

Post 16 High Needs Placement Funding Protocol For Providers 2017/18

For young people aged 16-24 with
Special Educational Needs or Disabilities
in post 16 College placements

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Introduction

As a Councils' jointly owned community interest company, Achieving for Children (AfC) has been delivering children's services on behalf of the Royal Borough of Kingston and the London Borough of Richmond since 1 April 2014. The process for signing off and funding all post 16 placements for high needs learners in further education is managed by AfC's 14-19 team on behalf of education, adult social care and health. This process involves a range of colleagues from Preparing for Adulthood team, SEN team, schools, adult social care and health – and of course post 16 providers - who have all contributed to the development of a learner's Education, Health and Care Plan. Therefore this Protocol is written on behalf of AfC and both local authorities (i.e. 'we' in the text).

The majority of young people who have special educational needs or disabilities (SEND) will access education and training provision in a mainstream setting with additional support funding. AfC is keen to continue its good working relationship with our local FE providers and those further afield – whether general FE Colleges or independent specialist providers (ISPs) - with the joint aim of supporting young people with SEND.

This Protocol sets out the procedures¹ for AfC to commission additional support for those young people who require 'top up' (also known as Element 3) high needs placement funding for further education (FE)² - placements at general FE Colleges and independent specialist providers (ISPs) - in the academic year 2017/18³.

We want to ensure that our funding procedures are transparent, ensure value for money and the prudent use of public funds in line with AfC's accountability to Councilors and residents. While the document is aimed at FE providers it may also be useful for young people, parents and front line colleagues who work directly with young people during transition to post 16 learning.

The Protocol has been developed in consultation with FE and ISP providers and covers current procedures but also supports the FE planning processes for 2017/18. It is appended as Annex B to the providers' contract for 2016/17 and is referred to in the contract and by signing the contract, providers are agreeing to adhere to the principles contained herein.

¹ It describes the process of confirming funding for the placement after the Education, Health and Care Plan has been signed off by the SEN Panel

² In the context of this Protocol, 'FE' relates to both general FE colleges and independent specialist providers

³ See AfC's Local Offer website: www.afclocaloffer.org.uk

Commissioning principles for high needs post 16 further education

Education, Health and Care Plans

The Children and Families Act 2014 Act underlines the duty on all local authorities to work in partnership with other agencies and learning providers to commission post 16 provision for SEND learners. If a learner needs a more intensive level of specialist help at College that cannot be met from the resources available, they will need an Education, Health and Care (EHC) Plan. The young person, a parent or one of the professionals working with the young person (including staff from FE Colleges) can ask AfC to conduct an EHC Plan assessment. More general information about EHC Plans and how to request one, can be found in the Golden Binder on the AfC Local Offer website.

In September 2014, EHC Plans replaced Statements of Special Educational Needs and S139a/Learning Difficulties Assessments (LDAs). Any young person who received a statutory assessment after September 2014 and who qualifies, can get an EHC Plan. In line with the SEND Code of Practice, 0-25 years⁴, AfC was allowed 3 years to convert current Statements into EHC Plans and each Statement will be reviewed at the time of conversion. The transfer process is now well under way for Kingston and Richmond learners. See more on the transfer timeline on the AfC Local Offer website.

The Local Offer

In line with the special educational needs or disabilities (SEND) legislation AfC has fulfilled the statutory duty to develop and publish a **Local Offer** website, which provides information on local services and support available for families and children and young people aged 0 - 25 years with special educational needs or disabilities.

www.afclocaloffer.org.uk

Local provision for post 16 SEND learners

As an FE provider⁵, you are allocated funding designed to enable you to meet the individual, specific additional learning support requirements of young people. We will work in partnership with you to ensure that young people work towards longer term life changing outcomes, e.g. (supported) employment, independent living, participating in society, contributing to the local community and being as healthy as possible in adult life.⁶

4 Department of Education and Department of Health, 2014

5 whether general FE or an independent specialist providers (ISP)

6 The SEND Code of Practice: 0-25 years (DfE 2014) - <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Apprenticeships, Skills, Children and Learning Act (ASCL Act 2009) places a duty on all local authorities to secure enough suitable education and training to meet the reasonable needs of 16-19 year olds as well as those aged 19-25 who are subject to an LDA/EHC Plan⁷.

We support the general principle that wherever possible young people's education and training needs are best met where they are able to continue to live in their local area and access local mainstream provision and existing support networks. To this end and after extensive consultation with young people and their families, we are working to develop additional provision in Kingston and Richmond or the wider local area for young people with SEND. These include bespoke programmes within a post 16 setting in schools as well as employability routes, such as supported internships, in FE Colleges.⁸

However, we do accept that some young people's needs can only be met in specialist residential settings. These placements are agreed after extensive consultation with families, the provider, other professionals and after sign off by our SEN and ISP Panels, when the ISP is named in the young person's EHC Plan. As a key part of this process, we will work with you the provider to agree an appropriate level of funding to support the placement, as set out in the learner's EHC Plan, once you have confirmed you can meet the learner's needs through the consultation process with you. We will also work closely with AfC's Preparing for Adulthood team (and adult social care if appropriate) to ensure that the placement will meet the learner's educational, health, social care and needs.

