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THE FUNDING OF PUPILS WITH SENSORY IMPAIRMENT ATTENDING RESOURCE BASES AND SPECIAL SCHOOLS (PRE-16 PROVISION)

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1. PURPOSE

- 1.1. The purpose of this briefing paper is to help local authorities develop and/or review their arrangements for funding pupils with sensory impairment in attending resourced provision in mainstream schools and special schools by:
- a) outlining the funding guidance issued by the DfE or Education Funding Agency, and
 - b) providing case examples that illustrate the different approaches that are used by some authorities to supporting children with a sensory impairment.

2. THE PLACE PLUS APPROACH TO FUNDING SPECIALIST PROVISION

- 2.1 Chart 1 below outlines the structure of funding for specialist provision which is based on the *place-plus* approach. This approach applies to maintained special schools, academy special schools, non-maintained schools, specialist resourced provision in mainstream maintained and academy schools.
- 2.2 The intention of the place plus approach is to:

[...] ensure that all providers, mainstream and specialist, will be funded on an equivalent basis. This approach has been designed to be straightforward and transparent, so as to encourage flexibility and, where appropriate, improve choice

para 89 [School Funding Reform Arrangements for 2013-14](#)

- 2.3 There are two funding elements:
- a) place funding
 - b) top up funding
- 2.4 Independent special schools are not covered by the place plus funding approach for 2015/16:

Although we are planning to bring some independent special schools within the high needs funding system of place and top up funding, this will require adjustments to local authorities' DSG allocations and we will not be making any such adjustments in 2015-16.

[Schools revenue funding 2015 to 2016 Operational guide Version Dec 14](#)

Centrally Funded and Provided Resource Provisions

- 2.5 The DfE guidance assumes that funding for resourced provision is delegated to the host mainstream school. This happens in the majority of cases. However, a number of Local Authorities fund the resourced provision centrally often with LA staff from the sensory support service working in the provision. This has the advantage of enabling the flexible use of staff in response to fluctuations in numbers and ensures they benefit from professional support, direction and training from the sensory support service. The DfE guidance does not advise on these arrangements.

Chart 1: Pre-16 specialist SEN settings

| | | |
|--|---|--|
| Element 1: Core education funding | Base funding of £10,000 for, 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. | <p>Providers will receive base funding of £10,000 for an agreed number of planned places. This will be the only factor that can be used in setting the place-led funding of a specialist setting. This will ensure that</p> <ul style="list-style-type: none">• There is broad equivalence of funding for high needs provision across mainstream and specialist settings• All pre-16 specialist high needs provision is funded on an equivalent basis. <p>This budget will be provided by the maintaining local authority (for maintained schools) or the EFA (for Academies).</p> <p>Prior to the implementation of these new funding arrangements, we will work with local authorities to ensure information about the number of planned places in each institution is accurate (see section 3.10). Thereafter, there will be a simple process for ensuring that the number of funded places is reviewed at least every two years and, if necessary, adjusted. (pp.68-70)</p> |
| Element 2: Additional support funding | | |
| Element 3: Top-up funding | “Top-up” funding from the commissioner to meet the needs of each pupil placed in the institution. | <p>Top-up funding will be:</p> <ul style="list-style-type: none">• Provided direct to the provider from the commissioning local authority• Provided in or close to the pupil’s real-time movement• Based on the pupil’s assessed needs |

Specialist placements for pre-16 high needs pupils refer to placements where there is a designated “place” set aside specifically for pupils with high needs. These include special schools, special Academies, special Free Schools, and special units/resource provision in mainstream settings. (see section 3.6). We are considering the route through which independent and non-maintained special schools will receive base funding within these arrangements (see p.61).

Sourced from: [School funding reform: Next steps towards a fairer system - Improving arrangements for funding pupils and students with high needs: Additional illustrative information School funding reform](http://bit.ly/199gAFP)
(<http://bit.ly/199gAFP>)

3. PLACE FUNDING AND PLACES

3.1 Pre-16 specialist providers receive base funding of £10,000 per planned place. This is roughly equivalent to what a mainstream school would contribute towards meeting the total cost of a pupil with high needs (made up of approximately £4,000 basic core education funding and the £6,000 contribution schools make toward meeting the additional needs of high needs pupils in a year).

3.2 The number of places is currently determined by the local authority:

Special units and resourced provision are funded according to the number of places that have been agreed by the local authority designating the provision, taking into account the places likely to be used by other authorities

[Schools revenue funding 2015 to 2016 Operational guide Version Dec 14](#)

3.3 To avoid double funding of pupils attending the resourced provision in mainstream schools they are excluded from the number on roll used to calculate a school's core mainstream formula budget (i.e. education core funding, such as the age weighted unit funding or the notional SEN budget) that is funded from the schools block.

