

SCHOOL ACTION PLUS GUIDANCE 2008-09

S/X Document Title/ **School Action Plus Guidance 2008-09**
Search Keyword(s):

Service Group: Special Educational Needs

Contact Details: Keith Brelstaff, Tel: (01823) 356073

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SEN/KB/0906f112edo
3 October 2007

Please see next page.

Briefing on current position re: School Action Plus for 2008/09

This briefing is to keep Heads, SENCOs and Support Services up to date on School Action Plus

Introduction:

The SEN Group recognises the concerns expressed by Heads/SENCOs over the administration involved in the application process, despite the significant 'slimming down' over the last two years. We continue to discuss this with Heads and SENCOs through Schools Forum and various SENCO groups. The proposals below are in response to the consistent messages coming out of these groups.

Reducing administration for SENCOs:

- Proposals to Schools Forum to remove BESD1 and LGDD1 from School Action Plus from September 2008.
- Money released to be distributed by a formula based on deprivation, following analysis by the Technical Working Group, which includes a majority of Headteachers.
- LL1 to be replaced by a more focused SpLD1 (see Guidance).
- The net effect will be to reduce the number of applications by approximately 1000 at the Annual Audit.
- Schools Forum will make the final decision following discussion at SASH and Area Heads, and formal consultation with schools in November 2007.

If Schools Forum do not support changes to BESD1 and LGDD1 (contingency planning):

- All current BESD1/LGDD1 allocations will be 'rolled over' into 2008/09.
- New applications will be allowed.
- LL1 will be replaced by SpLD1.
- These contingency arrangements will have a similar impact on number of applications.

Revised early dates for Annual Audit:

- The Annual Audit dates will be 7th/8th February 2008.
- The planned reduction in applications will mean that this will not put additional strain on SENCOs.
- This will ensure that final School Action Plus funding is available at the same time as the main budget, as requested by Heads.
- This will support better staff and provision planning.

Annual Reviews and SAP Guidance:

- Use the latest available review available in any application.
- There is no need to hold an Annual Review in the Autumn Term, just for the application process.
- It is very important to read this year's guidance, as a number of changes have been made in criteria compared to last year.

Keith Brelstaff

3rd October 2007

SCHOOL ACTION PLUS GUIDANCE

2008-2009 Annual Application Details including 2007-2008 In-Year Arrangements

This Guidance is applicable with immediate effect.

Applications for the Autumn 2007 In-Year Audit may be submitted on Form 2 in either the 2007/08 or 2008/09 Guidance.

Please refer to page 63 for updated criteria.

Purpose	To support school improvement through the targeting of ' <u>top up</u> ' <u>additional funding</u> to maintained, mainstream schools for severe and complex special educational needs. This funding supplements resources made available through Provision for All and School Action.
Background	National SEN Policy and statutory requirements set into the Somerset context.
Information	Detail as to how School Action Plus resources can be applied for and are allocated through criteria (Audit Framework), following County Moderation to reflect need.

Issued to schools in September 2007

THIS EDITION SUPERSEDES ALL EARLIER VERSIONS



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It is imperative that all Headteachers and SENCOs read this up to date guidance. There are significant changes you need to be aware of. Applications must be made using the revised documentation.

Introduction

It is worth reminding ourselves what the Joint Area Review said about Somerset's system for supporting children with additional and special needs.

Support for children with learning difficulties and/or disabilities is outstanding.

Comparatively few children and young people are placed in special schools and the role of these schools in supporting provision in mainstream schools has been developed to good effect. Resource allocation systems to meet pupils' additional needs are efficient.... Additional resources for most children and young people with learning difficulties and/or disabilities are provided to schools using a less costly and time-consuming approach to assessing need. This approach is supported by most schools and parents. (OFSTED March 2007).

The key part of the resource allocation, the School Action Plus budget, has grown rapidly to encompass well beyond 3% of the mainstream school population. The original intention was to fund approximately 1%.

As a result, all are aware of the decision of School's Forum to limit the growth of the budget for School Action Plus within that of the overall resource going to schools.

Despite a further £1,000,000 increase in the budget, the growth in the number of successful applications meant the allocation to level 1 was reduced. A 40% cut was more than expected due to the increase in numbers, but levels 2 and 3 were safeguarded with an increase to accommodate inflation.

Proposed Changes to the Method of Distribution

It is clear that the capacity of schools to provide to the needs of those with additional needs has increased considerably in the 7 years since the School Action Plus funding procedure was initiated. The adjustment agreed by Schools Forum regarding level 1 categories has in fact brought forward consideration of several options regarding level 1 and whether all or some categories at this level should be incorporated into the School Action funding formula.

There are consultations continuing from the summer term regarding the proposal to remove the money currently allocated to fund level 1 high incidence needs (BESD 1 and LGDD 1) and move that resource to the formula based funding mechanism. The decision will be made at Schools Forum on the 6 November. The strong correlation between those categories with social deprivation means that the money will largely go to where it is most needed. This proposal was put to Schools Forum in early October and the decision was to await the results of further consultations. Level 1 categories are included in this guidance on the basis that the decision may be to retain the current arrangements, and if the proposal is agreed, they assist in the assessment of

Level 2, and more importantly will give schools a method by which they define School Action Plus without individually targeted money attached. Schools would, from April 2008, be able to identify those at School Action Plus particularly for external returns, for BESD1 and LGDD1 who have their resource needs met through the School Action formula.

Key Organisational Changes

- **It is important to note that the new funding arrangements will come into effect for the annual main audit in February 2008 for September 2008.**
- **Dependent on the decision of Schools Forum BESD 1 and LGDD 1 will cease on August 31 2008 if proposals are agreed, or if not, LGDD1 and BESD 1 will be rolled over for one year; ie no re-applications will be necessary for either. NB New applications will be considered.**
- **If the changes are agreed, schools will be able to code those at School Action Plus who are currently assessed as BESD1 and LGDD1 despite funding being through School Action.**

Changes to the Criteria

Changes to the criteria apply from the annual audit in February 2008. This means that the old criteria should be used for the October 2007 In-year audit. For the February and June 2008 In-year audits the new criteria will also apply.

There are further amendments to the criteria for each of the categories and levels. These are aimed at giving greater clarity and recognising some of the issues raised by schools and support services through the year. Please ensure these are read carefully prior to applications being made. Issues regarding the three tier system have been addressed in terms of the years when applications should be made as well as the difficulties where a 2 and 3 tier system co-exist in the same area.

Please note that LL1 will be removed and replaced by SPLD 1 with effect from September 2008. This is in recognition that there are some children and young people with severe specific learning difficulties that need to be addressed with considerable support. Those with lower level needs should have those needs addressed through School Action funding. The tariff has been increased in recognition that fewer more severely affected children are likely to be awarded the funding. You may note it is still to be found in the criteria but this is for the In Year audits only

The recent reforms to the system have made the process simpler for SENCOs as evidenced by the SENCO survey. There were some uncertainties regarding the amount of evidence to include and I trust these concerns have been addressed in this years' guidance.

Key changes

- Please note that there are amendments to most if not all the criteria for the categories
- LL1 is included in this years' guidance but will apply only to the autumn 2007, spring & summer 2008 In Year audits, and run only until August 31st 2008.
- Any applications for SpLD1 funding should be made at the annual audit to begin in September 2008. For those transferring, the receiving school may make an application to the autumn in year audit 2008. Because the funding for SpLD1 is significantly more than LL1, we are asking that those in year 9, 10 or 11 (if staying on to year 12) with LL1 should make an application at the main or in year audit 2008.

Audit Dates

Another major change is the move of the Annual Audit date to 7th and 8th February 2008 with a deadline for submission on the 23 January. This date will also include the Spring In Year Audit. The move is in recognition of comments made by heads that the previous dates in March did not allow sufficient time to incorporate adjustments to the funding into the school's budget. The challenge for the SEN administration team is marrying that need to plan budgets at a school level with the provision of accurate information to schools regarding, for instance, admissions; information about which does not become available until 3 March.

There is a further concern that SENCos will feel that there is insufficient time after Christmas to gather the evidence for applications. It is strongly advised that SENCos keep ongoing records which can be collected and collated for applications with a minimum of time. There should be some 800 to 1000 fewer applications once BESD and LGDD level 1s are removed from the process and together with the extended gaps in funding applications it is hoped that the advantages of the change will outweigh the difficulties incurred. Please do not feel that annual reviews have to be arranged in the autumn term. Use previous annual reviews and where necessary add a short update on progress and or difficulties.

Exceptional Arrangements

All heads will be aware that in certain circumstances, special audit arrangements will be made to support schools that are categorised as causing concern, in Special Measures, or identified as I.S.P., (see Annex 13). This is in addition to the support offered by the support services which may include suggestions as to the evidence that would usefully be included.

Area Issues

The area agenda is continuing and many SEN SIA posts have now or soon will be allocated to the area bases. For the present however, the allocation of School Action Plus resources will continue to be organised and delivered centrally to ensure consistency and fairness across the county. This will however, be kept under review for future years dependent on the allocation of resources and personnel to areas.

The Six Day Exclusion and School Action Plus

Funding will cease for a permanently excluded child only when the child/young person comes off roll of the school.

Support when a child leaves a school unexpectedly.

In order to be fair to schools where children leave school outside of transfer time and notice has to be given to staff before their contracts cease, funding will extend in all cases for a further 5 days after the child last attended.

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SECTION 1: Summary of changes to School Action Plus process between 2007/08 and 2008/09 Guidance

1. Publication of Guidance Pack

The guidance pack will be published on SIX by 3 October 2007. Hard copies of the guidance will be available for SENCOs at the termly SENCO workshops being held in November 2007.

SENCOs who do not attend the workshops will be sent a hard copy in early December 2007.

2. Annual Audit for 2008/09

- This will take place on 7 and 8 February 2008 and be held at the Somerset County Cricket Ground.

Headteachers/SENCOs from the SEN Funding Group and the SENCO/Officers Group will be invited to take part.

- The In year Audits will continue to be termly and dates are on page 30 of this guidance.
- All colleagues taking part in the Moderation will be invited to the SEN Support Services training on the 14 December 2007 at Taunton Vale Sports Club, Staplegrove, Taunton.

3. Changes to the Audit Framework (Annex 2)

Some further changes have been agreed this year in an effort to increase clarity and further reduce bureaucracy. Please note especially SH1 ,2 and 3, Physical and Medical, BESD 1 and 2, SPLD 1 & LGDD2.

Criteria and Evidence:

It is **essential** that you are aware of the changes to the 'Expansion' and 'Suggested Evidence' columns. Using the previous year's guidance may result in failure to provide the correct information.

Timing of applications:

Applications for LGDD1, LLC1, PI1 and SPLD1 in Years Pre R, 3, 5 ,7 and 9.

- The rest of the categories and levels will be assessed in years Pre R, 1, 3, 7 and 9. Year 9 has been added for two reasons; one that 5 years was agreed as being too long with the possibility of significant change going into KS4 and secondly that upper schools should be expected to make an application in order to demonstrate their awareness of need and ability to make provision.

- Medical units may be given for more than one year. Clear evidence to support such a request will be essential.
- Medical units, as with other categories, may be agreed for a pupil attending year 12, 13 or 14 in a maintained school.
- If a pupil's physical impairment is such that it affects access to the school site ONLY, then an application under medical criteria is appropriate.
- If a pupil has a degenerative condition such as muscular dystrophy, applications may need to progress from PI1 to PI2 to medical as the condition progresses in order to meet needs
- LL1 will be withdrawn and replaced with SPLD1 with effect from September 2008, reflecting the need for those with severe specific learning difficulties to be supported and so reduce the demand for places in the independent sector.
- LGDD2 has been defined explicitly as relating to P scales. There is however a need to recognise that with some conditions such as Down's Syndrome there are – by the nature of it being a syndrome - a collection of traits and risk factors that need to be taken into account and supported. For example, behavioural traits that may lead to the need for supervision in unstructured times, respiratory or heart conditions, and issues relating to eating and digestion. Therefore the criteria for LGDD2 now reflects a wider range of criteria which still include P scale assessment but is not governed by a strict cut off point.
- Changes to the funding arrangements when a pupil leaves a Language Resource Base .The amount and nature of funding depends on the reasons for leaving.
 1. When a pupil moves to a local mainstream school (parental choice) or to the next phase with no LRB and the needs remain the same. The pupil will maintain LLCii funding
 2. Where there is documented change of need since admission to the base eg ASD /LGDD. ASDii/LGDDii will be allocated for a year. The school will reapply for most appropriate level of funding at the next audit
 3. Pupil discharged from Speech & Language Therapy Service, so pupil moves out of LRB. Allocation of LLCi for one year.

Annually up to & including Year 9 Application (see Q9 re transfers)	During NC Years Pre-R, 3, 5, 7 & 9	During NC Years Pre-R, 1, 3, 7 & 9
BESD 1	LLC1	BESD2
	PI1	LGDD2
	SPLD1	LLC2
	LGDD1	ASD2
		ASD3
		PI2
		PI3
		SV1
		SV2
		SH1
		SH2
		SH3
		SV3*

*KS 3 and 4 only.

In addition, Medical cases continue to be moderated as needed, at each of the In-Year Audits and the Annual Audit.

New cases for categories in the middle and right hand columns will be considered in any school year, and then fit into the new timetable in future years.

- For those with successful applications made in Year 9, funding will continue until the pupil leaves, including years 12,13, and 14.

There have been examples of children identified as BESD when on examination the needs are more closely associated with language and communication. The consequences of getting the wrong category can be very negative for the child in that they will not receive support from the appropriate team and the school will not have the correct advice.

Moderating groups will be instructed to closely examine applications. Where it is thought that another category is more appropriate, the file will be passed on to colleagues who specialise in that area for confirmation. This may then result in a change of category. In these cases the appropriate support team will visit the school within two months and a School Action Plus Review should be held within three months in order to assess the appropriateness of the change made to the category of need.

Those children and young people who are unable to access full time education have in the past often not been able to attract School Action Plus funding for the very reason that they are not in school to access the resource. There are those however who are on a planned (re-)

integration towards full time provision and it has been agreed not to disadvantage schools attempting such a programme. From 2008 schools will not have applications turned down on the basis of non attendance but they will be expected to demonstrate a clear programme of (re-)integration with provision in place to meet the needs of the child / young person. Annual Review Reports of these people will be scrutinised and subject to the monitoring procedure (See section 2.B.3)

In-Year Applications

- In year criteria 6 has been further amended to include where a child at School Action moves to a school during phase transition and is thought by the new school to be in immediate need of support at School Action Plus. Given the need to accumulate evidence, the application may be made in any one term of that year.

4. Guidance for Heads and SENCOs in constructing a School Action Plus funding application.

Specific guidance is provided here to ensure schools know what information is to be included in the applications for certain categories, ie, BESD and learning.

For all applications please include:

- The updated Annual Review (AR) form for those with Statements or those at School Action Plus/applying to be so. All applications need to include as their core, the following:
 - (a) A copy of the timetable colour coded and annotated noting support input.
 - (b) Two reviewed and current IEPs/PLP/PSP.
 - (c) A summary of provision as in a provision map or similar in addition to the details listed in the AR form.
 - (d) Statement of SEN if appropriate.
 - (e) A sample of information to give evidence of particular behaviours eg in BESD or ASD SENCO front sheet giving overview.

Please note that Section 3 of the report of the Annual Review is essential to ALL applications. The revised Annual Review report form is available on S/X:

http://www.six.somerset.gov.uk/sixv3/content_view.asp?did=15210

- The information in Section 3 must be of the independent ability of the child and not with the support of TA. SATS scores must be noted as having special support given if this was the case. Too often there is an unexplained discrepancy between the scores and the reading ability of the child.

- Front sheet

This will give schools the opportunity to give an overview of the child and state clearly why they are making the application, including the main issues which are judged to impact on the child's development. The views of the child, family and other professionals may be included here if not clear or available within the Annual Review Report.

New Applications

- As well as detailing the current provision in place to meet the pupil's needs, it has been agreed in certain circumstances, to accept as evidence, the planned provision the school intend to make available against a maximum of two of the evidence sources under the 'Expansion' column.

Details should be contained in the review report. It is still expected that schools will show the range of provision at School Action (as detailed in the Framework document), and aspects of School Action Plus intervention. However, it is accepted that there may be circumstances where the school will not, at the time of application, be able to demonstrate the implementation of the full range of evidence at School Action Plus. They will however, be expected to give a clear plan of what they intend to do to meet the child's needs and the evidence on which that plan is based.

The front sheet will be an opportunity for schools to explain any particular circumstances, but the detail should be included within the Annual Review report.

Applications for BESD

- For BESD, please provide from each of the following:
 - (a) Analysis of evidence of behaviours to show hypothesis of need as explained on page 5 of the 'Early Identification of BESD' pack sent to schools, using for example, tally charts of behaviours causing concern, Boxhall Profile, NFER Nelson A&I CISS etc
Please refer to:
http://www.six.somerset.gov.uk/sixv3/content_view.asp?did=8422
 - (b) Evidence which illustrates successes and progress in social and emotional development, showing areas for further development, using the above resources.

Subheadings for summaries can be taken from each page A to E of the 'Early Identification and Assessment of BESD' pack on S/X

Additional detailed advice regarding analysis and planning can be found in 'Applications for School Action Plus for Pupils with BESD' also on S/X

http://www.six.somerset.gov.uk/sixv3/content_view.asp?did=13403

Applications for Learning, Physical Impairment & Medical

- LLC, ASD, Medical, PI, please provide:
 - (a) For new applications, a diagnosis from medical health professional.
 - (b) For re-applications, updated health reports which provide a better understanding of the child's needs and how they can best be met.
- LGDD and SPLD please provide:
 - (a) For SPLD1, performance and attainment must be accurate and up to date, eg, a printed summary of P scales if appropriate.
 - (b) P Scale record sheets (for LGDD only).

Applications for Pupils in R and Year 1.

When using the Annual Review Report form for pupils in these year groups please attach Foundation Stage Profile and Stepping Stones if appropriate in place of the first part of the 'Progress and Attainment' table, to ensure a clear picture of attainment and progress.

Changes Made Last Year

Please note the changes notified in 2007/08's guidance. As there were a considerable number of changes, rather than list them again here, it is recommended that reference is made to last year's Guidance.

Additional Advice Based on Good Practice from the Review of Applications at March 2007 Audit

- (a) Please ensure that other pupil's names do not appear in applications. This most often occurs when notes of consultation meetings are submitted as evidence. Please blank out other pupils' names.
- (b) Deadline dates are very important to the Audit process. Please ensure that all applications are received at County Hall by the published dates.

Applications should not be given to the Support Services to bring to the Audit.

- (c) Headteachers should be aware that applications are sometimes unsuccessful if completed by less experienced staff. Staff completing them should have attended the SENCo workshops and be fully briefed and confident in the process.
- (d) Using poly-pockets to enclose whole documents (eg, statements), makes the moderation task much more difficult. They are fine for single sheet documents.
- (e) When completing the attainment section in the Annual Review Report, please ensure that it is clear that the scores are independently achieved, or if with support, that the form of support is noted somewhere in the application. Disparities between the reading age (for example) and the SATs scores need to be explained.
- (f) Clear sign posting of evidence throughout the application is much appreciated by moderators.
- (g) If you wish to enclose your application in a folder/file, then we would prefer schools to use report files, rather than A4 ring binders.
- (h) Please ensure that the application form is the first document in all applications.

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SECTION 2: National and Local Factors Influencing Special Educational Needs Funding

A: National Perspectives

1. Central government published two documents in 2004, which remain the key 'drivers' of our work in Special Educational Needs in 2008/09, and beyond:

- (a) Removing Barriers to Achievement
www.teachernet.gov.uk/senstrategy &
<http://www.six.somerset.gov.uk/six/v.asp?ndid=6509>

The Government's 5-year strategy for special educational needs. The key themes in this document were summarised in the chapter headings:

- Early intervention
- Removing barriers to learning
- Raising expectations and achievement
- Delivering improvement in partnership

Somerset's approach to reducing the reliance on statements, providing additional funding without the need for a statement, and early intervention at School Action, as set out in our SEN Framework, is supported through the key messages of Removing Barriers to Achievement.

Please refer to the Overview of the South West Region with regard to the progress made towards the agenda as set out in Removing Barriers to Achievement:

<http://www.sw-special.co.uk/news/sw/> (follow link)

- (b) Every Child Matters
<http://www.six.somerset.gov.uk/six/v.asp?ndid=6587>

Describes the move towards Children's Services. The five key outcomes for children:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Social and economic well-being

are already being used both by the Local Authority and schools to plan and measure our progress.

2. In 2005, the DfES and OFSTED published two more significant documents.

- (a) 'A New Relationship with Schools: Improving Performance through Self Evaluation'
<http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.displayfile&id=3862&type=pdf>

This is a key document setting out the background to the new OFSTED inspection framework, and providing evidence on completion of the School Self-Evaluation Form (SEF). This is an evidence-based system and SENCOs need to ensure that relevant SEN data is available to support school self-evaluation.

The appendices to this document include some good examples of the type of information it will be essential to collect and analyse.

- (b) 'Five Year Strategy for Children and Learners'
<http://www.dfes.gov.uk/publications/5yearstrategy/docs/DfES5Yearstrategy1.rtf>

This has very little to say specifically about SEN, but the five key principles of reform do summarise how SENCOs can structure their work in nationally recognised ways:

- **Greater personalisation and choice**, with the wishes and needs of children, parents and learners centre-stage.
- **Opening up services** to new and different providers and ways of delivering services.
- **Freedom and independence** for frontline Headteachers, governors and managers with clear simple accountabilities and more secure streamlined funding arrangements.
- **A major commitment to staff development** with high quality support and training to improve assessment, care and teaching.
- **Partnerships** with parents, employers, volunteers and voluntary organisations to maximise the life chances of children, young people and adults.

B: Somerset Perspectives

1. The SEN Group continues to support Somerset schools by providing regular summary information on key documents through our SEN Briefing Booklets and SEN Updates.
2. In response to concerns expressed by representatives of the school heads, and after full discussions with all parties within the LA as a whole, significant changes were made to the School Action Plus requirements for schools last year. These changes reflect the desire to achieve the targeting of individual resources to those in mainstream schools with the most severe and complex of needs, through an objective and evidence based process through a manageable system that does not place undue strain on SENCOs. . As well as changes in the LA process, it is hoped and expected that

schools will continue to support their staff and provide them with the information, time and support they need to make successful applications.

