

## SECTION 5

### Resourcing Special Educational Needs

#### 1 Principles

Delegated funding to meet SEN will conform to the following principles

- Equity:** The scheme ensures fair and equitable provision for all pupils with special educational needs so that pupils with similar needs can access similar levels of support wherever educated.
- Transparency:** The data sets which are used to determine the funding allocations are open, accessible and verifiable
- Clarity:** The scheme is easily understood by schools, governing bodies and parents. Schools are aware of the amount received for pupils with SEN and additional needs and of the intended purpose of the funding;
- Consistency:** The data is used consistently for all schools.
- Simplicity:** As far as possible, the mechanisms within the scheme are easy to understand, have low administrative costs at both LA and school level, uses existing data and minimises bureaucracy
- Responsiveness:** The mechanisms are responsive to the differing needs and pressures of schools and to changes in schools' pupil profiles.
- Flexibility:** The scheme ensures that resources are available to make timely provision for pupils, whatever the nature of the need and wherever possible without the need for a Statement of Special Educational Need
- Effectiveness:** The mechanisms are effective in addressing the needs of pupils and in meeting the objectives of the LA in promoting inclusive practice and narrowing the gap.
- Efficiency:** The scheme ensures the use of resources to maximum effect, supports early identification and appropriate intervention strategies, avoids 'perverse' incentives and provides good value for money.
- Stability:** The scheme minimises the impact of year-on-year changes in funding and maintains existing funding distributions between phases. It maintains the existing level of funding allocated to SEN and additional educational needs

## **2 AEN and SEN Funding**

- 2.1 As part of the Individual Schools Budget (ISB) an amount is delegated to meet the needs of  
pupils with *Special Educational Needs* and of  
pupils with additional needs arising from social deprivation.
- 2.2 In Warwickshire the total amount for these *two* areas of need have traditionally been called Additional Educational Needs (AEN) and schools are free to decide how the funds are spent. The LA supports schools through SEN Monitoring processes – see Section 12

### **Funding Schools to meet the needs of pupils with SEN but without a Statement of Special Educational Need.**

## **3 The Basic Principle of formula delegation (Key Stages 2, 3 and 4).**

The Attainment Profile on Intake

To meet the needs of pupils at *School Action* and *School Action Plus* the LA employs a 'prior attainment' principle to assess the SEN profile of the intake cohort of pupils and from this, the *relative* differences between schools. The mechanism uses

- Selected attainment data from statutory national curriculum assessments is used to determine the 'SEN Profile' of a cohort of pupils *entering* a Key Stage.
- On the basis of this profile, funds will be delegated for the entire Key Stage.

The advantages of this mechanism include:

- The approach uses existing data which is objective and simple to administer, keeping bureaucracy to a minimum.
- Schools are not penalised through a reduction in funding if they are successful in improving attainment. Instead, the mechanism provides a financial incentive to establish effective SEN practice.
- There is no financial incentive for the school to over-identify needs
- The approach is based on a cohort profile and does not require individual children to be identified and their needs moderated.
- Moderation between schools is already part of the national curriculum assessment process. No additional moderation is therefore required.

## **4 The Application of the Principle to Secondary Schools.**

- 4.1 Funding is based on the intake cohort (Year 7).
- 4.2 Secondary schools are funded for SEN according to the number of standardised scores achieved by pupils in the end of Key Stage 2 national tests in the Reading, Written Maths and Mental Maths which fall at or below the 15<sup>th</sup> percentile.
- 4.3 Additional funding (weighting) is given for scores which fall at or below the 2<sup>nd</sup> percentile.

- 4.4 The KS2 national tests are used as a basis for funding the entire secondary phase.

## **5 The Application of the Principle to Key Stage 2.**

- 5.1 Junior Schools and the Key Stage 2 departments of Primary Schools are funded according to the number of results in the intake cohort (Year 3) at Level 2C or below in the Reading Task and the Writing and Mathematics tests taken by the pupils at the end of Key Stage 1. Additional funding will be given for pupils who are assessed as 'Working Towards' in these subjects.

## **6 The Application of the Principle to Key Stage 1.**

- 6.1 Until such time as the data produced by the Foundation Stage Profile is available, well-moderated and robust the SEN element in the formula for Key Stage 1 is based on the *end* of Key Stage 1 attainments.
- 6.2 For the purposes of the delegation mechanism Reception is included in the Key Stage 1 calculation.

## **7 Four-Year Rolling Average:**

- 7.1 To guarantee stability of funding the SEN element uses a four-year rolling average. This means that any single year's calculation (by whatever methodology) actually counts for only 25% of the total SEN budget in that year, with each of the previous three years also counting for 25%. In this way, year-on-year fluctuations in the SEN profile of the school will be evened out.

## **8 SEN Pupil Adjustment:**

- 8.1 The attainment of pupils joining the school in those tests which are used in the formula will be on record. Wherever attainment data is part of the mechanism, data of those pupils who join the school during an academic year (into whichever year-group) is included in the calculations when determining the SEN profile of the following September's *intake* cohort.
- 8.2 Adjustments are only made for pupils joining the school and no adjustment is made for pupils leaving.

## **Delegation of Funding to Support Pupils with Statements of Special Educational Need.**

### **9 Principles:**

- 9.1 Schools are best placed to determine how available resources are most efficiently deployed to meet the needs of pupils with a statement of special educational need.
- 9.2 Warwickshire was amongst the first to delegate to schools the funding required to meet the needs of pupils with Statements.

## **10 Low Incidence Needs and Behaviour**

10.1 Currently, for pupils with 'low incidence' and behaviour statements schools receive a cash grant attached to the statement, leaving the school free to determine the nature of the interventions required to achieve the objectives specified in the statement. Since 2002, 'low incidence' has included those statements where the principal need is determined as being EBSD, ASD, speech and language difficulty and some physical or sensory impairment or severe learning difficulty.<sup>1</sup> Where statemented pupils with sensory impairment or severe learning difficulty are directly supported by the IDS specialist teams, the statement will specify a this resource and not attract a cash grant. Appropriate levels of funding will be made available to IDS.

## **11 High Incidence Needs:**

11.1 The LA funds schools through the Attainment Profile on Intake mechanism to meet the needs of all pupils with statements where specific learning difficulty or moderate learning difficulty is determined to be the principal need.

## **12 The Deprivation Element AEN**

12.1 Just under half (43%) of Warwickshire's funding for AEN is currently delegated on the basis of the number of pupils on a school's roll who register an entitlement to a free school meal (FSM).

12.2 The LA maintains a review of alternative indicators of deprivation and is committed to consulting on a move away from FSM as the deprivation indicator if a robust alternative becomes available.

## **13 Special School Funding Bands**

13.1 Special schools are funded for each pupil on the basis of a cash grant which seeks to reflect the resource needs of each pupil, including deprivation and special educational needs.

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<sup>1</sup> The LEA is committed to reviewing the definition of 'low incidence' so that 'low incidence' refers to the severity of the difficulty rather than the category of the need and thereby to enable cash grants to be attached *only* to statements where the resource needs are so high that delegation by formula would not be appropriate.