

# **Leicester City Multi-Agency Panel (MAP) Terms of Reference**

## **E3 Top up funding**

**Social Care and Education  
SEND Support Service (SENDSS)**

**Reviewed: August 2025**

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## **1. Purpose**

The purpose of Special Educational Needs and Disabilities (SEND) panels is to ensure that there is a transparent, consistent, fair, and focused approach to decision making that is in line with the relevant legislation in awarding non statutory top-up funding (Element 3) to Children and Young People of statutory school age and high needs funding (SENIF) to Children aged 3-5.

The remit of the Element 3 Top up funding panel is to consider requests from schools as to whether a child may have special needs and require additional resource to support that need, as it cannot be supported via resources ordinarily available to schools/settings.

The Panel is a collaborative partnership, made up of lead specialists in SEND, working to ensure appropriate decision making for families with children with SEND.

### **Decision Making**

- Consider, is additional funding required for the Child or Young Person (CYP) with SEND needs above that which is covered by the Ordinarily Available Inclusive Mainstream provision (BERA) SEND budget?
- Consider, is additional funding required to allow schools/settings to continue to follow the Graduated Response of Assess, Plan, Do, Review.
- The panel members must give due regard to the model of funding prescribed by the DFE/Education Funding Agency (EFA) as described in Section 2. Panel Members will need to consider the following information and determine whether the application submitted requires funding beyond that of Element 1 and Element 2.

## **2. National and Local Legal Framework, Policy, and Guidance**

### **Formula allocation**

For most children, resources are provided routinely through the annual budget share process. Funding is decided through a formula which allocates resources between schools. This includes the first two elements of SEND funding.

### **Element 1: age weighted pupil unit (AWPU)**

Funding is allocated according to the number and ages of pupils the school each October. This is the main source of funding for teacher and teaching support costs. It is intended to enable the delivery of a curriculum that is appropriately organised to meet the needs of all children on roll. It is also expected to cover the SENCo's salary. A percentage of the AWPU funding is notionally identified as SEND funding.

### **Element 2: additional support**

Additional support funding relates to the characteristics of the pupils in the school. The amount of additional support a school receives in its budget share is determined by a range of indicators: (The data on pupil characteristics for schools' budget shares is notified to local authorities by the DFE.)

- Deprivation
- Prior attainment
- English as an Additional Language (EAL)
- Looked After Children
- Mobility

## **The notional SEND budget.**

A school's notional SEND budget is an amount of money delegated as part of the whole school budget to meet the needs of all its pupils with SEND, at all but the most exceptional levels of need. It is not linked to individual pupils.

It is a DfE requirement that a notional SEND budget is identified for each school. This does not impact on a school's responsibility to decide individually how much of their delegated budget share should be allocated to different purposes within the school. Schools may therefore choose to allocate more or less to SEND than is identified in the notional SEND budget.

A school's notional SEND budget comprises:

- 1.81% of the AWPU in primary schools and 1.59% in secondary schools
- 50% of the deprivation allocations (free school meals and IDACI)
- 100% of the prior attainment allocation
- 20% of the mobility allocation
- 2.74% of the lump sum (for SENCo activities)
- London Fringe uplift where applicable.

Although the notional SEND allowances are grouped under the headings above, it is not intended that schools will separate the resources out and manage them in this way. The aim of this resource is to enable schools to offer focused curriculum support and interventions for all pupils with SEND, including teaching support in small groups and moderate levels of individual work with pupils who need it.

All the above formula allocations are made annually without any need for schools to take action other than ensuring that their annual pupil census is accurate and up to date. The formula allocations are made for a whole financial year based on the pupil numbers collected in the preceding October. Each year a cohort of pupils, including those with SEND, will leave the school in July and another will join in September. As with all other annual funding allocations, schools are expected to manage the effect of changes between the cohorts by use of the multi-year budget planning approach and, where appropriate, the use of balances

Under the national high needs funding system, mainstream schools (Local Authority maintained and academies) are expected to meet up to the first £6,000 of additional support costs for pupils with high needs from their core school budget share. When the cost of additional support for any individual pupil exceeds £6000 additional top-up funding is made available by the Local Authority to put appropriate provision in place. This is called top-up funding. Top-up funding also applies to early years and private and voluntary institution (PVI) nurseries although these settings do not have additional support funding in their core budgets, therefore the top-up funding provides the full funding required.

