

Special Educational Needs and Disabilities (SEND) in Derby

High Needs Funding Guidance 2024/25

This document provides an overview of SEND Funding in Derby for the 2024/25 financial year. For detailed information about your school budget please visit the [published schools budget](#) information on derby.gov.uk.

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Introduction

The details below fall under the High Needs Funding Guidance 2024-25 and Early years funding guidance 2024-25 ([High needs funding: 2024 to 2025 operational guide - GOV.UK](#) and [Early years funding: 2024 to 2025 - GOV.UK](#)) for those educated in Derby City. Please note the details below do not relate to those children or young people with health needs or for those with social care needs other than that permissible under the use of High Needs Funding.

SEND Funding in Mainstream Provisions

Early years settings

Type of funding	What is it?	What is it for?
<p>Element 1 funding – universal base rate</p> <p>This funding comes from the early years block in form of an hourly rate.</p>	<p>All local authorities must pay a universal hourly base rate for all their childcare providers. The universal base rate must, in all cases, be multiplied by the number of estimated hours of attendance of children.</p> <p>For each child, Early Years settings receive a basic per pupil rate to fund the child’s place at the setting equating to £200 per child in a PVI setting and £300 per child in a maintained nursery.</p>	<p>This funds the child’s place at the setting</p>



Element 3 – High needs top-up funding

This funding comes from the high needs block

This funding relates to an individual pupil and the amount allocated is defined by the individual pupil’s needs and agreed provision, as described in their EHC Plan.

Additionally SENIF is available for those children without an EHCP

This pays for per pupil support beyond universal funding and that provided through a graduated approach.

Schools

Notional SEN funding is included within all schools delegated budgets. Schools can find details of their notional budget here: <https://derby.gov.uk/education-and-learning/schools-and-colleges/schools-financial-information/current/>. The notional budget provides funding for schools to meet the support costs up to £6000 per child. It is expected that schools:

1. Produce, maintain, and share a SEND Budget Plan for the year to demonstrate how their notional funding has been used to prioritise supporting children with SEND.
2. Report use of notional funding as part of budget monitoring to school governors

In accordance with the council’s guidance on the EHC process (LINK) schools and setting will be required to provide evidence of how the notional budget has been used when submitting a request for an EHC needs assessment and as part of any request for exceptional funding.

Type of funding	What is it?	What is it for?
Element 1 funding – AWPU This funding comes from the school’s block	As part of the delegated budget, all schools receive basic funding for every pupil known as the AWPU (Age Weighted Pupil Unit). The AWPU amount is determined each year as part of the schools funding formula and varies according to age. In addition to the AWPU amount for each pupil, schools also each receive funding for other pupil characteristics such as deprivation and a lump sum amount for the school which must meet the minimum funding level as set by the Department for Education Minimum funding level for 2024-2025 for a primary school is £4,610 and for a secondary school is £5,995 per place.	This funding covers teaching/SENCO costs and is the base per pupil funding that every school gets.



Element 2 funding – your notional SEND budget

This funding comes from the school's block

Each school's delegated budget includes a notional SEN allocation. Nationally, schools are required to fund the first £6,000 of additional costs per child or young person with SEN; this funding is used to implement strategies such as resources and/or additional support.

Some pupils with SEN will also be eligible for additional funding, such as Pupil Premium.

- Developing and embedding your ordinarily available provision, for example, if you have high proportions of young people who require ELSA, supporting the training and development of those staff.
- Low impact/high frequency SEND support for example, the need for Lego therapy, zones of regulation, circle of friends and other short-term intervention.
- Adaptation, development, and delivery of appropriate curriculum for children and young people with SEND.
- Reasonable adjustments that are to be met by the school.

You must show how you have used SEND Notional for young people with SEND to meet their needs up to the threshold of £6000 if you make a request for assessment.

This is outlined in 'The Derby Way' as to what Ordinarily available provision should look like.

Element 3 – High needs top-up funding

This funding comes from the high needs block

The funding required over and above the core funding.

This funding relates to an individual pupil and the amount allocated is defined by the individual pupil's needs and agreed provision, as described in their EHC Plan. This top-up funding is used along with universal funding and £6,000 from the school's notional SEN funding to provide the provision described with the pupil's EHC Plan.

Top-up funding is provided to the school for the time a pupil attends that school (part-time places are funded accordingly).

