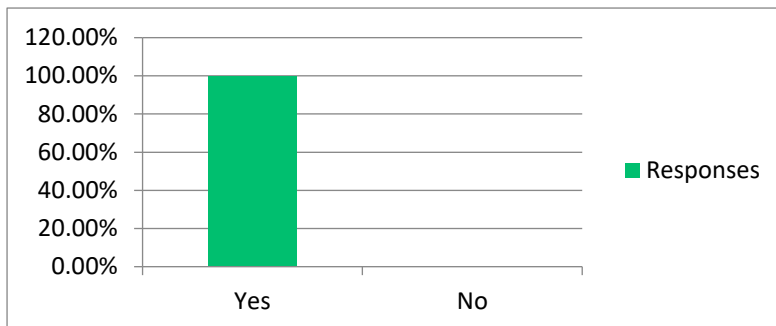


Appendix 2 – Notional SEN Consultation Responses

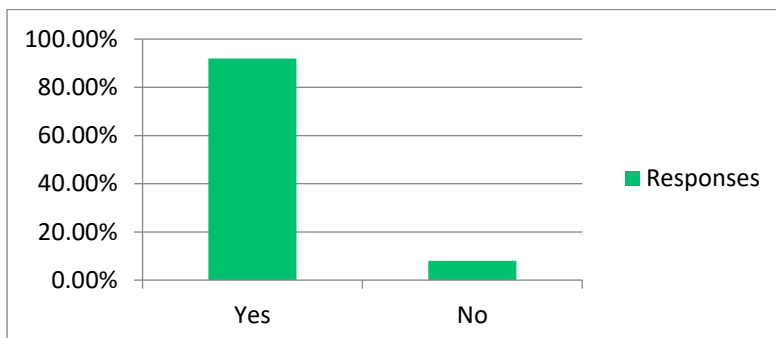
Q1 Do you agree with your Schools Forum recommendation that transitional protection should be applied to those schools that would be worse off under the proposed changes which would bring them back to their original position for the period 1 September 2021 to 31 March 2022?

Answer Choices	Responses	
Yes	100.00%	75
No	0.00%	0
Answered		75
Skipped		0



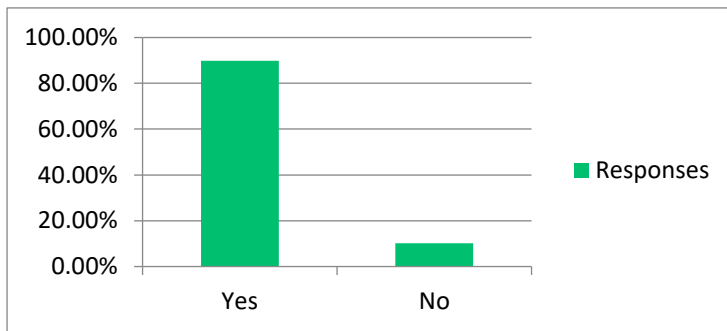
Q2 Should transitional protection for removal of targeted SEN be extended beyond 31 March 2022 to 31 August 2022?

Answer Choices	Responses	
Yes	92.00%	69
No	8.00%	6
Answered		75
Skipped		0



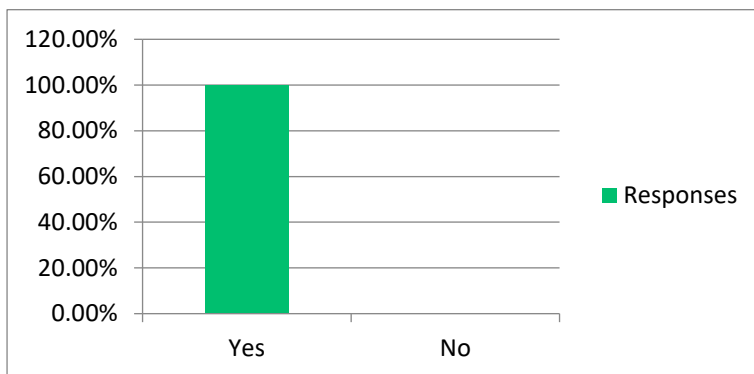
Q3 Should protection be in full (100%)?

