

Schools Forum

Tuesday, 8 July 2014

Late Report

**Item 10 – Post 16 post schools high needs
funding proposals**

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Post 16 High Needs Funding Update

Committee: Schools' Forum

Date: 8th July 2014

Authors:	Head of Finance (Education and Innovation) Commissioner – Routes to Employment
Wards Affected:	All
Locality Affected:	All
Parishes Affected:	All
Settings Affected:	As the Dedicated Schools Grant is ring-fenced funding provided by the Department for Education to meet the educational needs of early years, school age and all 0 to 25 year old high needs pupils any decisions on how the grant is utilised indirectly affects all settings. This report specifically affects funding for High Needs post 16 students attending Further Education Colleges, Independent Specialist College Providers and other training providers.

1. Purpose and Reasons

- 1.1 The purpose of this report is to update the Schools Forum on the projected outturn position for the 2013/14 academic year relating to the LA's funding of education provision for post 16 (excluding school sixth forms) High Needs students. Forum Members may recall that this became a new commissioning responsibility for Local Authorities which transferred from the Education Funding Agency (EFA) with effect from September 2013. The report also includes information on the level of funding available and proposes indicative funding allocations to providers for the 2014/15 academic year.

2. Recommendations

- 2.1 Schools' Forum is asked to;
- Note that the latest projected 2013/14 academic year costs arising from the LA's new funding responsibilities for post 16 High Need students are estimated at **£2.902m** which is **£0.612m** lower than the enhanced budget agreed by Schools Forum in July 2013
 - Note the latest position regarding the 2014/15 academic year with regard to funding available and that
 - The LA's latest estimate is that a total of **260.4** FTE post 16 (excluding school sixth form) high needs students will need to be supported financially
 - The estimated costs of 47.4 FTE placements at ISPs is **£1.088m**
 - 21 unplanned places will require element 2 funding of **£0.126m** to be paid to providers
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- The LA is proposing to introduce banding based funding for FE colleges and training providers and agree the proposed band and supplement values – subject to uplift should the EFA agree any additional funding
- The LA proposals regarding indicative allocations to FE colleges and training providers total **£0.809m** for an estimated 213 students of which 36 have yet to enrol.

3. Background

- 3.1 Forum members will recall that this area of the DSG has been particularly difficult to manage since the transfer of commissioning responsibilities from the EFA to the LA in September 2013 coincided with the capping of learner numbers and the introduction of a national funding formula. For funding purposes our learner numbers were capped at 270 (when demand for the year was originally estimated at 317 students) and the introduction of the national funding formula provided funding based on a national average of £8.095 per pupil for the first two terms of the 2014/15 academic year. (This equated to full year funding of £12,143 per student when Swindon providers had historically received much higher levels of funding of approximately £17,188 per student). Furthermore each LA was required to commission places based on eligibility criteria which for Swindon appears to have been more stringent than the previous EFA approach.
- 3.2 Initial estimates of learner numbers and resulting costs significantly exceeded the funding available and in view of the very short timescales involved, to ease implementation to the new funding system, Schools Forum agreed for the first year only, to avoid an expected £1m overspend by enhancing the post 16 high need budget. This was achieved by diverting £1m of DSG funding earmarked by DfE to build nursery education capacity for disadvantaged 2 year olds. Since the initial budget setting exercise last July cost projections have reduced significantly as reported to the Forum in October 2013 and January 2014. An update on the estimated final position for 2013/14 is provided in section 4 of this report.
- 3.3 Forum Members are reminded that the funding arrangements for the provision of education for high need students in FE colleges and ISPs is somewhat different to schools. Whereas all funding for maintained schools and academies (Mainstream, Special Schools and Special Resource Provision) is provided from Swindon's DSG (via the local formula) for FE colleges and ISPs the position is as follows;
- **Element 1** - SBC has no involvement in what DfE refer to as element 1 funding which is paid direct to accredited providers on a lagged basis using previous year's learner numbers. This operates outside all DSG calculations and averages £4,977 per pupil. This is essentially the same as pupil based funding in a mainstream school although FE rates per

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student are set by the EFA for individual providers and will not be exactly £4,977.

- **Element 2** – Although we control this funding via our commissioning plan, SBC does not actually receive the value of element 2 funding as it is effectively top sliced from our DSG based on EFA agreed learner numbers derived from the place numbers in the Local Authorities' December 2013 High Needs Return. This is paid directly to providers by the EFA at £6,000 per place and is essentially the same as the notional SEN funding that must be provided by the LA to mainstream schools and academies via Deprivation and Low Prior Attainment funding.

(Special Schools and SRP's receive place funding of £10,000 via the local formula which covers both element 1 and element 2 funding)

- **Element 3** – This is the only funding that SBC receives DSG funding for to pay over to FE colleges and other high needs providers and should be paid based on meeting individual pupil needs' top up costs in a similar way to mainstream and specialist settings.

3.4 It is relevant to note that if the LA actually commissions lower place numbers than was planned, there is still no mechanism available for element 2 funding to be recovered for redistribution and any surpluses cannot be offset by the LA against its Element 3 liabilities. However, should the LA commission higher place numbers than was planned with an individual provider there is an expectation that the LA must pay both Element 2 and Element 3 funding.

3.5 For 2014/15 the EFA have advised that Element 2 funding is no longer reserved for a specific student or LA, and institutions are free to fill the places they have been allocated in the order LAs agree and commission the places. It could be difficult for the LA to prove that a provider had surplus element 2 funding as a result of another LA's commissioning plans and this funding system would appear to favour providers rather than commissioners. Individual providers can be overfunded if actual student placement numbers are lower than planned or students leave courses early and the whole area of post 16 non school funding remains extremely complex and, in some cases, appears illogical and unfair.

4. Update on 2013/14 Post 16 High Need Student Funding

4.1 At the July 2013 meeting Schools Forum Members were advised that the overall level of funding allocated by the DfE to cover the cost of Swindon's post 16 high need students was £3.639m for the 2013/14 financial year which equated to an LA estimate of £4.345m for the 2013/14 academic year. This included one off additional funding of £0.350m which the LA had secured following a request for a further £1m to cover the projected shortfall at that time between the projected annual costs of our new responsibilities and the additional funding that had been

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allocated. The EFA made it clear that this was a one off allocation that would not be repeated in future years.

- 4.2 During the course of the year as placements and top up funding for individual students has been finalised, projected costs have gradually reduced and it quickly became apparent that the budget position was not as difficult for the LA to manage as was originally envisaged. It should be noted however that some providers are receiving significantly lower levels of funding than they would have under the previous EFA regime. Student numbers and spending projections since the start of the academic year are summarised in the table below compared to the funding available.

Table 1 – Summary of Projected Costs v Funding for the 2013/14 Academic Year				
	<u>Initial Position July 2013</u>	<u>Updated position Oct 2013</u>	<u>Updated position Jan 2014</u>	<u>Latest position June 2014</u>
Total funding	£4,345,178	£4,345,178	£4,345,178	£4,345,178
<u>Projected Costs</u>				
<u>A) Continuing (financial year)</u>				
Uplands sixth form	£993,947	£993,947	£968,691	£1,000,619
Mainstream SBC sixth forms	£28,800	£28,800	£10,320	£10,320
NMSS & Independent sixth forms	£802,200	£692,376	£734,411	£758,103
OLA sixth forms	£119,820	£166,238	£73,505	£55,795
Subtotal existing responsibilities	£1,944,767	£1,881,361	£1,786,927	£1,830,409 Underspend of £114, 358
Projected learner numbers	76	76	73	
<u>B) New (academic year)</u>				
Cirencester College	£84,000	£84,000	£84,000	£84,000
New College	£438,000	£438,000	£438,000	£438,000
Swindon College	£790,855	£790,855	£756,977	£756,977
Swindon College - late applicants	£656,500	£305,960	£350,653	£369,824
Training Providers – late applicants			£99,980	£70,312
o/s applicants		£350,540	£112,658	£0
Uplands post 19	£187,000	£116,500	£121,500	£121,500
ISP's	£1,356,800	£1,021,931	£1,120,124	£1,061,867
Subtotal new responsibilities	£3,513,155	£3,107,786	£3,083,893	£2,902,480 Underspend of £612,675

