

# Introducing The New Birmingham Top-up Funding Model



**Making a positive difference** every day to people's lives

- SEN funding for schools
- Understanding the Schools Block
- Element Three – High Needs Block – Top-Up Funding
- Provision Guidance
- Making funding decisions
- Applying for Top-Up Funding
- Monitoring of Top-Up Funding
- Appealing A Decision

## **EY settings –**

**PVIs** - continue with flat rate or in certain circumstances CRISP

**Maintained nurseries** – Support Units based on provision in EHCP

**Nursery Classes in schools** – Support Units based on Provision in EHCP

SSPPs only available in EY settings for Summer term of final year to aid transition.

**Resource Bases** – Place funding plus full CRISP

**Post-16 settings** – Banded funding

**Special schools** – Banded funding

The Local Authority receives money from central government each year to fund schools. This is called the Dedicated Schools Grant (DSG). The DSG is split into four blocks of 'block' funding:

- Early years block
- Schools block
- High needs block
- Central block

The schools block is the main budget for mainstream schools. The schools block is made up of:

**Element 1 – per pupil funding.** This is used by individual schools to support all pupils. It includes those who have special educational needs.

**Element 2 – SEN funding.** This is for schools to spend directly on making special educational provision. Element 2 funding is often referred to as the SEN Notional Budget.



**The SEN funding (element 2)** for each school is calculated using a formula. This formula uses the following SEN 'proxy indicators'.

- 5% Pupil numbers (AWPU)
- 100% Prior attainment
- 50% Social deprivation (IDACI, FSM, FSM6)

This is often referred to as the Notional SEN Budget.

Each year the school is informed through their School Budget Share how much Notional SEN money they will receive in support of low-cost high incident pupils.

Schools should use their Notional SEN funding to meet the needs of the cohort of children and young people with SEND in their setting.

Things that a school may want to consider when allocating funding on resources:

- Expertise within the school to plan for any resources needed
- Curriculum pathways
- Specialist advice needed
- Specific SEND resources
- Provision specified in Education Health Care Plans
- Evidence-based interventions

The high needs block is used by the Local Authority to fund other types of SEN support and provision including statutory functions of the LA. The money is spent on many different types of support. This includes:

- Element 3 –Top Up funding
- State funded special schools.
- Resource Based provision in mainstream school
- Places in alternative provision and independent schools
- Pupil Referral Units (PRUs)



- Post 16 places and top ups (elements 1,2,3)
- All SEN packages (0-25years)
- Central services (statutory) such as:
  - Advisory teacher support services
  - SEND Support in the early years
  - Medical provision

## Element Three - High Needs Block

Schools and academies should have sufficient funding in their delegated SEN funding budget to enable them to support the majority of pupils' SEND where required, up to the nationally agreed cost threshold of £6,000 per pupil. Where individual pupils require additional support that costs more than £6,000, the extra costs can be met by requesting Element 3 funding for the individual pupil.

Element 3 or Top-Up funding is intended to provide additional, individually targeted support for named pupils who have a range of complex special educational needs whilst remaining in mainstream schools. Top-up funding is provided where these needs, and the provision required to meet them, are more significant than those typically met by resources that are already available to schools.

Pupils who access top-up funding will have exceptionally complex special educational needs.

Pupils with complex needs are likely to require:

- significant levels of regular teaching and/or support of a teaching assistant to address individual targets;
- daily highly structured learning opportunities;
- frequent access to small groups or individualised teaching;
- additional support required to ensure an integrated learning experience;
- support to ensure equal access and social integration opportunities during the school day;
- additional curriculum activities/arrangements that need to be in place within or outside of the usual learning environment for the child or young person to achieve.

Outcomes



Provision



Funding

# Provision Guidance

Examples of the different level of need for children with high incidence, low cost needs (communication and interaction, cognition and learning and social, emotional and mental health difficulties) are outlined within provision guidance tables. The tables are split into area of need and the range of complexity at which these fall. Each table outlines the presenting behaviours which demonstrate the level of need and also contain guidance on the type of provision that is required to meet need at each level. They focus on how the pupil's individual profile affects their access to the curriculum and school/setting life.

<b>Presenting Behaviours</b>	<b>Assessment and Planning</b>	<b>Teaching and Learning Strategies</b>	<b>Curriculum/Intervention</b>	<b>Resources &amp; Staffing</b>
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It is important to recognise that High Quality Teaching will provide a firm basis upon which to use the additional strategies identified at each range. Strategies and advice from earlier ranges need to be utilised alongside more specialised information as the ranges increase.

