

## **Schools Forum**

**13<sup>th</sup> March 2014**

### **Special Schools Top Up Matrix Update**

This report relates to both maintained and academy schools

#### **Recommendation**

The Schools Forum is recommended to:

- 1.0 Note the progress being made to develop a revised Special Schools Top Up Matrix for implementation in September 2014

#### **1.0 Introduction**

1.1 The Schools Forum has received reports previously regarding the work underway to revise the Special Schools Top Up Funding Matrix. This is as a result of the funding reforms in 2013/14 whereby each Special School currently receives differing top up funding for similar needs pupils.

1.2 The intention is that the new matrix is ready for implementation in September 2014 to coincide with the new legal SEN requirements under the Children's and Families Bill.

#### **2.0 Main Issues and findings**

2.1 The Project Team developing the new matrix includes 2 Special Schools head teachers, Local Authority SEN managers and finance officers.

2.2 The revised matrix being based on a new set of assessment criteria, developed based on the 4 categories of SEN as detailed in the new Children's and Families Bill. In the light of SEN funding and legislation being based on years 0 to 25, the Local Authority is mindful of having a consistent and as seamless as possible transition between the stages of SEN provision as pupils move through the education system. As such, even though this project is essentially aimed at the Special Schools funding, the assessment criteria being developed looks to offer a single framework of assessment for all pupils from reception to post 16 in maintained/academy provision, both specialist and non-specialist. As the assessment becomes more consistent, then the funding associated with different provision also becomes more apparent and can be better aligned.

2.3 Appendix A shows the latest draft assessment criteria on which the funding matrix will be developed. The criteria are based on 3 stages: universal, targeted and high needs support. Depending on the pupils needs, each stage describes the increasing support that might be expected in the school as pupils needs become more complex. Whilst this project is focusing on the high needs provisions (element 3), as work progresses, the interfaces with the other elements of SEN assessment and funding will be considered.

2.4 The Project Team have identified that the cost drivers of SEN provision is the teaching and support costs, therefore the funding matrix will be based around the differing stages in the Teaching and Learning Section. Initial values have been assigned to these categories with the intention that as analysis work develops, these values are more finely tuned. The matrix including the values is not included within this report as this work is still in its early stages.

2.5 Whilst the intention of the project is not to replicate what we already have in place (this is not possible as each Special School receives differing funding), the funding envelope remains the same and, at this point in time when the analysis is being carried out, pupil numbers and levels of need are too. That being the case, this exercise is essentially redistribution of funding but with the intention of having a clearer, more transparent framework that can be used more consistently across sectors.

2.6 The two Special Schools that are part of the Project Team (Exhall Grange and Woodlands) have assessed 3 existing pupil cases against the new matrix and using the initial funding values. The idea is that each compares the scoring on the new matrix to that of the old one. On the whole, the values are not entirely dissimilar but a greater volume of case work is required. As such, the Assessment Statement and Review Service are contacting all Special Schools to work through more examples.

2.7 In addition to the redesign of the matrix, there is a change in post 16 funding that needs to be accommodated. The place funding regulations have been amended by the Department for Education in 2014/15 from those in 2013/14 in relation to post 16 place funding. In the current year, places are funded at £11,000 for post 16 based on a national evidence base. However, with pre 16 SEN places being funded at £10,000 and special schools possibly having both pre and post 16 provision, it has been recognised that this complicates special schools budgets.

2.8 The regulations for 2014/15 therefore are that post 16 places will be funded at £10,000 and that the £1,000 per pupil is transferred into the Top Up funding budget for special schools. Whilst this budget transfer is relatively straight forward, the issue arises in that the Top Up funding is allocated via a matrix that does not differentiate for pre and post 16 pupils. Therefore there is no agreed mechanism for redistribution of this recycled funding. The Project Team is to consider how this may be addressed.

