

High Need Funding Guidance for Mainstream Schools

There are five funding categories as detailed below: Element 2, Band A, Band B, Band C, Band D. These bandings are supported by a banding matrix which supports the decision-making process for the allocation of High Needs Funding (HNF) for children and young people with and without an EHCP.

| Funding Band | Value of HNF awarded |
|-------------------------|--|
| <i>Element 2</i> | <i>Element 2 funding only: £6 000</i> |
| <i>Band A</i> | Total: £8 179.50 Less element 2: £2 179.50 |
| <i>Band B</i> | Total: £10 516.50 Less element 2: £4 516.50 |
| <i>Band C</i> | Total: £12 619.80 Less element 2: £6 619.80 |
| <i>Band D</i> | Total: £15 190.50 Less element 2: £9 190.50 |

These levels of funding should ensure suitable provision is provided in a flexible manner for children and young people in Rutland's mainstream schools. It is understood that there will be children and young people which may require a bespoke package of support and these can be considered by exception.

There is no expectation that a child or young person will display all of the characteristics of a single band, they may well meet some elements of more than one band. The identification of the banding will be based on a best fit model utilising the banding matrix. It is the presumption that Band D will be reserved for children and young people who have exceptionally high needs. Children may move up and down the bandings as their needs change and funding will be based on current needs.

Who can apply for High Needs Funding?

Children and Young People who are Rutland residents with an EHCP and children without an EHCP who attend a Rutland School are eligible for support through element 2 and HNF.

HNF forms part of the graduated response in Rutland and may be applied for by a school. The graduated response forms part of the ordinarily available provision in Rutland and includes:

- Element 2 funding for school level support
- Access to resources through universal support widely available in the community.
- Access to a range of support and resources through the Education Inclusion Partnership for SEMH needs
- HNF for time-limited interventions or to provide short-term support during an EIP intervention
- Application for an EHCP where need is long-term and pervasive after all other support has been implemented

To apply for HNF, schools must complete a HNF request detailing what support has been put in place already and the impact it is having, what additional HNF is requested and what the intended duration for support will be and the outcomes intended to be achieved through this support. It must be accompanied by a completed matrix of need and other supporting evidence. Funding will be considered on a case-by-case basis and will be awarded for a maximum of one academic year. Schools will be required to resubmit their application if funding is required beyond the funding period agreed by the multi-agency SEND Panel.

Where an EHCP has been agreed the banding matrix will be applied. This will be revisited annually by schools parallel to the Annual Review process. Funding may go up or down depending on the changing needs of the child or young person.

The multi-agency SEND Panel act as the decision-making body for the administration of HNF in Rutland. They oversee both HNF applications and the EHCP decision making and funding process.

What can school use HNF for?

The matrix has been developed to encourage creative solutions to ensuring the full inclusion of pupils in all aspects of school life. Where it sits within the banding matrix, schools are encouraged to use the funding as they see fit and to meet the provisions and outcomes identified in the EHCP if one is in place.

HNF is not available for:

- ✗ Modifications to buildings – this is expected to be provided within the school budget as an employer under the Equalities Act

- ✖ Specialist equipment e.g., chairs, mobility aids etc – these are funded through health when needs are assessed by the relevant professional, e.g., OT, physio
- ✖ To fund ordinarily available provision expected to be delivered through element 2 funding and school level support

In exceptional circumstances, outside of the banding matrix, HNF may also be used to cover provision such as:

- ✓ Joint funding, in partnership with education providers, to enable a child or young person to access alternative learning provision
- ✓ Funding for specifically identified therapeutic interventions for individuals
- ✓ Creative solutions which would keep a child in mainstream education within their local community.

