Launch of the One Hounslow Top Up Funding / Banding Model

Coproduced model July 2024 – March 2025

September 2025





Agenda:

- 1. Overarching Principles
- 2. Final model and accompanying guidance
- 3. Implementation Plan and operation in practice
- 4. Questions



Review of previous model:

 Hounslow's allocation of Top Up Funding to settings, was reviewed. • In response to the review, a new and enhanced banding system has been co-produced to enable a clear, transparent and consistent funding framework, which will facilitate a more equitable, fair and robust decision-making process and funding allocation.



Overarching Principles guiding the proposed new Funding Model:

- ✓ The new funding model will support inclusion for all CYP with EHCPs by providing an appropriate level of funding to support their inclusion in their local community and local school.
- ✓ Funding will follow the learner, regardless of the setting they attend, therefore the greater the complexity of need, the greater the level of funding.
- ✓ One Funding Model to encompass: Mainstream, SEN Centres and Special Schools.
- ✓ The model will be transparent.
- ✓ The rates used in any new Financial Model will be kept under review.
- ✓ Alignment with the MIP.
- ✓ All CYP with an EHCP, will have a 'Descriptors of Need' completed and kept up to date to reflect current levels of need.
- ✓ Funding will be used by the setting, to meet the CYP's needs, through resources and building capacity and expertise within the setting





Descriptors of Need:

- The 'Descriptor of Needs' matrix, is a structured profiling tool designed to:
 - Identify a CYP's specific needs, within the 4 broad areas of need: Cognition and Learning needs; Communication and Interaction needs; Sensory and Physical needs; Social, Emotional and Mental Health (SEMH) needs.
 - Promote co-production with young people and parent carers and multi-agency collaboration.
 - Guide decision-making around support, provision, and resources required to meet needs.
 - Monitor progress and changes in needs over time.





Descriptors of Need:

- Descriptors used in panel, alongside the predictable/exceptional needs matrix used in MIP were reviewed.
- Proposed Descriptors of Needs have been taken to the coproduction group throughout the project, for comment.
- Refined 'Descriptors of Need' have been created with support from:
 - Members of the Coproduction Group
 - The Educational Psychology Team
 - The Sensory and Physical SEN Team
 - Health colleagues
- These were used to test the financial model.

