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 Exceptional 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 Disorder; Dyscalculia; Auditory Processing Disorder; Organisational 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. *KS1 or below* - Working up to 2 years below ARE. *KS2+* - working *at 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 an *Educational Psychologist*, with results in the 'Very Low' range (1-2 percentile across all areas) OR a complex profile of SEN has been identified by an Educational Psychologist. Progress is minimal or regressive even with high levels of intervention. Difficulties in all areas of learning. Severe Learning Difficulties (SLD) profile – 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: ☐ Understanding and use of language ☐ 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 screener (*red score*) or Speech and Language Therapy Assessment. These needs impact on effective communication, literacy and access to all aspects of the curriculum, requiring a 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. OR	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. OR	Totally dependent on adult support and requires an individualised curriculum. Extremely limited or no evidence of skill and knowledge transfer. OR
Curriculum access/pupil participation — Differences 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 in Receptive (understanding of) and Expressive (using) Language that require access to an individualised, and/or highly specialised, curriculum across the whole school day. OR
Curriculum access/pupil participation — Can independently participate in most classrooms/settings and activities. Progress requires some adult support to remain emotionally available (e.g. check-ins)	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.	Is 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.	CYP is totally dependent on adult support to meet all physical, medical care and educational needs. CYP's sole access to curriculum requires bespoke interpretation. Totally dependent on tactile approaches such as Braille etc.

ONE HOUNSLOW

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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	Exceptional Needs			Weighting
			Low	Medium	High	
	0	0	2.6	3.7	4.5	
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 Score			0	0	0	

SEN Category		
Cognition & Learning		**Matrix Band**
Communication and Interaction		#N/A
Emotional, Behavioral and Social		**Band Value PA**
Sensory / Physical / Medical		#N/A

Band 1		Band 2		Band 3						Band 4			
A	B	A	B	A	B	C	D	E	F	A	B	C	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 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

Worked example:

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.

Note – there must be supporting evidence for each rating.

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)

<u>**Note – there must be supporting evidence for each rating.**</u>

Implementation Plan:

EHCP's in Hounslow Maintained Settings*

Mar-25

LBH Maintained Settings	NCY 2025/26 AY																	Grand Total
	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
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	172	315
2027/28	179	163	342
2028/29	160	186	346
2029/30	122		122
			1,446

AOB:

Any questions?

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

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

• SEND Summit Slides – presentation from guest speakers