

Decision maker: Schools Forum

Subject: Special School Element 3 Top-up banding descriptors

Date of decision: 27 September 2017

Report from: Alison Jeffery - Director Children, Families and Education

Report by: Julia Katherine - Head of Inclusion

Wards affected: All

Key decision: No

Budget & policy framework decision: No

1 Purpose of report

- 1.1 To inform Schools Forum of the work that has been undertaken to revise the banding descriptors and the associated financial values (Element 3 Top-up funding) for children with Special Educational Needs and Disabilities (SEND) attending both maintained and Academy Special Schools in the City.
- 1.2 To seek endorsement of the Cabinet Member for Education's decision to implement the new banding descriptors and associated financial values for pupils starting school in September 2017 and for pupils who are reassessed as part of the Annual review process.

2 Recommendations

It is recommended that Schools Forum:

- a. **Endorses the decision of the Cabinet Member for Education to approve the introduction of the new banding descriptors for new pupils as set out in Appendix 1 from the start of the new academic year in September 2017**
- b. **Endorses the decision of the Cabinet Member for Education to approve the Element 3 Top-up funding rates allocated to the new banding descriptors as set out in Appendix 2 from the start of the new academic year in September 2017 and for the financial year 2018-19.**

- c. **Endorses the decision of the Cabinet Member for Education to approve the Element 3 top-up rates for 2018-19 as set out in Appendix 3 for those pupils continuing at the Special Schools and funded via the current A to H banding framework.**
- d. **Note that the financial impact of the proposed changes will continue to be monitored both centrally and at a school level; and that both Redwood Park and Willows school funding will be reviewed in Summer 2018 due to the changing complexities of the children in these schools.**

3 Background

- 3.1 Special School funding is financed from the Dedicated Schools Grant (DSG) and based on the school revenue funding arrangements set by the Department for Education (DfE)¹.
- 3.2 All special schools are funded by a place plus approach which consists of a combination of the following:
 - Place funding - (Budget share) based on a commissioned number of places at the school, plus;
 - 'Element 3' Top-up funding

Place funding

- 3.3 Under the place-plus arrangements special schools receive a base level of funding on an agreed number of places, commissioned on an academic year basis. Each agreed place will be funded at an annual amount of £10,000. This report does not propose to make any changes to the commissioned number of places or the associated funding.

Top-up funding

- 3.4 Element 3 Top-up funding is provided on a per-pupil basis, according to the assessed needs of the pupil or student, as agreed between the Local Authority (the Commissioner) and the School (the Provider). Top-up funding follows the pupil and is therefore only paid for the period that the pupil is on roll at the school.
- 3.5 Portsmouth operates a banded funding model for the payment of top-up funding. The current model has been in place since April 2013. Top-up funding is allocated to individual pupils according to 8 'bands' labelled A to H with A being the highest level of need. The exact top-up amount varies between schools as the original amounts were set to ensure that the funding available to schools following the introduction of the current funding arrangements matched the funding that was available under the previous funding formula
- 3.6 In previous years, the top-up bands allocated to pupils joining a Special School were moderated once a year in the autumn term. This process had a

¹ School and Early Years Finance (England) Regulations

number of disadvantages; it was considered to be time consuming, overly subjective and it made it difficult to estimate the level of funding the school would receive until the moderation exercise was completed which could be some months after the pupil started school.

- 3.7 In November 2013 a new moderation process was implemented that meant a pupil's level of need and therefore the funding was identified at the time the child was placed at a school. This meant that the school received the information about the proposed funding band when they receive the Education Health and Care Plan outlining the child's needs and the required provision. According to the SEN Code of Practice, schools have 15 days to respond to a referral for placement of a child (SEN Code of Practice 9.83). If, following placement, a school believes an EHCP has been banded incorrectly, they are able to request an annual review.

4 Rationale for changing the banded funding model

- 4.1 The current funding model has been retained since 2013, in anticipation of the introduction of a national funding formula, despite a number of disadvantages, including:

- **The banding criteria are outdated.** Banding criteria describe the range of pupils' needs which can be met within each band. These have not been updated for some years and no longer cover the range of special educational needs of children placed at each special school, as the needs of children placed at special schools have become more complex over time.
- **The current model is overly complex.** There are 8 bands; A to H. Pupils must be assigned a band. There is a lack of clarity about the distinction between each band and the process of assigning a band is overly time-consuming and adversarial.
- **The current model does not provide sufficient predictability** for special schools to plan their budgets in advance. The national place plus funding model means that it is already difficult to predict the amount of income a school can expect. The way that top-up funding is allocated on top of this, introduces additional unpredictability which make it difficult for special schools to manage their budget.

- 4.2 For all of the above reasons, it is proposed that an improved model of banding descriptors and associated funding for special schools is introduced. It is intended that the new model achieves the following:

- **Updated admissions and banding criteria**, which more accurately describe the range of needs met by each school.
- **Fewer bands** - it is proposed that we move to a 4-band model:
 - **Core band** providing adequate funding for the majority of children,

- **Enhanced band** for those who need a higher level of support
 - **Exceptional band** for the minority of children who require a more individualised curriculum and a high level of adult support.
 - **Highly Exceptional band** has been retained at Mary Rose Academy and The Harbour School for those children who would otherwise be placed out of city due to the complexity of their needs, and the bespoke packages of support required to meet their needs.
- **Revised funding levels** attached to each band that do not reduce the funding available to each special school, but that are affordable within the total envelope of high needs funding available.

5 Timing and Implementation of the new bands

- 5.1 In order to minimise any changes in funding levels for schools and to ensure that the transition to the new funding model is achievable within current staffing capacity, it is proposed that the new bands will be applied to all pupils placed at special schools within the city from the start of the new academic year in September 2017. Additionally, if a school requests a change of band through the Annual Review process, a child will be moved to one of the new bands. Therefore those pupils who continue to attend a special school, where there has been no request to reconsider the banding level through the Annual Review process will remain on the existing bands.