## **The following statutory information applies to SEND panels:**

- The Children and Families Act 2014, (CFA 2014)  
[Children and Families Act 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted)
- SEND Code of Practice and pay particular attention to Paragraphs 9.8 to 9.52.  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- All participants and decision makers will have due regard to the BERA Framework, the Leicester City guide to mainstream inclusive practice and provision.  
<https://schools.leicester.gov.uk/services/special-education-needs-and-disability-support-service/bera-framework-best-endendeavours-reasonable-adjustments/>
- Children and Families Act 2014
- Equality Act 2010: Advice for schools

- Education Act 1996
- The Children's Act 1989 Guidance and Regulations Vol2/3 (Care Planning Placement and Case Reviews)
- Special Educational Needs and Disability Regulations 2014 -Case Law

### **3. Membership**

Membership of the Panel will consist of:

- A Panel Chair
- Education Psychology Service Member (decision maker)
- SENDSS Service Member (decision maker)
- Education Representative – School SENCO (decision maker)
- Multiagency panel (MAP) coordinator (Minute Taker)
- Observers may be invited to the Panel for training and quality assurance purposes.

**(SEE Appendix D for panel member roles)**

### **4. Frequency**

The Panel will meet weekly (Thursday) to address the business described. All Panel meetings will be held virtually, using Teams.

### **5. Panel member responsibility**

Panel Members are expected to:

- Always ensure adherence to Information Governance.
- To identify any cases of conflict/ declaration of interest prior to the meeting to the Panel Chair
- Attend all Panel meetings and if unable to attend to nominate a representative to deputise in their absence.
- Read the papers prior to the Panel meeting and submit their decisions by email to the Panel administrator before 9am on the day of the Panel meeting (papers will be sent via email on the Thursday prior to panel)
- Provide expertise in their own area and offer impartial advice on individual cases, holding the interests of the child centremost in all discussions.
- Use their experience and knowledge to offer views on assessments, outcomes, provision, and alternative course of action and make a decision in accordance with the SEND Code of Practice.
- Ensure that any comments are based solely on the evidence provided in the distributed papers.

### **6. Confidentiality, Safeguarding – Declaration of interests or dispute.**

#### **Confidentiality**

Panel members and observers must uphold confidentiality in all cases considered at the Panel in accordance with the Council's and their own organisation's Data Protection rules.

## Safeguarding

Panel members will work together to ensure the protection and well-being of children in accordance with Working Together (2018) and the Children Act 1989. Any concerns to be raised immediately to the Panel chair and safeguarding procedures followed.

## Declaration of Interests or Dispute

Panel members are required to declare any personal interests in a case in advance of the Panel discussions. If a Panel member has a personal interest in a case, they will be required to leave the meeting for that case and will play no role in the Panel discussion or decision.

If there is a dispute regarding a case, Panel members are to follow their organisation's escalation policy.

## 7. Panel administration

Business Support will send out the relevant paperwork to all attendees listed on the MAP sign-up sheet by the Thursday morning (10am) of the week before. QIT will attend the Panel meeting and complete the E3 Top up funding agenda/minutes spreadsheet alongside the multiagency panel (MAP) coordinator. QIT will record the meeting in TEAMS and complete the post panel paperwork.

## 8. Training

All Panel members will have observed at least one panel and completed the E3 panel training (PowerPoint) prior to becoming an active panel member.

## 9. Decision Making

Element 3 Top up funding panel members will:

- a) Determine whether to award additional funding to a CYP.
- b) Determine which band of funding to award (Band 1, 2 or 3 OR A, B or C)
- c) Determine whether further support for the school or setting is required.

### Panel will consider the following:

- Whether the CYP resides in Leicester City.
- Whether the CYP has identified SEND needs. Where a CYP is EAL, there are SEND needs identified separate to the EAL needs of the CYP.
- Whether the Graduated Response of Assess – Plan – Do – Review has been followed. School/setting are able to provide evidence that a SEND need has been identified, interventions have been put in place to support the CYP and reviews have been carried out.
- The application **MUST** include: a timetable and/or provision map related directly to the CYP and detailing what support they have throughout the day, SMART outcomes relating to the CYP's needs and a SPECIFIC Bera Audit such as SEMH, Cog & learn (F2 and above only).
- Where the CYP is accessing an internal Alternative Provision (IAP), a short description of the provision **MUST** be provided, including ratios, purpose, and timetable.
- Top up funding to support external alternative provision should be applied for via the AP/E3 panel application process <https://schools.leicester.gov.uk/media/9776/request-for-alternative-provision-e3-top-up-form.docx>.

**(SEE Appendix A including checklist for panel members)**

## 10. Decision makers guide - How to make a decision

Panel members will need to make one of the following decisions:

- a) Agree to award funding (Band 1, 2 or 3 OR A, B or C for Early Years)
- b) Unable to Accept application (1. does not meet criteria and/or threshold, 2. A Statutory Assessment request has been made, 3. Statutory Assessment is underway, 4. The CYP no longer resides in Leicester City)
- c) Approve funding When Actions are Complete (AWAC). but additional information is sought from the school or setting to clarify a discussion point raised in panel e.g. timetable, BERA, Smart outcomes, before funding is released. QIT to contact the school or setting directly. Panel MUST agree a banding (Band 1, 2 or 3 OR A, B or C for Early Years)
- d) Return to full panel when additional information has been submitted. Where a panel cannot agree a banding due to missing information and the application will need to return to a future panel for deliberation.