2.9 The Project Team is meeting regularly and the main focus of work and timescales are shown in the table below.

| <b>Key Tasks</b>  |
|---|
| <p><b>March</b></p> <ul style="list-style-type: none"> <li>• Further analysis of case study work</li> <li>• Determine links to mainstream top up funding</li> <li>• Determine links to the changes in the Education Health and Social Care Plan</li> <li>• Determine links to EY SEN matrix funding</li> <li>• Decide revisions/extra work required on the revised matrix. Are there specific instances where specific funding is identified? E.g. equipment</li> <li>• Stakeholder consultation/communication</li> </ul> |
| <p><b>April</b></p> <ul style="list-style-type: none"> <li>• Further testing of the matrix and aligning funding</li> <li>• Comparison to post 16 FE funding calculations</li> <li>• Decide on post 16 funding allocation</li> <li>• Decide on processes for phased implementation and moderation</li> <li>• Project Team Meeting and Project Board Meeting</li> <li>• Stakeholder consultation/communication</li> </ul>   |
| <p><b>May</b></p> <ul style="list-style-type: none"> <li>• Finalise the new matrix</li> <li>• Finalise implementation plan</li> <li>• Potential to use the new matrix in assessing Out of County placements</li> <li>• Recommendation to the Schools Forum</li> <li>• Approval report to Cabinet June 5<sup>th</sup></li> </ul>   |
| <p><b>June</b></p> <ul style="list-style-type: none"> <li>• Communication of decision to all relevant parties</li> <li>• Training and workshop sessions</li> </ul>  |
| <p><b>September</b></p> <ul style="list-style-type: none"> <li>• Implementation of new revised funding matrix</li> </ul>  |

|                           | <b>Name</b>                 | <b>Contact Details</b>   |
|---------------------------|-----------------------------|--|
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**School Age Application Form  
for  
High Needs Funding  
(Element 3)**

**January 2014**

Completed application forms to be returned to [elainebond@warwickshire.gov.uk](mailto:elainebond@warwickshire.gov.uk)

**Child's name:**

**DOB:**

**School:**

**Completion date:**

## Application for additional funding to support students with severe and complex needs

The attached matrix is designed to enable schools to apply for additional funding for pupils.

**The matrix is divided in to three areas of provision:**

### Element 1

**Universal Provision** – this should be present in all schools for all pupils and is quality first teaching

### Element 2

**Targeted Support** – this is support that schools are expected to have put in place for universal and targeted provision

### Element 3

**Higher Needs Block Provision** – this is divided in to four areas of need as described in the new code of practice

- Communication and Interaction
- Social, Mental and Emotional Health
- Sensory and Physical Development
- Cognition and Learning

The matrix enables schools to identify the interventions necessary to ensure the students' needs are met. It should be completed in as much detail as possible with relevant appendices attached to evidence the support where appropriate. It is not necessary to complete all boxes as only specific ones will be relevant to certain students. One or several of the areas of need may be relevant to the student. There is an empty box at the end of each area of need to allow for information that may not have been listed.

Please be aware that when a referral for a statement/ single plan is made, it will only be considered by the panel if it is evident from the matrix and appendices that appropriate, specific interventions and recommendations from specialists, have been implemented and reviewed over at least 2 terms in Elements 1 & 2.

It is also expected that the matrix will provide a working tool for schools. In addition to supporting applications for funding the matrix will also provide an on-going aid to identify needs and to support and monitor progress. It will provide an overview of what has been done, show a graduated response and it is hoped that it can be used to inform the annual review.

When applying for higher needs funding it is essential that costings and evidence of how delegated funding has been spent are clear.

**Before completing the form please contact your Assistant Education Officer for further guidance**

The form should be completed electronically and forwarded to your Assistant Education officer. Any appendices should also be sent electronically.

The files should be clearly labelled with the students surname first in capital letters followed by their first name eg: 'JONES Alan' .

The form will be circulated to the panel members; therefore paper copies cannot be accepted.

**Child's name:**

**DOB:**

**School:**

**Completion date:**

## ELEMENT 3 FUNDING APPLICATION FORM

Children and Young People who need Element 3 (or top-up) funding are those who have significant and enduring needs which require support which is additional to and different from that which is available from the delegated resources (i.e. that provided through Element 1 and 2 funding) as part of the school offer.

At the end of this application you will be asked to indicate which documents you will be submitting in support of your application. Please refer to these documents during your application.