6 Process for reviewing the banded funding model

- 6.1 Joint working meetings between PCC officers and special school head teachers took place during the autumn term 2016 and spring term 2017 to jointly develop the new admissions criteria and banding descriptors.
- 6.2 A number of iterations of the new Admissions criteria and banding descriptors were produced and discussed in detail to ensure that the wording matched the level of need of the pupils currently being placed at each of the special schools.
- 6.3 The new Admissions criteria and banding descriptors were agreed with special school heads by the end of the spring term 2017 and can be found in Appendix 1.
- 6.4 The finance team began working on a new financial model, to match the reduced number of bands during the summer term 2017. A number of discussions have taken place with special school head teachers and business managers to agree the new funding levels to be attached to each band. The section below sets out the details of the financial modelling and potential impact of the proposed arrangements.

Financial modelling

Background

- 6.5 To support the work on the new banding descriptor framework, financial modelling has been undertaken to identify the Element 3 top-up funding rates that should be attached to each of the new bands.
- 6.6 The key principles that were applied in developing funding rates for the new bands are:
- that potential turbulence in school funding is minimised, so that no school would experience significant gains or losses; and
 - that the new funding model would remain affordable within the existing high needs block funding;

in the short and medium term, based on the financial modelling.

- 6.7 As a consequence of the complexities in undertaking financial modelling, based on potential future class lists and pupil need in each of the Special Schools, a number of assumptions were made.
- The most recent class list at the time (Spring 2017) and the expected draft class lists for September 2017 were used to project future pupil numbers and level of need.
 - Pupils on the September class lists without allocated bands were projected based on the existing distribution of pupil needs (correlated to the new bands).
 - As the new cohorts for the academic years 2018-19 and 2019-20 are unknown, these were projected based on the existing distribution of pupil needs (correlated to the new bands).
 - That all of the schools were full to the agreed commissioned pupil numbers (including any current agreed additional places).

- 6.8 Based on these assumptions, the results of the financial modelling can only be considered as an indicator of the potential financial impact of the change in banding from eight to three bands; as the final funding will depend on actual pupil needs and numbers.

Base lines and modelling parameters

- 6.9 In order to ensure that the financial modelling aligned with the principles of affordability and minimising turbulence at a school, the overall current funding envelope based on the budgeted Element 3 top-up funding for 2017-18, was quantified at £4.6m. With changes in pupil numbers and need, since setting the budget, it was also necessary to quantify the potential current projected spend with this latest data. The current projected Element 3 top-up funding requirement was calculated at £4.8m.

- 6.10 These baseline amounts were used for comparison purposes, when modelling the potential impact of the new bands and associated funding rates, both at a school level and in total. Details can be found at Appendix 4.
- 6.11 These baseline amounts, exclude the pupils at Harbour on the Stamshaw funding rates and those at Mary Rose in the Albert Annex, as these funding rates are not included within this exercise. As indicated earlier, these rates will now be known as the 'Highly Exceptional' rates.

Options considered

- 6.12 Initially, three options were modelled for the period covering the financial years 2017-18, 2018-19 and 2019-20 and this was compared to the baselines outlined above. The three options were:

Option 1 - "weighted average" funding rates. These rates were calculated based on the existing funding rates and budgeted pupils numbers in each band (A to H) for 2017-18.

Option 2 - "staffing to pupil ratio" weighting. In this model, the enhanced and exceptional funding rates were created based on ratios from the core band. This model was dismissed, as overall it was more expensive and did not address some of the turbulence shown in option 1.

Option 3 - as per option 2, but the funding rates were created as proportion of the existing highest rate. This option was dismissed as it was unaffordable.

- 6.13 The results of the financial modelling were discussed at the Special Heads meeting with representatives from Solent Academies Trust and Willows Nursery. A separate meeting was held with the head teacher from the Harbour school and the Finance Director from Delta Education Trust.
- 6.14 Based on this initial review and modelling, it was agreed by all parties that option 1 was the preferred model, but that further work was required to refine it and address some of the concerns and queries raised by the schools.
- 6.15 Following the refinement of option 1 and the queries raised by the schools in relation to class lists, the funding model proposed at Appendix 2 was shared with the schools at the end of the summer term. The spreadsheets and data used to model the options were also shared with the schools for them to review and test against their own data.
- 6.16 The table below shows the correlation between the current funding framework rates and the proposed new funding framework.



Banding	2017-18 Band rates				
	Willows	Harbour	Mary Rose	Cliffdale	Redwood
	£	£	£	£	£
A	20,182	21,283	19,461	18,834	21,283
B	12,462	11,898	11,246	10,486	11,898
C	10,943	10,051	9,629	8,844	10,051
D	9,692	8,529	8,299	7,491	8,529
E	8,130	6,630	6,636	5,802	6,630
F	5,978	4,014	4,346	3,475	4,014
G	5,227	3,101	3,547	2,663	3,101
H	3,866	1,446	2,098	1,191	1,446

	Exceptional
	Enhanced
	Core

- 6.17 In November 2016 Redwood Park School changed status, from the provision of education for pupils with moderate learning difficulties and speech, language, and communication needs to severe learning difficulties and autistic spectrum condition. The current funding profile of the school reflects the high number of pupils identified as requiring support at the lower end of the current banding framework. Therefore when undertaking the financial modelling, it was necessary to group the distribution of the bands and their related funding rates differently from the other schools; as shown in the table above.
- 6.18 Whilst the majority of the other schools reflect a weighted average funding rate (based on the current bands and rates), we have had to move away from the weighted average model for Redwood for the reasons stated above. Following discussions and feedback from Solent Academies Trust, we have aligned the funding rates more closely with Cliffdale Primary which is its feeder school. In order to do this we have reduced Redwood's exceptional funding rate down to £18,800 in line with Cliffdale which enabled us to uplift the core rate from the weighted average of £2,700 to £3,800.
- 6.19 It is expected that the level of need of pupils attending the school will increase over time. In light of this it may necessary to review the funding rates in the future.
- 6.20 As a nursery special school, Willows has only three year groups, two nursery classes and a reception class. From September 2017 the nature of the school is changing with a larger number of pupils expected to attend the reception class in comparison to the two nursery classes, this could create financial turbulence with the change in cohort in September 2018. When discussing the impact of the proposed element 3 top-up rates for the new bands it was agreed with the school that the rates would be reviewed in summer 2018, to ensure that the model was not creating any unexpected turbulence.

