can help you and the SEND lead worker decide what activities/adjustments/interventions can be implemented before seeking additional funding and helping a school and the SEN panel agree the kind of activities and funding which may be appropriate to meet a child/young person's needs.

When taking a child/young person's needs forward to panel these documents can be annotated to show the needs that you think a child/young person's has, the kind of activities/adjustments that are already in place and what might be the appropriate next action. These can be linked to objectives and outcomes set on the EHCP or SEN Support documents. SEND Lead workers, SENCOs and the SEN Panel can then use these banding descriptors to appreciate what level of planning is required and to guide agreements on funding.

4. The Role of banding

- a) The aim of banding is to take away discussion of teaching assistant hours as the only response to meeting objectives and was developed following consultation with parent/carers and schools. When a child/young person's EHCP is agreed there will not be a commitment to hours but a commitment to a banding and an appropriate school setting. By having banding descriptors all partners engaged with a child/young person can agree on their Special Educational Needs. This approach should be more transparent as all partners can agree on the needs and appropriate responses. It is also intended to give School/Colleges/Settings more freedom and flexibility to meet the child/young person's need in a range of ways. Thus the funding may enable a range of interventions, training, specialist support, group activities and/or some one to one support. The effectiveness of the My EHC Plan or My SEN Support plan would therefore not be judged by the provision of a number of hours, but by the achievement of objectives and outcomes.
- b) The use of these bandings as a tool or resource ensures that the potential of the inclusion band 0 is thoroughly explored before looking at bands 1 and 2. It also enables the SEN panel to develop equitable, consistent and transparent decision making.
- c) These descriptors are drawn from a number of sources, including the former banding systems Wiltshire had for Resource Bases, ELP and Special Schools, from descriptors used in York Council and from significant consultation and written text from SENCOs, SEND Lead workers, Specialist Advisory teachers and Education Officers from Wiltshire's schools. The approach has also been discussed with parent/carers through consultation on the Wiltshire SEN strategy supporting Schools 2015/18.

5. Lower and Upper bands

- a) The descriptors should not be looked at in isolation. For example if a child's needs are best understood within band 4, the descriptors in band 3, 2, 1 and inclusion 0 should also be met and exceeded. Each band builds on the descriptors in the previous band including the inclusion band 0.

⁹ https://www.wiltshirelocaloffer.org.uk/useful-documents/#Wiltshire_Graduated_Response_to_SEND_Support_WGRSS_8211_Guidance

¹⁰ If you are considering a My EHC Plan you will always need to ensure you have discussed this with a SEND lead worker and/or an Education Officer.

- b) Lower band 1 or 2 will be given when a child/young person meets a significant proportion, but not all of the descriptors within a banding. Upper bands will be given where most or all of the criterion are met or where a child/young person presents with significant needs from more than one banding area, e.g. Communication and Interaction and Social Emotional and Mental Health. When you read the descriptors you will also realise that some descriptors have more impact than others, so upper bands will only be given where the significant proportion of appropriate descriptors includes those which have a greater impact on the child/young person's learning. When looking at higher bands all the elements in the lower band should already have been understood as descriptive of the child and the interventions been made use of.
- c) All pupils with a My EHC Plan who are educated in a mainstream school (not in a resource base/ELP) will be identified with band 1 or 2 except in very rare circumstances (about 1%) where additional funding linked to objectives may be agreed. While a child or young person can be educated in a special school in bands 1 and 2 the SEN Panel will first consider a mainstream setting or a resource base or ELP.

6. Use of Banding

- a) The bands are a guide and while we have tried to use inclusive language, at times the examples or phrasing may be more indicative of behaviour and activities at primary or secondary level. The examples are just examples, so you may experience similar levels of concern, but in different ways.
- b) The banding deliberately straddles different settings. This is to allow for:
 - o Parental preference
 - o The variation between a child or young person's personality, character and interests and how well they may fit into a setting.
 - o The specific dynamics of a setting and how this will interact with a child or young person's needs.
- c) We have chosen to use a common set of descriptors for lower and upper bands 1 and 2. This is again to allow for the fact that most Children/young people will not fit into neat categories and may have a number of non-consecutive elements within a banding.
- d) In 2016 we completed an exercise which looked at the impact of banding. 46% of children/young people aligned with Upper Band 1 and a further 32% into Lower Band 1. This means that for those children and young people who needs are best met through NPA **nearly 80% of children/young people put forward for NPA will be in band 1 and only the top 20% will need a band 2 or above.**

Lower Band 1	Upper Band 1	Lower Band 2	Upper Band 2
32%	46%	19%	2%

- e) Between 30 - 50% of all children and young people may at some time need some form of individual learning plan¹¹. 13.3% of children and young people are likely to be on My SEN Support (School action/plus). These children would be seen as part of universal provision and inclusion band 0. Children/young people requiring additional funding through NPA, a resource base, ELP or special school make up around 2.8% of all pupils in Wiltshire and nationally.

