

**Briefing to Portsmouth Schools**  
**School Funding Arrangements 2021-22**  
**Mainstream Education Health & Care Plan Banding 2021-22**  
**and**  
**Consultation on the Growth Fund balance carry forward**



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### 1 Introduction

1.1 This briefing document provides an update to schools on:

- funding arrangements for 2021-22
- progress on the introduction of the Mainstream Education Health and Care Plans (EHCP) banding (further comments welcome on the banding criteria)
- a consultation on the use of the underspend on the Growth Fund to carry forward to future years (views invited).

1.2 At the end of the document there is a questionnaire for schools to return to submit any comments they have around the funding arrangements, the mainstream EHCP banding, and to indicate their agreement or not of the use of the Growth Fund carry forward.

### 2 Funding Arrangements 2021-22 - Briefing

2.1 In July 2020 the Department for Education (DfE) published the Policy Document "The national funding formula for Schools and High Needs 2021-2022", and the "Schools Revenue funding 2021-2022 operational guide" along with local authority indicative funding allocations.

- 2.2 The DfE has advised that local authorities will continue to have flexibility to set a local formula in consultation with Schools Forum for 2021-22, but that later this year the Government will put forward plans to move to a "hard" National Funding Formula (NFF) in the future and that further consultation with local authorities and other stakeholders will happen in due course. As Portsmouth has already implemented the NFF, this should have no impact on our mainstream schools.
- 2.3 The published guidance states that where local authorities have adopted the National Funding Formula (NFF) to calculate their school budgets there is no requirement to consult with schools in setting the 2021-22 school budgets. Therefore this section provides schools with a briefing of the changes to the NFF for 2021-22.
- 2.4 There have been two technical changes to the Local Authority National Funding Formula this year, these will feed through into individual schools budgets:
- The inclusion of the Teachers Pay Grant (TPG), Teachers Pension Employers Contribution Grant (TPECG) and any supplementary grants in to the school core funding.
  - Updating of the Income Deprivation Affecting Children Indices (IDACI) to utilise the 2019 data set.
- 2.5 The Schools Block covers the mainstream (maintained and academy) schools individual budgets and the growth fund. The 2021-22 policy document on the Schools Block funding to the local authority will allow for:
- An increase of 3% on all NFF funding factors, with the exception of the Free Schools Meals factor which will increase by 2% (Appendix 1)
  - Increase in the Minimum per pupil funding levels (MPPFL) to £4,000 for primary and £5,150 for Secondary (Appendix 2)
  - A further increase in the minimum per pupil funding level (MPPFL) of £180 for primary and £265 for secondary to account for the inclusion of the TPG and TPECG into the core funding. (Appendix 2)
  - The inclusion of TPG and TPECG in the 2020-21 baseline for schools
  - A minimum increase of 2% on the per pupil funding when compared to the 2020-21 baseline
  - An increase to the PFI factor in line with the retail price index (1.56%).
  - Where the national assessment data is not available following the cancellation of assessments in summer 2020 due to Covid-19, the 2019 data will be used in setting the low prior attainment pupil numbers.
- 2.6 The funding to be received by schools will reflect the increased NFF formula factor values set out in Appendix 1 and every school will get at least the minimum per pupil funding level for their phase as set out in Appendix 2. There

are two other changes connected to the schools funding formula which we are not able to confirm until after we have received the December 2020 funding allocation following the October 2020 census. These relate to:

- An uplift to the NFF formula factor rates based on the area cost adjustment (ACA) for Portsmouth. Last year we were able to uplift the NFF rates by 1.042% which is the Portsmouth ACA. It is intended to uplift the 2021-22 rates by the Portsmouth ACA but this will be subject to overall affordability.
- Agreeing the amount of Minimum Funding Guarantee (MFG) per pupil. The DfE has confirmed that the MFG per pupil should be applied after the application of the minimum per pupil funding level and for 2021-22 this should be between plus 0.5% and plus 2.0% when compared to the per pupil funding for 2020-21. Whilst the amount of MFG paid per pupil will be maximised this will be subject to overall affordability