- 6.21 Following discussions with the head teachers, each school has agreed the financial values for each of the band descriptors which are set out in Appendix 2. For completeness and to ensure the necessary approvals are obtained the table in Appendix 2 also includes the Highly Exceptional bands for Mary Rose and Harbour which equate to the current bands paid for Stamshaw and Albert Annex pupils. It is proposed that the new bands will be implemented from the start of the academic year in September 2017.

Financial Impact

- 6.22 Appendix 4 shows the results of the financial modelling. However, due to the assumptions relied upon, (as detailed above) this can only be considered to be an indicator of the potential financial impact of the change from eight to three bands; as the actual funding provided to schools will depend on actual pupil needs and numbers.
- 6.23 As set out earlier in this report, if there were no changes to the banding framework, the expenditure projection shows that if all the pupils were placed and funded by the Council, then the overall funding requirement would exceed the budgeted amount by £156,800; due to the increased levels of need of the pupils. It is against this projection that the financial modelling has been assessed.
- 6.24 The table below sets out the estimated additional cost to the authority of the new banding and funding framework.

Financial Year	Additional cumulative cost £
2017-18	45,348
2018-19	134,091
2019-18	146,001

- 6.25 It should be noted that 2017-18 shows the part year effect of the implementation of the new framework, with the full year effect applying from 2018-19. The model does assume that the schools are full and that the level of need for new pupils joining the school in future academic years will mirror that of those joining in September 2017.
- 6.26 The model also assumes that all pupils are commissioned by Portsmouth City Council. Currently 22 pupils (spring 2017) are commissioned by other local authorities, who are responsible for paying the Element 3 top-up funding.
- 6.27 Appendix 4 shows the potential financial impact on the individual schools, which also indicates that the full year effect of the change stabilises in the 2018-19 and 2019-20 financial years. As highlighted above the impact of the structural changes at both Redwood and Willows may need to be reviewed in the summer 2018 to ensure that the funding remains appropriate for the levels of need and overall affordability.

7 Reasons for recommendation

- 7.1 The proposed changes to the method of allocation Element 3 Top-up funding to Special schools, will provide schools with a methodology of assigning levels of need and therefore funding that is simple, consistent and relevant to the children and their associated needs than the current banding framework.

8 Equality impact assessment (EIA)

- 8.1 A preliminary EIA has been completed however a full EIA is not required as the recommendations do not have a negative impact on any of the protected characteristics as described in the Equality Act 2010. Changes in the banding descriptors will not negatively impact on those children who have been placed in special schools. Extensive financial modelling has been undertaken, in discussion with special school head teachers and finance managers, in order to minimise any changes in funding to schools. The aim has been to provide the same level of funding, but to streamline the system for allocating this funding to achieve greater clarity and predictability for schools in order to support their budget management.

9 Legal comments

- 9.1 The Local Authority is required to seek the views of the Schools Forum on its proposed arrangements for pupils with special educational needs in relation to the arrangements for paying top-up funding.

10 Finance comments

- 10.1 Under the DSG grant conditions² for 2017-18 the local authority may change its top-up funding rates. However, where a child is already attending a special school and is in receipt of top-up funding, the local authority must continue the agreement with the institution to make top-up payments until the pupil has left the institution, or the agreement is replaced by another. The proposals in this report relate to new pupils joining the school or those whose needs have been re-assessed and where a new agreement will be put in place. It is proposed that the current funding framework will remain in place for continuing pupils until they are re-assessed or they leave the school.
- 10.2 The results of the financial modelling and the assumptions upon which this is based are detailed within section 7 of the above report. The financial modelling can only be considered to be an indicator of the potential financial impact of the change in banding from eight to three bands; as the final funding will depend on actual pupil numbers and their assessed level of need.

2

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/579306/DSG_Conditions_of_Grant_2017-18 - Final GH.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/579306/DSG_Conditions_of_Grant_2017-18_-_Final_GH.pdf)

- 10.3 The results of the financial modelling show that the introduction of the proposed new banding system and related funding rates could increase the overall funding requirement, by £45k in 2017-18, increasing to £134k in 2018-19. However, as stated within the report, the financial modelling is based on all schools being full and being filled by pupils placed by Portsmouth City Council. In reality there are a number of pupils that are placed by other local authorities and the funding for those pupils will be paid by the commissioning authority.
- 10.4 As previously highlighted, the financial modelling is only indicative and the actual funding received by the schools may differ. The impact of the changes to the Element 3 Top-up funding system will continue to be monitored as part of the budget monitoring process and reported regularly to both Cabinet Member and Schools Forum.

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Alison Jeffery, Director of Children, Families and Education

Appendices:

- Appendix 1 - Banding descriptors from September 2017
Appendix 2 - Element 3 Top Up Funding Rates (new bands)
Appendix 3 - 2018-19 - Element 3 Top-up rates (for continuing pupils)
Appendix 4 - Indicative Financial Modelling

Background list of documents: Section 100D of the Local Government Act 1972

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

Title of document	Location
Financial Modelling of Element 3 Top-up funding for new Banding descriptors	Education Finance Team
School & Early Years Finance (England) Regulations	www.legislation.gov.uk

The recommendation(s) set out above were approved/ approved as amended/ deferred/ rejected by on

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Signed by:

Appendix 1: Admissions criteria and banding descriptors from Sept 2017

Mary Rose Academy

1.0 General description

1.1 Mary Rose Academy is a designated special school which caters for children between 2 and 19 years of age who have profound and multiple learning difficulties, or severe and complex needs, and who may also have Autism. Children may have a complexity of special educational needs including physical disabilities, complex medical conditions and varying degrees of sensory impairment.

2.0 Admissions Criteria

Children placed at the school will:

2.1 Have a Statement of Special Educational Needs or an Education, Health and Care Plan. In exceptional circumstances a child may be placed at the school on an assessment basis while a statutory Education, Health and Care Needs Assessment is being completed.

2.2 Be in the age range 2 to 19 years: nursery age and national curriculum years R to 14.

2.3 Be working significantly below age expectations, for example:

- Working at Early Years 0-16 month level up to the end of Year R.
- Working within P-levels or up to Year 1 National Curriculum programme of study.

2.4 Have severely limited language skills, using alternative communication systems to make needs/choices known.

In addition, children placed at the school may:

2.5 Present with severe and challenging behaviour associated with their severe and complex learning difficulties and/or Autism.

Consideration should be given to the individual's combination of difficulties and needs and how this impacts on their ability to access the curriculum.