3. The documentation supporting the Annual Review for a pupil with School Action Plus funding is extensively used across most schools in the County. The SEN Development Team continue to work with local SENCO groups in refining school processes in order to produce 'slim' School Action Plus applications, built round the Report of the Annual Review.

Using the report of the Annual Review to structure applications, is clear evidence that a robust review process is in place, which impacts positively on a pupil's progress. It is good practice.

In order to monitor the needs and provision to children and young people who have now often many years between re-applications, schools are currently asked to send in copies of the School Action Plus (Individually Funded) Annual Review Report much in the same way as for pupils with Statements of SEN. A random sample of these will be carefully examined and if doubts as to the quality of provision against need exist, the Monitoring manager has the right to investigate further with the ultimate authority to bring forward the re-application date to the next main audit. In addition those that have been awarded funding but were not in full time provision at the time of the application decision, will be particularly scrutinised.

This will move to an area based monitoring process where the lead professional will monitor the delivery of provision in schools and refer to the service statements agreed between support services and the school regarding their mutual obligations. The feedback from lead practitioners will be initially to the area specialist group which in turn could lead the Monitoring Manager at County Hall to ask for the case to be re-submitted to audit.

4. The SEN Funding Group meets regularly , and focuses on the reforms to the School Action Plus processes made each year. The purpose of this monitoring is to ensure that:
 - the processes remain 'fit for purpose'
 - the available resource is targeted on those with the most severe and complex need
 - the administrative demands on schools have been reduced where possible.

There will be a progress report in SEN Update 10 due to be published in December 2007.

5. You will see from the detailed breakdown of School Action Plus decisions and costs in Annexes 8 – 11, that the School Action Plus budget continues to increase considerably above the rate of inflation in 2007/08, (compared to inflation of 3%).

The School Action Plus budget for 2008/09 will be agreed by School's Forum during the Autumn/Spring Term 2007/08, and currently we do not expect to see an increase in the amount allocated.

We continue to seek additional funding to support this vital SEN budget, but as in previous years, we will not publish tariffs for 2008/09, until the Annual Audit has taken place.

6. Information regarding the development of localities and areas, and how they will affect the provision of services for those with SEN, will be provided as it becomes available. There are unlikely to be changes in 2008/09 to School Action Plus in that it is likely to remain centrally distributed. Future developments will be fully discussed in various county wide groups.

C: Messages from the Analysis of Annual Audit Decisions

1. Continuation of the appeal process following the Annual Audit was welcomed. The number was approximately the same but the proportion of successful appeals reduced greatly in 2007 to 45% indicating that the original decisions are increasingly robust. This in turn is evidence that the reforms to the process last year resulted in clearer applications and better decision making.
2. Additional evidence is not permitted to be included in appeal applications, and the School Action Plus administrators will remove such additions from the applications.

Overall, 83% of applications submitted to Annual Audit were successful (met the criteria) in 2007/08 and this figure has been fairly constant over the last three years.

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SECTION 3: Essential Details Headteachers Should Consider Prior to Making an Application

Prior to making an application it is recommended that you:

1. Refer to the Framework for the Interpretation of the SEN Code of Practice (2005) to ensure that appropriate steps (supports/interventions) have been taken to address needs identified as part of the graduated approach. Please remember that a statement of SEN is not required to access additional resources in Somerset.
2. Maintain parental involvement to ensure effective partnership working.
3. For new SENCOs, ensure that Somerset Support Services have been notified. You should also ensure that support has been offered and taken up on the School Action Plus process and procedures from your link Support Services member (EPS, BSS, LSS).
4. Discuss case details via Consultation Meetings with members of the SEN Support Services to help form a view about the appropriateness of making an application.
5. For potential In-Year Applications, check that one of the In-Year Criteria (Annex 5) has been satisfied.
6. Use the Audit Framework (Annex 2) to assess whether the pupil's needs are severe and complex, and evidence exists to demonstrate that the criteria are addressed.
7. Ensure that evidence presented is specifically pertinent to the application and demonstrates the level of severe and complex needs.
8. Plan for provision from delegated resources (Provision for All, School Action and Standards Funds) should the Moderation Panel not approve the application.

Please note that you may find Annex 3, 4, 5 and 6 of specific use.

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SECTION 4: Headteacher Guidance - How to make a School Action Plus Application

The audit process is designed to use evidence that should already be in place within an effective school system to identify, plan, address, provide for and monitor severe and complex special needs. The process is not intended to place an additional bureaucratic burden on Headteachers or SENCOs. If you are making an application the following details apply:

1. Individual pupil needs should be assessed against the Audit Framework (Annex 2). Collate the evidence to demonstrate the needs and provision included in the 'Expansion' column of the framework, and reference the documentation compiled for each item of evidence required.
2. For In-Year applications*, check to ensure one of the new In-Year criteria are satisfied (see Annex 5).
3. Aim to keep the volume of paperwork submitted to a necessary minimum. Remember it is the quality and relevance of the details provided that will aid the decision of the Moderation Panel. Please note the changes referred to in Section 1. It is essential that the evidence demonstrates that all sections of the audit band criteria are met.
4. Complete the appropriate Application Form (Form 1 for the Annual Audit and Form 2* for the In-Year Audits), attach the completed page from the framework with supporting evidence, and sign the application prior to submission. **THE FORM MUST BE SIGNED BY THE HEADTEACHER TO CONFIRM THE REQUEST FOR ADDITIONAL FUNDING.** The SENCO cannot substitute as signatory in this regard.
5. Send the application(s) to the School Action Plus Administrator, SEN Group, Children and Young People's Directorate, County Hall, Taunton, TA1 4DY. Final dates for submission are included in the timetable in Annex 1.
6. It is important that all deadline dates are strictly adhered to, as essential preparatory work needs to be completed before the Audit meetings.
7. No applications may be brought direct to the Audit meetings.

*** Note:** For the Autumn term 2007 In-Year Audit you may use Form 2 from the 2007/08 or 2008/09 Guidance. This recognises the short time-scale between publication of this guidance and the deadline for In-Year applications. However, please refer to the additional criterion detailed on page 57 of this Guidance.

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SECTION 5: The Moderation Process

The purpose of Moderation is to ensure a countywide consistency in deciding whether an application has the evidence to prove that severe and complex needs have been identified and the audit criteria are met.

Forming Judgements:

Extensive training has been provided to SENCOs to support their work in the evidence, format and application process. Training has also been provided to moderators to widen practical experience in the arrangements.

We will have two County Moderation days, the purpose of which is to:

- Decide whether the evidence provided by the Headteacher meets **all** the audit criteria **in full**.
- Where this is not the case, to agree the details that should be returned with the application for distribution to the school via a future consultation meeting.
- Target finite SEN funds to the highest level of proven need in Somerset mainstream schools.

It is recognised that decision making in SEN is difficult. We are charged however, by OFSTED in the task of “necessary discrimination” and in Somerset, School Action Plus is the process through which this is achieved.

Please remember that School Action Plus funding is for the highest proven level of severe and complex need in the County. It is the “top up” funding source delegated to schools (School Action being the main SEN funding route).

School Action Plus Audit 2008/09

Arrangements will be made for work to be carried out in groups looking at specific categories of applications.

The process for Moderating at the Annual Audit 2008 will be as follows:

- Work in groups of 4, as two pairs.
- Put the group number on the top of the recording sheet.
- Each application to be read by both members of the pair, and judgements recorded on the recording sheet.
- If both agree that the application should be accepted, then record decision at top of application form.
- If pair is not certain whether application should be accepted, then refer to second pair on group, who read application. Group of 4 then discuss.

Either:

- o application accepted (see above); or
 - o application not accepted. Group of 4 then clearly indicate on recording sheet which criteria are not satisfied, and any further comments necessary as feedback to the school.
- If application is not accepted **and** the pupil previously had School Action Plus funding, then the application should be passed to a different group for a third pair to read, including any notes made. This third group should make further notes, as required, but the original group have responsibility for the decision in the light of these final written (and verbal) comments.
 - If a Level 2 or Level 3 application is not accepted, then the application should be scrutinised again against a lower level criteria. Equally, there may be one or two cases where the moderation group feel that a different category would be more appropriate. In this case, the application should be passed on to the relevant moderation group.

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SECTION 6: Appeal Process Against Decisions taken at the Annual Audit

An appeal process against decisions made at the Annual Audit only was introduced in March 2004. This proved to be very successful and welcomed by schools. It will now become an integral part of the School Action Plus process.

There will be two criteria under which appeals will be considered:

Either:

- Clear factual error in reasons provided by the moderating group for not approving funding; or:
- Where the decision is to reduce/remove additional funding from a pupil who has previously been supported.

A pro-forma for appeals is included in this pack (p.95 Form 4).

An appeal is against the original decision and thus additional evidence **cannot** be considered as part of the appeal. Your appeal statement should focus on why you believe the decision was incorrect, given the original evidence presented.

Annual Audit applications will be returned to schools together with the decisions by 20 March 2008.

Appeals will need to be returned to County Hall by Friday 4 April 2008 and decisions will be notified to schools, following consideration of the appeals by 6 May 2008.

Moderation of the Appeal Process 2008

- This is an appeal process, not a re-moderation of the original application.
- The appeal documentation asks schools to identify the criterion under which the appeal is being made:
 - o clear factual error in reasons provided by the moderating group; or
 - o reduction/removal of funding

The school should then provide an appeal statement, which summarises the detailed reasons why the appeal has been made.

- The appeal group needs to:
 - o identify the reasons why the original application was not supported;
 - o carefully read the appeal statement;
 - o note the reasons the school has put forward to 'overturn' the original decision;
 - o carefully consider the evidence for the statements;
 - o come to an agreed judgement on whether to allow the appeal;
 - o summarise their decision, with reasons if the appeal is turned down, on the appeal sheet completed by the school.

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SECTION 7: Frequently Asked Questions with Answers

1. How are schools engaged with the department in this area of partnership?

Answer: The SEN Funding and Resources Group (SENFRG), which includes Head teachers and SENCOs from primary, secondary and special schools, acts as the key advisory body to directly influence, steer, review and support the overall direction of SEN Funding. In 2007/08, the group will be continuing to review all aspects of the School Action Plus process, with any changes likely to be included in the Guidance for 2008/09. SENFRG reports to the Schools Forum, through the SEN Monitoring and Professional Support Manager to the SEN Group Strategic Manager. It is Schools Forum that makes the decisions based on recommendations received.

2. How do I know which children I should re-apply for at the Annual Audit 2008?

Answer: Applications and Decisions lists will clarify when the next application is due for each pupil in receipt of School Action Plus Funding. These will be sent to all schools during November 2007.

3. What are the funding arrangements for a pupil with a Statement who is resident in another LA (OLA)?

Answer: SEN funding arrangements differ between LAs. If the pupil attends a Somerset school even though resident in another LA, their support would be funded as if they are a Somerset resident in the same way as any other pupil at the school. If the pupil meets the audit criteria the school can apply for School Action Plus funding in the usual way.

4. How can we use the School Action Plus funding?

Answer: School Action Plus funding is delegated to the school. It is for the Headteacher to decide how best to meet the identified needs of individual pupils, from the totality of their delegated budget. School Action Plus funding is additional 'top up' funding to meet the cost of actions taken by the school that are additional to, and different from, the school arrangements under Provision for All and School Action.

5. Is School Action Plus adjusted for dual placements?

Answer: In September 2007, a revised 'Interactive Protocol' for links with specialist provision was launched. This can be found at

<http://www.six.somerset.gov.uk/sixv3/default.asp?search=interactive+protocol&searchfor=4&orderby=1&ds=1&Image9.x=19&Image9.y=6>

Complex Cases Panel makes the formal decision that a dual placement is appropriate to meet the individual needs of a pupil. At the same time, they agree assimilation to the appropriate School Action Plus category for a fixed period of time. This allows the mainstream school to work with the pupil, set up and review provision and collect evidence for a School Action Plus application. The Complex Panel decision will also clearly set out when this School Action Plus application needs to be made. School Action Plus funding will be paid pro-rata to the pupil's attendance, at the mainstream school.

6. **Whilst training of SENCOs on the School Action Plus arrangements is welcomed, won't this simply open the 'floodgates' and ensure that many more applications are successful through County Moderation?**

Answer: SENCO training has been devised to ensure that colleagues are aware of the practical issues related to making a sound School Action Plus application. A minority of applications do not meet the criteria as laid out in the Audit Framework. (83% of applications were approved at the 2007 Annual Audit). We all benefit if only relevant and evidenced applications are received. It is true however that the increase in the number of applications has continued which has meant that the budget, although increased has been unable to keep up with the tariffs; hence the decision to cut the level 1 funding.

7. **What happens to School Action Plus funding at normal phase transfer between schools?**

Answer: (a) School Action Plus decisions for the final year of one school will be 'rolled over' into the new school (eg, infant school – junior school, primary – secondary school, first – middle school, middle – upper school).

This means that primary schools for example, are not required to provide evidence for secondary schools that would be making applications on behalf of pupils they don't know.

Applications and Decisions lists sent to schools reflect the new end dates and thus enable you to identify when you next need to make an application for these pupils.

This does not apply to MEDICAL allocations, see Section 1.4.

Please refer to Section 1.3 for changes to the re-application periods.

- (b) However, transfer between schools can be a difficult process for a small number of individual pupils, who have not previously been supported by School Action Plus funding.

So, if at transfer, the two schools feel that a new application should be made, then:

- this decision should be discussed at school consultation meeting;
- it would be good practice for the receiving school to include a short summary description of likely planned provision following transfer;
- it is the responsibility of the receiving school to make (and sign) the application.
- It is recognised that this has lead in the past to the first year being unsupported with resources. The amendment to the In Year criteria seeks to re-dress this.

8. Why does the department only use the evidence provided by the school in the application rather than its 'own' knowledge?

Answer: Whilst members of the Support Services and others may have an involvement with a child, the school retains the responsibility to identify, plan, monitor and address such needs as defined in the new SEN Code of Practice. The decision to apply for additional resources is made by the Headteacher (consulting with others as required) and the application is therefore made by the school as overall co-ordinator of the case.

9. How does Early Years Action Plus (EYAP) link to School Action Plus (SAP)?

Answer: 'Roll over' funding occurs at transfer from Early Years settings to Year R in mainstream schools. This applies to all categories except Medical (EYM) – see below.

All EYAP criteria are equivalent to SAP Level 2 (except EYPSE which equates to BESD Level 1). The professionals involved with the child need to ensure that the child will be receiving the appropriate level of funding. Discussion should therefore take place at the MAISEY meeting and/or School Entry Planning meeting to check level of funding is appropriate. A copy of the first page of the child's School Entry Plan confirming the approved SAP category should be forwarded to Simon Heritage, SAP Administrator at County Hall. This will aid a smooth transition of funding.

If it is felt that the level of funding should be changed to a higher or lower level, or a complete change of category is necessary, an application for the appropriate category will have to be made at either the March Annual Audit or June Early Years Audit.

ALL MEDICAL applications will need to be submitted to either the March Annual Audit or the June Early Years Audit. This is because Early Years medical funding is awarded on a set tariff basis whereas School Action Plus medical funding is awarded on a variable unit basis, depending on the level of support required. For this reason, it is not possible to 'roll over' funding.

10. What happens to a pupil with School Action Plus funding when they move to a school in another Local Authority, but still lives in Somerset (this happens most frequently at secondary transfer)?

Answer: The new SEN Framework sets out the actions the Local Authority needs to take in these situations. It is important that the Local Authority is informed as soon as schools are aware that a pupil has been allocated a place at a school in another Local Authority. (Please inform relevant member of Support Services, eg, EP/member of LSS).

11. Can I have guidance on the evidence of teacher contact in School Action Plus applications (especially BESD)?

Answer: The Behaviour Support Team has produced guidance on this topic, which is available on SiX at http://www.six.somerset.gov.uk/sixv3/content_view.asp?did=8451.

The team produced this guidance to support schools in this area following the widespread introduction of Inclusion Rooms (or similar), particularly in secondary schools.

The key message is that:

'We would expect that the contact with teaching staff is focussed upon pupils' strengths, addressing areas they need help with, and developing their interests'.

[Three 20-minute discussions (per week), will often be more appropriate for the pupils' capabilities than a full hour].

The full guidance will be invaluable in supporting schools as they make School Action Plus applications, especially for BESD1 and BESD2.

12. **How is the process managed for those pupils transferring from a Language or Hearing Resource Base into a Mainstream School?**

Answer: These pupils will automatically be allocated LLC2 or SH2 funding as appropriate, with a specified date on the Applications and Decisions list for the first application for School Action Plus funding (eg, Year 7 for primary – secondary transfer). Please be aware however, that if the child has a Statement of SEN, the statutory processes must be adhered to and Complex Cases Panel will need to agree the placement: see also question 15.

13. **Please outline the arrangements regarding Travellers Children**

Answer: The education of Travellers children may be fragmented, with attendance at several schools and/or periods out of school a recurring feature of their educational histories. In these cases, it can be difficult for a single school to collect enough evidence to support an application for School Action Plus funding despite the obvious severe and complex needs of the individual child.

We will accept and moderate an abbreviated version of a School Action Plus application. Any such application will need to include information under the three headings of:

Need: eg, Initial standardised tests, teacher observation, behaviour logs.

Provision: eg, Description of provision, initial timetables, programmes started.

Review: eg, Review of first week/first month of provision; evidence of response to review with modified programme.

In such cases, the Traveller Education Team will normally be involved in setting up and reviewing the programme.

We also recognise that **Looked After Children (LAC)** may have similar educational histories, and thus a similar process may be required in their applications. Clearly here, we would expect the relevant professionals to be involved in setting up and reviewing the teaching programmes.

We will accept these applications at both the Annual and In Year Audits. The actual criteria to be considered at the In Year audit will be:

Traveller/Looked After Child (new to school)

['New' – would be within the last 3 months]

14. **What happens to School Action Plus funding if a pupil is Permanently Excluded?**

Answer: If a pupil receiving School Action Plus funding is permanently excluded from a school, then:

- (a) Funding is reclaimed from the date on which the pupil is removed from the school roll, up to and including the date of the appeal should there be one.
- (b) Funding is paid to the school where the pupil is being re-integrated from the date the pupil goes on roll.

In rare cases, where the permanent exclusion overlaps with the period when schools are making applications to the Annual Audit (and the 'new' school could not reasonably make an evidenced application), then funding that has been awarded initially for one year will be extended into the following year. Each case of this type will need to be agreed between the Access Manager and the SEN Monitoring and Professional Support Manager.

If a permanently excluded pupil is not receiving School Action Plus funding at the time of the permanent exclusion, then the existing application process and timetable will apply, including In-Year applications where the application meets the criteria set out in Annex 5.

15. **What if a pupil has a statement of SEN?**

Answer: Where a pupil has a Statement of SEN, and using the SEN Code of Practice as guidance, the opportunity must be taken through the Annual Review to consider whether in fact the Statement is now actually required. Where there is a recommendation from the Annual Review for the LA to cease the Statement, the LA will be likely to meet with this request. Where a Statement of SEN is in place the Headteacher is required to meet the need and to make the provision using the totality of resources available in the school's delegated budget. There is no automatic access to individually targeted resources on the basis of the child having a Statement of SEN. You may apply for School Action Plus funding for statemented pupils, if you feel that their needs meet the criteria set out in the framework.

16. **When should applications be made for First Admissions? (Excluding pupils with Early Years Action Plus)**

Answer: For children transferring into reception classes, applications should normally be made at the Annual Audit in March.

However, applications can be made at the In Year Audit in June (late admissions) for the following reasons:

- there has not been an opportunity to hold a School Entry Plan meeting
- a child's needs have recently been identified and therefore detailed assessment/observations have not been carried out
- where the child's school entry may be deferred
- where there are discussions about school placement
- where transition planning requires an additional level of sensitivity.

In the very rare circumstances where a child is unknown to MAISEY and the child starts at school with very evident high level of need, an application can be made in the Autumn term (See 23 (d)).

17. Who should I share this guidance with?

Answer: It is worth considering this information with your SENCO and governing body (and other interested parties including parents) to review SEN funding within the Somerset context.

18. Will the use of such resources be monitored?

Answer: It is clear from feedback received that schools appreciate the transparency of School Action Plus. If delegating resources in this way is to show a reduction in the need for Statutory Assessments and SEN Statements, the LA must be confident that the progress of individual pupils is being closely monitored and their needs fully met.

The progress of pupils with School Action Plus funding is monitored through Consultation meetings, Annual Reviews, (See also Section 2 B3.) and applications to continue funding at the Annual Audit

19. Many of the criteria refer to involvement of Somerset Support Services. How do we get access to these teams?

Answer: Initial contacts should be made through discussion at your Consultation meeting(s).

20. How do I make sure medical allocations at School Transfer are managed?

Answer: The Sensory, Physical and Medical (SP&M) Team always identify a specific end date for each allocation and this may not automatically be 'rolled over' at school transfer. Schools are notified of the end date when funding is allocated and this should indicate when the next application is due.

If schools need further advice on this issue, then please contact your link SP&M member.

21. What happens when a child with School Action Plus changes schools during the year?

Answer: A process of Money Following Pupils applies (see Annex 7).

22. How do I fund the training that needs to be in place for ASD3/PI3 / SV3 / SH3 pupils?

Answer: We recognise that when a school first has an allocation of funding to support a pupil at this high level of need, there will be clear and urgent training implications.

The LA will support essential training prior to entry, through an additional allocation of funds.

The school should draw up a costed training plan, in conjunction with the relevant members of Somerset Support Services and submit this to Complex Cases Panel (for statemented pupils), or SEN Leadership for pupils without a Statement.

If the plan is approved, then funding will be released when evidence of completion of the plan is submitted to the SEN Group.

23. How do children entering school for the first time access School Action Plus resources?

Answer: (a) Pre-school children who receive Early Years Action Plus funding will generally be assimilated to School Action Plus (see Section 7.9).

