



THE ROYAL BOROUGH OF
KENSINGTON
AND CHELSEA

**EDUCATION FUNDING FOR CHILDREN AND YOUNG PEOPLE WITH
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

**LOCAL AUTHORITY EXPECTATIONS
OF EDUCATION PROVIDERS**

2023/2024

Review date:	November 2024
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1. PURPOSE

The purpose of this document is to explain the education funding for early years settings, mainstream schools and general Further Education (FE) colleges for pupils with special educational needs and/or disabilities (SEND) and to set out the element of provision which the local authority (LA) expects normally to be met from mainstream schools' own budgets.

2. STATUTORY REQUIREMENTS (not exhaustive)

The LA has a duty to explain:

- The element of provision for pupils with SEND but without Education, Health and Care Plans (EHCPs) which the LA expects normally to be met from mainstream schools' own budgets;
- The provision/funding for pupils with EHCPs that should be provided from the mainstream schools' own budgets.

Education settings have a duty to:

- Have regard to the SEND Code of Practice: 0 to 25 years;
- Make reasonable educational sound arrangements to support children and young people with SEND with and without EHCPs;
- Ensure that children and young people with SEND engage in the activities of the setting alongside children and young people who do not have SEND.

In addition, education settings other than providers of early years education have a duty to:

- Use their best endeavours to make sure that a pupil with SEN gets the support they need;
- Designate a teacher to be responsible for co-ordinating the SEN provision (the SENCO);
- Inform parents/carers when they are making special educational provision for their child/young person;
- Prepare and publish an SEN Information Report (co-produced with pupils and parents/carers).

3. GENERAL PRINCIPLE

The LA's policy is that the great majority of special educational needs will be met by early years providers, mainstream schools and FE colleges from resources already allocated to them. There is a general presumption in favour of inclusive mainstream education for all children and young people in the first instance.

4. EARLY YEARS

Early years providers receive an hourly rate of funding for each eligible child accessing their free early years and education entitlement. Providers do not receive a notional SEN budget; however, top-up funding is available for children from birth with an EHCP and this comes from the High Needs Block of the

Dedicated Schools Grant (DSG) as it does for mainstream schools. Funding is pro-rata for children attending on a part-time basis. Please see below for more details about top-up funding for children with EHCPs.

The SEN Inclusion Fund (SENI) is available to support early years providers in meeting the needs of individual children with SEN. More information can be found via this link: [SEN Inclusion Fund \(SENI\) | Royal Borough of Kensington and Chelsea \(rbkc.gov.uk\)](https://www.rbkc.gov.uk/SENIF)

Providers offering funded places for any 3 to 4-year olds who receive Disability Living Allowance (DLA) are eligible to receive Disability Access Funding (DAF). This is a one-off payment paid to a provider on an annual basis (one payment per financial year). The payment is made to one provider and cannot be split, so where a child receives provision at more than one setting the parent must decide which setting will receive the DAF payment. More information can be found via this link: [Disability Access Fund \(DAF\) | Royal Borough of Kensington and Chelsea \(rbkc.gov.uk\)](https://www.rbkc.gov.uk/DAF)

Table 1 – Funding arrangements for nursery schools

Type of provision	Core funding	Top up funding (real time)
Nursery schools	Per pupil funding through the early years national funding formula (EYNFF). The place funding system doesn't operate in 0 to 5 year only settings	Agreed per pupil funding paid by commissioning local authority

5. MAINSTREAM PRIMARY AND SECONDARY SCHOOL BUDGETS

Under the current funding arrangements, mainstream schools receive funding from a range of sources to meet the needs of pupils with SEND. Table 2 provides a summary of the funding arrangements for mainstream schools.

