EXEMPLAR 2026 v6

SLCN - Band 1 (£3,000) Mainstream Primary Provision

Pupil details

Sex: M Key Stage: 2

Context

Pupil has primary need of ASC (SLCN) and has struggled to access busy classroom environments, maintain peer relationships and settle in some lessons. He has emerging SEMH needs due to his frustrations in communication, and he can sometimes become dysregulated displaying challenging behaviours. He is 2 years behind ARE in his year group in literacy and numeracy.

Impact of need on learning and functioning

The pupil demonstrates barriers to learning linked to communication and interaction needs. This can lead to dysregulation, behavioural incidents, and difficulty maintaining engagement without adult intervention. Without this level of support, he is unable to access learning, enter classrooms and his dysregulation (through frustration) impacts others in the school environment, significantly negatively impacting his and their progress.

Funding breakdown (indicative %)

- TA small group intervention (language enrichment / vocabulary work): **35%**
- In-class targeted support for access (scaffolded instructions, modelling, check-ins): **30%**
- Delivery of structured SLCN programmes (e.g. narrative, speech/language activities): **15%**
- Teacher planning/adaptation time (differentiation, visual supports, prep): **10%**
- Monitoring, review, and liaison with SENCo / SALT advice (non-specialist): **5%**
- Resources (visuals, structured language materials, intervention packs): **5%**

Funding justification

This Band 1 allocation reflects a pupil presenting with moderate speech, language and communication needs requiring planned, time-limited support to access the KS2 curriculum. Funding is primarily directed towards small group language enrichment and in-class scaffolding, enabling the pupil to follow instructions, develop vocabulary, and participate in learning alongside peers. Adult support is targeted rather than continuous, focused on key teaching inputs and structured interventions rather than 1:1 provision.

Additional resource allocation supports adaptation of teaching materials and use of visual supports, ensuring access within a mainstream environment. The overall profile remains within ordinarily available provision thresholds, with funding enhancing consistency and structure rather than providing intensive or specialist individual support.

EXEMPLAR 2026 v6

SEMH - Band 2 (£4,000) Mainstream Secondary

Pupil details

Sex: M Key Stage: 3

Context

The pupil is a Year 7 student in mainstream secondary with an EHCP for Cognition and Learning and SEMH needs. He has significant difficulties with attention, memory, processing, and applying skills, limiting independent learning, and requires consistent structure, repetition, and adult support to access the curriculum.

Impact of need on learning and functioning

He struggles to sustain attention, follow instructions, and stay focused without support, and may become frustrated when tasks are challenging or time limited. Difficulties with numeracy and applying learning reduce independence, requiring regular adult support, reassurance, and scaffolding to remain engaged and complete tasks.

Funding breakdown (indicative %)

- Targeted in-class and small group adult support to sustain attention, reinforce instructions, and support task engagement and completion. **45%**
- Targeted small group or individual interventions to develop learning skills, executive functioning, and curriculum access. **25%**
- SENCo oversight to support planning, strategy implementation, and monitoring of provision and progress. **20%**
- Specialist strategies and resources to reduce cognitive load and support organisation, engagement, and regulation. **10%**

Justification

The pupil has significant and persistent learning needs that exceed those typically met through ordinarily available provision within a mainstream setting. He requires consistent targeted adult support and structured intervention to sustain attention, manage frustration and access learning effectively. While he does not require constant 1:1 supervision, the frequency and intensity of support required is greater than Band 1. Band 2 funding (£4,000 top-up) is therefore necessary and proportionate to support the additional staffing, intervention and strategies required to promote engagement, progress and emotional wellbeing within a mainstream secondary environment.

EXEMPLAR 2026 v6

SLCN - Band 3(£6,000) Mainstream Primary Provision

Pupil details

Sex: M Key Stage: 2

Context

Pupil with a primary need of SLCN (difficulties in understanding and expressing language) and a diagnosis of ADHD – presently unmedicated.