### 1. Your Information

|  |   |  |
|--|---|--|
| Form Completed by  |   |  |
| Designation  |   |  |
| School / Setting Name  |   |  |
| Email Address  |   |  |
| Telephone No   |   |  |
| Dfe No   |   |  |
| External agencies involved in the writing of this referral       | Early Intervention Service                  |  |
|  | Integrated Disability Service               |  |
|  | Educational Psychology Service              |  |
|  | Speech and Language Service                 |  |
|  | Occupational Therapy                        |  |
|  | Physiotherapy                               |  |
|  | Medical                                     |  |
|  | Other                                       |  |
| Date   | <a href="#">Click here to enter a date.</a> |  |
| Please confirm that the Headteacher has authorised this request. | Choose an item.                             |  |

Child's name:

DOB:

School:

Completion date:

## 2. Pupil Information

|                          |   |
|--------------------------|---|
| Pupil Name               | UPN Number  |
| Date of Birth            | <a href="#">Click here to enter a date.</a>   |
| Gender                   | Choose an item.   |
| Ethnicity                | Choose an item.   |
| National Curriculum Year | Choose an item.   |
| Type of SEN              | <input type="checkbox"/> Severe Learning Difficulties<br><input type="checkbox"/> Profound & Multiple Learning Difficulties<br><input type="checkbox"/> Moderate Learning Difficulties<br><input type="checkbox"/> Specific Learning Difficulties<br><input type="checkbox"/> Speech, Language and Communication<br><input type="checkbox"/> Social, Mental and Emotional Health<br><input type="checkbox"/> Hearing Impairment<br><input type="checkbox"/> Visual Impairment<br><input type="checkbox"/> Multiple Sensory Impairments<br><input type="checkbox"/> Physical Difficulty<br><input type="checkbox"/> Autistic Spectrum Disorder<br><input type="checkbox"/> Other – please specify _____<br>_____ |
| Child's status           | <input type="checkbox"/> None<br><input type="checkbox"/> CAF<br><input type="checkbox"/> Child in Need plan in place<br><input type="checkbox"/> Children protection plan in place<br><input type="checkbox"/> Looked after child      If yes please state Local Authority _____<br>Social Worker name _____<br>Social worker contact details _____  |

Child's name:

DOB:

School:

Completion date:

### 3. Parent Involvement/Views of Current Provision and proposed provision

Please specify parents' involvement in planning provision and their views on the outcomes.

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### 4. Child/Young Person's Involvement / Views of Current Provision and proposed provision

Please specify CYP's involvement in planning provision and their views on the outcomes.

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Child's name:

DOB:

School:

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**Version 15 - Higher Needs Funding – SEN Interventions and Evidence Matrix  
Element 1 Universal Provision**

|   | <b>Higher Needs Targets</b>   | <b>Evidence of input and requirement (Include Appendix Ref.)</b> | <b>Outside Agency Involvement</b> | <b>Frequency Of Intervention Including Dates</b> | <b>Outcome of interventions Include levels of progress over period of time</b> | <b>Costs</b> |
|---|---|--|-----------------------------------|--|--|--------------|
| Element 1 – Universal Provision (Expected provision by Schools) | Teaching and Learning   |  |                                   |  |  |              |
|   | Quality first teaching e.g. Assess Plan Do Review e.g. using pupil premium  |  |                                   |  |  |              |
|   | Additional interventions with evidence based approaches and resources focusing on IEP targets (baseline assessment essential prior to intervention)   |  |                                   |  |  |              |
|   | Consideration of individual needs, interests, abilities and learning styles (including multi-sensory) of the children.  |  |                                   |  |  |              |
|   | Physical Environment  |  |                                   |  |  |              |
|   | Careful consideration of the classroom environment and organization e.g. seating in relation to light and possible distractions: accessible predictable environment e.g. visual timetable <b>consistently</b> used. |  |                                   |  |  |              |
|   | Auxiliary aids and adaptations e.g. laptops, interactive use of widget symbols.   |  |                                   |  |  |              |
|   | Staffing  |  |                                   |  |  |              |
|   | Training for all staff anticipating future needs.   |  |                                   |  |  |              |
|   | General in class support  |  |                                   |  |  |              |
|   | TA support in small groups  |  |                                   |  |  |              |
|   | Trained staff for unstructured times.   |  |                                   |  |  |              |
|   |   |  |                                   |  |  |              |