		Matrix of Predictable and Ex	ceptional Needs	
	Predictable Needs (Ordinarily Available Provision (OAP))	Exceptional Needs (Low)	Exceptional Needs (Medium)	Exceptional Needs (High)
Cognitive development, attainment and progress	Attainment and progress are lower than that of most peers. Working below age related expectations (ARE). May show specific learning difficulties[SpLD) in line with: Dyslexia, Developmental Language Diorder; Dysalculia, Auditory Processing Disorder; Organisational Difficulties; Attention and Listening Difficulties; Attention and Listening Difficulties; Processing Speed Difficulties.	Progress is slow, even with significant, and increasing levels of evidence-based intervention delivered consistently and evaluated over time. KSI or below - Working up to 2 years below ARE. KS2+ - working of least 2 years below ARE Moderate Learning Difficulty (MLD) profile - difficulties in most areas of learning.	A standardised cognitive assessment has been completed by an Educational Psychologist, with results in the 'Low' range (3-8 percentile across most areas) OR difficulties with cognition and learning have been identified by an Educational Psychologist. Progress is very small and slow, even with high levels of targeted intervention. Sustained difficulties in acquiring literacy and numeracy skills, as well as across other areas of learning over time, despite high levels of targeted intervention.	A standardised cognitive assessment has been completed by a Educational Psychologist. Wit results in the 'Very Low' range (1-2 percentile across all areas) OR a complex profile of SRN has been identified by an Educational Psychologist. Progress is minimal or regressive even with high levels of intervention. Difficulties in all areas oi learning. Severe Learning Difficulties (SLD) prof – significant and sustained life-long difficulties across all areas of learning.
Speech, Language and Communication	Evidence using a screener (e.g. WellComm / Leeds Screener) that there are identified speech, language and communication needs or differences which include: Speech and voice Stammer Selective mutism or speaking anxiety Social interaction and communication (see section below)	Moderate speech, language and communication needs or differences, identified by a screener (red score) or other Speech and Language Therapy Assessment. These needs impact on effective communication, literacy, understanding, and access to and participation in the learning environment. Requires targeted language activities, modification of learning materials and resources and/or some curriculum/environmental adaptation.	Severe speech, language and communication needs or differences identified by a Speech and Language Therapist through a screener (red score) or other Speech and Language Therapy Assessment. These needs impact on effective communication, literacy, understanding, and access to many aspects of the curriculum, requiring a high level of adult support and/or curriculum/environmental adaptation.	Significant speech, language and/or communication needs or differences, identified by a Speech and Language Therapist through a creener (red score) or Speech and Language Therapy Assessment. These needs impact on effective communication, literacy and access to all aspects of the curriculum, requiring high level of adult support and an individualised curriculum.
Curriculum access/pupil participation	Some difficulties with concentration and retention despite use of Ordinarily Available Provision strategies. Difficulties with transfer of skills and knowledge. OR	Difficulties with concentration and retention across multiple areas of learning, requiring adult support, intervention, and curriculum modification. Limited evidence of skill and knowledge transfer.	Difficulties with concentration and retention across all areas of learning, requires extensive adult support and a highly adapted curriculum. Little evidence of skill and knowledge transfer.	Totally dependent on adult support and require: an individualised curriculum. Extremely limited no evidence of skill and knowledge transfer.
Curriculum access/pupil participation	Offerences in Receptive (understanding of) and Expressive (using) Language - difficulties following instructions, accepting adult direction and maintaining attention to task in some situations across the day.	OR Difficulties/differences in Receptive (understanding of) and Expressive (using) Language - difficulties following instructions, accepting adult direction and maintaining attention to task in multiple situations across the day.	OR Persistent difficulties/differences in Receptive (understanding of) and Expressive (using) Language, that require access to an adapted curriculum across multiple subjects.	OR Significant and persistent difficulties/differences Receptive (understanding of) and Expressive (using) Language that require access to an individualised, and/or highly specialised, curriculum across the whole school day.
Curriculum access/pupil participation	OR Can independently participate in most classrooms/settings and activities. Progress requires some adult support to remain emotionally available (e.g. check-ins)	OR Can independently participate in some classrooms/settings and activities. Progress requires significant adult support. Curricular information requires repetition, rephrasing and/or visual reframing. Classroom information and curriculum materials require significant modification to enable access.	OR its only able to participate in limited classrooms/settings and activities. Progress requires extensive adult support. Classroom information and curriculum materials require extensive modification to enable access mostly using tactile and multi-sensory approaches. CYP requires bespoke interpretation to access much of the curriculum.	OR CPF is totally dependent on adult support to me all physical, medical care and educational needs CPF so lote access to curriculum requires bespok interpretation. Totally dependent on tactile approaches such as Braille etc.





Testing:

- We have been robust in our testing to ensure that this model works across all needs and all types of provision.
- A total of 240 unique cases were tested across a group of stakeholders including:
 - EPs
 - Sensory and Physical Team
 - SEND Advisory team
 - Primary mainstream school colleagues
 - Secondary mainstream school colleagues
 - Colleagues working in SEN Centres
 - Colleagues in Special Schools
 - Health colleagues



Proposed Financial Model:

Updated funding rates have been agreed for 2025-26:

- Updated to 2024/25 price base
- Each Band / Sub Band will be worth £2,151
- Top Band is worth £30,114
- Rates will be reviewed annually and set as part HN budget setting exercise





Financial model:

	No Evidence	Predictable	ds			
			Low	Medium	High	
	0	0	2.6	3.7	4.5	Weighting
Cognitive development, attainment and progress						
Communication and participation						
Curriculum access/pupil participation						
Curriculum access/pupil participation						
Curriculum access/pupil participation						
Social Understanding and Communication						
Motor skills						
Self-help skills						
Sensory processing and integration						
Flexibility, information processing and understanding						
Care/Mobility needs						
Medical needs						
Pupil participation in/response to education						
Emotional health and wellbeing						
Impact on self and others						
Exceptional, complex circumstances						
	Matrix Scor	e		0	0	
SEN Category						Matrix Band
Cognition & Learning						#N/A
Communication and Interaction						
Emotional, Behavioral and Social						Band Value PA
Sensory / Physical / Medical						#N/A

	Ban	d 1	Bar	nd 2			Bar	nd 3		Bar	nd 4			
	A	В	A	В	A	В	С	D	E	F	A	В	С	D
£	2,151	£4,302	£6,453	£8,604	£10,755	£12,906	£15,057	£17,208	£19,359	£21,510	£23,661	£25,812	£27,963	£30,114





Testing the updated Descriptors of Need and financial model:

- Testing of the proposed model within our Special School cohort:
 - Testing of cases currently placed in our special school settings, indicates that, aside from some exceptions, most cases fall within the funding bands 3D (£17,208) to 4D (£30,114)
- Testing of the proposed model within our *Mainstream Centre* cohort:
 - Testing of cases currently placed in our Autism Centres, indicates that, aside from a few exceptions, most cases fall within the funding bands 2A (£6,453) to 3F (£21,510)
- Testing of the proposed model within our *Mainstream School* cohort:
 - Testing of cases currently placed in our Mainstream schools, indicates that, aside from a few exceptions, most cases fall within the funding bands 1B (£6,453) to 3F (£21,510)