Impact of need on learning and functioning

His SLCN and ADHD impact his ability to understand and use language, maintain attention, and regulate behaviour, affecting engagement and task completion. He may require structured support, clear communication, and strategies to support focus, processing, and self-regulation to access learning effectively.

Funding breakdown (indicative %)

- Consistent in-class TA support (scaffolding, engagement, structured check-ins across lessons): **40%**
- TA-led small group intervention (language, social communication, attention & listening): **20%**
- Delivery of structured SLCN programmes (individualised, evidence-informed): **15%**
- Teacher planning/adaptation time (chunking, visuals, structured routines, reduced language load): **10%**
- Monitoring, review, and liaison with SENCo and external professionals (e.g. SALT strategies): **10%**
- Resources (visual supports, workstation resources, structured systems): **5%**

Funding justification

Band 3 funding is required as the pupil presents with additional needs that impact their ability to consistently access learning without targeted support. They require regular adult input to support understanding, maintain engagement, and reinforce learning, alongside differentiated teaching strategies and structured interventions.

While the pupil can participate in a mainstream environment, they benefit from planned support at key points to address barriers to learning and ensure steady progress, with needs that are above ordinarily available provision but not requiring intensive or constant 1:1 support.

EXEMPLAR 2026 v6

SEMH - Band 4 (£8,000) SRP

Pupil details (anonymised exemplar)

Sex: M Key Stage 3

Context and SEMH presentation

The pupil is a Year 9 male with SEMH needs and autism-related differences in communication, flexibility, and emotional processing. He can generally access specialist provision and attend school but is sensitive to change, social demands, and increased academic pressure, benefiting from predictable routines and consistent adult support to remain engaged.

Impact of need on learning and daily functioning

The pupil's SEMH needs intermittently affect his confidence, flexibility and engagement with learning, particularly during lesson transitions, unstructured times and tasks that feel effortful or non-preferred. When unsettled, he may withdraw, become distracted or seek reassurance, requiring low-level adult prompts to re-engage. With appropriate support in place, the pupil can participate appropriately in learning and does not present significant risks to himself or others.

Funding breakdown (indicative %)

- Additional adult support at key points in the day to provide reassurance, emotional check-ins, and support during transitions and social situations. **40%**
- Low-intensity SEMH interventions focusing on emotional literacy, confidence, and early regulation skills. **30%**
- Autism-informed communication strategies and consistent staff approach to reduce anxiety and misunderstanding. **20%**
- Minor curriculum and environmental adjustments, including visual supports, task chunking, and access to quiet spaces. **10%**

Funding justification

The pupil presents with persistent SEMH needs that exceed universal provision but do not meet the threshold for higher-band funding. Targeted support is necessary to maintain emotional stability, prevent escalation and promote independence within a secondary setting. Band 4 funding (£8,000) is appropriate and proportionate to sustain engagement, support wellbeing and reduce the likelihood of needs escalating during Key Stage 3.

C&L - Band 5 (£10,000) SRP

Pupil details (anonymised exemplar)

Sex: M Key stage: 3

Context

The pupil is educated within a Specialist Resource Provision (SRP) due to their primary need of significant learning difficulties, which impacts their access to all areas of learning. They also present with Social, Emotional and Mental Health (SEMH) needs, including difficulties with emotional regulation, resilience, and engagement. The combination of these needs requires a structured environment, differentiated teaching, and consistent adult support to enable progress.

Impact of need on learning and functioning

The pupil's severe learning difficulties and significant social, emotional and mental health (SEMH) needs impact their ability to engage consistently with learning, often affecting concentration, processing, and task completion. Their needs may also limit their resilience and ability to regulate emotions, requiring highly structured support and targeted interventions to access the curriculum effectively.

