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| **SOCIAL, EMOTIONAL AND MENTAL HEALTH:DESCRIPTION OF NEED:FUNDING ALLOCATIONS** | | | | | | | |
| **1 MAINSTREAM ELEMENT 1 (AWPU)**  **Quality First Teaching** | **2 MAINSTREAM ELEMENT 1 (AWPU) + ELEMENT 2 FORMULA FUNDING (up to £6,000)**  **SEND Support SEND Register** | **LA DECISION MAKING PROCESS**   * **The Plan, Do Review cycle highlights the CYP is not making expected progress despite the Element 2 provision and has not responded to systematic, structured intervention provided by Element 2 funding.**   **Please refer to the list of evidence that is required at this stage before making an application to LA DECISION MAKING PROCESS for PFA funding. This must include evidence of the CYP pupil developmental levels (e.g. school specific pupil progress tracker)**. | **3 Pupil Funding Agreement (PFA) (SEMH) ADDITIONAL UNITS OF SUPPORT**  **SEND Register** | **LA DECISION MAKING PROCESS.**   * **The Plan, Do Review cycle highlights the CYP is not making expected progress despite the PFA** **and may require an EHCP assessment to identify needs. CYP has not responded to systematic, structured intervention provided by the EHCP funding.** * **Please refer to the list of evidence that is required at this stage before making an application to LA DECISION MAKING PROCESS for PFA funding. This must include evidence of the CYP pupil developmental levels (e.g. school specific pupil progress tracker)**.   **Annual review process indicates that a higher / different level of support / provision is needed to meet the needs of the CYP and promote progress.** | **4 EHCP specialist resourced provision for KS1 SEMH**  **SEND Register** | **LA DECISION MAKING PROCESS**   * **The Plan, Do Review cycle highlights the CYP is not making expected progress despite the PFA / EHCP** **and may require further / EHCP assessment to identify needs. CYP has not responded to systematic, structured intervention provided by the PFA / EHCP funding.** * **Please refer to the list of evidence that is required at this stage before making an application to LA DECISION MAKING PROCESS for EHCP funding. This must include evidence of the CYP pupil developmental levels (e.g. school specific pupil progress tracker)**.   **Annual review process indicates that a higher / different level of support / provision is needed to meet the needs of the CYP and promote progress.** | **5 EHCP Special – special school for SEMH**  **Special School Register** |
| The CYP will have SEMH difficulties identified by school. They will not usually have had an assessment for SEMH | The CYP has identified needs which may require additional specific provision available from within schools resources and/or specialist advice from services available to all children (Ed Psy/ Outreach) | The CYP has SEMH identified by appropriately qualified specialist teachers and other professionals. Their SEMH impacts on progress. These support the IPFA application. | The CYP has SEMH identified by appropriately qualified specialist teachers and other professionals. Their SEMH impacts on progress. These support the placement of the CYP in a KS1 SEMH Base. | The CYP has SEMH and a range of other associated difficulties. Behaviour may be challenging. |
| **Description of need of mainstream non SEND support CYP:**   * Quality first teaching is meeting the CYP needs * The CYP experiences SEMH difficulties which can be managed in a mainstream class within an inclusive school setting, with appropriate differentiation of task and teaching style.   They include low level /low frequency difficulties with:   * following classroom routines * complying with adult direction * responding to social situations * forming relationships with peers * immature social/emotional skills e.g. difficulties with turn-taking, sharing etc. * social isolation e.g. tends to play alone * low level anxiety or frustration | **Description of need of SEND support CYP:**   * The CYP experiences some SEMH difficulties and is struggling to cope with aspects of school, despite intervention. * There are some incidences of non-compliant and uncooperative behaviour e.g. refusal to work, disrupting the learning of others. * CYP is having some difficulties with self-regulating behaviour. * Behaviour causing a barrier to learning e.g. CYP disengaging, use work avoidance strategies, concentration can be limited * Lack of socialisation with peers and adults e.g. lack of empathy. * Risk of isolation or becoming socially vulnerable. * Failing to follow instructions. * Incidents of inappropriate impulsive behaviour. | **Description of need of PFA CYP:**   * The CYP experiences considerable SEMH difficulties and is struggling to cope with aspects of school, despite intervention. * Increased incidences of non-compliant and uncooperative behaviour e.g. refusal to work, disrupting the learning of others. * CYP is having some difficulties with self-regulating behaviour e.g. aggressive outbursts, high levels of anxiety, mood swings, unpredictable behaviour, which affects relationships. * Behaviour causing a barrier to learning e.g. CYP disengaging, may destroy own and others’ work, use work avoidance strategies. * Concentration is limited * Lack of socialisation with peers and adults e.g. lack of empathy, may refuse to communicate for long periods of time * Risk of isolation or becoming socially vulnerable. * CYP is moving from specialist base into mainstream requires short term additional funding, e.g. unstable family circumstances (reviewed termly). | **Description of need of resourced SEMH CYP:**   * The CYP experiences