

Special Educational Needs Banding

Funding Formula

Funding arrangements for children and young people with Education, Health and Care Plans & funding arrangements for Commissioned Providers

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Introduction

This document sets out the funding arrangements for all children and young people 0 to 19 years in Royal Greenwich early years provision and schools with an Education, Health and Care Plan and the funding arrangements for commissioned providers, which include designated special provisions and special schools.

The funding for young people 16 - 25 years in 6th form colleges and further education will be determined separately by admissions panels in conjunction with the provider prior to the young person starting at the named provision.

Funding for children and young people will be determined following an Education, Health and Care Assessment and the decision by the local authority to issue an Education, Health and Care Plan. The funding arrangements for each child and young person will be reviewed every year at the annual review, or in the event of an emergency annual review.

This document has been shared with Royal Greenwich early years providers, Royal Greenwich schools, the Royal Greenwich parent representative group, neighbouring local authorities and colleagues in Children's Service and Health.

This document is available on the local offer.

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A. Early Years Banding Funding Formula

Children who receive an Education, Health and Care Plan while attending an early years setting will be supported by the same banding funding formula that is used by the early years inclusion fund.

Band	Type of Support	Profile of Child
Band 1	Universal EYFS Entitlement/ Provision Children who are not making expected progress- settings will be expected to meet the needs of this group of children from within nursery resources with appropriately differentiated planning etc. (this includes providing support within the normal setting ratio of staff)	Children who are not making expected progress will generally be expected to catch up with the appropriate support and should not automatically move up to SEN Support.
Band 2	Intervention based support: (mirroring SEN Support) £103.27 per week	For all other children, where response to intervention will be informing next steps. We anticipate almost all children will receive this level of support at the point of admission to a setting, and that applications for a higher level of support will be made after a period of intervention based input, as appropriate.
Band 3	A level of support enabling some 1:1 intervention, alongside group/paired based support and interventions £172.12 per week	For children with other complex developmental needs. We anticipate this level of support would be used for children for whom you are working up an application for a needs assessment for an EHC PLAN, and would typically be used for a maximum of 3 terms ONLY
Band 4	Full time support £206.55 per week	Typically for children with the most complex medical needs ONLY . We anticipate this level of support would be used for children ONLY where you are working up an application for a needs assessment for an EHC PLAN, and would typically be used for a maximum of 3 terms ONLY

B. Mainstream School Banding Funding Formula

The vast majority of children attending Royal Greenwich schools have their educational needs adequately met through the universal funding that every school receives. A number of children may require more targeted support (SEN Support) to access the curriculum and make progress and schools use their notional SEND budget to do this. A large number of children receiving SEN support will have their educational needs met through this targeted support. However, a small number of children receiving SEN Support may require additional support and resources in order that their educational needs are met. For these children the local authority will complete an Education, Health and Care Needs Assessment. If, following this assessment the decision is to issue an Education, Health and Care Plan the level of additional support that is received by their educational setting will be determined using the Mainstream Bands 1-6.

Band	Descriptor
Universal	Entitlement for all pupils funded through the AWPU (up to approx. £4000 pa). Characterised by the 'Quality First Teaching' concept designed to include all pupils
Targeted	<p>The SEND Support Budget</p> <p>Local authorities must allocate funding for <i>low cost, high incidence SEN</i>, and are required to give mainstream schools a notional SEN budget. The formula for this allocation has been agreed by Schools Forum and notional budgets have been sent to schools. It is from this notional budget that mainstream schools will be expected to:</p> <ul style="list-style-type: none"> a. meet the needs of all pupils with low cost, high incidence SEN; and b. contribute up to £6000 towards the costs of provision for pupils with higher needs
Mainstream Band 1	Top up funding from the LA for EHC Plan pupils with moderate complex, high cost needs
Mainstream Band 2	Top up funding from the LA for EHC Plan pupils with moderate to significant complex, high cost needs.
Mainstream Band 3	Top up funding from the LA for EHC Plan pupils with significant complex, high cost needs.
Mainstream Band 4	Top up funding from the LA for EHC Plan pupils with significant to severe complex, high cost needs
Mainstream Band 5	Top up funding from the LA for EHC Plan pupils with severe complex, high cost needs /and/or significant visual/hearing impairment. Funding at this level reflects the support needed to ensure the safety of pupils and those around them.
Mainstream Band 6	Top up funding from the LA for EHC Plan pupils with significant profound and multiple complex, high cost needs. Funding at this level reflects the support needed to ensure the safety of pupils and those around them.