⁷EFA has extended the timeline for local authorities to convert LDAs into EHC Plans to 31 March 2017:

https://www.gov.uk/government/publications/high-needs-funding-arrangements-2016-to-2017/high-needs-funding-2016-to-2017?utm_source=EFA%20e-bulletin&utm_medium=email&utm_campaign=e-bulletin&mxmroi=2305-26990-69484-0

⁸ <https://www.afclocaloffer.org.uk/> Search for Preparing for Adulthood and Employment (home page)

Commissioning principles for post 16 further education in independent specialist providers (FE ISPs)

AfC is adopting the following **commissioning principles** with regard to funding the education element of the high needs learners' placements in FE in 2016/17 and 2017/18:

NB: Sections of text shaded in **pink** are relevant to ISPs only and **blue** sections relate just to FE providers. Otherwise the contents of the text apply to all providers.

- 1. All post-16 placements should complement and provide natural progression from the learner's previous destination and show how they will progress the learner on to the next stage of their life.** For current learners in all FE placements, we would expect to see progression into the intended adult destination set out in the KPI template/EHC Plan⁹. We ask providers to share details of progress through the funded learning programme towards his or her adult destination, at the beginning and end of each academic year. This is so that we can evaluate the effectiveness of the learning programmes that we are funding in line with the requirements of the Ofsted framework for the inspection of *local areas' effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities*¹⁰. Ofsted will be looking particularly at how well short- and long-term outcomes are met for young people with SEND.
- 2.** If we receive **funding applications for a further transitional year** in a general FE placement in 2017/18 for current ISP learners, we will require a clear supporting rationale. This will detail the progress the learner has made towards his or her outcomes and your perspective (through the final year review process) on how a further transitional year in general FE will prepare the young person to achieve those outcomes. We would also expect to see a reduction in the learning hours, as the learner has become more independent, with a corresponding reduction in funding.¹¹ In the above scenario we would consider funding an FE placement for **one year** to support the transition process¹².
- 3.** In addition, we would not generally fund a fourth year in an ISP placement unless there is a robust rationale for requesting this and it is agreed that a fourth year will help the learner achieve stated outcomes towards his or her adult destination. If the learner still needs educational provision, the EHC Plan would be amended with a local offer to achieve this, including any necessary support to access the education. If educational outcomes have been met, the Plan will usually be rescinded.

⁹ Annex A to the provider contract.

¹⁰ Framework for inspecting local areas in England under Section 20 of the Children Act 2004 (published April 2016).

¹¹ We recognise that for some learners, support levels will not decrease due to the nature of their disabilities.

¹² All funding placements, irrespective of setting, are confirmed for one year, irrespective of the proposed length of the placement. After one year, funding will usually be confirmed for a further year for continuing learners.

4. We would expect that learners for whom you are applying for high needs funding, **to have either attended a special school or received 'top up' funding in their previous school placement.** If the learner attended a special school, we would expect the support costs in general FE to be broadly similar. We accept, however, that support levels for some learners will be higher or lower than the support they received at school. For learners from mainstream secondary schools we would not usually expect Colleges to be applying for 'top up' funding, as we would envisage that support could be met within the first £6k of additional support funding (and that therefore they would not be deemed to be high needs learners).

We have set out **a banding arrangement** below to demonstrate this as a guide - although obviously each application is considered on a case by case basis:

| Type of school attended | Likely funding level |
|--|--|
| Band 1 | |
| SLD school Residential (usually out of borough) | Top up funding (Element 3) |
| Band 2 | |
| Mainstream secondary school MLD special school | Top up funding (Element 2 or Element 3 in circumstances where there is a proven need for additional learning support in excess of £6k) |
| Band 3 | |
| Employment based route: traineeships, apprenticeships, supported internships | Some top up funding if over and above disadvantage formula funding for traineeships/apprenticeships from Skills Funding Agency |

5. Colleges should demonstrate that they will develop and deliver high quality study programmes that will **provide stretch and progression enabling young people to progress to a higher level of achievement than their prior attainment.** This includes ensuring that programmes offer a GCSE or stepping stone qualification in English and mathematics, if appropriate. Or, if the learner has no learning difficulty but has, for example, high functioning autism or ADHD, we expect College to employ strategies to tackle the anxieties that are presenting challenges for the young person to learn.