Specialist health and Social Care interventions may be required at any level.

The ranges are colour-coded throughout the school age guidance as follows:

Range 1 – Universal

Range 2 – Universal/Targeted

Range 3 – Targeted

Range 4 – Targeted/Specialist

Range 5 – Specialist

Range 6 – Highly Specialist

Range 7 – Highly Specialist Provision possibly 24 hours

Although the ranges are hierarchical no one statement, within each range, is more important than another. It is not envisioned that all children will need provision for all statements. These statements should support SEND Support Services, SENCOs and school leaders in defining the detailed and personalised support a pupil with complex and significant needs requires. This provision should increase access to the curriculum and learning environment and to support the child or young person in achieving their outcomes.



It is expected that the provision detailed in ranges 1 – 3 would be met from the resources typically available to schools.

In some cases, where there is a combination of needs across several different areas, some top-up funding may be available via a SEN Support Provision Plan or EHCP to support the provision within range 3.

Provision outlined in ranges 4 – 7 usually requires additional resources above those typically available to mainstream schools through the local offer.

It is expected, that prior to making an application for Top-Up funding a school or setting should be able to demonstrate how it has implemented universal and targeted SEN support through a graduated approach. This should include ongoing assessment, observation, support, advice and training for staff from the SEND support services, including health, in order to identify the level and complexity of need and appropriate provision to meet these needs.

In the first instance the child or young person should be discussed at the multi-agency individual school planning meeting. In the majority of cases, it is expected that the application for top up funding within a mainstream setting, would be done using a SEND Support Provision Plan, without the need for an Education, Health and Care Plan.

All applications for top-up, regardless of whether this is via a SSPP or EHCP, will have been co-produced and supported by the appropriate SEND advisory team and Educational Psychologist, together with any other relevant health or social care agencies.



School should present the detail of what the provision looks like within their setting as part of the application for funding and should include specifics around what is needed to be delivered (e.g. social skills group, play therapy, learning intervention, support during recreational time, etc.), how often (15 minutes per day, 3x per week, every lunchtime etc.), by whom (TA, School staff, specialist etc.) and where (e.g. in the classroom, in a quiet withdrawal place etc.) School and settings will be able to provide this in a variety of formats relevant to their setting but may want to consider the use of individualised provision maps.

## Applying for Element Three Funding

Top-up funding will be allocated via a number of support units. These units will relate to the level of provision required – the more provision, the more support units.

In order to determine the number of support units the provision teams will need to be able to clearly understand the level of provision required and what support is required above that already provided by the school.

In some cases two children with the same level of need may receive different support units because provision in place for two children is not more costly than it is for one.

## Support Units

### SEN Notional Budget Only – no top-up from LA

- Provision detailed matches with ranges 1-3 and
- Requires the equivalent of 20% of additional adult support to deliver provision across the school week

### 1 Support Unit

- Provision detailed matches with range 4a or across several needs at range 3 and
- Requires the equivalent of 30% of additional adult support to deliver provision across the school week

### 2 Support Units

- Provision detailed matches with range 4a or across several a combination of needs at range 3 and
- Requires the equivalent of 40% of additional adult support to deliver provision across the school week

### 3 Support Units

- Provision detailed matches with range 4a or across a combination of needs at range 3 and
- Requires the equivalent of 50% of additional adult support to deliver provision across the school week

## **4 Support Units**

- Provision detailed matches with range 4a or across a combination of needs at range 3 and
- Requires the equivalent of 60% of additional adult support to deliver provision across the school week

## **5 Support Units**

- Provision detailed matches with range 4a or b or across a combination of needs at range 4a and
- Requires the equivalent of 75% of additional adult support to deliver provision across the school week

## **6 Support Units**

- Provision detailed matches with range 5 or above, or across a combination of needs at range 4 and
- Requires the equivalent of 5 days a week of additional adult support to deliver provision including before/after school and during all recreational times.

## **Additional Support Units**

Where the evidence is clear that the needs are high cost and require either specialist input or more than 1:1 support, then it is at the discretion of the Local Authority to provide additional funding from the budget. This would be for exceptional needs only.



