

Ash Green Community Primary School

NOTIONAL SEN SPENDING PLAN

Context:

Our 2017/18 notional SEN funding allocation is £212 709, calculated on the formula criteria below:

- 5% basic formula allocation
- Entire part of the deprivation element that is calculated on results
- 33% of the value of Free School Meals (FSM)

Introduction

All children of statutory school age (from Reception to Year 6) have access to delegated funding - allocated to schools and academies based on pupil numbers. This universal funding ensures that all children, regardless of their individual needs, are able to access 'quality first' teaching. This is often referred to as Element 1 funding. Some of this funding is used for SEN, including the work of the Special Needs Co-ordinator.

Children with identified SEN are also able to 'draw down' funding from the school's notional SEN budget. This funding is **in addition** to universal funding and is often referred to as Element 2 funding. All Calderdale schools and academies have a notional SEN budget through which senior leaders and Governing Boards must make certain that structures and systems are in place to ensure that pupils with SEN are identified and appropriately supported. These structures and systems are detailed in the school's local offer, published on the website. This budget is deployed to best meet the wide range of needs of 52 identified pupils (from the number on roll of 398 = 13%); and provide up to the first £6000 of support programmes for 8 of these pupils, who all need a highly detailed personalised approach to teaching and learning. This does not mean that we will spend £6000 on programmes for every pupil with SEN. We often quite properly support children through group approaches. Dependent upon need, some pupils with SEN will require less help than others and some will need more.

The vast majority of children with SEN are therefore funded through Elements 1 and 2 funding. Further funding for children with an Education, Health and Care Plan (and those still with a statement of SEN) is provided by the LA as a 'high needs top-up' based on individual need. This is often referred to as Element 3 funding and is focused around the needs of pupils with significant and complex SEN. The first £6000 of funding for pupils on EHC plans must be drawn from our notional SEN budget.

Provision

The school supports the learning of all pupils through provision of high quality, well trained teaching assistants; additional Early Years' trained practitioners; speech and language interventions; and family support workers. An appropriate proportion of the notional SEN budget (in direct correlation to the percentage of SEND pupils on roll) contributes to this key resource to enable highly effective wave 1 and wave 2 (class-based) interventions to be delivered as part of quality first teaching. This targeted, focused support will sometimes be delivered by teaching assistants or, at other times, by teachers - when teaching assistants are working with other pupils. Alternatively, in

order to foster reliance and independence, pupils may be working autonomously with staff 'on hand' to intervene and support only if necessary. Regular and accurate assessments are carried out to ensure that activities planned for SEN pupils are challenging, enable them to develop their skills and deepen their understanding in order to reach next steps in their learning. In addition, non-classed based teachers are employed in mornings to enable pupils of similar ability to work as part of a set. SEN pupils are also supported in these lessons by an additional teaching assistant. There is also a dedicated teacher to work daily with SEN pupils on phonics.

Class-based interventions are supplemented with additional targeted support such as 'better reading' and a range of pastoral groups (for example self-esteem or anger management) that support SEN pupils in their personal development and welfare and therefore enables them to make better academic progress.

We have therefore taken the number of SEND children as a proportion of the whole school roll and apportioned the pro-rata cost of every aspect of provision where appropriate. Some provision is also likely to be targeted to a range of non-SEND (under-achieving) pupils and may also therefore be part funded by a contribution from pupil premium funding. The contribution from pupil premium is also calculated strictly as a proportion of the whole school roll so that funding is always targeted to the pupils for whom it is provided. This is detailed in the school's Pupil Premium Spending Plan available from the website. As the work of classroom support staff in EY, KS1 and KS2 is targeted specifically to SEND pupils and disadvantaged pupils, these staffing costs are met exclusively from notional SEN funding and pupil premium funding. This principle is also applied to the additional maths teachers in KS2 to facilitate setting enabling targeted support for these two key groups of pupils.