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Projected learner numbers	241	184.2	203.2	180.2
Total full year costs	£5,457,922	£4,989,147	£4,870,820	£4,732, 889
Projected learner numbers	317	260.2	276.2	250.2
Overspend met from early years	+£1,112,744	+£643,969	+£525,642	+£387,711
Change to original projected overspend		-£468,775	-£587,102	-£725,033

- 4.3 The estimated overspend for the first academic year has therefore reduced from £1.113m down to the latest projection of £0.388m – an improvement of £0.725m since budgets were set in July 2013. The vast majority of this (£0.613m) relates to spending on new areas of responsibility as learner numbers and spending on continuing responsibilities was relatively stable and in line with budgets. The underspend has been partly reflected in the 2013/14 retained budget financial year outturn figures reported elsewhere on today's agenda which shows a much healthier DSG carry forward figure than had been expected. Forum Members are however advised to note that spending on post 16 high need students is still £0.388m in excess of the additional funding provided via the DSG settlement and costs will still need to be very carefully controlled during the 2014/15 academic year.

5. Update on 2014/15 post 16 High Need Student Funding

Funding Available 2014/15

- 5.1 The LA's High Need DSG funding for the 2014/15 financial year was provisionally announced at £23.866m on 4th December 2013 and, following consideration of our High Need place planning return submitted on 23rd December 2013, was subsequently increased to the latest figure of £24.283m. Between October 2013 and March 2014 the Schools Forum agreed proposals for 2014/15 budgets relating to all centrally retained, early years, mainstream schools, Special Resource Provision, Special Schools and Alternative Provision settings including funding for those post 16 students in sixth forms and external placements which were historically included in and funded from the DSG.
- 5.2 Due to uncertainties over the final funding available and placement details for post 16 High Needs students in establishments such as FE colleges (whose funding operates on academic rather than financial years and represented new funding responsibilities for the LA in September 2013) budget proposals were not formulated at the March 2014 Forum but are provided below. Issues relating to our 2014/15 High Needs Funding are reported elsewhere on today's agenda and

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the key point is that **£2.022m** is available to allocate to post 16 (excluding school sixth forms) providers in 2014/15. It is possible that significant further funding of up to approximately £0.320m could be provided should the EFA accept the UET as an accredited ISP but this cannot be guaranteed (see Note 4 below).

Planned Placements 2014/15

- 5.3 The table below shows how the LAs latest 2014/15 commissioning plan compares to the December estimates provided to the EFA;

Table 2 – Indicative 2014/15 Academic Year FTE Placements					
	December 2013 Places	Latest Estimated Places	Differences since December	EFA Approved places	Note
Independent Specialist Providers	19	28	+9	19	3
Uplands Educational Trust	20	19.4	-0.6	0	4
subtotals	39	47.4	+8.4	19	
Cirencester College	14	9	-5	14	1
New College	45	34	-11	45	1
Swindon College	148	107	-41	148	1
Wiltshire College	3	10	+7	3	2
Training Providers	3	17	+14	3	2
subtotals	213	177	-36	213	
Outstanding placements	0	36	+36	0	5
Totals	252	260.4	+8.4	232	

- 5.4 The LA expects to fund element 3 top ups for a total of 260.4 students during the 2014/15 academic year which is an increase of 8.4 over the December estimate. Of this number the EFA have agreed to recognise and provide element 2 and 3 funding for 232 places. Depending on how accurate our December plans were, we will also be required to fund some element 1 and 2 costs as follows;

- **Note 1** – So far the number of placements confirmed at these colleges are lower than the LA's December estimate. This means for example that if no further placements are made at Cirencester College they will attract surplus place funding for 5 places @ £6,000 = £30,000. Figures for New College are £66,000 and for Swindon College are £246,000 and a total of up to £342,000 of over funding is possible relating to 57 places although with 36 outstanding placements still expected this should reduce to 21 (£126,000).

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- **Note 2** – Unless Wiltshire College are undersubscribed by other LAs they are likely to expect SBC to fund element 2 costs for 7 extra places @ £6,000 = £42,000. Similarly it is likely that SBC will need to fund element 2 costs for 14 additional places at training providers totalling £84,000. In setting its 2014/15 budget the LA will therefore need to earmark a total of **£126,000** of element 2 funding that will not be paid by the EFA. (This matches the surplus funding that will be unnecessarily paid to Colleges).
- **Note 3** – A total of 9 additional ISP placements are now expected which are above the number EFA have agreed. The majority of these learners were included in the December commissioning plan as probable FE college placements but it has subsequently been decided that ISP placements will best meet student needs.
- **Note 4** – The EFA are not currently recognising any of the UET placements for funding purposes and SBC will need to meet full placement costs i.e. element 1, 2 and 3. Should this decision be changed, EFA would provide approximately £274,000 of element 1 and 2 funding and should provide element 3 funding to the LA as additional DSG. A total of 20 FTE placements for 25 students are expected in line with December estimates.
- **Note 5** – At present the LA has identified and banded a total of 36 learners who have yet to confirm placements at a specific provider but are expected to do so. It would be financially advantageous for SBC (and other providers) if these learners took up pre planned places at Cirencester, Swindon or New College as surplus Element 2 funding has been allocated to them as explained in note 1. The LA expects this to be the case.

Proposed 2014/15 ISP costs

- 5.5 For placements at Independent Specialist Provider Colleges (ISPs) including the UET, annual costs are at individually negotiated rates. Pupils attend ISPs when their needs cannot be met within the mainstream or special school 6th form, or mainstream FE College provision with additional support or a bespoke package. Where appropriate placements are jointly commissioned with social care and health agreeing contributions. In 2013/14 UET funding was based on the special school funding band model but as most placements require bespoke arrangements these students have not been linked to the new special school / SRP bandings or the new proposed post school bandings which are explained below. Attached at Annex A is a schedule of all ISP placements showing the breakdown of estimated 2014/15 costs of which **£1.088m** is chargeable to the DSG.

Proposed 2014/15 FE College and Training Provider costs

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- 5.6 For 2013/14 the value of funding allocated for FE college students was based on identifying the needs of the individual and cost of packages negotiated. This is along similar lines to arrangements for high need pupils in mainstream schools where funding is agreed by the SEN Resource Allocation Panel based on submitted bids. In order to move towards a more harmonised funding approach for High Needs pupils and students the LA is proposing to provide post 16 funding for Colleges and other training providers based on a similar model to the one introduced in 2014/15 for all special schools and SRP's.
- 5.7 The principles of the new scheme were consulted on and agreed with colleges. All students will be funded at the same levels without any variance to reflect different SEN prime needs and a range of supplements has also been agreed. Students have therefore been allocated against the same 6 prime need bandings (see Annex B for descriptions) and appropriate supplements have been assigned although post 16 funding values have had to be set based on the funding envelope provided by EFA for these new responsibilities as calculated below;

- Total funding envelope £2.022m
- Less provision for extra element 2 costs -£0.126m
- Less ISP costs (Annex A) -£1.088m
- Balance available for FE Colleges and Training Providers £0.808m

- 5.8 The resulting funding values which, at the time of drafting this report, had not been shared with providers, are proposed as follows;

Table 3 – Proposed 2014/15 post 16 post school High Need Band Values & Supplements	
<u>Universal Banding Descriptor</u>	
Band 1 – 100%	£6,600
Band 2 - 90%	£5,940
Band 3 - 50%	£3,300
Band 4 – 37.5%	£2,475
Band 5 - 30%	£1,980
Band 6 – 15%	£990
<u>Supplements</u>	
Medical Needs	£750
Manual Handling	£500
Transition	£250
Workshop / High Risk Environment	£400
Open campus	£250

