



# Key Facts: Funding for Children and Young people with SEND

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## Document Details

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## Funding for universal SEN provision

*Also known as*

- *AWPU funding (Age Weighted Pupil Unit)*
- *Element 1*

Every school and FE College gets this funding for all children and young people.

It is the school or College's decision on how to use this funding.

This funding can be used to:

- Employ teaching staff, including SENCos, administration and support staff.
- Utilities and running costs
- Books and resources
- General staff training  
etc

The amount is decided on the number of children or young people in the school or College, against a nationally agreed formula on a specific day.

This is known as Autumn Census day in Schools and FE Colleges.

## Funding for targeted provision

*Also known as*

- *Element 2 Funding, E2*
- *Individual Assigned Resources [IAR]*
- *Low cost high incidence [LCHI]*
- *Notional SEN*
- *Disadvantaged funding*

In schools...

Every school gets funding calculated through a national formula for children with SEN, the majority of which is fixed for a year based on the number of children with SEN on Autumn Census Day.

In FE Colleges and School Sixth forms...

Every College and Sixth Form gets an amount of funding calculated through a national formula for young people with additional needs plus an amount based on the number of young people who get high needs funding from the Local Authority

It is the school or College's decision on how to use this funding.

This funding can be used to provide support that is seen as '**additional to or different from**' \* the provision that is available to every learner:

- Specific SEN training: e.g. whole school autism training, training for TA on administering physio
- Support and advice from professionals: e.g.: Speech and Language or Behaviour Support
- Specialist equipment: Chair as recommended by Occupational Therapy
- Staffing and resources for support and intervention at group level, i.e. literacy or numeracy groups
- Staffing and resources for individual support/intervention e.g. literacy support in lessons or speech and language programme

This is not an exhaustive list; for further advice and support see the [Devon Graduated Response documents](#).

It is every school/College's responsibility to manage and use their SEN funding appropriately.

They can use the **SEN evaluation tool** to demonstrate the impact that the SEN funding has on this cohort of learners.

This funding is used to support children with both low and high-level needs and will also be used to support children who have an Education Health and Care Plan.

Schools and Colleges have autonomy on how they use this funding, but also can move staffing, resources and equipment across the academic year and across different groups and learners.

\* To decide what is 'additional to' and 'different from'  
Consider the following:

Would or should this resource/intervention be available whether or not this child or young person was here?

## Funding for specialist provision in mainstream

*Also known as*

- *Top up Funding*
- *Element 3*
- *High Needs funding*

This is additional funding decided by and allocated by the local authority to a school or College. It is only allocated to children with an Education, Health and Care Plan.

The reason for this funding is determined and specified by the local authority. The level of funding is decided through the SEND [Provision Descriptors](#) which match the provision in the EHCP

Schools and Colleges will use the previously mentioned funding plus this ‘top up’ funding to meet the needs of children with a Plan.

This top up funding follows a named individual whilst they are in school or move to a different school. The funding follows them.

## Funding for Special Schools and Units

Special schools or units can be maintained by the local authority. You can find [a list of Devon’s maintained schools here](#). Children and young people can also be placed in an independent special school. You can find further [information about independent special schools here](#).

Children and young people are placed in special schools by the local authority with an EHCP.

### **Special Units in Mainstream Schools**

The school receives

- the universal provision funding in their school budgets as described above.
- the targeted provision funding is planned by with the local authority and is calculated against the places in the unit
- a set level of specialist provision funding that is allocated against each learner.

Each school has a service level agreement with the LA in place.

### Maintained Special Schools

The school receives

- **Universal and targeted** – known as **Place** funding  
a set amount £10,000 per place  
each place is agreed by the local authority
- **Specialist/Top Up** funding  
attached to a named individual with an EHCP

In a Devon maintained special school the top up is a fixed amount dependent on the type of provision in the school.

### Independent Special Schools

The funding is individually negotiated against the provision specified in the individual EHCP. These schools have an individual contract for each learner to ensure the provision occurs.

The local authority considers the funding to these schools ensuring there is value for money in using the public funds available.

## High Needs Block

The High Needs Block (HNB) is a Government Grant given to the LA, and is managed by the Local Authority. It comes under the oversight of the Devon Education Forum who take on an external monitoring role.

The High Needs Block funds the following SEN provision

- Specialist provision/top up funding in mainstream and special schools/units
- All funding for placements in independent schools

In addition, it funds

- SEN Support services to schools and Colleges
- Alternative provision for learners permanently excluded from school (aged 5 - 16)
- Medical provision for learners agreed as medically unable to attend school (aged 5-16)
- Medical provision for post 16 learners with an EHCP agreed as medically unfit to participate in education or training (16-19)

SEN officers work closely with the School Funding Group to manage the demands on this block of funding.

The [High Needs Block Review](#) takes place annually and covers the spend against all the types of provision and the funding levels and trends. It also details the pressures.