Targeted (below threshold for Education Health and Care Plan No additional top-up funding)

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
<p>Significant modification of the curriculum through presentation timing and recording methods.</p> <p>Specialist advice and regular input for school staff on how to enable full access to curriculum and provide support for a number of curriculum or skills areas and/or task analysis, differentiated activities and resources in small groups/1:1 situations OR smaller classes.</p> <p>Assistance with and alternative recording for a number of curriculum areas.</p> <p>Identified staffing to support access to the curriculum and/or with personal development.</p> <p>In order to access the curriculum the pupil will require some teaching in small groups, 1:1 situations or within smaller classes.</p>	<p>Support to facilitate effective communication, interaction and curriculum access/personal development and to ensure understanding of instructions and tasks and to modify language through a specified programme for most of the day.</p> <p>Support to develop attention and concentration skills for most of the day.</p> <p>Alternative and Augmentative Communication programme required, e.g. signing, symbol system.</p> <p>Frequent advice and occasional input from SLT or staff with relevant expertise to train school staff in Assistive Communication.</p> <p>Specific/targeted and visual strategies to enhance the communication environment throughout the day.</p>	<p>Support to develop a combination of:</p> <p>Social skills using adult intervention to structure learning and social situations.</p> <p>Motivation, using adult intervention to reassure, encourage, build confidence and facilitate engagement and perseverance.</p> <p>Specific programmes/small group opportunities to develop empathy and awareness of others, help manage anxiety and develop resilience.</p> <p>Strategies to enhance attention control.</p> <p>Programmes/approaches to develop emotional regulation.</p> <p>A range of coping strategies for dealing with difficult situations (eg, through counselling, mentoring).</p> <p>Independent learning strategies</p> <p>Positive Handling Plan in place.</p> <p>Supervision to ensure safety at unstructured times.</p> <p>Access to a safe area at break times</p>	<p>Implementation of health related programmes on a daily basis.</p> <p>Support for mobility and healthcare plans.</p> <p>Multi-sensory delivery of some of the curriculum.</p> <p>Strategies to support fine and gross motor skills.</p> <p>Guidance and support to develop self-help and independence skills.</p> <p>Specialist teacher advice and regular input from qualified teachers of HI/VI/MSI/PD</p> <p>Daily access to a trained adult to ensure correct functioning of audiological equipment.</p>
<p>Staff training and qualifications</p> <p>Access to a qualified SENCo with responsibility for co-ordinating the provision for children with additional needs. Staff in all educational settings who are working with children and young people with special educational needs should receive training in the relevant area.</p>			

**Band 1 (Top up funding from the LA for EHC Plan pupils with moderate complex, high cost needs)
£4,725**

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
<p>In addition</p> <p>Curriculum adapted to meet the needs of pupils with complex learning difficulties differentiated through presentation, pace of delivery and recording mechanisms. Opportunities for reinforcement/learning enrichments to apply skills learnt, support with life skills, organisational and problem solving skills.</p> <p>Access to intervention programmes which focus on functional learning across school, home and the wider community.</p> <p>Access to an inclusive peer group to facilitate social and emotional development.</p>	<p>In addition</p> <p>Language enriched adapted curriculum to meet the needs of pupils with complex communication and interaction difficulties differentiated through presentation, pace of delivery and recording mechanisms. Intervention to support social communication in unstructured times.</p> <p>Opportunities for reinforcement/learning enrichments to apply skills learnt, support with life skills, organisational and problem solving skills.</p> <p>Access to intervention programmes which focus on functional learning across school, home and the wider community.</p> <p>Access to an inclusive peer group to facilitate social and emotional development.</p>	<p>In addition</p> <p>Curriculum adapted to meet the needs of pupils with complex emotional, social and behavioural difficulties differentiated through presentation, content, pace of delivery and recording mechanisms. Opportunities for reinforcement/learning enrichments to apply skills learnt.</p> <p>Access to intervention programmes which focus on improving emotional regulation, managing anxiety, peer (and staff) relationships.</p>	<p>In addition</p> <p>Support with everyday tasks such as changing, toileting and/or feeding.</p> <p>In order to access the curriculum the pupil requires specialist equipment and/or specially adapted equipment.</p> <p>Support to facilitate independent mobility skills within a specially adapted site.</p>