Child's name:

DOB:

School:

Completion date:

| Element 1 – Universal Provision (Expected provision by Schools) | Higher Needs Targets  | Evidence of input and requirement (Include Appendix Ref.) | Outside Agency Involvement | Frequency Of Intervention Including Dates | <u>Outcome of interventions</u><br>Include levels of progress over period of time | Costs |
|---|---|---|----------------------------|---|---|-------|
|   | Systems   |   |                            |   |   |       |
|   | Home School Communication and parent participation<br>Daily transition arrangements, IEP CAF etc  |   |                            |   |   |       |
|   | Clear Communication between transition staff during the school day e.g. office staff to morning staff to lunchtime supervisor etc.  |   |                            |   |   |       |
|   | Specialist Assessment e.g. one off- initial observation assessment.   |   |                            |   |   |       |
|   | Pupil Participation – Child views of IEP  |   |                            |   |   |       |
|   | Transport to offsite providers  |   |                            |   |   |       |
|   | Arrangements for administering medicines e.g. inhalers and epipens  |   |                            |   |   |       |
|   | Arrangements for CAFs   |   |                            |   |   |       |
|   | Policies – Safeguarding, SEN, Equality and Diversity, Inclusion, Fire evacuation, Intimate Care needs, adaptations to school uniform code, Behaviour, Anti Bullying, Communication, SEAL, Health and Safety including Handling, |   |                            |   |   |       |
|   | Monitoring of safeguarding issues.  |   |                            |   |   |       |
|   | Record of attendance internal/informal and external exclusions.   |   |                            |   |   |       |
|   |   |   |                            |   |   |       |

Child’s name:

DOB:

School:

Completion date:

## Version 15 - Higher Needs Funding – SEN Interventions and Evidence Matrix

## Element 2 Targeted Provision

|  | Higher Needs Targets  | Evidence of input and requirement (Include Appendix Ref.) | Outside Agency Involvement | Frequency Of Intervention Including Dates | Outcome of interventions Include levels of progress over period of time | Costs |
|--|---|---|----------------------------|---|---|-------|
| Element 2 - Targeted Provision (School Action , School Action Plus and those pupils with Statement banding A, B and C) | Teaching and Learning   |   |                            |   |   |       |
|  | Differentiated curriculum   |   |                            |   |   |       |
|  | IEP – using SMART targets ensuring baseline data available.   |   |                            |   |   |       |
|  | Provision of time limited, effective, intense interventions as part of normal teaching offer for those not making expected progress.  |   |                            |   |   |       |
|  | Physical Environment  |   |                            |   |   |       |
|  | Continuous audit of environment - Adapted environment e.g. PECS, workstation, visual timetable, support to transition between activities, reduction of sensory overload, (EPS ASD and VI /HI Environmental audit/IDS guidance and advice) |   |                            |   |   |       |
|  | Identified supervised areas for unstructured times of the day including safe haven.   |   |                            |   |   |       |
|  | Appropriate environment for medical interventions and personal hygiene.   |   |                            |   |   |       |
|  | Staffing  |   |                            |   |   |       |
|  | Specialist Assessment of child, teaching and environment.   |   |                            |   |   |       |
|  | Access arrangement for examinations carried out by specialist within the time scales.   |   |                            |   |   |       |
|  | Targeted lunchtime provision e.g. 30mins a day to offer social support.   |   |                            |   |   |       |
|  | Support for medical/nutritional / personal care as directed by specialist assessment.<br>e.g. 30 min catheterization enteral feeding, admin of insulin injections.  |   |                            |   |   |       |
|  | Manual Handling as directed by specialist assessment.<br>e.g. Trained children's handler such as IDS Physical Disability Teacher (PDT)  |   |                            |   |   |       |
|  | Speech and Language/OT/Physio programmes carried out by nominated trained adult e.g. 30 min programme.  |   |                            |   |   |       |