- 5.9 It is not possible to fund post 16 providers (excluding school sixth forms) at the same level as schools due to the funding levels available. A summary of the rationale for the supplements is as follows;

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- Medical Needs: for students with a significant medical need that would require a high level of medical assistance/supervision.
 - Manual Handling: for students with a disability that would require a significant level of manual handling
 - Transition: for students who are transferring from a Special School or Special Resource Provision on band 1 or 2, any pupil from the EOTAS/Tuition Service or a pupil that was formerly home educated. This supplement would only apply during the first year at College.
 - Workshop / high risk environment: for students working in a higher risk learning environment that would require additional support/supervision
 - Open campus: for students who are socially or emotionally highly vulnerable, as a result of their SEN needs, and require closer supervision when attending an open campus environment.
- 5.10 The self-audit and moderation of bandings and supplements process will develop to include all providers to ensure resources are allocated as equitably as possible. Moderation will be an annual activity to consider changes to current banding allocation for pupils for whom the college is requesting a change of band. For the new academic year 2014/15, colleges have banded all of their continuing learners and a sample of pupils were chosen for moderation which took place in June. New pupils joining in September 2014 will have been banded by their current provision. Colleges will have the opportunity to request a change of banding level for these pupils at a further moderation event schedule to take place at the beginning of term 2.

Indicative Funding Allocations 2014/15

- 5.11 At this stage in the year the LA is unable to confirm precise funding allocations for individual providers other than for continuing learners because some students have not confirmed their placements for the 2014/15 academic year yet. The table below provides the LA's best estimates which are as follows;

Table 4 – Indicative 2014/15 Academic Year Funding Allocations				
	Basis of funding	December 2013 Planned places	Latest Estimated Places June 2014	Total Indicative 2014/15 Funding
Independent Specialist Colleges	Negotiated	19	28	£815,670
UET		20	19.4	£272,169
Sub totals		39	47.4	£1,087,839

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Cirencester College	Banded	14	9	£25,500
New College		45	34	£71,225
Swindon College		148	107	£429,475
Wiltshire College		3	10	£57,280
Training Providers	Banded	3	17	£93,142
Outstanding placements		0	36	£132,190
Sub totals		213	213	£808,812
Extra element 2's				£126,000
Total		252	260.4	£2,022,651

- 5.13 The funding earmarked in the table above for outstanding placements is based on the value of the allocated band identified for the student through the moderation process. Funding will follow individual students as they are placed with providers, hopefully at one of the three colleges which currently have surplus element 2 funding. Annex C provides a summary of total and average funding per learner for the three main FE College providers between 2013/14 and 2014/15.
- 5.14 As detailed at the March Schools Forum, the LA has met with FE Providers to discuss and agree the principles of the banding mechanism. The providers have all engaged and participated in the self-assessment and moderation process of High Needs Students managed by the LA. However delays in finalising and collating the moderation results meant that it has not been possible to meet with the FE Providers to discuss the final proposed banding values set out in this report. This report was therefore circulated to providers prior to this meeting and the LA will meet with all providers following the Schools' Forum.
- 5.15 It is possible that the LA could receive significant extra funding of up to £320,000 towards UET placement costs which would enable Band and Supplement values to be increased by approximately 40%. Schools Forum is therefore asked to agree the proposed band and supplement values subject to change should any additional funding be confirmed by the EFA

Unfunded High Need Learners

- 5.16 It may be relevant for Forum members to note that the three FE Colleges have identified a total of 66 learners which they believe are high needs pupils but which do not meet the EFA eligibility criteria for SBC funding, i.e. that the additional costs of meeting a student's access to appropriate education exceed £6,000 per year. EFA guidance states that in all instances top up funding (Element 3) has to be agreed by LAs with an institution. If the LA does not agree to pay top up funding for a student then they are not high needs for funding

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purposes. The national formula provides additional funds within Element 1 to meet the costs of specialist facilities and equipment to help those students which cost up to £6,000. The average value of Element 1 funding is £4,977 and whether this is sufficient to meet the average costs of a non-high needs student is not an issue for the LA or Schools Forum to address. The LA is unable to provide funds to FE colleges other than for high need students as defined by the EFA even if a local decision to use the wider DSG was agreed and this was affordable.

6. Alternative Options

- 6.1 The LA has a statutory duty to manage and distribute the Dedicated Schools Grant (DSG) in accordance with prevailing grant conditions and School Finance Regulations. DfE have prescribed the options available to Local Authorities, some of which are mandatory whilst some are discretionary, but in most cases funding values are to be locally determined. The proposals in this report are aimed at containing costs within the level of funding provided by EFA to meet the LAs new responsibilities. As no elements of the DSG are ring fenced it is for individual LAs to decide how best to manage this funding via consultation with Schools Forum's. Higher or lower levels of post 16 high need funding could therefore be agreed as was the case in 2013/14 when disadvantaged 2 year old funding was diverted to meet a projected overspend.

7. Implications, Diversity Impact Assessment and Risk Management

Financial and Procurement Implications

- 7.1 As this is essentially a financial report the implications are explained throughout the document. At this stage the impact of any funding changes on individual colleges and other providers cannot be precisely determined although the establishment of banding and supplement values should reduce financial uncertainty.
- 7.2 It is important to recognise that under the school finance regulations no setting is financially protected against reduced pupils or students although from 2014/15 the LA had an option to protect good and outstanding mainstream schools and academies from temporary falling rolls.

Legal and Human Rights Implications

- 7.3 There are no legal and human rights implications arising from this report.

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All Other Implications (including Staff, Sustainability, Health, Rural, Crime and Disorder)

- 7.4 Although the impact on individual settings cannot be determined at this stage the school funding reform programme is causing a degree of volatility which may have implications for schools and other providers which are detrimentally affected by the redistribution of funding. In determining funding levels the LA is required to comply with the school finance regulations and providers are expected to manage their operations and spending within their available funding including brought forward balances.

Links to One Swindon, Strategic Objectives, Plans and Policies

- 7.5 Utilisation of the DSG has a direct link to two of the Council's five priorities – “Right skills, right jobs in the right place” and “Make the best use of Swindon's resources inside and outside the Council”.

Diversity Impact Assessment

- 7.6 The DfE's funding reform programme is aimed at simplifying fair funding although funding changes at individual settings is inevitable. The reform programme is clearly aimed at ensuring funding is targeted at disadvantaged pupils and at pupils with low prior attainment and/or special education needs in order to narrow the attainment gap between these and other pupils.

Risk Management

- 7.7 The key risks arising from this report are that local decisions relating to Post 16 funding could lead to an overspend on the 2014/15 DSG and/or that the EFA could deem that our funding arrangements do not comply with the school finance regulations requiring budgets to be recalculated.

8. Consultees

- 8.1 The Board Director Finance, Revenues, Benefits and Property (Section 151 Officer), Board Director, Commissioning (Director of Children Services) and Director of Law and Democratic Services (Monitoring Officer) are consulted in respect of all reports.