Staff training and qualifications

Access to a qualified SENCo with responsibility for co-ordinating the provision for children with additional needs. Staff in all educational settings who are working with children and young people with special educational needs should receive training in the relevant area.

Band 2 (Top up funding from the LA for EHC Plan pupils with moderate to significant complex, high cost needs)
£5,770

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
<p>In addition</p> <p>As well as the arrangements outlined above the pupil requires additional support of the nature and type described across Band 2.</p>	<p>In addition</p> <p>Frequent and sustained specialist intervention, therapies and teaching approaches are required to enable full access to the curriculum.</p> <p>Individualised curriculum provided for the pupil for some of the school day with an enhanced focus on promoting social interaction and social communication skills.</p> <p>Support to understand social situations and opportunities to apply skills learnt within the school setting and wider community.</p> <p>Access to a structured visual environment to reduce anxiety and promote independence.</p> <p>Alternative and Augmentative Communication (AAC) needed with technical support as required.</p> <p>Support to facilitate effective communication, interaction and curriculum access / personal development and to ensure understanding of instructions and tasks and to modify language through a specified programme covering several areas of communication throughout the day.</p> <p>Support to develop attention and concentration skills throughout the day.</p> <p>Frequent advice and occasional input from SLT and staff with relevant expertise.</p> <p>Specific/targeted and visual strategies to enhance the communication environment throughout the day.</p>	<p>In addition</p> <p>Individualised curriculum provided for the pupil for some of the school day with an enhanced focus on emotional regulation, managing anxiety, building confidence and developing resilience.</p> <p>Frequent and sustained adult intervention to motivate, encourage and facilitate engagement and perseverance.</p> <p>Frequent adult intervention to mediate peer relationships.</p>	<p>In addition</p> <p>Implementation of health related programmes on a daily basis.</p> <p>Moving and Handling plans, Care plan and Mobility programmes in place.</p> <p>Multi-sensory delivery of some of the curriculum.</p> <p>Strategies to maintain fine and gross motor skills.</p> <p>Assistance with self-help and independence skills.</p> <p>Specialist teacher advice and frequent input from qualified teacher of HI/VI/MSI.</p>
<p>Staff training and qualifications</p> <p>Access to a qualified SENCo with responsibility for co-ordinating the provision for children with additional needs. Staff in all educational settings who are working with children and young people with special educational needs should receive training in the relevant area.</p>			