Funding breakdown (indicative %)

- Consistent in-class TA support (access, task scaffolding, engagement across the school day): **35%**
- TA-led small group intervention (early literacy/numeracy, structured repetition, phonological support): **20%**
- Support for emotional regulation (structured routines, reassurance, behaviour support strategies): **15%**
- Delivery of structured programmes (memory, processing, early cognition skills): **10%**
- Teacher planning/adaptation (highly differentiated curriculum, reduced demand, visual and structured approaches): **10%**
- Monitoring and liaison (SENCo, pastoral support, external advice where applicable): **5%**
- Resources (specialist literacy materials, visual supports, structured learning tools): **5%**

Funding justification

This Band 5 allocation reflects a pupil with significant specific learning difficulties alongside SEMH needs, requiring consistent and coordinated adult support across the school week within an SRP. Funding supports regular in-class assistance and targeted interventions, addressing early learning delays and barriers to engagement. Additional provision is required to support emotional regulation and participation, with structured routines and predictable approaches embedded throughout the day. Teaching is highly adapted and reinforced through repetition and small group input, enabling progress from a low starting point. The level of need requires sustained support across learning and wellbeing, aligning with Band 4–6 expectations without the need for continuous 1:1 provision.

SLCN - Band 6 (£14,000) Special School

Pupil details

Sex: F Key Stage: 4

Context and SEMH presentation

The pupil is a secondary-aged female in specialist provision for autism and SEMH needs, with a primary diagnosis of ASC and additional ADHD, sensory processing, and emerging mental health needs. While she can engage positively when regulated, she experiences significant difficulties managing anxiety, uncertainty, and emotional demands across the school day.

Impact of need on learning and daily functioning

The pupil often internalises anxiety and may appear settled in school before becoming dysregulated later. Changes, uncertainty, social demands, and unstructured situations significantly impact her emotional wellbeing and readiness to learn, requiring regular adult support to recognise emotions, use coping strategies, and re-engage with learning.

Funding breakdown (indicative %)

- Sustained, specialist autism-informed and SEMH targeted adult support to enable emotional regulation, readiness for learning, transitions, and engagement, including regular check-ins, co-regulation, and support during key pressure points. **50%**
- Specialist SEMH interventions focusing on emotional awareness, anxiety management, self-esteem, and developing independent regulation strategies, delivered by trained staff. **25%**
- Autism and communication-informed support, including advice-led SaLT strategies to develop social understanding, flexible thinking, and emotional communication. **15%**
- Curriculum and environmental adaptations to reduce cognitive, sensory, and emotional load, including assistive technology, sensory strategies, reduced written demand, and access to low-arousal spaces. **10%**

Funding justification

The pupil presents with significant speech, language and communication needs alongside autism-related and social, emotional and mental health (SEMH) difficulties, requiring a highly individualised package of support within a specialist setting. Funding is primarily required to provide sustained, specialist autism-informed adult support, equivalent to approximately 304 hours of additional TA support per annum, to promote emotional regulation, readiness for learning, successful transitions and engagement across the school day. Additional provision includes specialist SEMH interventions to develop emotional awareness, anxiety management and independent regulation strategies, communication support informed by Speech and Language Therapy advice, and curriculum and environmental adaptations to reduce cognitive, sensory and emotional demands.

EXEMPLAR 2026 v6

Physical/Sensory - Band 7 (£18000) SRP

Pupil details

Sex: F Key Stage: 4

Context

Pupil has primary PS needs (wheelchair dependent following an accident) and has significant SEMH needs (low mood, suicidal ideation) and school refusal.

Impact of need on learning and functioning

Pupil's physical needs, including being wheelchair-dependent, impact her mobility, independence, and access to the school environment. Significant SEMH needs, including low mood, suicidal ideation, and school refusal, severely affect her attendance, engagement, and ability to participate in learning or maintain emotional regulation.