9. Background Papers

- 9.1 Various documents issued by the Department for Education which were summarised in previous reports to the Schools Forum

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10. Appendices

10.1 The following appendices are attached

Annex A - Schedule of projected 2014/15 academic year post 16 high need non banded placement costs in Independent Specialist Providers

Annex B – Band descriptors used to classify high need pupils/students

Annex C – Summary of total and average funding per learner payable to the three main FE College providers in 2013/14 and 2014/15

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Annex A - Schedule of Independent Specialist Provider (ISPs) Placement costs for the 2014/15 Academic Year

ISP	Initials	FTE	FTE	Annual Cost	Less Direct EFA Funding		Gross cost to Education	Less Social Care / NHS	Net cost to DSG
					Element 1	Element 2			
Fairfield	LD	1.0		£49,550	-£4,977	-£6,000	£38,573	-£26,800	£11,773
Fairfield	IS	1.0		£65,263	-£4,977	-£6,000	£54,286	-£20,016	£34,270
Farleigh	BG	1.0		£32,967	-£4,977	-£6,000	£21,990	£0	£21,990
Farleigh	MR	1.0		£58,000	-£4,977	-£6,000	£47,023	-£8,000	£39,023
Farleigh	LE	1.0		£22,495	-£4,977	-£6,000	£11,518	£0	£11,518
Farleigh (See note 1)	GK	0.0		£3,500	N / A	N / A	£3,500	£0	£3,500
Farleigh	ZS	1.0		£27,990	-£4,977	-£6,000	£17,013	£0	£17,013
Farleigh	CE	1.0		£49,069	-£4,977	-£6,000	£38,092	-£26,502	£11,590
Farleigh	MP	1.0		£22,495	-£4,977	-£6,000	£11,518	£0	£11,518
Farleigh	ND	1.0		£29,285	-£4,977	-£6,000	£18,308	£0	£18,308
Farleigh	PC	1.0		£32,967	-£4,977	-£6,000	£21,990	£0	£21,990
Farleigh	BS	1.0		£32,967	-£4,977	-£6,000	£21,990	£0	£21,990
Farleigh	MH	1.0		£32,967	-£4,977	-£6,000	£21,990	£0	£21,990
Farleigh	VB	1.0		£45,247	-£4,977	-£6,000	£34,270	£0	£34,270
Farleigh	KS	1.0		£45,247	-£4,977	-£6,000	£34,270	£0	£34,270
Farleigh	GL	1.0		£45,247	-£4,977		£40,270	£0	£40,270
Farleigh	SF	1.0		£45,247	-£4,977		£40,270	£0	£40,270
Farleigh	CA	1.0		£35,000	-£4,977		£30,023	£0	£30,023
Farleigh	NL	1.0		£35,000	-£4,977		£30,023	£0	£30,023
Farleigh	PN	1.0		£35,000	-£4,977		£30,023	£0	£30,023
Farleigh	CM	1.0	20.0	£35,000	-£4,977		£30,023	£0	£30,023
Foxes	SK	1.0	1.0	£42,303	-£4,977	-£6,000	£31,326	-£13,158	£18,168
National Star	JL	1.0	1.0	£78,497	-£4,977	-£6,000	£67,520	-£58,873	£8,647
Oakwood	LM	1.0	1.0	£43,089	-£4,977		£38,112	-£20,442	£17,670
Queen Alexandra College	DT	1.0	1.0	£78,911	-£4,977	-£6,000	£67,934	-£39,455	£28,478
Ruskin	CMB	1.0		£68,829	-£4,977	-£6,000	£57,852	£0	£57,852
Ruskin	JH	1.0	2.0	£97,909	-£4,977		£92,932	£0	£92,932
St Martins	KH	1.0	1.0	£56,507	-£4,977		£51,530	-£31,507	£20,023
Uplands Educational Trust	MS	0.8		£18,000			£18,000	-£5,400	£12,600
Uplands Educational Trust	AL	0.8		£24,000			£24,000	-£9,600	£14,400
Uplands Educational Trust	HJ	0.8		£18,000			£18,000	-£5,400	£12,600
Uplands Educational Trust	JC	0.6		£13,500			£13,500	-£4,050	£9,450
Uplands Educational Trust	RT	1.0		£18,000			£18,000	-£2,700	£15,300
Uplands Educational Trust	AR	0.8		£16,560			£16,560	-£4,968	£11,592
Uplands Educational Trust	CB	0.6		£12,420			£12,420	-£1,863	£10,557
Uplands Educational Trust	ML	0.8		£14,400			£14,400	-£2,160	£12,240
Uplands Educational Trust	ZP	0.8		£18,000			£18,000	-£2,700	£15,300
Uplands Educational Trust	RW	0.8		£18,000			£18,000	-£2,700	£15,300
Uplands Educational Trust	SB	0.8		£14,400			£14,400	-£2,160	£12,240
Uplands Educational Trust	RB	0.8		£18,000			£18,000	-£9,000	£9,000
Uplands Educational Trust	NT	0.8		£14,400			£14,400	-£2,160	£12,240
Uplands Educational Trust	MA	0.8		£18,000			£18,000	-£5,400	£12,600
Uplands Educational Trust	CC	0.6		£13,500			£13,500	-£6,750	£6,750
Uplands Educational Trust	CS	0.6		£13,500			£13,500	-£6,750	£6,750
Uplands Educational Trust	MD	0.8		£18,000			£18,000	-£9,000	£9,000
Uplands Educational Trust	AA	0.6		£13,500			£13,500	-£4,050	£9,450
Uplands Educational Trust	SD	0.6		£13,500			£13,500	-£6,750	£6,750
Uplands Educational Trust	KA	1.0		£22,500			£22,500	-£15,750	£6,750
Uplands Educational Trust	KN	1.0		£22,500			£22,500	-£11,250	£11,250
Uplands Educational Trust	HW	0.8		£18,000			£18,000	-£9,000	£9,000
Uplands Educational Trust	RV	0.8		£18,000			£18,000	-£9,000	£9,000
Uplands Educational Trust	SB	0.6		£13,500			£13,500	-£6,750	£6,750
Uplands Educational Trust	CN	1.0	19.4	£18,000			£18,000	-£2,700	£15,300
West of England School and College	HV	1.0	1.0	£87,472	-£4,977		£82,495	-£26,242	£56,254
		47.4	47.4	£1,754,200	-£139,356	-£108,000	£1,506,844	-£419,005	£1,087,839

Note 1 - This is a Swindon College student funded by EFA and SBC - this is an additional supplementary package to support his access to education via a part time placement at Farleigh College which is paid directly by SBC from the ISP budget

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Banding Descriptors - Guidance on Placing Pupils within Bands

Note 1 - Band 1 - In exceptional circumstances a bespoke package may be required to meet the combined education, health and care needs.

Note 2 - It is intended that these descriptors will be used for learners in all phases and sectors, including Early Years and Post 16. Colleagues will need to be sensitive to applying the descriptors to learners in this wide range of learning environments.

Note 3 - Colleagues will need to be able to provide evidence to support their judgements in allocating bands. Sufficient evidence and information will need to be made available to colleagues who make up moderation or other panels. It is for individual schools and settings to decide what evidence they will present. Decisions will be made by the panel and be based on peer moderation of the evidence provided.

Note 3 - In applying the descriptors colleagues should focus on the learner’s main area of difficulty but should indicate where there are multiple needs, for example a learner with ASD and an additional physical difficulty.

Note 4 - The additional descriptors may be applied to any learner but it is likely that they will be most appropriate for learners with profound and multiple learning difficulties and/or physical difficulties.

Note 5 - In all cases a ‘best fit’ approach should be applied.