Answer Choices	Responses	
Yes	89.86%	62
No	10.14%	7
Answered		69
Skipped		6



Q4 Should protection be at a lower level?

Answer Choices	Responses	
Yes	100.00%	7
No	0.00%	0
Answered		7
Skipped		68



Q5 What level should that be?

Answered 6
Skipped 69

75% then 50%

75%

80%

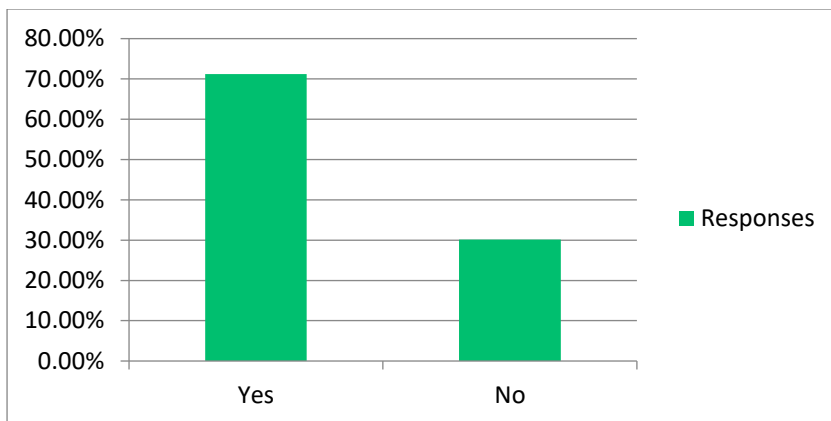
More than 50%

It is very hard to determine but at a graduated level that whilst difficult to manage is still manageable.

50%

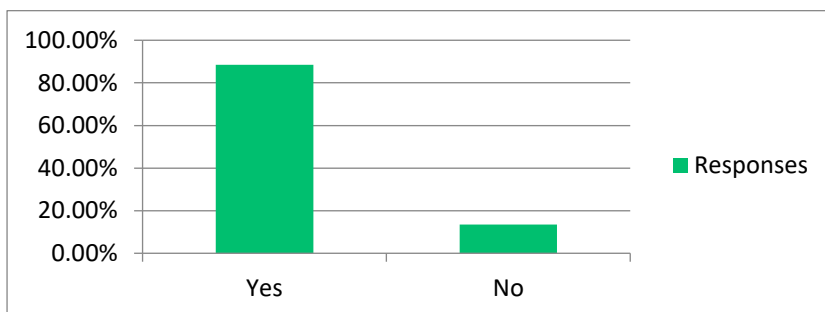
Q6 Should transitional protection for removal of targeted SEN be extended beyond 31 March 2022 to 31 March 2023?

Answer Choices	Responses	
Yes	71.23%	52
No	30.14%	22
Answered		73
Skipped		2



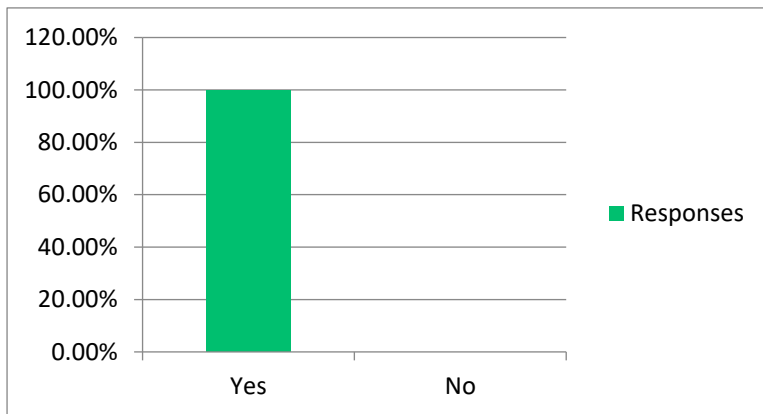
Q7 Should protection be in full? (100%)

Answer Choices	Responses	
Yes	88.46%	46
No	13.46%	7
Answered		52
Skipped		23



Q8 Should protection be at a lower level?