Funding breakdown (indicative %)

- Sustained 1:1 TA support (access, mobility, engagement across the school day): **60%**
- Support for personal care (transfers, toileting, dignity, supervision): **10%**
- Support for emotional regulation and attendance (anxiety management, reassurance, transition support): **10%**
- Access support (wheelchair use, safe movement, positioning): **10%**
- Highly individualised timetable (flexible access, reduced timetable, reintegration support): **5%**
- Monitoring and multi-agency liaison (SENCo, medical, therapy, pastoral teams): **3%**
- Specialist resources (mobility aids, comfort supports, low-arousal, safe spaces): **2%**

Funding justification

The pupil presents significant physical, medical, and emotional needs which require a highly personalised package of support. Funding is primarily required to sustain regular 1:1 adult support, equivalent to approximately 470 hours of additional TA support per annum, to facilitate access to learning, support mobility, maintain engagement and ensure safe participation throughout the school day. Additional provision includes personal care support, emotional regulation and attendance support, wheelchair and access assistance, a highly individualised timetable, multi-agency liaison with medical and therapy professionals, and specialist resources to promote comfort, safety and inclusion. At Band 7, enhanced staffing represents the largest proportion of provision, reflecting the level of adult intervention required to enable the pupil to access education safely and successfully.

EXEMPLAR 2026 v6

SEMH - Band 8 (£22000) Unit

Pupil details

Sex: F Key stage: 4

Context and SEMH presentation

The pupil is a secondary-aged young person in a specialist SEMH setting with an EHCP, with primary SEMH needs including anxiety, emotional dysregulation, and difficulties with relationships and managing uncertainty. She has a history of self-harm, and her complex emotional needs significantly impact her ability to engage safely and consistently without high levels of specialist support.

Impact of need on learning and daily functioning

She experiences frequent and intense emotional dysregulation, particularly during transitions, changes, and interpersonal demands, and may escalate rapidly when overwhelmed. Without sustained adult support, she may disengage from learning or display unsafe behaviours, including risk of absconding and assault towards adults, significantly limiting her ability to access education safely and consistently.

Funding breakdown (indicative %)

- Near full-time individual adult support to maintain regulation, manage transitions, and ensure safety, including proactive monitoring and rapid intervention to prevent escalation. **75%**
- Specialist SEMH and therapeutic interventions, including trauma-informed approaches, emotional regulation support, and anxiety management programmes delivered regularly. **10%**
- Communication-informed support using SaLT-advised strategies to develop emotional expression, social communication, and understanding. **10%**
- Curriculum and environmental adaptations, including low-arousal spaces, flexible timetabling, and sensory strategies to support regulation and safe engagement. **5%**

Funding justification

The pupil presents with severe and persistent SEMH needs requiring a highly individualised package of support. Funding is primarily required to sustain enhanced staffing across the school day, equivalent to approximately 717 hours of additional TA support per annum (around 3.8 hours per day), to provide intensive support for emotional regulation, risk management, transitions and engagement in learning. Additional provision includes specialist SEMH interventions, curriculum adaptations and personalised strategies to maintain safe and successful access to education. At Band 8, provision is predominantly staffing-led, reflecting the significant level of adult intervention required to meet need.

EXEMPLAR 2026 v6

C&L - Band 9 (£25,500) Unit

Pupil details (anonymised exemplar)

Sex: M Key stage: 3

Context

A male KS3 Pupil attending Unit Provision – primary cognition and learning needs (Dysgraphia) significant physical needs impacting his mobility, personal needs and eating. He also has significant SEMH needs and is highly anxious and a risk to others.

Impact of need on learning and functioning

His learning difficulty, alongside significant physical and SEMH needs, impacts his ability to engage consistently in learning and manage tasks independently. He requires a highly structured environment, adapted resources and ongoing adult support to access the curriculum and maintain focus to manage his profound and significant areas of need.

