

Information Guides

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FUNDING FOR SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

This information is about funding for special educational needs (SEN) in mainstream schools. This includes academies and free schools.

What is SEN funding for?

The **SEND Code of Practice** says schools **must**:

...use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s SEN (6.2)

Schools should use some of their budget to buy resources and make provision for children who need additional help. This can take many forms. For example, children with SEN might need:

- changes to the curriculum
- special equipment or teaching materials
- the use of additional information technology
- small group work
- support in the classroom
- a base to work in or have quiet time.

Where does funding for SEN come from?

All mainstream schools receive money for special educational needs support and resources. Schools can decide how to spend this money. This is called “delegated” funding because it is given (delegated) to schools by local authorities or the **Education Funding Agency** from money they receive from central government. The SEN part of the school’s income is sometimes called the “notional” SEN budget because it is not based on the school’s actual numbers of pupils with special needs, but on a formula.

Funding for SEN provision is from three sources (“elements”):

Element 1

Schools get money for each pupil, based on actual pupil numbers. This is called the **Age Weighted Pupil Unit (AWPU)** and it is part of schools’ delegated funding. Some of this

money is for general SEN provision. This might, for example, include the cost of providing the Special Educational Needs Coordinator (SENCO) and some other resources.

Each local authority sets the AWPU for their schools, and the Education Funding Agency sets the AWPU for academies and free schools. The AWPU differs according to whether the school is primary or secondary etc.

Element 2

Element 2 funding is SEN-specific and is to provide **SEN support** for children who need it. This is support that is *additional to or different from* the support that most other children get. SEN support is for children who used to have help through **School Action** and **School Action Plus**.

The local authority provides this funding for schools it is responsible for using a formula that determines the amount of money the school gets. The formula gives more money to schools that in the past had more children on free school meals and more children who were not doing as well as others in English and Maths. The **Education Funding Agency** provides this funding for academies and free schools. Element 2 funding is also part of schools' delegated budget.

Government guidance says schools should provide up to the first £6,000 (on top of the AWPU) of additional or different support for those children who need it, including those with an **Education, Health and Care (EHC) plan**. This does not mean that the school will spend £6,000 on every child with SEN. Sometimes schools use funds to help groups of children. Some children will need less help – and some children may need more.

You can ask your school how it uses its SEN budget to support your child and whether it has enough to make all the provision they need. The local authority also publishes a **Local Offer** that explains what type of resources this money might be spent on.

Element 3

Where a school has children needing very expensive provision which might absorb a lot of the SEN support funding, the school can request additional funding. The local authority is responsible for managing Element 3 funding (sometimes called the 'high needs block'), which can be used to make specific provision for an individual child or a group of children, if the school or academy can show it is necessary.

You can find details of how this funding is allocated in the **Local Offer**.

These funding arrangements do not override the local authority's duty to your child to ensure they receive any necessary provision that the school itself cannot make. The law says that the local authority must find out via an **EHC needs assessment** whether an EHC plan is needed when a child or young person may have SEN that may need the local authority to secure provision. So if your school is unable to make all the provision your child needs, you have the right to ask for an EHC needs assessment.

Who manages the school's SEN resources?

The **SEND Code of Practice** says:

It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENCO, headteacher and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. (6.97)

School governors are responsible for the school's policy on SEN. The headteacher and the SENCO ensure that the policy is put into practice. The SENCO organises support for individual children, but every teacher is responsible for making sure that your child's special educational needs are met in the classroom.

The **SEN Information Report** on the school's website tells you more about the arrangements for SEN support and how to contact the SENCO.

How can I find out what support and resources my child is getting?

The first step is to talk with your child's teacher or the SENCO. This may be at a parents' evening, a support plan meeting or a review. You can ask for a written copy of any support plan in place for your child.

If your child has an Education, Health and Care plan it must set out the support and resources that must be provided.

Where can I get further information, advice or support?

Look for the SEN Information Report on the school website.

Live Well Special Educational Need or Disability (SEND) Rainbow Resource is the place to find out about services available locally and the arrangements that schools and others are expected to make for children and young people with SEN.

Sendias Bathnes can also give you:

- more information about SEN support and funding
- advice about what to do if you are not happy with the support your school is providing
- information about other organisations, support groups and information services that could help
- information and advice about your rights to request an **EHC needs assessment** if your child might need more than the school can provide.

Useful webpages

Live Well Special Educational Need or Disability (SEND) Rainbow Resource

<https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send>

SEND Code of Practice

www.gov.uk/government/publications/send-code-of-practice-0-to-25

Glossary

Age Weighted Pupil Unit (AWPU)

The AWPU is the amount of money that every maintained school receives for each pupil that is on the school roll, whether or not they have SEN. The value of the AWPU varies from one local authority to another and according to the age of the pupils.

Education Funding Agency

The EFA is the government agency that funds education for learners between the ages of 3 and 19, and those with learning difficulties and disabilities between the ages of 3 and 25.

The EFA allocates funds to local authorities, which then provide the funding for maintained schools. The EFA directly funds academies and free schools.

Education, Health and Care plan

An EHC plan describes the special educational needs that a child or young person has and the help that they will be given to meet them. It also includes the health and care provision that is needed. It is a legal document written by the local authority and is used for children and young people who have high support needs.

EHC needs assessment

Local authorities must carry out an EHC needs assessment if a child or young person may need an EHC plan. The assessment is a detailed look at the special educational needs that the child or young person has and what help he or she may need in order to learn.

It is sometimes called a statutory assessment.

You can find out more in the SEND Code of Practice sections 9.45 – 9.52.

Local Offer

The Local Offer, published by every local authority, tells you what support is available for children and young people with special educational needs and/or disabilities, and their families. It includes information about education, health and care provision. It also gives information about training, employment and independent living for young people with special educational needs and/or disabilities.

Must

The SEND Code of Practice says in Section i of the Introduction:

...where the text uses the word 'must' it refers to a statutory requirement under primary legislation, regulations or case law.

This means that wherever the term 'must' is used all the organisations listed in Section iv of the Introduction to the Code have a legal duty to do what the Code says.

SEN Information Report

All schools must publish on their websites information about their policy and arrangements for supporting children with SEN. This must be kept up to date.

The information that has to be included can be found in Section 6.79 of the SEND Code of Practice.

SEN support

SEN support includes any help for children and young people with SEN that is additional to or different from the support generally made for other children of the same age.

The purpose of SEN support is to help children achieve the outcomes or learning objectives that have been set for them by the school. Schools should involve parents in this process.

SEN support replaces Early Years Action/Action Plus and School Action/Action Plus.

We have made all reasonable efforts to ensure that the information contained in this leaflet is accurate and up to date at the time of publication. It does not constitute legal advice and Sendias Bathnes cannot accept any responsibility for any loss or damage suffered as a consequence of any reliance placed upon it.

This document can be made available in a range of community languages, large print, Braille, on tape, electronic and accessible formats.

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