Answer Choices	Responses	
Yes	100.00%	6
No	0.00%	0
Answered		6
Skipped		69



Q9 What level should that be?

Answered	5
Skipped	70

75%

75% then 50%

25%

50%

60%

Q10 Do you have any further comments regarding the level of transitional funding that should apply?

This will hit the most inclusive schools the hardest with some schools losing significant funding. A school with a good reputation for inclusion attracts more SEND but this comes at a huge financial cost which affects all pupils in the school unfairly. ALL schools should be aiming to be as inclusive as possible. The LA really do need to come up with some sort of plan to even out the distribution of EHCPs in an area.

Transitional funding should be made available to the school likely to be badly affected for as long as is needed. Small schools with high percentage of SEND are particularly vulnerable.

Should then continue at 50% for a further year as schools need time to plan and adjust staffing

Should reduce gradually so schools have time to plan

On behalf of Leven Valley Primary School, of which I am Chair of Governors, I suggest most strongly that the Cumbria Schools Forum or County Council - or both - should petition DfE for more money in absolute terms within the DSG to cover the increased demands put on the High Needs budget by recent Government legislation.

The removal of targeted SEN will impact largely on those schools that ensure that SEND students have an opportunity to thrive. It is clear from the model that the schools that will benefit financially from this whole model are those schools with a smaller proportion of the school with SEND. With an EHCP rate of 14.6 % of the school population we will be unable to offer the same provision moving forward if we lose the proposed £26,293 from the annual budget as it will mean a reduction in staffing and flexibility within the provision. As the 'go to' school for the local authority this is appalling and makes us ask the question whether young people with additional needs really matter. Whilst I understand that we must address the issues in funding this is not the way to achieve it whilst ensuring good progress for all. The transitional funding needs to go beyond March 22 as you have been required to submit our 3 year budget to the EFSA by now. Also giving less than a financial year to absorb this loss of funding, where staffing is in place for next academic year based on the current funding model, will mean redundancy and also impact on the outcomes for our students. It is a shame that the LA and Schools Forum do not value the excellent work done by schools like ours where SEN children thrive. This proposal not lead to better inclusion and outcomes and will have a detrimental affect on the progress of young people with SEND. I am perplexed that this proposal runs alongside the SEND improvement strategy as this significant cut in funding will impact negatively.

Perhaps the reduction could be tapered to allow schools to plan. For Trinity School, we feel that we are being penalised for being inclusive and as a popular school for students with SEND. This is more to do with resource base places and funding, however. Our resource base funding was reduced from £90000 to £16000 and we are not given funding as a resource base for students with some other high needs. We feel we have already reached the limits of the number of students we can safely take and will need to carefully review the numbers admitted safely in future years.

Our concerns are that our school will be significantly impacted as we have a CONSIDERABLE amount of vulnerable children in our school who heavily rely on the additional top up and we have based our 3 year budget on the figures already supplied to ensure we can meet the needs of each of these pupils We already put a lot of money from our budget to help support these pupils and this funding is enabling them to be part of a specialist provision where we build on quality support to ensure they flourish. Changes would impact the ability to provide the best quality teaching and support We would appreciate protection for the top up grant for as long as possible because if it were to be removed, based on our levels we expected to receive, the increase in funding will not offset the reduction in the top up grant. We are passionate about delivering the best education for our SEND pupils and do have a good standing in the community - this would affect us greatly

We have concerns that due to our significant number of EHCP plans (currently 19) we would lose out on funding through the top up which will impact on our ability to retain staff, ensure high quality education and in some cases ensure safety of our SEND pupils and their peers. We have budgeted for the next 3 years based on previous guidance and we would have significant financial impact under the new guidance. We would require protection for the top up grant for as long as possible. As the increase in funding will not offset the reduction in top up grant.