3.0 Admission Procedure

3.1 All children to be considered for admission will be referred via the Inclusion Support Panel (ISP).

3.2 Following agreement at ISP, requests will be made in writing by the Local Authority to the school accompanied by the child's Statement or EHCP, parental views, annual review report and copies of all professional reports.

3.3 On receipt of a request for admission the Headteacher and Governors will consider the child's needs and reply to the SEN Team within 15 days.

3.4 Parents may have already visited the school; if not, they should be offered the opportunity to visit at this stage.

3.5 In the event that the school considers the child unsuitable for admission for any reason, the Headteacher should put their concerns in writing. Ultimately, the Local Authority is the placing authority.

3.6 The final decision to confirm the placement and finalise or amend the Statement or EHCP will be confirmed in writing by the SEN Team to both parents and school. All placements are made with full parental agreement.

Banding Descriptors - Mary Rose Academy

4.0 CORE
<p>4.1 Descriptor</p> <ul style="list-style-type: none"> • Pupils will have severe, complex, and life-long difficulties/disabilities. • Pupils will have learning difficulties which may co-exist with a medical condition and/or physical disabilities or sensory difficulties and may include sensory processing difficulties. • Pupils may also have social communication and interaction difficulties or Autism. • There may be associated social, emotional and behaviour difficulties and/or additional mental health difficulties.
<p>4.2 Provision</p> <ul style="list-style-type: none"> • Specialist provision in a class within a staffing ratio of 1:2. • Staff will have high levels of expertise in meeting the needs of pupils with severe and complex learning difficulties and/or Autism. • Staff will have high levels of expertise in meeting the needs of pupils with medical needs and physical disabilities. • Staff will have high levels of expertise in order to provide personal care, administering of medication and support for eating, moving and handling.
5.0 ENHANCED
<p>5.1 Descriptor</p> <ul style="list-style-type: none"> • Pupils will have profound, multiple and lifelong learning difficulties/disabilities. • Some pupils will also have severe social communication difficulties or Autism. • These learning difficulties/disabilities will co-exist with significant medical needs and/or physical disability and/or sensory processing difficulties.



- Pupils may have significant multi-sensory impairment requiring a specialist programme and support.
- There may be associated social, emotional and behaviour difficulties and/or mental health difficulties.

5.2 Provision

- Specialist provision in a class with a staffing ratio between 1:2 and 1:1.
- Staff will have a high level of expertise in meeting the needs of pupils with severe and complex learning difficulties and/or Autism and associated challenging behaviour.
- Staff will have high levels of expertise in meeting the needs of pupils with profound and multiple learning difficulties.
- Staff will have a high level of expertise in meeting the needs of pupils with significant medical needs and physical disabilities.
- Staff will have high levels of expertise in order to provide personal care, administering of medication and support for eating, moving and handling.
- Staff will have high levels of expertise in meeting the needs of pupils with multi-sensory impairment.
- There may be a need for increased levels of specialist resourcing e.g. specialist communication aids / seating / standing equipment.

6.0 EXCEPTIONAL

6.1 Descriptor

- Pupils will have profound, multiple and lifelong learning difficulties.
- Some pupils will have severe social communication difficulties or Autism.
- Some pupils will have learning difficulties which co-exist with significant medical needs and/or physical disability and/or sensory processing difficulties.
- Some pupils will have multi-sensory impairment requiring a specialist programme and support.
- Some pupils will have associated social, emotional and behaviour difficulties and/or mental health issues.

Some pupils will have:

- Significant, complex and/or life-limiting medical conditions.
- Extremely challenging behaviour which can be a risk to themselves or others.

6.2 Provision

- Specialist provision in a class with a staffing ratio of 1:1 and 2:1 for some activities.
- Staff will have high levels of expertise in meeting the needs of pupils with the most profound and complex learning difficulties, medical and sensory needs.
- Staff will have high levels of expertise in meeting the needs of pupils with the



most severe multi-sensory impairments.

- Staff will have high levels of expertise in meeting the needs of pupils with the most profound learning difficulties and autism and associated challenging behaviour.
- There may be a need for increased levels of specialist resourcing e.g. specialist communication aids / seating / standing equipment.

7.0 Highly Exceptional

7.1 Descriptor

- Requires a highly personalised package of support - beyond the other banding descriptors.

8.0 Banding Procedure

8.1 All banding decisions will be made by the local authority, in liaison with the relevant special school.

- For whole cohort entry, banding decisions will be made as part of the annual Specialist ISP meetings at which local authority officers, the head teacher/executive head teacher of the school are present.
- For individual entries throughout the academic year, a band will be proposed, based on the identified needs in the EHCP by SEN managers. This proposed band will be communicated to the school along with the EHCP outlining the child's needs and provision required. As part of the formal consultation process to agree school placement, the head teacher/executive head teacher will be invited to respond (within 10 working days, as set out in the Code of Practice) to confirm whether the child's needs can be met, taking into consideration both the needs and provision specified in the EHCP and the proposed band. The band will be confirmed along with confirmation of the school place, following this period of formal consultation.
- Once the banding has been confirmed, any request for a change to the band (for existing pupils) must be made in writing and submitted as part of the annual review process. This must be accompanied by evidence supporting the change, including relevant assessment reports. SEN managers, on behalf of the local authority, will consider all requests for a change in banding as part of the annual review process and in light of the evidence presented. Decisions will be communicated to the school within 2 weeks of the local authority's receipt of completed annual review paperwork.

8.2 Banding decisions will only be made based upon formal written evidence, and no decision can be reached without this. Evidence can include reports gathered as part of the Education, Health and Care Needs assessment process, contributions from professionals involved with the pupil, or a fully completed annual review report form.

8.3 It is the expectation of the local authority that the majority of pupils within each special school will be on 'Core' or 'Enhanced' banding. Clear evidence must be provided for any requested increase.

Cliffdale Primary Academy

1.0 General description

1.1 Cliffdale Primary Academy is a designated special school which caters for children between 4 and 11 years of age who have complex learning difficulties and who may also have severe Autism.

2.0 Admissions criteria

Children placed at the school will:

2.1 Have a Statement of Special Educational Needs or an Education, Health and Care Plan. In exceptional circumstances a child may be placed at the school whilst a statutory Education, Health and Care Needs Assessment is being completed.