Finally, a very small proportion of the notional budget is allocated to administration support for the SENCo to ensure a good flow of information.

'High needs top-up funding' is mainly deployed to additional adults to provide 1:1 support for pupils for specific periods of time in the week. This enables them to meet their individual targets identified on each EHC plan – wave 3 interventions. This provision is detailed on a spending plan (linked to these targets) for every individual pupil in receipt of this funding, but the first £6000 of cost is met from the notional SEN budget.

Monitoring

Wave 1 and 2 interventions are monitored through teachers' daily planning and assessment of learning. Supplementary provision is detailed for all individual pupils on Edukey. Wave 3 interventions for pupils with an Education, Health and Care Plan (and those still on a statement of SEN) and therefore in receipt of 'high needs top-up funding' are also drawn from the EHC plans and monitored through Edukey.

Evaluation

Impact of SEN funding is robustly monitored through regular checks on the quality of provision and delivery (undertaken through learning walks, lesson observations and pupil interviews); rigorous checks on the progress pupils (subject to wave 1 and wave 2 interventions) make over time from their individual starting points towards national expectations (undertaken through data analysis, work analysis, pupil and parent interviews); and robust checks on the progress pupils on EHC plans (and therefore subject to wave 3 interventions) make over time from their individual starting points towards challenging targets agreed and recorded on individual EHC plans and end of year outcomes.

PART 1 – SPENDING PLAN FOR NOTIONAL SEN BUDGET

2017/18

Number of SEN pupils: 55 (14% of school roll)

Number of SEN pupils on EHC plans (high needs): 8

Area of spending:	Total Cost:	% from notional	Cost to notional:	Provision:
1. Teaching Assistants <i>Supporting wave 1 and 2 interventions as part of 'quality first teaching'</i>	EY: £28023 KS1: £53801 KS2: £107608	69% * 58% ** 37% *** * 31% from pupil premium ** 42% from pupil premium *** 63% from pupil premium	£19335 £31204 £39814 £90353	<ul style="list-style-type: none"> • Small group interventions based on rigorous and regular gap analyses undertaken against key performance indicators within the school's tracking system • Precision teaching • Lead daily phonics and SPAG groups • Additional guided reading and support for individual readers
2. Teachers: KS2 Maths Setting <i>Enabling all KS2 pupils with SEN to work in a focused daily set supported by a greater number of TA's and individual provision</i>	£39852	37% * * 63% from pupil premium	£14745	Teaching is tailored to a personalised maths plan, individual to EVERY pupil with SEN in the set through: <ul style="list-style-type: none"> • Multi-sensory approaches • More practical strategies and less formal recording • Increased personalised, verbal feedback to support routine marking and guidance
3. Pastoral Support <i>A range of groups to eradicate barriers to learning over time</i>	£41636	13%	£5412	<ul style="list-style-type: none"> • Pyramid groups • Anger management • Friendship groups • Self-esteem groups • 'Meet and greet' • 1:1 pastoral sessions
4. Better Reading <i>Additional reading opportunities for under attaining pupils (50% SEN)</i>	£14953	42% * * 58% from pupil premium	£6280	<ul style="list-style-type: none"> • Additional individual reading sessions three times a week • Questioning (literal and inferential comprehension) • Application of phonics skills