Main area of difficulty	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
Cognition and Learning Difficulties General and specific learning difficulties	<i>Pupils will;</i> Have profound and multiple learning difficulties.	<i>Pupils will;</i> Have very severe, complex or profound and multiple learning difficulties.	<i>Pupils will;</i> Have severe or complex learning difficulties or severe specific learning difficulties.	<i>Pupils will;</i> Have severe learning difficulties or severe specific learning difficulties.	<i>Pupils will;</i> Have moderate learning difficulties or specific learning difficulties.	<i>Pupils will;</i> Have moderate learning difficulties or specific learning difficulties.
	Be severely limited in their ability to access learning and in need of specialist teaching support across the whole curriculum.	Be severely limited in their ability to access the curriculum and need of high levels of individual support.	Only be able to manage their learning in a small group and with high levels individual of support.	Only be able to manage their learning in a small group with significant additional support.	Only require occasional additional support in a small group to enable them to manage their learning.	Only be able to manage their learning in a small group.
	Be unable to understand and manage risks within the school environment and require specialist and personalised support to reduce vulnerability.	Have very limited ability to recognise and manage social and physical risks and require specialist and personalised support to reduce vulnerability.	Have limited understanding of risks in the environment and require specialist and personalised support to reduce vulnerability.	Have limited understanding of risks in the environment and require support to reduce vulnerability.	Have difficulties understanding risk in the environment and therefore require occasional support.	Generally be aware of risk in the environment but may need some reminders.
	Require individual supervision within the playground and to move around school site.	Have additional needs in one or more other area e.g. ASC, PD, sensory.				
	Have additional needs in one or more other area e.g. ASC, PD.					
	<i>In addition pupils may/ are likely also to experience some of the following;</i> Have additional complex health needs.	<i>In addition pupils may/ are likely also to experience some of the following;</i> Have additional health needs e.g. Gastrostomy feeding.	<i>In addition pupils may;</i> Have additional needs in one other area e.g. ASC, PD, sensory.	<i>In addition pupils may;</i> Have additional learning needs.	<i>In addition pupils may;</i> Have additional learning needs.	<i>In addition pupils may;</i> Have additional learning needs.
	Have a very high level of care needs such as personal care, and with eating & drinking and tube feeding.	Have difficulties developing appropriate relationships with peers.	Have very limited written communication skills.	Have very limited written communication skills.	Have very limited written communication skills.	Have very limited written communication skills.
	Rely on carer/support for postural needs and personal care. Have difficulties developing appropriate relationships with peers.		Have difficulties developing appropriate relationships with peers.	Have difficulties developing appropriate relationships with peers.	Have difficulties developing appropriate relationships with peers.	Have difficulties developing appropriate relationships with peers.

Main area of difficulty	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
<p>Speech Language and Communication Difficulties</p> <p>(1) Speech Language</p>	<p>Pupils will; Have severe communication difficulties but may be verbal.</p> <p>Be dependent on a specialist learning environment.</p> <p>Be severely limited in their ability to access learning and in need of specialist teaching support across the whole curriculum.</p> <p>Require significant levels of support to communicate successfully.</p> <p><i>Pupils may;</i> Have additional learning needs.</p>	<p><i>Pupils will;</i> Have very limited understanding of language and very limited expressive communication.</p> <p>Be dependent on a specialist learning environment.</p> <p>Be able only to manage their learning in a small group and with high levels of support.</p> <p>Require support to communicate successfully.</p> <p><i>Pupils may;</i> Have additional learning needs.</p>	<p><i>Pupils will;</i> Have limited understanding of language and very limited expressive communication.</p> <p>Be severely limited in their ability to access learning and in need of high levels of individual support.</p> <p>Be dependent on a specialist environment with the focus on visual support systems such as signing and symbols.</p> <p>Have difficulties developing appropriate relationships with peers as a result of their limited language.</p> <p><i>Pupils may;</i> Have additional learning needs.</p>	<p><i>Pupils will;</i> Have limited understanding of language and limited expressive communication.</p> <p>Be severely limited in their ability to access learning and in need of high levels of individual support.</p> <p>Be able only to manage their learning in a small group and with high levels of support.</p> <p>Have difficulties developing appropriate relationships with peers as a result of their limited language.</p> <p><i>Pupils may;</i> Have additional learning needs.</p>	<p><i>Pupils will;</i> Have reasonable understanding of language and limited expressive communication.</p> <p>Be limited in their ability to access the curriculum and need some support.</p> <p>Only require occasional additional support to enable them to manage their learning in a small group.</p> <p><i>Pupils may;</i> Have difficulties developing appropriate relationships with peers as a result of their limited language.</p> <p>Have additional learning needs.</p>	<p><i>Pupils will;</i> Have a good understanding of language and reasonable expressive communication.</p> <p>Be limited in their ability to access the curriculum and need some support.</p> <p><i>Pupils may;</i> Have difficulties developing appropriate relationships with peers as a result of their limited language.</p> <p>Have additional learning needs.</p>
<p>(2) Autistic Spectrum Condition (ASC)</p>	<p><i>Pupils will;</i> Have extremely limited expressive communication.</p> <p>Exhibit violent behaviour on a daily basis.</p> <p>Require individual supervision within the playground and social times.</p> <p>Be involved in daily incidents which may require physical intervention.</p> <p>Display persistently anxious and unpredictable behaviour to the extent where they must follow highly structured and personalised learning programmes.</p>	<p><i>Pupils will;</i> Have limited functional communication.</p> <p>Exhibit frustration which may manifest itself as violence and where supervision is necessary to maintain safety within the playground and social times.</p> <p>Be involved in incidents which may require physical intervention.</p> <p>Dependent upon the learning environment; require regular interventions by the Senior Leadership Team.</p> <p>Display significant and unpredictable distress which requires regular immediate intervention.</p>	<p><i>Pupils will;</i> Have limited social communication that causes anxiety and limits ability to manage emotions and needs.</p> <p>Have difficulties with verbal communication and will require support to communicate successfully.</p> <p>Have difficulties with non verbal communication and will require support to interpret the environment.</p> <p>Be dependent on a specialist environment with the focus on visual support systems such as visual timetables.</p> <p>Need structure and routine to reduce stress and anxiety throughout the school day.</p> <p>Experience difficulties with processing sensory input leading to high levels of anxiety: learners will need an environment with lower stimulus.</p> <p>Have hypersensitivity which may cause anxiety and distractibility.</p>	<p><i>Pupils will;</i> Have difficulties with social communication.</p> <p>Have difficulties understanding social and physical risks and therefore require specialist support to reduce vulnerability.</p> <p>Only manage their behaviour in a small group.</p> <p>Require specialist intervention and a managed environment to cope with change and transitions during the school day.</p> <p>Exhibit some rigid or obsessional behaviours and need structure across the whole curriculum.</p> <p>Have difficulties developing relationships with others.</p>	<p><i>Pupils will;</i> Have useful functional and social communication but will experience some difficulty developing and maintaining relationships with others.</p> <p>Experience some sensory distress and may require environmental adjustment to mitigate the effects of sensory input.</p> <p>Have some difficulty with verbal communication including difficulty expressing feelings or needs.</p> <p>Become anxious around times of transition and need support when faced with new people, places or events.</p> <p><i>Pupils may;</i> Have difficulties understanding social and physical risks and therefore require specialist support to reduce vulnerability.</p> <p>Be dependant on low-tech communication aids, e.g. communication book, PECS.</p> <p>Have additional needs in one or more other areas of learning.</p>	<p><i>Pupils will;</i> Experience some difficulty with social communication and maintaining social relationships.</p> <p>Have some difficulty in the development of play and imagination.</p> <p>Experience some difficulty with social communication and maintaining social relationships.</p> <p>Be resistant to changes in routine but have some coping strategies to use when faced with new people, places or events.</p> <p>Have some difficulty with verbal communication but generally be able to describe own basic feelings and communicate needs successfully including using communication which may be augmented by use of low tech communication aids such as PECS.</p>

Main area of difficulty	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
	Exhibit significant and repeated ritualistic behaviour that requests intervention.	Require specialist planned, personalised and prolonged intervention to manage anxiety about change and transitions during the school day.	Exhibit “acting out” behaviour or “withdrawn” behaviour.	<i>Pupils may</i> Need access to an adjusted and flexible curriculum package which is pupil interest focussed to motivate engagement in learning.		<i>Pupils may:</i> Have some difficulties processing sensory input.
	Be unable to develop appropriate relationships with others without specialist support.	Be unable to develop appropriate relationships with others without support.	Often need individual support to manage their own behaviour and/or respond appropriately to others.	Have hypersensitivity which may cause anxiety and distractibility. Learners will require an environment with lower stimulus.		Have additional needs in one or more other area of learning.
	Have no awareness of danger or personal safety which requires constant supervision.	Have a limited awareness of danger and personal safety which requires constant supervision.	<i>Pupils may;</i>	Exhibit “acting out” behaviour or “withdrawn” behaviour.		
	Be unable to recognise social, environmental and physical risks.	<i>In addition pupils may/ are likely also to experience some of the following;</i> Additional sensory integration needs which will affect ability to function independently without support.		Have additional needs in one or more other area of learning.		
	Respond to anxiety and small changes with unpredictable, prolonged and sudden outbursts of behaviour that jeopardizes the health and safety of self and others.	Require access to an adjusted and flexible curriculum which is pupil interest focussed to motivate engagement in learning.	Need access to an adjusted and flexible curriculum which is pupil interest focussed to motivate engagement in learning.			
	<i>In addition pupils may/ are likely also to experience some of the following;</i> Additional sensory integration needs which will affect ability to function independently.		Have hypersensitivity which may cause anxiety and distractibility. Learners will require an environment with lower stimulus.			
	Have additional needs in one or more other area of learning.	Have additional needs in one or more other area of learning.	Have additional needs in one or more other area of learning.			

