

Appendix 17 - SEND Funding Review - Frequently Asked Questions

No	Question	Response	Area
1.	What can I use the funding for?	Funding can be used in a variety of ways as long as you can clearly demonstrate this improves outcomes for a child, such as: <ul style="list-style-type: none"> • 1:1 teaching assistant. • assistive technology. • training and support. • intervention for the CYP. • buying-in specialist services. 	Funding
2.	I'm going to have a deficit – what am I going to do?	Transition arrangements will be in place for the first year, additionally support will be available from SEND Support Service and the Quality Inclusion Team to support and manage this transition. After which you will need to manage these from within your overall school budget	Funding
3.	Can we implement an audit process that accounts for funding spend?	Yes, as part of the QI process (i.e. have all of the hours been used or that the AP placements etc have been paid for). You will need to be able to clearly demonstrate how the funding has impacted the outcomes for the child.	Process
4.	What are the implications on funding when there's movement of children from settings?	On transition from a nursery to a school banding 3 – 6 equate to a school band (band 3 and 4 become band 1, band 5 becomes band 2 and band 6 becomes band 3) Transition support may be available for a pupil moving from infant to junior and primary to secondary on advice from outside agencies. If there is an in-year move of a city resident, funding will move with them.	Funding
5.	What are the implications on funding when there is movement of children between regions?	Only pupils living in Leicester City or Looked After to Leicester City will be funded by Leicester. County residents can apply to Leicestershire for an additional top-up funding Leicestershire SENA . New arrivals will need to apply in the usual manner.	Funding

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6.	How will the change in funding affect the children with SEND in my schools?	Individual pupils will receive higher rates of funding for support, schools will be supported by the Quality Inclusion Team to use the Best Endeavours and Reasonable Adjustments Framework alongside evidence-based practice in SEND to meet children's needs. Making efficient and effective use of funding.	Funding
7.	How will the changes in funding affect our school budget?	Transition funding will be in place in 2022/2023	Funding
8.	What do I do if I am not happy with the changes to funding?	Please share your concerns as part of the formal consultation response.	Funding
9.	My child gets E3 now how will the changes affect his/ her funding?	See revised banding amounts which are included in the formal consultation document.	Funding
10.	Can you share how the new funding method has been calculated?	Yes, this has been included in the formal consultation document.	Funding
11.	Under the new model my child gets more funding – will this be back dated?	Changes are being planned with the start date of April 2022 subject to Executive approval.	Funding
12.	Top up funding works well for my school – what if I don't want anything to change?	Top-up funding is disproportionately favouring those schools with low Notional SEND budgets and funding isn't being distributed equitably. The rationale for change is further explained in the formal consultation document. By responding to the formal consultation your views can be taken into account.	Funding
13.	Can we change the application process?	We are planning to make changes to the application process based on feedback received from the engagement over the next academic year. Some changes to the form should be available as early as Autumn 2021.	Process
14.	Can we align it with SEND referrals?	We are in the process of developing our electronic application process. Which we anticipate will look very similar to the request for involvement process. It will not be the same as an EHCP referral process. It will not be possible to align the two referrals.	Process

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15.	Can we have a consistent approach?	The new processes are being developed based on feedback from the engagement and will be shared on the extranet and council website. SENCo's that wish to be part of the decision-making process are encouraged to contact the Funding and Grants Manager who will arrange for them to be part these meetings. Decisions around funding are made by a panel of professionals but can only be made on the basis of the evidence provided on the referral form. The Quality Inclusion Team will provide training and support for the new application process.	Process
16.	If we want to reapply for E3 can we just ask for the process to be via a signoff of SEND staff who come into school?	Impartiality is needed for a consistent approach. It needs to be based upon objectivity, not a subjective decision. Under the new process schools will need to clearly demonstrate how the existing funding has improved outcomes for the child. Therefore, a sign off process for re-application will not be possible.	Process
17.	How will the proposed changes affect the level of service I receive from SEND for existing children with E3 Funding.	SEND SS will still be involved will all CYP at school support within settings. This may be from advice to direct teaching of CYP. The level of service will not be reduced but in fact you may receive some addition support from the Quality Inclusion Team.	Process
18.	How will the LA take into account the ever-growing pressures faced by schools in relation to increasing numbers of children in mainstream schools with SEND?	Funding for individual pupils will always remain needs led. We recognise the challenges between increasing numbers of children with SEND and the finite funding received by local authorities. It is this challenge that has driven this need for the consultation in order to distribute funding fairly across all the SEND population.	General
19.	If I am one of the schools that is affected by the new proposal, how and when will it affect the amount of funding we currently receive?	Transition funding will be in place in the financial year 2022/23 with the full effect of the funding changes implemented by April 2023.	Funding
20.	If I am one of the schools affected by the change and I lose some of my funding, how will the deficit in funding be made up?	Please see response to question 2.	Funding

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21.	Post 16 providers follow the funding guidance and AOC funding training, the LA do not appear to fully understand the post 16 model?	Out of scope for this consultation. Please speak to the Fundings and Grants Manager if you have queries about post 16 funding for children with SEND.	General
22.	I am not aware of what financial funding arrangements are made for my son.	You will need to speak to the school SENCo to find out if additional funds are being received via Element 3 funding.	Process
23.	The lengthy application process which is often but not always a repeat of referrals already sent to agencies?	The application process is being re-developed based on feedback received in the engagement and training will be available from the Quality Inclusion Team to support this. As not all of the panel will have access to all referrals, reports and documentation on a child, you will still be required to upload this as part of your application.	Process
24.	How can schools/SENcos /LA get a better and understanding of child's need and how to utilise the funding to meet those needs?	By effective multi-agency working. Schools have regular joint planning meetings with the SENCo and SENDSS attending. Here individual CYP are reviewed, and actions are made as to how to proceed with each CYP in order to address unmet needs. How to use funding can be part of this process. Schools are encouraged to use the BERA Framework and the Assess Plan Do Review cycle to monitor progress.	Process
25.	How can we ensure that the schools have enough resources to source an external agency report, and that external agencies have enough time allocated to see the child?	Again, as above, effective multi-agency working. Schools can use Element 2 and Element 3 funding to cover any addition reports needed to supplement school's own on-going assessments of the CYP.	Process
26.	Can funding be backdated?	If agreed funding will commence from the date the application is received.	Funding
27.	Can we ensure that there is a consistent approach in relation to how much information is required for each child based on their level of need?	Please see response to question 15	Process

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28.	Can we ensure that the process is clear and consistent in terms of what evidence is needed?	Please see response to question 15	Quality
29.	How can we provide quality assurance in terms of how funding is used?	By making schools' accountable for the spend and moderating the provision and outcomes of funding.	Quality
30.	How can we ensure that the system is more child centred, with needs of the child at the driving force for funding?	The proposed funding system ensures that all of the money allocated in this process is for an individual pupil. This is further supported by ensuring that we have a detailed picture of the child's needs and what has already been put in place/tried to address needs. The Quality Inclusion team can support this process.	Quality
31.	Can we show all new SENCOs/ do they need to be shown how to do requests, so they are of the same quality as a more experienced SENCo?	We will invite all new SENCOs to an Element 3 panel meeting as part of their induction. Also, existing SENCOs are welcome to attend Training in the new processes for E3 will be available to all SENCOs.	Quality
32.	How do parents know what money is available from funding and how it will be used to support their child?	As 23. If a CYP is at school support regular review meetings should be being held. This is where parents can ask questions. CYP will be asked their views on an E3 request.	Process