Table 2 – Funding arrangements for mainstream schools

Type of provision	Pre-16	Pre-16	Post-16	Post-16
	Core funding	Top up funding (real time)	Core funding	Top up funding (real time)
Mainstream schools, mainstream academies and mainstream free schools.	Included within the per-pupil funding through the local schools funding formula. The first £6,000 of additional support costs is delegated within school budget and academy grant derived from local	Agreed per-pupil top-up paid by commissioning local authority.	Element 1 (based on 16 to 19 national funding formula) plus element 2 (£6,000) based on the number of places to be funded.	Agreed per-pupil top-up paid by commissioning local authority.

	schools funding formula.			
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a) Core Funding The AWPU element of core funding is the core unit of funding for pupils in all mainstream schools irrespective of their individual needs. It is built up from a number of elements and is intended to cover staffing, property, general supplies and services, administrative expenses and other items. As such it provides a standard base level of funding which should, for example, be applied to resource a Special Educational Needs Co-ordinator (SENCO), basic classroom support through Teaching Assistants (TAs), organisational factors such as smaller ability based sets or inclusion groups, resources to support basic teaching and learning for those pupils with lower attainment and, as a consequence of managing a pupil's SEND, additional classroom materials, specialist equipment or office support.

Core funding includes **Additional Needs Funding** based on deprivation, low prior attainment and English as an additional language, calculated using data related to:

- Deprivation – calculated based on free school meals and Income Deprivation Affecting Children Index (IDACI) data;
- English as an additional language (EAL) – calculated using children deemed as EAL in the census data and in the school system for less than 3 years; and
- Low attainment – allocated for primary pupils in years 1-6 who did not achieve a good level of development based on EYFSP total. Secondary low attainment is allocated for pupils below the expected standard in reading or maths tests or writing teacher assessment for years 7-9, and for years 10-11 pupils at Level 3 or below in either English or maths at KS2. This is regarded as a proxy indicator for SEN so it is expected that this aspect of school funding will be used to make provision for pupils with SEND, as part of the Notional SEN Budget.

It is for the Governing Body to set out how the costs of providing for all aspects of SEND will be met at both the strategic level and in terms of provision within classes or for groups or individual pupils. However, the LA expects that approximately 7.5% of the AWPU element of core funding will be allocated for SEND provision as well as the funding for low prior attainment and this is known as the **Notional SEN Budget**.

The Notional SEN Budget will be used by schools to provide support for any individual pupils or groups of pupils with any kind of additional needs including:

- those with high incidence, low level special educational needs (e.g. specific learning difficulties); and
- the first £6k of provision for each pupil with an Education, Health and Care Plan. Based on the actual cost of any particular member of staff, this could fund between 8 and 10 hours of a teaching assistant per week.

Schools are expected to use all their resources, including the notional funding for pupils with SEND with reference to Quality First Teaching principles and with due regard to the outcomes of the Institute of Educations (University College London) research on the effective use of Teaching Assistants (e.g. avoiding an individual member of staff working closely with an individual pupil for long periods of time; trained in and supervised in delivering evidenced based interventions, use of in-class grouping and differentiation).

- b) Top-up Funding.** This is additional funding for pupils with EHCPs where the cost of their additional provision is over £6k. EHCPs will only deliver additional LA funding for individual pupils when the overall cost of additional provision is more than £6k. Once a pupil has an EHCP the first £6k **must** be allocated from the school's own core budget.

Each pupil's need for additional support is assessed by the LA as part of the Education, Health and Care needs assessment and annual review processes. Further funding is allocated having regard to the additional teaching and learning support needs to remove barriers to accessing the curriculum and in order to meet specific outcomes. This funding follows the pupil so if they move schools, the funding will move too. The level of funding is based on the individual needs of the pupil and it is determined by using an Education Banding Tool.

- c) Pupil Premium Grant (PPG)** provides funding to:

- raise the attainment of disadvantaged pupils and closing the gap with their peers; and
- support children and young people with parents/carers in the regular armed forces.