(b) Pre-school children who receive EYAP MEDICAL funding: Their needs will be assessed at either the Annual Audit (March) or In Year/Early Years Audit (June), to clarify needs, and hence units of support required in mainstream schools.

(c) If a child does not receive EYAP, but professionals feel that they require additional funding when they start school, then this will be agreed at either the MAISEY meeting or School Entry planning meeting.

The receiving school should then make an application in the normal way supported by all relevant professionals, including pre-school settings.

Very occasionally, a child will appear at a school, who is previously unknown to the Support Services, but clearly has a high level of need. In these cases, criteria 3(a) of the In-Year Audit criteria (see Annex 5) enables an application to be considered at either the October or February In-Year Audit.

- (d) Where children move to another school within Somerset or from outside and are thought to be at School Action Plus by the receiving school, that school will now be able to make an In Year application. See Section 1.3 (In Year) and In Year Audit Criteria (Appendix 5).

24. What happens if a school appoints somebody to support a child and then that person requires supply or cover arrangements?

Answer: Funding for supply cover is already included in the delegated funding to schools, therefore schools will need to budget for cover arrangements within their whole school budget. Primary schools who subscribe to the Supply Mutual Fund (SMF) can claim for supply costs (within SMF guidelines).

25. Do those involved feel that the moderation process is fair?

Answer: Yes, following Annual Moderation in 2007, 29% of all moderators responded via an evaluation form. The results indicate that 92% found the moderation process to be fair, open and transparent, with 100% agreeing that the process had professional integrity. 53% found it easier to make decisions given the slimmer applications.

26. I know that colleagues from the Support Services are my prime contact route, but where do I go for central guidance?

Answer: All SEN/Social Inclusion documents (policy, practice, guidance etc) can now be accessed via SiX.
http://www.six.somerset.gov.uk/sixv3/content_view.asp?did=2835

27. How are decisions made by the LA in relation to statutory SEN issues?

Answer: In January 2002, the Education Department established the Complex Panel as the decision making body. This complies with the SEN Code of Practice recommendation (paragraph 7:37).

The protocols for the Complex Panel can be accessed through the SEN Catalogue.

http://www.six.somerset.gov.uk/sixv3/content_view.asp?did=3983

28. What should I tell a parent if the application is unsuccessful?

Answer: Where an application is not approved, it still remains the responsibility of the Headteacher to arrange the provision you have identified as necessary to support the pupil's needs. You are encouraged to reassure parents of the support you will provide from within your total delegated budget. It is not appropriate to encourage parents to write into the Children and Young Peoples Directorate about this funding as the budget and responsibility for meeting special needs is delegated to schools.

29. Who pays for additional support for school trips?

Answer: This responsibility lies with the school budget. An element of funding is included in School Action Plus 'PI' tariffs, and schools will arrange and pay for support required to enable pupils to access school trips (as now stipulated in the SEN and Disability Act 2001). The Children and Young Peoples Directorate does not retain any budget for this purpose and cannot therefore provide any financial assistance for schools.

30. As a member of the SEN Support Service what is my role?

Answer: As a member of the SEN Support Service your role is to:

- support Headteachers in identifying appropriate provision;
- advise on the School Action Plus process;
- to undertake moderation;
- monitor the use of provision;
- provide advice to Headteachers/SENCOs to help their decision whether or not to make an application.

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Annex 1

Dates for School Action Plus Applications

Audit	Applications to be received from schools by:	Moderation dates	Schools receive notification of decisions:
Autumn In Year 2007	4 October 2007	11 October 2007	1 November 2007
Spring In Year 2008	31 January 2008	7 February 2008	25 February 2008
Annual Audit 2008	23 January 2008	7/8 February 2008	20 March 2008
Appeals following Annual Audit	4 April 2008	23 April 2008	6 May 2008
Summer In Year/Early Years	5 June 2008	12 June 2008	23 June 2008
Autumn In Year 2008 (subject to confirmation, pending clarification of term dates).	2 October 2008	9 October 2008	27 October 2008

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Audit Framework to Identify Pupils with Severe and Complex Needs

This is presented in five sections:

1

Behavioural, Emotional and Social Difficulties

2

Learning: Literacy
General Developmental Delay
Language and Communication (including ASD)

3

Physical Impairment

4

Sensory

5

Medical

Action: Please take a copy of the relevant page of this framework, complete school/pupil name and evidence boxes, then attach the evidence and follow the guidance.

Issued September 2005

1. (BEHAVIOURAL), EMOTIONAL AND SOCIAL DIFFICULTIES - LEVEL 1 (BESD1) For internal school use only

PLEASE REFER TO SECTION 1 PARAGRAPH 4 ON PAGE 8 FOR FURTHER ADVICE ON THE SUBMISSION OF EVIDENCE.

Pupil Name:

School:

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
<p>Descriptors of behaviours</p> <p>Pupils must meet <u>ALL</u> criteria under (a) <u>or</u> (b)</p>	<p>These difficulties are seen throughout a significant proportion of the time spent in school and affect the young person's ability to learn</p> <p>(a) Externalising behaviour Young person avoids/refuses or is easily overwhelmed by tasks</p> <ul style="list-style-type: none"> • Lack of self worth as displayed by destruction of own/others work • Lack of impulse control/hyper excitable. • Verbally/physically aggressive/communicates by "acting out". • Lack of trust – poor peer/adult relationship/lack of emotional responsiveness. • Avoids/absents or disengages from work and relationships. • Unable to control feelings of failure or disappointment. <p>(a) Internalising Behaviours</p> <ul style="list-style-type: none"> • Levels of anxiety are heightened and interfere with learning. • Frequently upset/fearful/unhappy/isolated/withdrawn. • Lack of trust. Poor peer/adult relationships/lack of emotional responsiveness. • Progress with learning is affected e.g. underachieving/obsessive about completion/presentation of work. • Avoids, absents or disengages from work/relationships. • Unable to control feelings of failure or disappointment. 		<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>The Annual Review form (comprehensively completed) will structure the application – additional information may be necessary. AR form 2e – subheadings for summaries can be taken from A-E of the Early Identification BESD pack to schools</p> </div> <ol style="list-style-type: none"> 1) Curriculum levels e.g. Foundation stage Profile, P Scales, SATs results, CAT scores as appropriate. 2) Analysis of evidence of behaviours to show hypothesis about need – as explained in P5 of the "Early Identification of BESD" pack for schools. 3) Evidence of consultation/support from SEBSS/EPS or other services as appropriate. 4) Plan (IEP/PSP etc) reflects social and emotional need of young person and support is targeted towards one or all of the 5 competencies (Self awareness, self management, empathy, motivation and social skills) with clear evidence of the young person's involvement.

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
Provision A flexible and significantly differentiated curriculum to provide for the social and emotional development for individual young people with high levels of need as a result of BESD	a) Graduated response to show individualised rewards and sanctions, consistently used by all adults. b) Appropriate curriculum arrangements are in place to address any learning difficulties, taking account of learning styles. c) Clear and consistent boundaries established and linked to school behaviour policy showing a differentiated approach to meet young person's needs. d) Evidence through teacher planning of strategies used to generalise skills learnt in small groups to wider school environment e.g. How is evidence disseminated to others? e) Planned interventions for less structures times are in place e.g. practical activities/lunchtimes/beginning of day including named adult/safe place/secure base. f) Views of parents/carers actively sought (e.g. use of PSAs etc). g) Minimum of 1 hour per week to specifically develop and maintain positive relationship with the teacher and evidence of teacher's time to monitor and review programme with key adults. h) Minimum of 2 hours TA/HLTA individual or small group time in order to develop social and emotional competencies. i) In-class support delivered by an appropriate adult with whom the young person is developing a trusting relationship for 40% of the time.		AR form 2f 1) Plan includes strategies for differentiation of the content and delivery of the curriculum throughout the school day. 2) Plan targets reflect provision that is significantly additional to and different from that provided at School Action and addresses the development of social and emotional competencies. 3) School records demonstrate monitoring process. 4) Provision map highlights strategies for named young person. 5) Show clearly how review of plan directly links to targets on next plan and Annual review process outlines key objectives for following year. Expansion Ensure young person, parents/carers and school staff are involved in the review of provision in order that progress is identified and recorded.
Review Review process in place	Ensure pupil, parents and school staff involvement in the experience of review of provision, in order that pupil progress is identified and recorded.		Show clearly how review of the plan directly links to targets on next plan. Annual Review process outlines key objectives for following year.

Action: Please take a copy of the relevant page of this framework, complete school/pupil name and evidence boxes, then attach the evidence and follow the guidance in Annex 3.

1. BEHAVIOURAL, EMOTIONAL AND SOCIAL DIFFICULTIES - LEVEL 2 (BESD2)

PLEASE REFER TO SECTION 1 PARAGRAPH 4 ON PAGE 8 FOR FURTHER ADVICE ON THE SUBMISSION OF EVIDENCE.

Pupil Name:

School:

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
Descriptors of behaviours	<p>Currently in receipt of BESD1 (EBD1) funding, but the situation has become more severe and complex or a sudden traumatic event has occurred, to warrant access to BESD2</p> <ul style="list-style-type: none"> a) Young person avoids/refuses or is easily overwhelmed by task and is unwilling to take any risks with learning. b) Engages in high risk behaviour. c) Difficulties in forming and maintaining positive relationships (Attachment difficulties). d) Difficulties or tension between school and family of young person. e) Lack of appropriate skills to build positive peer relationships. f) Lack of self-worth as evidenced by self-harm/destruction of own work. g) Destroys/undermines work of others (inc adults). h) Verbally aggressive or completely withdrawn from dialogue with adults/mistrusting of adults. i) Physically aggressive at times. j) Unpredictable responses which can easily escalate in intensity/lack of impulse control. k) Underdeveloped social skills impacting on ability to work cooperatively. Behaviours resulting in isolation from peers/adults. l) Little or no purpose motivation or direction. m) Inability to recognise, express or control emotional state. n) Rarely shows empathy. <p>Current involvement of Support Services and other agencies focussed on social and emotional development e.g. EHWB workers/PROMISE/YOT/YISP etc.</p>		<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>The Annual Review Report (pupils with statements or School Action Plus) will structure the application – additional information may be necessary to supplement certain aspects</p> </div> <p>School should include a brief overview of current situation – one side of A4.</p> <ul style="list-style-type: none"> 1) Significantly reduced NC attainments e.g. Foundation Stage Profile, P Scales, SATs results, CAT scores as appropriate for this year and last year and social and emotional competencies significantly below that of peers as identified through assessment (e.g. Boxall, NFER Nelson A & I, CISS, Enable etc). 2) Analysis of evidence of behaviours to show hypothesis about need – as explained on P5 of “Early Identification of BESD” pack to schools. 3) Evidence of multi agency input and ongoing SEBSS/EPS involvement. Consultation with and involvement of parents/carers. <p>Plan reflects social and emotional need of young person and support is targeted towards one or all of the 5 competencies. The plan identifies key worker role with timetabled opportunities to develop trusting relationship within school setting. The plan also show young person's involvement in target setting and reviews.</p>

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
Provision Describe strategies you are currently using including frequency/duration	Expansion (of need) a) Appropriate arrangements are in place to address any learning difficulties taking account of learning styles. b) Consideration of social and emotional need are evidenced through curriculum planning. c) Support is delivered (by an appropriate adult with whom the young person is developing a trusting relationship) for 90% of the time (100% in times of crisis). d) Evidence to show that a member of school SMT/SLT who has an awareness of social and emotional needs and skilled in positive behaviour management oversees the programme on a daily basis and all staff informed of appropriate positive behaviour management strategies to support young person's inclusion. e) Timetabling of meeting times for key adults involved. f) Planned interventions are in place for less structured times to include key adult/safe place/secure base. g) Preparations and plans for transitions of any kind are in place (including supply/cover teachers). h) Clear evidence of support for the emotional health and well being of key adults working with the young person i) Regular meetings with parents/carers and other appropriate agencies. j) Minimum of 3 hours per week teacher time for direct contact with young person to develop/maintain and improve relationship and to deliver/monitor provision.		Suggested Evidence AR form 2f 1) Plan includes strategies for differentiation of the content and delivery curriculum and includes specific strategies to support the young person's social and emotional development. 2) Targets reflect provision that is significantly additional to and different from that provided at School Action. 3) Make explicit the role of teacher and TA/HLTA in meeting social and emotional needs and evidence joint planning and progress monitoring. 4) The timetable details intervention programmes and support for young person. 5) Action plan for times of crises e.g. Positive Handling Plan established (with advice from support services) and shared with key adults and overseen by member of SMT/SLT. Clear evidence of successful strategies to support young person's inclusion and where appropriate details of what to avoid and evidence of how this information is shared in a whole school setting.
Review Review process in place	Ensure pupil, parents and school staff involvement in the experience of review of provision, in order that pupil progress is identified and recorded.		Show clearly how review of the plan directly links to targets on next plan. Annual Review process outlines key objectives for following year.

Action: Please take a copy of the relevant page of this framework, complete school/pupil name and evidence boxes, then attach the evidence and follow the guidance in Annex 3.

2. LEARNING: SPECIFIC LITERACY LEVEL 1

PLEASE REFER TO SECTION 1 PARAGRAPH 4 ON PAGE 8 FOR FURTHER ADVICE ON THE SUBMISSION OF EVIDENCE.

Pupil Name: _____

School: _____

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
<p>Need</p> <p>Clarify needs, not just a list of difficulties</p> <p>Pupils must meet all the statements (a) or (b)</p>	<p>a) the pupil has severe and persistent specific difficulties which have been identified in conjunction with someone holding a qualification in specific learning difficulties, eg, Somerset Support Services, teacher, private tutor, private EP (please provide name and qualification).</p> <p>Severity is a measure of the nature and extent of the pupil's learning difficulty and can be measured by:</p> <ul style="list-style-type: none"> Standardised literacy and numeracy tests Curriculum assessment Diagnostic and observational assessment <p>Persistence is a measure of the duration of the difficulty in response to appropriate and thorough learning opportunities and support offered to the pupil over time and can be assessed by:</p> <ul style="list-style-type: none"> Quality of inclusive dyslexia friendly classroom teaching and classroom support Duration, appropriateness and thoroughness of individualised literacy interventions <p>Assessments will show the specificity of the learning difference:</p> <ul style="list-style-type: none"> there will be an unexpected difference between cognitive ability and performance in literacy (ie, the student will meet criteria for access arrangements) Results in assessments will be significantly higher when access arrangements are in place, eg, the student's reading comprehension score will be increased when extra time is given to complete a timed reading test <p>Or</p> <p>b) the pupil has severe specific learning difficulties related to DCD/Dyspraxia as identified by a health practitioner and in conjunction with Somerset Support Services (eg, severe difficulties with recording/organisation) Reading may be better. Working towards Writing Level 1,2 or 3 respectively in Years 4,7 or 9.</p>		<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>The Annual Review Report (pupils with statements or School Action Plus) will structure the application – additional information may be necessary to supplement certain aspects</p> </div> <p>Standardised scores must be provided for the following:</p> <ul style="list-style-type: none"> Reading accuracy, reading comprehension/ reading rate (e.g. NARA, McMillan) Single word reading score (e.g. WRAT) Spelling (e.g. WRAT, SWIST) Phonological Assessment (e.g. PHAB) Non Verbal Reasoning Test (e.g. CATS, NFER) Verbal (e.g. CATS, BPVS). <p>Please also provide:</p> <ul style="list-style-type: none"> a Speed of Handwriting Assessment (e.g. PATOSS, Hedderley) a sample of unaided writing a highlighted wheel from the Somerset Dyslexia Pack showing areas affected by the learning difference. <p>Include data showing progress over time (Section 3 of the Annual Review Form).</p> <p>In 2E of the Annual Review Form please reference reports of a medical diagnosis unless this is a new application when a copy of a new report will be needed.</p> <p>Evidence must be provided of the impact on recording skills and access to the curriculum (e.g. writing speed, sample of writing).</p>

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
Provision Describe strategies you are currently using (or plan to use) and frequency/duration	The pupil has a detailed programme of specific intervention to address literacy difficulties related to Dyslexia or DCD/Dyspraxia a) • give details of specific literacy programmes tailored to need Or b) give details of programmes addressing the coordination/handwriting/ planning/recording skills related to DCD/Dyspraxia		Reference Annual Review Form 2f Provide a weekly timetable of intervention received Show access to adult support in all literacy intensive curriculum areas. Detail which strategies are being adopted to develop <ul style="list-style-type: none"> • study skills • independence skills • self esteem Detail specific ICT programmes being used to support the pupil.
Review	Ensure pupil, parents and school staff involvement in the experience of review of provision, in order that pupil progress is identified and recorded.		You should clearly show how review of IEPs/PLPs, directly links to targets on next IEP/PLP, and how provision is focused on pupil progress and future planning through Annual Review.

Action: Please take a copy of the relevant page of this framework, complete school/pupil name and evidence boxes, then attach the evidence and follow the guidance in Annex 3.

2. LEARNING: LITERACY - LEVEL 1 (LL1)

PLEASE REFER TO SECTION 1 PARAGRAPH 4 ON PAGE 8 FOR FURTHER ADVICE ON THE SUBMISSION OF EVIDENCE.

(This Form should only be used to support In-Year funding applications for the 2007/08 academic year only).

Pupil Name:

School:

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
Need Clarify needs, not just a list of difficulties Pupils must meet all the statements (a) or (b) and all of (c) to (e)	(a) The pupil has severe specific literacy difficulties identified in conjunction with Somerset Support Services. <ul style="list-style-type: none"> National curriculum tests, teacher assessment and standardised tests show pupil is working significantly below age related expectations in literacy, though speaking and listening, oral contribution and comprehension skills may be at a higher level. Pupil is not making the expected progress at the word level in literacy. Year 2 – P scales, below level 1 Years 3 / 4 working within level 1 Years 5/6/7 working within level 2 Year 9 working below level 3 OR (b) The pupil has severe specific literacy difficulties related to DCD/Dyspraxia as identified by a recognised health practitioner and in conjunction with Somerset Support Services (eg, severe difficulties with recording/ organisation). Reading may be better. Working towards writing Levels 1, 2, 3 in Years 4, 7, respectively.		<div style="border: 1px solid black; padding: 5px;"> The Annual Review Report (pupils with statements or School Action Plus) will structure the application – additional information may be necessary to supplement certain aspects </div> Reference Annual Review Form 2e <ul style="list-style-type: none"> Reference past reports / records of meetings in section 2E In section 2 F include results of <ol style="list-style-type: none"> National curriculum tests (optional tests and end of key stage) Indicate reading, writing, speaking and listening scores Results of reading and spelling tests over time – indicate reading rate, accuracy and comprehension levels (as required in exam concessions) , standardised score below 85 Phonic progression / sight word recognition (key stage 1) Writing speed Use the 'Any other test results' box for this In 2 E reference reports of a medical diagnosis of DCD / Dyspraxia unless this is a new application when a copy of a new report will be needed. Evidence of impact on recording skills and access to the curriculum (eg, writing speed, sample of writing)
Provision Describe strategies you are currently using (or plan to use) and frequency/duration	(a) The pupil has a detailed programme of specific intervention to address literacy difficulties related to Dyslexia and/or DCD/Dyspraxia. Teaching time is provided, over and above that provided at School Action for: <ul style="list-style-type: none"> detailed literacy programme tailored to needs (for key stage 1 and 2 this will meet the criteria of a Wave 3 Intervention and/or detailed programme addressing co-ordination/handwriting/planning/ recording skills related to DCD/Dyspraxia. (b) There is access to adult support (or peer support in appropriate circumstances) in all literacy intensive curriculum areas. (c) There is provision of appropriate ICT and alternative methods of recording.		Reference Annual Review Form 2f <ul style="list-style-type: none"> Details of specific programmes and approaches used including any to address behaviour and low self esteem linked to profile of difficulties. Weekly timetable of support received. Details of specific ICT programmes used with this pupil.

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
Review Review process in place	Ensure pupil, parents and school staff involvement in the experience of review of provision, in order that pupil progress is identified and recorded.		You should clearly show how review of IEPs / PLPs, directly links to targets on next IEP/PLP, and how provision is focused on pupil progress and future planning through Annual Review.

Action: Please take a copy of the relevant page of this framework, complete school/pupil name and evidence boxes, then attach the evidence and follow the guidance in Annex 3.

LEARNING: GENERAL DEVELOPMENT DELAY - LEVEL 1 (LGDD1) For internal school use only

PLEASE REFER TO SECTION 1 PARAGRAPH 4 ON PAGE 8 FOR FURTHER ADVICE ON THE SUBMISSION OF EVIDENCE.

Pupil Name:

School:

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
Need Clarify needs, not just a list of difficulties	(a) The pupil demonstrates significant delay in learning across the academic and social curriculum. <ul style="list-style-type: none"> Working at Yellow Stepping Stones at end of Foundation stage profile. P Scales/National Curriculum Levels <ul style="list-style-type: none"> ➢ Below Level 1 at end of KS1 (P5 to P8) ➢ Below Level 2 at end of KS2 (P7 to Level 1) ➢ Below Level 3 at end of KS3 (in Maths & English) 		<div style="border: 1px solid black; padding: 5px;"> The Annual Review Report (pupils with statements or School Action Plus) will structure the application – additional information may be necessary to supplement certain aspects </div> Reference Annual Review Form 2e <ul style="list-style-type: none"> Strategies detailed on review form indicate both: <ul style="list-style-type: none"> - specific instructions to address needs - inclusive strategies for access to the broad curriculum and social inclusion.
Provision Describe strategies you are currently using (or plan to use) and frequency/duration	(a) Access to the full curriculum is provided through extensive differentiation, additional to or different from Provision for All and School Action. There is allocated time each week for the teacher to plan and modify the curriculum and liaise with support staff. (b) Active strategies are in place to assist the pupil's social integration in class and through additional provision. (c) Teacher / TA/LSA support for 60% of curriculum time. (d) Evidence of small group, individual provision eg Wave 3. (e) Evidence of outside agency involvement in planning and monitoring provision.		Reference Annual Review Form 2f <ul style="list-style-type: none"> Timetable of how support is deployed to meet pupil's learning and social needs at school, class, group and individual level. Provision Map and IEP and Review – or equivalent.
Review Review process in place	Ensure pupil, parents and school staff involvement in the experience of review of provision, in order that pupil progress is identified and recorded.		You should clearly show how review of IEPs / PLPs, directly links to targets on next IEP/PLP, and how provision is focused on pupil progress and future planning through Annual Review.

