

SEND Provision in Secondary Schools

Named Pupil Allowance, Enhanced Learning Provision and Alternative Provision

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Enhanced Learning Provision (ELP), Named Pupil Allowance (NPA) and Alternative Provision (AP) have been established by the Local Authority and Secondary Schools in Wiltshire to give pupils the flexibility to have inclusive education that is:

- Matched to levels of need
- Transparent in how it is carried out
- Managed as close as possible to the teaching and learning context of individual schools
- Promoting accountability of use and outcome
- Building on existing expertise and enhancing professional development of all staff working with young people with special educational needs

- Encouraging partnership with young people and their parents/ carers as well as with groups in the community to raise achievement for pupils with Special Educational Needs in their local school

This guidance has been developed from partnership work undertaken by schools and the Local Authority (LA) to improve the availability of high quality, consistent, local provision for secondary pupils with high level learning needs.

This document supersedes the “Enhanced Learning Provision Guidance 2011”.

1. Background to the provision

Provision has been developed in line with the following national guidance, which emphasises the key role of mainstream schools in meeting SEN and the importance of partnership working.

The Children and Families Act 2014 and the subsequent Code of Practice 2015.
<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

The proposals within https://consult.education.gov.uk/school-absence-and-exclusions-team/statutory-exclusion-guidance/supporting_documents/Draft%20statutory%20guidance%202017.pdf

And http://www.wiltshirepathways.org/UploadedFiles/281_Wiltshire_Children's_Trust_plan_2016-19_Final.pdf

http://www.wiltshirepathways.org/UploadedFiles/256_SEN_Schools_Strategy_Sept_2015_-_final_CH6.pdf

http://www.wiltshirepathways.org/uploadedFiles/282_SEND_Strategy_Final_June_2016.pdf

2. The Development and review process

2.1. ELP was introduced in Wiltshire in 2011 following an extensive consultation process involving schools, Wiltshire Council professionals and commissioners, Parent/carers and young people as an addition to NPA and sitting alongside the alternative provision trials set forth in 2010.

2.2. A number of models were explored including:

- Having specialist ELP provision similar to Resource bases where the provision in each school would focus on only one particular SEN need e.g. Cognition and learning or ASD

This was not taken up because it was felt that the geographical distribution of need would mean that some young people may have to have their schooling away from their community and the focus on SEN need was not always helpful to a young person’s development

- Creating discrete bases within Secondary schools where pupils with high levels of SEN would be taught in specialised classrooms with teachers dedicated to young people with SEN needs.

This was not taken up as it was felt that this limited many young people’s experience of inclusion. However, it was acknowledged that this approach may have enabled pupils with more complex needs to attend a mainstream school

- Creating a limited number of Secondary Schools that had ELP provision. Effectively having four main provisions across the County linked to the north, south, east and west populations.

This again was given serious consideration, but again was put to one side as it increased travel for some young people, created difficulties for how school's with ELP's data would be interpreted and discouraged schools without ELP to develop inclusive practice.

- 2.3. The final decision was to place ELP in every secondary school apart from the two Grammar schools. Each school was allocated a number of places based on current numbers of young people with SEN and the demographics of the area. Since 2011 the DfE through the Education Funding Agency has given every Local Authority including Wiltshire the option to review place numbers and alter place numbers under their guidance and approval. Accordingly numbers have year on year been altered to match on-going and expected demand.
- 2.4. In 2011 it was agreed that all ELPs would take pupils with primary needs related to Cognition and Learning and Communication and Interaction (including ASD). However Social Emotional and Mental Health Needs SEMH (in 2011 referred to as Behaviour, Emotional and Social Difficulties, BESD) was not included.
- 2.5. SEMH as a primary designation continues to be outside of ELP as separate provision is made via the Mental Health Transformation fund and the Alternative Provision allocation to Secondary Schools.
- 2.6. The latest review in 2016/7 led by SENCOS and the Implementation group of the "SEN Strategy Supporting School 2015 -18" suggests that, while the alternative models discussed above have their merits, Wiltshire will continue to run an ELP provision in every secondary school (not Grammar schools) alongside Named Pupil Allowance and Alternative Provision.
- 2.7. However, the guidance does set out changes that will enable Enhanced Learning Provision to become a more specialist provision, potentially offering provision to fewer higher banded pupils rather than large numbers of lower banded pupils.
- 2.8. This is designed to:
 - 2.8.1. Target the funding at those pupils who need the most support to improve progress and narrow the gap.
 - 2.8.2. Support inclusion for a wider group of young people with SEND.
 - 2.8.3. Support the development of integrated and creative approaches to funding sources (e.g. Alternative provision THRIVE hubs, ELP and NPA)
 - 2.8.4. Develop provision to support the delivery of the Children and Families Act 2014
 - 2.8.5. Develop the partnership between the Local Authority and Secondary Schools many of which have converted to academies and now have a range of new powers that enable them to approach provision in new ways
 - 2.8.6. Give greater parity between the expectations and funding for primary and secondary pupils
 - 2.8.7. Overall develop and enhance the provision for pupils with SEND in secondary settings.

3. SEND Provision in Secondary Schools

- 3.1. Young people with SEND and an EHCP can have their educational needs met at secondary level (Key stage 3 and 4) in one of four settings:
 - 3.1.1. A mainstream secondary or grammar school with named pupil allowance (NPA)
 - 3.1.2. A mainstream secondary school with support from Enhanced Learning Provision (ELP)
 - 3.1.3. A mainstream secondary school with support from Alternative Provision (AP) sometime alongside NPA or ELP.

- 3.1.4. A Special school – maintained or academy in Wiltshire
- 3.1.5. An Independent special school run by a private charity or business either in Wiltshire or another County

3.2. Each of the different provisions have different funding arrangements, but common expectations that they are tailored to meet the young people's needs.