More information on the Pupil Premium can be found via this link:

[Pupil premium: overview - GOV.UK \(www.gov.uk\)](https://www.gov.uk/pupil-premium-overview)

- d) Local Authority Expectations**

Within an individual school the LA expects funding from all sources to be pooled. Governors must ensure that all the provision specified in an EHCP

is made and that the outcomes for that pupil are achieved. Schools are expected to manage their budgets appropriately in order to meet the needs of all pupils with SEN, whether they have an EHCP or not. This means schools have maximum flexibility in making appropriate arrangements including any reasonable adjustments required under the Equality Act and ensure value for money. More detail related to expectations is set out in Appendix A.

e) High Cost Equipment

The LA maintains a small budget of approximately £12,000 p.a. for specialist equipment to meet individual pupil needs when it would be considered unreasonable for an individual school to be required to meet the full cost and it is not covered by health funding. Schools are expected to meet the first £2,000 of any individual equipment costs.

f) Targeted Funding

A small budget will be retained within the High Needs Block of the DSG to provide protection to schools with high numbers of pupils with EHCPs and relatively low notional SEN budgets e.g. where the cost of providing £6k for each pupil with an EHCP is more than 50% of the value of the notional SEN budget. This will be allocated based on school factors; schools do not need to apply for targeted funding.

N.B. See Appendix C for details of funding for Resource Bases within mainstream schools and special schools.

6. FURTHER EDUCATION COLLEGES

Post 16 high needs students in FE colleges (aged 16 to 18 and aged 19 to 24 with an Education, Health and Care Plan) are funded on the following basis:

- **Element 1** - represents the funding that all students at the institution attract for their study programmes and does not take into account the additional support costs of high needs students. FE colleges receive Element 1 funding directly from the Education and Skills Funding Agency (ESFA).
- **Element 2** - provides £6,000 towards the additional support costs for high needs students. This element of place funding is not intended to meet the needs of students with support costs lower than £6,000 as funding for these students is provided within the institution's disadvantage funding, calculated within their mainstream 16 to 19 funding allocation. It is based on commissioned places.
- **Element 3** - is top up funding over and above the £6,000 SEN funding required to support the needs of the learner. This amount is agreed

between the LA and the institution and applies only to students with Education, Health and Care Plans. If the learner is additional to the commissioned places, a further £6,000 must be paid.

- For learners aged 19 to 24 without Education, Health and Care Plans, the Skills Funding Agency (SFA) assumes responsibility for commissioning provision even when the support costs exceed £6,000.

Table 3 - Funding arrangements for further education

Type of provision	Core funding	Top up funding (real time)
FE institutions, special post 16 institutions and ILPs	Element 1 (based on 16 to 19 national funding formula) plus element 2 (£6,000) based on number of places to be funded	Agreed per pupil top-up paid by commissioning local authority

7. EARLY YEARS SYSTEMS FOR CHILDREN WITH SEND

The LA's policy is that maintained early years providers are expected to have in place:

- a SENCo (in a maintained nursery this must be a qualified teacher) who has the prescribed qualification and/or relevant experience;
- policies for SEND including safeguarding, curriculum delivery, behaviour management and the recording of progress;
- systems for identifying children with SEN/AEN and for communicating them to parents/carers and all those who will be in contact with the child;
- a clearly defined 'assess, plan, do, review' cycle which is person centred and focussed on outcomes which are important to the family and child including statutory annual reviews for children with EHCPs;
- access for children with SEN/AEN to appropriate information technology and other appropriate equipment and aids;
- systems to elicit and respond to children's views;
- provision maps, Individual Education Plans or other personalised plans to record interventions provided through SEN Support and for those with EHCPs;
- systems for tracking progress including those with SEN/AEN;
- evidence of interventions aimed at narrowing the gaps between vulnerable groups including those with SEN/AEN;
- systems for supporting the transition to primary school;
- appropriate plans as required by the Equality Act 2010;
- for maintained settings, an SEN Information Report as set out in the Code of Practice; and
- a system to contribute to the locally published Local Offer and to keep this up to date.