Action: Please take a copy of the relevant page of this framework, complete school/pupil name and evidence boxes, then attach the evidence and follow the guidance in Annex 3.

2. LEARNING: GENERAL DEVELOPMENT DELAY - LEVEL 2 (LGDD2)

PLEASE REFER TO SECTION 1 PARAGRAPH 4 ON PAGE 8 FOR FURTHER ADVICE ON THE SUBMISSION OF EVIDENCE.

Pupil Name:

School:

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
Need Clarify needs, not just a list of difficulties	(a) The pupil demonstrates severe delay in learning across the academic and social curriculum. <ul style="list-style-type: none"> Working towards Yellow Stepping Stones at end of Year R (Foundation Stage Profile) P Scales. End of key stage 1 P2 - P5 End of key stage 2 P4 – 8 End of key stage 3 P5 –Level 1c (b) There has been multi-agency planning to inform/advise staff, including involvement of appropriate SEN Support Services.		<div style="border: 1px solid black; padding: 5px;"> <p>The Annual Review Report (pupils with statements or School Action Plus) will structure the application – additional information may be necessary to supplement certain aspects</p> </div> <p>Reference Annual Review Form 3a</p> <ul style="list-style-type: none"> Records of attainment and progress over time. An events log of discussion and planning with multi agencies.
Provision Describe strategies you are currently using (or plan to use) and frequency/duration	(a) There will be an individualised programme for a large part of the academic and social curriculum in order to enable the pupil to make progress. There is allocated time each week for the teacher to plan and modify the curriculum and liaise with support staff (approx 2 hours per week). (b) There will be support for supervision of and/or teaching of personal care, hygiene and/or independence skills. (c) There will be a language and communication programme. (d) TA support within class for 90% of the curriculum, to support the pupil in whole class, small group and individual work.		<p>Reference 2f</p> <ul style="list-style-type: none"> Evidence of the programmes and strategies used. Timetable of how support is deployed to meet pupil's needs at school, whole class, small group and individual level.
Review Review process in place	Ensure pupil, parents and school staff involvement in the experience of review of provision, in order that pupil progress is identified and recorded.		<p>You should clearly show how review of IEPs/PLPs directly links to targets on next IEP/PLP, and how provision is focused on pupil progress and future planning through Annual Review.</p>

Action: Please take a copy of the relevant page of this framework, complete school/pupil name and evidence boxes, then attach the evidence and follow the guidance in Annex 3.

2. LEARNING: LANGUAGE AND COMMUNICATION - LEVEL 1 (LLC1)

PLEASE REFER TO SECTION 1 PARAGRAPH 4 ON PAGE 8 FOR FURTHER ADVICE ON THE SUBMISSION OF EVIDENCE.

Pupil Name:

School:

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
Need Clarify needs, not just a list of difficulties	(a) The pupil has either specific speech and language impairment (SLI) or communication impairment (including ASD), identified by SALT (SLI) or paediatrician (ASD). (b) Advice has been obtained from Somerset Support Services (LSS or EPS). (c) Regular planned intervention is required to support development of language and communication and to ensure access to the curriculum.		<div style="border: 1px solid black; padding: 5px;"> <p>The Annual Review Report (pupils with statements or School Action Plus) will structure the application – additional information may be necessary to supplement certain aspects</p> </div> <p>Reference Annual Review Form 2e</p> <ul style="list-style-type: none"> Report, or other written feedback, identifying SLI or ASD. Records of involvement of Somerset Support Services, eg, consultation meeting notes, reports, records of discussions/Plan-Do-Review (PDR), School Entry Plans.
Provision Describe strategies you are currently using (or plan to use) and frequency/ duration	(a) Class/subject teacher builds curriculum modification into core planning. (b) There is additional teaching of language/communication skills (minimum of one hour a week, individual or small group). (c) Access to an individualised language/communication programme and holistic systems, eg, Sulp, STC, Theory of Mind, Emotional Intelligence, social stories (Published or tailor made). (d) There is actual or planned support from teacher and/or a trained TA for 40% of the week to support pupil in the whole class, small group and individual work. (As described above).		<p>Reference Annual Review Form 2f</p> <ul style="list-style-type: none"> Timetable to show how staff support the language and communication provision across the curriculum. A provision map noting name and type of resources used.
Review Review process in place	Ensure pupil, parents and school staff involvement in the experience of review of provision, in order that pupil progress is identified and recorded.		<p>You should clearly show how review of IEPs/PLPs directly links to targets on next IEP/PLP, and how provision is focused on pupil progress and future planning through Annual Review.</p>

Action: Please take a copy of the relevant page of this framework, complete school/pupil name and evidence boxes, then attach the evidence and follow the guidance in Annex 3.

2. LEARNING: LANGUAGE IMPAIRMENT - LEVEL 2 (LLC2)

PLEASE REFER TO SECTION 1 PARAGRAPH 4 ON PAGE 8 FOR FURTHER ADVICE ON THE SUBMISSION OF EVIDENCE.

Pupil Name:

School:

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
Need Clarify needs, not just a list of difficulties	(a) The pupil has severe specific language impairment identified by the Speech and Language Therapy Service, with on-going involvement and monitoring. (b) Ongoing monitoring and involvement from the SPL/LD Team or Educational Psychologist Service to develop speech, language and communication. (c) Planned intervention is vital to enable development of language and communication and ensure access to the curriculum.		<div style="border: 1px solid black; padding: 5px;"> <p>The Annual Review Report (pupils with statements or School Action Plus) will structure the application – additional information may be necessary to supplement certain aspects</p> </div> <p>Reference Annual Review Form 2e</p> <ul style="list-style-type: none"> Report identifying a severe specific language impairment and specifying the need for systematic augmented communication. Records of involvement of Somerset Support Services, eg, Consultation meeting notes, records of discussions/Plan, Do, Review (PDR), School Entry Plans. Evidence of impact of language impairment on learning and communication eg, P Scales, NC Levels, overtime, sample of pupil's work.
Provision Describe strategies you are currently using (or plan to use) and frequency/ duration	(a) Individual programme (published or tailor-made) of language/communication activities delivered systematically. (b) Specialised resources (eg, ICT) and high level of individual time to present key ideas to the pupil. (c) There is augmented communication (eg, symbol and sign use) across the curriculum. (d) There is actual or planned support from a teacher and/or trained TA for 75% of week to support pupil in the whole class, small group and individual work.		<p>Reference Annual Review Form 2f</p> <ul style="list-style-type: none"> Timetable shows how staff support the language programme. Photograph of pupil (ensure you have parental permission) and/or adult using augmented communication (eg, visual timetable instructional symbol cards, ICT programme). Provision map noting name and type of resources used.
Review Review process in place	Ensure pupil, parents and school staff involvement in the experience of review of provision, in order that pupil progress is identified and recorded.		<p>You should clearly show how review of IEPs / PLPs directly links to targets on next IEP/PLP, and how provision is focused on pupil progress and future planning through Annual Review.</p>

Action: Please take a copy of the relevant page of this framework, complete school/pupil name and evidence boxes, then attach the evidence and follow the guidance in Annex 3.

2. LEARNING: AUTISTIC SPECTRUM DISORDER - LEVEL 2 (ASD2)

PLEASE REFER TO SECTION 1 PARAGRAPH 4 ON PAGE 8 FOR FURTHER ADVICE ON THE SUBMISSION OF EVIDENCE.

Pupil Name:

School:

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
Need Clarify needs, not just a list of difficulties	(a) The pupil has been identified with autistic spectrum disorder by recognised health professional(s). (b) The pupil has clear and long term difficulties within the triad of impairments eg - restricted and rigid behaviours - social communication - social interaction. (c) There is ongoing monitoring from either Educational Psychologist, Autism Service, Speech and Language Therapist (as appropriate). (d) The degree of communication difficulty is such that planned intervention is needed to develop social skills, alleviate difficulties forming relationships or address obsessional and/or difficult behaviours. (e) Requires mediation to access the curriculum.		<div style="border: 1px solid black; padding: 5px;"> The Annual Review Report (pupils with statements or School Action Plus) will structure the application – additional information may be necessary to supplement certain aspects </div> Reference to Annual Review Form 2e <ul style="list-style-type: none"> • Report or other written feedback identifying ASD. • Indication from appropriate agencies of need for a high level of mediated communication/symbols/visual structures, eg, TEACCH, STC, PECS. • Record of notes showing ongoing involvement of Support Services/Speech & Language Therapy Service. School Entry Plan if in Reception year.
Provision Describe strategies you are currently using (or plan to use) and frequency/ duration	(a) Extensive individual teaching of language/social interaction/communication activities. (b) High level of individual teacher-time (minimum 2 hours) to pupil to enable access to the social and academic curriculum. (c) A minimum of 75% of activities are supported by a mediated communication system/ symbols/differentiated language approach. (d) Evidence of the active teaching of social/life skills including managing difficult behaviours as necessary. (e) A minimum of 75% for in class support to support mediated communication system. (f) Minimum of 3 hours per week of TA/LSA support for individual and/or small group work. (g) Training on ASD planned or received by key staff.		Reference Annual Review Form 2f <ul style="list-style-type: none"> • Evidence of the teaching strategies to enable access to the curriculum, eg, TEACCH. • The programme for the teaching of specific communication, social, language skills and follow-up consolidation activities with a TA/LSA. • Evidence of how the curriculum is visually supported and language differentiated. • Timetable showing individual teacher-pupil contact, support for pupil from TA/LSA in whole class, small group and individual work.
Review Review process in place	Ensure pupil, parents and school staff involvement in the experience of review of provision, in order that pupil progress is identified and recorded.		You should clearly show how review of IEP/PLPs , directly links to targets on next IEP/PLP, and how provision is focused on pupil progress and future planning through Annual Review.

Action: Please take a copy of the relevant page of this framework, complete school/pupil name and evidence boxes, then attach the evidence and follow the guidance in Annex 3.

2. LEARNING: AUTISTIC SPECTRUM DISORDER - LEVEL 3 (ASD3)

PLEASE REFER TO SECTION 1 PARAGRAPH 4 ON PAGE 8 FOR FURTHER ADVICE ON THE SUBMISSION OF EVIDENCE.

Pupil Name:

School:

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
Need Clarify needs, not just a list of difficulties	(a) The pupil has a diagnosis of ASD requiring multi-agency involvement. (b) Long term support, intervention and advice is needed from the Educational Psychologist, Language and Communication Team and Speech and Language Therapist (as appropriate). (c) Severe challenging behaviour with significant lack of compliance, failure to understand consequences, and therefore presenting a threat to staff/pupil safety. OR (d) Highly distressed behaviour arising from a significant lack of comprehension that requires all aspects of the social and academic curriculum to be completely mediated throughout the school day.		<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> The Annual Review Report (pupils with statements or School Action Plus) will structure the application – additional information may be necessary to supplement certain aspects </div> Reference Annual Review Form 2e <ul style="list-style-type: none"> • Reports showing diagnosis of ASD from an appropriate assessment service (eg, CALDAT, JCC). • Records of collaborative planning across agencies involved, eg consultation meetings and health professionals. • Records of regular involvement of Language and Communication team and other Support Services (as appropriate) over the year. (School Entry Plan if in reception year). • Evidence to demonstrate severity of communication difficulty, and consequent behaviours.
Provision Describe strategies you are currently using (or plan to use) and frequency/duration	(a) School entry and/or Transition planning requires multi-agency liaison, preparation and training for school staff. (b) Pupil requires augmented and/or mediated communication as the primary channel for educational and social interaction. (c) Approaches to managing behaviour and minimising consequences are developed by key staff in conjunction with SENCO and Senior Management Team. There is a requirement for significant current and relevant staff training, eg, SCIP, PECS, STC. (d) School is actively engaged in County/other ASD training opportunities to support their inclusive provision. (e) Active teaching of social/life skills. (f) Specialist teaching for a minimum of one day (in total) a week monitored by the Autism Service. (g) Trained adult mediators for all curriculum areas, to facilitate social interaction with peers, and help with self-care.		Reference Annual Review Form 2f <ul style="list-style-type: none"> • School Entry or Transition Plan. • Evidence of the alternative communication approaches implemented and the key resources used to mediate learning. • Evidence showing the role of the teacher, TA, SENCO in adapting, negotiating and modifying the curriculum to reduce behaviour/social needs. • Record of on-going training received by key staff. • Summary of individual teacher-pupil contact time. • Timetable to show implementation of language and/or communication programmes and the support for augmented/mediated communication, symbols, non-fading information.
Review Review process in place	Ensure pupil, parents and school staff involvement in the experience of review of provision, in order that pupil progress is identified and recorded.		You should clearly show how review of IEPs/ PLPs directly links to targets on next IEP/PLP, and how provision is focused on pupil progress and future planning through Annual Review.

Action: Please take a copy of the relevant page of this framework, complete school/pupil name and evidence boxes, then attach the evidence and follow the guidance in Annex 3.

3. PHYSICAL IMPAIRMENT - LEVEL 1 (PI1)

PLEASE REFER TO SECTION 1 PARAGRAPH 4 ON PAGE 8 FOR FURTHER ADVICE ON THE SUBMISSION OF EVIDENCE.

Pupil Name:

School:

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
Needs Clarify needs, not just a list of difficulties	<u>ESSENTIAL</u> There is ongoing monitoring by the Physical and Medical Support Team (P&MST) Pupils must meet 4 out of 5 (a to e) below: (a) The pupil has a physical impairment, which significantly affects their mobility and their ability to access the school site and some curriculum activities. (b) The pupil has a physical impairment, which significantly affects their learning, and they require additional support for personal organisation and social skills. (c) Pupil needs an individual therapy programme carried out which has been planned by an OT, Physiotherapist or Speech and Language Therapist. (d) The pupil requires additional support to meet their personal care needs, eg, toileting eating and drinking. (e) Pupil's physical impairment has a <u>significant impact</u> on their ability to record their work which requires the use of a scribe, Alphasmart or other similar aid.		<div style="border: 1px solid black; padding: 5px;"> <p>The Annual Review Report (pupils with statements or School Action Plus) will structure the application – additional information may be necessary to supplement certain aspects</p> </div> Reference Annual Review Form 2e <ul style="list-style-type: none"> • Current report written by the Paediatrician or other medical professional. • A Moving and Handling Risk Assessment may be required. • Record of involvement of P&MST for this academic year (School Entry Plan if in Reception year).
Provision Describe strategies you are currently using (or plan to use) and frequency/ duration	(a) Class teacher time is provided to ensure access to the curriculum and to liaise with the TA and other professionals. One hour teaching time on average is available each week for planning and liaison. (b) Therapy support is required. (c) Some TA support is provided for physical access to the curriculum due to Health and Safety issues, eg, DT, PE. (d) Support for personal toileting needs is provided. (e) TA time is available for specific activities and support. (f) Consumables to support personal needs may be provided.		Reference Annual Review Form 2f <ul style="list-style-type: none"> • Record of teacher/TA/LSA liaison and planning. • Evidence of therapist(s) involvement. • Pupil personal support timetable. • Evidence of how TA/LSA time is used, eg, TA/LSA timetables, TA/LSA tasks. • Record of consumables required if appropriate.
Review Review process in place	Ensure pupil, parents and school staff involvement in the experience of review of provision, in order that pupil progress is identified and recorded.		You should clearly show how review of IEPs/PLPs, directly links to targets on next IEP/PLP, and how provision is focused on pupil progress and future planning through Annual Review.

Action: Please take a copy of the relevant page of this framework, complete school/pupil name and evidence boxes, then attach the evidence and follow the guidance in Annex 3.

3. PHYSICAL IMPAIRMENT - LEVEL 2 (PI2)

PLEASE REFER TO SECTION 1 PARAGRAPH 4 ON PAGE 8 FOR FURTHER ADVICE ON THE SUBMISSION OF EVIDENCE.

Pupil Name:

School:

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
Need Clarify needs, not just a list of difficulties	(1a) The pupil has a physical impairment, which necessitates use of a wheelchair or walking frame. A Moving and Handling Risk Assessment will be required. OR (2a) The pupil has a physical impairment which means they have no functional use of <u>both</u> their arms; in which case a Moving and Handling Risk Assessment may not be required. Accessible school transport may not be required. (2b) The pupil requires additional support to meet their personal needs, either toileting or eating and drinking. (c) There is ongoing involvement from the Physical and Medical Support Team (P&MST).		<div style="border: 1px solid black; padding: 5px;"> <p>The Annual Review Report (pupils with statements or School Action Plus) will structure the application – additional information may be necessary to supplement certain aspects</p> </div> <p>Reference Annual Review Form 2e</p> <ul style="list-style-type: none"> • Current report written by paediatrician or other medical professional. • Moving and Handling Risk Assessment Report. • Record of involvement of P&MST for this academic year (School Entry Plan if in Reception year).
Provision Describe strategies you are currently using (or plan to use) and frequency/duration	(a) Class teacher time is available to: <ul style="list-style-type: none"> • Liaise with parents, TAs/LSAs and other professionals (advisory teachers, physiotherapists, speech and language therapists). • Plan with TAs/LSAs. • Differentiate the curriculum. • (2 hours teaching time on average is available per week for planning and liaison). (b) TA time is provided for: <ul style="list-style-type: none"> • Curriculum support. • Break time and lunchtime support. • Specific therapy input. • Personal support, eg, dressing, toileting, eating and drinking. • Significant TA/LSA time is allocated. (c) Therapy support is provided. (d) ICT support may be provided for adapted access or written work/recording. (e) Support for the management of equipment associated with the physical impairment may be provided. (f) Consumables to support personal needs may be provided. (g) Accessible transport and additional staffing is provided for school trips.		<p>Reference Annual Review Form 2f</p> <ul style="list-style-type: none"> • Record of teacher/TA/LSA liaison and planning and involvement with other professionals. • Evidence of therapist(s) involvement. • Evidence of ongoing curriculum differentiation and ICT use if appropriate, eg, SENITAS record. • Log of staff training. • Evidence of how TA/LSA time is used, eg, TA/LSA timetable, TA/LSA tasks. • Copy of the supervision/care plan for school trips. • Personal Support timetable. • Record of consumables provided if appropriate.
Review Review process in place	Ensure pupil, parents and school staff involvement in the experience of review of provision, in order that pupil progress is identified and recorded.		<p>You should clearly show how review of IEPs / PLPs, directly links to targets on next IEP/PLP, and how provision is focused on pupil progress and future planning through Annual Review.</p>

Action: Please take a copy of the relevant page of this framework, complete school/pupil name and evidence boxes, then attach the evidence and follow the guidance in Annex 3.

3. PHYSICAL IMPAIRMENT - LEVEL 3 (PI3)

PLEASE REFER TO SECTION 1 PARAGRAPH 4 ON PAGE 8 FOR FURTHER ADVICE ON THE SUBMISSION OF EVIDENCE.

Pupil Name:

School:

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
Need Clarify needs, not just a list of difficulties	(a) The pupil has a physical impairment, with no independent mobility or is a non-independent wheelchair user. (b) A Moving and Handling Risk Assessment will be required. (c) There is significant involvement from the Physical and Medical Support Team (P&MST). (d) The pupil has a severe communication impairment diagnosed by a Speech Language Therapist and they need augmented support.		<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> The Annual Review Report (pupils with statements or School Action Plus) will structure the application – additional information may be necessary to supplement certain aspects </div> Reference Annual review Form 2e <ul style="list-style-type: none"> • Current report written by a paediatrician or other medical professional. • A Moving and Handling Risk Assessment Report. • Record of involvement of P&MST during this academic year (School Entry Plan if in Reception year). • Current report written by a Speech and Language Therapist.
Provision Describe strategies you are currently using (or plan to use) and frequency/ duration	(a) Significant teaching time is used to maximise curriculum access and provide: <ul style="list-style-type: none"> • Differentiation of the curriculum. • Preparation of work. • Facilitation of alternative communication. • Liaison with parents, TAs and other professionals. • Long-term therapy support is provided, eg, physiotherapy, speech and language therapy and occupational therapy. (b) Full time TA support to: <ul style="list-style-type: none"> • Enable access to and adaptation of the curriculum. • Provide personal support for toileting/eating/drinking and throughout break time and lunchtime. • Support for the management of equipment associated with the physical impairment. • Adapted ICT access or software is necessary. (c) Training for staff, particularly at transfer time. (d) Accessible transport and additional staffing is provided for school trips. (e) Consumables to support personal needs may be provided.		Reference Annual review Form 2f <ul style="list-style-type: none"> • Record of teacher/TA liaison and planning and involvement with other professionals. • Evidence of therapist(s) involvement. • Evidence of ongoing curriculum differentiation. • Evidence of ICT use. • Evidence of use of AAC systems and methods. • IEP demonstrates strategies to develop pupil's independence. • Medical/personal care protocols. • Evidence of how TA time is used, eg, TA timetables, TA tasks. • Personal support timetable. • Log of staff training received. • Record of consumables required if appropriate. • Copy of supervision/care plan for school trips.

Review Review process in place	Ensure pupil, parents and school staff involvement in the experience of review of provision, in order that pupil progress is identified and recorded.		You should clearly show how review of IEPs,/ PLPs directly links to targets on next IEP/PLP, and how provision is focused on pupil progress and future planning through Annual Review.
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Action: Please take a copy of the relevant page of this framework, complete school/pupil name and evidence boxes, then attach the evidence and follow the guidance in Annex 3.