3.3. The NPA, Special Schools and ELP all work within Wiltshire's banded funding arrangements.

3.4. If a young person does not have an EHCP, but has SEND their provision will be in a mainstream Secondary school or Grammar school. There are band descriptors (inclusion band 0) describing the support that should be made available via the school. This is funded from the school's main budget.

4. What is Named Pupil Allowance (NPA) and how does it differ from ELP

4.1. NPA is the main way in which it is expected that young people and children with an EHCP will be placed and funded in primary and secondary schools.

4.2. NPA can be used for all SEN designations or needs including ASD, cognitive and learning, complex needs, cognition and learning disabilities and difficulties, physical and medical disabilities, sensory loss such as hearing or visual impairment and significant mental health concerns also called social, emotional and mental health concerns (SEMH).

4.3. Funding is discussed in greater detail later in this document, but a key distinction between ELP and NPA, is that the school is expected to find the first £10,000 funding for young people on NPA from their delegated SEND funds, whereas for ELP the first £10,000 comes from the Local Authorities High Needs Budget. It is therefore expected that ELP is, on the whole, available for those young people whose core package of support cannot be met from on-going mainstream provision. In this respect, it is seen to be similar to the Resource Bases in primary Schools.

4.4. Both young people placed within ELP and NPA can expect to have their needs met in a manner that is:

- Learner-centred and knowledge-centred – paying close attention to a learners' knowledge, skills, understanding and attitudes, connecting learning to what pupils already know;
- Assessment-centred – using formative assessment (ongoing day to day and periodic assessment by teachers in the classroom) and summative assessment (more formal testing) to support learning, with pupils, their teachers and their parents working together to monitor progress and identify the next steps.

4.5. ELP and NPA enables Wiltshire pupils with special educational needs to be successfully included in their local mainstream secondary school. The same range and severity of needs is met in each of Wiltshire's twenty-seven non-selective schools. The aims and purposes are to:

- Provide young people with SEN specialist teaching and therapy targeted at the individual needs recorded in their EHCPs
- Provide a structured, supportive environment where young people can be happy, develop confidence and achieve their potential
- Provide a broad and balanced curriculum and, through the use of a wide range of teaching methods and styles, meet the needs of each learner
- Provide opportunities to develop independent learning skills which support progress
- Enable young people with SEN to be included in mainstream lessons and extra-curricular activities

- Work in partnership with the young person, their parents/carers and professionals to support a full and aspirational education.

5. What is ELP?

- 5.1. Enhanced Learning Provision is additionally resourced provision for secondary pupils with high level special educational needs (SEN) across the Code of Practice SEN areas of: -
- Communication and Interaction and ASD
 - Cognition and Learning
- 5.2. The aim of ELP, over NPA, is to ensure that schools can use the agreed place funding to develop and sustain high level and unique interventions for those young people with the most complex SEN which can be best met and supported in a mainstream setting.
- 5.3. It is expected that the provision will include core elements of:
- 5.3.1. **A nurturing and supportive environment and provision** which supports those pupils with high levels of sensory sensitivity, vulnerability, anxiety and/or intolerance of social and confrontational settings.
- 5.3.2. **Core literacy and numeracy sessions** which support and enhance that which is available within the main curriculum. This may also be extended to include other core topics such as PHSE, science or languages.
- 5.3.3. **Additional provision which is bespoke to the young person.** This may include provision from external providers and other schools, counselling, interventions and possible therapy (e.g. music therapy and equine therapy) specific small group and one to one tuition or support.
- 5.4. A key distinction from NPA is that while all three elements described in 5.3.1 – 3 will be available for ELP, NPA may only include one or two of these elements or all three at a lower level.
- 5.5. ELP managers should set out the scope of these core elements within the SEN report on their websites. Young people and parent/carers should be able to read these reports and understand the scope of what is or could be available to them.

6. Who is ELP for?

- 6.1. Pupils considered for ELP should have:

- 6.1.1. An EHCP/Statement or
- 6.1.2. Be in the latter stages of being assessed for an EHCP within the guidance given within the document Banding Guidance¹ where the likelihood of an EHCP and appropriate band being issued has been confirmed by an Education officer.
- 6.1.3. Needs which span two or more areas of SEN.
- 6.1.4. Formerly been placed in a Resource Base or special school
- 6.1.5. In most cases, a band of Upper 1 or above. Lower bands will be considered where the pupil has formerly been placed in a resource base or special school
- 6.1.6. Needs that can only be met through a series of interventions which cannot be maintained only through the schools on-going SEN provision.
- 6.1.7. The need to benefit from a degree of integrated/inclusive environments alongside more specialist provision.

¹ Add document

6.1.8. The need to benefit from the academic scope of a secondary school curriculum with appropriate differentiation that can enhance his/her curriculum

6.1.9. The need and capacity to develop good relationships with his/her peer group.

6.2. Pupils on Band L1. On the whole pupils on L1 will not be considered for ELP and will be expected to stay within the NPA scheme. It is important to note that re-banding a pupil in year 5 to U1 or higher will not automatically qualify them for ELP, nor will being on L1 preclude a young person from being considered for ELP.

6.3. Young people on bands L1 to 4 can be considered for ELP, but it is expected that the majority will be U1, L2, U2 and 3.

6.4. ELP managers should set out the possible scope of these core elements within the SEN report on their websites. Young people and parent/carers should be able to read these reports and understand the scope of what is or could be available to them.

8. What is Alternative Provision?

7.5. The local authority devolves an annual budget to secondary schools to coordinate and arrange suitable education provision for young people aged 11-16 whom prior to the Power to Innovate trial (from 2011) would have been permanently excluded.