Rutland's Matrix of Need for High Needs Funding

| Overall picture of child or young person's engagement at school. | | | | |
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| Element 2 | A | B | C | D |
| Rarely struggles to access the curriculum | Struggles to access some of the curriculum. | Struggles to access most of the curriculum. | Struggles to access the majority of the curriculum. | Struggles to access the vast majority of the curriculum. |
| Remains on task for much of the day, has occasional needs with emotional regulation and/or personal care and/or sensory needs | Mostly on task throughout the day, has some needs with emotional regulation and/or personal care and/or sensory needs | Partly on task throughout the day, has some needs with emotional regulation and/or personal care and/or sensory needs and/or behaviour management. | Rarely on task throughout the day, has significant needs with emotional regulation and/or personal care and/or sensory needs and/or behaviour management. | Almost never on task throughout the day, has extreme needs with emotional regulation and/or personal care and/or sensory needs and/or behaviour management. |
| Able to appropriately self-occupy for the majority of the time. | Able to appropriately self-occupy for significant periods of time. | Can appropriately self-occupy for short periods of time. | May be able to self-occupy but this usually presents as inappropriate interactions, or negative behaviours that create a barrier to their own or others learning. Occasionally needs some support during unstructured times. | Rarely able to self-occupy but this is sporadic and usually presents as inappropriate interactions, or negative behaviours that create a barrier to their own or others learning. Usually needs support during unstructured times. |
| Is able to manage during unstructured times. | Is usually able to manage during unstructured times. | Is sometimes able to manage during unstructured times. | Is rarely able to manage during unstructured times. | Is never able to manage during unstructured times. |

| Speech, Language, Communication and neurodiversity | | | | |
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| Element two | A | B | C | D |
| Mild speech, language and communication difficulties in some areas which may include use/ comprehension/ expression/ phonology which rarely cause barriers to learning. | Mild speech, language and communication difficulties in some areas which may include use/ comprehension/ expression/ phonology which may cause barriers to learning. | Moderate speech, language and communication difficulties in some areas which may involve one predominant area involving use/ comprehension/ expression/ phonology which create barriers to learning and social relationships | Significant speech, language and communication difficulties involving more than one component involving use/ comprehension/ expression or sound systems which creates significant barriers to learning and social relationships. | Severe speech, language and communication difficulties involving more than one component involving use/ comprehension/ expression or sound systems which creates significant barriers to learning and social relationships. Limited functional language and communication. |
| Free spontaneous speech almost always intelligible to any listeners. | Free spontaneous speech usually intelligible to any listeners. | Free spontaneous speech sometimes unintelligible to any listener | Free spontaneous speech often unintelligible to unfamiliar listeners. | Majority of free spontaneous speech is unintelligible except to familiar listeners in context. |
| Able to communicate in simple and complex sentences or collections of words. | Able to communicate in simple sentences or collections of words. | Good use of consonants and vowels at a single word level but occasional poor transfer of sounds into sentences. | Some use of consonants and vowels at a single word level but poor transfer of sounds into sentences. | Some use of sounds which do not always transfer into words/formal language. |
| Able to follow instructions. | Usually able to follow instructions. | Able to follow simple instructions in a clear context. | Sometimes able to follow simple instructions in a clear context. | Rarely able to follow simple instructions in a clear context. |

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| Mild differences with social interaction, social communication or understanding emotions. Such differences may impact on their access to some areas of the curriculum and the general school offer. Differences may lead to experiences of anxiety in certain situations, which the child is almost always able to cope with. | Mild differences with social interaction, social communication or understanding emotions. Such differences may impact on their access to some areas of the curriculum and the general school offer. Differences may lead to experiences of anxiety in certain situations, which the child is usually able to cope with. | Moderate differences with social interaction, social communication or understanding emotions. Such differences may impact on their access to the curriculum and the general school offer. Differences may lead to experiences of anxiety in certain situations, which the pupil finds difficult to cope with and which could occasionally lead to behaviour that challenges. | Significant differences with social interaction, social communication or understanding emotions. Such differences will significantly impact on their access to the curriculum and the general school offer. Differences lead to experiences of anxiety or heightened arousal in certain situations, which the pupil finds difficult to cope with and leads to behaviour that challenges. | Severe, persistent and complex differences with social communication and interaction or understanding emotions. Such differences will significantly impact on their access to the curriculum and the general school offer. Severe and persistent frustration with communication leads to extreme levels of acute anxiety experienced on a regular basis, leads to extreme behaviours that will challenge. |
| May occasionally have minor difficulties with restricted or repetitive patterns of behaviour or special interest. | May have minor difficulties with restricted or repetitive patterns of behaviour or special interest. | Some difficulties with restricted or repetitive patterns of behaviour or special interest. | Significant difficulties with restricted or repetitive patterns of behaviour or special interest and some repetitive motor mannerisms used to self-regulate (stimming). | Severe difficulties with restricted or repetitive patterns of behaviour or special interest and repetitive motor mannerisms used to self-regulate (stimming). |
| Occasional sensory or processing difficulties which cause the child some anxiety, which the child is usually able to cope with. | Sensory or processing difficulties which cause the child some anxiety, which the child is frequently able to cope with. | Sensory or processing difficulties which cause the child anxiety, without intervention, these could lead to behaviours that challenge. | Significant difficulties with sensory processing which leads to heightened anxiety levels and some behaviour which challenges and/or impacts on learning. | Severe difficulties with sensory processing and sensory modulation which lead to heightened anxiety levels. Passive/unsafe behaviours that challenge |

