



Northumberland
Information
Advice &
Support
Service

Funding for special educational needs in mainstream schools in Northumberland

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

Northumberland Information, Advice and Support Service can 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.

The service can be contacted by phone: **01670 623555** or **01670 620350**
or email: **iass@northumberland.gov.uk**

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

Schools get money for each pupil, based on actual pupil numbers. This is called the **AgeWeightedPupil 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.

When 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 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 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 **SEND Local Offer** that contains information about services available locally for children with SEND. This can be found at <https://www.northumberlandsend.co.uk/>

Element 3

Where a school has children needing a high level of 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 **‘highneedsblock’**), 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.

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. If your school is unable to make all the provision your child needs, you have the right to ask for an EHC needs assessment. The **Information, Advice and Support Service** (contact details at the top of this leaflet) can give you details about how to do this.

Overview: Reform of high needs funding

	Pre-16 SEN		Post-16 SEN
	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 Alternative Provision placements, which is roughly equivalent to the level up to which a mainstream provider would have contributed to the additional support provision of 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: High needs funding	High needs funding required to meet the needs of each pupil or student placed in the institution		

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 headteacher and the SENCO (Special Educational Needs Coordinator) 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 (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 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 or visit the **Northumberland SEND Local Offer** website at

<https://www.northumberlandsend.co.uk/>

If you would like to receive this leaflet in a different format, please contact us:

Email: iass@northumberland.gov.uk or telephone: 01670 623555 or 01670 620350