7.6. An additional sum is allocated by Schools Forum to support 'hard to place' out of county pupils (e.g. may have come from a PRU, have behaviour issues, poor school attendance, low level of attainment at KS4 etc.). This funding is topped up each year and is held by the West Wiltshire Alliance (the LA administers the funding on a day-to-day basis). The deployment of this funding is made on a case by case basis via the Fair Access Panel.

7.7. All funding comes from the DSG High Needs Block and the allocation to schools is based on a formula agreed with Head teachers via which takes account of Free School Meals and Military Families. It is perhaps worth noting that it does not include any other factors which might place a pupil at greater risk of school exclusion.

7.8. A 3-year service level agreement has been in place with schools which sets out their roles and responsibilities and parameters for how the funding should be used.

7.9. Wiltshire's Children's Services Strategic Procurement Hub hold responsibility for the development and maintenance of an Alternative Provision Accredited Provider Catalogue.

7.10. Pupils will be provided with an appropriate curriculum which meets their needs and gives them the opportunity to achieve expected levels of achievement or higher. Personalised learning programmes must be full time (25 hours per week) and should be provided from the sixth day if a fixed period of exclusion is agreed. Where a pupil is unable to access provision, a clear plan must be in place to resolve this, with a clear timetable for when full time provision will be restored.

7.11. Many schools have used the funding to develop their own on-site provision which has included preventative KS2-3 transition support, KS3 turnaround projects, behaviour management programmes, nurturing activities, flexible curriculum development and programmes which help prepare pupils to make a successful transition to post-16 learning. These interventions are being used by many schools as an alternative to exclusion.

8. Who is Alternative Provision for?

- 8.1. Alternative provision is primarily for young people at risk of exclusion. However, this can also include young people who preventative measures will reduce the likelihood of them becoming at risk of exclusion.
- 8.2. This may include young people with SEN and can often involve a package of support that is combined with ELP or NPA.
- 8.3. The “High needs funding: Alternative Provision Additional guidance 2016 to 2017 – published September 2015” notes:

“There will be occasions where a mainstream school is not reasonably able to provide suitable education for a child and AP would be in the child’s best interests. For example, as a result of a temporary or permanent exclusion or where pupils have medical needs that mean they are unable to attend a mainstream school full-time.

Many schools are making increased use of AP before the need for exclusion arises. In the majority of cases the intention is for these children to return to their mainstream school and the length of the placement should be determined by the needs of the pupil. Where a pupil remains on the roll of a mainstream school, then they are effectively acting as a commissioner of AP and retain accountability for the child’s education”.

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9. Continuum of SEN provision

9.1. There is a continuum of SEN provision in all Wiltshire non-selective secondary schools for all pupils with SEND. Individual arrangements will be made for any pupils with high level needs attending the grammar schools. Below is given a synopsis of the continuum of SEN provision. This is however only an overview and should not be used in isolation from the banding descriptors to support admission decisions. For those pupils registered for Pupil Premium (and Plus) this funding should also contribute to development and funding of interventions.

Primary SEN Designation	SEN Support	Named Pupil Allowance	ELP	Alternative provision	Thrive Hubs	Special School (Academy and maintained)	Independent Special School
Cognition and Learning	SEN Support is an appropriate option for all pupils who are on Inclusion band 0. These pupils may have a My support plan or have a school based Individual Education Plan	Band 1 and 2 although there may be cases where bands 3 and 4 may also be met in mainstream particularly in areas of physical or sensory impairment	Upper band one & lower 2 & occasionally 3 and 4 if appropriate and it can be clearly shown that a mainstream environment is better than special school	May be utilised in addition to ELP or NPA. A student may well, have a package of support funded from a number of sources.	May be utilised in addition to ELP, NPA and alternative provision where SEMH needs are identified.	For most pupils on upper band 1 and above where a mainstream environment is detrimental to educational progression and wellbeing and a curriculum leading towards GCSEs (or equivalent) is not the primary consideration.	Band 4 and above where the complexity of a student's needs cannot be met without highly specialised support
ASD							
Communication and Interaction							
Sensory Impairment							
Physical Impairment or disability							
Social Emotional and Mental Health		To be used where the pupil has a long term or escalating mental health issue which can be met through provision best coordinated and led by the school where the student can still access mainstream curriculums	N/A	The main approach to responding to social and emotional needs (including difficult or troubling behaviour) of young people with SEMH in mainstream secondary settings	A supportive approach for young people experiencing SEMH issues, either over the short or long term	Currently Downland School which is coeducational from September 2017. For those young people in band Upper one or above whose education is so significantly disrupted by their SEMH that over a sustained period they cannot progress in mainstream provision or with alternative provision.	

9.2. It is important to note that ELP is a specialist level of provision and should be built upon the provision that the school offers to pupils on NPA as well as those on School Support (My Support plan). This provision should include;

- The assess, plan do, review processes
- Differentiation and quality first teaching
- The capacity to adapt and respond to the changing needed of the pupils with SEN.
- Tracking and monitoring processes which offer challenge and support to those working with Pupils with SEN
- Training and CPD for staff
- Technological support
- Learning to learn skills and homework support
- Orientation support including transition support from primary school, breakfast (start the day) clubs

Clear learning plans should be in place which meet the outcomes in the EHCP and schools should be able to show how the assess, plan, do review cycle is regularly enhancing and developing the pupils' curriculum.

10. Identification of pupils and Phased transfer for ELP and NPA

10.1. Planning for transfer to Key Stage 3 should begin in year 5. A multi-agency review should be held (normally the annual review) and consideration should be made regarding year 7 placements. At this review it should be possible, in most cases, to give clear recommendations as to the type of provision the pupils will require at secondary levels. In a very few cases the options may not be clear e.g. if a pupil has moved schools many times and progress has not been well monitored or if they have made only limited progress towards meeting the objectives in their EHCP. In these cases the annual review should be held early in year 6 to finalise recommendations.