2.2 Be in the age range 4-11 years: National Curriculum years R to 6.

2.3 Be working significantly below age expectations, for example:

- Working at Early Years 16-36 month level up to the end of Year R.
- Working within P-levels up to Year 1 National Curriculum programme of study.

2.4 Show attainment in speech and language skills, literacy and numeracy which act as a significant barrier to learning and accessing the curriculum due to their learning difficulties.

2.5 Have associated physical/medical/sensory needs.

In addition, children placed at the school may:

2.6 Show difficulties (in line with their complex learning difficulties and Autism) in their social and emotional development, presenting as poor concentration, immature social skills and low self-esteem, which in turn may impact on their behaviour.

When recommending the most appropriate placement, consideration should be given to the individual's combination of difficulties, disabilities and needs, and how this impacts on their ability to access the curriculum.

3.0 Admission Procedure

3.1 All children to be considered for admission will be referred via the Inclusion Support Panel.

3.2 Following agreement at ISP, requests will be made in writing by the Local Authority to the school accompanied by the child's Statement or EHCP, parental views, annual review report and copies of all professional reports.

3.3 On receipt of a request for admission the Headteacher and Governors will consider the child's needs and reply to the SEN Team within 15 days.

3.4 Parents may have already visited the school; if not, they should be offered the opportunity to visit at this stage.

3.5 In the event that the school considers the child unsuitable for admission for any reason, the Headteacher should put their concerns in writing. Ultimately, the Local Authority is the placing authority.

3.6 The final decision to confirm the placement and finalise or amend the Statement or EHCP will be confirmed in writing by the SEN Team to both parents and school. All placements are made with full parental agreement.

Banding Descriptors - Cliffdale Primary Academy

4.0 CORE
4.1 Descriptor <ul style="list-style-type: none"> • Pupils will have severe and complex learning difficulties. • Some pupils will also have communication and interaction difficulties: speech, language and communication difficulties or Autism. • There may also be some associated social, emotional and behaviour difficulties and/or additional mental health difficulties. • Pupils are ambulant, interactive and can meet most of their own personal care needs with minimal supervision.
4.2 Provision <ul style="list-style-type: none"> • Specialist provision within a class with adult pupil ratio of 1:3. • Staff will have high levels of expertise in meeting the needs of pupils with severe and complex learning difficulties, speech, language and communications needs or Autism. • Staff may be needed to provide support with personal care, administering of medication and support for eating.
5.0 ENHANCED
5.1 Descriptor <ul style="list-style-type: none"> • Pupils will have severe or complex lifelong learning difficulties. • Pupils will have communication and interaction difficulties, speech, language



and communication difficulties or severe Autism and may have sensory processing difficulties.

- Some pupils will have associated social, emotional and behaviour difficulties and/or additional mental health difficulties.
- Some pupils will have a medical condition and/or physical disability or sensory impairment.
- Some pupils will need support with their personal care needs, administering of medication and support for eating, moving and handling.

5.2 Provision

- Specialist provision in a class with a staffing ratio of 1:2.
- Staff will have a high level of expertise and experience in meeting the needs of pupils with severe and complex learning difficulties and associated behaviour difficulties.
- Staff will have high levels of expertise in meeting the needs of pupils with severe Autism and social communication needs.
- Staff will have high levels of expertise in order to provide personal care, administering of medication and support for eating, moving and handling.

6.0 EXCEPTIONAL

6.1 Descriptor

- Pupils will have severe and complex lifelong learning difficulties.
- Pupils will have communication and interaction difficulties, speech, language and communication difficulties or severe Autism and may have sensory processing difficulties.
- Some pupils will have associated social, emotional and behaviour difficulties and/or additional mental health difficulties.
- Some pupils will have a medical condition and/or physical disability or sensory impairment.
- Some pupils will need support with their personal care needs, administering of medication and support for eating, moving and handling.

Some pupils will have:

- Challenging behaviour which requires an entirely personalised programme.
- Challenging behaviour which can be a risk to themselves or others.

6.2 Provision

- Specialist provision in class with a staffing ratio of 1:1 and 2:1 for some activities.
- Staff will have high levels of expertise in meeting the needs of pupils with severe Autism and sensory processing difficulties.
- Staff will have high levels of expertise in meeting the needs of pupils with severe Autism and associated challenging behaviour.
- Staff will have high levels of expertise in order to provide personal care, administration of medication and support for eating.

7.0 Banding Procedure

7.1 All banding decisions will be made by the local authority, in liaison with the relevant special school.

- For whole cohort entry, banding decisions will be made as part of the annual Specialist ISP meetings at which local authority officers, the head teacher/executive head teacher of the school are present.
- For individual entries throughout the academic year, a band will be proposed, based on the identified needs in the EHCP by SEN managers. This proposed band will be communicated to the school along with the EHCP outlining the child's needs and provision required. As part of the formal consultation process to agree school placement, the head teacher/executive head teacher will be invited to respond (within 10 working days, as set out in the Code of Practice) to confirm whether the child's needs can be met, taking into consideration both the needs and provision specified in the EHCP and the proposed band. The band will be confirmed along with confirmation of the school place, following this period of formal consultation.
- Once the banding has been confirmed, any request for a change to the band (for existing pupils) must be made in writing and submitted as part of the annual review process. This must be accompanied by evidence supporting the change, including relevant assessment reports. SEN managers, on behalf of the local authority, will consider all requests for a change in banding as part of the annual review process and in light of the evidence presented. Decisions will be communicated to the school within 2 weeks of the local authority's receipt of completed annual review paperwork.

7.2 Banding decisions will only be made based upon formal written evidence, and no decision can be reached without this. Evidence can include reports gathered as part of the Education, Health and Care Needs assessment process, contributions from professionals involved with the pupil, or a fully completed annual review report form.

7.3 It is the expectation of the local authority that the majority of pupils within each special school will be on 'Core' or 'Enhanced' banding. Clear evidence must be provided for any requested increase.

Redwood Park School

1.0 General description

1.1 Redwood Park Academy is a designated special school which caters for children between 11 and 16 years of age who have complex learning difficulties and who may also have severe Autism.

2.0 Admissions criteria

Children placed at the school will:

2.1 Have a Statement of Special Needs or an Education, Health and Care Plan. In exceptional circumstances a child may be placed at the school whilst a statutory Education, Health and Care Needs Assessment is being completed.