## Outcomes

### Long Term Outcomes

- For XXXX to be able to use and understand a range of verbs, adjectives and irregular plurals accurately so that she can talk with her friends about her favourite tv programme.
- To communicate with adults and peers to share her views and opinions about the topics she is being taught.

### Over the next 12 months:

- To articulate the 'c' and 's' sounds accurately in order that she can feel more confident in speaking to others about her favourite tv programme.
- To follow whole class instructions so that she is able to do more of her work without needing an adult to help.
- To feel confident to talk to familiar and unfamiliar adults to be able to make sure others know what she needs.



These are examples of the provision detailed to support achieving the outcomes. What could be added to these in order that the specifics of provision could be identified more easily?

## Additional Provision

What provision is required to meet the outcome –  
Specifics on what, when, how often who

### Education

- Access a mainstream education alongside her peers.
- To be supported in lessons but also promote independent learning behaviours.

### Curriculum

- A highly differentiated and modified curriculum inside mainstream lessons.
- Interventions for speech and language skills – expressive and receptive language.
- Interventions for spelling, reading/writing and maths to be additional to core lessons.

## Additional Provision

What provision is required to meet the outcome –  
Specifics on what, when, how often who

### Staffing

- Support from an adult in core subjects, to help access a differentiated curriculum.
- 1:1 school speech therapy (Wellcomm Primary)
- 1:1 speech therapy package from SAL service

### Resources

- Laptop available during Literacy lessons.

### Environment and Equipment

- Access to a laptop to record during Literacy lessons

# Example

Here are some simple additions that would make it clearer to understand the support being put in place.

## Additional Provision

What provision is required to meet the outcome – Specifics on what, when, how often who

### Education

-Access a mainstream education alongside her peers. Curriculum to be differentiated by input in terms of language used, content in terms of the concepts being taught and the output in terms of the responses XXXX is required to provide. Curriculum should include a specific focus on language targets from individual S&L programme.

-To be supported in lessons but also promote independent learning behaviours. Adult, in addition to usual classroom support available during introductions to lessons in all subjects within small group. Continued support within small group in all core subjects by usual class TA.

### Curriculum

-A highly differentiated and modified curriculum inside mainstream lessons.

-Interventions for speech and language skills – expressive and receptive language. 30 mins 3x per week 1:1 with a TA trained by SALT. Additional small group work 30 mins 1x per week to rehearse skills with peers.

-Interventions for spelling, reading/writing and maths to be additional to core lessons. 30 mins 5 x per week with TA. Small group with 1 adult and no more than 6 pupils.



## Outcomes

### Long Term Outcomes

Long term (End of KS1 / 12 months – NB. This is also much shorter than the timings on the SEND Support Plan):

- XXXX will be able to identify when he feels upset / anxious and will be using at least one helpful self-regulation strategy, so that he can feel calmer during the school day.
- XXXXX will be able to participate daily in a small group lesson, so that he can take part in group activities with his friends.

### Over the next 12 months:

Short term:

- XXXX will engage in an adult initiated emotional regulation strategy to help him calm on at least 3 / 5 occasions in order that he can stay in class with his friends for longer periods of time.
- XXXX will complete a short structured adult directed learning task on [3/5 occasions] in order that he can share a piece of completed work in the celebration assembly.



# Example

These are examples of the provision detailed to support achieving the outcomes. What could be added to these in order that the specifics of provision could be identified more easily?

## Additional Provision

### Education

**Curriculum:** a highly flexible approach is needed in the delivery of the curriculum  
Bespoke timetable in place and a reduced school day. This includes structuring his timetable to avoid busy environments.

Emotional wellbeing support embedded into day-to-day activities and interactions.

Strategies within the anxiety management plan embedded in his curriculum.

**Staffing:** All staff involved with XXXX are to be aware of the Anxiety management plan developed for him. Through the plan, staff will be aware of the behaviours XXXX displays in relation to his emotions, and the strategies agreed to help him calm.



## Example

These are examples of the provision detailed to support achieving the outcomes. What could be added to these in order that the specifics of provision could be identified more easily?

### Additional Provision

#### Resources:

Individual workstation inside the classroom

Quieter learning space outside of the classroom

Sensory resources

**Environment and Equipment:** a neutral sensory environment/ space he can go and 'calm down' in.

# Example

Here are some simple additions that would make it clearer to understand the support being put in place.

