

Guidance for completing the application form for Local High Needs Funding

Introduction

Local High Needs Funding (LHNF)

The Local High Needs Funding system is to support children and young people (CYP) with emerging high needs or for CYP who have needs that fall outside the EHCP process. The banding tool and descriptors will be used by the LHNF panel to determine the amount of funding to be allocated and therefore the LHNF form requires the school or setting to use the banding descriptors when completing the LHNF form. There is a requirement to use the descriptors to band your application, but the descriptors are also useful to help complete the various sections when describing need.

The importance of the form is to give the LHNF panel a detailed picture of the needs of the CYP, how they are being met in school and what impact interventions have had. There should be enough detail so that the panel members can make an informed decision. However, this should be concise without duplication and, in order to assist schools, should come from information freely available already in school.

LHNF panels may decide that further professional input/support may be more appropriate than a funding allocation. This may include behaviour services, special school outreach, ISL teams etc

Applications for LHNF should be for the following:

1. A CYP entering the education system (including PVI) who has significant needs from the outset as identified by at least one professional and who would not be able to access the setting without a high level of support. The banding tool would indicate at least a Band 3 description of need. (Band 2 is not included in this scheme as it is a small resource that can be met from a school/setting's own resources in the short term).
2. A CYP within the education system (including PVI) for whom there has been a life-changing event that has significantly impacted their access to education/learning.
3. A CYP for whom a significant amount of short-term resource would enable them to make progress in their current mainstream setting and mitigate challenging educational circumstances. This could be preventing a CYP with SEMH needs from refusing to attend school/setting or at being at significant risk of permanent exclusion.
4. A CYP in the education system who does not have an EHCNA or EHCP and is now exhibiting needs on the banding tool at Band 3 or above.
5. CYP from another Local Authority moving to Hertfordshire without an EHCP who exhibit a level of need at Band 3 or above.

THE LHNF FORM

The purpose of the Local high Needs Funding form is to enable providers to demonstrate clearly the full range of measures that have been taken to meet the child or young person's special educational needs/disability (SEND), the impact of those measures and to identify what additional provision is needed to meet the special educational needs of the child or young person (CYP). The information on the form needs to make clear that all reasonable adjustments have been made by the setting. NB The word 'setting' refers to schools and PVI settings.

1. CHILD DETAILS.

Home address and postcode: The CYP MUST be resident in Hertfordshire to receive funding. Cases are directed to LHNF panels according to postcode.

District/Borough Council area: The choices are: Watford, St Albans, Three Rivers, Dacorum, Stevenage, North Herts, East Herts, Hertsmere, Broxbourne, Welwyn/Hatfield

Ethnic origin codes:

Black African	Italian	White-British	Any other Asian background
Black-Caribbean	Gypsy/Roma	White-Irish	Any Other Black background
Caribbean	Bangladeshi	White+Black-African	Any other ethnic group
Chinese	Indian	White+Asian	Any other mixed background
Turkish Cypriot	Pakistani	White+Black Caribbean	Refused to identify
Turkish	White-other	Traveller of Irish Heritage	

2.SCHOOL/SETTING DETAILS

Name of setting: Where the application spans a change of setting, both schools/settings should be named, including their HCC school numbers. Good practice would suggest both schools/settings are involved in the completion of the form, but the application can come from either. The application should reflect the provision in both settings.

School Number/NEG number: this is the 6 digit number on the headcount form that identifies PVI settings of the free place funding. For schools, this is the HCC school number

PVI Application: If a child in a PVI setting is not attending for their full allocation and is going to build up their hours over a period of time, please give details of this (including dates against increased hours planned).

3. DETAILS OF EXTERNAL PROFESSIONAL INVOLVEMENT

Please list all involvement of external professionals. This involvement would normally have been within the last 18 months. Professionals could include: Educational Psychologist, Occupational

Therapist, Physiotherapist, Speech and Language Therapist, Early Years Advisory Teacher, Children’s Services. Please specify any others not on this list. Please ensure that the name of the professional and role are included.

4. PROFILE OF THE CHILD/YOUNG PERSON’S SEND

The child or young person’s main presenting need/s should be selected out of one of the following categories:

Cognition and Learning	
Communication and Interaction	<ul style="list-style-type: none"> • Speech, Language and Communication • Communication and Autism
Social, Emotional and Mental Health	
Sensory and or Physical Needs	<ul style="list-style-type: none"> • Physical and Neurological Impairment • Hearing Impairment • Visual Impairment • Multi-sensory Impairment.