Pilot cases:

- Cases for the pilot were selected on an individual basis, considering one or more of the following criteria:
 - Justification around inclusive approach
 - Local participation
 - Represent cost-saving against independent placements
 - History of being out of school or education
 - Considerations around inclusion, locality, and financial sustainability

ONE HOUNSLOW

Ordinarily Available Projection (OAI) Alternated and progress to the winth the filter and the control of the c Sustained difficulties in acquiring literacy and numeracy skills, as well as across other areas of learning over time, despite high levels of targeted intervention. dome speech. Leguage and communication deed or offerences which seed or offerences. Identified speech, language and communication needs or offerences which to open description of the same to a department of the same to th In odge-profesty participate in most common processing to the processing of the proc

significant modification to enable access.

Worked example:

ı		Predictable Needs (Ordinarity Available Provision (OAP))	Exceptional Needs (Low)	Exceptional Needs (Medium)	Exceptional Needs (High)		
		CYP can be independently mobile (with mobility aids and building adaptations as required). CYP may have medical conditions which	CIF can be mobile with the use of aids but may need some supportsion or support. Speed and stamina may be affected. CIF may have postural needs that require alternative seatins.	CPF will need regular help with mobility at points during the day. This could be using aids ag- walking frame and use of wheelshair for longer distances. CPF may have contural needs that require	CYP are highly dependent on trained adult support for mobility. They may be fully dependent on specialist equipment for mobility and postural needs.		
	Physical Disability & Complex needs (to include independent living/Self- help and motor skills)	CYP may never medical coordinates unifor- reduce their levis of independence e.g. external control of independence e.g. athma, or diabetes and require medication to stabilise their condition. CYP will be independent in most self-help and informate care skills. Some difference in fine and gross motor skills, requiring adjustments such as writing slope, sencil grig, large leop actisors, PE eldyptions.	atternative stating. (PF) medical condition may require trained adult support at times. (PF) may have internation medical needs of the state of the state of the state of the state of the state. E.g. regular hospital visits. F.g. regular hospital visits. E.g. regular hospita	CIT miley into glosturan rescue treat requires specialism session. CIT mile have high levels of medical need at requisir points are required growing response and intervention by the school of regular points with the proposition of legalar ship support with with help and interval and a ship support with with help and interval and a ship support with with help and interval legalar and and an accounter tools for a come and allower an accounter tools for a legalar differences in fire and gross motors. Miles result for showers shift supports.	CPT- modical condition region regider and complex restance of the region / Interespo / Int		
			alternative methods for extended recording of work and adaptations to the environment to access learning e.g. trauth-typing programmes, adapted PE equipment. CIP may need some support to set up equipment/learning environment but work independently in a range of curriculum areas.	Increased use of alternative methods for extended recording of work and significant adaptations to the environment to access learning.	assistive technology such as switches/eye-gaze, AAC etc. CVF whose degenerative condition has progressed to a level that requires the highest levels of intervention.		
	Deaf Hearing Loss	Diagnosed hearing loss. Potential delays in expressive, receptive, and functional language/communication. One of the control	Diagnosed moderate to proflound hearing loss. CPF can have challenges accessing information (paper), information (paper), which is a stational steering standown, and functional language/normanication is distayed. Challenges in group careful proflound development only or work proflound development only or work interactions. Challenge is group on the proflound development only or work in the development of the paper of the paper of the paper of the paper of paper of p	Diagnosed moderate to profound hearing loss. VCP has significant challenges accessing information / great hearing information / great / g	Moderate to profround hearing loss. CVP has significant challenges accessing information/queeds were with sustainties information/queeds were with sustainties information/queeds were with sustainties information-profromation-profromation-profromation-profromation-profromation-profromation-profromation-profromation-queed above, loss of international measure of communication will be required to image information of profromation-profromation-profromation-profromation-profromation-profromation-profromation-queed-profromatio		
		be issued with existible listering device e.g. radio aid on loan from LBH.	selegation/(differentiation of curriculum, resources, and environment.) Will require 3.1/2 small group intervention programme as solvined by an Advisory TOO or Selt. Regular teaching and/or monitoring from Advisory TOO and Selt is required and may be add on bean from Life interrupt service and on boar from Life interrupt service agreement and on boar from Life interrupt service agreement and on boar from Life interrupt service agreement of the Committee of the	Significant levels of targeted support from specialist settlifical) and SAT. Offer evisited controlled, learning environment and resources 1.1.3 / small group searching led by the specialist sateling TOD in class liaison with the mainstead stacking specialist specialist sateling TOD in class liaison with the searcher several lays per week is needed. (Consider descriptors for SEMI reads and Communication and interaction and sensory processing due to impact of hearing loss)	participation in all settings and situations across the day. Totally appendent on shift support and access to an individualized, stuffer highly access to an individualized, stuffer highly to peer group of lead's issurers. Small issuring groups always required. (Consider issurings for SIANI meets and Communication and interaction and sensory processing due to impact of hearing loss.)		