*[...] this specialist provision is not funded through the main school funding formula: the place funding comes from the high needs funding block rather than the schools block
....Consequently, the number of pupils aged under 16, on which the pre-16 formula funding for the mainstream school is based, should exclude those pupils in the provision. This should be calculated by reference to the number of places in the provision which are used by pupils in the school (as opposed to pupils on the rolls of other schools) excluding places occupied by under 5s and pupils aged 16 to 19, although authorities can use a different basis if this is agreed by the EFA*

(Para 95 and 96 [Schools revenue funding 2015 to 2016 Operational guide Version Dec 14](#))

3.4 This is an important point to note as sometimes there may be a perception that all of the place funding in resourced provision is to provide additional support. However, the £10,000 includes the cost of the basic entitlement for all pupils. It is therefore:

- a) legitimate for the school to use an element of the place funding to support core mainstream/universal education provision that is available to all pupils; and this amount may be higher in a secondary school than a primary school as the core pupil funding such as the value of the AWPU is higher
- b) to ensure the top up funding is sufficient to ensure all additional needs above the core/universal offer can be met.

3.5 Thus for resourced provision in mainstream schools

Top-up funding rates should mainly reflect the additional support costs in excess of £6,000 relating to individual pupils

Para 125 [Schools revenue funding 2015 to 2016 Operational guide Version Dec 14](#)

4. TOP UP FUNDING

4.1 Purpose of top up

Top up funding is to meet the total cost of provision that is in excess of the £10,000 place funding. This funding comes from the local authority to which the pupil belongs.¹

Additional funding will be provided in the form of top-up funding by the commissioner responsible for the pupil or student. Top-up funding will be provided on a per-pupil or per-student basis, based on the assessed needs of the pupil or student, and agreed between the commissioner and provider

Para 56 [2013-14 Revenue Funding Arrangements: Operational Guidance for Local Authorities](#)

4.2 Factors to consider when determining top up

In its guidance the DfE states that the top up levels must be based on the pupil's assessed needs and that top up levels may vary depending on the school the pupil attends.

The way top-up funding is set and agreed is a matter for local determination. Local authorities will need to work with providers to develop suitable arrangements. Top-up funding must be provided in a way that reflects a pupil's or student's needs and the cost of the provision they receive in the setting in which they are placed. It is unlikely that a standard approach that did not take account of the different costs of provision in different settings would do this adequately

Paras 56 and 57 of [2013-14 Revenue Funding Arrangements: Operational Guidance for Local Authorities](#)

Top-up funding must reflect a pupil's needs and the cost of the provision they receive in a particular setting. This is likely to mean that the level of top-up funding will be different in different settings.

(Para 109 of [School Funding Reform Arrangements for 2013-14](#))

Top-up funding rates are for local authorities to agree with the schools and academies making the provision, and can reflect both the needs of the individual and the cost of meeting those needs in the school or academy.

Para 90 [Schools revenue funding 2015 to 2016 Operational guide Version Dec 14](#)

4.3 The government's guidance for 2015/16 shows that a number of LAs are recognising these variables in their top up rates. Top up can:

[...]also reflect costs that relate to the facilities provided either to individuals or on offer to all, and can take into account expected occupancy levels and other factors. Accordingly, some local authorities set top-up funding rates that are specific to each institution. Others have opted for a more uniform approach so that funding for particular types of need is the same, or within bands. And others combine these two approaches. We are not more prescriptive about the approach to be taken in 2015-16, than we have been in previous years

Paras 125 and 126 [Schools revenue funding 2015 to 2016 Operational guide Version Dec 14](#)

¹ Normally the LA where the pupil resides or with responsibility for the child if the child is in public care

5. ARROACHES TO FUNDING SPECIALIST PROVISION

5.1 There are 3 broad approaches to calculating top up required:

- a) an approach based on cost of provision and occupancy rates
- b) the use of resource banding
- c) funding individual need.

5.2 As the DfE has noted, some LAs may use these approaches in combination and this is illustrated in appendix 2 on case studies (see Surrey).

5.3 Cost and occupancy rates approach

This is a pragmatic approach to ensuring the needs of pupils on roll are met. It is suited to circumstance where numbers can fluctuate from year to year and helps provide an element of stability to the school.

5.4 For example, there may be a resourced provision with 10 pupils with sensory impairment on roll which cost £180,000 per year. Hence the place funding is £100,000 ($10 \times £10,000$) and the average top up per pupil is £8,000 per pupil ($£80,000/10$).