**(SEE Appendix B: Panel members checklist to assist with decision making)**

## 11. Short term (Emergency) funding applications

These are considered at a short-term funding panel once a week.

### Purpose

- The emergency funding process has been created to facilitate short term funding for CYP who have presented with significantly high needs unexpectedly.
- The funding is to allow for schools/settings to put in place and allow for the Graduated Response of Assess, Plan, Do, Review.
- Emergency High Needs Funding is a one-off payment and can only be applied for once per CYP.

### Criteria

Has **significant** SEND needs and in collaboration with LA SENDSS professionals:

**Newly arrived pupils requiring additional support (in collaboration with CPS) MUST include DATE OF ENTRY TO UK**

- Needs a date of arrival, someone who has come into the country recently (within the last 6 school weeks) and has a SEND need, not EAL.
- How have the school/setting evidenced that it is a SEND not EAL need?
- What provision have the school/setting put in place already?
- What provision or resource do the school/setting want to put in place with the funding?  
What is the expected impact?

**Urgent safeguarding or wellbeing concerns e.g., removal from home, emergency medical intervention, or significant incident requiring immediate response. (in collaboration with EYST/CPS/LCI/SEMH)**

- Needs a summary of what the crisis is (do not include cpoms and ensure it is only need to know information).
- How has the crisis impacted on the child or young person (CYP)? i.e. change in needs/presenting behaviours

- What does their current timetable look like and why? i.e. what has had to change to support their needs
- Do school/setting have a plan to increase time or review the timetable?
- What provision or resource do the school/setting want to put in place with the funding?
- What is the expected impact?

### **Increase in dysregulation episodes and intensity requiring targeted intervention (in collaboration with SEMH)**

- Expectation is that you have sought advice from professionals regarding the change in behaviours.
- If the CYP has been placed on a part time timetable or suspended, is there a clear plan for reintegration or transition?
- What is the frequency, severity and impact of behaviours? Is there a risk assessment, positive handling plan, running plan?
- What provision or resource do the school/setting want to put in place with the funding? What is the expected impact?

### **Complex needs requiring further assessment (in collaboration with EYST/CPS/LCI)**

- CYP who have arrived in your school/setting without any prior identified SEND need or support.
- CYP who have moved to your school/setting suddenly, with identified high needs, but no current support or funding in place.
- What evidence does the school/setting have that the CYP has complex needs? How have they collected this? (Doesn't need to be a full professional assessment, description of need and/or school/setting-based assessments are sufficient)
- Does the school/setting have a plan in place for next steps? i.e. assessments, professional referrals, meetings with family etc.
- What provision or resource do the school/setting want to put in place with the funding? What is the expected impact?

### **Barriers to attending and/or engage with learning, education or school MUST include ATTENDANCE LEVEL**

- CYP who have significantly low attendance or are not attending school
- CYP who may be on school site but have significant difficulty in attending lessons e.g. may be wandering around school
- Expectation is that you have sought advice from professionals regarding supporting the CYP (a visit may not have happened)
- Funding is for additional staffing and support to build relationships with the CYP to prevent an increase in non-attendance or to support the reengagement of the CYP in education, school or in preparation for adulthood (this may not be within school)
- Funding is NOT for Alternative Provision (there is a separate pathway for this) or online tutoring, although your application may indicate where school is doing this.
- What provision or resource do the school/setting want to put in place with the funding? What will happen if the CYP is in school and what will happen if they don't come in? What is the hoped for outcome?



## Short term (Emergency) funding Review

The QIT team will be in contact within 6-8 working weeks to carry out a review of the emergency funding and discuss next steps for the CYP in line with the LA Quality Assurance process.

## 12. Re application of funding

A new funding application can be applied for 6 months into the existing funding. Where an application has previously been allocated funding at panel, the applicant should consider what new, updated and/or additional information is being supplied to require a new application.

However, due to the changing needs of the CYP we work with, Leicester City recognises the requirement to be flexible and adaptive in its approach, in exceptional circumstances we will review current funding allocations and may alter funding allocations on a case-by-case basis. These applications will not be considered without evidence of exceptional circumstances and professional involvement.

### Review

- Six months into the funding, school/setting can choose to reapply for high needs funding if they feel a continuation of funding or change of banding is required.
- If an application has been made previously, applications MUST include evidence of review and IMPACT of the previous funding on the CYP. This may be in the form of review meeting minutes, annotated timetables, support plans and/or assessment data summaries.
- The QIT team may contact you to carry out a spend review as part of the LA Quality Assurance process. This will be in the form of self- evaluation and coproduction.