6. Where appropriate we also expect the learner to participate in **work experience and non-qualification activity that will prepare him or her for employment or self-employment** such as through work placements, apprenticeships, traineeships or supported internships. Where the intended outcome is employment, we will ask providers to demonstrate how the funding package is being used to prepare the young person for employment. This may not be just through the attainment of qualifications, e.g. for hearing impaired learners we would expect to see how the programme will support the young person to operate, on a daily basis, in a workplace setting, using the most appropriate learning methods and/or assistive technology. For learners with autism, providers should show an understanding of these often 'hidden' disabilities and how the top up funding will support appropriate interventions to meet the expected outcomes.
7. We expect to consider applications for placements at providers that **already hold a contract with the Education Funding Agency and (for independent specialist providers) listed in Section 41 of the Children's and Families Act 2014**¹³. All applications will be considered in the context of the most recent Ofsted reports and grading. If a College has been deemed as Requiring Improvement and is undergoing monitoring visits, we may be unable to support the request to fund the placement until Ofsted has undertaken a further inspection visit and removed the Requiring Improvement status¹⁴.
8. If a learner is eligible for **Continuing Health Care** funding (usually at an ISP), we will require a detailed breakdown of the health provision provided during the placement, by hours and the type of intervention. This will enable us to discuss with Clinical Commissioning Group colleagues how the funding should be split. We will contact you further to discuss this once an offer has been made.

How the funding works

In recent years, the numbers of young people with SEND who are deemed to be high needs, has been on the increase, particularly those going into general FE: 231 across Kingston and Richmond compared with 173 in 2015/16. In the light of our ongoing SEND review and a commitment from our local providers to increase SEND provision – particularly employability routes, we expect this trend to continue.

Top up funding ('Element 3') is taken from the high needs block of AfC's Dedicated Schools' Grant (DSG)¹⁵ and the high needs block will not be increased in 2017/18. Therefore, as well as the requirement to be able to manage this finite budget into the 2017/18 financial year, AfC is keen to identify and confirm FE ISP learners as early as possible prior to September 2017.

¹³ www.gov.uk/government/publications/independent-special-schools-and-colleges

¹⁴ www.gov.uk/government/organisations/education-funding-agency/about

¹⁵ The DSG is payable to local authorities under section 14 of the Education Act 2002 and includes a high needs block of funding that supports young people with high needs in schools and colleges.

The following section provides an overview of how we expect the high needs funding to work in 2017/18 and 2018/19 (based on current EFA guidance)¹⁶.

Post 16 HNS Funding – the package

The definition of a post 16 high needs student is as follows¹⁷.

Post 16 learners who receive support from local authorities' high needs budgets include:

- pupils aged 5 to 18 (inclusive of students who turn 19 on or after 31st August in the academic year in which they study) with high levels of SEN in schools and academies, further education (FE) institutions, specialist post-16 institutions (ISPs) or other settings who receive top-up funding from the high needs budget. Most, but not all, of these pupils will have either statements of SEN or EHC Plans
- those aged 19 to 25 in FE institutions who have an EHC Plan and require additional support costing over £6,000 (if aged 19 to 25 without an EHC plan, local authorities must not use their DSG to fund these students, see Annex 1 for more details)

Providers will be aware that the post 16 high needs funding system, which since 2013 applies to FE colleges, ISPs, sixth form colleges and school sixth forms, has two main components, which are:

- **Core funding** – included within mainstream schools and academies budgets, derived from their local funding formula. Other institutions (i.e. ISPs and FE Colleges) receive place funding (sometimes known as Elements 1 and 2 for post 16). Element 1 is a specific amount allocated to all FE providers and subject to a number of factors relating to the individual institution, the EFA average being £5,000. Element 2 represents the first £6,000 of additional support funding for each learner and is allocated directly to FE providers from the EFA
- **Top up funding** (sometimes known as Element 3) represents the amount of additional learning support funding over and above the first £6,000. The top up part of the package is commissioned and paid by local authorities.

Planning, agreeing and funding post 16 high needs placements: the process

We expect that most young people aged 16-18 who are eligible for high needs 'top up' funding will have an Education, Health and Care Plan. Learners who are aged 19 -24 must have an EHC Plan in place to qualify for high needs funding.

The multi-agency teams working with the young person and his or her parent(s) must provide evidence that all potentially appropriate FE or employment-based post-16 options available locally, have been considered before the decision was made to apply for a placement at an ISP (either local or residential). In some circumstances, the learner may be required to undertake an assessment at a local provider before a final decision is made. This is to enable the learner, the family and the ISP Panel to weigh up the merits of the young person

¹⁶ <https://www.gov.uk/government/publications/high-needs-funding-arrangements-2016-to-2017>

¹⁷ *High needs funding 2016 to 2017 - Operational Guide* (Version 1.0 September 2015) – Education Funding Agency

remaining in learning locally supported by a social care package or to be offered a (usually) residential ISP placement.

The 14-19 team will then receive a copy of the draft EHC Plan during the EHC Plan consultation phase with providers so that we are aware of the level of educational support required for the learner. If the college has confirmed it can meet the learner's needs but a full assessment is pending, we will consider indicative costs but are unable to confirm funding until we are sure that a Plan will be developed. We will require a funding request to be completed by the provider and this, together with supported information, will be submitted to our funding Panel for consideration and agreement. There are separate Kingston and Richmond Panels and their purpose is to evaluate and make impartial decisions on applications to place young people in FE.

