



Hampshire
County Council

HAMPSHIRE'S SEN FUNDING IN MAINSTREAM SCHOOLS

Children with special educational needs

Hampshire's SEN Funding in mainstream schools

SEN funding formula for mainstream primary and secondary schools

How is funding made available to meet the needs of children with SEN in mainstream schools?

All maintained schools receive a budget allocated at the beginning of the financial year through the formula contained in the "Hampshire Scheme for the Local Management of Schools".

The school's allocation for all children, including those with special educational needs, is based on the number and age of the children within the school. Other allocations allow for factors such as floor area and the overall size of the school.

In addition, for the majority of children with SEN, further resources are allocated through the revised SEN funding formula for mainstream schools. For some children with high levels of need additional specific funding is made available on an annual basis to ensure that the school is able to meet such individual exceptional need.

What is the SEN funding formula for mainstream schools?

The funding formula uses data and information provided by schools and held by the County Council. This includes assessment information relating to the Foundation Stage Profile (FSP), the results of the end of Key Stage 1, 2 and 3 tests and Year 4 QCA reading test results.

Information relating to eligibility for free school meals (FSM) and social deprivation factors is used as part of the formula.

There is a significantly higher number of boys with SEN than girls and this is taken into account in the calculation of the funding formula.

Furthermore, because children with physical and sensory needs are distributed more randomly across Hampshire, schools are invited to submit evidence to secure specific funding for children who have significant needs in these areas. This will be dependent on the extent to which the school has asked for help from outside agencies and how far the identified need creates a barrier to learning. These submissions will be moderated by a specialist professional panel. Once a child has been identified as having a significant or complex need which is unlikely to change, then funding will be allocated for the whole of the key stage.

The use of all the above data and information will identify a profile of need for each school, which can then be used for the allocation of available funds on an annual basis.

How are different types of need recognised?

All types of need are covered by this funding model which results in the allocation of a sum of money which is part of the whole school budget. This can be used to address the needs of children, in any category, as identified, assessed and prioritised by the school.

Will I know if my child is receiving additional help?

Your child's headteacher, or a member of the teaching staff, will discuss with you how the school proposes to meet your child's needs. You will be kept fully informed of your child's progress.

How is the money used?

The money goes directly to the school's budget. It is provided as a whole-school resource which allows the school flexibility to:

- respond promptly and efficiently
- organise additional resources
- achieve the greatest benefits for all children with SEN.

How can I be sure that the school is appropriately identifying and funding the needs of my child?

Teachers will discuss your child's needs with you and agree a way forward. You will be consulted and kept fully informed of any developments. These procedures are reinforced by the national Code of Practice for Special Educational Needs, which offers helpful advice to schools and parents on identifying and assessing SEN. This Code is available from the Department for Education and Skills (DfES). The SEN funding arrangements support the Code by ensuring that schools have the resources they need to help children experiencing difficulties.

When is a statement of SEN required?

In most cases the arrangements made by the school will ensure that your child gets all the necessary help. For a very small number of children (approximately two per cent) more help may be needed and a statutory assessment suggested. This is only required for children who have the most significant and long-term special educational needs.

How are children with statements affected by the SEN funding formula?

Schools must provide the identified support for all children who have significant and complex needs and for whom provision is detailed in a statement of SEN. Arrangements must be flexible enough to support specific interventions for these children.

For children who have a high incidence statement (moderate learning difficulty; specific learning difficulty (dyslexia); behaviour, emotional and social difficulty; and mild/moderate autistic spectrum disorders), funding is already allocated to schools and the school is responsible for providing the additional help specified in the statement.

Where children have a low incidence statement (severe learning difficulty; visual impairment; physical disability; speech, language and communication needs; and severe and complex communication difficulties/severe and complex autism), funding is retained centrally and then allocated to schools as a top-up to ensure that the full cost of the statement and, more importantly, the needs of the individual child can be met.

All statements will be reviewed within the normal annual review arrangements. Children's needs do change and it is possible that, at the annual review meeting, the school will wish to discuss the possibility of changing the level or type of additional support offered.

Under some circumstances, a child may no longer require a statement, for example, where a child makes progress and the original long term objectives of the statement have been met. The proposal to cease to maintain the statement would be discussed with you and no decision would be taken without you having the opportunity to have your views carefully considered. When a child's statement is ceased the school will continue to be responsible for monitoring progress and ensuring that the child's needs are met.

How can I find out more?

You can get more information from your child's school. In the first instance talk to your child's class teacher or tutor.

For SEN publications

SEN Service

Hampshire County Council

Children's Services Department

County Office

The Castle

Winchester SO23 8UG

Tel: 01962 846452

Website: www.hants.gov.uk/tc/inclusion/pubpc.html

e-mail: sen.enquiries@hants.gov.uk

For information and advice on special educational needs

Parent Partnership Service

Hampshire County Council

Children's Services Department

County Office

The Castle

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