If a Derby school has a child from another local authority attending their school, the school will have to claim 'Top up' funding directly from the other Local Authority.

This pays for per pupil support beyond SEND Notional, so, for example, if you have a young person with a high level of need who requires more bespoke provision, the element will be used to put in place the provision as specified in their EHCP. This funding will be allocated based on the needs of a child or young person and the costed educational provision, occupational therapy, speech language therapy and physiotherapy needs to access the curriculum.



Post 16 provisions

Type of funding	What is it?	What is it for?
Universal	Post-16 providers receive course funding for every young person under the age of 19 that is enrolled on a course at their setting.	This funding covers general teaching overheads and is the base per pupil funding received.
Element 2 – SEN Support	<p>Post-16 providers are required to fund the first £6,000 of additional costs per young person with SEN; this funding is used to implement strategies such as resources and/or additional support.</p> <p>Post-16 providers receive funding for young people with SEN within their core funding (described as “Element 1” funding). For young people with SEN whose support costs are lower than £6,000, this funding is provided within the disadvantage funding element of the mainstream 16 to 19 funding allocation.</p> <p>In addition, post-16 providers receive additional funding (described as “Element 2” funding) for a set number of commissioned places in agreement with the Local Authority. This element 2 funding provides £6,000 towards the additional support costs for high needs students.</p>	<ul style="list-style-type: none"> • Developing and embedding your ordinarily available provision, for example, if you have high proportions of young people who require ELSA, supporting the training and development of those staff. • Low impact/high frequency SEND support for example, the need for Lego therapy, zones of regulation, circle of friends and other short-term intervention. • Adaptation, development, and delivery of appropriate curriculum for children and young people with SEND. • Reasonable adjustments that are to be met by the school. <p>You must show how you have used SEND Notional for young people with SEND to meet their needs up to the threshold of £6000 if you make a request for assessment.</p> <p>This is outlined in ‘The Derby Way’ as to what Ordinarily available provision should look like.</p>
<p>Element 3 funding – top-up for high needs students</p> <p>This funding comes from the high needs block</p>	<p>The funding required over and above the core funding.</p> <p>In mainstream educational settings, ‘Top up’ funding is provided for young people with an EHC Plan from the Local Authority’s High Needs budget. This funding relates to an individual student and the amount allocated is defined by the individual student’s needs and agreed provision, as described in their EHC Plan. This top-up funding is used along with universal funding (course funding) and</p>	<p>This pays for per pupil support beyond SEND Notional, so, for example, if you have a young person with a high level of need who requires more bespoke provision, the element will be used to put in place the provision as specified in their EHCP. This funding will be allocated based on the needs of a child or young person and the costed educational provision, occupational therapy, speech language therapy and physiotherapy needs to access the curriculum.</p>



£6,000 from the provider's "Element 2" funding to provide the provision described with the student's EHC Plan.

Funding in enhanced resourced provisions and SEN units

[You can find a list of enhanced resource provisions in Derby on the SEND Local Offer.](#) Each resourced provision specialises in a particular type (or types) of SEN, for example: Hearing Impairment (HI), Autistic Spectrum Condition (ASC) or Social, Emotional and Mental Health (SEMH).

Note on academy schools: Special or resource provision schools who are an academy are directly funded by the Education & Skills Funding Agency (ESFA) for the places as agreed and submitted by the Local Authority in November for the following September. The Local Authority then directly funds the pupil element of the funding each term.

Type of funding	What is it?	What is it for?
<p>Elements 1 and 2 - Place funding</p> <p>This funding comes from the high needs block</p>	<p>This is based on a commissioned agreement with the local authority setting out the number of places that the LA will fund.</p> <p>Element 1 is funded through AWPU with a minimum funding level per pupil funding for a primary school £4,610 and for a secondary school £5,995 per place.</p> <p>Element 2 is funded at £6000 per place from the high needs block, for an unoccupied place; this is £10,000 High Needs Funding).</p>	<p>This funding covers core running, teaching, and staffing costs and is the base per pupil funding that every school gets.</p> <p>Developing and embedding your ordinarily available provision commensurate to the commissioned requirements as agreed with the local authority.</p>
<p>Notional SEND Funding</p> <p>This funding comes from the school's block</p>	<p>Each school's delegated budget includes a notional SEN allocation. Schools with an enhanced resource provision still receive this amount. Nationally, schools are required to fund the first £6,000 of additional costs per child or young person with SEN; this funding is used to implement strategies such as resources and/or additional support.</p> <p>Some pupils with SEN will also be eligible for additional funding, such as Pupil Premium.</p>	<ul style="list-style-type: none"> • Developing and embedding your ordinarily available provision, for example, if you have high proportions of young people who require ELSA, supporting the training and development of those staff. • Low impact/high frequency SEND support for example, the need for Lego therapy, zones of regulation, circle of friends and other short-term intervention. • Adaptation, development, and delivery of appropriate curriculum for children and young people with SEND.