AfC's funding Panels

- The Panel is chaired by AfC's Associate Director for Commissioning, who signs off its decisions. It consists of professionals from AfC's SEN team, Preparing for Adulthood team and adult social care colleagues from the respective boroughs. Depending on the applications being discussed, children's and or adults' health commissioners from each borough also attend.
- The Panel signs off funding decisions based on the outcomes of the consultation process with providers, decisions made by the CCG for young people with Continued Health Care funding (CHC) and the agreement of adult social care in each borough. Each young person applying for an ISP placement will have been assessed in line with the Care Act 2014. If a young person is eligible, a care and support plan will be developed to meet their needs, together with an accompanying resource allocation. If there are a range of options all available to effectively meet a young person's needs, at a range of costs, the local authority can take its resources into account when making decisions about what services to provide. While the 14-19 then organises the confirmation of, and funding for the ISP placement, the adult social care component is agreed as a separate component within the overall package and has to be signed off by the respective Panel within social care in the respective borough.
- The Panel meets every month from January to July and more frequently if required.
- Parents/carers do not attend the Panels but the young person's social worker or personal advisor may attend, by invitation, to provide further information in support of the placement application (see section 3 above).
- We aim to have finalized all decisions on all learners requiring top up funding by the end of June so funding can be confirmed prior to the start of the new academic year.¹⁸ Learners who attend an ISP, and their parents/carers will be notified in writing of the Panel's decision as soon as possible following the meeting at which the placement was

¹⁸ Assuming that the social care (and health) components of FE ISP placements have been signed off by the respective local authority and CCG panels, as appropriate.

agreed. This notification letter will include details of the process. Each letter will be copied to the provider that is offering the learner a placement.

Post 16 operational funding principles

We confirm funding and commissioning decisions once the full costs and affordability of a placement have been considered in the light of the overall budget available. Therefore we would ask providers to present us with high needs costings in a timely, transparent and comprehensive manner in order not to delay agreement of placements.

Please see our 2017/18 funding request template attached as Appendix A.

Frequently Asked Questions

For the 2017/18 academic year, please see the following high needs operational funding principles for placements. We have set these out as frequently asked questions.

1. On your funding request template, why do you ask for the total funding package for each learner?

We will take account of the total funding package for each learner, including the core funding (Elements 1 and 2) because we can then compare this overview with the additional support funding that the learner was attracting in his or her previous placement. As a rule of thumb, we would expect additional support needs for learners who attended mainstream schools to be covered within the first £6,000 of additional support, without recourse to top up (Element 2) funding.

Please note that it is a contractual requirement that you share information with us that relates to learner placements, in a timely fashion – see page 2 and section 8.3 of the 2016/17 contract. This enables us to gain a good overview of how the provision that we are commissioning is helping learners to progress to their adult destination outcomes.

2. Who is eligible to receive top up funding?

We expect that most 16-18 year old high needs learners will have had a Statement and will have an EHC Plan. We accept that in some cases, exceptional circumstances may have resulted in the young person being enrolled as a high needs learner (e.g. recent moving into the borough, medical needs or change in recent support levels required). If this is the case, you as a provider can request an assessment for a Plan:

<https://www.afclocaloffer.org.uk/> and search for *Requesting an Education, Health and Care assessment*

For learners who are 19+ without EHC Plan, we would expect providers to draw down SFA funding (as set out in the SFA/EFA funding guidance):

www.gov.uk/government/uploads/system/uploads/attachment_data/file/281346/FI_NALMarch_2013_-_EFA_and_SFA_LLDD_Position_statement_2.pdf

3. We have been asked to supply data on those learners who require some additional learning support but who are not high needs learners. Why does the local authority need this?

The new Ofsted framework for the ***inspection of local areas' effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities*** is now being rolled out nationally. We know from the inspections already carried out that Ofsted will focus on SEN Support

learners: i.e. the assessment, provision and outcomes for these learners. These are likely to be your learners who attract less than £6,000 of additional learning support, who are funded through the disadvantage element of your overall funding - and who are therefore not deemed to be high needs learners. We have asked all FE Colleges in the area who enroll Kingston and Richmond learners to supply us with this data. This will enable us to track and follow up these learners more easily and to offer support to any that need our help when they leave College. An Ofsted inspection will focus on the local area, including our FE partners, rather than just on the local authority and I hope you agree that we do need to work together to support these learners in addition to the high needs learners who have EHC Plans.

4. AfC has also introduced a Key Performance Indicator form for each learner – what is that for?

The data we collect from the forms will enable us to have a clear overview of our effectiveness in preparing young people for adult destinations. So in effect we are asking you, as a provider, via the KPI form, to show how your learning provision equips the young person to move into that adult destination. This is completed at the start and end of each academic year, showing how the learner's KPI objectives have been met.