2.2 Be in the age range 11-16 years: National Curriculum years 7 to 11.

2.3 Be working significantly below age expectations, for example:

- Working within P-levels up to Year 3* National Curriculum programme of study. (*by KS4)

2.5 Show attainment in speech and language skills, literacy and numeracy which act as a significant barrier to learning and accessing the curriculum due to their learning difficulties.

In addition children placed at the school may:

2.6 Have social communication difficulties or Autism.

2.7 Show difficulties in behaviour (in line with their complex learning difficulties and Autism) and in their social and emotional development presenting as poor concentration, immature social skills and low self-esteem, which in turn may impact on their behaviour.

2.8 Have associated physical/medical/sensory needs.

When recommending the most appropriate placement, consideration should be given to the individual's combination of difficulties, disabilities and needs and how this impacts on their ability to access the curriculum.

3.0 Admission Procedure

3.1 All children to be considered for admission will be referred via the Inclusion Support Panel (ISP).

3.2 Following agreement at ISP, a request will be made in writing by the Local Authority to the school accompanied by the child's statement or EHCP, parental views, annual review report and copies of all professional reports.

3.3 On receipt of a request for admission the Headteacher and Governors will consider the child's needs and reply to the SEN Team within 15 days.

3.4 Parents may have already visited the school; if not, they should be offered the opportunity to visit at this stage.

3.5 In the event that the school considers the child unsuitable for admission for any reason, the Headteacher should put their concerns in writing. Ultimately, the Local Authority is the placing authority.

3.6 The final decision to confirm the placement and finalise or amend the statement or EHCP will be confirmed in writing by the SEN Team to both parents and school. All placements are made with full parental agreement.

Banding Descriptors - Redwood Park Academy

4.0 CORE
<p>4.1 Descriptor</p> <ul style="list-style-type: none"> • Pupils have severe, complex learning difficulties. • Pupils may also have communication and interaction difficulties: speech, language and communication difficulties, social communication difficulties or Autism. • Pupils are ambulant, interactive and can meet their own personal care needs. • There may be some associated social, emotional and behaviour difficulties and/or additional mental health difficulties.
<p>4.2 Provision</p> <ul style="list-style-type: none"> • Specialist provision within a class with adult pupil ratio of 1:3. • Staff will have high levels of expertise in meeting the needs of pupils with severe learning difficulties, speech, language and communication difficulties.
5.0 ENHANCED
<p>5.1 Descriptor</p> <ul style="list-style-type: none"> • Pupils will experience severe and complex lifelong learning difficulties. • Pupils will have communication and interaction difficulties, speech, language and communication difficulties or severe Autism and may have sensory processing difficulties. • Some pupils will have associated social, emotional and behaviour difficulties/disabilities and/or additional mental health difficulties. • Pupils are ambulant, interactive and can meet most of their own personal care needs with minimal supervision.



5.2 Provision

- Specialist provision in a class with a staffing ratio of 1:2.
- Staff will have a high level of expertise in meeting the needs of pupils with severe and complex learning difficulties and associated behaviour difficulties.
- Staff have high levels of expertise in meeting the needs of pupils with severe and complex learning difficulties and associated social, emotional and mental health difficulties.
- Staff will have high levels of expertise in meeting the needs of pupils with severe autism and social communication needs.

6.0 EXCEPTIONAL

6.1 Descriptor

- Pupils will have severe and complex lifelong learning difficulties.
- Pupils will have communication and interaction difficulties, speech, language and communication difficulties or severe autism and may have sensory processing difficulties.
- Some pupils will have associated social, emotional and behaviour difficulties and/or additional mental health difficulties.
- Some pupils will need support with their personal care needs.

6.2 Provision

- As above and, in addition, pupils will require at least 1:1 adult support and a highly personalised curriculum.
- Specialist provision in a class with a staffing ratio of 1:1 and 2:1 for some activities.
- Staff will have high levels of expertise in meeting the needs of pupils with severe Autism and sensory processing difficulties.
- Staff will have high levels of expertise in meeting the needs of pupils with severe Autism and associated challenging behaviour.
- Staff will have high levels of expertise in order to provide personal care, administering medication and support for eating.

7.0 Banding Procedure

7.1 All banding decisions will be made by the local authority, in liaison with the relevant special school.

- For whole cohort entry, banding decisions will be made as part of the annual Specialist ISP meetings at which local authority officers, the head teacher/executive head teacher of the school are present.



- For individual entries throughout the academic year, a band will be proposed, based on the identified needs in the EHCP by SEN managers. This proposed band will be communicated to the school along with the EHCP outlining the child's needs and provision required. As part of the formal consultation process to agree school placement, the head teacher/executive head teacher will be invited to respond (within 10 working days, as set out in the Code of Practice) to confirm whether the child's needs can be met, taking into consideration both the needs and provision specified in the EHCP and the proposed band. The band will be confirmed along with confirmation of the school place, following this period of formal consultation.
- Once the banding has been confirmed, any request for a change to the band (for existing pupils) must be made in writing and submitted as part of the annual review process. This must be accompanied by evidence supporting the change, including relevant assessment reports. SEN managers, on behalf of the local authority, will consider all requests for a change in banding as part of the annual review process and in light of the evidence presented. Decisions will be communicated to the school within 2 weeks of the local authority's receipt of completed annual review paperwork.

7.2 Banding decisions will only be made based upon formal written evidence, and no decision can be reached without this. Evidence can include reports gathered as part of the Education, Health and Care Needs assessment process, contributions from professionals involved with the pupil, or a fully completed annual review report form.

7.3 It is the expectation of the local authority that the majority of pupils within each special school will be on 'Core' or 'Enhanced' banding. Clear evidence must be provided for any requested increase.

The Harbour School

1.0 General description

Specialist educational support for those with long-term and complex Social, Emotional and Mental Health (SEMH) needs who have an Education Health and Care Plan (EHCP) or Statement of Special Educational Needs (SEN).