10.2. It is good practice to engage secondary SENCOs as early as possible in the process. This should allow for a transfer of information and careful planning of any transitional arrangements. Secondary Schools are encouraged to hold transition surgeries to which a number of primary schools can attend to discuss students' needs. Relevant topics might include:

- Discussion of pupils with My Support plans who may need an EHCP or Transition Into Secondary funding (TIS):
- Discussion of Pupils with EHCPs
 - Whether additional support or temporary bandings are needed to help support transition
 - The scope of interventions and provision maps and how the student can be prepared for Secondary school
 - The support and role of parents in supporting transition
 - The relative strengths and weaknesses of ELP, Special School, AP or NPA for a pupil.

10.3. The advice and engagement of the SEND lead worker and/or education Officer should be sort as part of this process. Education Officers will hold a phased transfer meeting in the summer term of the student's year 5 to agree the placements for most pupils.

10.4. It is the duty of Local Authority to make placement decisions, so please be aware that your recommendations or suggestions will not always lead to the same decision as the Local Authority. It is therefore important that expectations or commitments are not made prior to this meeting of the Education officers.

10.5. For all pupils where there is not a clear outcome Education Officers and Educational Psychologists will meet again in the autumn term of the pupil's year 6 for a final Phased Transfer Panel

11. Considering pupils for ELP and NPA

Many pupils will already have an EHCP as they transition into secondary settings and their banded level will remain the same unless at a point of review it is felt their band should be made higher or lower².

11.1. Primary age pupils without an EHCP or Statement. Consideration of ELP should not be taken forward independently of an assessment for an EHCP; as per the continuum shown above, ELP is largely not appropriate for pupils without an EHCP/Statement and a banding below Upper band One. However, for those pupils with a My Support Plan making poor progress in year 5, primary schools should make contact with the likely secondary school and SEND team at the earliest possible opportunity to discuss potential support at secondary school which may include consideration of assessment for an EHCP, but also TIS and link this to any discussion about ELP.

If it is felt that a pupil may be well placed with an EHCP in ELP then this consideration needs to be taken forward to the SEN Panel with the coordination of a SEND lead worker.

11.2. Primary age pupils with an EHCP or Statement Pupils with an EHCP/statement will be having regular reviews. If it is felt that ELP may be the right option, early in year 6 contact should be made by the primary school with the SENCO of the secondary school which is the parents' preference. Every effort should be made to include Secondary SENCOs in reviews for pupils particularly during year 6.

Joint working is necessary so that appropriate provision and transfer can be planned in an informed way. When transferring to Secondary school the student's current band will be maintained unless progress is shown to have significantly deteriorated or improved. Schools should then use the guidance for a review of banding. Moving to secondary and a student's experience of moving to secondary is not a reason for changing a banding except in exceptional circumstances where a temporary banding may be considered to support transition. In most circumstances the Prior attainment funding will support this process for those who have not achieved required levels and progress through primary school.

As a phased transfer the decision for a pupil to go forward for ELP will need to be made by an education officer. All considerations should be put forward to an education officer at the earliest possible juncture when the pupil is in year 6. All pupils will then be considered by the team.

11.3. Secondary age pupils with an EHCP or Statement. The needs and provision of a pupil with an EHCP/Statement are considered via the annual review process. Amendments to the wording of the EHCP/statement must be recommended through this process and agreed with the pupil, the parent/carer and SEND lead worker. Decisions about any changes are made following careful consideration by the Local Authority's SEN Panel. A secondary age pupil can at any time be considered for ELP provided they are currently on Band Upper One or above. In all other circumstances a review of the EHCP must precede consideration of ELP with a SEND worker and with a decision made by an Education officer.

11.4. Secondary age pupils without an EHCP or Statement Pupils without an EHCP are not able to be considered for ELP unless they have recently joined the school from an out of County setting or there are exceptional circumstances. In all cases the consideration should be linked to the clear

² Refer to threshold banding guidance

decision that the development of an EHCP would be appropriate. This decision will be made by the SEN panel in conjunction with consideration for an EHCP.

11.5. Other considerations ELP may also be considered for a young person without an EHCP where they are coming to the school without appropriate due process or paperwork etc. when the young person:

- Is part of a family in the armed forces
- Is involved in emergency transfers which may be related to legal, safeguarding, fostering, adoption and other processes.
- Has not previously been involved in education or has had a very mobile school career such that paperwork etc. has been lost or delayed.

In all cases professionals should be either clear that the in-coming paperwork serves the same purpose and is up to date such that a conversion to an EHCP at the next annual review can be achieved, or that the circumstances and needs are such that there is no doubt that an EHCP at band upper one will be needed. In such cases pupils may be placed without an EHCP and then matter attended to at the earliest opportunity. If there is doubt then an Education officer continues to be able to offer a discretionary temporary banding to ensure a child/young person's needs are met.

12. Preparing Pupils for Transition

12.1. Transition has been identified as one of the critical times in a child's education; successful transfer can build confidence and contribute to the maximum achievement of positive outcomes.

12.2. It is recommended that as part of transition planning primary and secondary schools work together to create an enhanced package of support to all pupils with SEN. This may involve special projects linked to a piece of work which begins in primary and completes in secondary, a series of visits with particular themes, sensory tours and assessments, opportunities for after schools clubs to be held in the receiving schools. For Pupils being considered for ELP this may also include short term staff secondments between the primary and secondary school and should be additional to that which is offered to children young people outside the criteria for ELP. This would be identified as part of the tailored provision identified at point 5.3.3.