The information we get back will help us to:

- Support learners who are leaving College (particularly those that are able to work)
- Evaluate how the learning provision that we are commissioning from you supported learners to achieve their adult destinations
- Ensure we are correctly recording learner destinations in line with our statutory duty to track all our young people (with SEND up to age 25)
- Enable us to identify easily any young person in FE who is not making expected progress or is in danger of not meeting their identified adult destination and therefore are in danger of becoming NEET

Provide accountability to families, Ofsted, our Schools' Forums and our Councilors that we are commissioning support that meets young people's needs.

5. We receive an amount of core funding, that is, Elements 1 and 2, from the EFA based on our previous year's high needs learners. What happens if we recruit more learners this year than our allocated numbers?

If you have recruited learners that are additional numbers to your overall allocation, after negotiation, we may fund the first £6,000 (Element 2) of additional support costs for Kingston and Richmond learners. If you are based in Kingston or Richmond, we would expect you to prioritise your high needs core funding for

Kingston or Richmond learners, wherever possible. However, we would not expect to fund the first £6,000 for continuing learners in 2016/17 or 2017/18, irrespective of whether we funded Element 2 in 2015/16. If you have significantly increased your numbers of Kingston and Richmond residents above your EFA E2 allocation, please discuss this with the 14-19 team as soon as possible.

6. Do you cover initial assessment and administration costs as part of the high needs funding package?

We are unable to pay for high needs initial assessment or administration costs if these are listed separately on the funding form. We would expect Colleges to bear the cost of this as an overhead cost as part of your 'place' funding.

7. A learner has applied to us whom we consider might need top up funding, but who does not have an EHC Plan but one is being applied for. What happens now?

If the application for the learner's plan is agreed by our SEN Panel, the funding will follow. Depending on the circumstance we may not be able to fund the support retrospectively however, it will be provided from the date the Plan is agreed. If AfC's Preparing for Adulthood team confirms that a Plan is in development, we will normally fund the placement. However, it should be noted that we would not expect learners without a Plan (or who previously had not had a Statement when at school) to be high needs ordinarily. We would expect to have identified all learners who will need a Plan, prior to the start of the autumn term 2017/18 (although we accept that there can be changes of circumstances that necessitate this).

8. As an FE College, we don't know who is going to turn up at enrolment who might have high needs. What happens then?

We expect all providers to have notified us of Kingston or Richmond high needs who have enrolled, at the latest by the start of the spring term following enrolment. Any places provided to HNS learners that are not notified to AfC prior to this date will be considered to be uncommissioned places and may not be funded. Having said that, the learners who will attract top up funding will in most cases be known to AfC already as they should have an EHC Plan. We will work with our Preparing for Adulthood team to make every effort to support them to apply for and accept an offer from the provider that can meet their needs, so we would expect that funding for these learners will be in place by the start of the autumn term.

9. Do we have to submit funding applications for learners who are continuing in the forthcoming academic year?

We require funding applications for all high needs learners in 2017/18.. If they are

embarking on the second year of a two year programme, we would expect to see a 'step down' in the level of top up funding required, as they develop more independent learning and living skills. We recognise that the nature of the disabilities of some young people will preclude this. However, if the same level of funding is being requested, we will still require a full rationale for this, as we only ever agree funding for one year at a time, irrespective of the length of the learning programme.

- 10.** We have a learner who has completed his learning programme with us and would really benefit from an additional year here to support his transition – can we apply for this?

We would only expect to receive a request to extend the duration of a placement in exceptional circumstances. This may be, for example, if a learner requires extra time to complete a programme of study because of illness or unexpected anxiety or mental health issues have delayed progress. We would require supporting evidence based on the outcomes of the learner's review, what the educational programme would be in the fourth year and the expected outcomes would be. The EHC Plan would then need to be reviewed and the funding agreed by our ISP Panel. We will not consider extension requests based solely on the need for further transition planning for the learner. Transition planning must be integrated throughout the learner's programme from the start of the placement.

11. Do you pay for specialist equipment?

In some cases, specialist equipment might be provided to aid learning (in which case we would require evidence that this equipment is needed for the individual learner in question and not for general use within the College and is available for the young person to keep, if appropriate, when they complete their learning programme.

12. We have a learner who has not been attending for her full allocation of hours each week. What should we do about this?

We expect providers to notify us of low or non-attendance so we can make a judgment as to whether we cover the costs of his or her support. If a learner is ill for a short period we would continue to fund the place. However, if attendance starts to drop off we would expect the provider to notify us of this as soon as possible. It may be that interventions can be put in place to help the learner return to college. Or it may just be that the placement is not appropriate for the learner at this time. Either way, the top up funding is based on the individual needs of the learner and cannot be used to support staff overheads if the learner is not there for a period of time. Please see the 2017/18 contract for conditions of funding linked to absence or drop out.

All learning providers have a statutory duty to inform the learner's local authority of residence if a learner is at risk of NEET or has already left learning early. Please contact Amanda Dowden on 020 8547 5848 or amanda.dowden@achievingforchildren.org.uk

Contracting

Once the 14-19 team has authorised the funding for the placement, you will receive email confirmation, followed by receipt of a contract for 2017/18.