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| | | | | and adversely affect the ability to engage. |
| Able to follow appropriate, structured and predictable classroom conventions so behaviour not usually challenging. They will be comfortable working with a variety of adults. | Usually able to follow appropriate, structured and predictable classroom conventions so behaviour not often challenging. They may be comfortable working with a variety of adults. | Sometimes able to follow appropriate, structured and predictable classroom conventions. Behaviour may sometimes be challenging. With support/ appropriate intervention from trusted adults they can become calm relatively quickly. | Lack of understanding of classroom conventions, needing clearly defined roles and expected behaviours; they will only interact with their preferred adults who understand them and can usually support them to calm. | Lack of understanding of classroom conventions, needing clearly defined roles and expected behaviours; they will only interact with single trusted adults who understand them and have a range of strategies to support and calm them. This may take some time. |
| Occasional distress over significant changes in the environment but are usually able to cope. | Occasional distress over significant changes in the environment and would prefer routine and the expected. | Some distress over general changes in the environment and prefer routine and the expected. | Significant distress over small changes in the environment and are reliant on routine and the expected. | Severe distress over any small changes in the environment and are reliant on routine and the expected. |
| Able to self-manage the majority of transitions but may occasionally require additional support. | Able to self-manage the majority of transitions but may sometimes require additional support. | Some transitions require additional planning and support to enable them to succeed. | Many transitions need planned, personalised strategies to be successful. | All transitions require personalised and consistent strategies to be successful. |

| Cognition and Learning | | | | |
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| Element 2 | Band A | Band B | Band C | Band D |
| Specific difficulties in one or two developmental and curricular areas | Minor difficulties in some developmental and curricular areas. | Moderate difficulties in most developmental and curricular areas. | Significantly difficulties in most developmental and curricular areas. | Profound difficulties in most developmental and curricular areas. |
| Some specific difficulty with: Retaining skills and information, generalising skills, Staying on task/ attention, Confidence and Organisation. | Minor difficulty with: Retaining skills and information, generalising skills, staying on task/ attention, confidence and Organisation. | Difficulty with: Retaining skills and information, generalising skills, staying on task/ attention, confidence and Organisation. | Significant difficulty with: Retaining skills and information, generalising skills, Staying on task/ attention, Confidence and Organisation. | Profound difficulty with: Retaining skills and information, generalising skills, Staying on task/ attention, Confidence and Organisation. |

| Social, emotional and mental health | | | | |
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| Element 2 | Band A | Band B | Band C | Band D |
| Mild social, emotional and/or mental health difficulties. Unlikely to result in behaviours that challenge and or cause disruption to others. | Mild social, emotional and/or mental health difficulties with resulting behaviours that challenge and may occasionally cause brief disruption to others. | Moderate social, emotional and/or mental health difficulties with resulting behaviours that challenge and may cause disruption to others. | Severe social, emotional and/or mental health difficulties with resulting significant behaviours that challenge and cause disruption to others. | Profound social, emotional and/or mental health difficulties with resulting significant behaviours that challenge and cause significant disruption to others. |
| Progress through the National Curriculum may be affected by their social, emotional and/or mental health difficulties | Progress through the National Curriculum is sometimes affected by their social, emotional and/or mental health difficulties | Progress through the National Curriculum is moderately affected by their social, emotional and/or mental health difficulties | Progress through the National Curriculum is severely affected by their social, emotional and/or mental health difficulties | Progress through the National Curriculum is significantly affected by their social, emotional and/or mental health difficulties |
| Occasional predictable Unsettled and disruptive behaviour that rarely impacts on other | Occasional predictable Unsettled and/or disruptive behaviour that may impact on others | Predictable Unsettled and/or disruptive/risky behaviour that is likely to impact on others or self | Frequent and significantly challenging and/or disruptive/risky behaviour that is likely to be unpredictable and impact on others or self | Very provocative, aggressive and/or confrontational or risky behaviour which can include verbal and physical aggression towards peers, staff and/or self. Likely to be unpredictable. Outbursts are prolonged and are difficult for staff to manage. |
| Lack of some social skills, e.g. taking turns, working | Lack of social skills, e.g. taking turns, working co- | Significant lack of some social skills, e.g. taking turns, working co- | Severe lack of some social skills, e.g. taking turns, working co-operatively, | Profound lack of some social skills, e.g. taking turns, working co- |