- 2.7 Following the receipt of the December 2020 allocation the proposed ACA and MFG rates will be taken to Schools Forum and the Cabinet Member for Children, Families and Education in January 2021 for endorsement and approval.
- 2.8 Information has not yet been released by the DfE regarding High Needs Block (expected in September 2020) or the Early Years Block for 2021-22 (date of publication not yet issued).
- 2.9 Further information regarding the School Funding Arrangements 2021-22 can be found in the Schools Forum report of 16 September 2020 on the local authority's website [Agenda for Schools Forum on Wednesday, 16th September, 2020, 4.30 pm Portsmouth City Council](#)

### **3 Mainstream Education Health and Care Plan (EHCP) banding - update**

- 3.1 In October 2019 Schools Forum agreed to the introduction of a banded funding system for pupils with Education Health and Care Plans attending mainstream schools from April 2021. This followed discussions with schools regarding the rationale of introducing more predictability for schools in managing their budgets, more consistency across schools in providing for children with similar needs (e.g. equity of funding across mainstream schools with Inclusion Centres), and to enable better management of the High Needs Block as a whole.
- 3.2 The Inclusion Service has worked with schools to develop criteria for each of the bands in order to be able to allocate a band to each individual pupil, based on their assessed needs, as set out in the Education Health and Care Plan. In

some circumstances, as is the case currently, an EHCP may be issued where all of the provision can be delivered from what is 'ordinarily available' in schools. In this case, it is possible that the EHCP will have no element 3 top-up funding attached.

- 3.3 The proposed bands and criteria are set out in Appendix 3.
- 3.4 Under this proposed new funding model, schools will continue to be required to make the provision available that is specified in a child's Education Health and Care Plan, as set out in the Children and Family Act 2014 and the SEN Code of Practice 2015.
- 3.5 Following development of the banding criteria, the pupils attending mainstream schools in April 2020 had a band allocated to them based on their level of need and how it matched the band criteria. This information was updated with the pupils in receipt of EHCP funding as at the end of July 2020 and used as a basis of the financial modelling of the estimated band value for each band.
- 3.6 The financial modelling has tried to obtain a balance between schools continuing to receive the funding they currently receive for pupils and not increasing the overall cost to the DSG based on July 2020.
- 3.7 The table below sets out the proposed annual funding per pupil to be paid for each band from April 2021 and the variation in funding (when compared to the July 2020 funding) for each band. Overall this provides a small increase to the funding provided to schools of £20,500.

<b>Proposed band values for EHCP mainstream April 2021</b>		
<b>Band</b>	<b>Proposed value</b>	<b>Variance to current funding (July 2020)</b>
	<b>£</b>	<b>£</b>
Ordinarily Available Provision EHCP	0	0
Core	400	(2,632)
Enhanced	2,000	(11,524)
Exceptional	4,300	27,188
Exceptional plus	6,050	5,527
Highly Exceptional	8,000	1,926
<b>Total</b>		<b>20,485</b>

- 3.8 Further information on the impact for each school can be found in Appendix 4
- 3.9 The authority is unable to set the final values per pupil per band until it receives the High Needs Block DSG funding allocation in December 2020. Therefore the proposed values set in out in the table above are indicative. The final

values will be agreed by Schools Forum in January 2021, but it is not intended to reduce these values below those in the table.

3.10 Further financial modelling will be undertaken in the autumn term to include the new cohort from September 2020 and this will form the basis of the proposed band values for 2021-22 to be taken to Schools Forum.

3.11 Schools are invited to submit any further comments on the banding criteria in the response to this consultation.

## **4 Growth Fund Consultation**

### **Background**

4.1 Following a consultation with schools in the autumn of 2019 Schools Forum approved a new methodology for basic need growth funding for Secondary Schools in January 2020 for introduction from April 2020.

4.2 The new methodology recognised the different nature of teaching in Secondary Schools compared to Primary Schools, in particular the impact of lagged funding on Academy Schools which form 75% of the secondary sector and ensured funding to enable the effective staffing of the new cohort over the five year period of growth.

