Appendix Two: Existing 0-19 Bandings and Top-Ups (Mainstream Schools)

Integrated Service for Special Educational Needs and Disabilities

Banding of Support Education Health and Care Plans in School Aged Children: December 2015

An Education, Health or Care Plan (EHCP) may be issued for a child following a multi-agency assessment. The EHCP identifies that a child requires significant support and differentiation in order for the child to access the curriculum. The child's needs will be such that adjustments for access to the curriculum are required over and above the level that can be normally expected to be provided by a mainstream school. It is therefore over and above the £6,000 delegated for school in their 'notional SEN budget'. This resourcing is also described as the 'top-up' funding provided to the mainstream schools through the High Needs Block budget, which is part of the dedicated schools' grant.

The EHCP will describe outcomes that should be achieved by the child, and the differentiation required to allow:

- **Access to the physical environment through adjustments to physical access and use of equipment.**
- **Access to information through presentation of teaching materials in different formats e.g., through sign/Braille/use of Alternative and Augmentative Communication.**
- **Access to learning through adjustments of teaching practice to take account of a child's cognitive difficulties or alternative learning styles.**

The resourcing in the EHCP should be used to achieve the access arrangements outlined in the plan and may be described in terms of adjustments to practice, provision of services with quantification, and additional financial resourcing. The additional financial resourcing may be typically used by schools for additional teaching time or additional special needs assistant time. When resourcing is delegated for therapies a separate banding system is used (see banding of therapies and resourcing). The banding below describes the level of need demonstrated by the child, and the corresponding level of resourcing allocated within the child's Education Health and Care Plan.

Band A	Band B	Band C	Band D	SMSA
£9,544.93 or 27.5 hours of support	**£8,131.75 or 25 hours of support**	**£5,305.40 or 20 hours of support**	**£2,479.05 or 15 hours of support**	**5 hours SMSA or £1,538.20**
The child **will have multiple complex** needs in all areas of learning, physical access and adjustment of information presented. The child will be unable to access the curriculum without adult support at any time and cannot be facilitated effectively by peer support. The school staff will need to carry out programmes of therapy and teaching in the absence of the specialist practitioners on a daily basis, and which are updated at least half termly and often weekly by the practitioners' themselves. The child might otherwise be attending a special school or be attending a special school in the future.	The child **will have complex needs** that require adjustments in many areas of learning, information access and physical adjustments. The child will have programmes established by specialist practitioners' that need to be carried out by school staff several times a week. The child will be able to independently access learning, social engagement, and activities that they engage in independently for very short periods of time, these activities may have been previously prepared, or the child may choose them independently with some scaffolding e.g., use of choice boards, but continue to require some monitoring of these activities throughout the task.	The child will have **access needs that require adjustments** in several areas of learning, information access and physical adjustments. The child will have programmes established by specialist practitioners' that need to be carried out by school staff several times a week. The child will be able to independently access learning, social engagement, and activities that they engage in for periods of time with low levels of support or are able to engage in activities and exploration productively without adjustments being made throughout the activity. The choice of activity may require some scaffolding e.g., use of symbol timetables or choice boards.	The child will have needs that **require adjustments in one main area of learning**, information access and physical adjustments, or require only moderate adjustments throughout the day. The child will have programmes established by specialist practitioners' that need to be carried out by school staff once or twice a week. The child will be able to independently access learning, social engagement, and activities that they engage in independently for at least 50% of the time. The child will require some support and adjustment to effectively engage in learning for specific activities or areas of the curriculum.	The child will **require a significant level of support in unstructured times** that ensure they are able to access leisure and personal care sufficient to meet their pastoral needs. Without this additional support the child may not be able to have a drink or something to eat, will not be able to play safely or negotiate around playground equipment, or attend to their personal care needs.

- It is assumed that **schools will already have additional support for children for this purpose in place,** so any additional support would be over and above that expected for the child's developmental stage e.g., reception classes have additional support in place due to the normal variation in children's levels of independence at this age.
- Please note that these levels of banding are indicative and subject to discussions with schools, dependent on the child's individual circumstances. These banding systems are also used for children who attend schools in other boroughs.