## 13. Banding Descriptors

Panel members can refer to **Appendix C: Banding Descriptors** to inform their decision making. The Banding descriptors are a best fit model, consideration should be taken of the CYP's primary need and where the majority of the CYP's needs, presenting behaviours and provision fall within the descriptors as a 'best fit'.

## 14. Quality Decision Making

### Panel members will ensure their decision making:

- Is evidence based, open, transparent, and consistent.
- Examines whether applications include the resources to meet the CYP needs and outcomes are evidenced as being of the correct level according to need.
- Is value for money, an effective use of resource and includes a range of provision according to need.
- Considers if the information submitted to panel is aspirational and CYP centred.
- Considers if the information provided to panel encourages empowerment of CYP and families.
- Promotes equality and inclusion.
- Considers preparation for transition at appropriate phases - legal deadlines of 15<sup>th</sup> Feb (schools) and 31<sup>st</sup> March (colleges)
- Considers preparation for adulthood (acquisition of independence skills & knowledge)
- Gives due diligence to Safeguarding for all CYP in their school settings.

- Involves joint working towards positive outcomes for CYP.

## **15. Record keeping – Panel notes and TEAMS recordings.**

- All meetings will be recorded on TEAMS.
- The minutes of discussion will be recorded on the Chair Agenda spreadsheet.

## **16. Reporting**

- a) **Funding agreed:** Schools/settings will be notified via the portal.
- b) **Funding agreed (AWAC):** School/setting will be contacted by QIT.
- c) **Funding not agreed (return to full panel):** Schools/settings will be notified via the portal using comment from Panel Chair Agenda by QIT.
- d) **Application not accepted:** Schools/settings will be notified via the portal.

## **17. Post panel outcomes**

### **Where the request has been agreed:**

Schools/settings will be informed of the decision within 7 working days via the portal with the banding awarded. The funding schedule for the school/setting is updated.

### **Where the request has not been agreed:**

Schools/settings will be informed of the decision within 7 working days via the portal with the reason for the decision. If further information is being requested via the AWAC process or a return to full panel schools will be contacted by QIT with guidance and an offer of support.

## **18. TOR – Review**

The terms of reference will be reviewed in the initial six-month implementation review to reflect on decisions made and any emerging themes to influence strategy/joint commissioning arrangements; what is working well, any issues and remedies.

In addition, the panel will dip/sample/quality audit two pre considered cases to ensure consistency and robust decision making. The Quality assured cases will be recorded and stored as per IG guidance and shared with senior officers and Ofsted/CQC. Training for members will also be considered. The review will then move to annually.

## 19. Top Up funding (E3/SENIF) Process

### Step 1 - Graduated Response

- SEND NEEDS have been identified and assessed. PROVISION has been put in place and reviewed, inline with the Graduated Response.
- Support required is deemed additional to Ordinarily Available Inclusive Mainstream Provision (BERA).
- SENCO meets with parents/carers, the CYP and significant adults who work with the CYP to gather and collate evidence for a funding request.

### Step 2 - Application

- School/Setting apply for higher needs funding via the Leicester City online portal.
- The application is allocated to a panel and an email is sent informing School/Setting.
  - *Please note, at this stage, the CYP postcode and Statutory Assessment status will be checked. If the CYP has a postcode that is out of Leicester City or has a Statutory Assessment Request in process the application will be rejected and the school/setting notified*