12.3. In 2107 a pilot has been launched to offer funding to support to pupils without and EHCP who may need additional support when joining a secondary school. This a one of fund which should be used when it is unclear as to whether a pupil will need an on-going EHCP or further assessment and knowledge is needed about the child to appreciate their needs.

13. Communication

13.1. Community links are essential to the success of all SEND provision. It is good practice for schools to build a strong network of relationships with a range of partners e.g. SENSS, health professionals, support groups such as the Dyslexia Association and National Autistic Society, Advocacy organisations, Wiltshire parent Carer Council (WPCC), local employers and voluntary groups.

13.2. In addition, all secondary provision needs to evidence how the identification, assessment, provision and review process build a young person's self-esteem and wellbeing and enables their communication and voice to play a significant role in all aspects of their education.

- 13.3. Communication with parents and primary schools is also essential and should be a significant part of all reviewing, transition planning, preparation for adulthood and provision activities.
- 13.4. The annual SEN SEF should make clear the engagement of parents and how this has developed and supported the running of provision.
- 13.5. Likewise there should be information supporting and acknowledging how young people's views on the education and support they have received has developed and influenced practice

14. Preparing for adulthood

- 14.1. Regardless of provision if a young person has an EHCP/statement the secondary school must ensure that the young person has had an annual review which from year 9 (age 13/14) includes discussion and actions that prepare the young person for adulthood. These include:

1. Further education and/or employment – what you might want to study, what type of job you might like and how to get it.
2. Independent living – how to make you as independent as possible as you become an adult, including where you would like to live and travel training
3. Participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community.
4. Being as healthy as possible in adult life

- 14.2. Preparation activities should include planning for the development of life skills such as travel training, coping with 6th form or college, household skills and developing community links as appropriate.
- 14.3. Good practice suggests that it is appropriate for the school to ensure that every young person has a curriculum vitae prepared with them which they are able to take forward with them into future training, education or employment. This should include subjects studied, grades and references from teachers and/or other professionals who have worked closely with the young person.

15. Responsibilities of Secondary schools

- 15.1. Schools must have on their website a SEND Information Report describing the provision available. For schools with ELP this must include information regarding differentiating:
- 15.1.1. The encompassing provision for all pupils on SEN Support
 - 15.1.2. The additional support and differentiation for pupils with an EHCP on NPA
 - 15.1.3. The enhanced offer for pupils in ELP with an EHCP
 - 15.1.4. The specific offer for those who might need to access alternative provision.
 - 15.1.5. A clear description of the support given for transition from primary school and to post 16 education and how this is differentiated for these three groups³
- 15.2. Schools should also be able to evidence:

³ Greater detail is given in pages 106 – 107 Section 6.79 of the Code of Practice 2015

- 15.2.1. How they are working in partnership with relevant agencies including the local Authority, Health, Post 16/18 provision, parents and parent/carer organisations.
- 15.2.2. How they are reviewing and developing the quality of provision. (e.g. The Wiltshire SEN SEF)
- 15.2.3. The influence and scope of pupil voice
- 15.2.4. How they are assured of the quality and safety of pupils in alternative and external provision.

15.3. This should include a provision menu or map.

16. ELP and NPA Places

- 16.1. Secondary schools can have an unlimited number of pupils placed via NPA, however in practice if the number of pupils on NPA exceeds 3.5% of the whole school population this may be one of the reasons for considering pupils on L1 for ELP.
- 16.2. Each Secondary School has an allocated number of ELP places based on the original guidance set out by the DfE and then in proceeding years through an assessment of regular and anticipated use.
- 16.3. This place funding is £10,000 per pupil/place and comes from the Local Authorities High Needs Block allocation. This will come directly to academies and via the Local Authority for maintained schools. So, as an example, a school may have 18 agreed places. This will be registered and agreed with the Education Funding Agency (EFA) of the DfE. In most, but not all years the EFA will contact Local Authorities in the autumn and ask them to negotiate and agree with schools their allocation of places for the next financial/school year. There are often conditions laid down by the EFA about what can be agreed or changed in any given year. For maintained schools the decision to change place numbers primarily lies with the Local Authority, for Academies this must be a partnered decision. However in both circumstances a guide to numbers will be dictated to by:
 - Numbers of places used in the preceding year and sometimes three years;
 - The anticipated numbers in the coming year;
 - The overall net impact on the Local Authorities and the Schools capacity to utilise the budget effectively.
- 16.4. Place numbers may therefore be increased or decreased year on year in relation to the needs of pupils. It is unlikely that place numbers would be significantly reduced or increased without a clear picture of need supporting this decision.
- 16.5. If there are more places than pupils in any given year, this will be offset against top-ups. If there are more eligible pupils than places the Local Authority will provide both place and top-up funding for these additional pupils while they are on the school role. It is unusual that the place funding exactly matches the number of pupils registered for ELP. For the majority of schools there will be some recoupment for under use or additional funding for over use.
- 16.6. The EFA will recoup AWPU (element 1) where a pupil utilises an ELP place instead of a mainstream place based on the October census. The new Funding formula is set to change this and when introduced ELP pupils will be established as part of the schools roll and funding altered to compensate for the change. It is expected that in the future rather than receiving £10,000 per place the initial place funding of around £4,000 will be included in the schools roll and then the EFA will add to this to make up £10,000.

17. Funding

17.1. Funding for ELP comes entirely from the High Needs Budget, whereas NPA and SEN Support also use the Dedicated School Grant. A proportion of the Dedicated School Grant is assigned to additional needs/or SEN. This notional amount is based on a national formula which anticipates the number of pupils with additional needs within a school based on a number of factors (e.g. deprivation, FSM etc.) School's Financial Managers/Bursars receive a breakdown each year showing the proportion of their budget which has been allocated to additional needs. It is up to each school to decide how to best interpret and use this funding.