	Predictable Needs (Ordinarily Available Provision (OAP))	Exceptional Needs (Low)	Exceptional Needs (Medium)	Exceptional Needs (High)
Social Understanding and Communication	Differences with social understanding and communication, which may include: Initiating and responding to contact from other pupils. Understanding social space (e.g., stand and sit too closely to others). Dealing with unfamiliar social situations. Forming and developing friendships. Understanding the actions and intentions of other pupils.	Officences with social understanding and communication, as withined in predictable needs, and may also includes . Working and elearning in a group. • Incaging in small-fall and chat. • Being ablot to engage in joint and shared attention with others.	Offerences with social understanding and communication, so unlined in prelicitable and exceptional (low) needs, and may also included receipting their own needs or feelings. Percaving, understanding, and interpreting the social behaviour of others. Observed to be vulnerable to social isolation at times.	Persistent differences with social understanding and communication, which impact a young person's access to, inclusion and partrayation in all areas of their creminality.
Sensory processing and integration	Offerences with sensory processing and integration, requiring adjustments to the physical environment, and access to: sensory circusts, "frain Breeds", resources (wobble cushion/fisdle toxy). alternative setting routines (evoiding crowded areas (corridors/funch hall/pleyground)).	Offserences with sensory processing and integration, in addition to strategies to meet predictable needs, also requires adjustments to the physical environment to reduce sensory overload: requires access to a quiet area. requires smaller group sizes for some of the day.	Offerences with sensory processing and integration. In addition to strategies to meet predictable needs, also requires major adjustments to the physical environment, to reduce sensory overfload and enable filtering out of relevant sensory information: - requires access to a quiet area requires smaller group sizes for much of the day.	Offerences with sensory processing and integration, complex sensory profile of needs that requires major adjustments to the physical environment to reduce sensory overland and enable filtering out of irrelevant sensory information. • equires smaller group sizes and access to an individualized, and/or highly speciabled corrication, for the whole day.
Flexibility, information processing and understanding	Offerences that impact access to, inclusion and participation in generating and shaultons across the day, requires an example of the shaulton across the day, requires an example of the shaulton and related that is happening more and results of the shaulton and change across the day. I would be a shaulton and the shaulton and change across the day. I would be a shaulton and the shaulton and the shaulton are doing to attend to something does be motivated by topics that aren't part of the even holden, inference, and make a generalized accepts, plan and make a generalized accepts, plan and make a people and emirronneests.	Ofference that impact access to, inclusion and participation in major attempts and situations access the day, require as enabling extractions are consistent or access to the control of t	Ofference that impact access to, includes and participation in gill access and instantions, access the day, requires an enabling environment to understands what happearing now was the day, requires an enabling environment to the control of the co	Ofference that meant access to include an electricate in all many and fractions send of the day. This dispendent on a first imposed the day. This dispendent on a first imposed will execute to an endowdrawd, much the high execution and other control of the sendence of the control of the endowdrawd meanurement, for the

	Predictable Needs	Exceptional Needs (Low)	Exceptional Needs (Medium)	Exceptional Needs (High)
	(Ordinarily Available Provision (OAP))			
Vision	Outleage in underhild environment (insect formatted) and the control of the control of the control of formatted on the control of formatted on the control of formatted on the control of stationary resources. Will protectly its stationary resources. Will protectly in stationary resources. Will protectly stationary resources. Will protectly stationary resources. Will protect stationary resources. Will protectly stationary resources. Will protectly stationary stationary resources. Will protectly stationary statio	Coalineges in undersities environments, lighting from the common of the coaline o	Online par uniformities evoluments to well, largery to the larger part of larger	Colletings in undersitize and samelinisms in fertilized Changed. Reach to be discuss the sacility action and handle objects and materials to support and handle objects and materials to support to the sameline. See the realing formation of the sameline. See the realing formation and the sameline see that seems freely be supported modeled for seems. Reach that designed materials to support to the sameline seems and support to the sameline seems and support to the sameline seems are supported to the sameline seems and support to the sameline and shadow one seem support to the sameline seems and support to the sameline seems to support to sameline seems to support to sameline seems to sameline seems and sameline seems to sameline seems and sameline seems and sa
Multi-Sensory Impairment	Midd box in high having and agins and making good out of its acro on modality and an advantage good out of its acro on modality and an advantage good out of its across and across across and modeling box has good concernation. The control of the control of its across a	Moderar los in in term modelates (harving and application) being paid and of the control of the	Servery law of the same modelity and or modelity and or modelities in the sale of the sale and sequences in the sale of the sale and sequences of th	Afti will have summissioned or graphical visual and basing difficulties. The CPV will have been admired profitulates. The CPV will have been admired to the control of the