Should support levels for the learner change in that year, once the changes have been signed off through our respective Panels, a contract variation will be issued. We will require evidence to support the variation.

The contract will detail all components of the placement package: education, and if relevant, social care and health, together with the amounts of Element 1, Element 2 and Element 3 that make up the total support package. The contract should be signed by the Principal or a senior officer with budgetary responsibility.

The contract includes the following Annexes:

Annex A – Key Performance Indicator form

Annex B – FE High Needs Funding Placement and Funding Protocol

Appendix – AfC Schedule 2

Appendix – AfC Schedule 4

Further information

Other supporting documents

- The SEND Code of Practice (final draft June 2014)

www.gov.uk/government/publications/send-code-of-practice-0-to-25

- High needs funding: operational guide 2016 to 2017 – updated 21 July 2016)

<https://www.gov.uk/government/publications/high-needs-funding-arrangements-2017-to-2018>

- A resource has been created which contains a complete set of guidance documents relating to “Support for children and young people with special educational needs and disabilities (SEND)”, created by SEND Family Voices working with AfC and representatives from Health, Social Care, Schools, Early Years and 14-19.. The resource is nicknamed the “Golden Binder”.

<https://www.afclocaloffer.org.uk/pages/home/assessment-and-education-health-and-care-planning/the-golden-binder>

Contact us

In the first instance, for queries relating to general high needs funding matters, contact:

Amanda Dowden

14-19 Co-ordinator

020 8547 5848

Or email 14-19HNS@achievingforchildren.org.uk

ISP Funding Breakdown 2017-2018

Guidance

Introduction

This form aims to breakdown areas of spend within the overall contract price and identify the split in funding between Education, Social Care and Health. This is to identify how the contract price will be split between the three funding streams.

The costs within the spreadsheet should be for the **entire** provision and inclusive of any income from the EFA (for example Elements 1 and 2) that will be deducted from the education funding and detailed within the contract schedule.

Please ensure that this form is completed for AfC High Needs learners that you wish to be considered for 2017-18; **previous versions will not be accepted.**

Completion

Please complete the **white** cells. The sheets are linked and shaded cells (light yellow and gold yellow) will self-populate with calculations and information to save repetition. Some cells have drop-down menus.

Cost Breakdown

In order to identify how the funding is being used, ISPs are asked to breakdown the contract price into areas of spend. These are split into staffing costs and non-staffing costs for each area of the provision.

Please include contact and non-contact time in staff allocation. To ensure consistency across services, please break costs down into the following areas of spend:

Education

Staffing and costs related to the time the learner spends in the college environment.

Social Care

Staffing and costs related to the time the learner spends in the residential environment.

Health

Funding of the health component is subject to Kingston or Richmond Clinical Commissioning Group (CCG) sign-off. The information provided will help to facilitate the decision; providers may be required to complete a separate health questionnaire for the learner(s).

What happens next?

Please return this form to the 14-19 team by email (14-19HNS@achievingforchildren.org.uk). The funding breakdown will be presented to the ISP panel meeting and a decision will be made about the funding request. The panel may ask for clarification or further information regarding the funding request. In this instance, the decision will be postponed until the necessary information has been received to enable a decision to be made.

Please note that the funding decision is based on the information provided on this form only; once the decision has been made, any subsequent changes to the funding will need to go back to the ISP panel.

ISP Funding breakdown 2017-2018

Provider Information

Date of completion

Provider Name

Address

Postcode

Review Contact Name

Email Address

Direct Phone Number

I confirm that the information recorded on this form is an accurate summary of the funding requested for the Achieving for Children learners listed below for the academic year 2017-2018.

Summary of learners

| | Initials of learners | Date of birth | Funding Authority | Education | Adult Social Care | Health | Total |
|--------------|----------------------|---------------|----------------------|-----------|-------------------|--------|-------|
| 1 | <input type="text"/> | 00/01/1900 | <input type="text"/> | £ - | £ - | £ - | £ - |
| 2 | <input type="text"/> | 00/01/1900 | <input type="text"/> | £ - | £ - | £ - | £ - |
| 3 | <input type="text"/> | 00/01/1900 | <input type="text"/> | £ - | £ - | £ - | £ - |
| 4 | <input type="text"/> | 00/01/1900 | <input type="text"/> | £ - | £ - | £ - | £ - |
| 5 | <input type="text"/> | 00/01/1900 | <input type="text"/> | £ - | £ - | £ - | £ - |
| 6 | <input type="text"/> | 00/01/1900 | <input type="text"/> | £ - | £ - | £ - | £ - |
| Total | | | | £ - | £ - | £ - | £ - |

ISP Funding breakdown 2017-2018

Standard Costs

Please include all frontline hourly costs for day support and rates for night support. If staff are paid within a scale, please provide the mode to reflect the most common rate of pay.