**Band 3 (Top up funding from the LA for EHC Plan pupils with significant complex, high cost needs)
£7.080**

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
<p>In addition</p> <p>Individualised delivery of the curriculum provided for the pupil throughout the day. Significant modification of the curriculum through presentation, timing and recording methods. Multi-sensory delivery of most of the curriculum for most of the day. Assistance with and alternative recording methods for most curriculum areas. Identified staffing to support access to the curriculum and with personal development. Opportunities for reinforcement /learning enrichments to apply skills learnt within the school setting and wider community, support with organizational, life skills and problem solving. Sustained specialist interventions, therapies and teaching approaches will be necessary to support full access to the curriculum. In order to support access to the curriculum and for personal development the pupil will require a combination of individual, small group and small class teaching throughout the day.</p>	<p>In addition</p> <p>Frequent and sustained specialist intervention, therapies and teaching approaches are required to enable full access to the curriculum. Structured support to foster skills of tolerance of and engagement with the adult led agenda. Support to understand social situations and opportunities to apply skills learnt within the school setting and wider community. Access to a structured visual environment to reduce anxiety and promote independence. Support to transition within the class, school and wider community.</p>	<p>In addition</p> <p>Individualised curriculum provided for the pupil for most or all of the school day with an enhanced focus on emotional regulation, managing anxiety, building confidence and developing resilience. Additional support to implement risk management plan. Support at unstructured times promoting safety social skills and awareness of danger. Strategies to manage regular or occasional self-harming behaviours. Targeted, individual support required for most of the day as a result of a risk assessment, e.g. due to challenging /high risk behaviour. Targeted, individual support required for most of the day to encourage, reassure and reduce anxiety, to deliver one-to-one or small group programmes.</p>	<p>In addition</p> <p>Implementation of health professions programmes including medication. Daily support from qualified specialist sensory teachers (QTVI/QTHI/QTMSI) and specialist support staff. Targeted specialist advice and regular input for school staff on making special arrangements and adaptations to the curriculum, the environment and maintenance and management of specialist equipment. Moving and Handling plans, Health Care plan and Mobility programmes in place. Implementation of health professions programmes including medication. May require 2:1 support for personal care/severe/complex physical/medical programmes/ degenerating conditions.</p> <p>The arrangements that follow are specific to pupils with HI/VI/MSI</p> <p>Modified delivery of the curriculum provided for the pupil throughout the school day. Provision of additional curriculum for the teaching of specific skills to pupils with severe sensory impairment. Support and guidance to staff, pupils, parents and carers in the use of specialist curriculum support resources. Access to appropriate specialist ICT. Training from Paediatric Mobility and/or Independent Living Skills Officers. Planned interventions to address emotional support needs. Specialist access arrangements.</p>

Staff training and qualifications

Access to a qualified SENCo with responsibility for co-ordinating the provision for children with additional needs. Staff in all educational settings who are working with children and young people with special educational needs should receive training in the relevant area.

Band 4 (Top up funding from the LA for EHC Plan pupils with significant to severe complex, high cost needs.

£8,390

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
<p>In addition</p> <p>For some pupils Individualised multi-sensory delivery of the whole curriculum and throughout the day. Enhanced staffing levels (more than 1:1) to promote engagement with learning, to support transitions, to ensure safety within the school and wider community, to support with personal care.</p>	<p>In addition</p> <p>For some pupils Individualised multi - sensory delivery of the whole curriculum provided for the pupil throughout the day. Access to a personalised learning environment. Enhanced staffing levels (more than 1:1) to promote engagement with learning, to support transitions, to ensure safety within the school and wider community, to support with personal care.</p>	<p>In addition</p> <p>For some pupils Specialist support and intervention to address mental health needs. Staff trained in the use of physical restraint (e.g. Positive Options) in line with specialist advice and behaviour policy.</p>	<p>In addition</p> <p>For some pupils Provision of support throughout the school day to enable the monitoring of pupils with sensory needs (including behaviours motivated by the desire to achieve some form of sensory feedback) and intervention where needed to ensure their safety. Support to ensure that the needs of the pupil are met whilst also allowing for participation in parent / carer-supporting-agency meetings through which the pupil's physical, medical or sensory needs are discussed so that intervention is consistently delivered, and impact monitored. Support that enables the delivery of advised intervention in a flexible manner (such as working with a pupil in another area of the setting) if sensory components become overwhelming.</p>

Staff training and qualifications

Access to a qualified SENCo with responsibility for co-ordinating the provision for children with additional needs. Staff in all educational settings who are working with children and young people with special educational needs should receive training in the relevant area.

Band 5 (Top up funding from the LA for EHC Plan pupils with severe complex, high cost needs /and/or significant visual/hearing impairment. Funding at this level reflects the support needed to ensure the safety of pupils and those around them.