Funding breakdown (indicative %)

- Continuous 1:1 specialist TA support (access, engagement, supervision across the day): **75%**
- Support for personal care (toileting, hygiene, supervision during eating due to choking risk): **5%**
- Access support (wheelchair use, mobility, positioning, safe movement, fatigue management): **5%**
- Curriculum access support (scribe, reader, adapted recording methods, exam/literacy access): **5%**
- Delivery of structured SPLD programmes (memory, processing, overlearning, cognition): **2%**
- Support for communication (speech clarity, processing time, structured interaction): **2%**
- Monitoring and multi-agency liaison (SENCo, therapy input, external professionals): **2%**
- Specialist resources (assistive technology, adapted seating, recording tools): **4%**

Funding justification

The pupil presents severe and complex special educational needs, including significant cognition and learning difficulties alongside physical, communication and personal care needs. Funding is primarily required to provide continuous 1:1 specialist adult support, equivalent to approximately 831 hours of additional TA support per annum, to ensure safe access to learning, maintain engagement, support communication and facilitate participation throughout the school day. Additional provision includes personal care, mobility and access support, adapted curriculum delivery, structured interventions, multi-agency working and specialist resources. At Band 9, enhanced staffing represents the largest proportion of provision, reflecting the exceptionally high level of adult intervention required to enable the pupil to access education safely and make progress towards personalised outcomes.

EXEMPLAR 2026 v6

Cog and L multiple difficulties Band 10 (£28,500) Mainstream primary

Pupil details

Sex: M Key stage: 1

Context

KS1 Pupil – profound and multiple learning difficulties with significant SEMH and PD needs. Child has a genetic condition and co-occurring medical developmental needs. This includes significant visual impairment and a congenital heart condition, epilepsy,

Impact of need on learning and functioning

His PMLD, alongside significant SEMH and physical needs, severely limits his ability to engage, regulate and participate in learning without intensive adult support. He requires highly individualised, structured and responsive provision, with learning frequently interrupted by emotional and physical needs.

Funding breakdown (indicative %)

- Intensive staffing (up to 3:1 support at times due to risk, unsafe behaviours, and medical incidents): **90%**
- Highly individualised SEMH support, including behaviour intervention, risk management and reintegration planning: **2%**
- Specialist teaching for PMLD (memory and cognition), including adapted curriculum and literacy intervention: **2%**
- Safeguarding and supervision to manage risk within school and community (including school refusal support): **2%**
- Medical support for epilepsy, including trained staff and monitoring: **2%**
- Multi-agency input (e.g. CAMHS, behaviour support, outreach, alternative provision planning, Health care professionals): **2%**

Funding justification

The pupil presents with exceptionally complex and high-risk needs requiring an intensive, multi-agency package of support. Funding is primarily required to sustain highly intensive staffing arrangements, including periods of up to 3:1 adult support, to manage significant risks, unsafe behaviours, medical needs and access to learning. This is equivalent to approximately 1,174 hours of additional TA support per annum (around 6.2 hours per day). Additional provision includes specialist SEMH interventions, risk management and reintegration support, specialist teaching approaches, safeguarding and supervision, medical support for epilepsy, and coordinated multi-agency involvement.

EXEMPLAR 2026 v6

Physical/Sensory - Band 10 (£28000) Mainstream Secondary School

Pupil details (anonymised exemplar)

Sex: M Key stage: 3

Context

This KS3 pupil presents with a complex physical disability, including a degenerative neuromuscular condition and associated sensory processing difficulties, significantly impacting mobility, independence, and access to both the physical environment and curriculum. He requires full-time wheelchair use and adult support for personal care, positioning, and safe movement around the school site.

Impact of need on learning and functioning

The disability and the sensory sensitivities further affect his ability to tolerate busy or noisy environments, leading to increased fatigue, heightened anxiety, and reduced engagement. His condition also impacts stamina and concentration, resulting in an inconsistent ability to sustain learning over time without regular breaks, adapted timetabling, and highly personalised support.