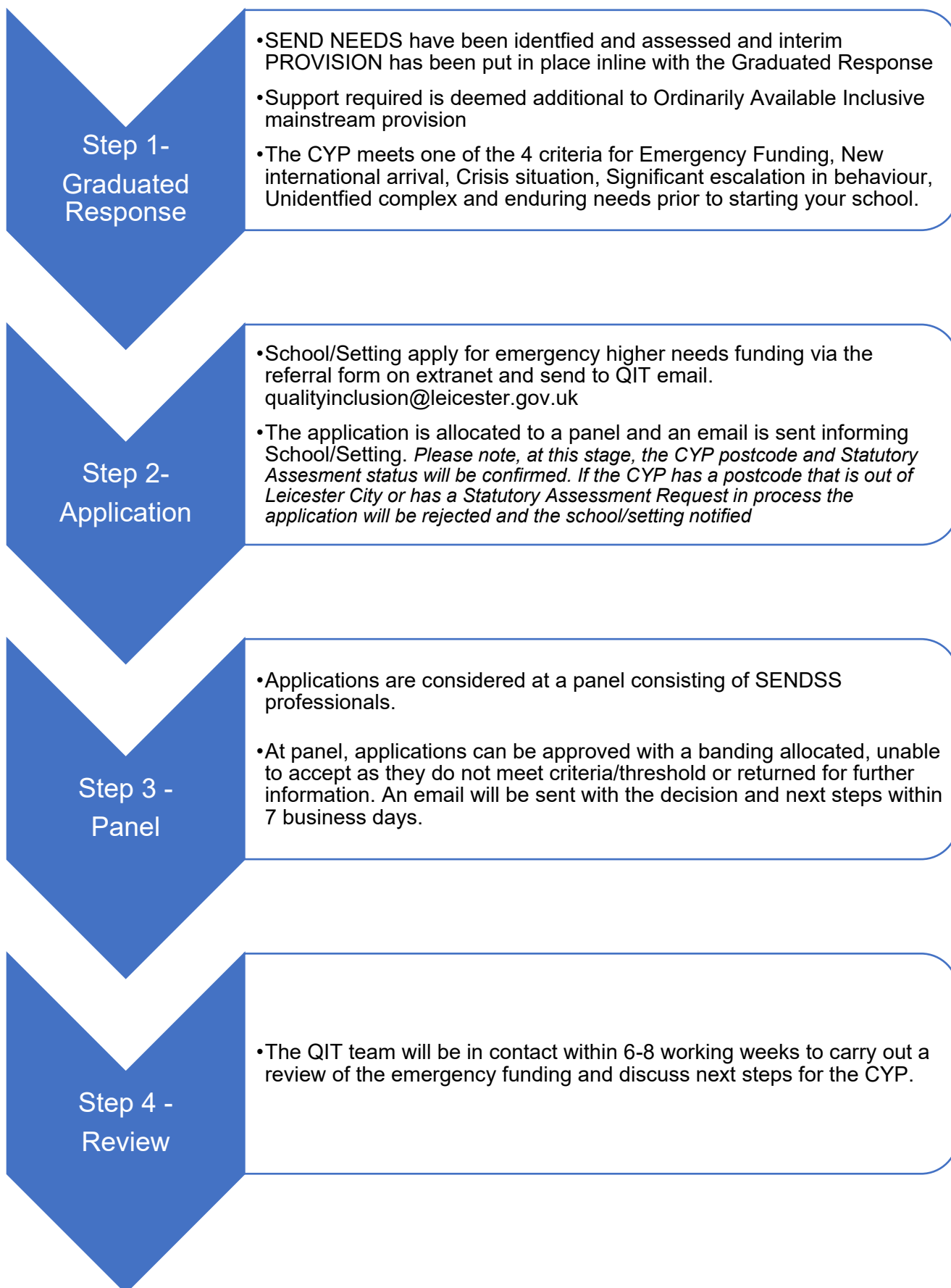
### Step 3 - Panel

- Applications are considered at a panel consisting of SENDSS professionals, SENCOs and Schools Senior Leadership.
- At panel, applications can be approved with a banding allocated, unable to accept as they do not meet criteria/threshold or returned for further information. Funding is allocated for 2 years.
- An email will be sent with the decision and next steps within 7 business days.

### Step 4 - Review

- School/setting follow the Graduated response. 6 months into the funding, school/setting can choose to reapply for high needs funding or if feel a change of banding or provision is appropriate.
- 1 year into funding, a review will be carried out.
- The QIT team may contact you to carry out a spend review as part of the LA Quality Assurance process.

## 20. Short term (Emergency) Top Up Funding Process



## Appendix

### a) Alternative provision

If the child or young person is accessing external *alternative provision (AP)*, schools will apply for top up funding via the AP /E3 funding panel. Any E3 applications that include AP will be picked up at pre-sift and transferred to the correct panel.

AP/E3 panel application process: <https://schools.leicester.gov.uk/media/9776/request-for-alternative-provision-e3-top-up-form.docx>.