Schools that welcome children with SEND and have a high level of need should not financially at detriment for this. The LA need to review the mapping of SEND across the county and which school have a consistent high level of needs and reflect this on the level of funding given.

The impact of the removal of Targeted SEND funding from schools with a high percentage of children with EHCPs is very significant, and it disadvantages those schools with the greatest level of need. While interim protection against the impact of this is very necessary, the actual decision to remove Targeted SEND funding should be reconsidered, and ideally this essential Targeted SEND funding should be reinstated. Thank you

Response to targeted SEN consultation The delegation of funding for SEN directly to school results in schools with high levels of need being disadvantaged. The removal of targeted SEN further disadvantages schools with high levels of special educational needs and is inherently unfair. A different approach should be sought. Given this delegated approach to funding there will be a sweet spot where funding is adequate for provision. A school with a number of EHCPs more than this level has less funding to meet its special educational needs and any school below has additional funding to meet those needs. If we take the targeted SEN value of 2% of the population with EHCPs equating to this sweet spot and a school of 1000 pupils with 8% EHCPs, then with the current model they would be £249,000 worse off and with the new model £273,000 pounds worse off compared to a school at 2%. A school with 6% EHCPs would be £169,000 or £166,000 worse off respectively. Currently Solway equates to the first case and Beacon Hill to the second. According to the Area Data from the Fair Access Panel, the average number of EHCPs is between 3% and 4% in West Secondary Schools. If this model of managing EHCP funding is implemented then Solway and Beacon Hill could not manage to meet the needs of its pupils with special educational needs, in a comparative way to other schools in the West, without disadvantaging pupils already there. As a consequence, both schools may turn down any application from a pupil with an EHCP in Year 6 or with any additional needs as an in-year transfer, until the balance is redressed. For both schools this is likely to be in September 2024. I understand the restrictions created by Government policy on school funding and that this creates a situation where schools with higher levels of need will always be underfunded, but I feel that it is important that this is minimised. If it is not then there is no incentive is for schools to be inclusive. An alternative model whereby targeted SEN is retained but distributed on a different model may do this. One model could be that the school contribution is kept to the 11 hours and targeted SEN has two thresholds. Below the lower there is no additional targeted SEN funding, these schools will be low need schools and will be no worse off than they are now. Between this threshold and a higher threshold, schools would receive targeted SEN funding of £2000, effectively reducing the school contribution to just below 8 hours, matching the proposed model. They will be losing out by £1000 per EHCP above the threshold but would be doing so in the proposed model. Above the higher threshold schools would receive £7000, effectively reducing the school contribution to additional EHCP to £150 and being able to meet the additional needs without impacting on pupils already in the school. This would, therefore, allow schools to maintain levels of inclusion that match their ethos.

I'm not sure one size fits all - the vagaries of EHCP's can be quite damaging to budgets - we went from 2 to 6 then zero in the space of 4 or 5 years and the impact on school was hard. There is such a range of SENCo roles as well from small school heads dealing with 6 EHCPs (me) to designated secondaries with a full time SENCo with fewre EHCPs...the individual needs perhaps should be looked at.

That on-going support be given to schools that are worse off

If transitional funding is offered beyond August 2022, could it be on the basis of EHCP's requiring support above the £6000 threshold only? This would be based on the assumption that all schools ought to budget for up to £6000 of support for EHCP pupils and would have had time to factor this into their 2022-23 budgets, as well as making an effective 'saving' of £1250 per EHCP above that level.

As one of the schools with a high percentage of SEN pupils, I can only vote to maintain full transitional funding. Due to the demands on staffing of those pupils with EHCPs, our main struggle is to fully support other pupils who need it, but don't have plans.