¹¹ A plan designed by the school to help a child or young person tackle particular learning objectives

- f) In 2016 1% of Children/young people on NPA needed support outside of bands 1 and 2. We will continue to set up individual packages of support for these Children/young people, using the band 3 and 4 descriptors.
- g) When deciding which banding a child/young person is best identified with also consider the banding descriptors for other SEN. Thus if a child/young person may be mostly within lower band 1 for SEMH and higher band 1 for Communication and Interaction it may be appropriate for to look at an overall band of upper band 1. 1+1 doesn't always make 2, but it should be influential in the decision making.
- h) The banding is being introduced in the first instance to schools, but will then be made available to post 16 and early years provision.

7. Banding and Provision Settings

The bands are designed to be applicable to all settings however in practice the following expectations will be applied;

- a) Named Pupil Allowance (NPA) – NPA is available to all children and young people in mainstream settings when a My EHC Plan is issued. It expected that the majority of children and young people will be in bands 1 and 2 and in exceptional circumstances bands 3 and 4 can also be used.
- b) Resource Bases – Resource Bases are designed to offer more intensive, sustained support to children and young people where focused differentiation is a significant part of a child/young person's timetable. Resource Bases may particularly be important where children and young people appropriately need help for more than one area of SEND and where they need higher banding. Bands 1 to 3 may to be used, but with predominance towards 2 and 3.
- c) Enhanced Learning Provisions (ELP) – ELP is designed to offer a similar provision to secondary age young people to that of Resource bases for primary age children. Young people who have attended resource bases in primary settings may be appropriately placed in ELP or a Special School when they move to secondary level education. ELP is expected to be available to young people on bands Lower one to Lower two. In the past ELP has been available to young people without a statement. In this new system to be eligible for ELP the young person must have a My EHC Plan/Statement or be within the 20 week period for an assessment for a My EHC Plan. At Secondary level, Schools also receive separate funding for young people for alternative provision. Currently the expectation is that ELP will not be used where young people are issued with a My EHC Plan with SEMH as their primary need or where behaviour which could lead to exclusion is the primary concern. SEMH would be supported under NPA and the behaviour support from the Alternative Provision funding¹².
- d) Special Schools – Children are currently placed in all of the bandings 1- 4 for a special school, but the expectation is that the level of support is most suitable for young people and children on higher bandings.
- e) Early Years Settings and Post 16 Settings – We are not currently using bandings in early years and post 16 settings, but will be working towards this in 2016/7.

¹² Please note ELP, Alternative Provision and the CAMHS contract are due for review in 2016/7/8.

8. Funding

- a) The aim is to create a continuum of funding which supports a child/young people in all environments. The funding is designed to support Children/young people in a choice of settings for their schooling. For example a child/young person may have a similar pattern of need, but one child may be better placed in a Resource Base and another in a mainstream setting, similarly there could be a choice between special school and a resource base. The current banding funding levels are shown in Appendix two. The change in approach to banding has not been designed to reduce funding, but to give greater flexibility and parity. However two points are worth mentioning:
- The expenditure on top-ups has to stay within the funding made available from the High Needs Block of the Delegated Schools Grant to Wiltshire. Therefore each year Schools' Forum will assess the use of bandings and reduce or increase band rates in line with the capacity of the budget.
 - The High Needs Block funding is under financial pressure and therefore it should be anticipated that the value of top-ups may be less in the coming financial year.

9. Temporary Bandings

- a. Children/Young People will be given a banding with the initial decision to give a My EHC Plan.
- b. However it is within the SEN Panel's discretion to give an enhanced temporary banding (no greater than one band up or down) for a term (12wks), 6mths or a year at the point of issue or if circumstances change.
- c. These bandings will be given around temporary difficult or emergency circumstances e.g. transition into a new School/College/Settings or where there are extreme circumstances or events in a child's life (e.g. a family death, a family breakdown, significant illness which has kept the child away from school and delayed learning) or to support trialling a lower band prior to a permanent decision. This may be where a child has shown excellent progress and it is acknowledged that support levels could now be reduced.
- d. To attract a temporary upward banding after issue of a My EHC Plan a School/College/Setting must, in liaison with their SEND lead worker, show additional information to support the higher banding and this could also include a provision specification of actions or interventions which meet these temporary or enhanced needs.
- e. To reduce a banding the School/College/Setting should show which descriptors are no longer true for the child or young person.
- f. It is beholden on the School/College/Setting to return to the Panel if an extension to the funding needs to be considered. If the School/College/Setting does not submit a request for extension with additional information to support the request within 4 weeks of the end point of the temporary arrangement then the child/young person's funding will revert to the original banding if it has gone up and stay on the temporary level if it has gone down.
- g. In exceptional circumstances a temporary banding could be given at any point in the school year following an early annual review; however in most cases this should be part of the scheduled annual review.