Expectation of PVI Early Years Settings

- Providers must provide RBKC with their inclusion policy upon request and must ensure that they meet the needs of children with SEND. They must have regard to the Special Educational Needs and Disability Code of Practice and the Equality Act 2010.
- Providers should be clear and transparent about the SEND support on offer at their setting and make information available about their offer to support parents to choose the right setting for their child with SEND. This information should be displayed clearly on the Family Information Service Directory and linked into the Local Offer.
- Providers must ensure owners and all staff members are aware of their duties in relation to the SEND Code of Practice and the Equality Act 2010, ensuring that staff have undertaken the relevant training and there are ongoing CPD opportunities available. RBKC will support this training through their annual training offer but it may be subject to a small cost.

8. SCHOOL SYSTEMS FOR PUPILS WITH SEND

The LA's policy is that schools are expected to have in place:

- a SENCo who is a qualified teacher and who has the prescribed qualification and has enough non-contact time and capacity to undertake the required level of work;
- policies for SEN, including safeguarding, curriculum delivery, behaviour management and the recording of pupils' progress;
- systems for identifying pupils with SEND and for communicating them to parents/carers and all staff who will be in contact with the pupil;
- a clearly defined 'assess, plan, do, review' cycle which is person centred and focussed on outcomes which are important to the pupil and parents including statutory annual reviews for pupils with EHCPs;
- a pastoral care system which offers support to pupils with SEND;
- access for pupils with SEND to appropriate information technology and other appropriate equipment and aids;
- systems to elicit and respond to pupil's views;
- provision maps, Individual Education Plans or other personalised plans to record interventions provided through SEN Support and for those with EHCPs;
- systems for tracking pupil progress including those with SEND;
- evidence of interventions aimed at narrowing the gaps between vulnerable groups including those with SEND;
- systems for supporting the transition between settings e.g. starting school, transfer to secondary school, transfer to college;
- appropriate plans in place as required by the Equality Act 2010, including systems that identify all reasonable adjustments that need to be made to ensure pupils with SEND are fully included in all aspects of school life;

- a co-produced SEN Information Report published on the school website and kept up to date, as required by the Children and Families Act 2014; and
- a system to contribute to the locally published Local Offer and to keep this up to date.

9. POST 16 INSTITUTIONS' SYSTEMS FOR LEARNERS WITH SEND

The LA's policy is that post-16 institutions are expected to have in place:

- robust transition planning processes with feeder schools;
- policies for SEND, including safeguarding, curriculum delivery, behaviour management and the recording and tracking of learner progress;
- systems for identifying learners with SEND and for communicating them to parents/carers and to all staff who will be in contact with the learner;
- a clearly defined 'assess, plan, do, review' cycle which is person centred and focussed on the outcomes which are important to the learner for their adult life including statutory annual reviews for learners with EHCPs;
- a pastoral care system which offers support to learners with SEND;
- access for learners with SEND to appropriate information technology and other appropriate equipment and aids;
- systems to elicit and respond to learner's views;
- systems to record interventions provided through SEN Support and for those with EHCPs;
- evidence of interventions aimed at narrowing the gaps between vulnerable groups including those with SEND;
- appropriate plans as required by the Equality Act 2010, including systems that identify all reasonable adjustments that need to be made now and in the future to ensure learners with SEND are fully included in college life; and
- a system to contribute to the locally published Local Offer and to keep this up to date.

APPENDIX A

PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH SEND

Maintained Nurseries and Early Years in Schools

Head teachers should plan to make arrangements to meet the needs of children with SEND, including all necessary reasonable adjustments to support inclusion in all aspects of nursery life. Examples of the expected provision are given below:

- a) A SENCo to lead and co-ordinate the graduated approach working with and supporting individual practitioners in the setting (informed by EYFS materials).
- b) Systems to identify and support children with SEND and to promote equality as set out in the EYFS framework.
- c) Systems to review children's progress and share a summary with parents/carers.
- d) Clear arrangements for ongoing assessment of children's progress and assessing their SEN.
- e) Using the Early Years Outcomes guidance as a tool to assess the extent to which a young child is developing at expected levels for their age, across communication and interaction, physical development, persona/social and emotional development, literacy, mathematics, understanding of the world and expressive arts and design.
- f) Review progress of each child between ages 2 and 3 years and provide a short written summary for the parents/carers.
- g) Multi-agency approaches such as an early help assessment where appropriate.
- h) Well evidenced family centred interventions targeted at areas of difficulty across communication and interaction, cognition and learning, social/emotional and mental health, sensory and/or physical needs.
- i) Specialist equipment or software. Additional funding may be available for essential equipment (see Equipment Policy).
- j) Carrying out an analysis of the child's needs and matching support to need.
- k) Seeking more specialist assessment e.g. from specialist teachers, health, social care where there is little or no improvement in progress.
- l) Agreeing outcomes with the family, recording the outcomes and support to be put in place, the expected impact on progress and a clear review date.
- m) A key person to be responsible for working with the child on a daily basis (this may be the nursery teacher or key worker).
- n) A key person with support from the SENCo to oversee implementation of the interventions.
- o) Transition planning before a child moves to school or another setting including sharing of information.
- p) Involvement of appropriate specialists (e.g. health visitors, speech and language therapists, Portage workers, Educational and Child Psychologists) where a child continues to make less than expected progress despite evidence-based support and interventions matched to the child's needs. This

will include an expectation to implement any advice given by specialists or learning gained through training provided by specialist services.

- q) Maintain records as required under the EYFS framework and shared with parents/carers.

Primary and Secondary Schools

Head teachers and Governors should plan to make arrangements to meet the needs of pupils with SEND including all necessary reasonable adjustments to support inclusion in all aspects of school life. Examples of the provision that schools are expected to make are given below:

- a) Differentiated work within the classroom and homework, including the production of different materials and the creation of a communication supportive environment.
- b) Teacher oversight with stringent measurement of impact of the interventions delivered.
- c) Support in the use or care of specialist equipment.
- d) Support to manage medication and health care plans for pupils with medical conditions.
- e) Access to adult supervision when needed including during PE, breaks or off-site activities to ensure safety.
- f) Access to an individual work station where necessary.
- g) Access to aids, adaptations, equipment and other reasonable adjustments to facilitate access to disabled pupils. Additional funding may be available, see Equipment Policy.
- h) Regular contact with parents/carers to support progress, parental confidence and support work towards shared outcomes. Use of the Achievement for All structured conversation is helpful.
- i) Access to support services as appropriate to the pupil's needs.
- j) Implementation of strategies recommended by the Educational and Child Psychologist and monitoring of progress, both for individual pupils and more strategically.
- k) Implementation of programmes designed by therapists (e.g., speech and language therapist, occupational therapist, physiotherapist) and release of staff to be trained by therapists and an expectation that training advice is implemented.
- l) Access to personal support for part of each day including toileting and feeding where this is necessary.
- m) Access to in-class support on a daily basis (e.g., within a small group in the classroom).
- n) Withdrawal for intensive individual or small group teaching for specific programmes for short periods.
- o) Delivery of a broad and balanced curriculum at a slower pace with an emphasis on core functional and life skills.
- p) Opportunities for practical experiences to support reinforcement, over learning and generalisation.

- q) A personalised curriculum with regular monitoring.
- r) Termly planning with support services and therapists including systematic and regular communication, joint target setting, an agreed Lead Professional following the Early Support principles with regular Team Around the Child or Team Around the Family meetings.
- s) Support to attend school trips and other extra-curricular activities.
- t) Access to alternative provision, which may be off site.