## Additional Provision

### Education

**Curriculum:** a highly flexible approach is needed in the delivery of the curriculum. Differentiated to his needs, style and way of learning. This include personalised activities that allow learning through play, short bursts of activities, lasting no longer than 15 minutes, followed by a learning break.

Bespoke timetable in place and a reduced school day. This includes structuring his timetable to avoid busy environments – see example included in the evidence pack.

Emotional wellbeing support embedded into day-to-day activities and interactions with staff, twice-daily 5 minute check-ins with key adults, and targeted support in response to incidents.

Strategies within the anxiety management plan embedded in his curriculum. This includes pre-warning of the structure of his day, pre-warning of changes, daily 10 minute check-in with key adult in the morning, daily review of his day 10 minutes before going home, regular learning breaks, and sensory activities.



# Example

Here are some simple additions that would make it clearer to understand the support being put in place

## Additional Provision

**Staffing:** All staff involved with XXXX are to be aware of the Anxiety management plan developed for him. Through the plan, staff will be aware of the behaviours XXXX displays in relation to his emotions, and the strategies agreed to help him calm.

Daily 1:1 key adult support from LSA / mentor who know XXXX well, understand his behaviour, and have a positive relationship with him. This to be available at least at least 15 minutes 2x per day.

LSA / mentor to provide 1:1 support with the delivery of his emotional language/ feelings work and other provision regarding his wellbeing. Delivered through key adult check-ins twice a day, through daily learning activities, and in response to specific incidents.



# Recommending Support Units

Once the provision in the SSPP or reports to support an EHCP application or review have been agreed, then a discussion about the amount of support units needed should take place. This would typically involve looking at what resources the school already have available and what additional resources they would now need.

The additional resources needed are what should then be used to support the recommended number of Support Units required. Ideally this would be part of a multi-agency meeting

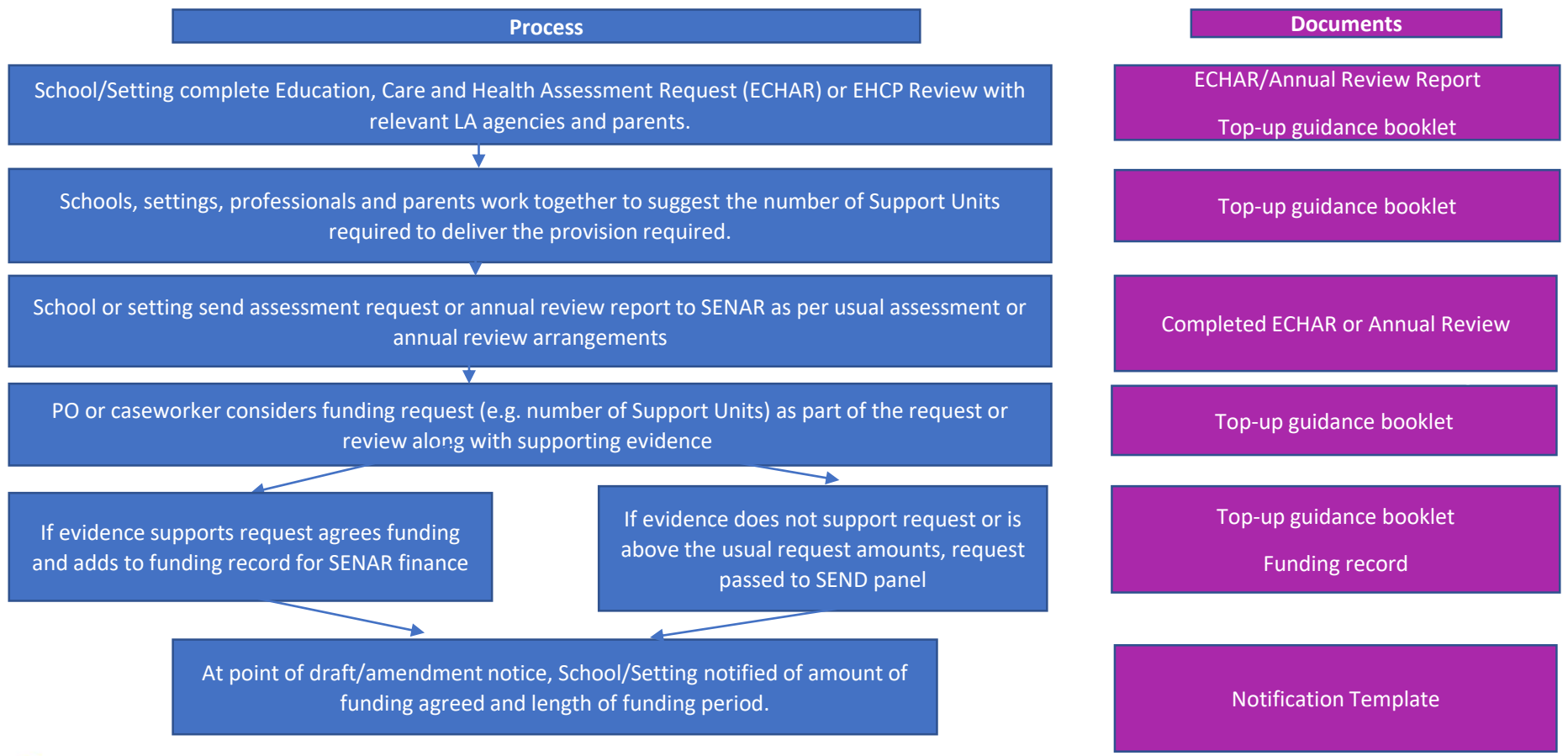
If school and professional can not come to an agreement it is ok to submit different recommendations. The LA will consider the evidence and agree a final amount.