- h. The SEN Panel in most circumstances will delegate the authority around temporary bandings to the Education Officers and this effectively replaces their delegated five hours.

10. Appeals

- a. A flow chart is shown in Appendix two for appeals and for the development of support for children/young people.
- b. Following a panel decision for a child/young person not already placed in the appropriate provision the School/College/Setting is then consulted on the admission of the pupil based upon the agreed banding.
- c. The appeals process is not expected to be used in the majority of cases. The Code of Practice 2015 is clear that the Local Authority SEN Panel (a group of professionals which includes Head teachers, lead professionals, Educational Psychologists and service managers) led by the Chair is the appropriate decision making person/body and that they are the effective body/person to make decisions. Consultation with the named provider is part of this process, but the provider must accept the SEN panel's decision and dispute about funding or banding levels is not accepted as a reason for delaying or preventing admission.
- d. In the event of the School/College/Setting agreeing admission but believing that the initial banding is too low then the following procedure is followed so that there is no unnecessary delay in admission.
- e. The pupil is admitted at the lower banding level suggested by the SEN Panel.
- f. The school then have 12 weeks from the admission date to gather evidence, hold a review and forward documentation that supports a higher banding.
- g. The review documentation is then submitted to SEN Panel for reconsideration (maximum one banding level above). The review documentation needs to make clear reference to why a higher banding value is necessary and include information which was not clear or available to the SEN panel at the point of decision.
- h. If the higher band is agreed then the higher value will be back dated to the point of admission. If not agreed then the original SEN Panel banding will be upheld.
- i. Similarly if no review documentation is received within 12 weeks then normal annual review procedures will apply and funding will remain at the level agreed by Panel.

11. Review of Bandings

- a. A review of a child/young person's banding can be taken forward at any time, but should be linked to an annual review and linked to additional information/assessments which show significant change from the original decision.
- b. It is appropriate to consider banding at every annual review. The default position is that the reviewing team should be aiming to reduce a banding unless it can be shown that the interventions associated with the child/young person's objectives and outcomes can only be met by maintaining the banding as it is.

- c. If an enhanced banding is required new information must be submitted to the panel, linked to recorded reducing progress, poor attainment, and loss of wellbeing in relation to goals set on the My EHC Plan and the interventions that have been utilised.
- d. The reviewing team may also wish to consider change of provision. Sometimes it may be appropriate for a child/young person to stay on the same banding, but to attend a different provision. This request should be treated in the same way as a re-banding and be submitted to panel with information to support the request.
- e. Again the responsibility for reviewing and issuing banding may be delegated to the Team of Education officers.
- f. As of the first of April 2016 all children/young people were moved over to a band in the new system. The appropriate banding is, for most children/young people, a direct move from the old to the new equivalent financial band. For a small, but significant number, of children/young people who were on former bands which now have two levels, the advice of Education Officers was sought to agree an initial banding. At this initial stage the impact on the schools has also been taken into account to ensure that needs could continue to be met in the interim period. Therefore these children/young people may not be on the exact band that fully reflects their needs. Some may be too high and some too low. Schools Forum are asking that, in the first instance, schools work with this approach and do not take forward early annual reviews but consider these issues in the next annual review to ensure that in the longer term the child/young person is on the right band.
- g. In the initial period following the introduction of this new banding system in April 2016, any annual reviews leading to a request for re-banding will need to show that, not only are the child/young person's needs now best described within the banding descriptors, but there is also significant difference between the needs as understood at the point of issue of the EHCP and the current appreciation. It is acknowledged that the initial re-banding process did not involve a close review of all children/young people's needs (such as would be arranged through an annual review), but the Local Authority did look at the net impact on the schools budget to ensure that needs could continue to be met in the interim period.

12. Payment Process

- h. Payments for children/young people receiving funds from the High Needs block will commence from the 1st of April 2016 or at the point at which a child/young person is placed in a school or in the month the SEN Panel decision is made. If the SEN Panel meets, or a child/young person starts before the 14th of the month, it will be back dated to the start of the month, if after the 14th the payment will start in the following month. If a payment is late because it has not yet been recorded on the system it will be back dated.
- i. If a child/young person is placed on a part-time timetable, or excluded (permanent or fixed term) the LA must be informed immediately. Payment will be stopped or reduced for any period greater than 10 days in a school year, unless an application is made to the panel for exceptional circumstances. Exceptional circumstances would include where the School/College/Settings has made provision to ensure the child/young person is maintaining a 25hrs a week educational provision which requires the utilisation of the funding already established. A provision form should be submitted to show costs and safeguarding provision where the child/young person is not with an accredited provider. For Secondary Schools this provision form should identify contributions from the Alternative Provision budget.

