Guidance to support implementation of the new SEND Funding Model in mainstream schools.

This guidance has been produced to respond to the feedback received through the workshops on the new model and from our learning from implementation so far.

It aims to provide clarification to schools on the implementation of the new funding model in mainstream schools.

When will current pupils be reviewed and moved to the new system?

September - December 2024

New EHCPs

We have been issuing new EHCPs against descriptors in the new SEND Banded Funding Guidance to mainstream schools.

Where a school has provided evidence that their pupil meets a different descriptor, they have raised that with us, and we have discussed with whether another descriptor would be a better fit.

Phase transfers

We have been allocating a descriptor from the new model for all phase transfers EHCPs issued during this period.

Where funding increase/decreases have been requested following annual reviews.

We have been considering these requests under the new system.

From March 2025

All new EHCPs issued will continue to be issued on the new banding system.

All phase transfer EHCPs will continue to be issued on the new banding system.

All requests for funding increases/decreases will be considered under the new banding system.

Annual Reviews

In order to support phase transfers for September 2026, Secondary SENDCos have asked that we focus on moving to the new system at Year 5 Annual review. Please can primary schools prioritise this year group.

Through the annual review process the LA will look at as many additional EHCPs as possible and apply the new banding descriptors to meet the proposed two-year implementation plan of moving all EHCPs onto the new descriptors by September 2026.

What information does the authority need from me for current pupils with EHCPs from the Annual Review to inform the allocation to the new model descriptors?

Please provide:

- Either a current My Support plan or a provision map of what you are proving for the pupil (this does not need to be costed as panel will no longer be using costed provision maps to justify banding, so schools should be matching with the descriptors to find the band that fits best).
- Up-to-date assessment information that you have for the pupil (this might include learning levels, cognitive assessments, reading ages for example).
- Any **new** external reports/assessments.
- Assessments of behaviour and behaviour support plan (if appropriate).

What happens if I don't agree with the descriptor band allocated to a pupil?

Please contact your link EHC Coordinator to discuss and provide evidence as listed above to support why a different descriptor is a better fit.

What happens if it has been agreed at panel that a child/young person meets the guidance for admission into a specialist placement, but there is not a place available, or the parent has chosen mainstream?

As communicated in September 2024 we have been working with special schools to develop descriptors of need for their pupils. If you have pupils that fall into this category we will allocate a descriptor from this framework.

The descriptors have been written and the funding model for special schools is due to be completed by the end of February. We will use this to set top-up values to reflect the provision needed to meet these needs within a mainstream setting. We will share these with you as soon as they are ready (March 2025). We will then add this process into the SEND Banded Funding Guidance document at point of review so that all of the information is in once place.

Until then, if you have a pupil that panel have agreed falls into this category, we have been allocating Enhanced 2. Once we have the new values, we will pay you the difference backdated to the date funding was agreed from by panel.

Support

If you have questions or suggestions for more guidance, please email Sonal Sisodia, SEND EHCP Team Service Manager ssisodia@hillingdon.gov.uk

As discussed at the workshop, we are happy to run more of these if it is helpful.

The working group continue to meet regularly to reflect on the learning from implementation and take any actions required to support implementation.