4.3 Schools Forum in agreeing the new Growth Fund methodology made a commitment to those growing schools in the city to ensure funding over a five year period. The proposed carry forward of any surplus balance on the Growth Fund ensures the on-going affordability of the fund in future years.

4.4 The financial modelling carried out looked at both the expected cost over a four year period from April 2020 until March 2024 against the potential income received from the Department for Education. This modelling showed that whilst the proposal was affordable in the first year of implementation (provided a surplus position at year end) the estimated future funding was unlikely to cover the costs in future years, unless the balance was carried forward for use in future years.

- 4.5 It should be noted that due to the methodology used by the DfE for calculating growth funding to the authority, it is difficult to accurately estimate the level of future funding available. Therefore caution dictates that the financial modelling of future income from the DfE is based only on estimated pupil numbers where it is known that schools are growing due to basic need and are in receipt of growth funding. It is possible that other growth, for example due to popularity or new housing, may increase our overall funding. Should this be the case then any funding surplus to the requirements of the Growth Fund will be put back into the schools block for distribution to schools.
- 4.6 Currently any surplus on the Growth Fund forms part of the overall DSG balances and is carried forward for use against future year pressures. Schools Forum is able, following consultation with all schools, to agree that any balance (surplus or deficit) can be carried forward to future years for use on the same purpose.
- 4.7 This consultation sets out the background to the financial modelling, the potential impact of carrying the balance forward and seeks schools view on the proposal to carry the balance forward.

#### **Dedicated Schools grant - funding for growth.**

- 4.8 Growth funding forms part of the Schools Block DSG and is identified separately from the NFF element of the authority's annual funding allocation.
- 4.9 The funding methodology used by the DfE compares the census data as at October 2018 and October 2019 and identifies the differences between them per school. Schools are then grouped based on the Office of National Statistics minimum super output areas and the net movement for all the primary and secondary schools in that area is identified. If the net number of pupils increases then the authority will receive additional funding. If the net number of pupils decrease then no adjustment is made (the authority does not lose funding for a reduction). For each additional pupil the authority receives:
- Primary £1,455
  - Secondary £2,175
- 4.10 Due to the precise nature of the funding calculation it is very difficult for the authority to forecast the funding it is likely to receive in future years accurately until the receipt of the draft October census from the Education Information Team in November each year.

- 4.11 The Growth Fund covers the "gap" in time between the additional pupils joining a school in September and schools receiving their budget share based on the October census. Maintained schools receive their budget share from April, whilst Academies; who are funded on an academic year; receive their budget share in the following September. Therefore the Growth Fund covers the 7 month gap for maintained schools and the 12 month gap for academies.
- 4.12 It should be noted that growth funding does not cover the full value of the funding per pupil that would be received as part of a school's budget share. Therefore schools are covering this gap in funding between growth funding and the budget share for the period between the pupils joining the school and the budget shares received, 7 to 12 months later.
- 4.13 The additional 5 months funding for academies is paid by the Local Authority and reimbursed by the Education and Skills Funding Agency. This is in addition to the specific growth funding identified through the Schools Block DSG. The combined funding is utilised to support the Growth Fund and has been taken into consideration when estimating future funding for Growth.
- 4.14 The table below sets out the expected cost of the current (2020-21) Growth Fund, the estimated income and academy recoupment funding (despite the unpredictability) over the next four financial years, along with the expected annual surplus/deficit.

<b>Growth funding 2020-21 to 2023-24</b>				
KS3 MFL = £4,800				
	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
	<b>£</b>	<b>£</b>	<b>£</b>	<b>£</b>
Total cost	1,119,200	1,224,450	870,450	636,450
Estimated DfE funding	(1,099,729)	(667,870)	(347,862)	(283,057)
5/12 Recoupment	(303,438)	(432,688)	(432,688)	(282,688)
<b>In year (surplus)/deficit</b>	<b>(283,967)</b>	<b>123,893</b>	<b>89,901</b>	<b>70,705</b>

- 4.15 The table identifies an expected surplus at the end of 2020-21 but then potential deficits on the funding from 2021-22 onwards.
- 4.16 Following discussion with Schools Forum the authority is proposing to carry forward any balance on the Growth Fund at the end of 2020-21 and in future financial years to support the cost of growth funding for the duration of the commitment to schools.
- 4.17 This will ensure that the Growth Fund is affordable until 2022-23. Assuming the estimated growth funding from the DfE is accurate the authority could see a small deficit balance in 2023-24.