£9,700

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
<p>In addition</p> <p>For some pupils Support to ensure that the needs of the pupil are met as well as other activities necessary for support to be delivered. This might include preparation of resources together with recording of progress, liaison with supporting agencies (such as STEPS, EPS etc.), participation in multi-agency meetings and / or participation in training activities as advised by supporting agencies. Support to ensure that the needs of the pupil are met as well as allowing for liaison with teaching staff regarding the delivery of differentiated learning activities, including the pre-teaching of curricular content.</p>	<p>In addition</p> <p>For some pupils Support to ensure that the needs of the pupil are met as well as other activities necessary for support to be delivered. This might include preparation of resources together with recording of progress liaison, with supporting agencies (such as Speech and Language Therapy, ASD Outreach, EPS etc.), participation in multi-agency meetings and / or participation in training activities as advised by supporting agencies.</p>	<p>In addition</p> <p>For some pupils Support to ensure that the needs of the pupil are met as well as other activities necessary for support to be delivered. This might include preparation of resources together with recording of progress, liaison with supporting agencies (such as CAMHS, Waterside Outreach, Inclusion Team, EPS etc.), participation in multi-agency meetings and / or participation in training activities as advised by supporting agencies. Support at throughout the entire school day, including during play / break and lunch to enable monitoring of a pupil's response to their learning, social and sensory environment - and intervene when needed.</p>	<p>In addition to the arrangements outlined in band 4 for pupils with VI/HI/MSI the pupil additionally requires: A modified and adapted specialised curriculum e.g. Braille; British Sign Language (BSL). Specialist curriculum support resources appropriate for pupils who use Braille and/or BSL. Access to appropriate specialist ICT. Bespoke communication packages of support as appropriate. Provision of an additional curriculum - the teaching of special skills to blind and/or Deaf pupils; to include intensive bespoke programmes of social communication training.</p>

Staff training and qualifications

Access to a qualified SENCo with responsibility for co-ordinating the provision for children with additional needs. Staff in all educational settings who are working with children and young people with special educational needs should receive training in the relevant area.

Band 6 (Top up funding from the LA for EHC Plan pupils with significant profound and multiple complex, high cost needs. Funding at this level reflects the support needed to ensure the safety of pupils and those around them.)

£11,000

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
<p>In addition</p> <p>For some pupils May need a specialist learning environment and pedagogical approaches which require significant adaptations to curriculum and resources. Cognitively functioning between 0-11 months. Needs individualised support to ensure child can access curriculum content and learning at an appropriate level. Staff need to make detailed observations of child and carry out specialist assessments. Child may not produce finished products therefore requiring photographic and video evidence to assess learning. Reliant on adult for essential/independence skills. School day is different enough from other children to require a person with oversight of the structure of child's day May need specialist support i.e. use of devices for communication Cognitive level will impact on need for specialist input and child may need an adult trained appropriately to deliver therapy programs, use equipment Cognitive level requires very regular ongoing contact with a range of stakeholders including parent to ensure learning and cognition needs are met</p>	<p>In addition</p> <p>For some pupils The level of support necessary to deliver specific communication-based interventions (such as during the initial stages of PECS). Direct support during unstructured periods (play, break or lunch) to deliver or mediate interventions which target the development of interaction skills (such as structured playground activities or mediation of informal small group activities in secondary school settings).</p>	<p>In addition</p> <p>For some pupils Focused support during transition times (which might before the start of the school day) to ensure the safety of the pupil and those around them. Provision that enables flexibility of response (such as supporting the pupil's transition to another area of the setting) according to the needs experienced by the pupil which might manifest differently in different contexts.</p>	<p>In addition</p> <p>For some pupils Owing to the level of movement, noise and other potential challenges for pupils who experience sensory needs, focused support during periods of transition (which might before the start of the school day) to ensure the safety of the pupil and those around them. Provision that enables flexibility of response (such as supporting the pupil's transition to another area of the setting) if aspects of the sensory environment prove overwhelming for a pupil.</p>

Staff training and qualifications

Access to a qualified SENCo with responsibility for co-ordinating the provision for children with additional needs. Staff in all educational settings who are working with children and young people with special educational needs should receive training in the relevant area.

C. DSP Banding Funding Formula

Royal Greenwich commission a number of Designated Special Provisions to support children who are able to access the national curriculum, but due to their specific area of educational need will require targeted support from specialist teaching and support staff for a period of time (ideally no more than 50%) each week away from the mainstream setting.

Children with and without Education, Health and Care Plans will be considered for these settings by the SEND Admissions Panels on a termly basis. Children without Education, Health and Care Plans in these setting will undergo a needs assessment after they have been attending for 3 terms.