5.5 If numbers fell to 8 pupils it may not be possible to reduce spending by £36,000 without having an adverse impact on the provision's ability to meet the needs of the remaining pupils on roll. If costs could not be reduced at all then the place funded element would fall to £80,000 ($8 \times £10,000$) but the total top up payment would increase to £100,000 or average top up funding per pupil would increase to £100,000 or £12,500 per pupil. However, if it was possible to reduce cost by £20,000 to £160,000 then the total top up payment required would be £80,000 or £10,000 per pupil.

5.6 If numbers increase it may be possible to reduce top up payments. For example if the number of pupils increased from 10 to 12 and the cost increased by £20,000 then the place funding would be £120,000 and the total top up funding would be £80,000 (an average £6,667 per pupil).

5.7 Resource Banded Approach

Some LAs have developed resource bands that contain descriptors of a pupil's needs and the provision required to meet those needs. A level of funding is allocated to each band. A pupil's needs are assessed and matched to the appropriate band and this determines the level of top up a school provides.

5.8 This approach is more likely to establish a relationship between funding a pupil's needs than an approach based on cost and occupancy. It could ensure a consistent level of funding across different types of providers and is transparent.

5.9 However, there are some drawbacks. Resource bands can cover a wide range of needs so it is less compatible with person centred support than an individualised approach. For schools with low numbers of pupils on roll this can create funding problems if there is a predominance of pupils whose needs are at the higher end of the banding because there is an implicit assumption that there is a balanced distribution of pupils (e.g. for every pupil at the higher end of the band there is one at the lower end). The use of resource banding can make it more difficult to reflect different contexts and fluctuating occupancy rates. It would however be possible to use the resource bands as a broad guidance and then apply a degree of flexibility to recognise particular circumstances and changes in occupancy.

5.10 Individualised approach

With this approach top up is based on the assessed need of the individual pupil. It can take account of the needs of the pupil in a particular context and therefore can respond to changes in the cost of provision, which may vary from year to year because of changes in occupancy rates. This approach is most consistent with the person centred approach required in the SEND Code of Practice. However, it can be less transparent than resource banding.

5.11 Protections and enhancements to top ups

It should also be noted that there are some constraints on the top-up funding rates that can be adopted. They have to comply with the protection arrangements for special schools and academies outlined in appendix 2 of this briefing paper. Also, where there is additional delegation of funds to mainstream schools and academies, for services (eg insurances, license fees) that can be de-delegated, top-up funding should be enhanced proportionately so that special schools and academies can buy back into those services if they wish to do so and the service is offered to them or they can make alternative arrangement.

5.12 NatSIP's straw poll of funding arrangements in 12 local authorities

NatSIP's straw poll of 12 LAs who had resourced provision found that:

- the provision was centrally funded in 4 instances
- resource bands we used in 4 instances
- top up was based on actual cost of making the provision in 3 cases
- an individualised pupil need approach was used in 1 instance

6. COLLABORATIVE APPROACHES

6.1 The DfE guidance allows a considerable degree of local discretion in deciding funding arrangements. It is clear that local authorities are using these flexibilities. However, different approaches can prove problematic for schools that admit pupils from two or more local authorities. It can result in pupils with very similar levels of need receiving different levels of top up. In some cases a maintained school may be operating to its local authority's cost recovery model that reflects changes in occupancy rates, but other local authorities may be reluctant to pay for an increase in top up to adjust for a fall in numbers, as illustrated by the example in paragraph 5.5 above.

6.2 For this reasons the DfE strongly urges LAs to adopt a collaborative approach:

It is clearly sensible for local authorities to understand what approach their neighbouring local authorities are taking and to collaborate on common funding methodologies. We would encourage more collaboration than has happened to date as we think this will make the funding arrangements more transparent, help those institutions that routinely receive top-up funding from more than one local authority, and ultimately benefit parents and young people because it will increase their choice of provision that best meets their needs.

Paragraph 127 [Schools revenue funding 2015 to 2016 Operational guide Version Dec 14](#)

7. MAKING PAYMENTS

7.1 Payments to the school should relate to the period the pupil attends the schools:

The top-up funding paid to an institution should relate to the period that the pupil or student is at the institution. We are not prescriptive about whether this is calculated on a daily, weekly, monthly or longer basis, but the local authority will wish to avoid arrangements that entail double funding when a pupil or student has moved from one institution to another, so should not enter into agreements with institutions that commit top-up funding for long periods after the pupil or student has left.