- 4.18 Should there be a deficit balance this would be carried forward and to ensure the Growth Fund is adequate to fund the following year then funding will need to be found from elsewhere in the Schools Block DSG (e.g. a potential reduction in formula funding), or a change in the level of growth funding provided. Any changes would require consultation with all schools before seeking endorsement from Schools Forum.
- 4.19 The table below sets out the impact on carrying forward the balance on the Growth Fund from the end of 2020-21.

<b>Growth funding 2020-21 to 2024-25</b>				
KS3 MFL = £4,800				
	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
	<b>£</b>	<b>£</b>	<b>£</b>	<b>£</b>
Total cost	1,119,200	1,224,450	870,450	636,450
Estimated DfE funding	(1,099,729)	(667,870)	(347,862)	(283,057)
5/12 Recoupment	(303,438)	(432,688)	(432,688)	(282,688)
<b>In year (surplus)/deficit</b>	<b>(283,967)</b>	<b>123,893</b>	<b>89,901</b>	<b>70,705</b>
Brought forward from previous year	0	(283,967)	(160,074)	(70,173)
<b>Carry forward (surplus)/deficit</b>	<b>(283,967)</b>	<b>(160,074)</b>	<b>(70,173)</b>	<b>532</b>

## 5 Responding to the Consultation

- 5.1 Whilst we are not consulting on the Schools Funding arrangements 2021-22 and the mainstream EHCP banding, we would welcome any comments you may have. This will help us understand schools views and potentially incorporate them when preparing the budgets for 2021-22. A comments and consultation (Growth Fund) response form is attached at Appendix 5 for schools to complete and return to us. As in previous years we have asked if you agree with the proposal and if you have any comments.
- 5.2 The consultation will close on **Friday 13 November 2020**.
- 5.3 Please send your completed response forms to:-
- [schoolsfinancialsupport@portsmouthcc.gov.uk](mailto:schoolsfinancialsupport@portsmouthcc.gov.uk)
- 5.4 The responses to this consultation will be reported to both the Cabinet Member for Children, Families and Education and Schools Forum meetings in December 2020.

## 6 Appendix 1 - Portsmouth Rates to National Funding Rates Comparison Table 2020-21 to 2021-22

Funding Factors	Payable for:	Unit rate 2020-21*		Unit Rate 2021-22	
		Primary £	Secondary £	Primary £	Secondary £
<b>Basic Entitlement</b>					
Number on Roll (NOR)	Primary including reception	2,897.46		3,123	
NOR Key Stage 3	Key stage 3 pupils		4,074.89		4,404
NOR Key Stage 4	Key stage 4 pupils		4,625.58		4,963
<b>Deprivation</b>					
Free School Meals	Free School Meals (FSM)	456.37	456.37	460	460
Free School Meals Ever 6	Free School Meals Ever 6	567.93	826.54	575	840
IDACI F	2020-21 Pupils with an IDACI score 0.20 to 0.25 2021-22 Pupils ranked between 9,033 and 12,316	212.97	304.25	215	310
IDACI E	2020-21 Pupils with an IDACI score 0.25 to 0.30 2021-22 Pupils ranked between 5,748 and 9,032	253.54	410.73	260	415
IDACI D	2020-21 Pupils with an IDACI score 0.30 to 0.35 2021-22 Pupils ranked between 4,106 and 5,747	380.31	542.58	410	580
IDACI C	2020-21 Pupils with an IDACI score 0.35 to 0.40 2021-22 Pupils ranked between 2,464 and 4,105	410.73	588.21	445	630
IDACI B	2020-21 Pupils with an IDACI score 0.40 to 0.50 2021-22 Pupils ranked between 822 and 2,463	441.16	633.85	475	680
IDACI A	2020-21 Pupils with an IDACI score 0.50 to 1.0 2021-22 Pupils ranked between 1 and 821	608.50	851.89	620	865
<b>Prior attainment</b>					
Primary	Primary pupils identified as not achieving the expected level of development in the early years foundation stage profile (EYFSP)	1,080.08		1,095	
Secondary	Pupils not achieving the expected standard in Key Stage 2 at either reading, writing or maths		1,632.80		1,660
<b>English as an additional Language</b>	EAL eligible pupils who started school within the last 3 years	542.58	1,460.39	550	1,485
<b>Mobility</b>		887.39	1,267.70	900	1,290
<b>Lump Sum</b>	Flat rate per school	136,770	136,770	117,800	117,800