4. SENSORY HEARING - LEVEL 1 (SH1)

**PLEASE REFER TO SECTION 1 PARAGRAPH 4 ON PAGE 8 FOR FURTHER
ADVICE ON THE SUBMISSION OF EVIDENCE.**

Pupil Name:

School:

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
Need Clarify needs, not just a list of difficulties	(a) The pupil has a diagnosed long standing or permanent moderate, severe or profound hearing loss in the better ear and meets the criteria listed a-c, d and/or e below. (a) There is ongoing monitoring from the sensory hearing team. (b) An FM system or alternative assistive hearing equipment is available to address acoustic access issues. (c) The pupil requires individual support to understand the speech of adults and peers in order to access curriculum and other social contexts for learning. (d) The pupil's language development is significantly delayed such that access to the curriculum requires differentiation for all core subjects. and/or (e) The pupil has a significantly delayed vocabulary such that the understanding and acquisition of subject specific vocabulary will be severely restricted without specific support.		<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> The Annual Review Report (pupils with statements or School Action Plus) will structure the application – additional information may be necessary to supplement certain aspects </div> Reference Annual Review Form 2e <ul style="list-style-type: none"> • Reports or other records from agencies outside the school, eg, an ENT consultant or audiological physician. • Record of involvement and report from the Hearing Support Team.

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
Provision Describe strategies your are currently using (or plan to use) and frequency/ duration	(a) Class teacher/SENCO time is available to plan is available to plan for differentiation of the curriculum, for developing listening and age appropriate language and literacy skills and for liaison with parents, support services and outside agencies. (b) Staff working with the child have received training in appropriate teaching and support strategies for the child. (c) Monitoring and advisory support including targeted time limited direct interventions are available from the hearing support team. (d) Specialist audiological support is available from the hearing support team. (e) Direct specialist teaching and audiological support is available from a teacher of the deaf/HLTA. An FM system, or alternative assistive hearing equipment is available for the child's personal use. (f) Time is available from a skilled TA/LSA, trained in support techniques for hearing impaired children. (g) Support is available for daily checking and trouble-shooting hearing equipment. (h) Measures have been taken to provide a listening friendly environment for the child. (i) A minimum of 10 hours a week of TA/LSA support is designated only to this child.		Reference Annual Review Form 2f <ul style="list-style-type: none"> School entry plan where appropriate. School staff attendance at INSET re child/young person. Provision map with contributions from all agencies involved with support for child/young person. IEP/PLP clarifies the type of support from teaching and support staff. IEP/PLP shows parent/pupil involvement. Evidence of training received by LSA, and other staff as appropriate. IEP/PLP describes specialist equipment and how this is used. Evidence of measures taken to provide good listening conditions. Evidence of teacher planning and individual contact time for this child. Personal support timetable. Sample log of TA/LSA support and outcomes set against IEP/PLP, class teacher or teacher of the deaf instructions. Sample log of daily checking of child's personal amplification.
Review Review process in place	Ensure pupil, parents and school staff involvement in the experience of review of provision, in order that pupil progress is identified and recorded.		You should clearly show how review of IEPs / PLPS, directly links to targets on next IEP/PLP, and how provision is focused on pupil progress and future planning through Annual Review.

Action: Please take a copy of the relevant page of this framework, complete school/pupil name and evidence boxes, then attach the evidence and follow the guidance in Annex 3.

4. SENSORY HEARING - LEVEL 2 (SH2)

PLEASE REFER TO SECTION 1 PARAGRAPH 4 ON PAGE 8 FOR FURTHER ADVICE ON THE SUBMISSION OF EVIDENCE.

Pupil Name:

School:

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
Need Clarify needs, not just a list of difficulties	<p>The pupil has a diagnosed permanent severe or profound hearing loss in the better ear and meets the criteria a-c, d and/or e below:</p> <ul style="list-style-type: none"> (a) The pupil requires supplementary communication methods (signed, written, oral/aural) across 100% of the curriculum in order to access learning. (b) The pupil language development is significantly delayed or impaired such that access to the curriculum requires differentiation for concept and linguistic content for all subject areas. (c) Assistive equipment such as an FM system is essential to ensure maximisation of residual hearing. (d) The pupil has a complex profile of communication and language needs which require individual support or mediation for personal and social interaction. <p>and/or</p> <ul style="list-style-type: none"> (e) Support is required in order for others to understand the pupil's own speech or communication. 		<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>The Annual Review Report (pupils with statements or School Action Plus) will structure the application – additional information may be necessary to supplement certain aspects</p> </div> <p>Reference Annual Review Form 2e</p> <ul style="list-style-type: none"> Reports or other records from agencies outside the school, eg, an ENT consultant or audiological physician. Record of involvement and report from the Hearing Support Team.

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
Provision Describe strategies you are currently using (or plan to use) and frequency/duration	(a) The child has access to skilled individual TA/LSA support using supplementary communication methods (signed, written, or oral/aural) to access the curriculum and for informal interactions. (b) There is regular access to support from the Hearing Support Team in order to provide targeted teaching and support for language and communication, curriculum and social development. (c) Support is available for daily checking and trouble-shooting hearing equipment. (d) Teacher time is available (minimum 1 hour per week) to differentiate the curriculum, and to liaise with Support Services and other outside agencies. (e) Staff working with the child have received training in appropriate teaching and support strategies for the child. (f) Staff receive ongoing advisory support and guidance from the Hearing Support team. (g) Measures have been taken to provide a listening friendly environment for the child. (h) An FM system or alternative assistive hearing equipment, is available for the child's personal use. (i) Full TA/LSA support is designated to this child.		Reference Annual Review Form 2f <ul style="list-style-type: none"> School Entry Plan where appropriate. IEP/PLP clarifies the type of support from teaching and support staff and the teacher of the deaf. IEP/PLP shows parent/pupil involvement. IEP/PLP describes specialist equipment and how this is used. Evidence of training received by TA/LSA. Evidence of measures taken to provide good listening conditions. Evidence of teacher planning and individual contact time for this child. Personal support timetable. Log of TA/LSA support and outcomes set against IEP/PLP, class teacher or teacher of deaf instructions. Log of daily checking of child's personal amplification.
Review Review process in place	Ensure pupil, parents and school staff involvement in the experience of review of provision, in order that pupil progress is identified and recorded.		You should clearly show how review of IEPs / PLPs directly links to targets on next IEP/PLP, and how provision is focused on pupil progress and future planning through Annual Review.

Action: Please take a copy of the relevant page of this framework, complete school/pupil name and evidence boxes, then attach the evidence and follow the guidance in Annex 3.

4. SENSORY - HEARING IMPAIRMENT LEVEL 3 (SH3)

PLEASE REFER TO SECTION 1 PARAGRAPH 4 ON PAGE 8 FOR FURTHER ADVICE ON THE SUBMISSION OF EVIDENCE.

Pupil Name:

School:

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
Need Clarify needs, not just a list of difficulties	The pupil is diagnosed as severely or profoundly deaf and has a specific requirement at any key stage for a fully sign-supported access programme necessitating full time communication support staffed by more than one support worker.		<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> The Annual Review Report (pupils with statements or School Action Plus) will structure the application – additional information may be necessary to supplement certain aspects </div> <ul style="list-style-type: none"> • Reports provided by qualified specialist professionals confirm the level of hearing impairment and the specific communication requirements. • School entry and transition plans include arrangements for training of new staff and pre-transition work on required curriculum adaptation (materials and activities) and proposed personal support timetable. • Reports from HI support team clarify resources provided/required, record regular involvement of specialist teacher/support staff.
Provision Describe strategies you are currently using (or plan to use) and frequency/duration	<p>There is specialist teaching and support for the effective use by the pupil of a sign-based or sign-supported access and interaction programme. This is supported by initial and ongoing training in teaching and support strategies for a pupil with hearing-impairment and includes work with the whole school staff and peers.</p> <p>Measures have been taken to ensure an acoustically appropriate environment for a pupil with hearing-impairment eg use of FM system, classroom soundfields, noise reduction measures and classroom noise management techniques. This includes access to a visually and acoustically quiet space for individuals or small group language and targeted skills work.</p> <p>Teacher time is available (minimum 2 hours a week) to differentiate the curriculum, plan with support staff, plan and monitor pupil progress and meet with the team around the pupil including carers and support services to review development and plan forward.</p> <p>There is full curriculum support and preparation with sign-based/Total Communication or alternative means of access to the spoken and written curriculum eg photographic video/picture/symbol materials, including resources to support homework and extended school activities.</p> <p>There are staff in the school with audiological training and skills sufficient to support trouble-shooting and maintenance as required through a programme of daily equipment checks.</p> <p>An FM system is available to the pupil for use across the full curriculum. There is regular access to a specialist teacher of the hearing-impaired for targeted teaching and support of language, literacy and numeracy, curriculum access and social, emotional and personal development.</p>		<ul style="list-style-type: none"> • Details provided of the specialist teaching provided for pupils as well as training taken up by school support staff. • Reports outline the effectiveness with which specialist advice and guidance has been implemented. • Review minutes and discussion notes. • IEP shows parent, pupil and specialist staff involvement. • Monitoring procedures devised by school. • Reports clearly outline the progress made and specific requirements of the pupil. • Provision map illustrating contributions from all agencies involved. • Acoustic audit report and evidence of measures taken to provide a good listening environment. • Evidence of INSET provided by the HST and action resulting. • Log of daily checks of child's personal amplification and assistive equipment. • Evidence of staff training that ensures access to skilled communication support at an appropriate level.

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
	<p>The regular support provided for pupil and support staff from a specialist teacher of the hearing-impaired and associated technical and audiological/specialist teaching support staff, subject to ongoing assessment and review by a teacher of the hearing-impaired and which may vary from 0.2 to 0.5 fte input.</p> <p>There is specialist training and support for TA work so that pupil has access to consistent and skilled support in communication terms.</p> <p>Full time support across curriculum provided by at least two workers in accordance with required working practice for sign communicators. Support plan includes extended school activities and break times. Pupil is fully involved in the preparation and review of his/her support plan.</p> <p>Personal Support Plans should include access to role models through curriculum materials and activities and full involvement of home/carers to ensure consistency and positive self-image.</p>		
Review Review process in place			You should clearly show how review of IEPs, directly links to targets on next IEP, and how provision is focused on pupil progress and future planning through Annual Review.

Action: Please take a copy of the relevant page of this framework, complete school/pupil name and evidence boxes, then attach the evidence and follow the guidance in Annex 3.

4. SENSORY - VISUAL IMPAIRMENT LEVEL 1 (SV1)

PLEASE REFER TO SECTION 1 PARAGRAPH 4 ON PAGE 8 FOR FURTHER ADVICE ON THE SUBMISSION OF EVIDENCE.

Pupil Name:

School:

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
Need Clarify needs, not just a list of difficulties	(a) The pupil has a severe visual impairment involving the loss of visual function to a level below 6/24 or equivalent on a recognised test of visual acuity and/or a near vision comfort threshold for reading of worse than print size N12. (b) The pupil needs assistance to access the majority of board or OHP presentations accurately and/or needs the majority of their reading material to be enlarged to a minimum level of print size N14. (c) There is regular monitoring and support from a qualified teacher from the VI Service.		<div style="border: 1px solid black; padding: 5px;"> The Annual Review Report (pupils with statements or School Action Plus) will structure the application – additional information may be necessary to supplement certain aspects </div> Reference Annual Review Form 2e <ul style="list-style-type: none"> • Reports provided by qualified professionals able to confirm this level of visual functioning. • Minutes from review/consultation meetings. • Reports from VI Service containing appropriate recommendations. • School Entry Plan if in Reception year.
Provision Describe strategies you are currently using (or plan to use) and frequency/duration	There is support for lessons involving: <ul style="list-style-type: none"> • Regular board work • High level of reading • Detailed visual content. • Demonstrations Consideration is given to: <ul style="list-style-type: none"> • Challenging pace of work • Health and Safety issues Work is differentiated or adapted into a more visually comfortable style or format. <ul style="list-style-type: none"> • Daily TA/LSA support in class and/or for preparation of differentiated learning materials. • Provision of specialist resources. • Mobility specialist involvement. 		Reference Annual Review Form 2f <ul style="list-style-type: none"> • IEP / PLP indicating the requirement for specific support (related to visual impairment) from teaching staff or teaching assistants. • Evidence from qualified professionals that pupil is subject to high levels of visual fatigue/stress, eg, as a result of problems related to poor eye control, cortical impairment, photophobia or restricted visual fields. • Particular consideration for pupils at KS2-3 transition. • Records of differentiated planning. • IEP / PLP shows pupil/parent involvement. • Detailed summary of individual teacher/pupil contact. • Personal support timetable showing daily targeted cover. • List of equipment provided and how it is located and accessed. • Record of monitoring visits and review minutes. (Please include IEPs /PLPs and their reviews for the past 12 month period)
Review Review process in place	Ensure pupil, parents and school staff involvement in the experience of review of provision, in order that pupil progress is identified and recorded.		You should clearly show how review of IEPs/PLPs, directly links to targets on next IEP/PLP, and how provision is focused on pupil progress and future planning through Annual Review.

Action: Please take a copy of the relevant page of this framework, complete school/pupil name and evidence boxes, then attach the evidence and follow the guidance in Annex 3.

4. SENSORY - VISUAL IMPAIRMENT LEVEL 2 (SV2)

PLEASE REFER TO SECTION 1 PARAGRAPH 4 ON PAGE 8 FOR FURTHER ADVICE ON THE SUBMISSION OF EVIDENCE.

Pupil Name:

School:

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
Need Clarify needs, not just a list of difficulties	(a) The pupil is diagnosed as blind or is experiencing a degree of sight loss that requires learning through either: <ul style="list-style-type: none"> • non sighted means, or • a print reading threshold of print size N36 or larger. (b) There is 100% differentiated/modified learning materials across the curriculum.		<div style="border: 1px solid black; padding: 5px;"> <p>The Annual Review Report (pupils with statements or School Action Plus) will structure the application – additional information may be necessary to supplement certain aspects</p> </div> <p>Reference Annual Review Form 2e</p> <ul style="list-style-type: none"> • Reports provided by qualified professionals able to confirm this level of visual functioning. • Reports from VI Support Services. • School Entry Plan if in Reception year.
Provision Describe strategies you are currently using (or plan to use) and frequency/ duration	(a) There is specialist (VI) teaching of Braille or low vision literacy and numeracy skills. (b) There is preparation of Braille, tactile or large print (N36+) resources for all academic lessons. (c) There is mobility input to facilitate independence and personal safety. (d) There is specialist training for TA/LSA work. (e) Regular support from a qualified teacher from the VI Service ranging from at least once a fortnight (low vision pupils) to .3 each week (educationally blind pupils) - input subject to an assessment of need through the VI Service. (f) Full-time TA/LSA to support the whole curriculum. Lunchtime supervision and support also required. (g) Regular Mobility training.		<p>Reference Annual Review Form 2f</p> <ul style="list-style-type: none"> • IEP/PLP indicates how the specialist VI teacher will be involved. • IEP/PLP clarifies strategies for independence and safety. There are records of detailed and differentiated planning. • Evidence of training received by the TA/LSA. • IEP/PLP shows pupil/parent involvement. • Detailed summary of individual VI teacher/pupil contact. • Personal support timetable. • Review minutes and discussion notes. • Record of training by mobility specialist. <p>(Please include IEPs/PLPs and their reviews for the past 12-month period).</p>
Review Review process in place	Ensure pupil, parents and school staff involvement in the experience of review of provision, in order that pupil progress is identified and recorded.		<p>You should clearly show how review of IEPs/PLPs, directly links to targets on next IEP/PLP, and how provision is focused on pupil progress and future planning through Annual Review.</p>

Action: Please take a copy of the relevant page of this framework, complete school/pupil name and evidence boxes, then attach the evidence and follow the guidance in Annex 3.

4. SENSORY - VISUAL IMPAIRMENT LEVEL 3 (SV3)

PLEASE REFER TO SECTION 1 PARAGRAPH 4 ON PAGE 8 FOR FURTHER ADVICE ON THE SUBMISSION OF EVIDENCE.

Pupil Name:

School:

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
Need Clarify needs, not just a list of difficulties	The pupil is diagnosed as blind or is experiencing a degree of sight loss requiring use of Braille/non-sighted means across all of the curriculum and is entering or within Key Stage 3 or 4.		<div style="border: 1px solid black; padding: 5px;"> The Annual Review Report (pupils with statements or School Action Plus) will structure the application – additional information may be necessary to supplement certain aspects </div> <ul style="list-style-type: none"> • Reports provided by qualified professionals confirm the level of visual functioning. • School transition plan including arrangements for training of new staff and pre-transition work on required curriculum adaptation (materials and activities) and proposed personal support timetable. • Reports from VI support team clarify resources provided/required, record regular involvement of a specialist teacher and mobility officer.
Provision Describe strategies you are currently using (or plan to use) and frequency/duration	There is specialist teaching and support for Braille and non-sighted access. There is full curriculum preparation of Braille or alternative means suitable for non-sighted requirements eg audio-taped texts, tactile diagrams. There is mobility training and school follow-up to facilitate independence and personal safety across the extended school activities. There is specialist training and support for TA work. Full time support across curriculum. Support plan includes extended school activities and break times. Regular support is provided for pupil and support staff from specialist teacher of the visually-impaired and associated technical and mobility/specialist teaching support staff, subject to ongoing assessment and review by a teacher of the visually-impaired and which may vary from 0.2 to 0.5 fte input. Pupil is fully involved in the preparation and review of his/her support plan which includes skill development for new technology and independent learning at home and at school.		<ul style="list-style-type: none"> • Details of the specialist teaching and independence training provided for pupil as well as training taken up by school support staff. • Reports outline the effectiveness with which specialist advice and guidance has been implemented. • Review minutes and discussion notes. • IEP shows parent, pupil and specialist staff involvement. • Monitoring procedures devised by school.
Review Review process in place			You should clearly show how review of IEPs, directly links to targets on next IEP, and how provision is focused on pupil progress and future planning through Annual Review.

Action: Please take a copy of the relevant page of this framework, complete school/pupil name and evidence boxes, then attach the evidence and follow the guidance in Annex 3.

5. MEDICAL

PLEASE REFER TO SECTION 1 PARAGRAPH 4 ON PAGE 8 FOR FURTHER ADVICE ON THE SUBMISSION OF EVIDENCE.

Please complete the following information:

Number of units applied for:
NB One unit is regarded as the equivalent of one hour

Start Date:

End Date (if known):

Pupil Name: _____

School: _____

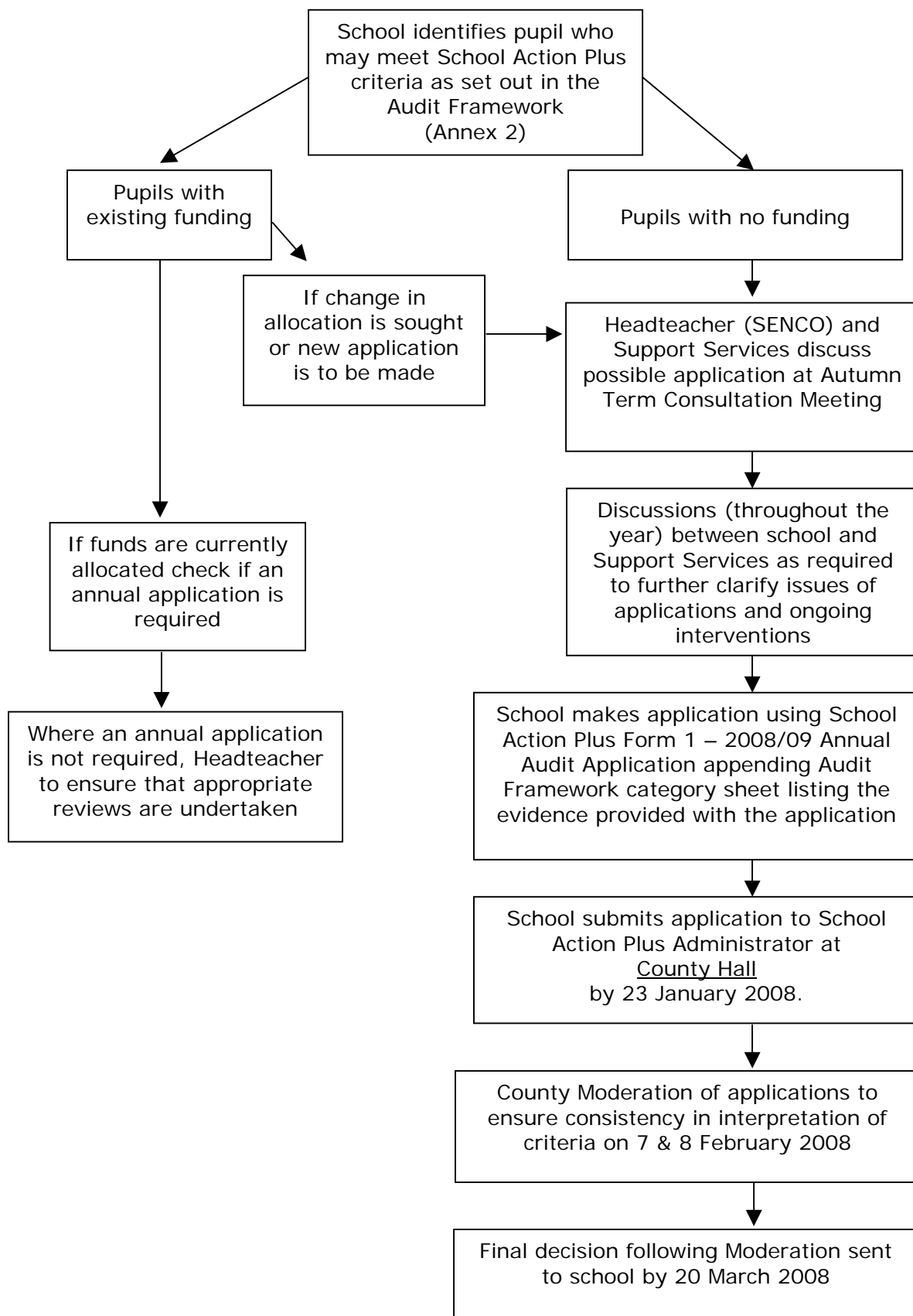
Medical School Action Plus will be allocated on the basis of teaching assistant average cost rather than weighted tariff.