Para 129 [Schools revenue funding 2015 to 2016 Operational guide Version Dec 14](#)

7.2 A condition of grant attached to the Dedicated Schools Grant emphasises that LAs are required to make timely payments to schools:

As in 2014-15, there will be a condition of grant attached to the DSG allocations that requires local authorities to make top-up payments to institutions for high needs pupils in a timely fashion and on a basis agreed with the institution. Payments should be monthly unless otherwise agreed (e.g. termly in advance). This does not mean that payment arrangements have to be administratively cumbersome. Local authorities are adopting various methods of administering their top-up funding and there are examples of streamlined arrangements – such as payment on the basis of simple schedules, rather than payment on receipt of individual invoices for each pupil – that should be adopted more widely

Para 130 [Schools revenue funding 2015 to 2016 Operational guide Version Dec 14](#)

8. FUNDING ARRANGEMENTS IF ALL THE PLACES ARE OCCUPIED

8.1 There may be occasions where all the funded places are occupied and the LA needs to place another pupil in the school. In this case it would be the responsibility of the LA to fund the full cost of this placement from its High Needs Block for that financial year (i.e. place funding and top up). The government guidance advises that the cost would need to be agreed between the LA and school. It suggests that the required payment could be based on marginal cost rather than average cost, although this is a matter for local determination. In subsequent years the school could receive place funding and the LA would then pay the standard top up rate.

9. FUNDING OF OUTREACH PROVISION

9.1 In some instances schools provide outreach support. This is to be funded outside of the place plus arrangement:

[...] where aspects of high needs provision are not arranged in the form of places – for example, specialist support for pupils with sensory impairments, local authorities may fund this provision from their high needs budget as a separate arrangement. Where such services are delivered or commissioned directly by schools or other institutions, the authority may devolve the funds to the institutions under appropriate service level agreements.

Para 66 2014-15 Revenue Funding Arrangements:
Operational Information for Local Authorities

10. PROTECTION FOR SPECIAL SCHOOLS

- 10.1 There are protection arrangements for maintained and academy special school funding to ensure budgets are reduced by no more than 1.5%:

Through a condition of grant attached to local authorities' DSG allocations, local authorities, in deciding on top-up funding rates for the pupils they will place in special schools maintained by the authority and special academies formerly maintained by the authority, must ensure that the rates for each school are set no lower than at such a rate or rates that, if all the pupils in the school or academy were placed by the authority, and the total number and type of places remained the same in the two financial years, the school or academy's budget would reduce by no more than 1.5% in cash between 2014-15 and 2015-16.

Para 101 [Schools revenue funding 2015 to 2016 Operational guide Version Dec 14](#)

- 10.2 Further detail on how the protection arrangements operate is given in Appendix 2.
- 10.3 The nature of resourced provision in mainstream schools means that the protection arrangements outlined in appendix 2 do not apply. However, the DfE guidance does give LAs the flexibility to consider what could be done to maintain the equivalent levels of protection to help ensure a stability of provision.

APPENDIX 1: CASE EXAMPLE OF FUNDING RESOURCED CENTRES

Surrey

SEN centres are funded at a sum per place (£10,000) plus a per pupil top up, which varies during the year as pupils move into and out of centres. Pupils in SEN centres no longer count in the “main school” funding formula. However, the “top up” per Centre pupil normally includes funding in lieu of the “main formula” funding which these pupils would previously have received. The top up rate varies according to the pupil needs for which the centre provides and the deprivation and SEN characteristics of the host school.

Para 93 [Secondary Schools’ Budgets 2015/16](http://bit.ly/1LRRNbs) (<http://bit.ly/1LRRNbs>)

A more detailed description is given in [Annex to Notes and Guidance to the 2015/16 budget](#).

In summary:

Places are funded at £10,000 per place for the number of places agreed with the DfE (or exceptionally for additional places which Surrey has agreed to fund).

To calculate **top up rates** Surrey starts with the pupil’s needs, which are based on the former 2012/13 place funding plus adjustments to reflect need.

The £10,000 place funding is deducted from this. Place centre capitation is added at a historic rate and also a sum in lieu of mainstream formula funding (for SEN centre categories which existed in 2012/13). An adjustment is made for occupancy.

Adjustments: Funding is included in Centre funding for costs that were met by “whole school” factors up to and including 2012/13 (such as premises costs).

Occupancy: The occupancy factor allows for the fact that centres are not always full and number fluctuate. It is applied to enable a degree of financial stability. For HI centres the occupancy factor is 95% and VI centres 75% to recognise the large fluctuations in numbers.