Funding breakdown (indicative %)

- Adult Support (curriculum access, care, transitions): **65%**
- Specialist Equipment & Environmental Adaptations: **10%**
- Personal Care & Medical Support: **10%**
- Differentiated Curriculum & Staff Training: **10%**
- Emotional/Sensory Regulation Support: **5%**

Funding justification

The pupil presents severe and complex physical and/or medical needs requiring a highly individualised package of support to access a mainstream educational setting. Funding is primarily required to provide sustained adult support, equivalent to approximately 820 hours of additional TA support per annum, to facilitate curriculum access, support personal care needs, manage transitions and ensure safe participation throughout the school day. Additional provision includes specialist equipment and environmental adaptations, personal care and medical support, differentiated curriculum delivery, staff training to meet identified needs, and emotional and sensory regulation support. At Band 10, enhanced staffing represents the largest proportion of provision, reflecting the significant level of adult intervention and specialist provision required to enable the pupil to access education safely, effectively and with dignity within a mainstream setting.

EXEMPLAR 2026 v6

SEMH - Band 10 (£28000) SRP/EOTAS

Pupil details (anonymised exemplar)

Sex: M Key Stage: 3

Context and SEMH / complex presentation

The pupil is a Year 8 male in specialist SEMH and autism provision EOTAS, in combination with an SRP. He presents with severe and complex SEMH needs alongside ASD, sensory processing difficulties, impulsivity, and very limited awareness of danger. His needs are pervasive across all aspects of the school day, significantly impacting learning, transitions, peer interaction, and emotional regulation.

Impact of need on learning, safety and daily functioning

He experiences rapid escalation into fight/flight responses when demands increase, routines change, or sensory needs are unmet. Significant ongoing risks arise from impulsivity and poor awareness of danger, meaning he requires continuous adult supervision and intensive support to access learning and move safely around school, for his safety and others on site.

Funding breakdown (indicative %)

- Sustained 1:1 adult support across the school day to manage risk, ensure safety, support transitions, and provide continuous emotional and behavioural co-regulation. **95%**
- Specialist SEMH and autism interventions, including personalised behaviour support, trauma-informed approaches, and sensory regulation programmes:**2.5%**
- Highly adapted learning environment, including specialist resources, sensory equipment, and flexible timetable arrangements. **2.5%**

Funding justification

The pupil presents exceptionally complex SEMH and autism-related needs requiring an intensive and highly individualised package of support. Funding is primarily required to sustain continuous 1:1 adult support throughout the school day, equivalent to approximately 1,198 hours of additional TA support per annum (around 6.3 hours per day), to manage risk, ensure safety, support transitions, and provide ongoing emotional and behavioural co-regulation. Additional provision includes specialist SEMH and autism interventions, personalised behaviour support, sensory regulation programmes, and a highly adapted learning environment. At Band 10, provision is overwhelmingly driven by staffing requirements, reflecting the level of specialist adult support required for the pupil to access education safely and successfully.

EXEMPLAR 2026 v6

Cog and L multiple difficulties Exceptional funding – Special School

Pupil details (anonymised exemplar)

Sex: M Key stage: 1 (Reception)

Context

KS1 Pupil – profound and multiple learning difficulties with significant SEMH and PD needs. Child has a genetic condition and co-occurring medical developmental needs. This includes significant visual impairment and a congenital heart condition, epilepsy,

Impact of need on learning and functioning

His PMLD, alongside significant SEMH and physical needs, severely limits his ability to engage, regulate and participate in learning without intensive adult support. He requires highly individualised, structured and responsive provision, with learning frequently interrupted by emotional and physical needs.