1.1 Pupils will:

- a) Have social emotional and mental health difficulties that can't be met within a mainstream school.
- b) Usually be in the age range of 9-16 years; national curriculum Years 5-11.
- c) Have a history of social, emotional and mental health difficulties over time despite intervention by the mainstream school and appropriate support services. Such difficulties might include high levels of anxiety and/or challenging behaviour.
- d) Have significant problems in making and sustaining appropriate relationships with peers and/or adults e.g. isolation, rejection by peers and excessive dependence on adult attention.
- e) Pupils may demonstrate behaviour which presents a risk to themselves or others.

1.2 In addition to their primary area of need, pupils may have:

- f) Specific or global learning difficulties, which may have contributed to underachievement.
- g) Low levels of emotional literacy, which may have impacted on their social and emotional health.
- h) Speech, language and communication difficulties or social communication difficulties including Autism Spectrum Conditions.

1.3 The mainstream school will have:

- i) Involved relevant outside agencies e.g. MABSS (or equivalent), PSENSP, EP, CAMHS.
- j) Provided clear evidence over time that they have exhausted their Ordinarily Available Provision for pupils with social emotional and mental health difficulties (as detailed in their Provision Map).

2.0 Alternative Provision

2.1 For pupils who have been permanently excluded and require 6th day provision.

2.2 For Looked After Children (LAC) who are between placements and for whom immediate provision cannot be found elsewhere or is not appropriate.

2.3 For pupils at risk of exclusion from school due to challenging behaviour, who are likely to:

- a) Be in the age range 9-16 years; national curriculum Years 5-11.
- b) Have a history of social, emotional and mental health difficulties over time that despite intervention by the mainstream school and appropriate support services are significantly impacting on their learning and placing them at risk of exclusion from school.

- c) Need short stay or longer term alternative provision.

In addition, the mainstream school will have:

- c) Provided clear evidence of the intervention strategies used to address these behaviours and their impact.
- d) Decided that the pupil requires a period of Alternative Provision.

2.4 For pupils with SEMH needs who for medical reasons cannot be educated within mainstream school but can attend alternative provision.

2.4.1 Pupils will:

- a) Be in the 11 -16 age range; national curriculum Years 7 -11.
- b) Have a history of medical/emotional needs that, over time, are significantly impacting on their learning.
- c) The mainstream school will have provided clear evidence of the intervention strategies used to address the pupil's emotional needs and their impact.
- d) In addition there will be evidence provided from an appropriate medical practitioner (i.e. CAMHS practitioner) highlighting the requirement for a time limited placement.

3. Medical & Hospital Tuition

3.1 For all children and young people who would normally attend mainstream schools, including Academies, Free Schools, independent schools and special schools, or where a child is not on the roll of a school but cannot for reasons of health need attend school.



Banding Descriptors - The Harbour School

Curriculum vision statement

The Harbour School meets the full continuum of need for young people with an Education Health and Care Plan (EHCP) that identifies Social, Emotional and Mental Health needs which may include associated anxiety, communication and interaction difficulties.

The school provides an aspirational curriculum underpinned by academic rigour and specific, evidence-based interventions to meet individual need. Our model is one of using flexible pathways and a continuum of provision to meet student needs as they develop following successful interventions. As these young people can and do present with challenging behaviours, we operate with a high staff to pupil ratio. Some pupils, at least initially, may need 1:1 or even 2:1 support. Staff have specialist skills to address significant learning, SEMH and ASC needs alongside comprehensive knowledge and understanding of both specific learning difficulties and triggers and strategies for working with a range of needs and disorders. All staff have access to a range of continuing professional development opportunities and receive specific training to support our interventions.

Our staff team includes subject specialists, vocational instructors, emotional literacy support staff and a range of specialist professionals such as Speech & Language Therapists (SALT) and Education Psychologists (EP) who are contracted on a needs basis. We have strong links with key agencies such as Social Care, CAMHS, Schools and Colleges and Youth Offending Teams.

There are many different strategies for working with challenging young people but the primary aim is to support and develop emotional literacy and resilience in order that young people recognise and communicate emotions rather than discharging or defending against them. Insecure attachment and unprocessed childhood trauma result in a range of disorders and behaviours that can preclude sustainable relationships. Our approach is coherent and consistent. Solution-focused, collaborative problem solving and restorative approaches is a model used effectively within the school and delivers positive outcomes for young people. We use a variety of nationally recognised approaches to address the Triad of Impairments for students with ASC including, TEACCH, Social Stories, PECS and Iceberg Analysis.

Our aspirational core curriculum, while underpinned by emotional literacy, has a focus on engaging young people in learning. We develop personalised learning programmes within a broad and flexible curriculum that can adapt to emerging need. Achievement in Literacy and Numeracy is a priority and is mapped across each curriculum area. All our KS4 courses support progression to further/higher education, training or employment. One of the most important elements of the curriculum is the ability to deliver significant parts of it in the outdoor environment. *A pupil's individual curriculum, including therapeutic aspects, will be determined by their identified needs.*



4.0 Core

4.1 Descriptor

- showing significant degree of emotional disturbance that affects his/her learning and that of others
- needing a high level of support to build or maintain satisfactory relationships with peers and staff
- showing inappropriate behaviour/feelings in normal circumstances
- has a tendency to develop physical symptoms or fears about personal or school problems
- struggles when faced with new places, people, events or unstructured unpredictable environments
- displaying inattention, distractibility, oppositional behaviour or anxiety that is significantly greater than that shown by peers within their mainstream
- only managing their behaviour in a small group setting
- behaving in a way that endangers him/herself and others
- being involved in incidents that may require physical interventions
- being withdrawn, extremely timid, poor emotional regulation
- displays some rigid or obsessional behaviours and may be sensitive to noise, people or touch
- limited understanding of own or others' emotions
- have difficulty developing relationships with others
- be dependent on a specialist environment with the focus on visual support systems and visual timetables
- require structure and routine to reduce stress and anxiety
- exhibit 'acting out' or 'withdrawn' behaviour
- being regularly verbally abusive
- displaying challenging behaviour that may include assaults on staff/peer
- persistently self-injuring
- being likely to cause significant damage to property
- requiring close individual supervision and a consistent management approach that will ensure the safety of themselves and others whilst enabling them to access learning
- occasionally absconding from site
- may have additional needs

4.2 Core Provision

In class group of 6-8 pupils with 1 Teacher and 1 Support staff

- SENCO support
- All staff trained in positive behaviour strategies, restorative approaches, solution focussed thinking, and collaborative solving problem approaches.
- Targeted additional support as required, including Attendance Officer support
- Allocated Key Worker
- Targeted pastoral support, including ELSA and SLCN
- A communication friendly environment
- Basic environmental adaptations for young people with SLCN/ASD needs