- j. Business managers/bursars will receive an annual remittance identifying the agreements for each child.

Appendix One: Help and Support

School Census Code	Old words	New system	Funding	Teams and Support	Banding
K code SEN Support	School Action (not all School action pupils will have been moved onto a K code, only those bordering school action plus)	A school based differentiated SEN learning plan	<ul style="list-style-type: none"> • Element 1 funding with some use of element 2 • Pupil Premium (where appropriate) • De-delegated behaviour support funds or alternative provision budget 	<ul style="list-style-type: none"> • Quality first teaching and SENCO coordination • Graduated response (GRSS) • Disadvantaged Learners Tool Kit • Leading SENCO project • The Local Offer website • Other national websites e.g. Disability matters National Autistic Society • SPOC advice line • SEN SEF • Healthy Schools Support (including award, PHSE/ wellbeing advice) • SIA/WIA programme and school effectiveness • School nursing support • Access to training e.g. Autism awareness City and Guild, SWAPP • CAF process where needs are less focused on SEN • Wiltshire Parent Carer Council • Wiltshire Voice and Influence team • Early Help Services and services through CAF (traveller education, EMAS, Early years inclusion team, Behaviour support, Welfare and attendance team) 	<ul style="list-style-type: none"> • Inclusion band 0
	School action plus	A My Support plan	<ul style="list-style-type: none"> • Element 1 and 2 funding and • Pupil Premium (where appropriate) • De-delegated behaviour support funds or 	<ul style="list-style-type: none"> • All the above plus • Access via SARF for assessing and advice from Educational psychologist or other specialist services (SSENS lead professionals, Speech and language, Occupational or physiotherapy, CAMHS etc.) 	

			alternative provision budget		
		A My Support plan (complex or with multi-agency involvement)	<ul style="list-style-type: none"> • Element 1 and 2 funding • Pupil Premium (where appropriate) • De-delegated behaviour support funds or alternative provision budget 	<ul style="list-style-type: none"> • All the above plus • Access via SARF to support and help from Educational psychologist or other specialist services (SSENS lead professionals, Speech and language, Occupational or physiotherapy, CAMHS etc.) 	
S or E code	Statement	A My EHC Plan or Education, Health and Social Care Plan (EHCP)	<ul style="list-style-type: none"> • Element 1 and 2 funding • Pupil Premium (where appropriate) • De-delegated behaviour support funds or alternative provision budget 	<ul style="list-style-type: none"> • All the above • SEND Lead worker • A 20wk process of assessment which will be considered: <ul style="list-style-type: none"> ○ After a My Support Plan has been in place, in most cases, for at least a year ○ There are additional needs ○ Inclusion band 0 has been fully utilised & ○ Progress has been limited. 	<ul style="list-style-type: none"> • Bands L1 - 4

Appendix Two: Financial Tables 2016/7

Provision 2016/17	Universal provision	0	L1	U1	L2	U2	3	4
Special School Day & Residential		£10,000 per planned place	Individual protected rates for 2016/7. See below					
Resource Base - Primary		£10,000 per planned place	£1,832	£3,664	£5,017	£6,689	£9,750	
ELP - Secondary		£10,000 per planned place	£1,832	£3,664	£5,017			
NPA mainstream	Element 1	Element 1 & 2 £6,000 + £4,000	£1,832	£3,664	£5,017	£6,689	£9,750	£14,241

Band	DAY						Residential
	Rowdeford	Downland	Exeter House	St Nicholas	Larkrise	Springfield	Springfield
	£	£	£	£	£	£	£
L1	2,405	2,336	2,301	2,342	2,317	2,336	11,577
U1	4,809	4,672	4,603	4,879	4,635	4,672	17,610
L2	6,585	6,396	6,302	6,980	6,346	6,396	25,391
U2	8,779	8,528	8,403	9,373	8,461	8,528	31,805
3	12,797	12,432	12,249	13,503	12,334	12,432	39,931
4	18,691	18,157	17,890	19,722	18,015	18,157	54,101

Appendix Three: Useful documents

1. Banding documents



Wiltshire Banding



Wiltshire Banding



Wiltshire Banding



Wiltshire Banding



Wiltshire Banding

Thresholds - Social ErThresholds - SensoryThresholds - PhysicalThresholds - CommunThresholds - Cognition

2. A letter that can be shared with parents



Banding information
letter for parents.doc

3. Please also look on the Wiltshire Local Offer site which has more detailed guidance on My Support Plan's My EHC Plans and the Graduated Response as well as other useful documents https://www.wiltshirelocaloffer.org.uk/useful-documents/#Wiltshire_Graduated_Response_to_SEND_Support_WGRSS_8211_Guidance

Appendix Four: Flow chart of decision making

(Please also see guidance on the local offer site – useful documents)