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| co-operatively, accepting the ideas of others | operatively, accepting the ideas of others | operatively, accepting the ideas of others | accepting the ideas of others | operatively, accepting the ideas of others |
| No regular group of friends. May spend break and lunchtimes alone, but is not distressed by this Low level conflict with peers. | No regular group of friends. May spend break and lunchtimes alone, but is not usually distressed by this Occasional aggressive conflict with peers. | No regular group of friends. May spend break and lunchtimes alone and is often distressed by this. Frequent aggressive conflict with peers. | No regular group of friends. Usually spends break and lunchtimes alone and is distressed by this. Aggressive confrontations with peers at least daily. | No regular group of friends. Always spends break and lunchtimes alone and is significantly distressed by this. Has very few positive relationships with pupils, has frequent disputes and fights and aggressive confrontations |
| May have poor view of self and/or low self-confidence, may be anxious and sometimes seek reassurance | Poor view of self and/or low self-confidence, may be anxious and seek reassurance from adults and/or peers | Poor view of self and/or low self-confidence, regularly anxious and often seeks reassurance from adults and/or peers | Very poor view of self and/or low self-confidence, often anxious and regularly seeks reassurance from trusted adults and/or peers | Extremely poor view of self and/or low self-confidence, usually anxious and needs to seek constant reassurance from a trusted adult |
| Infrequent Nonattendance does not require monitoring | Occasional nonattendance needing low level monitoring | Frequent nonattendance needing monitoring | Regular nonattendance needing monitoring | Chronic non-school attendance under constant monitoring |

| Visual Impairment, Hearing Impairment and Multi-sensory Impairment | | | | |
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| Element 2 | Band A | Band B | Band C | Band D |
| Visual/Hearing/Multi-sensory impairment, supported by a specialist teacher, identified as having very mild needs. | Visual/Hearing/Multi-sensory impairment, supported by a specialist teacher, identified as having mild needs. | Visual/Hearing/Multi-sensory impairment, supported by a specialist teacher, identified as having moderate needs. | Visual/Hearing/Multi-sensory impairment, supported by a specialist teacher, identified as having severe needs. | Visual/Hearing/Multi-sensory impairment, supported by a specialist teacher, identified as having profound needs. |

| Physical and Medical | | | | |
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| Element 2 | Band A | Band B | Band C | Band D |
| Pupils may have some reduction in their mobility and/or selfcare skills that is easily managed | Pupils have some reduction in their mobility and/or selfcare skills. | Pupils will have reduced mobility and/or selfcare skills. | Pupils will have significantly reduced mobility and/or selfcare skills. | Pupils will have a very high dependency on adults for all aspects of their daily life. |
| They may be independent wheelchair users or use mobility aids and/or have a medical condition that rarely needs adult support to move around school and/or engage in the curriculum | They may be independent wheelchair users or use mobility aids and/or have a medical condition that needs occasional adult support to move around school and/or engage in the curriculum | They may be independent wheelchair users or use mobility aids and/or have a medical condition that needs frequent adult support to move around school and/or engage in the curriculum | They will be wheelchair users and/or have a medical condition that will frequently need adult assistance to move around school and/or engage in the curriculum | They will be wheelchair users and/or have a medical condition that will need constant adult assistance in every aspect of school life |
| May have support from physio/OT/nurse/SALT etc with a programme that requires minimal input from school staff | Will have support from physio/OT/nurse/SALT etc with a programme that requires some input from school staff supported through basic training | Will have support from physio/OT/nurse/SALT etc with a programme that requires significant input from school staff supported through basic training | Will have support from physio/OT/nurse/SALT etc with a programme that requires significant input from school staff supported through specialised training that needs regular updating | Will have support from physio/OT/nurse/SALT etc with a programme that requires significant input from school staff supported through specialised training that needs regular updating with monitoring and sign off by specialist professionals |

Note: For deteriorating conditions regular review will be required and they may need to be moved to the next banding.