Recommendations should be recorded as follows:

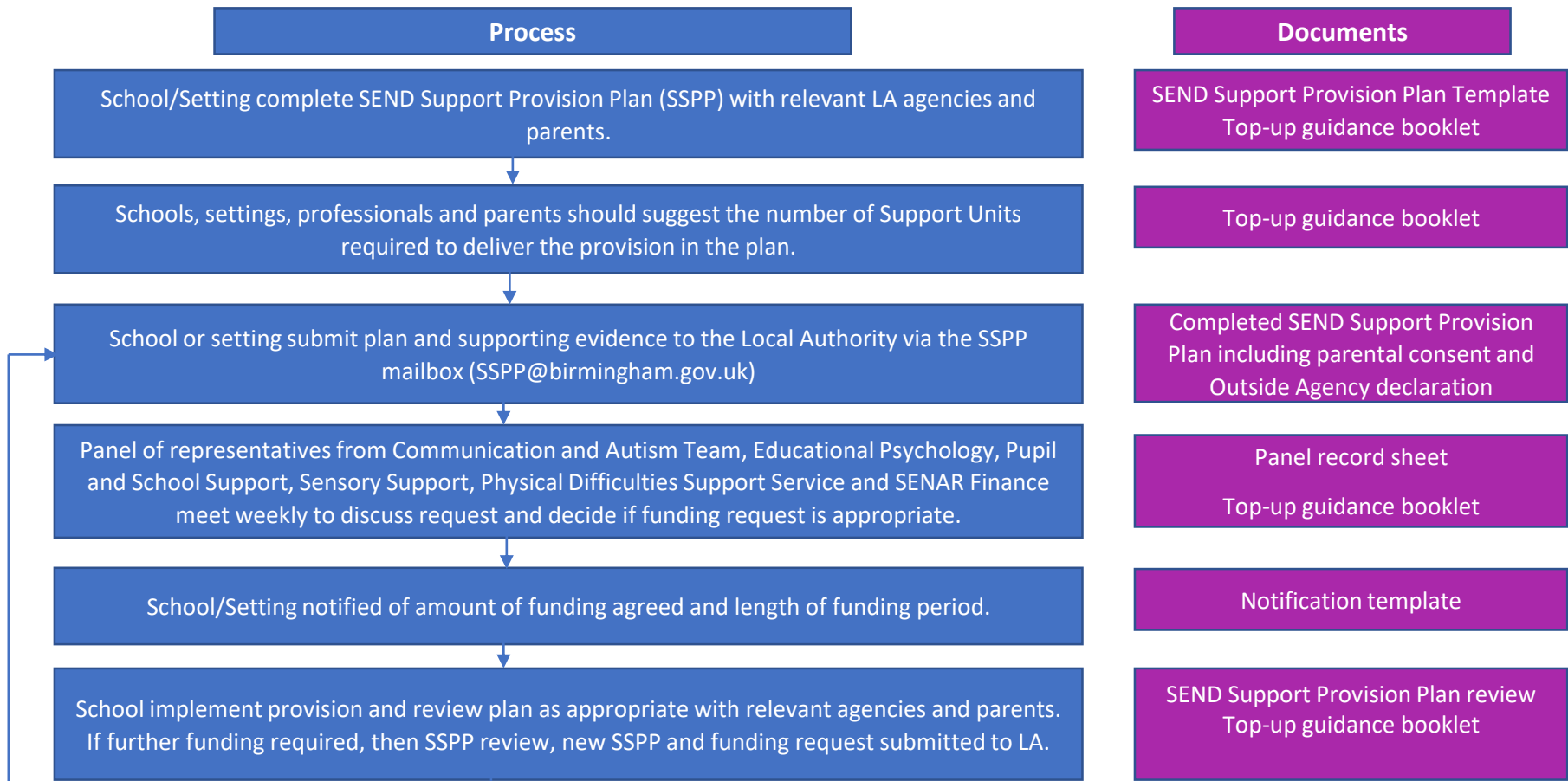
Type of request	School	Professional
SSPP	In body of plan	On Outside Agency Declaration
EHCP application	In application document/educational advice	In Educational Advice
EHCP review	In review report	In Professional Review Report