Post 16 Institutions

Principals should plan to make arrangements to meet the needs of learners with SEND, including all necessary reasonable adjustments to support inclusion in all aspects of college life. Examples of the provision that post-16 institutions are expected to make are given below:

- a) A named person in the college with oversight of the SEN provision to ensure co-ordination of support. This person will contribute to the strategic and operational management of the college.
- b) Inclusive approaches to learning and teaching, with high quality teaching which is differentiated for individual learners in all subjects.
- c) Coherent study programmes which provide stretch and progression with a focus on outcomes for adult life.
- d) Independent careers guidance for all learners.
- e) Transition planning from school to college and college to their next destination.
- f) Support for learners to participate in discussions about their aspirations, their needs and the support that they think will help them the best.
- g) Opportunities to participate in meaningful work experience.
- h) Support to develop the skills to write a CV, complete a job application and participate in a work-related interview.
- i) Support and interventions which are evidence based (i.e. effective practice in the sector and elsewhere) personalised for the individual learner.
- j) A planned approach to delivering support and reviewing through an 'assess, plan, do, review' cycle involving the learner.
- k) Assistive technology or other aids and adaptations.
- l) Support for personal care needs if necessary.
- m) Specialist tuition or teaching including that required for learners with sensory needs.
- n) Note takers.
- o) Communication Support Workers (BSL trained).
- p) Small group and/or individual support.
- q) Habilitation/ independent living training.
- r) Accessible information such as symbol-based materials, different font sizes, braille.
- s) Access to therapies (e.g. speech and language therapy, occupational therapy) and support with transition for CYP who are receiving therapies in schools.

- t) Access to external specialist services and expertise (e.g. Educational and Child Psychologists, mental health services, supported employment services).
- u) Accurately maintain the Individualised Learner Record in line with funding rules.
- v) Support to participate in extra-curricular activities.

APPENDIX B

SERVICES FOR CHILDREN AND YOUNG PEOPLE WITH SEND

A number of services for children and young people with SEND are available in the Royal Borough of Kensington and Chelsea. Charges may apply for some services and availability will be determined based on individual priorities.

Those services that are likely to be most relevant are:

Service and Link to Local Offer	Comments
Educational Psychology Consultation Service	The service provides statutory Educational Psychology advice and other core functions on behalf of the LA. The LA provides state-maintained schools with 3 sessions per year to support the implementation of the SEN reforms. Settings, schools and FE colleges can purchase packages of EP visits.
Bi-Borough Inclusion Service	This Bi-borough Service provides training and support for our local school settings. They have specialist teachers for Hearing Impairment, Vision Impairment, Autism and Occupational Therapy.
Early Help Service	All Health Notifications come into the new Bi-Borough Front Door Service. They are triaged there. If families do not meet the criteria they are signposted to alternative services. This service also oversees the Disabled Children's Register.
Kensington and Chelsea Speech and Language Therapy (SALT) Service	A range of universal, targeted and specialist support (for children with speech and language needs in their EHCP) is provided by this service that is jointly commissioned by the Local Authority and the ICB.
Bi-borough SEN Occupational Therapy Service Children and Young People's Occupational Therapy (CYPOT) Children's Social Care Occupational Therapy Service	<p>The SEN OT service is a commissioned service by the LA to meet the occupational therapy needs for those children and young people with OT in Section F of EHCPs in mainstream schools</p> <p>The Children and Young People Occupational Therapy (CYPOT) service is a commissioned service by the CCG for those children and young people in the early years and school-aged children with OT in Section G of EHCPs and at SEN Support level.</p> <p>There is also a Social Care OT service available that provides help and advice for equipment and adaptations in the home. This is based in the Short Break Service.</p>
Children and Adolescent Mental Health Service (CAMHS)	The CAMHS Team is our local NHS support service for children and young people. The service consists of a friendly and dedicated team of professionals from a range of professional backgrounds including doctors, psychologists,