Item	Expansion	List The Evidence You Have Included	Suggested Evidence
Needs and Provision	<ul style="list-style-type: none"> 1(a) The pupil has a diagnosed long term medical condition and/or 2(a) Requires significant post-operative care, which may be as a result of unexpected illness or accident. (b) Requires support specific to that medical need rather than any physical/sensory/learning or emotional need. (c) There is on-going involvement from the Physical and Medical Support Team (P&MST). (d) If the application is for a pupil with epilepsy, it is essential to include: <ul style="list-style-type: none"> O A diary of seizures in school 		<p>Essential:</p> <ul style="list-style-type: none"> Medical diagnosis – written by Paediatrician or other medical professional – including date of diagnosis or change in condition and predicted duration of condition where appropriate. Timetable demonstrating how support is being used or is to be used within each period of the day. Monitoring procedures are in place. Record of P&MST involvement. Record of Teacher/SENCO/TA/LSA planning and liaison, eg, minutes of meetings. Clarification of resources to be provided by the school. Pen portrait with clear reasons for application and start and end date as appropriate. <p>If appropriate:</p> <ul style="list-style-type: none"> Medical Care Plan, eg, gastrostomy/catheterisation. Additional equipment and its use. IEP. Curriculum differentiation. Protocols, eg, in case of anaphylactic shock/epilepsy. Other resources and their use. Staff training specific to pupil's needs. Risk assessment. Therapist/other support service involvement. Toilet Management Plan.

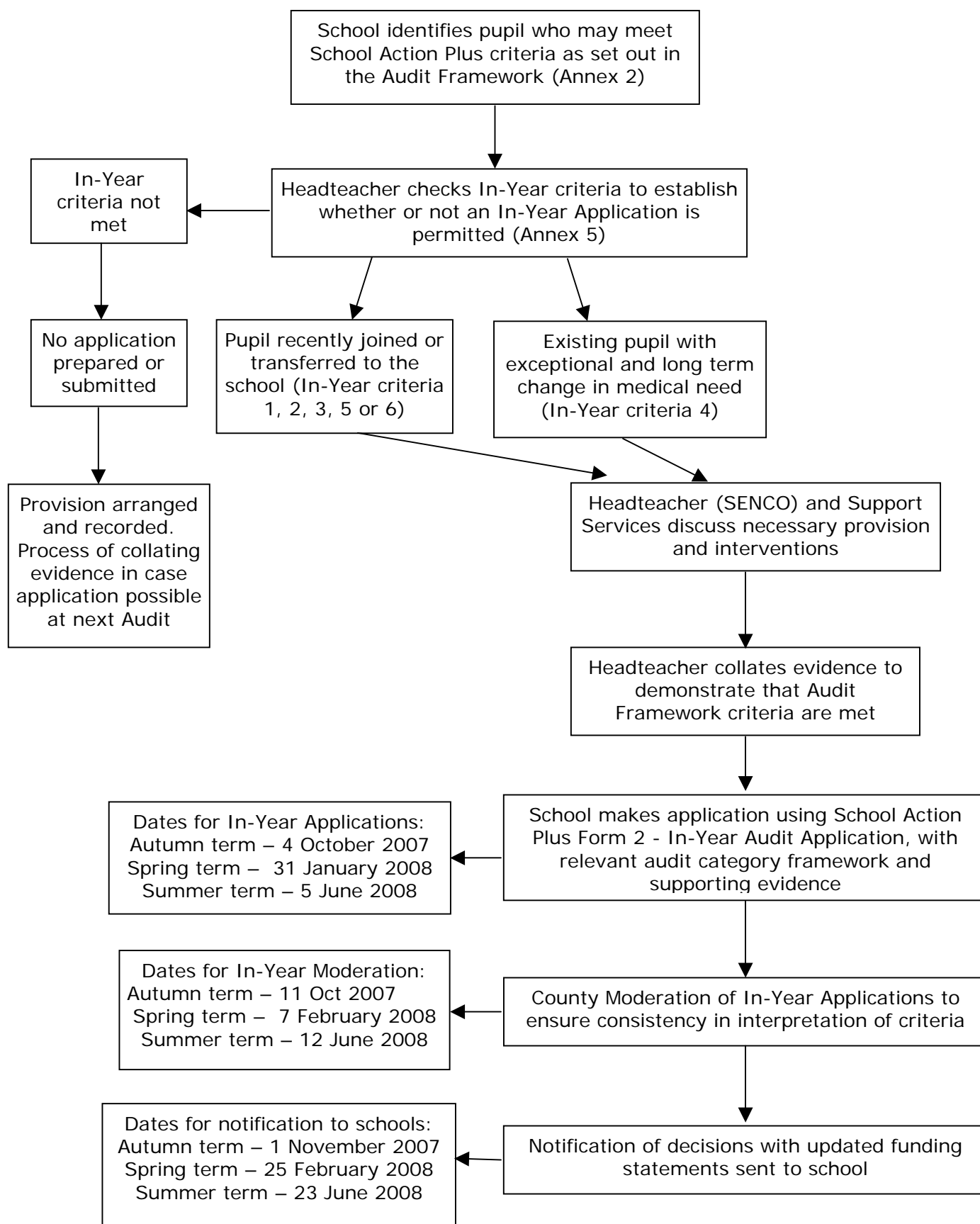
Action: Please take a copy of the relevant page of this framework, complete school/pupil name and evidence boxes, then attach the evidence and follow the guidance in Annex 3.

Health and Safety and welfare of pupils are paramount and support should be put in place immediately by the school.

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Annual Audit Process Outline[< Return to top](#)

In-Year Audit Process Outline



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Additional In-Year Audit Criteria

Criteria to allow In-Year applications:

1. The pupil has moved into Somerset since the last Annual Audit.
2. The pupil has transferred from specialist, or alternative provision since the last Annual Audit. (Alternative provision may include PRU, home tuition, home schooling).
3. The pupil is a 'first admission' (ie, pre-schooler) and either:
 - (a) not known to Support Services before starting school; or
 - (b) where there is a recorded agreement between the Headteacher and Support Services in the School Entry Plan for an In-Year application in the Autumn term
4. Existing pupil where clear evidence is submitted proving an exceptional and long-term change in MEDICAL need relating to their access to learning and requiring physical intervention since the last audit. This DOES NOT include diagnoses that are learning or behaviourally based, eg, ASD, ADHD, but would include a physical injury, eg, broken leg.

(To include visual/hearing/physical need).
5. Traveller/Looked After Child (new to school)
[‘New’ – would be within the last 3 months]
6. Amended Criterion with effect from September 2007. (Please refer to Section 1.3).

Where a child moves from one school to another in Somerset and the receiving school is clear that there is a sufficiently high level of need for School Action Plus but no funding was allocated to the previous school, that school will be allowed to apply for In-Year funding. However, they must show a level of provision and planned intervention appropriate to the child's needs.

7. For 2008/09 only. Those who were previously LL1 in year 9, 10 or 11 may apply to the in year audits using the new SpLD criteria as the funding ceases in August 2008.

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Annex 6

School Action Plus Timetable September 2007 to August 2008

TIME	ACTION		
Month/ Year	School	Support Service	Department
September/ October 2007	<ul style="list-style-type: none"> Identifies School Action Plus cases at first Consultation Meeting with Support Service Set up evidence files in line with guidance, and starts to collate evidence for the next Annual Audit 	<ul style="list-style-type: none"> Review School Action Plus Guidance at first Consultation Meeting with school Service Managers identify attendees for In-Year Moderation process to be held in October 	<ul style="list-style-type: none"> Issues 2008/09 School Action Plus Guidance (this pack) Plan Moderation process and related training Undertakes data validity check
October 2007	<ul style="list-style-type: none"> Ongoing (throughout year) dialogue with Support Services relating to proposed School Action Plus applications and interventions Submit Autumn Term 2007 'In-Year' applications by 04/10/07 	<ul style="list-style-type: none"> Support Services available for ongoing discussions with schools re potential applications/interventions In-Year Moderation on 11/10/07. 	<ul style="list-style-type: none"> Run In-Year Moderation process 11/10/07 Review central data system and policy Devise options for long term funding strategy SEN Funding Group
November 2007	<ul style="list-style-type: none"> SENCO attends workshop training (see Section 1.1) 	<ul style="list-style-type: none"> SEN Development Team run SENCO workshops 	<ul style="list-style-type: none"> Notify schools of In-Year allocations by 01/11/07 Issue new statements to schools clarifying when next School Action Plus application is due for each pupil
December 2007	<ul style="list-style-type: none"> Nominated Headteachers and SENCOs to attend service training on 14/12/07 	<ul style="list-style-type: none"> Attend service training on 14/12/07 	<ul style="list-style-type: none"> Run service training on 14/12/07
January 2008	<ul style="list-style-type: none"> Submit Spring Term 2007 In-Year Applications by 31/01/08 Schools to have completed and submitted annual audit applications by 23/01/08 		
February 2008	<ul style="list-style-type: none"> Invited SENCOs and Headteachers to attend Annual Moderation on 7 and 8/2/08 	<ul style="list-style-type: none"> In-Year Moderation on 07/02/08 Annual Moderation 7 and 8/2/2008, 9.00 am - 5.00 pm 	<ul style="list-style-type: none"> Run In-Year Moderation on 07/02/08 Notify Schools of Indicative 2007/08 financial year School Action Plus budget allocation Notify schools of In-Year allocations by 25/02/08 Run Annual Moderation on 7 and 08/02/08

TIME	ACTION		
Month/ Year	School	Support Service	Department
March 2008			<ul style="list-style-type: none"> • Notify schools of actual budget allocation within Section 52 Statement • Process Annual Audit decisions to update information systems and produce draft funding statements • Undertake quality assurance checks to confirm data accuracy • Notify schools of Annual Audit decisions and provide revised funding statements for 2008/09 financial year by 20/03/08
April 2008	<ul style="list-style-type: none"> • Check audit decisions and notify School Action Plus Administrator of identified <u>data</u> errors • Plan provision for identified needs where applications have <u>and</u> have not been approved • Submit appeals application (where appropriate) following Annual Audit by 04/04/08 • Liaise with parents to reassure that needs will be met from within the whole school budget 	<ul style="list-style-type: none"> • Support schools in planning provision for all pupils with identified special needs • Appeals following Annual Audit on 23/04/08 	<ul style="list-style-type: none"> • Collate Management Information Pack for Support Services • Run Appeals following Annual Audit on 23/04/08
June 2008	<ul style="list-style-type: none"> • Submit Summer In Year 2008 & Late Admissions (Early Years) applications by 05/06/08 	<ul style="list-style-type: none"> • Moderation of Summer Term In-Year & Late Admissions (Early Years) applications on 12/06/08 	<ul style="list-style-type: none"> • Review process mid/late June • Run In-Year/Early Years Moderation 12/06/08 • Notify schools of Moderation outcome for Summer Term In-Year & Late Admissions (Early Years) applications by 23/06/08

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School Action Plus - Money Following Pupils

Through the consultation process with schools, funding allocated via School Action Plus will 'follow' the pupil when s/he transfers from a mainstream school.

To enable these adjustments to be processed quickly and efficiently, schools are requested to notify the department of pupils who leave for whom School Action Plus funding has been received.

This will apply whichever circumstances lead to the pupil leaving the school (eg, permanent exclusion, moved to another school, moved out of County, etc).

The process is as follows:

1. School completes School Action Plus Form 3 and sends to the School Action Plus Administrator, SEN Group, Children and Young People's Directorate, County Hall, TA1 4DY.
2. School Action Plus Administrator notifies relevant SEN Support Services and SEN Casework Officer of the amendment, then forwards details to the School Action Plus Finance Assistant.
3. The School Action Plus Finance Assistant adjusts the funding calculation for the school and writes to the Headteachers of each school confirming change.
4. School Action Plus Finance Assistant sends details to Schools Finance Team who will include the adjustment on the next Pink Form issued to schools.

Example

Pupil A: Moves from School B to School C on 31 October 2007. Pupil funded at BESD2 which gives £5579 for the period September 2007 to March 2008 (7/12ths).

School B Funding:	£
Initial allocation (01.09.07 - 31.03.08)	+ 5579
Pro rata reduction (01.11.07 - 31.03.08)	- 3981
Adjusted funding (01.09.07 - 31.10.07)	1598

School C Funding:

Initial allocation	0
Pro rata allocation (01.11.07 - 31.03.08)	3981
Adjusted funding (01.11.07 - 31.03.08)	3981

In this example, School C would also receive the equivalent funding for the period April to August 2007 ($\frac{5}{12}$ ths). This would be issued with the Section 52 Budget Statement.

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School Action Plus Allocations: 2007/08 Financial Year

Period: April 2007 to August 2007 (5/12)

Pupil Numbers by Audit Band as at 29/8/07

Category	Area 1	Area 2	Area 3	Area 4	Total
	£	£	£	£	£
ASD2	23	27	26	26	102
ASD3	8	2	1	6	17
BESD1	131	82	140	117	470
BESD2	39	20	34	40	133
LGDD1	126	112	103	114	455
LGDD2	59	48	42	43	192
LL1	100	46	85	63	294
LLC1	49	45	93	53	240
LLC2	32	29	41	29	131
MED TA	37	18	21	11	87
OTH TA	5	4	6	4	19
PI1	13	1	7	5	26
PI2	12	7	10	12	41
PI3	5	0	5	5	15
SH1	0	0	2	3	5
SH2	5	3	4	3	15
SV1	6	1	11	5	23
SV2	0	1	1	2	4
Total	650	446	632	541	2,269

Funding by Area & Audit Band

Category	Area 1	Area 2	Area 3	Area 4	Total
	£	£	£	£	£
ASD2	49,234	56,478	58,999	60,393	225,104
ASD3	38,275	9,809	4,905	29,428	82,417
BESD1	217,058	135,707	236,828	199,909	789,502
BESD2	146,642	71,724	130,646	139,447	488,459
LGDD1	135,674	122,035	112,395	122,735	492,838
LGDD2	193,521	136,949	126,575	142,926	599,971
LL1	73,570	33,842	62,535	45,613	215,560
LLC1	53,899	49,485	102,298	58,141	263,823
LLC2	72,234	65,976	93,898	66,432	298,541
MED TA	86,857	42,193	39,623	20,674	189,348
OTH TA	26,426	6,819	9,332	13,245	55,822
PI1	16,425	1,263	8,339	6,317	32,345
PI2	38,530	23,411	30,696	40,133	132,770
PI3	28,984	0	28,984	24,346	82,313
SH1	0	0	2,081	3,121	5,202
SH2	18,579	11,147	13,005	11,147	53,879
SV1	10,033	1,672	18,394	8,361	38,460
SV2	0	3,749	3,749	7,498	14,996
Total	1,205,942	772,260	1,083,281	999,866	4,061,349

School Action Plus Allocations: 2007/08 Financial Year

Period: September 2007 to March 2008 (7/12)

Pupil Numbers by Audit Band as at 29/8/07

Category	Area 1	Area 2	Area 3	Area 4	Total
	£	£	£	£	£
ASD2	35	29	24	30	118
ASD3	12	3	1	8	24
BESD1	155	98	153	122	528
BESD2	54	26	46	45	171
LGDD1	155	128	128	129	540
LGDD2	67	49	49	45	210
LL1	112	65	142	82	401
LLC1	56	59	104	59	278
LLC2	41	38	61	35	175
MED TA	39	16	18	10	83
OTH TA	6	1	2	4	13
PI1	12	2	5	5	24
PI2	11	7	11	13	42
PI3	5	1	6	5	17
SH1	2	0	3	4	9
SH2	4	2	3	2	11
SH3	0	1	1	1	3
SV1	6	2	13	4	25
SV2	0	0	1	2	3
SV3	0	1	0	0	1
Total	772	528	771	605	2,676

Funding by Area & Audit Band

Category	Area 1	Area 2	Area 3	Area 4	Total
	£	£	£	£	£
ASD2	106,068	94,135	76,236	96,124	372,564
ASD3	74,192	20,998	6,999	55,994	158,182
BESD1	220,361	138,871	216,520	177,696	753,448
BESD2	290,116	122,742	245,483	228,746	887,086
LGDD1	139,250	117,842	119,357	118,480	494,929
LGDD2	310,082	210,274	209,305	204,460	934,122
LL1	69,368	40,621	86,867	51,245	248,101
LLC1	52,300	55,102	95,261	55,102	257,765
LLC2	132,585	118,001	192,249	116,012	558,847
MED TA	117,028	42,488	42,412	24,814	226,742
OTH TA	48,395	1,466	3,520	10,026	63,406
PI1	12,873	2,145	4,935	5,364	25,317
PI2	47,247	33,407	48,336	62,042	191,032
PI3	41,362	8,272	49,634	41,362	140,630
SH1	1,767	0	2,650	3,534	7,951
SH2	15,908	10,605	15,908	10,605	53,027
SH3	0	8,199	8,199	8,199	24,596
SV1	8,520	2,840	18,461	5,680	35,502
SV2	0	0	5,350	10,700	16,049
SV3	0	8,883	0	0	8,883
Total	1,687,423	1,036,891	1,447,680	1,286,182	5,458,177

ANNEX 9

SCHOOLS SEN FUNDING 2007/08 FINANCIAL YEAR (as at 31/8/07)

Sch No.	School	School Action Funding	School Action Plus 2006/07 Retrospective Adjustments	School Action Plus 2007/08**	PD LSA Adjustments	Resource Bases Delegated	Resource Bases Retained	PI Funding Formula Allocation (Sept-Mar not yet allocated)	Total
		£	£	£	£	£	£	£	£
011	Ash CofE Primary School	10,155	0	4,745	0	0	0	0	14,900
013	Ashcott Primary School	6,563	0	5,296	0	0	0	0	11,859
016	Ashill Community School	2,362	0	3,252	0	0	0	0	5,614
018	Axbridge CofE VC First School	14,040	0	6,101	0	0	0	0	20,141
021	Baltonsborough CofE VC Primary School	6,172	0	8,789	0	0	0	0	14,961
023	St Mary and St Peter's CofE First School	5,621	0	11,402	0	0	0	0	17,023
024	Barwick and Stoford Community Primary School	12,553	0	11,142	0	0	0	0	23,695
028	Beckington CofE First School	5,311	0	10,563	0	0	0	0	15,874
030	Berkley CofE First School	6,114	0	6,572	0	0	0	0	12,686
031	Berrow CofE Primary School	19,710	0	16,364	0	0	0	0	36,074
032	Binegar CofE VC Primary School	2,670	0	1,361	0	0	0	0	4,031
034	Bishops Hull Primary School	16,046	0	47,030	0	0	0	0	63,076
035	Bishops Lydeard CofE VC Primary School	15,537	0	12,399	0	0	0	0	27,936
040	Bowlsh Infants School	10,123	0	5,960	0	0	0	0	16,083
044	Brent Knoll CofE Primary School	8,039	0	6,348	0	0	0	0	14,387
048	Sedgemoor Manor Community Nursery and Infant Sch	105,891	-416	14,856	0	0	0	0	120,331
050	Eastover Community Primary School	103,337	-792	31,431	0	0	0	0	133,976

Sch No.	School	School Action Funding	School Action Plus 2006/07 Retrospective Adjustments	School Action Plus 2007/08**	PD LSA Adjustments	Resource Bases Delegated	Resource Bases Retained	PI Funding Formula Allocation (Sept-Mar not yet allocated)	Total
		£	£	£	£	£	£	£	£
054	Westover Green School	108,389	-1011	98,003	0	13,337	62432	0	281,150
055	Hamp Nursery and Infants School	72,706	386	37,903	0	0	0	0	110,995
056	Hamp Community Junior School	87,300	0	48,136	0	0	0	0	135,436
058	St John and St Francis CofE Primary School	71,939	0	52,087	0	0	0	0	124,026
059	St Joseph's Catholic Primary School	20,755	0	41,403	0	0	0	0	62,158
062	St Mary's CofE VC Primary School	34,646	0	29,147	0	0	0	0	63,793
066	Sedgemoor Manor Community Junior School	147,827	0	40,707	0	0	0	0	188,534
067	Neroche Primary School	12,213	0	20,060	0	0	0	0	32,273
070	Bruton Primary School	22,857	0	27,395	0	0	0	0	50,252
072	Buckland St Mary CofE	4,318	0	0	0	0	0	0	4,318
074	Burnham-on-Sea Infants School	15,666	0	40,488	0	0	0	0	56,154
075	St Andrew's CofE VC Junior School	24,069	0	56,593	0	0	0	0	80,662
076	St Joseph's RC Primary School	20,688	0	13,703	0	0	0	0	34,391
079	Burrowbridge CofE Primary School	2,069	0	0	0	0	0	0	2,069
080	Butleigh CofE Primary School	6,167	0	10,720	0	0	0	0	16,887
081	Cannington CofE Primary School	12,873	0	41,120	0	0	0	0	53,993
084	Castle Cary Primary School	23,956	0	9,654	0	0	0	0	33,610
086	Catcott Primary School	13,057	0	24,864	0	0	0	0	37,921
087	Avishayes Community Primary School	48,148	-163	39,450	0	0	0	0	87,435
088	The Redstart Primary School	36,975	163	54,447	0	0	0	0	91,585

Sch No.	School	School Action Funding	School Action Plus 2006/07 Retrospective Adjustments	School Action Plus 2007/08**	PD LSA Adjustments	Resource Bases Delegated	Resource Bases Retained	PI Funding Formula Allocation (Sept-Mar not yet allocated)	Total
		£	£	£	£	£	£	£	£
091	Manor Court Community Primary School	98,678	0	85,347	0	0	0	0	184,025
093	Charlton Horethorne Primary School	4,924	0	8,554	0	0	0	0	13,478
094	Charlton Mackrell CofE Primary School	5,007	620	13,773	0	0	0	0	19,400
096	Cheddar First School	17,590	0	37,518	0	0	0	0	55,108
097	Cheddton Fitzpaine CofE Primary School	15,276	0	14,565	0	0	0	0	29,841
099	Chewton Mendip CofE VA Primary School	7,162	0	15,328	0	0	0	0	22,490
102	St Vigor and St John CofE Primary School	16,439	0	10,437	0	0	0	0	26,876
103	Chilthorne Domer CofE Primary School	13,225	0	22,820	0	0	0	0	36,045
105	Churchstanton Primary School	5,900	0	12,607	0	0	0	0	18,507
107	Bishop Henderson CofE Primary School	22,520	0	42,515	0	0	0	0	65,035
110	Combe St Nicholas CofE VA Primary School	7,809	0	22,118	0	0	0	0	29,927
112	Compton Dundon CofE Primary School	3,345	0	2,301	0	0	0	0	5,646
114	Cossington Primary School	4,877	0	6,491	0	0	0	0	11,368
115	Cotford St Luke Primary School	11,890	0	28,486	0	0	0	0	40,376
116	Coxley Primary School	5,484	0	20,965	0	0	0	0	26,449
117	Creech St.Michael CofE Primary School	15,112	0	25,123	0	0	0	0	40,235