\*Note: the 2020-21 rates represent the values for Portsmouth schools based on the national NFF rates plus the area cost adjustment of 1.01416.

## 7 Appendix 2 - Minimum per pupil levels 2021-22

<b>Table 2 - Minimum per pupil level funding 2021-22</b>					
<b>Phase</b>	<b>MPPL 2020-21</b>	<b>Original MFL 2021-22</b>	<b>TPG and TPECG adj.</b>	<b>MPPL 2021-22</b>	<b>Change</b>
	<b>£</b>	<b>£</b>	<b>£</b>	<b>£</b>	<b>£</b>
Primary	3,750	4,000	180	4,180	430
Secondary	5,000	5,150	265	5,415	415
All-through	4,271	4,581	161	4,741	470
KS3 only schools	4,800	5,056	159	5,215	415
KS4 only schools	5,300	5,609	106	5,715	415

## 8 Appendix 3 - Mainstream EHCP banding Criteria

### Mainstream School Banding Descriptors - DRAFT

#### 1. CORE

##### 1.1 Descriptor

- Pupil's assessed special educational need requires interventions from within Ordinarily Available Provision / SEN Support level
- Pupil's primary area of need may score 2 or less on the Profile of Need
- Pupil may require an EHCP as there is an indication that the level and complexity of need may increase overtime.

##### 1.2 Provision

###### **Support and interventions may include, but not limited to:-**

- Small group interventions i.e. social skills, attention and listening
- Individual support to manage social communication skills, behaviour and emotions in class i.e. movement breaks, sensory circuits, calming strategies, work station,
- Access to ear defenders, chew toy, wobble cushion.
- A language rich environment during play activities however when classroom instructions are given, language will be minimised, using simple words and supplementary gestures, Makaton or visuals.
- Planned, structured activities that include a high level of visual support. An approach such as TEACCH, whereby a visual strip or task board alongside trays of short activities are given that can be completed independently.
- The planning and delivery of a play-based curriculum, whereby the pupil is supported to alternate more structured, adult-led activities with free and exploratory play.
- An awareness of challenging life experiences which may influence the pupil's ability to access learning experiences.
- ICT resources within lessons, where appropriate, to facilitate access to and engagement in learning.
- The provision of advice from a careers advisor and a carefully planned transition is arranged to his/her Post 16 Educational Placement.
- Direct 1:1 support in lessons with a high degree of speaking, listening, reading and writing, used flexibly, directed by the SENCO.
- A structured 20 minute session 1:1 weekly, to explore and develop language and communication skills, including activities to talk about interests and curriculum subject matter and to develop listening, attention and turn taking skills.
- A reading comprehension skills intervention delivered on a 1:1 basis for 10 minutes, three times each week.
- Maths 'catch up sessions' in a small group of 4, twice a week for 30 minutes.

## 2. ENHANCED

### 2.1 Descriptor

- Pupil's assessed special educational needs are severe and long term and require interventions and support that are at a level over and above what can be provided at Ordinarily Available Provision / SEN Support.
- Pupil's primary area of need may score 2/3 on the Profile of Need.
- Pupils primary area of need may be impacting on attainment in e.g. working at one third of chronological age below age related expectations

### 2.2 Provision

Pupil is supported throughout the majority of the day in small groups and some 1:1 interventions or 1:1 support in core lessons.

