



Funding for SEND Pupils: Using Resources and Funding Effectively

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Key points

- The obligations of academies to meet the needs of children with SEND as part of funding agreements
- Resources to ensure SEND pupils can participate in school activities alongside non-SEND pupils
- Best practice in preparing and submitting SEN Information reports
- Incorporating provisions for Education, Health and Care plans into future financial forecasting

What funding is potentially available to you?

- SEND Notional Budget
- EHCP top up funding
- Catch up funding
- Pupil Premium
- Looked after Children (LAC)
- Previously Looked After children (PLAC)
- Forces
- Research projects



The obligations of academies to meet the needs of children with SEND as part of funding agreements

- How open are you regarding the money received into the MAT specifically for SEND?
- CAN SENCo's demonstrate clearly how this money is spent?
- Have you broken down the areas of need which exist across your MAT?
- Does your structure of SEND staff allow for clear accountability?
- How do you measure impact of provision?

This is no different if you are a stand alone setting

January 2020



1,373,800

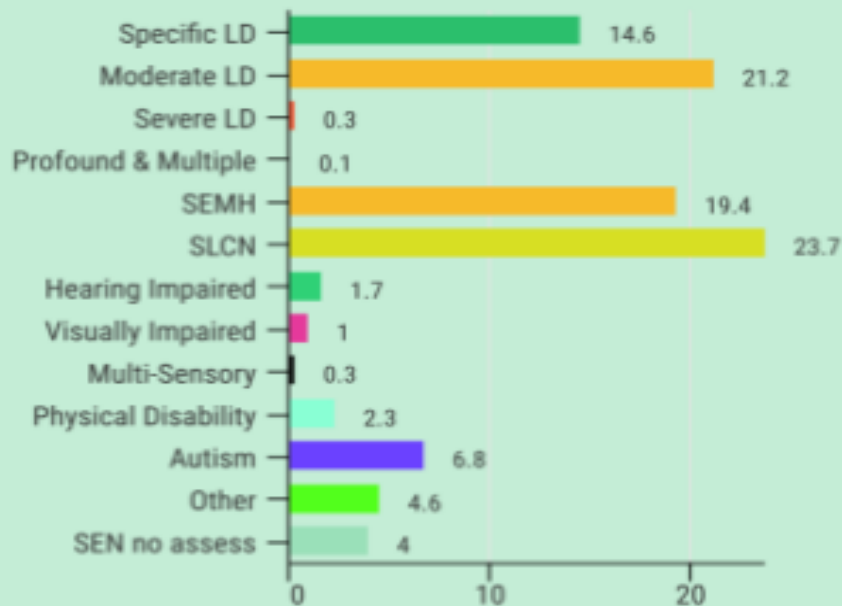
Pupils with Special Educational Needs



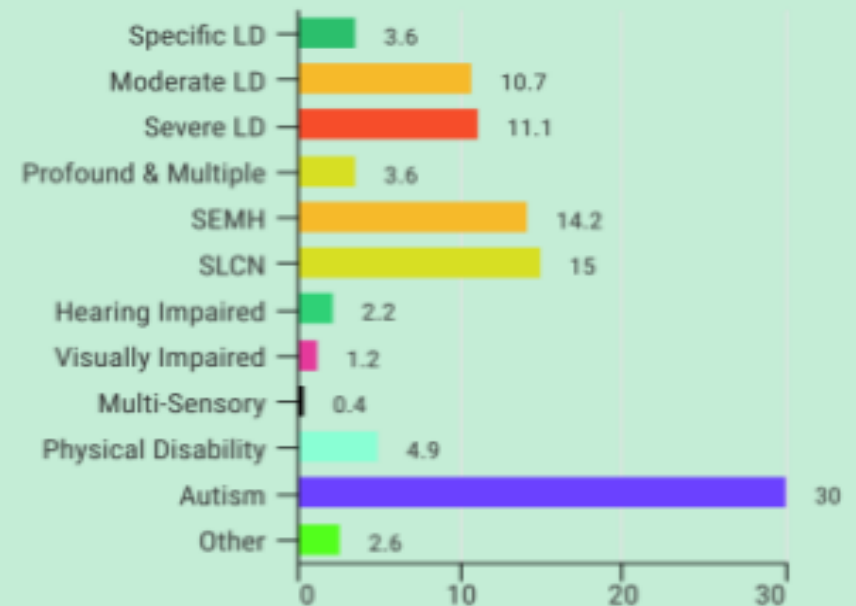
15.5%

Of the whole school population

SEN Support



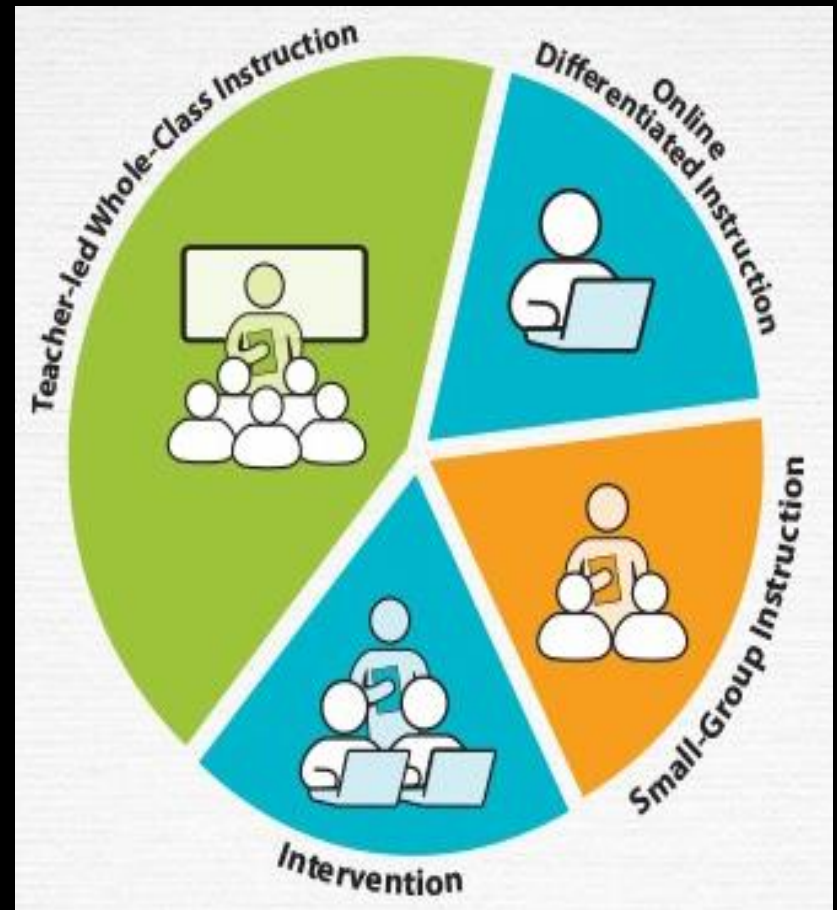
EHCPs



Resources to ensure SEND pupils can participate in school activities alongside non-SEND pupils

- Blended learning – what role does this play in education post COVID?
- Assistive technology
- Specialist Teachers
- What can be offered at Home?
- Access Arrangements

Above all.....



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graph TD; A((Quality First Teaching)) --- B((High Expectations)); A --- C((Know level of Need)); A --- D((Teaching Environment)); A --- E((Lesson Planning)); A --- F((Homework)); A --- G((Marking Assessments)); B --- C; C --- D; D --- E; E --- F; F --- G; G --- B;
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High Expectations

