



Applications for additional funding for children or young people with SEN.

Guidance for settings and schools

1. Introduction

Additional top-up funding (SEN Support Plus) may be applied for from the local authority where a child attends a primary or secondary school and has educational needs that require support costing in excess of the notional SEN budget but does not require an EHC plan. These needs can usually be met by the school working with educational support services.

Ordinarily funding shall only be agreed for a maximum of 1 term

- Requests to extend funding will only be agreed for an additional term providing schools or settings demonstrate all resources have been used and provide evidence of continuing need.

2. What is required?

- Clear evidence that the child/young person's and family's views have been considered
- Detailed evidence that the child/young person has special educational needs and they are making less than expected progress given their age and individual circumstance. This can be characterised by progress which:
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers
 - Widens the attainment gap
- Detailed evidence of the action that the setting, school or college has taken to meet those needs and remove barriers to learning
- The impact of action to meet needs and why it has not been effective in improving the child/young person's outcomes or is no longer sufficient
- Information and evidence about how delegated funding has been used to achieve outcomes over the last 12 months
- A description of the outcomes that will be supported by the additional funding requested and how it will be used to achieve these
- Reports, assessments and records to support the above as detailed in Part 3 of the application form

4. Expectations

- Learning experiences, teaching and interventions to date are of a high quality
- There has been effective deployment of staff to give the additional support required

- There is a clear, accessible "story" of the child/young person's support and progress from the point of identification through to the point at which this application is being made. This is evidenced in the Costed Provision Map, individual learning plan or similar.
- Information presented in the application is detailed and coherent but succinct
- There is clear evidence of the use of data in the monitoring and reviewing of strategies through APDR cycles
- Where possible the advice of professionals has been sought, acted upon and the impact is clear