| | Net Pay | On-Costs | Gross Pay |
|-------------------------------|---------|----------|-----------|
| Education | | | |
| Senior Teaching Staff | £ - | £ - | £ - |
| Basic Teaching Staff | £ - | £ - | £ - |
| Support Staff | £ - | £ - | £ - |
| Adult Social Care | | | |
| Senior Support Staff | | £ - | £ - |
| Basic Support Staff | £ - | £ - | £ - |
| Waking Night Staff | £ - | £ - | £ - |
| Sleep-in Staff | £ - | £ - | £ - |
| Health | | | |
| Nursing Staff | £ - | £ - | £ - |
| Specialist Care Staff e.g. OT | £ - | £ - | £ - |

Overheads

Explain the methodology used for calculating overheads (input each funding stream separately).

| |
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Contact and Non-Contact Staffing Time

Please detail the percentage of hours within the staffing allocation that you would expect to be spent providing direct support to the learner. If this differs between roles, please explain below:

| |
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| ISP Funding breakdown 2017-2018 | | | |
|---|---------------------------------|-------------|-------------|
| Learner 1 Costs | Date of Completion: | | 00/01/1900 |
| Provider Name | | | |
| Learner Name | | | |
| Learner's Date of Birth | Learner's year of study | | |
| Element 1 | Number of weeks in acad year | | |
| Has Element 2 been claimed for the learner? | Expected length of course (yrs) | | |
| Course title and accreditation | | | |
| Intended destination | | | |
| Please provide an individual breakdown of hours for the learner based on an average week of provision | | | |
| Education | Weekly Hours | Hourly Rate | Cost per Wk |
| Senior Teaching Staff | | £ - | £ - |
| Basic Teaching Staff | | £ - | £ - |
| Support Staff | | £ - | £ - |
| Total Staffing Costs | | | £ - |
| Non-staffing overheads | | | £ - |
| Assistive Technology | | | £ - |
| Please give details of assistive technology in use | | | |
| Total Weekly Education Costs | | | £ - |
| Total Annual Education Costs | | | £ - |
| Adult Social Care | Weekly hours | Hourly Rate | Cost per wk |
| Senior Support Staff | | £ - | £ - |
| Basic Support Staff | | £ - | £ - |
| Waking Night Staff | | £ - | £ - |
| Sleep-in Staff | | £ - | £ - |
| Total Staffing Costs | | | £ - |
| Non-staffing overheads | | | £ - |
| Assistive Technology | | | £ - |
| Please give details of assistive technology in use | | | |
| Total Weekly Adult Social Care Costs | | | £ - |
| Total Annual Adult Social Care Costs | | | £ - |
| Health | Weekly Hours | Hourly Rate | Cost per wk |
| Nursing Staff | | £ - | £ - |
| Specialist Care Staff | | £ - | £ - |
| Total Staffing Costs | | | £ - |
| Non-staffing overheads | | | |
| Assistive Technology | | | |
| Please give details of assistive technology in use | | | |
| Total Weekly Health Costs | | | £ |
| Total Annual Health Costs | | | £ - |
| Totals costs | | | |
| Total weekly costs | | | £ - |
| Total Annual Costs | | | £ - |

FE Funding Breakdown 2017-2018

Guidance

Introduction

This form aims to breakdown areas of spend within the overall contract price and identify the breakdown of High Needs funding. In most instances this will be just Education, however individual circumstances may require Social Care funding.

The costs within the spreadsheet should be for the **entire** provision and inclusive of any income from the EFA, which will be deducted from the education funding and detailed within the contract schedule.

Completion

Please complete the **white** cells. The sheets are linked and the shaded cells will self-populate with the calculations and information to save repetition. Some cells have drop-down menus.

Learner information

Course title - the name of the course that the learner is taking and that you are requesting funding for.

Qualification to be achieved - please specify the qualification e.g. GCSE, Btec, Diploma and the level if relevant e.g. NVQ level 2

Learner's year of study - please indicate the learner's year of study at your institution.

Length of course - is it a one or two year programme?

Learner's Documentation - please choose the most recent document from the drop-down menu.

Learner's destination - please identify the learner's likely destination after this course of study.

Learner's LDD - please choose up to four LDD categories, focusing on the most significant.

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What happens next?

Please return this form to the 14-19 team by email (14-19HNS@achievingforchildren.org.uk). The funding breakdown will be presented to the Education Commissioner (and if appropriate to Adult Social Care) and a decision will be made about the funding request. We may ask for clarification or further information regarding the funding request. In this instance, the decision will be postponed until the necessary information has been received to enable a decision to be made.