Sum in lieu of mainstream funding: This is the funding which the school would attract through the “mainstream” formula if the Centre pupils were funded through the “main” formula in the normal way (as they were in 2012/13). It is made up of:

- AWPU/basic entitlement appropriate to age
- Deprivation, low attainment, EAL, LAC and mobility funding, each at the average rate paid per pupil on the school roll but NOT in the SEN centre.

Funding for additional pupil needs: Where a pupil has additional needs that require significant staff support over and above what is normally required for pupils in that centre additional funding may be made available.

Pupils placed by other local authorities

Surrey assumes, for purposes of the initial budget, that they will be funded at the Surrey funding rate but the funding rate is a matter for negotiation between the school and LA who has placed the pupil.

Amending the number of places during the year

Where the number of pupils placed during the year exceeds the number of funded places, additional places will be funded at 60% of the full place rate (i.e. at £6000 pa)

Levels of top up for resourced centres in Surrey 2015/16

Levels of top up vary between centres reflecting differences in need. The range of top up funding for 2015/16 is summarised in the table below:

| Key Stage | Level of Top Up | |
|------------------|---|--|
| | Hearing Impairment | Visual Impairment |
| Key stages 1 & 2 | £5,700 - £7,000 £17,700 for sign support | £7,400 £21,300 for blind |
| Key Stage 3 | £7,600 - £8,000 £18,700 for sign support | £7,500-£8,000 £21,600 - £21,900 for blind |
| Key Stage 4 | £8,400-£8,800 £18,900 for sign support | £8,300-£8,900 £22,200 – 22,800 for blind |
| Key Stage 5 | £8,300 £18,800 for signed support | £8,100 - £8,300 |

All figures rounded to nearest £100 – for more detail see [Annex to Notes and Guidance to the 2015/16 budget](#) on Surrey's website

Bradford

Bradford uses a banded approach which it refers to as ranges. Top up is provided at range 4.

Pupils assessed to be in the range of 5 or 7 are eligible for a place in additionally resourced provision.

The funding levels for range 5 and 6 are:

| Range | Place Funding | Top Up |
|---------|---------------|------------------------------|
| Range 5 | £10,000 | £10,805 |
| Range 6 | £10,000 | £14,398 |
| Range 7 | £10,000 | £23,658 (very complex needs) |

The descriptors taken from Bradford's [SEN Guidance 2014 Hearing Impairment](http://bit.ly/1BfOmBa) (http://bit.ly/1BfOmBa) for ranges 5 and 6 are set out in the tables below:

| RANGE 5 HI DESCRIPTORS IN BRADFORD | | |
|---|---|---|
| Range 5 | These pupils will access the provision in an Additionally Resourced Centre | |
| Bradford's Hearing Impairment Descriptor | <ul style="list-style-type: none"> • Bilateral moderate/severe/profound permanent hearing loss • Additional language/learning difficulties associated with hearing loss • BSL/SSE will be needed for effective communication • Will have hearing aids/cochlear implants and a radio aid • Profound difficulty accessing spoken language and therefore the curriculum without specialist intervention • Speech clarity will be profoundly affected • Will have significant difficulties with attention, concentration, confidence and class participation • Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder • Profound language delay and communication difficulties which prevent the development of appropriate social and emotional health. | |
| | School will provide | LA will provide |
| Assessment and Planning | Assessment: <ul style="list-style-type: none"> • Must be part of school and class assessments • Must have modification to the presentation of assessments Planning: <ul style="list-style-type: none"> • Curriculum plan must closely track levels of achievement and all IEP targets are individualised, short term and specific | <ul style="list-style-type: none"> • Speech audiometry and other specialist tools must be used to assess access to spoken language • Must have systematic application of speech language and communication assessment tools for deaf children • Must have assessment by education and non-education professionals as appropriate |

| | | |
|--|--|--|
| Grouping for Teaching | <ul style="list-style-type: none"> • Must have mainstream class with flexible grouping arrangements • Must have ongoing opportunities for 1:1 support focused on specific IEP targets • Must have frequent opportunities for small group work based on identified need • Must have particular attention to seating, lighting and acoustics | <ul style="list-style-type: none"> • Support and advice from a teacher of the deaf |
| Human Resources/ Staffing | <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from ToD • Must have ongoing assessment of needs using specialist and NC guidance | <ul style="list-style-type: none"> • Must have advice from non-educational professionals including SALT as appropriate – up to 1 hour per week • Must have timetabled teaching support directly from a ToD • Must have on going assessment from an educational audiologist – up to 12 hours per annum • Must have additional adults with appropriate training under the direction of the teacher and ToD to: <ul style="list-style-type: none"> ○ reinforce lesson content ○ deliver modified curriculum tasks ○ support language development • Access to deaf adults and peers • Specialist support staff with appropriate BSL/communication skills |
| Curriculum & Teaching Methods | <ul style="list-style-type: none"> • Must have opportunities for explanation, clarification and reinforcement of lesson content and language • Must have differentiation by presentation and/or outcome personalised to pupils' identified needs (school planning) | <ul style="list-style-type: none"> • Must have differentiation by presentation and/or outcome personalised to pupils identified needs (ToD planning) |
| Resources | <ul style="list-style-type: none"> • Must have access to a quiet room for small group and 1:1 sessions | <p>Must have:</p> <ul style="list-style-type: none"> • Electro-acoustic assessment of auditory equipment • Provision of personal FM systems and soundfield systems • Specific deaf-related training for staff |