Sch No.	School	School Action Funding	School Action Plus 2006/07 Retrospective Adjustments	School Action Plus 2007/08**	PD LSA Adjustments	Resource Bases Delegated	Resource Bases Retained	PI Funding Formula Allocation (Sept-Mar not yet allocated)	Total
		£	£	£	£	£	£	£	£
120	St Bartholomew's CofE First School	30,097	0	13,159	0	0	0	0	43,256
122	Ashlands CofE First School	14,615	0	13,880	0	0	0	0	28,495
124	Croscombe CofE Primary School	4,311	0	18,120	0	0	0	0	22,431
125	Crowcombe VA CofE Primary School	2,695	0	8,116	0	0	0	0	10,811
127	Curry Mallet CofE Primary School	3,995	0	9,488	0	0	0	0	13,483
128	Curry Rivel CofE VC Primary School	10,134	0	17,085	0	0	0	0	27,219
130	Cutcombe	2,549	0	0	0	0	0	0	2,549
132	Ditcheat Primary School	6,221	0	24,304	0	0	0	0	30,525
134	St Aldhelm's CofE Primary School	15,047	0	6,567	0	0	0	0	21,614
137	Draycott & Rodney Stoke	4,622	0	0	0	0	0	0	4,622
139	All Saints CofE VC School, Dulverton	12,071	0	50,303	0	0	0	0	62,374
140	Dunster First School	27,013	0	33,519	-5985	0	0	0	54,547
142	East Brent CofE First School	4,155	0	10,952	0	0	0	0	15,107
143	East Coker Community Primary School	14,841	0	13,488	0	0	0	0	28,329
144	East Huntspill	6,161	0	0	0	0	0	0	6,161
146	Enmore CofE Primary School	9,574	0	12,553	0	0	0	0	22,127
148	Evercreech CofE Primary School	13,138	0	39,071	0	0	0	2902	55,111
150	Exford CofE First School	4,062	0	6,710	0	0	0	0	10,772
151	Trinity CofE First School	37,034	0	34,372	0	0	0	0	71,406
152	Christ Church CofE First School	44,518	0	101,666	0	0	0	0	146,184
153	Hayesdown First School	20,987	0	33,835	0	0	0	0	54,822

Sch No.	School	School Action Funding	School Action Plus 2006/07 Retrospective Adjustments	School Action Plus 2007/08**	PD LSA Adjustments	Resource Bases Delegated	Resource Bases Retained	PI Funding Formula Allocation (Sept-Mar not yet allocated)	Total
		£	£	£	£	£	£	£	£
157	St John's CofE VA First School	34,566	0	41,890	0	0	0	0	76,456
158	St Louis Catholic Primary School	18,057	0	49,598	0	0	0	0	67,655
160	Vallis First School	40,847	0	37,132	0	24,006	57592	0	159,577
164	St Benedict's CofE VA Junior School	46,237	0	47,118	0	0	0	0	93,355
166	St John's CofE VC Infants School	27,416	0	23,875	0	0	0	0	51,291
171	Hambridge Community Primary School	5,912	0	13,697	0	0	0	0	19,609
173	Haselbury Plucknett CofE First School	6,035	0	7,129	0	0	0	0	13,164
175	Hatch Beauchamp CofE Primary School	2,829	0	11,768	0	0	0	0	14,597
176	Hemington	3,084	0	0	0	0	0	0	3,084
178	St Nicholas CofE Primary School	2,793	0	22,311	0	0	0	0	25,104
179	St John's CofE Junior School	55,539	0	58,760	0	0	0	0	114,299
181	Beechfield Infants School	42,673	0	55,453	0	0	0	0	98,126
183	High Ham CofE Primary School	10,078	0	15,786	0	0	0	0	25,864
184	Hinton St.George CofE School	4,839	0	5,126	0	0	0	0	9,965
186	Horrington Primary School	7,123	0	18,737	0	0	0	0	25,860
188	Horsington CofE Primary School	8,469	0	9,609	0	0	0	0	18,078
190	Huish Episcopi Primary School	20,598	0	28,707	0	0	0	0	49,305
194	Ilchester Community School	23,059	0	58,538	0	0	0	0	81,597
196	Greenfylde CofE First School	36,011	0	52,866	0	0	0	0	88,877
202	Keinton Mandeville Primary School	7,706	0	11,667	0	0	0	0	19,373
204	Kilmersdon CofE Primary School	11,148	0	15,878	0	0	0	0	27,026

Sch No.	School	School Action Funding	School Action Plus 2006/07 Retrospective Adjustments	School Action Plus 2007/08**	PD LSA Adjustments	Resource Bases Delegated	Resource Bases Retained	PI Funding Formula Allocation (Sept-Mar not yet allocated)	Total
		£	£	£	£	£	£	£	£
207	Kingsbury Episcopi Primary School	8,496	0	2,506	0	0	0	0	11,002
208	Kingsdon CofE VC Primary School	1,754	0	9,609	0	0	0	0	11,363
209	Kingston St Mary CofE Primary School	6,476	0	9,182	0	0	0	0	15,658
210	Kingsmoor Primary School	11,722	0	19,542	0	0	0	0	31,264
211	Langford Budville CofE Primary School	8,132	0	12,329	0	0	0	0	20,461
213	Leigh-upon-Mendip First School	2,904	0	11,753	0	0	0	0	14,657
215	Long Sutton CofE Primary School	6,830	0	5,252	0	0	0	0	12,082
216	Lovington CofE Primary School	4,182	-620	5,638	0	0	0	0	9,200
218	Lydeard St Lawrence Community Primary School	4,972	0	4,068	0	0	0	0	9,040
220	Lympsham CofE VC First School	5,225	0	6,913	0	0	0	0	12,138
221	Mark CofE VC First School	9,589	0	12,543	0	0	0	0	22,132
224	Martock CofE Primary School	25,918	0	45,791	0	0	0	0	71,709
226	Meare Village Primary School	10,922	0	11,004	0	0	0	0	21,926
227	Mells CofE First School	5,818	0	8,078	0	0	0	0	13,896
228	Merriott First School	10,227	0	28,173	0	0	0	0	38,400
229	Milborne Port Primary School	13,807	0	20,206	0	0	0	0	34,013
230	Middlezoy Primary School	4,343	0	10,178	0	0	0	0	14,521
233	Milverton Community Primary School	14,045	0	22,645	0	0	0	0	36,690
235	St Michael's CofE First School	25,910	0	41,960	0	0	0	0	67,870
236	Minehead First School	55,891	0	73,073	0	71,966	0	0	200,930
237	Misterton	5,156	0	0	0	0	0	0	5,156

Sch No.	School	School Action Funding	School Action Plus 2006/07 Retrospective Adjustments	School Action Plus 2007/08**	PD LSA Adjustments	Resource Bases Delegated	Resource Bases Retained	PI Funding Formula Allocation (Sept-Mar not yet allocated)	Total
		£	£	£	£	£	£	£	£
241	All Saints CofE VA Primary School, Montacute	14,726	-136	35,851	0	0	0	0	50,441
243	Nether Stowey CofE Primary School	14,627	0	13,207	0	0	0	0	27,834
244	North Cadbury CofE Primary School	6,544	0	7,594	0	0	0	0	14,138
246	North Curry CofE VC Primary School	10,657	0	26,775	0	0	0	0	37,432
248	North Newton Community Primary School	4,880	0	23,445	0	0	0	0	28,325
249	North Petherton Infants School	16,010	0	8,143	0	0	0	0	24,153
250	North Petherton Junior School	20,269	0	15,102	0	0	0	0	35,371
252	Norton Fitzwarren CofE VC Community School	16,270	0	7,300	0	0	0	0	23,570
255	Norton St Philip CofE	3,347	0	0	0	0	0	0	3,347
256	Norton-sub-Hamdon CofE Primary School	9,569	0	736	0	0	0	0	10,305
258	Nunney First School	6,902	0	5,638	0	0	0	0	12,540
260	Nynehead CofE Primary School	3,820	0	9,165	0	0	0	0	12,985
262	Oakhill CofE Primary School	7,440	0	2,706	0	0	0	0	10,146
263	Oake and Bradford Community Primary School	4,204	0	1,361	0	0	0	0	5,565
265	Old Cleeve CofE School	10,356	0	4,357	0	0	0	0	14,713
267	Othery Village School	3,362	0	7,272	0	0	0	0	10,634
268	Otterhampton Primary School	5,257	0	20,181	0	0	0	0	25,438
272	Pawlett Primary School	4,550	0	17,546	0	0	0	0	22,096
274	Blagdon Hill Primary School	1,811	0	2,722	0	0	0	0	4,533

Sch No.	School	School Action Funding	School Action Plus 2006/07 Retrospective Adjustments	School Action Plus 2007/08**	PD LSA Adjustments	Resource Bases Delegated	Resource Bases Retained	PI Funding Formula Allocation (Sept-Mar not yet allocated)	Total
		£	£	£	£	£	£	£	£
276	St Dubricius CofE VA School	13,026	0	1,493	0	0	0	0	14,519
278	Priddy Primary School	2,829	0	1,200	0	0	0	0	4,029
280	Puriton Primary School	13,135	0	25,065	0	0	0	0	38,200
282	The Countess Gytha School	11,259	0	16,058	0	0	0	0	27,317
284	Rockwell Green CofE Primary School	19,983	0	39,524	0	0	0	0	59,507
286	Rode Methodist	3,657	0	0	0	0	0	0	3,657
289	Ruishton CofE Primary School	8,961	0	32,638	0	85,967	0	0	127,566
291	Sampford Arundel Community Primary School	3,603	0	4,096	0	0	0	0	7,699
296	Shepton Beauchamp CofE First School	4,266	0	1,100	0	0	0	0	5,366
298	Shepton Mallet Community Infants School	31,117	0	31,960	0	0	0	0	63,077
299	St Pauls CofE VC Junior School	45,240	-2850	69,676	0	0	0	0	112,066
301	Shipham CofE First School	2,850	0	4,888	0	0	0	0	7,738
302	Somerset Bridge Primary School	27,109	0	22,938	0	0	0	0	50,047
304	Somerton Infants School	8,179	0	11,416	0	0	0	0	19,595
305	Monteclefe CofE Junior School	14,161	0	28,719	0	0	0	0	42,880
307	South Petherton CofE Infants School	5,315	0	0	0	0	0	0	5,315
308	South Petherton Junior School	7,492	0	3,311	0	0	0	0	10,803
309	Spaxton CofE School	4,892	0	625	0	0	0	0	5,517
311	Staplegrove CofE Primary School	15,069	0	18,194	0	0	0	0	33,263
313	Stawley Primary School	2,737	0	1,759	0	0	0	0	4,496
315	Stogumber CofE	2,262	0	0	0	0	0	0	2,262

Sch No.	School	School Action Funding	School Action Plus 2006/07 Retrospective Adjustments	School Action Plus 2007/08**	PD LSA Adjustments	Resource Bases Delegated	Resource Bases Retained	PI Funding Formula Allocation (Sept-Mar not yet allocated)	Total
		£	£	£	£	£	£	£	£
316	Stogursey CofE Primary School	12,299	0	8,220	0	0	0	0	20,519
318	Stoke St Gregory Primary School	4,836	0	0	0	0	0	0	4,836
319	Stoke St Michael Primary School	3,407	0	5,048	0	0	0	0	8,455
320	Castle Primary School	12,123	0	15,135	0	0	0	0	27,258
325	St Benedict's Catholic Primary School	14,381	0	27,483	0	0	0	0	41,864
327	Brookside Community Primary School	33,286	0	93,335	0	24,006	57377	0	208,004
328	Elmhurst Junior School	32,154	0	14,777	0	0	0	0	46,931
329	Hindhayes Infants School	24,611	0	17,343	0	0	0	0	41,954
331	Tatworth Primary School	17,301	0	13,294	0	0	0	0	30,595
332	Blackbrook Primary School	20,227	0	21,836	0	0	0	0	42,063
333	Bishop Henderson CofE VA Primary School	27,190	0	41,879	0	0	0	0	69,069
337	Holway Park Community Primary School	74,608	0	101,382	-12942	0	0	2902	165,950
338	Halcon Community Primary School	75,150	0	57,276	0	0	0	0	132,426
339	Lyngford Park Primary School	43,699	0	39,814	0	0	0	0	83,513
343	North Town Community Primary School	47,245	-613	87,100	0	0	0	0	133,732
346	Parkfield School	26,870	0	24,692	0	0	0	0	51,562
347	Priorswood Primary School	33,798	0	40,528	0	0	0	0	74,326
349	Archbishop Cranmer CofE Community Primary School	105,657	0	46,405	0	29,340	62651	0	244,053
350	St Andrew's CofE VC Primary School	26,670	0	40,179	-5985	0	0	0	60,864

Sch No.	School	School Action Funding	School Action Plus 2006/07 Retrospective Adjustments	School Action Plus 2007/08**	PD LSA Adjustments	Resource Bases Delegated	Resource Bases Retained	PI Funding Formula Allocation (Sept-Mar not yet allocated)	Total
		£	£	£	£	£	£	£	£
351	St George's Catholic School	17,077	0	13,839	0	0	0	0	30,916
355	Holy Trinity CofE School, Taunton	37,719	0	27,067	0	18,671	88946	0	172,403
357	Wellsprings Primary School	71,892	-444	63,841	0	0	0	0	135,289
359	Abbas and Templecombe CofE Primary School	9,842	0	12,579	0	0	0	0	22,421
361	Thurlbear CofE Primary School	13,134	0	43,880	0	0	0	0	57,014
363	Timberscombe CofE First School	2,486	0	2,336	0	0	0	0	4,822
364	St Margaret's School	8,546	580	20,732	0	0	0	0	29,858
369	Trull CofE VA Primary School	10,976	0	36,503	0	0	0	0	47,479
375	Upton Noble CofE VC Primary School	11,377	0	8,240	0	0	0	0	19,617
381	Walton CofE VC Primary School	11,145	0	18,312	0	0	0	0	29,457
382	Knights Templar CofE/Methodist Community School	41,391	0	56,172	0	0	0	0	97,563
386	Weare CofE School	7,577	0	41,751	0	8,002	38852	0	96,182
388	Wedmore First School	11,909	0	16,867	0	0	0	0	28,776
390	Beech Grove Primary School	53,431	-977	42,919	0	0	0	0	95,373
392	St John's CofE VA Primary School	50,008	443	31,241	0	0	0	0	81,692
393	Wellesley Park School	28,627	0	35,053	0	0	0	0	63,680
395	St Cuthbert's CofE Infants School	15,445	0	41,774	0	0	0	0	57,219
396	Wells Central CofE Junior School	27,599	0	30,928	0	0	0	0	58,527
397	St Joseph's and St Teresa's Catholic Primary	7,755	0	9,401	0	0	0	0	17,156
400	Stoberry Park School	23,623	0	39,726	0	0	0	0	63,349
403	Wembdon St Georges CofE Primary School	40,480	0	40,197	0	0	0	0	80,677

Sch No.	School	School Action Funding	School Action Plus 2006/07 Retrospective Adjustments	School Action Plus 2007/08**	PD LSA Adjustments	Resource Bases Delegated	Resource Bases Retained	PI Funding Formula Allocation (Sept-Mar not yet allocated)	Total
		£	£	£	£	£	£	£	£
405	West Buckland Community Primary School	5,160	0	736	0	0	0	0	5,896
406	St Lawrences CofE Primary School	4,691	0	1,115	0	0	0	0	5,806
407	West Chinnock CofE Primary School	3,625	0	6,388	0	0	0	0	10,013
408	West Coker CofE VC Primary School	7,880	0	14,315	0	0	0	0	22,195
410	West Huntspill Community Primary School	10,397	0	11,669	0	16,004	103628	0	141,698
411	West Monkton CofE Primary School	19,225	0	19,559	0	0	0	0	38,784
413	West Pennard CofE Primary School	15,615	0	7,058	0	0	0	0	22,673
414	Westonzoyland School	11,785	0	24,374	0	0	0	0	36,159
416	St Peters CofE First School	22,134	0	19,535	0	0	0	0	41,669
417	Our Lady of Mount Carmel Catholic Primary School	14,053	0	6,907	0	0	0	0	20,960
418	Wincanton Primary School	26,957	0	40,706	0	0	0	0	67,663
420	Winsham School	4,036	0	0	0	0	0	0	4,036
422	Wiveliscombe Primary School	19,020	0	5,638	0	0	0	0	24,658
423	Wookey Primary School	5,885	0	5,286	0	0	0	0	11,171
427	Woolavington Community Primary School	35,411	0	27,157	0	0	0	0	62,568
432	Birchfield Primary School	91,541	0	31,390	0	0	0	0	122,931
434	Grass Royal Junior School	63,044	0	22,612	0	0	0	0	85,656
435	Holy Trinity CofE Primary School	19,116	0	13,190	0	0	0	0	32,306

Sch No.	School	School Action Funding	School Action Plus 2006/07 Retrospective Adjustments	School Action Plus 2007/08**	PD LSA Adjustments	Resource Bases Delegated	Resource Bases Retained	PI Funding Formula Allocation (Sept-Mar not yet allocated)	Total
		£	£	£	£	£	£	£	£
436	Huish Primary School	36,027	0	103,024	0	0	0	0	139,051
438	Milford Infants School	34,537	-76	40,554	0	18,671	61582	0	155,268
439	Milford Junior School	48,995	0	64,156	0	29,340	61611	0	204,102
441	Parcroft Community Junior School	65,524	0	90,880	0	0	0	0	156,404
442	Pen Mill Infants School	40,961	0	10,987	0	0	0	0	51,948
443	Preston CofE VC Primary School	36,638	-91	49,765	0	0	0	0	86,312
445	Reckleford Community School and Children's Centre	27,394	0	14,161	0	0	0	0	41,555
447	St Gildas Catholic Primary School	19,248	0	5,827	0	0	0	0	25,075
449	Westfield Infants Community School	51,490	0	34,055	0	0	0	0	85,545
481	Hugh Sexey CofE Middle School	28,657	0	60,730	0	8,002	38524	0	135,913
482	Fairlands Middle School	27,870	0	48,480	0	0	0	0	76,350
484	Maiden Beech School	60,231	-234	70,054	0	0	0	0	130,051
487	Dulverton Middle and Community School	23,271	0	12,913	0	0	0	0	36,184
489	Oakfield School	107,121	-3621	104,096	0	0	0	0	207,596
491	Selwood Anglican/Methodist Middle School	56,078	-632	87,639	0	29,340	59702	0	232,127
494	Swanmead Community School	36,755	366	26,885	0	0	0	0	64,006
496	Minehead Middle School	114,222	146	205,102	0	72,634	0	0	392,104
499	Danesfield CofE VC Community Middle School	94,027	0	75,709	0	0	0	0	169,736
502	Robert Blake Science College	155,995	3477	148,162	0	0	0	0	307,634
504	Chilton Trinity Technology College	174,577	-896	186,379	0	0	0	5803	365,863
506	Haygrove School	75,323	-1418	249,202	0	0	0	0	323,107

Sch No.	School	School Action Funding	School Action Plus 2006/07 Retrospective Adjustments	School Action Plus 2007/08**	PD LSA Adjustments	Resource Bases Delegated	Resource Bases Retained	PI Funding Formula Allocation (Sept-Mar not yet allocated)	Total
		£	£	£	£	£	£	£	£
509	East Bridgwater Community School	207,258	-7456	198,045	0	0	0	0	397,847
514	The King Alfred School	132,675	620	40,692	0	0	0	0	173,987
517	Holyrood Community School	135,645	1529	185,959	0	0	0	0	323,133
520	The Kings of Wessex CofE Foundation School	37,500	0	49,106	0	10,669	58172	0	155,447
522	Wadham CofE VC Community School	41,787	0	85,594	0	0	0	0	127,381
527	Frome Community College	116,470	1380	105,618	0	21,338	62282	0	307,088
533	St Dunstan's Community School	71,942	-865	89,990	0	0	0	0	161,067
535	Huish Episcopi School Science College	69,842	310	119,032	0	0	0	0	189,184
539	The West Somerset Community College	124,679	0	154,469	0	121,788	0	0	400,936
544	Whitstone Community School	78,499	0	56,757	0	0	0	0	135,256
546	Stanchester Community School	63,114	0	65,879	0	0	0	0	128,993
548	Crispin School	73,290	-1273	160,901	0	0	0	0	232,918
552	Court Fields Community School	100,932	0	129,336	0	0	0	0	230,268
556	The Blue School, A C of E Foundation School	79,172	-310	141,323	0	0	0	0	220,185
562	Kingsmead Community School	45,768	0	115,796	0	85,967	0	0	247,531
567	Bucklers Mead Community School	167,613	0	86,378	0	26,673	63049	0	343,713
570	Preston School	66,687	0	58,383	0	0	0	0	125,070
573	Westfield Community School	103,282	0	111,949	0	0	0	0	215,231
576	Ansford School	42,356	0	77,607	0	0	0	0	119,963
579	The Castle School	67,711	0	157,379	0	0	0	0	225,090

Sch No.	School	School Action Funding	School Action Plus 2006/07 Retrospective Adjustments	School Action Plus 2007/08**	PD LSA Adjustments	Resource Bases Delegated	Resource Bases Retained	PI Funding Formula Allocation (Sept-Mar not yet allocated)	Total
		£	£	£	£	£	£	£	£
580	Ladymead Community School	127,630	3,582	147,001	0	0	0	0	278,213
583	The St Augustine of Canterbury School	74,863	-233	170,791	0	0	0	0	245,421
585	Heathfield Community School	85,588	164	225,277	0	0	0	0	311,029
588	King Arthur's Community School	48,262	0	88,747	0	0	0	0	137,009
590	Bishop Fox's School	102,443	0	175,331	0	5,335	38524	0	321,633
593	Sexey's School, Bruton	20,287	0	14,348	0	0	0	0	34,635
598	Brymore School	9,295	701	56,760	0	0	0	0	66,756
Totals		7,875,676	-10,660	9,519,403	-24,912	721,056	914,924	11,607	19,007,094