	nurses and other experts who can assist with understanding and supporting young people who are feeling depressed, anxious or who may have conditions such as Autism or ADHD.
Alternative Provision	<p>When a child or young person is unable to access mainstream school for reasons including school exclusion, behavioural issues, or illness, education outside of school will be arranged. This education is called alternative provision.</p> <p>In Westminster and Kensington & Chelsea, alternative provision is provided by the Ormiston Academies Trust (OAT). OAT offers an outreach service to support children and young people in local schools who are experiencing difficulties, and runs two main academies (in addition to several satellite centres) providing primary and secondary alternative provision across both boroughs</p>
Short Breaks	<p>Bi- Borough Short Breaks service offers a wide variety of short breaks for Families. Expanding new offer in south Westminster.</p> <p>Also Includes Direct Payments and Personal Budgets.</p>
Full of Life Information, Advice and Support Service	<p>The Information Service is a specialist service that has been created to provide practical information for families who have a child/adult with any level of disability and/or special educational needs. All information is relevant to those aged 0 – 25 and above.</p> <p>The service ensures that families are fully informed about their services, their choices and their rights. There is an online information service which is fully accessible through the Full of Life website, as well as free downloadable information resources, a telephone advice line, Facebook, Twitter pages and quarterly newsletters.</p> <p>.</p>

For pupils with EHCPs there is also specialist provision available within the borough as follows (which is available through the LA).

Setting	Primary need	Age range
Golbourne and Maxilla Nursery	ASD	0 – 5
Ark Brunel	SLCN	5 – 11
Barlby	ASD	5 – 11
Marlborough	ASD	5 – 11
Oxford Gardens	ASD	5 – 11
Kensington Aldridge	ASD	11 – 16
All Saints Catholic College	SLCN	11 – 16
Kensington Queensmill Special School	SLD and Autism	3 – 19
Latimer AP	SEMH	5 – 16

APPENDIX C

FUNDING FOR SPECIALIST PROVISION

Funding for special schools, specialist resource bases, top up funding in mainstream schools, out of area placements, alternative provision and SEN support services is within the High Needs Block which is held centrally.

- a) Special schools receive £10k for each commissioned place with top up funding for individual pupils in accordance with their assessed needs or in accordance with the current top up arrangements in place. Pupils placed in RBKC schools by other local authorities will receive top up funding from that local authority and this needs to be negotiated between the school and the placing local authority.
- b) Mainstream schools hosting a resource base receive £6k for each commissioned place. In addition, each pupil also attracts core funding, as set out earlier in this document (under mainstream schools), as a registered pupil at the school. Top up funding for individual pupils is provided in accordance with their assessed needs and in accordance with the current top up arrangements in place in the borough. Pupils placed in RBKC schools by other local authorities will receive top up funding from that local authority and this needs to be negotiated between the school and the placing local authority.
- c) Alternative Provision is funded at £10k for each commissioned place with top up funding in accordance with the current top up arrangements in the borough. Schools are required to pay back the AWPU element of their core funding for permanently excluded pupils (pro rata). Alternative Provision settings may also charge schools for short term interventions and outreach support.
- d) Non-maintained schools receive £10k for each commissioned place and charge additional fees based on their school funding systems, many of which are based on the needs of the individual pupil. For places over and above those commissioned, a further £10k pa is likely to be charged. The fees are charged to the High Needs Block and for some pupils these are shared with social care and/or health depending on the pupil's needs.
- e) Independent special schools charge the LA fees for placements and these are funded through the High Needs Block. These fees cover all the costs of running the school. For some pupils these fees are shared with social care and/or health depending on the pupil's needs.
- f) All top up funding is allocated through the High Needs Block including funding for mainstream schools as set out earlier in this document.

- g) The High Needs Block also pays for the Speech and Language Therapy Service, Sensory Needs Service, Occupational Therapy and other support services.

