

Funding for special educational needs in mainstream schools in Swindon

This information covers 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
(Paragraph 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 – Age Weighted Pupil Unit (AWPU) – Held within an education setting

Also known universal support.

NOT available as a personal budget

This is basic per pupil funding which schools receive for every child whether or not they have SEN. It has been determined nationally that the element 1 funding amounts to £4k but the exact amount is likely to be different for different age groups and key stages.

Element 2 – Notional SEN Budget held within an education setting.

Also called Wave 2 & 3, targeted support and Additional learning support.

Parts of this could in very exceptional cases be available as a SEN personal budget via a direct payment if educational SETTING (school, college, and early years setting) agrees, but generally NOT available as a personal budget

This is an amount of money, calculated on a locally determined formula, received by each school annually as a lump sum. It has been determined nationally that the element 2 funding amounts to up to £6k per pupil, identified as having SEN. Not every child will have £6k spent on them. The amount of money spent is determined by individual schools and dependent on the level of need of individual children placed on the SEN register. It funds SEN support provision and pays for the first £6k of additional provision for children / young people in receipt of top up funding.

Element 3

Also called High Needs top up funding and individual & Additional Learning Support.

Element 3 funding is available for personal budgets with the Local Authorities permission (and the educational setting if relates to school/college/pre-school provision)

This is agreed for individual children or young people when the provision required to meet their needs costs more than £10k. This funding comes from the commissioning home Local Authority, and is determined on the basis of the assessed need. (EHC needs assessment)

Overview: Reform of high needs funding

	Pre-16 SEN and AP		Post-16 SEN and LDD
	Mainstream settings	Specialist settings	All settings
Element 1: Core education funding	Mainstream per-pupil funding (AWPU)	Base funding of £10,000 for SEN and £8,000 for AP placements, which is roughly equivalent to the level up to which a mainstream provider would have contributed to the additional support provision of a high needs pupil. Base funding is provided on the basis of planned places.	Mainstream per-student funding (as calculated by the national 16-19 funding system)
Element 2: Additional support funding	Contribution of £6,000 to additional support required by a pupil with high needs, from the notional SEN budget		Contribution of £6,000 to additional support required by a student with high needs
Element 3: Top-up funding	"Top-up" funding from the commissioner to meet the needs of each pupil or student placed in the institution		

AP - Alternative Provider

LDD - Learning Difficulties and/or Disabilities

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
(Paragraph 6.97)

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

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 (including an Early Help Assessment (EHA) planning meeting) or a review. You can ask for a written copy of any support plan in place for your child.

If your child or young person has an Education, Health and Care plan or a Statement of Special Educational Need it must set out the support and resources that must be provided. This can be found in section F of the plan and forms the basis of the personal budget if requested.