### b) Panel members readiness guide (checklist)

		Essential or Desirable	Y/N
Is the name, school, parent's details etc correct.	Check it corresponds with details on the file & correct name he/she/they are used throughout.	E	
Evidence of SEND need	Is there evidence of a child or young person's story in the general section. Is there evidence of a SEND need, EAL or MEDICAL on its own does not constitute a SEND need. Have school identified a primary need. Is there evidence of graduated response.	E	
Child/Parent voice	Have the school attempted to gather a child or young person's voice and parent or carer views.	D	
Does it have a Specific BERA?	Not an All Needs or whole school BERA. A specific(s) such as SEMH, Autism, SLCN, MLD that relates to the child or young person's needs.	E	
Are there SMART outcomes?	These can be within the outcomes section or on the SEND Plan/Individual support plan/timetable etc. Are they specific, measurable, realistic, short term, timed etc. Do the outcomes directly relate to the need?	E	
Element 2 – School based resource (NOT F1 or below)	Is there evidence of school-based support having been implemented using school resource.	E for F2 & above	
Is there a current provision map & proposed provision map?	This can take any format as long as it says WHO is doing WHAT, WHEN & WHY. Does the timetable evidence bespoke provision above Inclusive Mainstream Offer (IMO) & can it be quantified i.e. approx. 20 hours (note - hours may add up to less than what is being asked for due to quality of provision or resource)	E	
Banding Descriptors	Use the banding descriptors to give a provisional banding. The current banding descriptors are a 'best fit' model, there may be statements in the bands above and below, go with your best fit.	E	
SENIF	Be mindful that expectations differ from schools. No BERA is required, information is often provided in a SEND support plan format and timetables can be provided in a narrative style. Settings do not receive Element 2 so all SEND requirements/resources can be applied for.	N/A	
SENIF: Evidence of outcomes/targets	Outcomes/targets and evidence of graduated approach to be present in SEND support plan (or equivalent)	E	
SENIF: Timetable/Provision map	Timetable showing what the child is receiving beyond what is typically available for all SEND children as part of universal/ordinarily available/inclusive offer. This needs to detail what the adult is doing, for how long and whether this is 1:1, paired, small group, joining general routine, etc.	E	
SENIF: Professional advice	if this has been given, we would expect to see this reflected in SEND support plan and timetable.	E	

## c) Banding Descriptors (Overview)

<p><b>UNIVERSAL</b> High-quality teaching for all, at all times, and <b>OCCASIONAL</b> / time limited interventions.</p> <p><i>Has a significantly greater difficulty in learning than the majority of others of the same age OR has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.</i></p> <p><b>The child or young person has been identified as requiring additional support and input due to an emerging need.</b></p> <ul style="list-style-type: none"> <li>Universal CPD is accessed by all staff and revisited regularly. (High quality teaching for all children and young people, including planning activities / tasks and using a range of strategies to support learning, attention and emotional regulation as suggested in the Best Endeavours and Reasonable Adjustments BERA / Ordinarily Available inclusive provision.</li> <li>Strategies to support in class provision (BERA Specifics) with some short term or smaller group interventions to close the gap e.g., Fresh Start, Speed Up.</li> </ul> <p><b>Environment, Specialist facilities, materials and/or equipment</b></p> <ul style="list-style-type: none"> <li>Use of Widget symbols and words.</li> <li>Assisted Technology is used to support writing and reading e.g., typing programmes, reading software, pencil grips, writing slopes, colour overlays, accessibility features on devices.</li> <li>Software e.g., Word Shark, Timetables Rockstars. Accessibility settings to be personalised on shared devices and laptops.</li> <li>Access to electronic reading resources e.g., RNIB book share.</li> <li>Not reliant upon members of school staff to administer medication. An accessible toilet with appropriate changing and / or washing facilities. Furniture is accessible.</li> <li>Access routes into, out of and around the school/classrooms are accessible. Ensure that classrooms are calm, organised, and flexible learning environments.</li> <li>Ensure that equipment / resources are well organised, accessible, and labelled using words and pictures.</li> <li>Provide quiet / low distraction areas for individual and small group work (including listening activities, social skills groups, and language groups).</li> <li>Create comfortable, inviting spaces indoors and outdoors to encourage social interactions, indoors and outdoors.</li> <li>Make consistent use of visual systems, e.g., objects of reference, visual timetables, cue cards, task planners.</li> <li>Maintain appropriate noise levels in the classroom. Consider seating arrangements, e.g., CYP with SLCN / VI seated closer to the teacher. rest/movement breaks, built into the day.</li> </ul>
<p><b>MB1 INTERMITTENT and/or short bursts of support e.g., Targeted TA support, at times throughout the day. 15-20 hours</b></p> <p><b>The child or young person who require a low level of support in mainstream. BEST FIT MODEL.</b></p> <p>Two cycles of the graduated approach assess, plan, do, review have been carried out and are evidenced. The child is being monitored more closely and professionals may have been consulted such as JPMs.</p> <ul style="list-style-type: none"> <li>School based assessments are used to baseline, create outcomes, and review CYP progress regularly.</li> <li>The CYP requires access to a visual and kinaesthetic curriculum at times, with lots of multi-sensory resources and planned access to specific activities designed to develop their cognition, communication, social interaction, emotional regulation, and self-help skills.</li> </ul> <p><b>Environment, Specialist facilities, materials and / or equipment</b></p> <p>Independently use a mobility aid to overcome their physical difficulties e.g., walking frame, power chair. Be reliant upon named members of school staff to both access and administer medication. Only generic training needed.</p> <p><b>In line with the Graduated Approach, the Universal statements plus...</b></p>
<p><b>MB2 FREQUENT 21-25 hours</b></p> <p><b>The child or young person who require a medium level of support in mainstream. BEST FIT MODEL.</b></p> <ul style="list-style-type: none"> <li>Typically, pupils need frequent, additional time from a range of adults.</li> <li>Planning for teaching will incorporate advice from external professionals and/or referrals are in process.</li> <li>There is regular, planned opportunities for small group work and/or 1:1 session.</li> </ul> <p><b>Environment, Specialist facilities, materials and / or equipment</b></p> <ul style="list-style-type: none"> <li>May have sensory issues requiring specialist equipment and / or trained staff.</li> <li>Reliant on a member of staff to support in moving, positioning and personal care i.e., physically assisting during these.</li> <li>Reliant on members of school staff having specialist training to support medical needs.</li> </ul> <p><b>In line with the Graduated Approach, the <u>MB1</u> statements plus...</b></p>
<p><b>MB3 PERSISTENT/INTENSIVE 32.5 hours</b></p> <p><b>The child or young person who require the 'highest' level of support in mainstream. BEST FIT MODEL.</b></p> <ul style="list-style-type: none"> <li>Typically, pupils need daily, additional time from a range of adults.</li> <li>Planning for teaching incorporates advice from external professionals.</li> <li>DAILY opportunities for small group work and 1:1 session.</li> <li>The CYP requires a visual and kinaesthetic curriculum with lots of multi-sensory resources and planned access to specific activities designed to develop their cognition, communication, social interaction, emotional regulation, and self-help skills with structured and targeted teaching.</li> </ul> <p><b>Environment, Specialist facilities, materials and/or equipment (may go across bands and needs).</b></p> <ul style="list-style-type: none"> <li>May have sensory issues requiring specialist equipment and/or trained staff.</li> <li>Reliant on a member of staff to support in moving, positioning and personal care.</li> <li>Requires support from one member of staff to transfer.</li> <li>Reliant on members of school staff having specialist training to support medical needs on at least a daily basis.</li> </ul>