# Process for Funding EHCPs



# Process for Funding SSPPs



# Applying for Element Three Funding

The final decision regarding funding will be considered by Local Authority.

For EHCPs this will sit with SENAR, for SSPPs this will sit with the SSPP funding group made up from representatives from the LA Support Services.

For EHCPs typically an indicative amount will be provided with the draft plan and confirmed to the school named in Section I of the final plan on issue. This will be done in line with the statutory timelines.

For SSPPs the school making the application will be informed of the final decision and length of funding. The aim is to provide this within two working weeks of the application.

Funding may be awarded for individual or targeted approaches, but the LA expects that this is shared, where possible, so that other children and young people can benefit from the enhanced resources, equipment training or support.

Schools can also request funding for one off payments (e.g. purchase of equipment etc.) where it is felt the cost of providing this one-off purchase falls outside of the usual resourcing of a school and beyond the notional SEN budget.

# Applying for Element Three Funding

Applications for adaptations to the environment (e.g. buildings) will be considered but this would sit outside of the top-up funding process.

The SEND Support Services input will not usually be funded through the top-up funding except in exceptional circumstances as this forms part of the core allocation from the Local Authority.

Any child with Top-Up (whether they have an EHCP or not) needs to be marked as Top-Up funded in their MIS and on COLLECT.

Children without an EHCP will generate a 1990Q error on COLLECT. Schools need to put a notepad entry onto COLLECT saying “1990Q – Confirmed as correct” (for multiple 1990Q errors, just saying n x 1990Q.... is fine). The DfE will accept this note.

If you need assistance with this, please be advised to read the COLLECT guidance the census team have uploaded to your Perspective Lite account which explains the process on making notepad entries or to contact the census team at [schoolcensus@birmingham.gov.uk](mailto:schoolcensus@birmingham.gov.uk).

It is expected that the most appropriate SEND agency would continue to be involved with the pupil will meet termly to monitor provision in place and the impact of it.

Initially this will be a discussion about the impact of funding within the termly individual school, multi-agency planning meetings. Where there are concerns that the additional provision being funded is not supporting the child or young person to progress towards achieving their short term outcomes, further actions will be set. These actions may include additional individual progress meetings, observations of provision being delivered or further assessments to inform relevance of provision.

Where a school or setting disagrees with the decision made by Local Authority, they should discuss their concerns with their Principle Officer for children with EHCPs or the supporting professional for SSPPs, who will provide feedback on the decision made and where necessary liaise with the appropriate person directly to resolve the concern.

If a resolution cannot be reached, then this will be escalated to the Assistant Director for SEND and Inclusion.



Exceptional Special Needs funding (ESN) is designed to be available for a very small number of cases where the provision outlined in the plan can not be delivered using the current resource allocation system.

It is anticipated that there will be a significant reduction in applications for ESN now that funding is linked more closely to provision rather than CRISP.

Existing ESN will continued to be paid but at the point of reviewing the plan the new top-up funding system should be applied or further ESN allocated, if considered appropriate. .

## Next Steps

- Work ongoing around potential of increased budget for mainstream top-up
- Working party to co-produce school led model for moderation process ready to be implemented from Summer 2022
- Continued training for new SENCOs, SENAR staff and SEND Support Services as required

Thank you for listening



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