		<ul style="list-style-type: none"> Reasonable adjustments that are to be met by the school. <p>You must show how you have used SEND Notional for young people with SEND to meet their needs up to the threshold of £6000 if you make a request for assessment.</p> <p>This is outlined in 'The Derby Way' as to what Ordinarily available provision should look like.</p>
<p>Element 3 - Pupil-led funding</p> <p>This funding comes from the high needs block</p>	<p>The school receives an additional banded amount between £6,000 and £9,000 (depending on type of need) for each child or young person attending the provision.</p> <p>If a Derby school has a child placed by another local authority, the school will have to claim 'pupil-led' funding directly from the other Local Authority.</p>	<p>Specific provision relating to the needs of the children placed, this is likely to include therapeutic intervention, support and services to meet the pupils educational needs.</p>

The number of places available in a provision is determined by the size of provision and its resources (e.g. specialist staff, the demands for places etc.) and is detailed within a Local Authority to school agreement.

Funding in local authority special schools

[You can find a list of special schools in Derby on the SEND Local Offer.](#) Special schools specialise in meeting particular types of SEN and are funded in a similar way to a resource provision.

Note on academy schools: Special or resource provision schools who are an academy are directly funded by the Education & Skills Funding Agency (EFSA) for the places as agreed and submitted by the Local Authority in November for the following September. The Local Authority then directly funds the pupil element of the funding each term.

Type of funding	What is it?	What is it for?
Elements 1 and 2 - Place funding	The school receives £10,000 per potentially available place in the school. This is based on a commissioned agreement with the local authority setting out the number of places that the LA will fund.	This funding covers core running, teaching and staffing costs and is the base per pupil funding that every school gets.



<p>This funding comes from the high needs block</p>	<p>An additional £660 per place will be allocated through the Teachers pay and Pensions Grant (TPAG).</p> <p>Where a provision exceeds their commissioned numbers, the amount of place funding will not automatically increase.</p> <p>It provides all eligible schools and colleges with a guaranteed budget for the year and gives them a degree of financial stability.</p>	<p>Developing and embedding your ordinarily available provision commensurate to the commissioned requirements as agreed with the local authority.</p>
<p>Element 3 - Pupil-led funding</p> <p>This funding comes from the high needs block</p>	<p>The school receives an additional amount for each child or young person attending the school. The amount per child or young person in the school differs according to the type of SEN that the school specialises in.</p> <p>If a Derby school has a child placed by another local authority, the school will have to claim 'pupil-led' funding directly from the other Local Authority.</p> <p>Some pupils with SEN will also be eligible for additional funding, such as Pupil Premium.</p>	<p>Specific provision relating to the needs of the children placed, this is likely to include therapeutic intervention, support and services.</p>

Funding arrangements for independent special schools, sit outside the national ESFA high needs place funding system and are not covered in this document.

Determining the amount of element 3 funding

The local authority will be responsible for determining the amount of element 3 funding required to secure the provision set out in an EHC plan. This applies regardless of the type of setting that the young person is placed in.

Introducing the Derby Banding Matrix from February 2025 onwards for new Plans and existing plans as part of the annual review process.

Banding descriptors have been introduced in Derby to support a fair and equitable distribution of resources for statutory plans relating to special educational needs (SEN). The Banding Descriptor Matrix has been developed to create the system the Local Authority (LA) will use to allocate element 3 top up pupil led funding to each Education Health and Care plans (EHCP) with effect from September 2025 for all new EHCPs.