#### **Support and interventions may include, but not limited to:-**

- Daily 1:2 intervention for 15 minutes to practice games which improve auditory memory skills
- A 1:2 structured literacy programme for daily for 30 minutes, suitable for pupils with Specific Learning Difficulties to develop all aspects of literacy.
- A 1:1 structured numeracy programme/intervention daily for 15 minutes with clear, achievable targets such as number bonds to 20, multiplication tables, telling the time, etc. and practical apparatus to aid learning.
- A small group social skills programme for 30 minutes per week. This may include strategies and activities to develop social communication skills e.g. 'Talkabout', Sulp (Social Use of Language Programme).
- Support in PE e.g. providing a hand to help balance and to manage emotions in wide, open spaces. Support will be focused on helping the pupil to manage these situations independently and in time reduce reliance on additional support.
- A 15 minute daily 1:1 handwriting/ICT intervention to support recording of work. This is likely to include developing fluency and skills around technology including touch typing.
- 1:1 support in all lessons to support engagement with the full curriculum, recording of work; completion of all required learning tasks and help support social and emotional responses.
- A weekly small group session(s) of 60 minutes (delivered across the week) to develop emotional regulations skills, social skills and social language. This will include friendship skills, emotional problem-solving, managing conflict and extending pupil's emotional vocabulary. This may include Lego Therapy, Art expression etc.

### 3. EXCEPTIONAL

#### 3.1 Descriptor

- Pupil's assessed special educational needs are severe, complex and long term and require interventions and support that are at a level significantly over and above what can be provided at SEN Support / Ordinarily Available Provision.
- Pupil's primary area of need may score 3 on the Profile of Need with a range of scores in other areas.
- May meet the criteria for an Inclusion Centre or Alternative Provision

#### 3.2 Provision

A staffing ratio of full time 1:1 in-class support each week, **not** including break and lunchtimes.

#### **Support and interventions could include but not be limited to:-**

- Social stories which cover situations which arise with his/her behaviour. This will help him/her to respond accordingly to these situations.
- A 1:1 emotional literacy intervention for 20 minutes twice a week, including recognising and interpreting other people's facial expressions and emotions; support to recognise the difference between good and bad choices and recognise three things which have gone well each day.
- A 1:1 touch typing intervention for 15 minutes 3 times a week.
- Support pupil to request help and not to merely disengage from the activity. A step-by-step approach through the use of social stories and visual cue cards, e.g. symbol for 'I need help' or colour co-ordinated system whereby he/she can display a yellow card on his/her desk when he/she requires help and a green card for when he/she is ok and doesn't require help
- An intervention to model play/ social skills to interact with a small group. This will happen with 2 other children for 20 minutes 3 times a week.
- A weekly social skills programme within a small group (4) for 20 minutes e.g. 'Social Play' by Chris White.
- A circle of friend's intervention, to give 'pupil' a group of supportive peers that he/she can turn to during break times and lunch times. This will happen for 30 minutes a week.
- A daily 1:1 intervention for 20 minutes on managing conflict and controlling anger e.g. 'Exploring Feelings, Cognitive Behaviour Therapy to Manage Anger' by Dr Tony Attwood. This should be reviewed after 6 weeks and a further 6 'top-up' sessions will be implemented throughout the school year.
- A daily sensory circuit, 1:1 for 20 minutes per day.  
[www.leapchildrenstherapy.com](http://www.leapchildrenstherapy.com).