Provider Information

Date of completion:

Provider Name

Address

Postcode

Review Contact Name

Email Address

Direct Phone Number

Summary of learners

| Initials of learners | Date of birth | Funding Authority | Education | Adult Social Care | Total |
|----------------------|---------------|-------------------|-----------|-------------------|-------|
| 1 | 00/01/1900 | | £ - | £ - | £ - |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |

TOTAL

| FE Funding breakdown 2017-2018 | | | |
|---|--------------|--------------------------------|---------------|
| Learner 1 Costs | | Date of Completion: | |
| Provider Name | | | |
| Learner Name | | | |
| Course title | | | |
| Qualification to be achieved | | Length of course (in years) | |
| Learner's Date of Birth | | Learner's Postcode | |
| Learner's Year of Study | | Learner's documentation | |
| Learner's intended destination | | Learner's LDD | |
| Learner's intended destination | | Learner's LDD | |
| Learner's intended destination | | Learner's LDD | |
| Weeks in academic year | | Learner's LDD | |
| Value of Element 1 | | Element 2 allocated to learner | |
| Are you applying for funding for a new course for this learner? | | | |
| Please provide an individual breakdown of hours for the learner based on an average week of provision | | | |
| Education | | | |
| | Weekly Hours | Hourly Rate | Cost per Week |
| | | £ - | £ - |
| | | £ - | £ - |
| | | £ - | £ - |
| | | £ - | £ - |
| Total Staffing Costs | | | £ - |
| Non-staffing overheads | | | £ - |
| Please give details of non staffing overheads | | | |
| Total Weekly Education Costs | | | £ - |
| Total Annual Education Costs | | | £ - |
| Adult Social Care | | | |
| | Weekly Hours | Hourly Rate | Cost per Week |
| | | £ - | £ - |
| | | £ - | £ - |
| | | £ - | £ - |
| Total Staffing Costs | | | £ - |
| Non-staffing overheads | | | £ - |
| Please give details of non staffing overheads | | | |
| Total Weekly Adult Social Care Costs | | | £ - |
| Total Annual Adult Social Care Costs | | | £ - |
| Totals costs | | | |
| Total weekly costs | | | £ - |
| Total Annual Costs | | | £ - |
| Element 1 | | | £ - |
| Element 2 | | | £ - |
| Total Funding Required from Achieving for Children | | | |

Post 16 Learning for young people with Special Educational Needs or Disabilities Learner Key Performance Indicators Form

Everyone working with children and young people who have SEN or disabilities should support them to prepare for adult life and help them go on to achieve the best outcomes in employment, independent living, health and community participation.

AfC is also required to monitor progress of young people with SEND into their adult destinations, in line with the requirements of Ofsted's framework: *for local areas' effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities* (April 2016).

We have therefore developed this Key Performance Indicator template and as a condition of funding, we are asking all our learning providers to complete and return this template at the start and end of each academic year (or when requested by AfC).

Key Performance Indicators 2016-17

| | | | |
|------------------------------------|--|------------|--|
| Name of Learner | | DoB | |
| Name of Provider | | | |
| Year of Study (eg: 1, 2, 3) | | | |

Adult Destination

What is the overall adult destination for this learner?

| Preparing for Adulthood adult outcomes | Please tick |
|--|-------------|
| Employment and/or higher education – including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies | |
| Independent living – enabling people to have choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living | |
| Participating in society – including having friends and supportive relationships, and participating in, and contributing to, the local community | |
| Being as healthy as possible in adult life | |

| How are you supporting this learner this year on the journey to this destination? | | KPI met at end of academic year 2016-17 Y/N |
|---|--|--|
| Name and level of accredited qualification to be studied in 2016-17 | | |
| Work experience planned (please give details) | | |
| Other unaccredited activities, e.g. skills training, volunteering, community activities | | |

What is the next step on the pathway towards the adult destination, from September 2017?

(Please provide further information in one of the 2 comments columns. If the young person is not ready to embark on one of the next steps below, please explain why, particularly if s/he has met the KPIs above. If you have ticked YES in the middle column, please give details of the learning provider/employer/supported living provider for 2017/18, if known. We may contact you for further information if necessary.)

| Intended Destinations (post current placement) | Please tick and indicate year of destination | Is young person ready to embark upon this next step? Y/N * | If yes, please give further details. If no, please provide rationale why not) * |
|---|---|---|--|
| Employment | | | |
| Traineeship, Apprenticeship or supported internship | | | |
| Higher Education | | | |
| Further Education | | | |
| Supported Employment | | | |
| Self employment | | | |
| Independent Accommodation | | | |
| Semi Independent Supported Living | | | |
| Supported Living | | | |
| Volunteering | | | |
| Other | | | |

* To be completed at the end of the academic year

Please sign below:

| | |
|---|--|
| Completed by (print name and job title) | |
| Date | |

Please return by email to Amanda.Dowden@achievingforchildren.org.uk

Form for Achieving for Children Learners (Kingston & Richmond Residents) with Additional Learning Support less than £6,000

Provider Name:

| Name of Learner | Address | DOB | Year of Study | Current Course | Type of Support Provided (LSA/Other) * |
|-----------------|---------|-----|---------------|----------------|---|
| | | | | | |
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(Additional lines may be added if required)

* We are assuming this will be learning support assistant hours in the classroom but please specify any other types of support

Please return this form with a copy of your Contract, Schedule 2 forms and Key Performance Indicator duly signed by **16 December 2016** to:

Amanda Dowden
 Star Centre
 50 King Charles Crescent
 Surbiton
 Surrey
 KT5 8SX