Table 4 – Funding arrangements for specialist and alternative provision

	Pre-16	Pre-16	Post-16	Post-16
Type of provision	Core funding	Top up funding (real time)	Core funding	Top up funding (real time)
Maintained special schools, special academies, special free schools, and non-maintained special schools	£10,000 per place based on number of places to be funded	Agreed per pupil top-up paid by commissioning local authority	£10,000 per place based on number of places to be funded	Agreed per pupil top-up paid by commissioning local authority
SEN units and resourced provision in mainstream schools, academies and free schools.	A combination of per-pupil funding through the local schools funding formula, plus £6,000 per place for those occupied by pupils on roll, and £10,000 per place for the remainder of places to be funded.	Agreed per-pupil top-up paid by commissioning local authority.	Element 1 (based on 16 to 19 national funding formula) plus element 2 (£6,000) based on number of places to be funded.	Agreed per-pupil top-up paid by commissioning local authority.
Independent schools	Place funding system doesn't operate in independent schools	Agreed per pupil funding paid by commissioning local authority	Place funding system doesn't operate in independent schools	Agreed per pupil funding paid by commissioning local authority
Maintained pupil referral units, AP academies and AP free schools	£10,000 per place based on number of places to be funded	Agreed per pupil top-up paid by commissioning school or local authority	Element 1 (based on 16 to 19 national funding formula) plus element 2 (£6,000) based on number of places to be funded	Agreed per pupil top-up paid by commissioning local authority

<p>APPENDIX D WORKING WITH SUPPORT SERVICES</p>
<p>When working with support services, there is an expectation that education settings will meet certain requirements to ensure the maximum benefit to improving outcomes for children. It is expected that settings will meet the standards as set out below.</p>
<p>Information/recommendation/advice</p>
<ul style="list-style-type: none"> ✓ Ensure reports are circulated to relevant professionals (staff are aware of pupil's condition and implications) ✓ Provide relevant attainment data e.g. attainment ✓ Inform parents of visits and share reports with parents ✓ Implement strategies / modifications as advised ✓ Provide feedback to report on implementation/impact of advice ✓ Ensure that visiting staff are informed of other professionals involved (as necessary) ✓ Share information from other agencies as appropriate ✓ When other agencies are involved promote collaborative work between professionals to ensure a well-integrated approach where the impact of different needs of the child is considered e.g. team around the child approach ✓ Ensure staff (teachers and teaching assistants / learning support) are given time to liaise/work collaboratively with visiting professionals ✓ Offer staff relevant CPD opportunities ✓ Provide staff with opportunities to practice / learn skills ✓ Promote the recruitment of staff with the required skills ✓ Inform the visiting professionals about the upcoming Annual Reviews (with minimum of 4 weeks' notice) for any pupils they are working with/supporting you with
<p>Meetings to discuss pupil's progress</p>
<ul style="list-style-type: none"> ✓ Ensure visiting professionals have adequate notice about meetings/Annual reviews ✓ Invite visiting professionals in writing
<p>Training</p>
<ul style="list-style-type: none"> ✓ Set up a space for training room and preload presentation/material provided by training facilitator where this is provided ✓ Ensure staff are informed about the timings of the training ✓ Implement strategies after training ✓ Provide feedback to report on implementation/impact of training
<p>Facilities and Physical Environment</p>

<ul style="list-style-type: none"> ✓ Ensure a room/space is available for the visit/meeting/observation ✓ Ensure reasonable modifications to the physical environment are implemented as advised. This should be part of the setting's access plan ✓ Ensure access to quiet areas for individual assessment or small group work
<p>Organisation of visits</p>
<ul style="list-style-type: none"> ✓ Ensure staff and pupils are available ✓ Ensure key staff are notified with adequate notice of the visit ✓ Inform the visiting professional if a pupil is absent ✓ Inform the visiting professional of inset days, school outings, closure or any other reasons why a visit cannot take place
<p>Specialist equipment (particularly, but not exclusively, relevant to the sensory loss service)</p>
<ul style="list-style-type: none"> ✓ Acquire resources and pieces of equipment as advised (reasonable adjustments) ✓ Ensure the specialist equipment is available to the relevant staff ✓ Provide suitable secure storage space ✓ Release staff for training purposes ✓ Safeguard equipment against loss and breakage ✓ Check equipment as advised by the visiting professional ✓ Inform the service of faults as soon as noted ✓ Ensure equipment is insured in the event of loss or irreparable damage ✓ Cover the cost and replace any damaged equipment without delay ✓ Pass the equipment to the child's next placement on transition (if they still use it)