Child's name:

DOB:

School:

Completion date:

|  | Higher Needs Targets  | Evidence of input and requirement (Include Appendix Ref.) | Outside Agency Involvement | Frequency Of Intervention Including Dates | Outcome of interventions Include levels of progress over period of time | Costs |
|--|---|---|----------------------------|---|---|-------|
| Element 2 - Targeted Provision (School Action and Action Plus) | Systems   |   |                            |   |   |       |
|  | Home School Communication and parent participation e.g. meet and greet and emotional check-ins, daily recording either in a book or a face to face update with teacher or TA at a designated time of day. |   |                            |   |   |       |
|  | Specialist Assessment – showing lack of expected progress despite high quality interventions.   |   |                            |   |   |       |
|  | Clear Communication between transition staff during the school day e.g. office staff to morning staff to lunchtime supervisor etc.  |   |                            |   |   |       |
|  | Pupil Participation – Child views of IEP  |   |                            |   |   |       |
|  | Transport to offsite providers  |   |                            |   |   |       |
|  | Arrangements for administering medicines e.g. inhalers and epipens  |   |                            |   |   |       |
|  | Arrangements for CAFs   |   |                            |   |   |       |
|  |   |   |                            |   |   |       |
|  | Class/Year/School Group Provision Map, highlighting all “additional to” and “different from” provision.   |   |                            |   |   |       |
|  | Record of attendance internal/informal and external exclusions. Monitoring and communication of incidents behaviour, illness and trauma.  |   |                            |   |   |       |
|  | Family Circumstances – Monitoring and accessing support.  |   |                            |   |   |       |
|  |   |   |                            |   |   |       |

Child’s name:

DOB:

School:

Completion date:

**Version 15 - Element 3 - Higher Needs Provision – Communication and Interaction**

|   | <b>Higher Needs Targets</b>   | <b>Evidence of input and requirement (Include Appendix Ref.)</b> | <b>Outside Agency Involvement</b> | <b>Frequency Of Intervention Including Dates</b> | <b>Outcome of interventions Include levels of progress over period of time</b> | <b>Costs</b> |
|---|---|--|-----------------------------------|--|--|--------------|
| <b>Element 3 - Higher Needs Block Provision – Communication and interaction</b> | <b>Teaching and Learning</b>  |  |                                   |  |  |              |
|   | External specialist regular intervention to support child who is over 6 with using self-generated phrases or simple sentences. Speech is intelligible to familiar adults most of the time but difficult for others or when excited. |  |                                   |  |  |              |
|   | External specialist regular intervention to support child who is over over statutory school age with using a mixture of sign language e.g. PECS/Makaton and single words to communicate needs and indicate choices.                 |  |                                   |  |  |              |
|   | Small group teaching to address issues of emotional regulation and support communication e.g. social scripts and social communication groups.   |  |                                   |  |  |              |
|   | Individual support 1:1 when a child has limited toleration of social interaction; briefly attends activities not of their choosing with direct adult support e.g. TEACCH.   |  |                                   |  |  |              |
|   | Constant individual support 2:1 or 3:1 when all aspects of the day need to be structured in minute detail. Fleeting attention for activities not of own choosing.   |  |                                   |  |  |              |
|   |   |  |                                   |  |  |              |
|   | <b>Physical Environment –</b>   |  |                                   |  |  |              |
|   | EPS ASD VI/VI Environmental Audit to identify amendments that may need to be made.  |  |                                   |  |  |              |
|   | Highly structured routines communicated with visual supports.   |  |                                   |  |  |              |
|   | Consistent environment to reduce anxieties.   |  |                                   |  |  |              |
|   | Low arousal space available due to being overwhelmed by sensory activities/extremely distractible.  |  |                                   |  |  |              |
|   | Secure withdrawal area available at all times.  |  |                                   |  |  |              |
|   | <b>Staffing</b>   |  |                                   |  |  |              |
|   | Support staff trained to support individual child through parts of the day.   |  |                                   |  |  |              |
|   | Support staff trained to support individual child all day.  |  |                                   |  |  |              |
|   | Support staff trained in specific child’s needs at times of anxiety.  |  |                                   |  |  |              |
|   |   |  |                                   |  |  |              |
| <b>Systems</b>  |   |  |                                   |  |  |              |