Please pick one or more of the subdivisions above. If the main presenting need is Communication and Interaction or Sensory and/ or Physical needs, please select the relevant needs from within the description.

When describing the CYP’s needs please refer to the advice from professionals. This should be in bullet points and can contain short quotes from the advice, if appropriate. Please ensure that this contains a full picture of the CYP’s needs. If referring to the banding descriptors, please ensure that there is detailed evidence of how the CYP demonstrates these. Use of the banding descriptors alone is not sufficient.

5. DESCRIPTION OF THE LEARNING CONTEXT

Please select one of the criteria listed on page 1, explaining how the CYP meets the individual criterion. If this is a life changing event, please indicate what this is and how it has impacted on the CYP’s access to education. If the child has needs which are at band 3 or above and they are not new to the education system or Hertfordshire please indicate what has changed for the CYP which has now necessitated extra funding. There is an expectation that there would have been previous professional involvement with the implementation of any advice given and evidence of impact.

Please also indicate whether there is a current application for an Education Health and Care needs assessment. If so, indicate the date. Please note that this funding is not designed to be a stop gap until funding can be obtained via an EHCP. There is an expectation that any funding obtained through LHNF will have an impact which can be demonstrated (see section 8 below)

6. CURRENT STRATEGIES AND INTERVENTIONS IN PLACE TO SUPPORT THE CHILD

This should include details of current attainment, progress and targets. There is an expectation that reasonable adjustments will have been made to support the CYP and should be detailed. However please note that these in themselves would not qualify for further funding. Please include any specific strategies and interventions used to support the child which are over and above quality first teaching.

Where appropriate there may be reference to any of the following:

Relevant school/setting assessments and whether these are supported or unsupported. Please clarify these assessments if these are not in common usage.

Speech and language levels of functioning

Percentiles

Age-appropriate comparisons

Specific vocabulary used by professionals in advice e.g. hearing or visually impaired children who are described as 'severe.

Strategies implemented from Hertfordshire Steps

You may also include reference to:

Access to learning

Attendance

Social inclusion.

If a CYP is on a reduced timetable there should be a clear reintegration plan which includes a timetable of when full time provision will be accessed.

There should be reference to support suggested by external professionals and how this has been implemented

7. CHALLENGES, SUPPORT AND NEXT STEPS

This section is broken down into the different banding descriptors and requires, for the relevant descriptors, what the challenges are for the child in those areas along with the support which is in place and what the next steps will be. The school's Assess, Plan, Do, Review process should be used in this section. There is an expectation that there will be evidence of at least one cycle of APDR

Reference should be made to the banding descriptors whilst completing this section and a banding included for each descriptor which has been completed. You do not need to fill out every section – only those relevant to the child's needs. Again, please note that, when using the descriptors there is evidence to support this. Where 1:1 support is given please indicate how this is used. Where there is a personalised curriculum please indicate how this is personalised.

8. BANDING

Please state the level of funding required and for how long. This would normally be the highest of the bands you have set out in section 6 and for one, two or three terms.

When complete please e-mail this, via SchoolsFX, to your local DSPL manager at the appropriate dedicated e-mail address. You will be informed of these addresses by your DSPL manager at the beginning of the Autumn Term 2020 and this guidance will be updated with the addresses at this time.

9. DESIRED OUTCOMES OF ADDITIONAL SUPPORT

What will be the impact of the support you are requesting? Please use a bullet point format. Where possible progress measures should be used, or specific outcomes stated.

10. DETAILS OF SUPPORT REQUESTED

This should include details of all planned support and interventions that would not normally be available from the school's own resources (please use a bullet point format) and what the desired impact will be.

You should be specific about the type of provision required referring to its duration, frequency and method of delivery. It may include some of the following:

Staffing

Curriculum

Physical resources

Access to the environment of the setting

Intervention programmes such as speech and language, behaviour etc. (excluding those normally provided in an inclusive setting)

Advice given by professionals

Adaptations

Other

As above please be detailed in the description of the planned support and interventions. Please also note that there is an expectation that the planned provision will match the level of the band requested and that this will not be just reasonable adjustments.