Know level of Need

Quality First Teaching

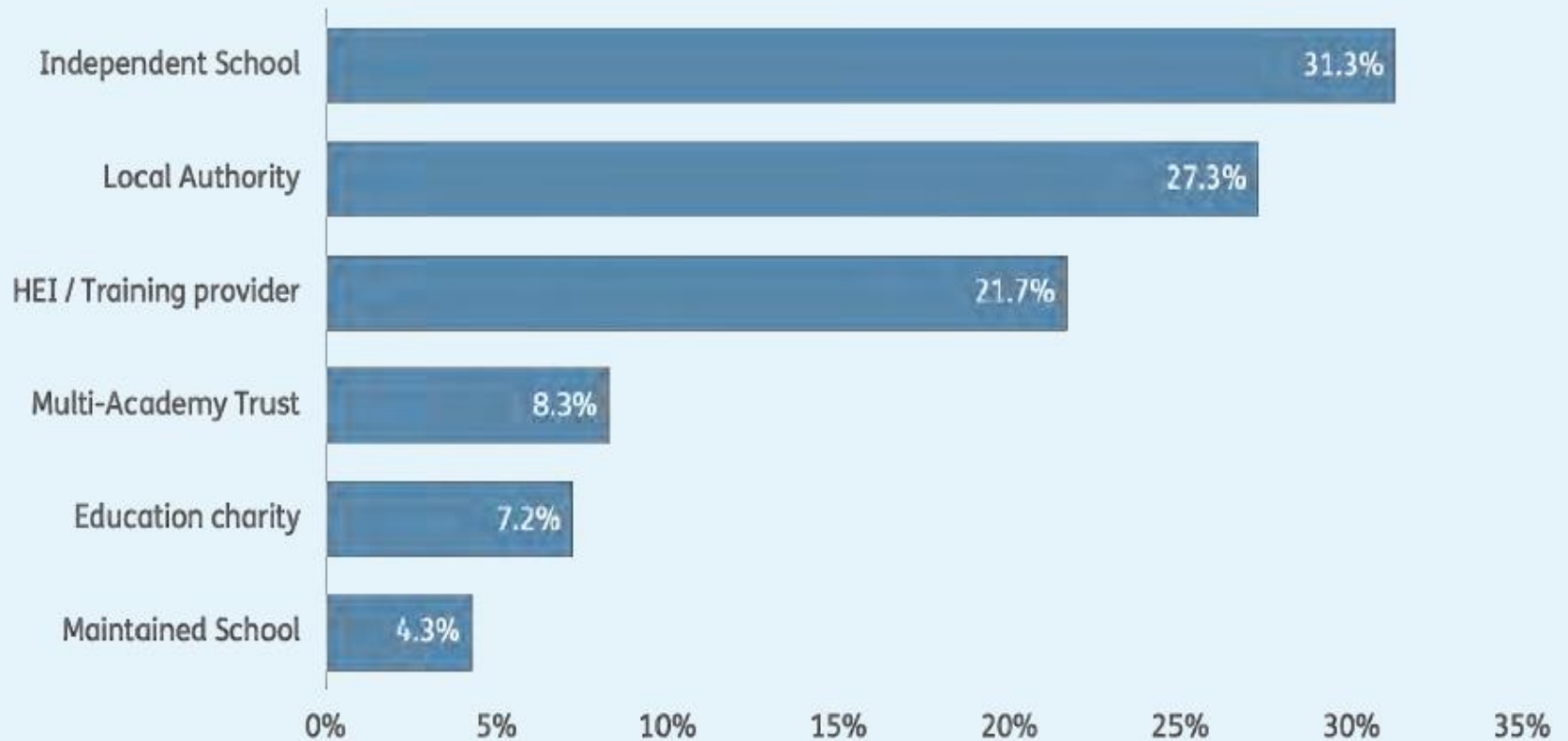
Teaching Environment

Lesson Planning

Homework

Marking Assessments

Figure 4. Of those that reported being employed, nearly a third were employed by private schools



Hide & Seek: Where are all the specialists?
Driver Youth Trust, October 2020

Best practice in preparing and submitting SEN Information reports

- Have all stakeholders been involved in the process?
- Does it link to the information requested by your local authority?
- Is it clearly identifiable on your website?
- Support from your link governor
- Presentation at your Local Governing Body (LGB)
- Did you seek the support / input from your parents?

LA

School

Key terms

- LA – local authority
- SEN – special educational needs
- SEND – special educational needs and disability

CONTRIBUTES INFORMATION

Local offer

Sets out what provision the LA expects to be available for children and young people in the area with SEN and/or disabilities

Is published online by the LA

SEN information report

Outlines the school's provision for pupils with SEN and how the school will implement its SEN policy

Explains where the LA's local offer is published

Is published on the school website and updated at least annually

SEN policy

Sets out the vision, values and aims of the school's SEND arrangements

Can be used as a 'framework' for the SEN information report

Must be in place but doesn't need to be a standalone document

Incorporating provisions for Education, Health and Care plans into future financial forecasting

- Forecasting
- Feeder school relationships
- Internal v External support
- Roll of the Specialist Teacher
- Liaison with your local authority
- What do you have available within your MAT?
- Sharing of resources
- Future planning CPD

Thinking outside of the box



Use of additional revenue streams

- High quality CPD offered through your MAT and targeted externally
- Additional sources of funding
- Group purchasing to maximise savings
- Research projects
- Edtech relationships
- Conference circuit
- Networking

The logo for ImpactEd features a stylized bar chart icon with three vertical bars of increasing height in blue, orange, and teal, followed by the text "ImpactEd" in a bold, sans-serif font. "Impact" is in dark blue and "Ed" is in teal.The logo for texthelp features a red speech bubble icon with a white dot inside, followed by the text "texthelp" in a teal, lowercase, sans-serif font. A small "TM" trademark symbol is positioned to the upper right of the text.

Questions

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