Funding source	SEN Support	NPA	ELP
Place fund	Funding available within the school delegated funds notionally equivalent to £10,000 ⁴ per pupil.	From element one and two already delegated to the school - notionally equivalent to £10,000 ⁵ per pupil.	Places agreed annually via Wiltshire Council and DfE Funding Agency and allocated at £10,000 per place
Top-up	No Top-up	From High Needs Budget via SEN Panel	From High Needs Budget via SEN Panel. However if there are unused places top-up will not be sent to the school until the combined allocation of all pupils top-ups exceeds the place funding allocated ⁶ .

17.2. PAF (Prior Attainment Funding)

PAF is made available to secondary schools for year 7 students who have not made age related expected progress/development at the end of year six. This is allocated via the Local Authority. All young people with SEN who have not made age related attainment would be counted in this formula. However, this allocation is retrospective. i.e. the amount given to schools is based on the pupils who did not make expected progress in the previous year. Generally, as secondary schools cover a significant catchment the number of pupils who do not make expected progress is broadly similar year on year and thus the funding is similar.

17.3. Transition Into Secondary School (TIS)

TIS is a new fund put into place as a pilot in 2017, its purpose is the same as TIPs in nursery to primary transition. The aim is to offer funding to a minority of pupils who do not have an EHCP, but have a SEN Support plan to help them through transition. This funding is not designed as a substitute for an EHCP, but is expected to support the most vulnerable pupils on SEN Support into secondary school particularly where more assessment or knowledge about the child is needed before deciding if an EHCP or SEN Support plan can meet a young person's needs. SENCOs at either the secondary or primary school can contact their SEND lead worker if they wish to consider this option⁷. It is expected that this should reduce the need for hasty assessments for EHCPs in terms 5 and 6.

17.4. Pupil premium and Pupil premium plus.

Pupil premium and Pupil Premium Plus is part of a school's budget for every pupil who has registered for free school meals within the last 6 years. For secondary pupils, this figure was set at £935⁸ and is higher for pupils who are adopted, under special guardianship orders, a child arrangement order or order of residence. Schools are encouraged to regularly invite parents to apply for free school meals to maximise this grant. For pupils with SEN and on pupil premium it is expected that this grant will specifically support their learning.

⁴ Please note the most recent consultation paper on notional funding is clear that this is not an exact figure.

⁵ Please note the most recent consultation paper on notional funding is clear that this is not an exact figure.

⁶ See appendix for example.

⁷ Criteria are currently being created to support tis option in 2017

⁸ Figures accurate at December 2016

17.5. Alternative Provision (AP)

Alternative Provision funding comes from the High Needs block and is delegated directly to secondary schools to support pupils at risk of exclusion.

There is a Service Level Agreement between the schools and Wiltshire Council for AP. Where a student has an EHCP or is registered as SEN Support Alternative Provision can be used alongside SEN provision to create a package of support around a student. Alternative Provision is designed to support pupils who have social, emotional and potentially mental health issues, particularly where this results in behaviour which benefits from additional support and intervention.

17.6. Transforming mental health – THRIVE hubs

Transforming mental health (TMH) is a new stream of funding and provision which is creating additional and extended services to support young people with mental health issues alongside CAMHS. Again these new services can be combined to create a package of support around a student. In 2017 12 secondary Schools now have THRIVE Hubs more are planned for future years.

AP and TMH are designed to support the wide range of needs for student with social, emotional and mental health issues including behavioural issues. For this reason students who are appropriately supported by these funding streams and provisions will not be considered for ELP unless their primary area of need is not SEMH. These students may be able to be funded via Named Pupil Allowance (NPA), but it will be expected in all cases that support from these two other provisions are utilised as the primary source of funding and are contributing to a package of support. The NPA funding in such cases would be clearly focused on the educational needs as the two other provisions would be seen as supporting the social emotional and health issues.

17.7. Named Pupil Allowance (NPA)

NPA can be made available to any student with an EHCP in a mainstream setting. All students identified with lower band one should be first considered for NPA. This will be appropriate for all students regardless of their primary SEN designation, apart from SEMH where the transforming mental health provision alongside CAMHS and AP should be considered first. NPA uses the same banding system as ELP, primary provision and special schools. The majority of pupils with an EHCP in primary settings will be funded through NPA and thus should be able to transfer to Secondary school with the same provision.

The overall funding for a pupil on NPA is a combination of school delegated funding and a banded top-up from the High Needs fund.

Provision	Funding	Total
Element one or AWPU (Age weighted pupil allowance)	Roughly £4,000	£10,000
Element Two or notional SEN funding delegated to the school	Roughly £6,000	
Element Three, banded top-up via High Needs funding (all bands ⁹)	Between £2,023 - £15,796 ¹⁰	£2,023 - £15,796 ¹¹
Total		£12,023 – 25,796

17.8. Enhanced Learning Provision (ELP)

ELP funding is through the place funding described above with the top ups. So a school with 18 places will receive £180,000 place funding.

⁹ Please See Banding Guidance documentation for full details of how this should be used.

¹⁰ Figures current as of April 2017.

¹¹ Figures current as of April 2017.

Provision	Funding	Total
Place funding from the EFA	£10,000	£10,000
Element Three, banded top-up via High Needs funding (bands U1 – 3)	Between £4,067 - £15,796	£4,067 - £15,796
Total		£14,067 – 25,796

Each place is identified with a pupil and they will also receive a banded top up. Where places are unused the top-up will not be paid to a school until all of the place funding is utilised. An example is given in the appendix. Equally so if additional pupils are admitted to ELP both place and top up funding will be given.

The advantage of ELP over NPA financially is that the place funding is guaranteed via the EFA, provided sufficient places are used. It should be used to create a continuous, experienced and well monitored provision for pupils with SEN, but should not be seen in isolation from the notional funding already established in the school's budget and indeed the other grants and allowances directed towards lower attainment, disadvantage, vulnerability and additional need.