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Settings will submit a referral request for an EHCNA based on the previous cycles 'assess plan do review', use of the graduated approach (Annex 2) and evidence of impact and progress of a pupil based on the interventions. This then represents a request based on not being able to meet the needs of a pupil without additional resources. Annex 3 outlines the EHCNA guidance. Funding is therefore based on the needs of a child and the provision needed/identified by the school to enable the child to access the curriculum and levels of independent learning. Information obtained as part of the EHC needs assessment will be triangulated with the original submission from schools, and set against the needs Matrix (Annex 4). This will then provide an indication of the funding required for the provision to support the child or young person to access the curriculum. Consideration will be given on the provision already in place at a school level from the use of the notional SEND and existing funding through E3.

For pupils who already have an EHCP the LA will use information provided by schools, as part of the pupil's annual review, to identify the band required for the next phase of education. This will occur at every Key Stage change for all EHCPs from September 2025. In addition a move in to or out of special education will also require the process of banding to be completed using information obtained from the school as part of the review of the placement.

Who completes the Banding Matrix?

Schools and any LA professionals who know the child will be asked to send in their costed provision map of each pupil who has had EHC needs assessment or who has an EHCP and is moving Key Stage or moving between mainstream and special school. The LA/EHCP panel will then consider this information and all the evidence available to identify the band using the Matrix. The decision will be made through a discussion and is not just determined once the Matrix is completed.

What if the school disagrees with the amount of money allocated?

The decision about which band to allocate will be taken using the information provided as part of the EHC needs assessment or the Annual Review. The LA will base its decision on the evidence provided. If the school disagrees then the first step to resolve this would be for the school staff to have a conversation with the Statutory Assessment team. This should not stop or pause a child from remaining in the school and access their educational provision. Escalation will be to the team manager and then onto the Head of Service.

Exceptional Needs funding

All mainstream, free schools and academies are provided with the resources to support children and young people with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the school's forum, which is also applied to local academies. However, on occasions the emerging needs of a cohort within the school, or a low instance high complexity need will mean that the provision required may fall outside what is currently ordinarily available or within the provision map within the setting.



Where this is the case a school can apply for exceptional needs funding. Exceptional needs funding is available to, mainstream schools, enhanced resource provisions and special schools, and will always be:

1. One-off – addressing an immediate need until the school provision map can be enhanced to meet the needs through the ordinarily available provision of the setting.
2. Time limited – usually for one term but never more than an academic year.
3. Focussed on delivering improved outcomes and a demonstrable impact for a child or group of children.

Exceptional needs funding will only be provided where it is evidenced that the needs cannot be met within the ordinarily available provision deliverable within the core funding available to the setting as outlined in the sections above for [mainstream schools](#), [enhanced resource provisions](#) and [special schools](#); or where the current provision map cannot be enhanced through the E3 funding made available for children or young people with special educational needs.

Sometimes, in schools, unexpected circumstances arise in relation to a child or young person with SEN. For example, a child moves into the city from a different part of the country and has a high level of special educational need which the school could not have predicted in advance. The school then has to make additional special educational provision which they could not have planned for and is not currently available.

On occasions it will become apparent that despite effective use of the setting's notional SEND budget or core place and pupil led funding that a new emerging profile of need falls outside of the school's provision map and what is ordinarily available. Where this is the case an exceptional needs funding request may be appropriate to broaden the school's provision map alongside the council's CPD offer for schools. This will be a one off investments to support the schools adjustment to the emerging needs.

Process for accessing Exceptional Needs Funding

Mainstream Provisions

Settings should submit an application form. The form will detail why the needs described fall outside of the ordinarily available provision within the setting and set out how the notional funding has been allocated at a whole school level to allow the local authority to determine why additional funding might be required.

It is anticipated that in most circumstances exceptional needs funding within a mainstream setting will support an emerging cohort of needs across multiple children/young people rather than being specific to an individual learner.



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Resourced Provisions and Special Schools

Settings should submit an application form. The form will detail why the needs described fall outside of the provision available within the setting and set out how the placed, and pupil-led funding has been allocated at a whole school level to allow the local authority to determine why additional funding might be required.

Where the request relates to a specific child or young person going through the statutory EHC process, the setting will be required to submit a costed provision at stage 1 of the assessment process and as part of the annual review which may be used to support any request for exceptional funding.

Associated documents

Annex 2 The Derby Way – graduated approach

Annex 3 EHCNA Guidance and Matrix

Annex 4 Banding



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