Funding breakdown

- Intensive staffing (up to 3:1 support at times due to risk, unsafe behaviours, and medical incidents)
- Highly individualised SEMH support, including behaviour intervention, risk management and reintegration planning
- Specialist teaching for PMLD (memory and cognition), including adapted curriculum and literacy intervention
- Safeguarding and supervision to manage risk within school and community (including school refusal support)
- Medical support for epilepsy, including trained staff and monitoring
- Multi-agency input (e.g. CAMHS, behaviour support, outreach, alternative provision planning, Health care professionals)

Funding justification

This exemplar represents a pupil with profound and multiple learning difficulties, complex medical needs and significant communication needs requiring the use of AAC. The provision required extends beyond continuous individual support and includes high adult: pupil ratios, intensive communication facilitation, support with all aspects of learning and personal care, and regular two-person transfers to ensure safety and dignity throughout the school day.

EXEMPLAR 2026 v6

SEMH – Exceptional Funding

Pupil details

Sex: M Key Stage: 4

Context

Pupil is a Year 10 male with severe SEMH needs and is a Looked After Child. He struggles to access education due to ongoing school refusal, community risks, and previous placement breakdowns. He presents with significant dysregulation and trauma-related behaviours, with periods out of education linked to increased risk-taking, including absconding, and requires a highly structured and secure setting to re-engage with learning.

Impact of need on learning and functioning

His needs significantly impact his ability to function safely and engage in learning, with high levels of disruption and unsafe behaviour affecting both himself and others. Emotional dysregulation and community-related risks, including school refusal and absconding, limit consistent access to education, while his behaviour can pose a risk to staff and peers and disrupt the learning environment. Without intensive, structured support, he is unable to sustain engagement, regulate emotions, or participate safely in school or the wider community.

Funding breakdown

- Intensive 1:1 adult support across the day, increasing to 2:1 at high-risk times, to manage safety, prevent absconding, and provide continuous supervision and regulation support.
- Trauma-informed practice embedded across provision, including relational support, de-escalation strategies, and consistent key adult input to rebuild engagement and trust.
- Specialist therapeutic input (e.g. counselling, CAMHS-linked work, or equivalent) to address trauma, emotional regulation, and risk behaviours.
- Flexible and alternative provision arrangements, including reduced timetable or community-based support, to enable gradual re-engagement with education and reduce risk.

Justification

Exceptional funding required-extreme and pervasive SEMH needs and significant safeguarding risks that cannot be managed within standard banded provision. Level of risk, including harm to self and others, absconding/ community vulnerability, necessitates intensive 1:1 and at times 2:1 support, alongside therapeutic and trauma-informed intervention. The frequency, intensity, and specialist nature of provision required to maintain safety, re-engage the pupil, and support any access to education substantially exceeds the scope of Band 10 funding, requiring an enhanced and highly personalised package of support.

EXEMPLAR 2026 v6

SLCN – Exceptional funding (Mainstream primary)

Pupil details

Sex: M Key Stage: 2

Context

The pupil is a KS2 pupil presenting with complex needs, including SLCN, alongside ASC and significant SEMH needs.

Impact of need on learning and functioning

His SLCN significantly limit his ability to communicate needs, understand instructions, and engage in learning. His ASC and severe SEMH needs, including self-harm and suicidal ideation, greatly impact emotional regulation, safety, and readiness to learn, often requiring intensive adult support. These combined needs create substantial barriers to participation, independence, and consistent engagement in both learning and the wider school environment.

Funding breakdown

- Intensive adult support to maintain safety and wellbeing throughout the school day and in some instances 2:1 support
- Highly personalised communication support to enable understanding, expression of needs and engagement in learning.
- Immediate emotional regulation and crisis intervention during periods of distress or dysregulation to keep him and others safe multiple times a day
- Bespoke curriculum access, flexible learning arrangements and supported transitions.
- Ongoing multi-agency coordination and safeguarding oversight due to the complexity of need.
- Access to AP or SRP/Unit

Funding justification

Exceptional funding is required as the pupil's complex SLCN, ASC and severe SEMH needs, combined with significant safeguarding concerns, require a level of support and intervention beyond the highest banded provision and ordinary available provision.