18. Monitoring

- 18.1. It is beholden upon secondary Schools to monitor and assess their SEN practice for all pupils with SEND including those on SEN support and those on NPA and ELP.
- 18.2. This can be achieved through the annual SEN SEF available on the Wiltshire Local Offer¹² website. This should be sent to commission department for SEND at Wiltshire Council, normally in term 6 of each academic year. This meets the needs identified in the transfer agreements for all Academies which were formally maintained schools as follows:

The Company acknowledges that Enhanced Learning Provision (“ELP”) is part of the continuum of SEND provision in all Wiltshire non-selective secondary schools for all pupils with SEND in the areas of cognition and learning and communication and interaction. Subject to continued receipt of relevant funding, the Company shall:

- *continue to provide ELP at the Academy (or such alternative provision as the Council may from time to time substitute for ELP at Local Authority maintained schools);*
- *submit a statement of information required for the purposes of moderation and accountability of ELP at the Academy (or such alternative provision as the Council may substitute from time to time) in such format as the Council, acting reasonably, shall request; and*
- *ensure that the Company is represented at annual ELP moderation meetings (or such alternative moderation meetings as the Council may substitute from time to time).*

- 18.3. It is also beholden upon secondary schools to ensure that they quality check all external providers that are used to provide support and interventions. There is a list that Wiltshire Council hold of organisations that have been used by Wiltshire schools. However, any provider not on this list must be checked by the school to ensure that it meets safeguarding and ethical practice. Schools should

¹² <https://www.wiltshirelocaloffer.org.uk/>

carry out initial checks and then at regular intervals ensure that they are satisfied that the organisation or individual is continuing to maintain satisfactory standards and approaches.

19. Support for Secondary Schools

19.1. Local Authority Support

- 19.1.1. Schools are supported in the monitoring and development of Enhanced Learning Provision at an individual pupil and whole school level by their educational psychologist SSENS team and Education Officer. A Key point in the year is the **Annual Planning Meetings** when school and LA staff discuss individual pupils and whole school issues and together undertake an annual audit of support needed.
- 19.1.2. **Solution surgeries** can be booked in for the coming year at the Annual Planning Meeting and others arranged as need, provided sufficient notice is given.
- 19.1.3. If individual support is needed for NPA or ELP pupils, then a **Single Action Referral Form** (SARF) can be completed which will shortly be replaced by the **online DART tool** which combines a degree of triage with the referral process. This can be used to draw in the support of an Educational Psychologist or SSENS professional.
- 19.1.4. The **Single Point of Contact (SPOC line)** and the advice of SEND lead workers and education Officers can also be drawn upon, particularly when annually reviewing EHCPs and consideration of banding or place changes or developing case work around a child.
- 19.1.5. There are also dedicated professionals supporting children with English as a second language, traveller children and those for whom you have a safe guarding concern. Please phone the MASH line if you have safeguarding concerns. In addition the Early Help team also include family support workers. Please visit the Wiltshire Pathways site for more information. <http://www.wiltshirepathways.org/> . This site also has further information about training regarding safeguarding and from CAMHS. Some young people with complex needs will need help from more than one team, where this is the case you may need a CAF as well as an EHCP in operation, but this will need to be carefully coordinated.
- 19.1.6. **SWAPP courses** – the Local Authority in partnership with Virgin Care also continue to run supportive courses for parents around ASD. If you have a child or family who may benefit from this please contact the SPOC line or look on the Local Offer for more information
- 19.1.7. **Wiltshire Local Offer** also has a wealth of information about help, support and assessment. Do particularly look at the Useful documents section and links to wider organisations. This will also link you to assessment tools such as the graduated response. <https://www.wiltshirelocaloffer.org.uk/>
- 19.1.8. **Leading SENCO programme** – the Leading SENCO is a relatively new programme that you can call upon if you have whole school SEN concerns which need some leverage. If you contact the SEN Commissioning team, they can put you in touch with a Leading SENCO who will work through a process with you to help identify concerns, target problems and support you through finding solutions.

19.2. Virgin care and Health teams

19.2.1. Support from other services can also be drawn upon including, Speech and language therapy, Occupational and Physiotherapists, CAMHS, school nurses, GPs and paediatricians.

19.3. Other Schools

19.3.1. The SSENs teams and in some cases the Education Officers continue to support SENCO networks across the County. Please contact the SPOC line if you would like to be put in contact with these networks. The networks provide a communication route from and to the Local Authority and between Schools. This can lead to training and moderation exercises.

19.3.2. A number of schools also work in partnership to deliver cluster training days, conferences and partnership projects. These activities often draw in experts from the Local Authority, Health and national advocacy and development organisations and can significantly contribute to staff CPD

19.3.3. You may also like to contact other schools as part of the annual SEN SEF to complete a peer review. These have been extremely valuable and give you an opportunity to bench mark your practice as well as learn from colleagues.

19.3.4. We would also highly recommend that you make contact with one or more of Wiltshire's Special Schools. They are able to create packages of support for young people as well as offering training and advice. Contact details are on the Local Offer.

19.4. Parent/carer and advocacy organisations

19.4.1. Wiltshire benefits from a very well run and supported parent carer organisations for parent/carers who have children/young people with SEND. In 2017 there are over 2500 parent/carers members of the Wiltshire Parent Carer Council (WPCC). WPCC is there to support parent/carers and can work in partnership with secondary schools to support families.

19.4.2. If a young person needs advocacy support you can also contact NYAS <http://www.wiltshirefis.org.uk/info-centre/services/family-life/advocacy-services/4578> or <https://www.nyas.net/>. They will appoint someone to help young people in meetings or if they have a concern or complaint.