Child’s name:

DOB:

School:

Completion date:

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Smooth transition arrangements between home-school – respite settings. e.g. Daily meet and greet with an identified member of staff. |  |  |  |  |  |
| Care Plan for extreme issues – e.g. self-harming, faeces smearing.   |  |  |  |  |  |

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Child's name:

DOB:

School:

Completion date:

**Version 14 - Element 3 - Higher Needs Provision – Social, Mental and Emotional Health**

|   | <b>Higher Needs Targets</b>   | <b>Evidence of input and requirement (Include Appendix Ref.)</b> | <b>Outside Agency Involvement</b> | <b>Frequency Of Intervention Including Dates</b> | <b>Outcome of interventions Include levels of progress over period of time</b> | <b>Costs</b> |
|---|---|--|-----------------------------------|--|--|--------------|
| Element 3 - Higher Needs Block Provision –<br><b>Social, Mental and Emotional Health</b>  | <b>Teaching and Learning</b>  |  |                                   |  |  |              |
|   | Individualised programme in small groups with clear behavioural boundaries e.g. SMART targets / reward systems  |  |                                   |  |  |              |
|   | Specialised behavioural and cognitive approaches. e.g. social skills programmes which are tailored to the individual and bespoke package informed by external advice. |  |                                   |  |  |              |
|   | Re channeling or refocusing to diminish repetitive and self-injurious behaviours as recommended by external advice. e.g. therapeutic support and nurture groups       |  |                                   |  |  |              |
|   | Highly individualized adult attention and behaviour programmes. e.g. enhanced care programme.   |  |                                   |  |  |              |
|   |   |  |                                   |  |  |              |
|   | <b>Physical Environment</b>   |  |                                   |  |  |              |
|   | Highly structured routines communicated with visual supports.   |  |                                   |  |  |              |
|   | Consistent environment to manage anxieties.   |  |                                   |  |  |              |
|   | Low arousal space.  |  |                                   |  |  |              |
|   | Secure withdrawal area.   |  |                                   |  |  |              |
|   |   |  |                                   |  |  |              |
|   | <b>Staffing</b>   |  |                                   |  |  |              |
|   | Specialist teachers or EP involved in wider/whole school staff development and training.  |  |                                   |  |  |              |
|   | Input from health or social services may be required in certain circumstances   |  |                                   |  |  |              |
| Individual support 1:1 when a child has limited toleration of social interaction; briefly attends activities not of their choosing with direct adult support.     |   |  |                                   |  |  |              |
| Constant individual support 2:1 or 3:1 when all aspects of the day need to be structured in minute detail. Fleeting attention for activities not of own choosing. |   |  |                                   |  |  |              |

Child's name:

DOB:

School:

Completion date:

| Element 3 - Higher Needs Block Provision –<br>Social, Mental and Emotional Health | Higher Needs Targets   | Evidence of input and requirement (Include Appendix Ref.) | Outside Agency Involvement | Frequency Of Intervention Including Dates | <u>Outcome of intentions</u><br>Include levels of progress over period of time | Costs |
|---|--|---|----------------------------|---|--|-------|
|   | Systems  |   |                            |   |  |       |
|   | Smooth transition arrangements between home-school – respite settings. e.g. Daily meet and greet with an identified member of staff. |   |                            |   |  |       |
|   | Careful transition planning between key stages, primary to secondary and secondary to college.                                       |   |                            |   |  |       |
|   | Systems which control or modify challenging behaviours.  |   |                            |   |  |       |
|   | Positive individual handling plan, with appropriate recording of action e.g. TeamTeach   |   |                            |   |  |       |
|   |  |   |                            |   |  |       |

Child's name:

DOB:

School:

Completion date:



**Version15 - Element 3 - Higher Needs Provision – Sensory and Physical Development**

|  | Higher Needs Targets   | Evidence of input and requirement (Include Appendix Ref.) | Outside Agency Involvement | Frequency Of Intervention Including Dates | Outcome of interventions Include levels of progress over period of time | Costs |
|--|--|---|----------------------------|---|---|-------|
| Element 3 - Higher Needs Block Provision – Sensory and Physical Development  | <b>Teaching and Learning</b>   |   |                            |   |   |       |
|  | Fundamental changes to learning methods including teaching elements of specific skills for their condition. E.g. Braille books touch typing, mobility methods and low vision aides, individual touch screen  |   |                            |   |   |       |
|  | Significant VI Support of trained 1:1 – Formal teaching of orientation and on going mobility needs.  |   |                            |   |   |       |
|  | Severely Sight Impaired – Specifically tailored inclusive teaching appropriate to cognitive ability.   |   |                            |   |   |       |
|  | Significant hearing loss – Use of alternative communication system e.g. BSL/SSE of focused verbal therapies.   |   |                            |   |   |       |
|  | Permanent bi-lateral hearing loss that has caused significant language delay and or problems with social interaction – Intensive mediation e.g. use of BSL, additional support required to assist the CYP to access the curriculum, including the use of Signed Support. |   |                            |   |   |       |
|  | Range of needs Physical or sensory requiring considerable individualization of programmes and adjustment to the curriculum.  |   |                            |   |   |       |
|  |  |   |                            |   |   |       |
|  | <b>Physical Environment</b>  |   |                            |   |   |       |
|  | Tailored environment to enable the child to fully participate in the whole of the curriculum on and off site.  |   |                            |   |   |       |
|  | Access to aids and equipment for mobility and learning.  |   |                            |   |   |       |
|  | Suitable, identified areas for hygiene, Physio., quiet areas, stress breaks, counselling etc.  |   |                            |   |   |       |
|  |  |   |                            |   |   |       |
|  | <b>Staffing</b>  |   |                            |   |   |       |
|  | External Assessment from professionals e.g. SLT VI HI OT and Physio.   |   |                            |   |   |       |
| Staff to be trained in specific areas to support pupil's conditions and improve independence. E.g. use of low vision aides and enhanced hearing equipment manual handling, Braile, health competences. |  |   |                            |   |   |       |
| Individual support 1:1 when a child needs direct adult support.  |  |   |                            |   |   |       |
| Constant individual support 2:1 or 3:1 when all aspects of the day need to be structured in minute detail.   |  |   |                            |   |   |       |

Child's name:

DOB:

School:

Completion date:

| Element 3 - Higher Needs Block Provision –<br>Sensory and Physical Development | Higher Needs Targets   | Evidence of input and requirement (Include Appendix Ref.) | Outside Agency Involvement | Frequency Of Intervention Including Dates | <u>Outcome of intentions</u><br>Include levels of progress over period of time | Costs |
|--|--|---|----------------------------|---|--|-------|
|  | Systems  |   |                            |   |  |       |
|  | Smooth transition arrangements between home-school – respite settings. e.g. Daily meet and greet with an identified member of staff. |   |                            |   |  |       |
|  | Careful transition planning between key stages, primary to secondary and secondary to college.                                       |   |                            |   |  |       |
|  | Health and Safety Risk assessment planning for individual children.  |   |                            |   |  |       |
|  |  |   |                            |   |  |       |

Child's name:

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**Version 15 - Element 3 - Higher Needs Provision – Cognition and Learning**