We have several concerns regarding future funding given our significantly high numbers of pupils with EHCPs and those on SEN Support. Limits to funding would limit the amount of support we would be able to offer pupils at SEN support. We feel that schools who are genuinely inclusive would be disproportionately penalised. We worry about the knock on impact to limiting support staff on the wider school - we are almost in a position where we are unable to fund TA support for any other pupils than EHCPs. Schools with large proportions of EHCPs/SEN support may be less likely to apply for further EHCPs due to the financial detriment this may bring. Current top up funding is not always adequate to fund the true cost of specialist support/training and equipment. If Cumbria truly wishes to be considered inclusive, and truly wishes schools to facilitate this, schools and staff must be adequately funded. Given that there are relatively few schools who will be significantly negatively impacted, from looking at the appendices, we wonder if there could be some separate financial arrangement for schools with a far greater proportion of EHCPs AND SEN support which we feel is often forgotten.

Withdrawing the Targeted SEN Funding (over 2% EHCP) adversely affects those schools who have followed the SEND Handbook and ensured that those pupils whose needs qualify for access to support through EHCPs have their needs met through school and LA top ups. It would seem fairer that, if the targeted SEN funding is to be removed, each school should be brought to a position where the net loss/gain is 0% - as it stands at the moment, some schools will gain from this, and others will lose. Those schools with a loss are only being protected temporarily. It makes little sense that, if this is to save on funding costs, some schools are actually being given extra funding from that which they had before.

It is very hard to think that schools with high numbers of EHCP's will be worse off in any event. The cost of supporting those children with EHCP's goes well beyond the amount of the top up and schools who have a high level of SEND are continually battling the challenges this brings when having to meet the expense of support.

Full transitional funding should apply; budgets have already been set and staff employed on the basis of expected funding

Whilst I understand the need to managed the deficit in the High Needs block, the current proposal would appear to benefit those schools with fewer SEN (as they will benefit form lower initial contributions but have no Targeted SEN funding to lose) and negatively impacts those schools with greater SEN needs (as the loss of Targeted SEN funding following transition protection will negatively impact their budgets and subsequent provision). This is not a change which will benefit the children or schools in areas of highest needs and (often) deprivation)

Schools who lose out under the new arrangements need protection for a full 2 year period to enable budgets to be adjusted and implemented without detrimentally affecting SEN student provision.

We are concerned at the lack of top up funding which will deter schools from applying for and accepting children with existing EHCPs. Constantly asked to take children from other schools with EHCPs, not sustainable with this level of funding.

If schools with a high proportion of SEN are successful in integrating high needs children, then word spreads and that school seems to gain more SEN children as a result. We are already unfairly penalised with regard to data, also being affected financially is unfair. This funding should remain in place as much as possible for those schools with much higher proportions of SEN.

With High SEN numbers and more potential EHCPs in the process of being confirmed this will have a huge impact on small school budgets.

Stopping or reducing funding in March '22 would disadvantage those schools running an academic year financial year. By continuing full funding until Sept '22 all schools have security for the next financial year which they are either already in, or are very shortly about to go into.

Most schools plan a two year plus budget, the changes can be planned for passed two years but would put an additional strain and perhaps be detrimental to the necessary support for individuals if it was changed before then.

The loss of Targeted SEN will have greatest impact on those schools with the highest proportion of EHCPs, many of whom, in my experience, are already facing significant budget pressures in order to meet a need that the Local Authority has a statutory responsibility to deliver. My strong contention is that those schools should not be further penalised and, as such, that transitional funding should be at 100% for as long a period as possible.

It will be essential in small schools with high SEND

What will be the impact of removing targeted funding to provision on the ground? How do other local authorities approach the funding of EHCP and Targeted Support? Is Cumbria the only authority with targeted support? Will removal of Targeted Support impact on Early Help provision within schools? What is the plan for deficit reduction in the High Needs Block? The strategy for reducing this has not worked? What evaluation has the schools forum made from this strategy and how are learning points going to be implemented in the future?

I would ask that analysis not just based on the impact on schools or the overall budget, but the number of students affected is also published. I also was led to understand we are moving away from SEN funding in terms of hours as these were always notional - I am very concerned therefore that the consultation documents retains references to hours rather than funding for schools