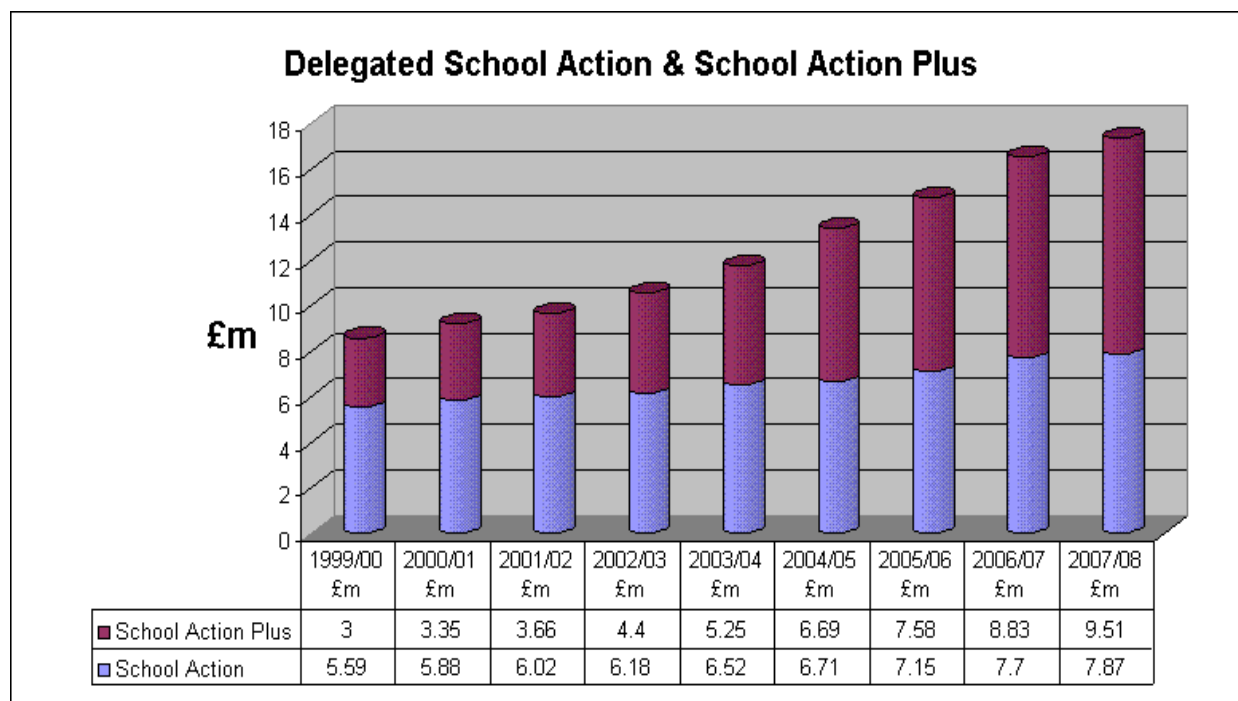
Source: School Action Plus Database as @
 ** 30 August 2007

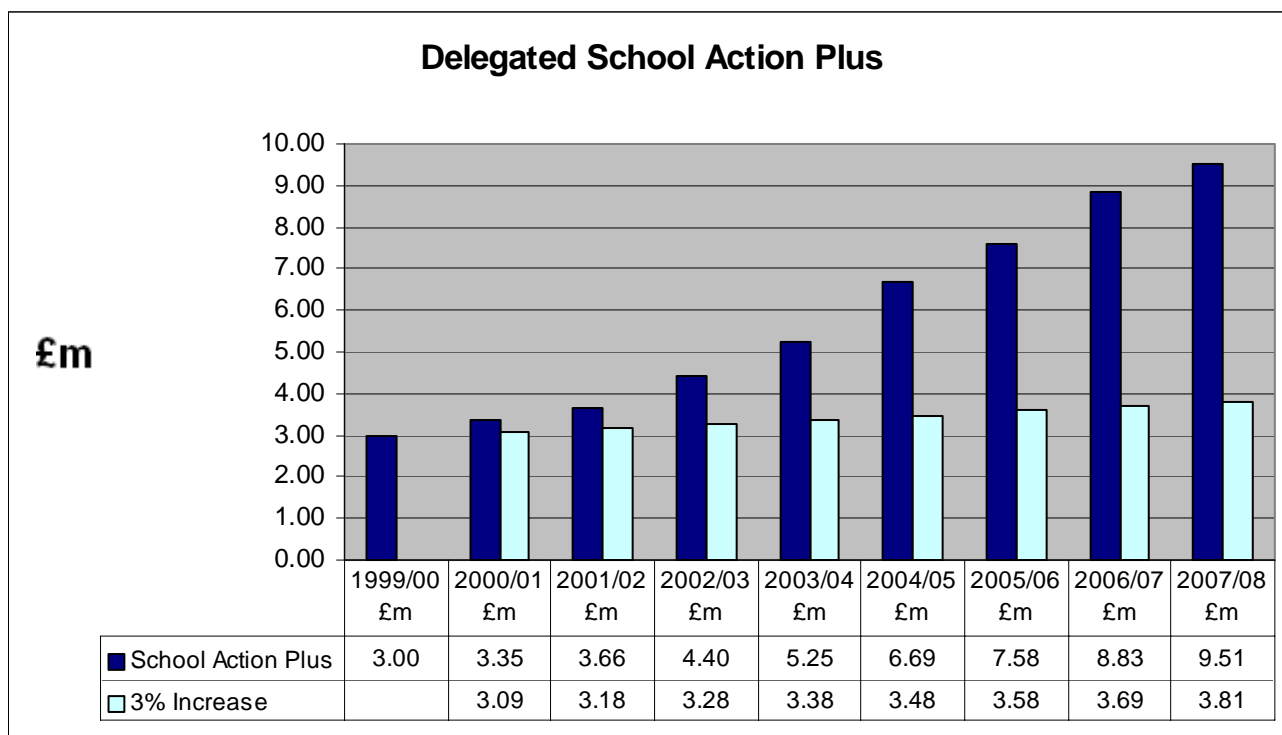
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Somerset Schools SEN Funding Summary

Delegated School Action & School Action Plus Funds

	1999/00 £m	2000/01 £m	2001/02 £m	2002/03 £m	2003/04 £m	2004/05 £m	2005/06 £m	2006/07 £m	2007/08 £m
School Action	5.59	5.88	6.02	6.18	6.52	6.71	7.15	7.70	7.87
School Action Plus	3.00	3.35	3.66	4.40	5.25	6.69	7.58	8.83	9.51
Total	8.59	9.23	9.68	10.58	11.77	13.40	14.73	16.53	17.38
Annual Increase		0.64 7%	0.45 5%	0.90 9%	1.19 11%	1.63 14%	1.33 10%	1.80 12%	0.85 5%
Cumulative Increase		0.64 7%	1.09 13%	1.99 23%	3.18 37%	4.81 56%	6.14 71%	7.94 92%	8.79 102%
School Action Plus Increase		0.35 12%	0.31 9%	0.74 20%	0.85 19%	1.44 27%	0.89 13%	1.25 16%	0.68 8%
3% Increase		3.09	3.18	3.28	3.38	3.48	3.58	3.69	3.80





The chart above illustrates the rise in School Action Plus funding compared to inflation over the period 1999/2000 to 2007/08.

The light bars model how the School Action Plus funding would have increased if 3% inflation rises had been applied each year.

The darker bars show how the funding has actually increased.
(A total of 149% above inflation in eight years).

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School Action Plus Tariffs 2008/09

		April to August 2008 (5/12) £
Behavioural, Emotional & Social Difficulties - Level 1	BESD1	1078
Behavioural, Emotional & Social Difficulties - Level 2	BESD2	4027
Learning – Literacy Level 1 (Applies to In Year autumn 07 and spring 08)	LL1	451
Learning – specific literacy difficulty level 1 (Applies to In Year Summer term 08)	SpLD	988
Learning - General Developmental Delay - Level 1	LGDD1	684
Learning - General Developmental Delay - Level 2	LGDD2	3497
Learning - Language & Communication - Level 1	LLC1	674
Learning - Language & Communication - Level 2	LLC2	2392
Learning – Autistic Spectrum Disorder - Level 2	ASD2	2392
Learning – Autistic Spectrum Disorder - Level 3	ASD3	5052
Physical Impairment - Level 1	PI1	774
Physical Impairment - Level 2	PI2	3445
Physical Impairment - Level 3	PI3	5971
Sensory - Hearing - Level 1	SH1	638
Sensory - Hearing - Level 2	SH2	3827
Sensory – Hearing – Level 3	SH3	5917
Sensory - Visual - Level 1	SV1	1025
Sensory - Visual - Level 2	SV2	3861
Sensory – Visual – Level 3	SV3	6411
Medical Units	TA	127

The table above shows the April to August 2008 component of decisions made at audits during 2006/07. Rates will not be set for the 2008/09 academic year until next March following the Annual Audit. This will also include the new SpLD1 tariff which has replaced LL1 (please refer to changes to the criteria on page 2).

Tariffs will be published once the results of the Audit are known.

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Special Educational Needs – Use of Codes as Identifiers of Need

Background

The greater need to monitor outcomes, plan provision and develop policy both at national and LA level, and the development of a single database at LA level (EMS) presents an ideal opportunity to adopt a consistent code structure across the LA, which fits the national requirements. The national guidance is contained in Circular LEA/0220/2003 'Data Collection by Type of Special Educational Need' (available from <http://www.teachernet.gov.uk/wholeschool/sen/datatypes/>).

It is important to stress that a code is not a label to be attached to a child. It is an administrative way to record and analyse details.

The codes adopted will be used as part of the Pupil Level Schools Census.

When will a code be ascribed?

Nationally, schools will only need to record the type/s of need for pupils where special educational provision is being made at **School Action Plus** or through a **Statement of SEN**. In Somerset, this means that codes will be allocated through the School Action Plus audit, or by Complex Panel when a statement of SEN is to be issued by the LA. In this way the code will be defined through an objective audit/moderated approach. The table on page 50 matches the national SEN codes to current School Action Plus categories.

What SEN codes should be used in school?

At Provision for All and School Action, the four areas of need as used in the SEN Code of Practice (see paragraph 7:52) can be allocated by schools (as required in discussions with support staff).

These SEN CoP areas of need are:

1. Communication and interaction.
2. Cognition and learning.
3. Behaviour, emotional and social development.
4. Sensory and/or physical.

Schools are therefore requested to use only these broad 'areas of need' to reduce the risk of premature labelling.

School Information Management System

Pupils with statements or at School Action Plus should be recorded by codes identified through the formal LA processes (Audit/Complex Panel). Schools should therefore ensure that their information management system is updated for each pupil, to reflect this situation.

Pupils at School Action should be recorded as having SEN, but it is not necessary to record their type of SEN.

Special Educational Needs – Codes

Area of Need	DfES Codes	Description	School Action Plus Category
Cognition and Learning Needs:	SpLD	Specific Learning Difficulty	SpLD
	MLD	Moderate Learning Difficulty	LGDD1
	SLD	Severe Learning Difficulty	LGDD2
	PMLD	Profound and Multiple Learning Difficulty	No single code*
Behaviour, Emotional and Social Development Needs:	BESD	Behaviour, Emotional and Social Development Needs	BESD1 BESD2
Communication and Interaction Needs:	SLCN	Speech, Language and Communication Needs	LLC1 LLC2(Language Impairment)
	ASD	Autistic Spectrum Disorder	ASD2 ASD3
Sensory and/or Physical Needs:	VI	Visual Impairment	SV1 and SV2
	HI	Hearing Impairment	SH1 and SH2
	MSI	Multi-Sensory Impairment	No single code*
	PD	Physical Disability	PI1, PI2 and PI3

- * PMLD/MSI - Could be coded under a variety of categories, dependent on the particular needs of the pupil.
- If the school is making a School Action Plus application, then they need to decide under which category to apply.

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School Action Plus

Special Arrangements for Audit

Since the introduction of the audit process, it has been recognised that schools in Special Measures, Notice to Improve or Causing Concern to the Local Authority (including those defined as receiving the Intensifying Support Programme (ISP) may need to be assessed against measures less stringent than those applied to other schools. These schools may be without a SENCo or effective management structure to allow for appropriate assessment of special educational needs and delivery of provision.

This protocol sits alongside the exceptional arrangements for individuals that may be made agreed by SEN Leadership (Appendix A)

Without special arrangements being made, these schools would fail to attract the funding and therefore be unable to build effective SEN procedures and systems.

Forms of support available :

- Support service intervention in assisting staff to complete application forms
- SEN leadership members carrying out an audit outside the usual arrangements with an understanding of the context of the school. This may involve a member of the support services who is also a member of the Core Group.

This aims to develop a structural link between the Core Group and the audit and those staff engaged in supporting the school 'on the ground'.

It is important that all the SEN Leadership are informed of the situation. This will ensure all are aware and prepared to discuss the situation with members of their support service/team.

Protocol to be followed as from April 2007

School is defined as having Notice to Improve, be in Special Measures, or is a School Causing Concern. In addition a school defined as facing challenging circumstances and as a result be defined as an ISP school either by the DfES or the LA



Core Group established or senior advisor linked to school (ISP)



Core Group or Senior Advisor and school request support in School Application Plus application process



Support Services engage with school to develop assessment of needs and provision to meet them



AND/OR

SEN Leadership with a member of the Core Group is requested by the Core Group / Senior Advisor to view the applications separately from the main audit and use criteria which take into account the context of the school



Those members of SEN Leadership involved in discussions with the Core Group / Senior advisor, brief members of SEN Leadership



Views of those engaged in audit are fed back to Core Group Senior Advisor



Core Group / Senior Advisor feed back to the support staff engaged with the school (if they are involved), resulting, if necessary, in the targeting of specific areas within SEN.

NB: If the school moves from the categories as listed above, they are no longer eligible for the special arrangements.

Keith Brelstaff
Sonia Hulejczuk

March 2007
(Amended to include ISP schools May 07)

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Criteria for SEN Leadership to consider requests for exceptional costs - mainstream allocations

Introduction

The request is to support provision, which is significantly beyond that normally in place at a mainstream school, and funded through Provision for All or School Action. Allocations will be time limited, enabling the school to prepare an evidenced application to the relevant School Action Plus audit.

Criteria

- Evidence is available to SEN Leadership, which:
 - Confirms the need for immediate action re safeguarding, Health and Safety or legal processes
 - Outlines contextual information about the pupil or the school
 - Is relevant to the case being made (eg from ASIG, SPG)
- The school have set out how the additional resource would be used to meet the individual pupil's needs beyond School Action/School Action Plus as appropriate.
- There has been Support Services involvement, which supports the school plan.
- The pupil meets the 'needs' criteria for one of the School Action Plus categories.

Mike Turner
23/01/2006

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Pen Portrait of Pupil

Personal details

Name Date of birth

NC Year School

Summary of need and provision for the category selected highlighting the features of complexity.

Signed

Position in School

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*Please send this application to: Mr Simon Heritage, School Action Plus Administrator,
SEN Group, Children and Young People's Directorate, County Hall, Taunton, TA1 4DY*

SCHOOL ACTION PLUS FORM 1: 2008/09 ANNUAL AUDIT APPLICATION

Schools: Please complete Parts A and B

FUNDING DECISION (MODERATION PANEL TO COMPLETE)

Approved Audit Category

For Medical cases:

TA

No of units

Where a decision is NIL , a sheet will be included explaining the moderators' reasons.

PART A - APPLICATION DETAILS [SCHOOL TO COMPLETE]

Please attach to this form a copy of the relevant Audit Framework page which shows the audit category and lists the evidence for your application.

Tick box to indicate your Area Base

☐

Area 1 - Chandos

☐

Area 2 - Strode

☐

Area 3 - Buckland

☐

Area 4 - Holway

1. Treasurer No:

School Name:

2. Pupil Name (*IN CAPS*):

3. Date of Birth:/...../.....

4. Year Group (NCY): at September 2007 (ie, current year group)

5. SEN Code of Practice Stage: School Action/School Action Plus/Under Assessment/Statement*

6. Dual Placement/Part time pupil*: Yes/No* No of days per week attending:

7. Part time pupil? Yes/No* No of days per week attending:

Deferred entry? Yes/No* Date due to start school:

8. Does this pupil have a Statement of SEN and reside in another LA? Yes/No*
If so, which LA?

.....

9. Is this pupil registered in a Resource Base? Yes/No*
10. Current Audit Category in 2007/08 School Year: Code (eg: LGDD1)
11. Audit Category requested for September 2008 (Apply for one only):
Code (eg: LGDD1)
12. SEN Support Services Contact:
.....

* *Delete as appropriate*

PART B - CERTIFICATION [SCHOOL TO COMPLETE]

I confirm that, based on the evidence presented, this application should be considered for School Action Plus funding:

Signed: (Headteacher)

Date:

NB: THIS APPLICATION WILL NOT BE CONSIDERED IF IT IS SUBMITTED WITHOUT THE HEADTEACHER'S SIGNATURE

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Please send this application to: Mr Simon Heritage, School Action Plus Administrator, SEN Group, Children and Young People's Directorate, County Hall, Taunton, TA1 4DY

SCHOOL ACTION PLUS FORM 2: 2007/08 IN-YEAR AUDIT APPLICATION

Schools: Please complete Parts A and B

FUNDING DECISION (MODERATION PANEL TO COMPLETE)

Approved Audit Category

For Medical cases:

TA

No of units

Where a decision is NIL, a sheet will be included explaining the moderators' reasons.

PART A - APPLICATION DETAILS [SCHOOL TO COMPLETE]

Please attach to this form a copy of the relevant Audit Framework page which shows the audit category and lists the evidence for your application.

Tick box to indicate your Area Base

☐

Area 1 - Chandos

☐

Area 2 - Strode

☐

Area 3 - Buckland

☐

Area 4 - Holway

1. Treasurer No:

School Name:

2. Pupil Name (*IN CAPS*):

3. Date of Birth:/...../.....

4. Year Group (NCY): at September 2007 (ie, current year group)

5. SEN Code of Practice Stage: School Action/School Action Plus/Under Assessment/Statement*

6. Dual Placement/Part time pupil*: Yes/No* No of days per week attending:

7. Does this pupil have a Statement and reside in another LA? Yes/No*
If so, which LA?

.....

8. Is this pupil registered in a Resource Base? Yes/No*

9. Audit Category requested for In-Year Audit (Apply for one only):

Code: (eg: LGDD1)

10. **Additional In-Year Criteria:** In addition to the above information, I confirm that the following criteria applies (*please tick box*)
- ☐ Moved into County, from (LA)
- ☐ Transferred from Special School
(School name)
- ☐ Transferred from Alternative Provision (please describe)
- ☐ First admission. Date due to start/started school
.....
- ☐ Exceptional and Long Term change in medical need.
- ☐ Traveller/Looked After Child (new to school).['New' would be within the last 3 months]
- ☐ Transferred from mainstream without funding but has sufficiently high level of need

11. SEN Support Services Contact:

* *Delete as appropriate*

PART B - CERTIFICATION [SCHOOL TO COMPLETE]

I confirm that, based on the evidence presented, this application should be considered for School Action Plus funding:

Signed: (Headteacher)

Date:

NB: THIS APPLICATION WILL NOT BE CONSIDERED IF IT IS SUBMITTED WITHOUT THE HEADTEACHER'S SIGNATURE.

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SCHOOL ACTION PLUS FORM 3

**TO: Mr Simon Heritage, School Action Plus Administrator, SEN Group,
Children and Young People's Directorate, County Hall, Taunton, TA1 4DY**

SCHOOL ACTION PLUS - MONEY FOLLOWING PUPIL NOTICE

This form is to be completed by the school from which the pupil is leaving/has left.

PART A - CURRENT ALLOCATION DETAILS [SCHOOL TO COMPLETE]

1. Treasurer No:

School Name:

2. Pupil Name (*IN CAPS*):

.....

3. Date of birth:/...../.....

4. Date leaving school:/...../.....

5. Current School Action Plus Audit Category: (eg, LGDD1)

6. Reason for leaving (please tick relevant box)

☐

Moved to other school. Please give new school name if known.

.....

☐

Moved out of County.

☐

Permanently Excluded on/...../..... (give date).

☐

Other (please specify):

.....

Signed: (Headteacher)

Date:

PART B - FUNDING ADJUSTMENT [TO BE COMPLETED AT COUNTY HALL]

Database pupil record amended on:/...../.....

New Funding Statement issued to school:/...../.....

Schools Finance Team notified on:/...../.....

Receiving school (if known) notified
of funding allocated:/...../.....

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SCHOOL ACTION PLUS FORM 4: Annual Audit Appeal

Please attach this form to the original application, including top sheet, and send to:
Mr Simon Heritage, School Action Plus Administrator, SEN Group, Children and Young People's Directorate, County Hall, Taunton, TA1 4DY

APPEAL DECISION (MODERATION PANEL TO COMPLETE)

Appeal Approved/Declined*
(please delete where appropriate)

For Medical cases:

TA **No of units**

Where an appeal is declined, a sheet will be included explaining the moderators' reasons.

SCHOOL ACTION PLUS FORM 4: Appeal statement for decisions made at ANNUAL AUDIT 2008. **(PLEASE NOTE THAT NO ADDITIONAL EVIDENCE SHOULD BE SUBMITTED WITH AN APPEAL REQUEST).**

Treasurer No: School Name

Pupil Name (*IN CAPS*):

I am asking for this appeal to be considered under:

(Please tick)

☐ Clear factual error in reasons provided by the moderating group

☐ Reduction/removal of funding

Appeal Statement: Please briefly describe your reasons for appeal.

Signed (Headteacher):

Date:

NB: THIS APPLICATION WILL NOT BE CONSIDERED IF IT IS SUBMITTED WITHOUT THE HEADTEACHER'S SIGNATURE.

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