## 4. EXCEPTIONAL PLUS

### 4.1 Descriptor

- Pupil's assessed special educational needs are severe, complex and long term and require interventions and support that are at a level significantly over and above what can be provided at SEN Support / Ordinarily Available Provision.
- Pupil's primary area of need will score 3 / 4 on the Profile of Need with a range of scores in other areas.
- Pupils may have severe and complex learning difficulties.
- Pupils may have communication and interaction difficulties: speech, language and communication difficulties or Autism.
- Pupil may have associated social, emotional and behaviour difficulties and/or additional mental health difficulties.
- May meet the criteria for a special school

### 4.2 Provision

Provision in class with a staffing ratio of full time 1:1 support, **including** break and lunchtimes. For example,

- A highly structured teaching programme to support 'Pupil' to learn letter-sound correspondence. Sessions will include repetition, interleaving of learning, learning in small achievable chunks and frequent retrieval practice (practising recalling information). Any of a range of programmes (e.g. Letters and Sounds: <https://www.gov.uk/government/publications/letters-and-sounds>) can be used. This will be delivered through regular five-minute activities throughout the day.
- For all interventions, an approach such as Precision Teaching could be helpful. Sessions should be adapted and extended for up to 15 minutes as attention span improves.
- Supervision during the school day to ensure safety, including support at break and lunchtimes (a total of 75 minutes each day).
- Support to meet toileting needs throughout the day
- Modified / adapted materials i.e. where there is a significant visual impairment

## **5. HIGHLY EXCEPTIONAL**

### **5.1 Descriptor**

- Pupil's assessed special educational needs are severe, complex and long term and require interventions and support that are at a level significantly over and above what can be provided at SEN Support / Ordinarily Available Provision.
- Pupil's primary area of need will score 4 on the Profile of Need with a range of scores in other areas.
- Has a history of social and emotional needs over time that impact significantly on all aspects of learning.
- Frequent disruptive and aggressive behaviour directed towards peers and adults.
- Highly uncooperative and very resistant to interventions and adult support. Shows no interest in their surroundings and when learning new skills.
- Meets criteria for a special school

### **5.2 Provision**

Pupil requires bespoke arrangements with a staffing ratio of full time 1:1 support including break and lunchtimes, which may include higher level teaching assistant or 2:1 support.

Support and interventions may include but are not limited to:-

- 1:1 support from a higher level teaching assistant throughout the day to support understanding of routines and expectations; encourage and support the pupil to overcome any anxiety about transitions and monitor at break times to encourage access to a range of activities.
- 2:1 support from a team of teaching assistants who are experienced in managing the feelings and behaviour of children who are emotionally vulnerable and who have significant attachment needs. This will ensure the pupil is supported in regulating their emotions and how to cope with frustration, disappointment or fear.
- A significant level of modification / adaptation of learning materials i.e. where there is a significant visual impairment
- Expertise in working with children who find it very difficult to engage in learning because of their emotional needs.

## **6. Banding Procedure**

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

- A band will be proposed, based on the identified needs and provision specified in the EHCP by SEN Managers. This proposed band will be communicated to the school along with the draft 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 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.

6.2 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.

