

# Mainstream SEND Funding in Sutton - a summary

February 2023

## Introduction

In 2021/22 the local area agreed to set aside some funding from the High Needs Block to support mainstream schools and early years settings with targeted SEND funding. This funding forms part of a continuum of funding in the local area to support young people with additional needs. Because this funding comes from the High Needs Block, this guidance only applies to pupils that are resident in Sutton.

This document summarises that continuum as it relates to both schools and early years settings. It has been written to clarify the circumstances in which each funding stream is expected to be used in Sutton and is effective from February 2023. It covers the following types of funding.

1. Notional SEND Funding
2. Targeted SEND Funding
3. Funding provided through an Education, Health and Care Plan (EHCP) / EHCNA - Education Health and Care Plan Assessment
4. Additional Support Contracts
5. High Needs Funding for 'New Arrivals'

It is hoped that by implementing the above continuum it will:

- Enable settings to provide the right support and at the right time for all Children/ Young People in the Borough
- Make it clearer what the purpose of each funding route is
- Reduce the time SENDCos spend on completing paperwork

## 1. Notional Funding

Schools - nationally, and in Sutton, the majority of young people with SEND are educated in mainstream settings and mainstream schools are funded to support young people with SEND through their 'notional SEND budgets'. The notional SEND budget is not a budget that is separate from a school's overall budget. It is an identified amount within a maintained school's delegated budget share or an academy's general annual grant. All mainstream maintained schools and academies are notified each year of this budget, which is shown as part of their overall budget allocation. The notional budget is provided to meet the costs of fulfilling a school's duty to use their 'best endeavours' to secure special educational provision for their pupils with SEND. It is intended as a guide for a school's spending decisions, and is neither a target nor a constraint on a school's duty to use its 'best endeavours' to secure special provision for its pupils with SEND.

SENCOs in mainstream schools can view the value of their Notional Funding document [here](#). The value of the notional budget across all schools in the LA is approximately £20m.

Early Years Settings - Early Years Setting do not receive Notional Funding, instead they receive additional funding to support children with low and emerging SEND through the [Disability Access Fund \(DAF\) and the SEND Inclusion Fund](#). The Value of the DAF budget is approximately £79K and the inclusion funding is approximately £177K.

## 2. Targeted Funding (formerly called predictable needs funding) -

Schools - (i) to be used for pupils who are resident in Sutton and are of statutory school age and have additional needs and would benefit from additional funding to carry out a specific intervention, assessment or assistive technology that would improve outcomes for that young person, or (ii) General strategies to support cohorts of pupils with additional needs - this could include access to training or other forms of support in order to develop or strengthen a schools graduated response / universal provision.

This funding is accessed through [SENDCo clusters](#). Each school is part of a cluster and can request funding quickly to support children who require additional support. It can be used to fund support for individual pupils but it can also be used to access support to cohorts of pupils (e.g. general strategies to support the needs of pupils with Autism, or social emotional and mental health needs. To find out

more information about [when to apply for targeted funding](#), when not to request funding and things that SENCOs should consider before applying - please refer to the relevant section of the [Guidance on SENCO clusters](#).

Early Years Settings - similar principles apply for Early Years settings in that they can apply for funding support (i) to be used for pupils who are resident in Sutton and are up to and including Nursery 2 and have additional needs and would benefit from additional funding to carry out a specific intervention, assessment or assistive technology that would improve outcomes for that young person, or (ii) General strategies to support cohorts of children with additional needs - this could include access to training or other forms of support in order to develop or strengthen an early years setting's graduated response / universal provision.

Early Years settings can apply for targeted SEND funding through the Early Years Operational Group (EYOPGRP) and the guidance for how to do that is here - [EYOPGRP Guidance](#)

3. **EHCNA / EHCP funding** - in considering whether an EHC needs assessment is necessary, SENCOs should consider to what extent they / their school have taken purposeful action to identify, assess and meet the special educational needs of the child or young person, and the extent to which the child or young person has not made expected progress. Generally speaking schools will be asked to evidence if they have exhausted their notional funding but it is not necessarily the case that a school has to have requested targeted SEND funding through the SENCO cluster or Early Years Operational Group before requesting EHCNA (though this might help strengthen the request if it is made).

The process for applying for EHCNA is the same whether it is a School or Early Years setting. Details of how settings can request an EHCNA can be found on the [SENCO pages of the local offer here](#).

4. **Additional Support Contracts (ASCs)** - may be agreed following the multi-agency SEND panel saying no to Education Health Care Plan. However, the panel may accept that the child/young person would benefit from additional support provided, to the setting, to support specific interventions, which should support accelerated progress. The person carrying out the 'Next Steps Meeting' would notify the setting and the family in these circumstances. As part of this process the educational setting would be



asked to provide a Provision Map with costs to outline how much funding they would require over and above their notional budget. The educational setting would be expected to carry out an evaluation of the impact this additional funding has had, after each term. There would be no application because the paperwork has already been completed through the EHCNA process and all the necessary evidence upon which the decision was made has been provided. This process is the same for both Schools and Early Years settings.

## 5. High Needs Funding for 'New SEND Arrivals'

Schools - Anecdotally there are an increasing number of pupils arriving from abroad with high levels of SEND. This has in part been as a result of recent schemes such as the Afghan Resettlement Scheme, Ukraine Visa Schemes and the Hong Kong Resettlement scheme. This is posing a challenge to schools and SENCOs who have pre-determined their SEND funding allocations, and then struggle to put in place notional or top-up funding for these pupils. This issue was discussed at SENCO clusters and it was proposed that money is top-sliced from the cluster budgets so that it can be drawn upon for schools who receive high needs pupils from abroad so that they can put in place provision in a timely manner. We have therefore top sliced 20% from each cluster budget and pooled that in a single budget for SENCOs to access as needs arise.

Funding can be requested by completing the [Cluster Request Form](#) that targeted SEND funding is requested through (*Schools only*). Depending on the timing of the request the case can be discussed at the cluster meeting that the school SENCO attends, or straight away through the Resource Panel (depending on which is soonest to avoid further delay). SENCOs will need to check the box that reads *"I am requesting funding for a high needs pupil who is a 'new arrival' (please refer to SENCO guidance document)"*

Additional Funding for Early Years settings is allocated termly and based on the children attending, requests for new arrivals with high levels of SEND is not relevant in same way it is for schools. Early Years Settings should request support for children with high levels of SEND and are recently known to settings or services in the borough, through the Early Years Operational Group in usual way -see [EYOPGRP Guidance](#).

This is not expected to be an onerous process but is necessary to ensure the Resource Panel/Operational Group have sufficient information.

The Resource Panel / operational group will determine if it appears appropriate for funding to be made available for a child/pupil on the basis of whether they feel a setting could meet the needs of a child/pupil through their existing budgets, and any recommendations e.g., assessment from an Educational Psychologist (which would not need to come from traded hours), second language assessment, particular intervention, assessment or actions for the setting.

It is anticipated that this funding would be used for children/pupils who are anticipated to need long-term support for their SEN, and that settings will use this funding to begin compiling evidence for an Education, Health and Care Needs Assessment and therefore within two terms, if the needs of the child/pupil appear to require it, that a request for assessment is made.