|   | <b>Higher Needs Targets</b>   | <b>Evidence of input and requirement (Include Appendix Ref.)</b> | <b>Outside Agency Involvement</b> | <b>Frequency Of Intervention Including Dates</b> | <b>Outcome of intentions Include levels of progress over period of time</b> | <b>Costs</b> |
|---|---|--|-----------------------------------|--|---|--------------|
| Element 3 - Higher Needs Block Provision – Cognition and Learning | Teaching and Learning   |  |                                   |  |   |              |
|   | Targeted Interventions because :  |  |                                   |  |   |              |
|   | Working below the national average i.e. P levels at end of KS1 : at end of Level 1 at KS2 and at end of Level 2 at KS3<br>e.g. intense additional phonic programmes   |  |                                   |  |   |              |
|   | Despite carefully targeted and reviewed interventions over at least two terms the child has made minimal -progress across a range of targeted skills e.g. comparison and analysis of special pupil attainment   |  |                                   |  |   |              |
|   | Attainment of underlying skills (S& L, literacy and numeracy) significantly interfere with ability to learn effectively. Base line assessment prior to any interventions recorded. Small group work where possible.<br>e.g. skills based sessions in addition to regular intervention programmes. |  |                                   |  |   |              |
|   | Tailored curriculum to include small group working where possible e.g. knowledge skills and understanding from a much earlier key stage when appropriate.   |  |                                   |  |   |              |
|   | Learning and study skills to support and improve independence of pupils learning and recording. e.g. Pre-teaching of vocabulary and concepts.   |  |                                   |  |   |              |
|   |   |  |                                   |  |   |              |
|   |   |  |                                   |  |   |              |
|   |   |  |                                   |  |   |              |
|   | Physical Environment  |  |                                   |  |   |              |
|   | Appropriate areas for additional interventions e.g. quiet areas, stress breaks, counselling etc   |  |                                   |  |   |              |
|   | Regular and active use of additional methods of recording introduced e.g. ICT, computers, recording devices.  |  |                                   |  |   |              |
|   | Access to alternative settings in order to deliver full curriculum entitlement e.g. KS4 off-site learning.  |  |                                   |  |   |              |
|   |   |  |                                   |  |   |              |

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|   | Higher Needs Targets   | Evidence of input and requirement (Include Appendix Ref.) | Outside Agency Involvement | Frequency Of Intervention Including Dates | Outcome of intentions Include levels of progress over period of time | Costs |
|---|--|---|----------------------------|---|--|-------|
| Element 3 - Higher Needs Block Provision – Cognition and Learning | Staffing   |   |                            |   |  |       |
|   | Specialist involved – Speech and Language, EP, IDS, EIS etc completing regular support.  |   |                            |   |  |       |
|   | Regular liaison between external professionals and school staff in relation to specific programmes and targets.  |   |                            |   |  |       |
|   | Access to considerable additional targeted teaching in small groups.   |   |                            |   |  |       |
|   | Individual targeted teaching for significant parts of the school day.  |   |                            |   |  |       |
|   | Systems  |   |                            |   |  |       |
|   | Smooth transition arrangements between home-school – respite settings. e.g. Daily meet and greet with an identified member of staff.                                     |   |                            |   |  |       |
|   | Careful transition planning between key stages, primary to secondary and secondary to college. <b>At these points reassessment and review of need should take place.</b> |   |                            |   |  |       |
|   | Monitoring of interventions followed by assessment and time for consolidation.   |   |                            |   |  |       |
|   | Additional time allocated for pre learning and completion of tasks.  |   |                            |   |  |       |
|   |  |   |                            |   |  |       |

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**Please indicate which documents you will be submitting to ASRS along with this application**

- Pupil Tracking Data
- Individual Pupil Provision Map
- Costed IEP for Proposed Support see below
- Pupils' Current Additional Provision Timetable
- External Agency Report
- Attendance Data
- Minutes of Review and / or other meetings
- CAF/PSP/PEP Minutes
- School Assessment / Observations
- Exclusion Data
- Behaviour Records

DRAFT

**Child's name:**

**DOB:**

**School:**

**Completion date:**

### COSTED Individual Education Plan

Pupil Name: ..... Date of Birth: ..... NCY: .....  
 School: ..... Previous / Current level of funding / support: .....

| Special Educational Needs | Objectives | Strategies | Cost * |
|---------------------------|------------|------------|--------|
|                           |            |            |        |
|                           |            |            |        |
|                           |            |            |        |
|                           |            |            |        |
|                           |            |            |        |

DRAFT

\* Please state whether costs are per day, per week, per term or per annum.

Costed IEP Prepared by: ..... Signature ..... Date:.....  
 PRINT NAME

EMAIL : [elainebond@warwickshire.gov.uk](mailto:elainebond@warwickshire.gov.uk) for electronic copy

**Child's name:** ..... **DOB:** ..... **School:** ..... **Completion date:** .....