Main area of difficulty	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
Behaviour, Emotional and Social Difficulties(BESD)	Behaviour					
	<i>Pupils will;</i> Be unable or unwilling to manage their own behaviour and/or reflect on the consequences for others. Exhibit violence on a daily basis. Be involved in persistent and frequent incidents which may require physical intervention (more than once a-day). Dependent upon the learning environment; require regular interventions by the Senior Leadership Team (several times a day, every day) as behaviour presents a high level of risk to others. Dependent upon the learning environment require; individual supervision within playground and at social times. Exceptionally a school may take the decision that pupils are not able to be on school site during social times. Persistently sabotage and disrupt teaching groups to the extent where they must follow highly structured, personalised learning programmes. Display prolonged, targeted, unpredictable, explosive behaviour resulting in frequent assaults. Frequently display prolonged and sudden outbursts of behaviour that jeopardizes the health and safety of self and others. Will need a high level of support during de-escalation process e.g. key person of trust who may be able to help calm the person. Dependent upon the learning environment; will require constant supervision to ensure the safety of self and others. <i>Pupils may;</i> Have additional learning needs.	<i>Pupils will;</i> Regularly need intensive support to manage their own behaviour and/or reflect on the consequences for others. Frequently exhibit violent behaviour and will need additional support within the playground and at social times. Be involved in frequent incidents which may require physical intervention (daily). Dependent upon the learning environment; require regular, (daily) interventions by the Senior Leadership Team as behaviour presents a high level of risk to others. Require constant additional supervision during lunch time and play times to ensure safety of others. Will need some support when anxious. <i>Pupils may;</i> Have additional learning needs.	<i>Pupils will;</i> Require intensive support to manage own behaviour and/or reflect on the consequences for others. Exhibit violent behaviour and will need additional support throughout day (weekly). Be involved in frequent incidents which may require physical intervention (daily). Require regular, (daily) interventions by staff as behaviour presents a high level of risk to others needing more than a 1:1 adult to pupil ratio. Regularly require additional supervision during lunch time and play times to ensure safety of others. <i>Pupils may;</i> Have additional learning needs.	<i>Pupils will;</i> Require support to manage their own behaviour and/or reflect on the consequences for others. Exhibit aggressive behaviour and will need additional support, (occasionally). Be involved in incidents which may require physical intervention (weekly). Behave in a way that endangers themselves or others, (weekly) needing more than a 1:1 adult to pupil ratio. Sometimes require additional supervision during lunch time and play times to ensure safety of others. <i>Pupils may;</i> Have additional learning needs.	<i>Pupils will;</i> Be able to manage their behaviour in a small group with some support. Exhibit challenging behaviour which may require occasional support. Be involved in incidents which may require physical intervention (occasionally). Behave in a way that endangers themselves or others (occasionally). May require some additional supervision during lunch time and play times to ensure safety of others. <i>Pupils may;</i> Have additional learning needs.	<i>Pupils will;</i> Be able to manage their behaviour in a small group only requiring some reminders. Exhibit disruptive and/or attention seeking behaviour which may require support. Will not require physical intervention. Rarely behave in a way that endangers themselves and/or others. Require personalised MDSA supervision during lunch time and play times to ensure the safety of others. <i>Pupils may;</i> Have additional learning needs.

Main area of difficulty	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
Emotional	Pupils will; Experiences extreme variations in mood which inhibit learning.	Pupils will; Experiences extreme variations in mood which inhibit learning.	Pupils will; Experience regular variations in mood which inhibit learning.	Pupils will; Experience regular variations in mood which inhibit learning.	Pupils will; Experience variations in mood which inhibit learning.	Pupils will; Experience some variations in mood which inhibit learning.
	Be extremely withdrawn, and timid and in need of nurture across the whole curriculum.	Be severely withdrawn and timid and in need of nurture across the whole curriculum.	Be regularly withdrawn, and timid and in need of nurture across much of the curriculum.	Be regularly withdrawn and timid and in need of nurture across significant areas of the curriculum.	Exhibit withdrawn and timid behaviour requiring nurture to access the curriculum.	Be withdrawn and timid and in need of nurture in some areas of the curriculum.
	Be unable to cope with changes in routine and transition and/or when faced with new people, places or events and requiring intense additional support.	Without significant additional support be unable to cope with changes in routine and transition or when faced with new people, places or events.	Even with some support have difficulty in responding appropriately when faced with changes in routine and transition, new people, places or events.	Be resistant to changes in routine and transition and require support when faced with new people, places or events.	Become anxious at times of transition but have some coping strategies to use when faced with new people, places or events.	Become anxious at times of transition when faced with new people, places and events.
	Be unable to access the curriculum due to an extremely low level of self-esteem and confidence.	Without constant support be unable to access the curriculum due to an extremely low level of self-esteem and confidence.	Due to severely low self-esteem and self-confidence have difficulty in accessing the curriculum and require a high level of support.	Due to severely low self-esteem and self-confidence have difficulty in accessing the curriculum and require additional support.	Due to low self-esteem and self-confidence have difficulty in accessing the curriculum and require additional support.	Due to low self-esteem and self-confidence have difficulty in accessing the curriculum and require some additional support.
	Be unable to accept praise and disappointments even with significant levels of additional support.	Be unlikely to be able to accept praise and disappointments even with some additional support.	Even with a high level of support will find it difficult to accept praise and/or disappointments.	Require significant support to be able to accept praise and/or disappointments.	Usually be able to accept praise and/or disappointments with support.	Usually be able to accept praise and/or disappointments.
	Engage in extreme and repeated self harm behaviours e.g. cutting, banging head against hard surfaces etc.	Often engage in severe self harm behaviours e.g. self biting, self-scratching, tapping head etc.	Exhibit regular self-harm behaviours.	Exhibit regular self-harm behaviours.	Exhibit self-harm behaviours.	Exhibit risk taking behaviour which may cause harm.
	Exhibit an unrealistic view of self which requires constant additional support.	Exhibit an unrealistic view of self which requires high levels of additional support.	Exhibit an unrealistic view of self which requires additional support.	Exhibit an unrealistic view of self which requires some additional support.	Sometimes exhibit an unrealistic view of self which requires occasional support.	Exhibit a distorted view of self which requires occasional support.
	Be unable to communicate emotional needs requiring constant additional support.	Be unable to communicate emotional needs requiring high levels of additional support.	Be unable to communicate emotional needs requiring additional support.	Be able to communicate emotional needs with high levels of additional support.	Be able to communicate emotional needs with additional support.	Be able to communicate emotional needs with some support.
	Exhibit extreme over familiarity with strangers which makes them extremely vulnerable or exhibit a lack of trust towards others.	Exhibit extreme over familiarity with strangers which makes them extremely vulnerable or exhibit a lack of trust towards others except for particular individuals.	Exhibit over familiarity with strangers which makes them vulnerable or exhibit a lack of trust towards others.	Exhibit over familiarity with strangers which makes them vulnerable or exhibit a lack of trust towards other's except for particular individuals.	Exhibit over familiarity with strangers.	Exhibit a lack of awareness with strangers.
	Exhibit a total lack of care in personal appearance and/or levels of hygiene and /or belongings.	Exhibit a total lack of care in personal appearance and/or levels of hygiene and /or belongings.	Exhibit a lack of care in personal appearance and/or levels of hygiene and /or belongings.	Exhibit a lack of care in personal appearance and/or levels of hygiene and /or belongings.	With additional support can take care of personal appearance and/or hygiene and/or belongings.	With support can take care of personal appearance and/or hygiene and/or belongings.
	Display persistently anxious and unpredictable behaviours and/or distress to the extent where they must follow highly personalised learning programmes. <i>Pupils may;</i> Have additional learning needs.	Display significant and unpredictable behaviours and/or distress as a result of anxiety which requires regular immediate intervention. <i>Pupils may;</i> Have additional learning needs.	Require frequent specialist intervention to cope with behaviours and/or distress triggered by high levels of anxiety. <i>Pupils may;</i> Have additional learning needs.	Require some specialist intervention to cope with behaviours and/or distress triggered by high levels of anxiety. <i>Pupils may;</i> Have additional learning needs.	Need support and help to develop strategies to reduce the impact of anxiety on behaviours and/or distress <i>Pupils may;</i> Have additional learning needs.	Require support to develop coping strategies to use when experiencing high levels of anxiety. <i>Pupils may;</i> Have additional learning needs.