| RANGE 6 HEARING IMPAIRMENT DESCRIPTORS IN BRADFORD | | |
|--|---|---|
| Range 6 | These pupils will access the provision in an Additionally Resourced Centre | |
| Bradford's Hearing Impairment Descriptor | <ul style="list-style-type: none"> • Primary need is hearing loss and is bilateral moderate/severe/profound permanent • Additional difficulties and learning needs not associated with hearing loss. • Profound language/learning difficulties associated with hearing loss • May have BSL/SSE or augmentative communication needed for effective communication • Will have hearing aids/cochlear implants and a radio aid • Profound difficulty accessing spoken language and therefore the curriculum • Speech clarity will be affected • Difficulty with attention, concentration, confidence and class participation • Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder • Profound language delay and communication difficulties which prevent the development of appropriate social and emotional health | |
| | School will provide | LA will provide |
| Assessment and Planning | Assessment: <ul style="list-style-type: none"> • Must be part of school and class assessments • Must have modification to the presentation of assessments Planning: <ul style="list-style-type: none"> • Curriculum plan must closely track levels of achievement and all IEP targets are individualised, short term and specific | <ul style="list-style-type: none"> • Speech audiometry and other specialist tools must be used to assess access to spoken language • Must have systematic application of speech language and communication assessment tools for deaf children • Must have assessment by education and non-education professionals as appropriate |
| Grouping for Teaching | <ul style="list-style-type: none"> • Must have mainstream class with flexible grouping arrangements • Must have ongoing opportunities for 1:1 support focused on specific IEP targets • Must have frequent opportunities for small group work based on identified need • Must have particular attention to seating, lighting and acoustics | <ul style="list-style-type: none"> • Support and advice from a teacher of the deaf |

| | | |
|--|---|---|
| Human Resources/ Staffing | <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from ToD • Must have ongoing assessment of needs using specialist and NC guidance | <ul style="list-style-type: none"> • Must have timetabled teaching support directly from a ToD • Must have on going assessment from an educational audiologist – up to 12 hours • Must have additional adults with appropriate training under the direction of the teacher and ToD to: <ul style="list-style-type: none"> ○ reinforce lesson content ○ deliver modified curriculum tasks ○ support language development • Access to deaf adults and peers • 1:1 support from Specialist support staff with appropriate BSL/communication skills and skills in supporting additional needs • Must have advice from non-educational professionals including SALT as appropriate – up to 1 hour per week |
| Curriculum & Teaching Methods | <ul style="list-style-type: none"> • Must have opportunities for explanation, clarification and reinforcement of lesson content and language • Must have differentiation by presentation and/or outcome personalised to pupils identified needs (school planning) | <ul style="list-style-type: none"> • Must have differentiation by presentation and/or outcome personalised to pupils identified needs (ToD planning) |
| Resources | <ul style="list-style-type: none"> • Must have access to a quiet room for small group and 1:1 sessions | <p>Must have:</p> <ul style="list-style-type: none"> • Electro-acoustic assessment of auditory equipment • Provision of personal FM systems and soundfield systems • Specific deaf-related training for staff |

The descriptors taken from Bradford's Guidance for Children and Young People with Visual Impairment for ranges 5 and 6 are set out in the tables below:

Guidance for Children and Young People with Visual Impairment

Educationally blind - ARC provision, Primary and Secondary

PROFOUND - Range 5

| | | |
|---|--|--|
| Bradford Descriptor VI | Usually pupils who are born with severe visual impairment who are identified early on as being tactile learners. Pupils who may be new to the country, with severe visual impairment. These pupils will usually be registered blind and learning by tactile methods; they will have little or no useful vision, and very limited or no learning by sighted means. | |
| | SCHOOL/GOVERNORS PROVIDE : | LOCAL AUTHORITY PROVIDES: |
| Assessment & Planning | <p>The school must work in partnership with ARC staff to facilitate assessment and planning across the curriculum.</p> <p>The school must ensure that all staff are aware that the pupil will be experiencing severe visually related learning difficulties, and provide support to enable teachers to plan appropriately. Opportunities should be in place for regular reviews of planning.</p> <p>The school must monitor pupil progress in this respect.</p> <p>The school will monitor progress via Annual Reviews, in partnership with ARC staff.</p> | <p>Initial visual assessment, including visits, report writing and admin time – up to 8 hours.</p> <p>The report written by a QTVI and Habilitation Officer, will be shared with all stakeholders, and will include information as outlined in the Universal offer.</p> <p>On-going assessment, teaching, advice, support and monitoring from a QTVI and from specialist support assistants, on a daily basis, to work with the pupil, their family and with school staff.</p> |
| Groupings for teaching | <p>Inclusion in mainstream classes, with opportunities for individual and group work to meet curriculum and safety needs and to facilitate inclusion and access.</p> | <p>Individual or small group ARC lessons to deliver</p> <ul style="list-style-type: none">• the specific VI curriculum• interventions based around tactile literacy, numeracy and ICT. |

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| Human resources & staffing | <p>VI ARC pupils are on roll of school, and have access to the whole school community</p> <p>Whole school staff to attend regular training opportunities for mainstream school staff</p> | <p>Daily skills teaching from a QTVI to include</p> <ul style="list-style-type: none"> • up-date of braille skills, • specialist teaching including tactile skills, • specialist teaching approaches to individual subjects where required. <p>QTVI to have daily contact and liaison with mainstream staff</p> <p>Additional daily support from a team of specialist support assistants, trained to support a tactile curriculum and to facilitate inclusive and independent learning and to ensure safety.</p> <p>Daily access to a Technical Officer to produce resources and provide training on ICT equipment.</p> <p>Programme of work from Habilitation Officer, frequency based on assessed need, equivalent to weekly contact.</p> <p>ARC staff to provide regular whole school training opportunities for mainstream school staff</p> <p>ARC staff to provide additional support for parents, in partnership with school.</p> |
| Curriculum and Teaching Methods | <p>Quality First Teaching</p> <p>Full inclusion within the mainstream curriculum made accessible for educationally blind pupils</p> <p>All school staff must be responsible for providing lesson and curriculum content ahead of the lesson, so it can be produced in an alternative format by the ARC.</p> <p>Teaching methods based on experiential and tactile learning with a strong verbal emphasis.</p> <p>Inclusive opportunities to mix with both sighted and non-sighted peers.</p> | <p>Full inclusion within the mainstream curriculum made accessible for educationally blind pupils</p> <p>Presentation of learning materials in alternative formats, including Braille, tactile diagrams, audio/speech</p> <p>Individual teaching of skills as appropriate for an educationally blind child: cognitive, language, social/emotional, tactile, mobility, independence, careers.</p> <p>Withdrawal from mainstream curriculum, where appropriate, to enable specialist ICT teaching, and intervention on subject basis where required</p> |

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| Resources and Intervention Strategies | <p>Day to day ICT for the pupil and for staff to produce Braille and other tactile resources.</p> | <p>Braille and other tactile learning materials.</p> <p>Full suite of ICT for pupils and staff to produce Braille and other tactile resources.</p> <p>Range of ICT e.g. talking microwave, talking calculator, talking scales, etc.</p> <p>Braille and other tactile learning materials; tactile learning packs, library of tactile books, tactile globe, body parts, etc.</p> <p>Range of tactile learning equipment for maths and science.</p> <p>Perkins braille, Electronic braille/note taker and/or laptop with speech software for each pupil</p> <p>Miscellaneous equipment to support non-sighted learners</p> |
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| Guidance for Children and Young People with Visual Impairment | | |
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| Additional needs VI - Range 6 | | |
| Bradford Descriptor VI | <p>Pupils with severe learning difficulties as a prime need, and who are blind or partially sighted, or have a diagnosis of CVI, as a secondary need.</p> <p>Distance vision: difficulty identifying any distance information</p> <p>Near vision: will have difficulty responding to facial expressions at 50 cm.</p> | |
| Assessment & Planning | <p>The school must make the report available to all the appropriate staff</p> <p>School must ensure that all staff are aware of strategies, interventions and resources.</p> <p>School must monitor pupil progress</p> | <p>All these pupils will have a Statement/EHC Plan</p> <p>Initial visual assessment, including visits, report writing and admin time – up to 8 hours.</p> <p>The report written by a QTVI and Habilitation Officer, will be shared with all stakeholders, and will include information as outlined in the Universal offer, and strategies for working with the pupil.</p> |
| Groupings for teaching | <p>Special school class</p> <p>Small group teaching</p> | |
| Human resources & staffing | <p>School must provide Teaching Assistant support for on-going visual assessments and interventions.</p> | <p>Specialist support from a QTVI for children with additional and complex needs, who will provide:</p> <ul style="list-style-type: none"> • advice and support to school, and staff • training • visual assessment, as required <p>equivalent to 18 hours annually</p> <p>Input from a Habilitation Officer, to provide support and advice to the school, in partnership with the QTVI</p> |
| Curriculum and Teaching Methods | <p>Special school curriculum, with multi-sensory approach</p> | |
| Resources and Intervention Strategies | <p>Access to multi-sensory equipment, e.g. sensory pool, trampoline, light room.</p> | <p>Information relating to resources and intervention strategies will be made available by the QTVI</p> |