- Group interventions for:
Basic SLCN
Social Skills
Emotional Literacy
Literacy/Numeracy/Key skills
Therapies: Art/Performing Arts/Outdoor Adventure Activities

5.0 Enhanced

5.1 Descriptor

(Includes the above descriptor and in addition)

- absconding from site and involvement in risk taking behaviour in the community, requiring intensive staff involvement
- persistently sabotaging and disrupting teaching groups persisting with oppositional behaviour, regular threats with occasional assaults, frequent damage to property
- repeatedly self-harming, requiring first aid
- has complex mental health needs e.g. unable to form emotional attachments, obsessional ritualistic behaviour, severe difficulties in regulating emotions.
- overwhelmed by sensory sensitivities
- be severely withdrawn
- may have additional needs

5.2 Enhanced Provision

- class group as above with additional support
- environmental adaptations for young people with SLCN/ASD needs and where necessary individualised to meet sensory needs
- SENCO support
- all staff trained in positive behaviour strategies, restorative approaches, solution focussed thinking, and collaborative solving problem approaches
- targeted additional support as required, including Attendance Officer support
- allocated Key Worker
- a communication friendly environment
- CAMHS support from commissioned CAMHS Services
- increased interventions (1-1 and 1-2) both proactive and reactive:
SLCN
Social Skills
Emotional Literacy
Solution Focused Brief Therapy
Literacy/Numeracy/Key skills
Therapies: Art/Performing Arts/Outdoor Adventure Activities



6.0 Exceptional

6.1 Descriptor

(Including the above descriptors and in addition)

- displaying pre-meditated intent to harm others with use of dangerous weapons
- displaying extreme, unpredictable, explosive behaviour resulting in frequent assaults
- having severe and complex mental health needs
- exhibit frustration or violence which require additional specialist management and physical intervention to maintain safety
- severely withdrawn and socially isolated
- frequently self-harm
- may have additional needs

6.2 Exceptional Provision

- nurture groups of 4-6 pupils with 2-3 support staff per class
- nurture Curriculum
- SENCO support
- bespoke approaches to individual needs
- all staff trained in positive behaviour strategies, restorative approaches, solution focussed thinking, and collaborative solving problem approaches.
- targeted additional support as required, including Attendance Officer support
- allocated Key Worker
- targeted pastoral support, including ELSA and SLCN
- a communication friendly environment
- CAMHS support from commissioned CAMHS Services
- EP support
- daily interventions (1-1 and 1-2) both proactive and reactive according to need and including:
 - SLCN
 - Social Skills
 - Emotional Literacy
 - Solution Focused Brief Therapy
 - Literacy/Numeracy/Key skills
 - Therapies: Art/Performing Arts/Outdoor Adventure Activities

7.0 Highly Exceptional

7.1 Descriptor

- Requires a highly personalised package of support. Pupil is a significant risk to themselves and others and highly resistant to intervention - beyond the other banding descriptors.

Note: Banding will be reconsidered at each Annual Review with a view to downgrading the band where appropriate.

Appendix 2

Element 3 Top up funding rates (new bands)

These apply from the start of the new academic year in September 2017 and for the financial year 2018-19, for new pupils and pupils assessed on the new bands through an annual review process.

Banding	Willows	Harbour	Mary Rose	Cliffdale	Redwood
	£	£	£	£	£
Highly Exceptional	-	28,190	25,448	-	-
Exceptional	20,100	21,200	19,400	18,800	18,800
Enhanced	12,400	11,200	11,200	9,700	9,000
Core	9,600	8,500	8,500	5,500	3,800

Appendix 3

2018-19 - Element 3 Top-up rates (for continuing pupils)

Banding	Willows	Harbour	Mary Rose	Cliffdale	Redwood
	£	£	£	£	£
A	20,182	21,283	19,461	18,834	21,283
B	12,462	11,898	11,246	10,486	11,898
C	10,943	10,051	9,629	8,844	10,051
D	9,692	8,529	8,299	7,491	8,529
E	8,130	6,630	6,636	5,802	6,630
F	5,978	4,014	4,346	3,475	4,014
G	5,227	3,101	3,547	2,663	3,101
H	3,866	1,446	2,098	1,191	1,446
Stamshaw		28,190			
Albert Annex			25,448		

Note: continuing pupils assessed under the new banding descriptor framework as part of an annual review process, will be funded via the new banding system, if assigned a new band.



Appendix 4 - Indicative Financial Modelling

School		Baseline		Option	Option 1					
				Modelling	2017-18		2018-19		2019-20	
					Pupil nos	Total £	Variance £	Total £	Variance £	Total £
Willows	2017-18 Budget	42	509,939	42	539,998	30,059	515,682	5,743	504,224	(5,715)
	2017-18 projected cost	41	513,564	42	539,998	26,434	515,682	2,118	504,224	(9,340)
Harbour	2017-18 Budget	79	799,063	80	858,214	59,151	883,497	84,434	890,113	91,050
	2017-18 projected cost	80	855,630	80	858,214	2,584	883,497	27,868	890,113	34,483
Mary Rose	2017-18 Budget	139	1,615,665	143	1,660,489	44,824	1,679,325	63,661	1,684,126	68,461
	2017-18 projected cost	143	1,659,117	143	1,660,489	1,372	1,679,325	20,208	1,684,126	25,009
Cliffdale	2017-18 Budget	116	928,707	116	959,403	30,696	981,133	52,426	984,654	55,947
	2017-18 projected cost	116	963,055	116	959,403	(3,652)	981,133	18,078	984,654	21,599
Redwood	2017-18 Budget	141	771,335	141	808,741	37,406	855,949	84,614	864,380	93,045
	2017-18 projected cost	139	790,130	141	808,741	18,612	855,949	65,819	864,380	74,250
Total	2017-18 Budget	517	4,624,709	522	4,826,844	202,135	4,915,587	290,878	4,927,497	302,788
	2017-18 projected cost	518	4,781,496	522	4,826,844	45,348	4,915,587	134,091	4,927,497	146,001
		1	156,787							

The figures in the above table are subject to rounding and may not calculate exactly