Main area of difficulty	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
Physical Difficulties and Sensory Difficulties (1) Physical Difficulties (PD)	Social					
	<p>Pupils will; Be unable to show empathy or awareness of others even with additional support.</p> <p>Be unable to develop and/or maintain relationships even with additional support.</p> <p>Be unable to interact appropriately with others even with additional support.</p> <p><i>Pupils may;</i> Have additional learning needs.</p>	<p>Pupils will; Have significant difficulty in showing empathy towards others and require very high levels of additional support.</p> <p>Have significant difficulty in developing and/or maintaining relationships and require very high levels of additional support.</p> <p>Have significant difficulty in interacting appropriately with others and require very high levels of additional support.</p> <p><i>Pupils may;</i> Have additional learning needs.</p>	<p>Pupils will; Have difficulty in showing empathy towards others and require high levels of additional support.</p> <p>Have difficulty in developing and/or maintaining relationships and require high levels of additional support.</p> <p>Have difficulty in interacting appropriately with others and require high levels of additional support.</p> <p><i>Pupils may;</i> Have additional learning needs.</p>	<p>Pupils will; Have difficulty showing empathy towards others and require some support.</p> <p>Be able to develop and/or maintain some relationships to a limited degree with additional support</p> <p>Be able to interact appropriately with others with support.</p> <p><i>Pupils may;</i> Have additional learning needs.</p>	<p>Pupils will; Have difficulty showing empathy towards others and require some support.</p> <p>Be able to develop and/or maintain some relationships with additional support</p> <p>Be able to interact appropriately with others with support.</p> <p><i>Pupils may;</i> Have additional learning needs.</p>	<p>Pupils will; Begin to show empathy towards others with support.</p> <p>Be able to develop and/or maintain some relationships with additional support</p> <p>Be able to interact appropriately with others with support.</p> <p><i>Pupils may;</i> Have additional learning needs.</p>
Physical Difficulties (PD)	<p>Pupils will; Be totally reliant on 1 or more adults for positioning, movement, personal care including eating and drinking e.g. require hoisting, gastrostomy.</p> <p>Be users of complex communication aids e.g. Tellus/Dynavox.</p> <p>Need individual specialist adult support to access learning and at social times.</p> <p>Have severe medical needs e.g. unstable epilepsy.</p> <p><i>Pupils may;</i> Have additional needs in one or more other area e.g. EBD, ASC.</p>	<p>Pupils will; Be highly reliant on adults for moving, positioning, personal care including eating and drinking e.g. requires hoisting.</p> <p>Have a physical disability which creates severe communication difficulties.</p> <p>Be communication aid users e.g. 4Talk4.</p> <p>Need adult support to access learning and social interaction.</p> <p><i>Pupils may;</i> Have additional needs in one or more other area e.g. EBD, ASC.</p>	<p>Pupils will; Be highly reliant on adults for support in moving, positioning, personal care.</p> <p>Have some independent mobility e.g. to assist with transfers, use a powerchair.</p> <p>Have a physical disability that creates communication difficulties.</p> <p>Need support related to an additional learning need.</p> <p><i>Pupils may;</i> Have additional needs in one or more other area e.g. EBD, ASC.</p>	<p>Pupils will; Require some support in moving, positioning, personal care.</p> <p>Have some independent mobility e.g. independent transfers.</p> <p>Have some communication difficulties associated with their physical difficulties.</p> <p><i>Pupils may;</i> Have additional needs in one or more other area e.g. EBD, ASC.</p>	<p>Pupils will; Independently use a mobility aid to overcome their physical difficulties e.g. walking frame, power-chair.</p> <p>Need to use a low-tech communication aid occasionally to support verbal communication.</p> <p><i>Pupils may;</i> Have additional learning needs.</p>	<p>Pupils will; Confidently and independently use a mobility aid to overcome their physical difficulties e.g. walking frame, power-chair.</p> <p>Have good communication skills.</p> <p><i>Pupils may;</i> Have additional learning needs.</p>

Main area of difficulty	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
(2)Sensory Difficulties (SD)	<p>Pupils will; Have a profound/severe sensory loss necessitating individual specialist adult support.</p>	<p>Pupils will; Have a profound/severe sensory loss which severely limits access to learning and requiring a high level of specialist support.</p>	<p>Pupils will; Have a moderate sensory loss which limits curriculum access and requires high levels of support.</p>	<p>Pupils will; Have a moderate sensory loss which limits curriculum access and require some support.</p>	<p>Pupils will; Have a mild sensory loss but be able to access the curriculum.</p>	<p>Pupils will; Have a mild sensory loss but be able to access the curriculum.</p>
	<p>Require the provision of reasonable adjustments to access all aspects of school life throughout the day.</p>	<p>Require the provision of reasonable adjustments for the majority of the day.</p>	<p>Require the provision of reasonable adjustments for a high proportion of the day.</p>	<p>Require the provision of reasonable adjustments for a proportion of the day.</p>	<p>Need the provision of reasonable adjustments at times.</p>	<p>Need the provision of reasonable adjustments at times.</p>
	<p>Have additional needs in one or more other area e.g. EBD, PD.</p>	<p><i>Pupils may;</i> Have additional needs in one or more other area e.g. EBD, PD.</p>	<p>Require the provision of reasonable adjustments for a significant proportion of the day.</p>	<p><i>Pupils may;</i> Have additional needs in one or more other area e.g. EBD, PD.</p>	<p><i>Pupils may;</i> Have additional needs in one other area e.g. PD, ASC.</p>	<p><i>Pupils may;</i> Have additional needs in one other area e.g. PD, ASC.</p>
	<p><i>Pupils may;</i> Have additional needs in one or more other area e.g. EBD, PD.</p> <p>Use aids to help improve their sensory loss.</p>	<p>Use aids to help improve their sensory loss.</p>	<p><i>Pupils may;</i> Have additional needs in one or more other area e.g. EBD, PD.</p> <p>Use aids to help improve their sensory loss.</p>	<p>Use aids to help improve their sensory loss.</p>	<p>Use aids to help improve their sensory loss.</p>	<p>Use aids to help improve their sensory loss.</p>

