



East Sussex County Council (ESCC)

Special Educational Needs Matrix

Accompanying guidance on SEN costings

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Inclusive Innovative Solution Focussed Act with Integrity Collaborative

Nationally, 97% of all children attend their local mainstream school without an Education Health and Care Plan, this includes those with SEND. This means that the majority of children and young people with SEN will have their needs met through good quality, personalised planning and teaching in a mainstream educational setting, (COP 2015, 9.1).

Children and young people who continue to experience barriers in accessing their learning, despite receiving additional school based SEN resources, may need further support. It is these few children who may require an Education, Health and Care Plan (EHCP) Needs Assessment (Code of Practice, 2015, 9.13-9.19).

Where a child is underachieving, good differentiated teaching and appropriately targeted interventions will accelerate progress. Relatively few children and young people who are falling behind or making inadequate progress may need school based support, additional to and different from what is normally available. This should be set out in an Additional Needs Plan for each individual child and will need to be funded through the school's Notional SEN budget.

High Needs Top up funding should only be used to provide interventions that are required above and beyond mainstream universal provision and targeted SEN provision, that the school or college should provide from its budgets.

In East Sussex, High Needs funding is broken down into two tiers: Targeted or Enhanced; each tier having two levels of funding: A and B. In order for it to be deemed that a young person requires additional funding, schools need to evidence how they have used their delegated budgets to fund support above the universal offer up to the value of £6k per year.

In order to support schools evidence this effectively, the table on the right-hand side gives the approximate costs of key resources that may be used to meet the initial £6k of support. These costs have been agreed using benchmarking information from other Local Authorities

Models of provision will vary from school to school and across the different phases of education such that each application for High Needs top-up funding will look different. Each application should, however, conform to the following cost structure. Staff may be involved in delivering specific interventions, (e.g. supporting in class or outside the classroom, running a lunch club, and each provision should be costed accordingly).

Where provision involves more than one child, costs should be divided by the number of individuals involved e.g. four students accessing a Sensory Circuits group that runs for 1 hour a week at £24 a week should be costed at £6 a week per child. Any provision that has already been funded by the school as part of universal provision or through Top Up funding for an existing child should not incur an additional cost.

Role	Annual Salary (Pro Rata)	On Costs (Pro Rata)	Hourly Cost
Teacher M4	£28,207	£35,909	£28
UPS 3	£36,889	£47,256	£37
with SEN points	£42,356	£50,109	£40
Unqualified teacher/instructor	£20,289	£25,560	£20
Thrive/ SEMH/ specialist TA (SS9 - 30 hrs a week TTO)	£18,951	£24,091	£18
TA / LSA in class (SS3-30 hrs a week TTO)	£12,799	£14,938	£12
Counselling/mentoring/keyworker (SS3-30 hrs a week TTO)	£12,799	£14,938	£12
-	-	-	-
ESBAS Units	-	-	£58-£65
EPS units	-	3 days at £520	-
-	-	-	-
Exam support	As required	-	£11.50

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The levels of funding fall into four groups (see Matrix guidance for details on levels of funding with associated need and provision)

	Annual Funding	Total funding available to school including Notional SEN Funding
Targeted A	1,564	7,564
Targeted B	2,034	8,034
Enhanced A	3,285	9,285
Enhanced B	5,162	11,162

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High Needs Top Up funding should not be used to meet the costs of the following as these are part of whole school provision:

- Class teacher time including where this is for preparing individualised curriculum
- Strategic and administrative costs
- Any staff meeting time e.g. with parents to review progress or address concerns
- Senco or SLT staff time, for example to prepare paperwork or for a meeting
- Any other posts that would be required as part of the school establishment outside of SEN provision.
- General CPD costs for high incidence SEN e.g. ASC. If a child has a low incidence difficulty that requires one off training for the school this can be included
- Risk assessments
- Supervision for staff
- Insurance for staff
- Consumables and resourcing
- Adaptations to environment or building