Matrix Score Calculator					
	Predictable	E:	xceptional Nee	ds	
		Low	Medium	High	
	0	2.6	3.7	4.5	Weighting
Cognitive development, attainment and progress				V	
Speech, Language and Communication				~	
Curriculum access/pupil participation					
Curriculum access/pupil participation			✓		
Curriculum access/pupil participation					
Social Understanding and Communication				~	
Sensory processing and integration				Y	
Flexibility, information processing and understanding				~	
Physical Disability and Complex needs			V		
Deaf Hearing Loss					
Vision Impairment			V		
Multisensory Impairment					
Pupil participation in/response to education					
Emotional health and wellbeing					
mpact on self and others					
Exceptional, complex circumstances					
					Matrix Score
	0	0	11.1	22.5	34
SEN Category					Matrix Band
Cognition & Learning					4B
Communication and Interaction					
Emotional, Behavioral and Social			1		Band Value PA
Sensory / Physical / Medical					£24,516





User Guide:

- Use the 'Descriptor of Need' matrix:
 - As part of the Education, Health and Care Needs Assessment process
- User guide and Descriptors of Need will be circulated to all settings as well as being available on our Local Offer site

- In addition to drafting a report, each of the professionals will complete where the CYP's needs fit within the 'Descriptor of Needs' matrix for their area of specialism.
- Parents/carers and the CYP's current educational setting will also collaborate to complete where the CYP's needs fit within the 'Descriptor of Needs' matrix.
- The All Phase SEND panel will be used for a multi-agency discussion to moderate the 'Descriptor of Need' matrix for each child. If the panel agrees to issue an EHC Plan, this matrix will be used to determine the level of funding that a setting will receive to support the CYP's inclusion.





User Guide:

- Use the 'Descriptor of Need' matrix:
 - As part of the Annual Review process for CYP in Years 5 and 9
- User guide and Descriptors of Need will be circulated to all settings as well as being available on our Local Offer site

- This will be completed during the meeting, between all attendees, but as a minimum, to include:
 - the young person,
 - their parent/carer,
 - setting staff who know the CYP well and
 - an officer from the Local Authority.
- The officer from the Local Authority may be:
 - an Educational Psychologist,
 - a member of the Sensory/Physical Team,
 - a health professional,
 - a case officer, or
 - a social worker, for example.
- Previous communication regarding Interim Reviews (by absolute exception)





Implementation Plan:

EHCP's in Hounslow Maintained Settings*

Mar-25

NCY 2025/26 AY																		
LBH Maintained Settings	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Grand Total
BDA11 - Maintained Hounslow Mainstream	1	7	67	85	81	44	57	67	58	4	7	6	3	8	3			498
BDA12 - Maintained Hounslow Centre			19	20	23	25	19	28	22									156
BDA13 - Maintained Hounslow Special		18	31	44	66	60	70	70	66	69	50	53	51	55	15	16	22	756
BDA14 - Maintained Hounslow PRU					1	1	1	1			2	14	11	10		1		42
BDB11 - Academy Hounslow Mainstream			5	9	6	9	17	15	13	76	72	59	70	53	24	8	1	437
BDB12 - Academy Hounslow Centre				2	2	4	8	5	4	23	18	13	17	17				113
Grand Total	1	25	122	160	179	143	172	186	163	172	149	145	152	143	42	25	23	2,002

Transition of Existing EHC Plans to the New Matrix Model

AY				Focussed ARs
2025/26		172	149	321
2026/27	143	3	172	315
2027/28	179	10	63	342
2028/29	160	186		346
2029/30	122			122

1,446





AOB:

User guide and Descriptors of Need will be circulated to all settings as well as being available on our Local Offer site:

SEND Local Offer | London Borough of Hounslow

https://www.hounslow.gov.uk/send-local-offer

SEND Summit Slides – presentation from guest speakers

Any questions?