Additional Descriptors These additional descriptors may apply to learners with any of the above main areas of need but are most likely to apply to those with profound and multiple learning difficulties and/or physical difficulties and are intended to provide a greater understanding of the complexity of some cases.				
Medical Needs	<p>Pupils will;</p> <ul style="list-style-type: none"> Have severe and complex medical needs such that any medical procedures need to be carried out by a Health Carer. Be severely limited in their ability to access learning and in need of specialist teaching support across the whole curriculum because of their severe and complex medical needs. Only be able to manage their medical needs in a small group and with high levels of support. Need access to health professionals with specialist understanding and knowledge of their medical condition and emergency/every day procedures needed. Need access to a suitable environment to meet their severe and complex medical needs. Need access to specialist equipment as well as suitable storage of such equipment. 	<p>Pupils will;</p> <ul style="list-style-type: none"> Have severe and complex medical needs but any medical procedures necessary can be carried out by an educational professional. Be severely limited in their ability to access learning and in need of high levels of individual support because of their severe and complex needs. Only be able to manage their medical needs in a small group with additional support. Need access to staff with specialist understanding and knowledge of their medical condition and emergency/every day procedures needed. Need access to a suitable environment to meet their severe and complex medical needs. Need access to specialist equipment as well as suitable storage of such equipment. 	<p>Pupils will;</p> <ul style="list-style-type: none"> Have moderate medical needs. Be limited in their ability to access the curriculum and need some support. Only require occasional additional support in a small group to enable them to manage their medical needs in a small group. <p><i>Pupils may:</i></p> <ul style="list-style-type: none"> Need access to staff with understanding and knowledge of their medical condition and every day procedures needed. Need access to a suitable environment to meet their mild medical needs. Need access to specialist equipment as well as suitable storage of such equipment. 	<p>Pupils will;</p> <ul style="list-style-type: none"> Have mild medical needs. Usually be able to access the curriculum. Only be able to manage their medical needs in a small group. <p><i>Pupils may:</i></p> <ul style="list-style-type: none"> Need access to staff with understanding and knowledge of their medical condition and every day procedures needed. Need access to a suitable environment to meet their mild medical needs. Need access to specialist equipment as well as suitable storage of such equipment.
Manual Handling Needs	<p>Pupils will;</p> <ul style="list-style-type: none"> Be unable to move the majority of their body independently. Need support with every change of position. Need two person hoist and sling transfers. Need two person support for all personal care/self help needs. Need access to specialist equipment for hoist and sling transfers. Need access to specialist equipment for personal care/self care needs. Need access to a suitable environment for personal care/manual handling manoeuvres. Need access to trained staff with understanding and knowledge of the personal care/manual handling required. 	<p>Pupils will;</p> <ul style="list-style-type: none"> Be unable to move the majority of their body independently. Need support for most changes of position. Need two person hoist and sling transfers. Need two person support for most personal care/self help needs. Need access to specialist equipment for hoist and sling transfers. Need access to specialist equipment for personal care/self care needs. Need access to a suitable environment for personal care/manual handling manoeuvres. Need access to trained staff with understanding and knowledge of the personal care/ manual handling required. 	<p>Pupils will;</p> <ul style="list-style-type: none"> Be unable to move some of their body independently. Need one person support for all transfers for every change of position. Need one person support for all personal care/self help needs. <p><i>Pupils may:</i></p> <ul style="list-style-type: none"> Need access to specialist equipment for all personal care/self help needs. Need access to a suitable environment for personal care/self help needs. Need access to trained staff with understanding and knowledge of their personal care/self care needs. 	<p>Pupils will;</p> <ul style="list-style-type: none"> Be able to move the majority of their body independently. Need one person support for some transfers for some changes of position. Need one person support for some personal care/self help needs. <p><i>Pupils may:</i></p> <ul style="list-style-type: none"> Need access to specialist equipment for some personal care/self care needs. Need access to a suitable environment for personal care/self care needs. Need access to trained staff with understanding and knowledge of their personal care/self care needs.

Alternative Methods of Recording	<p>Pupils will;</p> <ul style="list-style-type: none">• Need specialist equipment and adult support to access alternative methods of recording at all times.• Need access to trained staff with understanding and knowledge of the specialist equipment for alternative methods of recording.• Need regular access to staff time for technical support/preparation with the specialist equipment for alternative methods of recording.	<p>Pupils will;</p> <ul style="list-style-type: none">• Need specialist equipment and adult support to access alternative methods of recording for most of the time.• Need access to trained staff with understanding and knowledge of the specialist equipment for alternative methods of recording.• Need occasional access to staff time for technical support/preparation with the specialist equipment for alternative methods of recording.	<p>Pupils will;</p> <ul style="list-style-type: none">• Need access to high/low tech alternative methods of recording for some of the time with adult support.• Need access to staff time to create resources to support the high/low tech alternative methods of recording.	<p>Pupils will;</p> <ul style="list-style-type: none">• Need access to low tech alternative methods of recording on occasions.• Need access to staff time to create resources to support the low tech alternative methods of recording.
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	2013/14	2014/15
Cirencester College		
Place Numbers		
Number of SBC commissioned places - estimate	14	14
Number of SBC commissioned places - actual / latest	7	9
Number of EFA funded places	14	14
Funding allocated		
Element 1 paid by EFA @ £4,977 for commissioned places	£34,839	£44,793
Element 2 paid by EFA @ £6,000 for commissioned places	£42,000	£54,000
Element 3 paid by SBC @ agreed rates for commissioned places	£10,020 £52,020	£25,500 £79,500
Total funding for Commissioned places	£86,859	£124,293
Average total funding per pupil	£12,408	£13,810
Average element 2 and 3 funding per pupil (Determined by SBC)	£7,431	£8,833
Surplus element 2 funding above commissioned places	£42,000	£30,000
less Element 3 funding due but deducted from surplus EI 2 (2013/14 only)	-£10,020	
	£31,980 £31,980	£30,000 £30,000
Total funding paid / payable to provider	£118,839 £84,000	£154,293 £109,500
Average total funding per provider including surplus Element 2's	£16,977	£17,144
New College		
Place Numbers		
Number of SBC commissioned places - estimate	73	45
Number of SBC commissioned places - actual / latest	26	34
Number of EFA funded places	66	45
Funding allocated		
Element 1 paid by EFA @ £4,977 for commissioned places	£129,402	£169,218
Element 2 paid by EFA @ £6,000 for commissioned places	£156,000	£204,000
Element 3 paid by SBC @ agreed rates for commissioned places	£105,236 £261,236	£71,225 £275,225
Total funding for Commissioned places	£390,638	£444,443
Average total funding per pupil	£15,025	£13,072
Average element 2 and 3 funding per pupil (Determined by SBC)	£10,048	£8,095
Surplus element 2 funding above commissioned places	£282,000	£66,000
less Element 3 funding due but deducted from surplus EI 2 (2013/14 only)	-£105,236	
	£176,764 £176,764	£66,000 £66,000
Total funding paid / payable to provider	£567,402 £438,000	£510,443 £341,225
Average total funding per provider including surplus Element 2's	£21,823	£15,013
Swindon College		
Place Numbers		
Number of SBC commissioned places - estimate	111	148
Number of SBC commissioned places - actual / latest	98	107
Number of EFA funded places	111	148
Funding allocated		
Element 1 paid by EFA @ £4,977 for commissioned places	£487,746	£532,539
Element 2 paid by EFA @ £6,000 for commissioned places	£588,000	£642,000
Element 3 paid by SBC @ agreed rates for commissioned places	£538,801 £1,126,801	£429,475 £1,071,475
Total funding for Commissioned places	£1,614,547	£1,604,014
Average total funding per pupil	£16,475	£14,991
Average element 2 and 3 funding per pupil (Determined by SBC)	£11,498	£10,014
Surplus element 2 funding above commissioned places	£78,000	£246,000
less Element 3 funding due but deducted from surplus EI 2 (2013/14 only)	-£78,000	
	£0 £0	£246,000 £246,000
Total funding paid / payable to provider	£1,614,547 £1,126,801	£1,850,014 £1,317,475
Average total funding per provider including surplus Element 2's	£16,475	£17,290

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