## **Banding descriptors**

Banding descriptors provide a best fit model to describe both need and provision for children and young people in Leicester City.

They include universal provision (BERA) at school's resource, top up Bands 1,2, 3, Bands A, B, C and specialist bands, incorporating early years, primary mainstream, secondary mainstream, designated specialist provision (DSP) and special schools.

These banding descriptors have been co-produced by schools and LA professionals and are now being piloted across Element 3 top up, Education, Health and Care Needs Assessment (EHCNA) and Resource Allocation (RAP) panels.

Please use this link for banding descriptors in full: [School's Extranet: Banding descriptors](#)

## **d) Panel member roles**

### **Chair**

The role of the Chair is to ensure all cases presented to the Panel are considered fairly and on their own merits and that there is consistency in decision making. At each panel, the chair will carry out introductions and remind panel members of the terms of reference. The chair will screen share the agenda so that notes taken are transparent and panel can confirm it is a true reflection of discussion.

The Chair of the Panel acts on behalf of SENDSS, in respect of delegated budget responsibility, and should ensure that all decisions are made in the best interests of the CYP but also that they are an effective use of LA resources.

The chair will also:

- Ensure panel members have pre-read panel notes, from the weekly agenda and submitted their banding.
- Ensure that Terms of Reference are followed.
- Be responsible for the consistency of decision making and appropriate use of Element 3 top up Funding.
- Be responsible for managing a quorate vote and completing the agenda.
- Escalate any concerns arising from panels to the Head of Service for SEND.

### **Panel Member**

The role of the panel member is to consider each application on its own merits and provide a provisional banding ahead of the panel.

- All panel members must declare an interest in cases in which they have a direct interest or where they may be a conflict of interest. In instances where a Panel member has a direct interest or where the chairperson considers that there is a conflict of interest, that Panel member may not offer advice or seek to influence decisions about a case being considered by the Panel.
- Provide expertise in their own specialist area and offer impartial advice on individual cases without promoting the interests of their service or setting.
- Use their experience and knowledge and offer views on assessments, outcomes, appropriate and proportionate provision, and other matters in relation to children and young people with SEND.
- Offer relevant advice about legislation, code of conduct, reforms or priorities in education settings, services, or organisations.

- Advise on, monitor, and challenge the use of the education setting's own resources and delegated budgets.
- Take a collegiate approach to support the efficient working of panel discussions and focus on the matters related to the decision to be made about the individual case before them.
- In the event that a panel member feels that relevant information is missing, to raise to the chair (e.g. CYP's voice or health input) and panel will decide on whether to allocate, return for further information or they are unable to accept the application.

## Observer

Prior to participating in a panel as a member, participants are requested to attend a panel as an observer. You may attend as an observer as many times as you feel necessary to support you to participate in the process. Observers do not have a vote at panel; however, they are invited to ask questions.