**9 Appendix 4 - School by School impact of implementing the mainstream EHCP banding criteria on school EHCP funding**

Summary per school			Proposed	
School	Number of EHCPs	Total Funding as at July 2020	Funding	Variance to July 2020 increase/ (decrease)
Admiral Lord Nelson School	22	55,694	59,467	3,773
ARK Ayrton Primary Academy	10	37,717	38,000	283
Ark Charter Academy	13	32,802	35,191	2,389
ARK Dickens Primary Academy	17	54,325	51,511	(2,814)
Arundel Court Primary Academy & Nursery	11	45,667	45,715	49
Beacon View Primary Academy	2	10,275	10,350	75
Bramble Infant School and Nursery	4	12,544	13,546	1,002
Castle View Academy	10	20,429	21,348	919
College Park Infant School	5	20,169	17,217	(2,952)
Copnor Primary School	17	58,909	59,182	273
Corpus Christi Catholic Primary School	9	32,257	33,567	1,310
Cottage Grove Primary School	12	38,979	40,367	1,388
Court Lane Infant Academy	8	34,635	32,933	(1,702)
Court Lane Junior Academy	12	48,164	45,900	(2,264)
Craneswater Junior School	14	52,057	53,405	1,348
Cumberland Infant School	14	54,381	51,744	(2,637)
Devonshire Infant School	4	5,782	5,450	(332)
Fernhurst Junior School	15	53,236	53,693	458
Gatcombe Park Primary School	7	17,494	19,583	2,090
Highbury Primary School	9	35,861	36,283	423
Isambard Brunel Junior School	6	13,189	12,600	(589)
Langstone Infant School	8	32,616	29,021	(3,595)
Langstone Junior Academy	9	26,389	23,850	(2,539)
Lyndhurst Junior School	6	15,276	15,850	574
Manor Infant School	4	8,224	9,317	1,092
Mayfield School	29	92,151	94,988	2,837
Medina Primary School	5	26,869	24,400	(2,469)
Meon Infant School	4	20,857	23,167	2,309
Meon Junior School	6	24,618	25,767	1,148
Meredith Infant School	9	27,066	23,823	(3,243)
Milton Park Primary School	7	21,943	23,774	1,831
Miltoncross Academy	24	76,784	82,933	6,150
Moorings Way Infant School	3	12,402	10,350	(2,052)
Newbridge Junior School	9	25,282	26,683	1,401
Northern Parade Infant School	4	15,076	17,067	1,991
Northern Parade Junior School	12	40,318	37,970	(2,348)
Penhale Infant School with Nursery	2	5,312	5,733	422

Summary per school			Proposed	
School	Number of EHCPs	Total Funding as at July 2020	Funding	Variance to July 2020 increase/ (decrease)
Portsdown Primary School	11	35,066	35,867	801
Priory School	15	41,840	42,285	445
Solent Infant School	3	14,560	14,650	90
Solent Junior School	7	32,356	30,950	(1,406)
Southsea Infant School	3	4,702	3,709	(993)
Springfield School	14	38,300	39,817	1,517
St Edmund's Catholic School	15	45,086	43,800	(1,286)
St George's Beneficial C of E Primary	11	38,043	39,365	1,322
St John's Cathedral Catholic Primary School	7	25,351	27,000	1,649
St Jude's C of E Primary School	11	42,013	39,900	(2,113)
St Paul's Catholic Primary School	6	21,294	22,383	1,089
St Swithun's Catholic Primary School	8	33,014	33,697	683
Stamshaw Infant Academy	3	5,375	5,533	158
Stamshaw Junior School	6	16,520	16,900	380
The Flying Bull Academy	15	50,356	50,938	582
The Portsmouth Academy	15	41,048	44,250	3,202
The Victory Primary School	17	48,969	53,533	4,564
Trafalgar School	21	57,669	62,610	4,941
Westover Primary School	7	31,191	30,800	(391)
Wimborne Infant School	3	9,775	8,817	(958)
Wimborne Junior School	11	29,159	29,374	215
<b>Total</b>	<b>571</b>	<b>1,867,440</b>	<b>1,887,925</b>	<b>20,485</b>

Summary per band			
	Current funding July 2020	Proposed funding per band	Variance to July 2020 increase/ (decrease)
	£	£	£
Core	9,957	7,325	(2,632)
Enhanced	259,349	247,826	(11,524)
Exceptional	908,801	935,989	27,188
Exceptional Plus	515,176	520,703	5,527
Highly Exceptional	174,156	176,082	1,926
<b>Total</b>	<b>1,867,440</b>	<b>1,887,925</b>	<b>20,485</b>

## 10 Appendix 5 - Comments and Consultation Response Form

School Name: .....

<b>Comments</b>	
<b>Schools funding arrangement 2021-22</b>	
1	Do you have any comments regarding the briefing on the funding arrangements for 2021-22?
Please add any further comments	
<b>Mainstream EHCP banding</b>	
2	Do you have any comments regarding the update on the mainstream EHCP banding arrangements from April 2021?
Please add any further comments	

<b>Consultation</b>			
<b>Growth Fund - carry forward of balances</b>			
3	Do you agree with the proposed carry forward of Growth funding balances (surplus or deficit) to future years to support the funding of future Growth Fund payments?	Y	N
Please add any further comments			