Banding Funding Formula DSPs			
Band	Teacher Ratio	LSA Ratio	Description of Provision/Profile of Child
Band 1 LI	As set out in LSA	2:1	LI - Primary aged children 4-11 years who have a diagnosis of a severe and specific speech and/or language disorder where there is evidence of age-appropriate development in other areas of functioning and appropriate social communication skills.
Band 2 MLD Secondary KS3	As set out in LSA	2:1	MLD – Children will have a range of SEN and ability. Children are supported both in the mainstream school and in highly personalised and differentiated experiences in the DSP, tailored to their specific individual abilities.
Band 3 MLD Secondary KS4	As set out in LSA	2:1	
Band 4 HI Primary	As set out in LSA	2:1	Deaf Support Units provide daily access to a teacher of the Deaf that can provide daily audiological support, small group, individual 1:1 teaching as well as specialist speech and language support through specialist Speech and Language Therapist. James Wolfe DSP provides for children needing a total communication approach, including BSL sign as a communication system. Meridian DSP provides for children needing an oral/aural approach to communication, with speech being the main method of communication, supported by sign as needed.
Band 5 HI Secondary KS3	As set out in LSA	2:1	Deaf Support Units provide daily access to a teacher of the Deaf that can provide daily audiological support, small group, individual 1:1 teaching as well as specialist speech and language support through specialist Speech and Language Therapist.
Band 6 HI Secondary KS4	As set out in LSA	2:1	
Band 7 ASD Primary	As set out in LSA	2:1	

Band 8 ASD Secondary KS3	As set out in LSA	2:1	The provisions are designed to meet the needs of children with an ASD diagnosis that are able to function in a mainstream setting, but that will benefit from the support of a small provision with specialist input during part of the school day. Ideally children who attend DSP units should be able to work towards spending at least 50% of their time alongside peers in the mainstream provision and as such be able to access a differentiated mainstream curriculum. Staffing ratio's within the DSP, reflect that children can manage within the DSP in a small group/pair for some of the time.
Band 9 ASD Secondary KS4	As set out in LSA	2:1	
Band 10 ASD/ Mental Health/ CAMHs	As set out in LSA	2:1	The provision is designed to meet the needs of children with an ASD diagnosis and complex mental health needs who have not managed/will not manage within a busy mainstream school setting.

D. Special Schools Banding Funding Formula - SEMH

Children must have an Education, Health and Care Plan to attend a special school in Royal Greenwich. The admissions to special schools are determined by the SEND Admissions Panels and the level of support (Band) will be agreed by the SEND Admissions Panel at the point of admission.

Banding Funding Formula for Special Schools - SEMH			
	Teacher Ratio	LSA Ratio	Description of Provision/Profile of Child
Band 1	6:1	6:1	Needs frequent adult supervision to continue with a set activity. Deliberately destructive towards materials within the learning environment, such as wall displays, books. Attempts by adult to use relationship to influence student's behaviour not always successful.
Band 2	6:1	4:1	Frequently refuses or avoids the set activity despite adult supervision. May deliberately destroy the property of others. May leave the area where supervised unless monitored. Resists a positive relationship with adult when used as a means of influencing student's behaviour. May inflict frequent minor self-injury.
Band 3	6:1	2:1	Mostly sees the world from own perspective. Tends to withhold contact from adults and peers or else approaches others to satisfy own needs only. Unable to form a positive relationship with adult. May threaten or inflict serious self-injury.
Band 4	6:1	1:1	Severity of behaviour requires constant adult intervention and support.
Band 5	6:1	1:1.5	Unpredictable or extreme nature of responses to situations has the potential to jeopardise the safety of the pupil or the safety of adult/s offering support. Capacity for additional adult intervention to be offered if needed is therefore available.
Band 6	6:1	1:2	Extreme and unpredictable response to situations has the potential to jeopardise the safety of the pupil or those around them. A ratio that exceeds 1:1 is therefore needed to ensure the robust implementation of agreed intervention, including that which involves physical intervention. Attempts to exit the class or wider school environment require the response of more than one staff member to ensure that the pupil remains safe.