## e) Completing an application form guidance

- Only include the SPECIFIC BERA associated with the NEED of the CYP i.e. SEMH. It does not need to be complete; it is a working document. Do not include ALL NEED and WHOLE SCHOOL BERA's as this information will be sought via other means.
- Element 3: all provision that is above and beyond Ordinarily Available (BERA) within a mainstream school. You should describe how the provision meets the needs of the child and what makes it additional to the mainstream offer.
- **Proofread** your finished application, look out for errors in costing, misspelling of names and pronouns, check no other CYP's information is included, and only pertinent and necessary information is shared. Safeguarding and/or sensitive information should be shared on a need-to-know basis, please do not attach original documents such as cpoms to the application, instead include a summary within the general section.
- The online form will **time out after 40 minutes** so please have all information available before you begin and ensure you save as you go. Once saved, you will be emailed a link to access the saved application.
- Please upload all attachments when you have completed the form and are ready to submit. If uploads are attached 'as you go' the form can become corrupted, and you will have difficulty submitting. **Attachments must be uploaded on the same day** as you submit the form.
- Applications will be returned for further information if the following documents are not included: **Specific BERA** audit relating to the needs, and specific to, the CYP, **Bespoke timetable** outlining the provision and related to the needs and outcomes of the CYP, **SMART outcomes** related to the needs of the CYP and reflective of any professional advice received. This will delay your funding application.

## Golden Thread

- Provide evidence of reviews, this can be within your SEND Passport etc.
- Need - Outcome - Provision (is it all reflected in the timetable?)
- Is professional advice reflected in the request? Do outcomes and provision match?
- The GENERAL section should be the chronology (Story of the child) but not the need. The needs of the Child or Young Person will go in the NEEDS section.
- Professional advice – summarise, do not copy and paste. Comment on implementation.



- SMART (Specific, Measurable, Achievable, Realistic, Time bound) OUTCOME's that are short term are required for all applications. Outcomes can be written in the same style as for an EHCP, there is outcomes training available from SENDSS.
- A SEND passport should reflect current provision (E2 or previous E3) and show evidence of the Graduated Response (Assess – Plan – Do – Review). The SEND Code of Practice recommends a minimum of two reviews.

## Timetables

- Add a Title. Label the timetable with CURRENT or PROPOSED.
- If timetables are colour coded, please remember to add a key.
- When a CYP is within a small group but is supported directly by an adult to access this, please note this on the timetable so that it is clear.
- Alternative or in house nurture provisions or classes, should have a description added that includes staffing structure and how it directly supports the CYP's NEED through the provision offered. Please see appendix A for guidance on what constitutes an AP.
- When an intervention is mentioned in Need, Provision or Advice that is referenced, it should be evident in the proposed provision and timetable.

## Continuous Provision

- When referencing CONTINUOUS PROVISION, please provide a description of what this looks like in your setting and how the adults are used to directly support the CYP e.g., Continuous supervision throughout the provision both inside and outside to ensure safety of the child and peers (Including a description of the unsafe behaviours of the child e.g., absconding) alongside direct support with:
  - Communication and Interaction, e.g., commentating and facilitating interaction.
  - Using resources safely and exploring resources and their function.
  - Transitioning from one activity to another safely using signs and/or symbols.
  - Co-regulation and modelling of suitable regulation techniques
  - Self-care needs, nappy changes, using the toilet, washing hands, eating skills.
  - Attention and maintaining focus such as prompting, commentating, invitations to play.

## What to include and what not to include:

- Keep the application clear and concise. **NEED-OUTCOMES-PROVISION-REVIEW**
- Confidential information about other CYP **MUST NOT** be included such as JPMs, Cpoms etc. A summary of the necessary information from these documents can be provided in the Child story/chronology.

Yes please	No thanks
Timetable	CPOMMs
SEND Support Plan/IEP/Pupil Passport (with review)	Learning journals / observations
Part time and reintegration timetable with review minutes	Diagnostic Letters
Current Assessment and Attainment Data (summary)	Historic data
Specific BERA (from Sept 2023)	Whole School / All Needs BERA
Chronology of support	Health referral letters
Personal Care Plans / Positive Handling Plans / Medical Plans	EPIF Records
Professional Reports (RECENT)	PEEP
Evidence of review	Social Care Meeting Minutes / Plans / Reports
Alternative methods of child voice	Exclusion reporting and recording forms

There is high needs funding application training available via SENDSS please visit the extranet or contact [qualityinclusion@leicester.gov.uk](mailto:qualityinclusion@leicester.gov.uk) for further details.

A number of supportive training videos have been created to explain each stage of the E3 application. These can be accessed by logging in to the Leicester City Schools' Extranet using this link: [School's Extranet: training videos](#)