<p>5. Reading Recovery: KS1 Strategies <i>Daily additional reading opportunities for under attaining pupils individually and in groups</i></p>	£43982	20% * * 80% from pupil premium	£8796	<ul style="list-style-type: none"> • Additional individual reading sessions three times a week • Questioning (literal and inferential comprehension) • Application of phonics skills to read and write • Development of basic writing skills
<p>6. Speech and Language <i>A range of groups to develop receptive and expressive language skills and develop pronunciation of speech sounds.</i></p>	£6239	20% * * 80% from pupil premium	£1247	<ul style="list-style-type: none"> • Social communication groups • Speech sounds groups • Groups to develop vocabulary • Expressive and receptive language groups
<p>7. Initial Funding for EHC Plans <i>9 pupils with significant and complex needs (1 awaiting top-up funding)</i></p>	£48000	100%	£48000	<ul style="list-style-type: none"> • Access to relevant wave 1/2 provision • 1:1 Support (where necessary) for wave 3 provision • Lunchtime support (where necessary) • Feedback to parents
<p>8. Family Support <i>Key workers to support families of SEND pupils with a range of issues</i></p>	£72632	13%	£9442	<ul style="list-style-type: none"> • Attendance tracking • Punctuality • Housing support • Finance planning • Behaviour strategies at home • Support with homework • Securing universal service support (EISA)
<p>9. Administration (0.4) <i>Ensuring good flow of information (PA to SENCo, Inclusion Manager, Family and Pastoral Support)</i></p>	£16300	100%	£16300	<ul style="list-style-type: none"> • Updating SIMS • Communication to parents and external agencies • Production of minutes from meetings
<p>10. Specific Resources <i>Bespoke equipment as required for SEND pupils</i></p>	£12134	100%	£12134	<ul style="list-style-type: none"> • Resources to enable wave 2 provision • Resources to enable 1:1 wave 3 provision (learning, physical and social)
TOTAL NOTONAL SEN SPENDING			£212709	

PART 2 – SPENDING PLAN FOR ‘HIGH NEEDS’ TOP UP FUNDING

2017/18

Number of SEN pupils on EHC plans (high needs): 8

<i>Pupil:</i>	<i>Year:</i>	<i>Top-up:</i>	<i>Total:</i>	<i>Hours:</i>	<i>Provision:</i>
PUPIL A		TBC	£6000	TBC	<ul style="list-style-type: none"> • Speech, language and encouraging communication • Enabling turn-taking skills with 1 or more peers • Developing sequence of imaginative play skills • Toileting skills
PUPIL B		£3253	£9253	25	<ul style="list-style-type: none"> • 24/7 supervision including lunchtime • Support for visual impairment • Encouraging good learning behaviours • Modification of an appropriate curriculum • Access to quiet and distraction-free environments • Developing appropriate turn-taking skills • Support for safe eating
PUPIL C		£1217	£7217	19.5	<ul style="list-style-type: none"> • Understanding of simple language • Developing relationships, and appropriate interaction with, peers and adults • Multi-sensory approaches
PUPIL D		£5103	£11103	32	<ul style="list-style-type: none"> • Daily exercises • Lunchtime supervision • Constant observation to ensure health and well-being • Development of fine motor skills • Development of early literacy and mathematical skills • Attendance at SEN maths set
PUPIL E		£1402	£7402	20	<ul style="list-style-type: none"> • Support to understand and retrieve simple language • Developing relationships, and appropriate interaction with, peers and adults • Developing understanding of literal comprehension towards inferential comprehension • Understanding, and responding to, a range of emotions • Weekly exercises and development of physical skills

PUPIL F		£1402	£7402	20	<ul style="list-style-type: none"> • Support to understand and retrieve simple language • Developing relationships, and appropriate interaction with, peers and adults • Developing understanding of literal comprehension towards inferential comprehension • Understanding, and responding to, a range of emotions • Weekly exercises and development of physical skills • Attendance at SEN maths set
PUPIL G		£1402	£7402	20	<ul style="list-style-type: none"> • ASD strategies • Support to develop appropriate social skills, particularly at break and lunch times • Developing understanding of literal comprehension towards inferential comprehension • Work to understand social situations and her own emotions • Support in whole class maths sessions to support problem-solving and reasoning
PUPIL H		£0	£6000	15	<ul style="list-style-type: none"> • Access to all pastoral support groups and some 1:1 • Attendance at SEN maths set • 1:1 support (within class) for basic literacy skills
TOTAL 'HIGH NEEDS' TOP UP SPENDING		£13779	£61779	151.5	