E. Special Schools Banding Funding Formula - Complex Medical/ASD

Children must have an Education, Health and Care Plan to attend a special school in Royal Greenwich. The admissions to special schools are determined by the SEND Admissions Panels and the level of support (Band) will be agreed by the SEND Admissions Panel at the point of admission.

Banding Funding Formula for Special Schools - Complex Medical/ASD			
	Teacher Ratio	LSA Ratio	Description of Provision/Profile of Child
Band 1	6:1	6:1	Given appropriate facilities is nevertheless unable to manage personal and/or health care during the school day without regular assistance. And/or Has moderate to severe sensory or perceptual difficulties requiring significant differentiation, modification of learning materials, specialist teaching approaches, specialist aids and adaptation to the learning environment to ensure full curriculum access.
Band 2	6:1	4:1	Given appropriate facilities is nevertheless unable to manage personal and/or health care during the school day and requires regular intervention. And/or Has profound sensory difficulties requiring extensive adaptation of schemes of work, modification of learning materials, specialist teaching approaches, specialist aids and adaptation to the learning environment to ensure full curriculum access.
Band 3	6:1	2:1	Has an unstable and unpredictable medical condition requiring frequent monitoring and medical intervention throughout the school day. And/or Has such profound sensory impairment(s) allied with other difficulties that highly individualised and specialised sensory and / or tactile programmes are necessary as the only means of accessing the curriculum.
Band 4	6:1	1:1	Severity of condition requires constant adult intervention and support.
Band 5	6:1	1:1.5	Children who require at least hourly meds which need two people to administer. Children who need an escalation plan for chronic pain, which may include management of controlled drugs and need two people to safely manage. Children who may experience protracted episodes of chronic pain, gastric issues which last for several days at a time and require more than one person for physical management. Or Signs of increased aggression and dysregulation which mean that there needs to be a second person readily at hand. Second person to be readily available for support with physical intervention. Transitioning safely is an issue requiring two people during transitions. Child may be on an individual timetable and need two people for parts of the day.
Band 6	6:1	1:2	Children who use daytime ventilation or have a tracheostomy where two trained members of staff need to be present at all times. Children at high risk of respiratory arrest. Children who may need AGPs during personal care routines. Children who may need 2:1 for moving and handling by specifically trained staff. Or Child is in crisis- this may include extreme dysregulation resulting in physical outbursts which put the child and other adults at high risk of injury. Needs advanced physical intervention techniques which require a high level (more than two) of staff support. Enough staff capacity needed to allow for staff respite after intense support. High risk to staff of injury. Daily requirement for a higher number of trained staff needed than would normally be required within class ratios.

F. Banding Funding Formula

Mainstream top up	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6				
	4,725	5,770	7,080	8,390	9,700	11,000				
DSP top up	Band 1 (LI)	Band 2 (MLD)	Band 3 (HI)	Band 4 (ASD)	Band 5 (ASD MH/CAMHS)					
	5,949	15,100	16,750	12,350	18,550					
Special top up SEMH	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6				
	14,506	15,988	20,434	29,325	38,726	47,107				
Special top up Com Med/ASD Secondary	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6				
	11,274	12,756	17,202	26,093	34,984	43,875				
Special top up Com Med/ASD Primary	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6				
	10,809	12,291	16,737	25,628	34,519	43,410				

G. Converting to Banding Funding Formula

The banding funding formula will be used when issuing an Education, Health and Care Plan and the level of support will be determined by the SEN Panel.

The SEND Assessment and Review Service have started to convert existing EHC Plans over to the banding funding formula. Conversion will take place during annual reviews. In addition, any requests made for additional support at an annual review, where the Education, Health and Care Plan funding is not due to convert will be consider by the Complex Case Panel and will be converted at this time.

Year	Year Group															
	Pre	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14
2022/23																
2023/24																
2024/25																

H. Useful Documents

- The SEND Admission Policy.
https://search3.openobjects.com/mediamanager/greenwich/asch/files/send_admissions_policy_2023.pdf

- Supporting Children and Young People with Special educational needs and disabilities (SEND) without an Education Health and Care Plan.