19.5. Links and websites

19.5.1. Many of these are mentioned on the Local offer site, but do be aware of the new "On your Mind" site which offer online counselling and support to young people in Wiltshire. <http://www.onyourmind.org.uk/>

19.6. Training and CPD

19.6.1. A wide range of training is available which can be found on the Wiltshire Pathways site and through Annual Planning Meetings. Additional information can be found by contacting the SPOC line or directly through the SSENs team or Educational Psychology team. Most Local Authority and Health training packages continue to be delivered either free or at cost and continue to be good value for money.

19.6.2. In addition, the Local Authority continue to put on a number of specialist training to support new initiatives and the annual SENCO conference.

19.6.3. The LA provides a wide range of training and information can be accessed from the Wiltshire CDD site <http://www.wiltscpd.co.uk/courses/bookings/>

20. Incremental changes to implement this approach to SEND in Secondary Schools

- 20.1. The guidance above is a change from previous practice. This new approach will be introduced incrementally from 2018/9 beginning with the year 7 cohort.
- 20.2. No pupils already in a given provision e.g. ELP will be taken out of this provision if they are already in this provision i.e. are in year 8 or above in 2018/9.
- 20.3. One of the aims is to give greater parity between primary and secondary funding and to create a steadier rise in funding through bands. In this way funding will more directly follow the child/young person.
- 20.4. Place numbers will not be automatically changed in 2018/9, but will be done in conjunction with the schools incrementally year on year in part through recouplement and changed with the EFA where there is growing picture of reduced use.
- 20.5. As of 2017/18 it is acknowledged that on average 85% of ELP places are currently banded at L1.
- 20.6. Any given cohort (i.e. a year group) represents about a fifth/20% of a school's use of places. Thus, there is likely to be around a 20% loss of places in this group of pupils banded at L1 in each successive year. For example if a school has 20 places, 17 of these places (85%) are likely to be at L1. Based on the approach described in this guidance, in 2018/9 20% of these 17 pupils (3 or 4 pupils) are more likely to remain on NPA as they transfer into secondary school than become ELP pupils unless the school has a high intake of pupils from a Resource base or special school.
- 20.7. In the first year, this underuse is likely to offset by recouplement, but in later years' place numbers may need to change.
- 20.8. To balance this loss, it is expected that the value of top-ups, particularly at lower bands will be increased. However, this will be across the whole system i.e. primary and secondary.
- 20.9. In addition, secondary's will also be able to take on higher banded pupils, similar to the range of banding seen in resource bases. In this sense part of this process is making ELP more like it was originally intended i.e. the comparable service to resource bases in primary schools.
- 20.10. Overall therefore it is anticipated that secondary schools will see a reduction in place funding balanced in part, but not fully, by an incremental increase in the value of top-ups and higher banded pupils.

Appendix 1

Example funding; EFA allocated places 10

Example1	Place funding	Top up	Total
Pupil 1	£10,000	£3,664	£13,664
Pupil 2	£10,000	£3,664	£13,664
Pupil 3	£10,000	£3,664	£13,664
Pupil 4	£10,000	£3,664	£13,664
Pupil 5	£10,000	£3,664	£13,664
Pupil 6	£10,000	£5,017	£15,017
Pupil 7	£10,000	£6,689	£16,689
Vacant	£10,000	0	£10,000
Vacant	£10,000	0	£10,000
Vacant	£10,000	0	£10,000
Total	£100,000	£30,026	£130,026

vacant places £30,000

Off set £100,026

Total Top up paid £26

Example 2	Place funding	Top up	Total
Pupil 1	£10,000	£3,664	£13,664
Pupil 2	£10,000	£3,664	£13,664
Pupil 3	£10,000	£3,664	£13,664
Pupil 4	£10,000	£5,017	£15,017
Pupil 5	£10,000	£5,017	£15,017
Pupil 6	£10,000	£5,017	£15,017
Pupil 7	£10,000	£6,689	£16,689
Vacant	£10,000	0	£10,000
Vacant	£10,000	0	£10,000
Vacant	£10,000	0	£10,000
Total	£100,000	£32,732	£132,732

vacant places £30,000

Off set £102,732

Total Top up paid £2,732

Example 3	Place funding	Top up	Total
Pupil 1	£10,000	£3,664	£13,664
Pupil 2	£10,000	£3,664	£13,664
Pupil 3	£10,000	£3,664	£13,664
Pupil 4	£10,000	£5,017	£15,017
Pupil 5	£10,000	£5,017	£15,017
Pupil 6	£10,000	£5,017	£15,017
Pupil 7	£10,000	£6,689	£16,689
Pupil 8	£10,000	£5,017	£15,017
Pupil 9	£10,000	£5,017	£15,017
Pupil 10	£10,000	£6,689	£16,689
Total	£100,000	£49,455	£149,455

vacant places £0

Off set £149,455

Total Top up paid £49,455

Example 4	Place funding	Top up	Total
Pupil 1	£10,000	£3,664	£13,664
Pupil 2	£10,000	£3,664	£13,664
Pupil 3	£10,000	£3,664	£13,664
Pupil 4	£10,000	£5,017	£15,017
Pupil 5	£10,000	£5,017	£15,017
Pupil 6	£10,000	£5,017	£15,017
Pupil 7	£10,000	£6,689	£16,689
Pupil 8	£10,000	£5,017	£15,017
Pupil 9	£10,000	£5,017	£15,017
Pupil 10	£10,000	£6,689	£16,689
Extra place	£10,000	£3,664	£13,664
Extra place	£10,000	£5,017	£15,017
Total	£120,000	£58,136	£178,136

vacant places £0

Off set £178,136

Total Top up paid £58,136

Additional places payment

Total additions £78,136

£20,000