Guidance for Children and Young People with Visual Impairment**COMPLEX - Range 7**

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| Descriptor | Pupils with severe and complex needs, where visual impairment is one of a number of needs, who require continual 1-1 or 2-1 support Information relating to all the categories below will be determined by the individual needs of the pupil |
| Assessment & Planning | Assessment as above Referral for Assessment of SEN |
| Groupings for teaching | Individual placement |
| Human resources & staffing | Initial assessment and written report of functional vision from a QTVI. Further input by arrangement. |
| Curriculum and Teaching Methods | Personalised curriculum |
| Resources and Intervention Strategies | As appropriate |

APPENDIX 2: PROTECTION ARRANGEMENTS FOR SPECIAL SCHOOLS

The DfE gives detailed guidance on the operation of the protection arrangements for special schools:

101. *Through a condition of grant attached to local authorities' DSG allocations, local authorities, in deciding on top-up funding rates for the pupils they will place in special schools maintained by the authority and special academies formerly maintained by the authority, must ensure that the rates for each school are set no lower than at such a rate or rates that, if all the pupils in the school or academy were placed by the authority, and the total number and type of places remained the same in the two financial years, the school or academy's budget would reduce by no more than 1.5% in cash between 2014-15 and 2015-16.*
102. *The way to do the calculation is to look at 2014-15 in this way:*
 - *Number of places of different types*
 - *Top-up funding for each type of place from the authority**Assume all the places are full and add the base funding to the top-up funding*
103. *Then for 2015-16, keep the place numbers and types the same. Reduce the total budget by 1.5% to calculate the minimum top-up funding rates for 2015-16 and compare this to the budget calculated using the proposed 2015-16 rates. If the proposed top-up rates would result in a budget reduction greater than 1.5%, then those rates need to be adjusted until they at least meet the minimum level. Finally the revised top-up rates are applied to the new number and mix of pupils. So, the changes in numbers therefore come at the end of the calculation and can flow through as is the case with pupil number changes in the mainstream minimum funding guarantee calculation.*
104. *Where there are changes to bandings, authorities should use the 2014-15 pupil numbers and types for each school, then apply the new bandings, and see whether any special school/academy loses more than 1.5%. If they do, then it would be necessary to adjust the bandings or apply for an exemption.*
105. *As in 2014-15, the protection calculation should ignore all the top-up funding rates that apply to pupils from other local authorities. The protection only applies to top-up funding from the maintaining local authority or, in the case of an academy, the authority that previously maintained it. The calculation assumes that all the pupils in the school or academy are placed by the authority. In many cases local authorities in a region will have agreed to use the maintaining authority's rates for cross border placements, and carrying on with such a collaborative approach will give added protection to their special schools and academies.*
106. *In calculating this protection local authorities should make sure that they are comparing like with like, and adjustments can be made for changes in the nature of the provision. For example, if 2014-15 top-up funding rates included an element – say, £1,000 – for residential accommodation that all pupils could use on an occasional basis, but that will be closed in 2015, the 2014-15 rates would be reduced by £1,000 before a further maximum reduction of 1.5% was applied in calculating the minimum rates for 2015-16.*

107. *It will continue to be possible for local authorities to apply for exemptions from this condition of grant. In applying for exemptions, local authorities will be expected to demonstrate that the relevant changes have been discussed in the local schools forum, and have the support of those schools and academies affected. Examples of such exemptions might be:*
- *where it is impracticable to compare the top-up funding rates in 2015-16 with those in 2014-15, despite the allowable adjustments referred to above, because of significant changes resulting from larger scale reorganisation of special school provision or the introduction of a different banding arrangement across all schools and academies in the authority*
 - *where a group of local authorities is negotiating and intending to introduce a set of common top-up funding tariffs.*

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