considerable SEMH difficulties and is struggling to cope with aspects of school, despite intervention. They will benefit from a small group setting. * The CYP’s behaviour can be unpredictable, disrupting the learning of others, and is challenging to mainstream staff. Specialist support, alongside a multi-agency approach is essential. * Includes frequent difficulties including: * Some incidences of non-compliant and uncooperative behaviour which are long-lasting and frequent e.g. refusals to work, leaving classroom. * CYP is having some difficulties with self-regulating behaviour e.g. aggressive outbursts, high levels of anxiety, mood swings, unpredictable behaviour, which affects relationships. * Behaviour causing a barrier to learning e.g. CYP disengaging, may destroy own and others’ work, use work avoidance strategies. * Concentration very limited * Lack of socialisation with peers and adults e.g. lack of empathy, may refuse to communicate for long periods of time * Risk of isolation or becoming socially vulnerable. * Behaviour puts CYP at risk of serious harm. | **Description of need of SEMH special school CYP:**   * The CYP experiences complex, frequent and persistent SEMH needs. The CYP’s behaviour is unpredictable and dangerous, with intense episodes of emotional and/or challenging behaviour, severely disrupting the learning of self and others. * Extreme risk taking behaviours e.g. arson, sexualised behaviour, criminal activity, use of weapons, substance misuse. * SEMH needs may be compounded by co-existing difficulties. The CYP is extremely vulnerable and there are safeguarding issues to consider due to acute levels of mental health concerns and increased risk-taking behaviours. * The CYP has been at risk of exclusion. A multi-agency approach, including educational and non–educational professionals, is essential. |
| **Required evidence to be submitted to SENCO to access element 2 funding**  **Evidence that:**   * CT has completed baseline assessment and re-assessment of CYP needs * CT has planned and organised implementation of significant differentiation, relevant to the CYP’s areas of need, to promote progress and access to the curriculum, e.g. scaffolding of learning, additional resources. This differentiation has continued for a reasonable period of time. * CT has planned and organised implementation of targeted, evidence based and well-founded interventions, relevant to the CYP’s needs. These have been implemented for a reasonable period of time. * CT has completed regular reviews of the CYP’s progress in response to both the differentiation and targeted interventions. * CT provides evidence that Quality First Teaching is not meeting the needs of the CYP. * CT describes in the context of their own class how element 2 funding will promote the progress of the CYP. * CT provides evidence of the involvement of CYP’s parents / guardians. | **Required evidence to be submitted to LA to access PFA funding.**  **Evidence that:**   * The SENCO has organised / undertaken more specialist assessment using tools (preferably standardised) relevant to the CYP’s needs. * The SENCO has sought additional specialist advice relevant to the CYP’s needs. * The SENCO has prioritised the CYP as requiring EP consultation time. * There is significant differentiation, relevant to the CYP’s need, to promote progress and access to the curriculum. This has continued for a reasonable period of time. * There is a continuation of targeted, evidence based and well-founded interventions, relevant to the CYP’s needs. * Both the differentiation and intervention reflect the specialist advice received and both have been implemented for a reasonable period of time. * There have been regular reviews of the CYP’s progress in response to the above specialist advice, differentiation and intervention. * Where progress has been made it has only been as the result of much additional intervention and support over and above that which is usually provided (Code p.146). * The Plan, Do and Review cycle has been adhered to and despite the substantial adaptations made, it is evidenced that a higher level of support / provision is needed to meet the needs of the CYP and promote progress. * The Element 2 funding has been fully utilised (costed provision map). * The SENCO in consultation with the CT, provides a description, in the context of their own school, how PFA will promote the progress for the CYP. * SENCO provides evidence of the involvement of CYP’s parents / guardians. | **Required evidence to be submitted to LA for consideration for EHCP assessment.**  **Evidence that:**   * There is a continuation of significant differentiation, relevant to the CYP’s areas of need, to promote progress and access to the curriculum. This has continued for a reasonable period of time. * There is a continuation of targeted, evidence based and well-founded interventions, relevant to the CYP’s needs. This has continued for a reasonable period of time. * The SENCO has sought further specialist advice e.g. EP consultation, where concerns with regard to the CYP’s needs and progress have persisted. * Both the differentiation and intervention reflect the specialist advice received and both have been implemented for a reasonable period of time. * There have been regular reviews of the CYP’s progress in response to:   + The above specialist advice, differentiation and intervention.   + The further provision which is in addition to those which are ordinarily available within the school’s resources. * The Plan, Do and Review cycle has been adhered to and despite the substantial adaptations made and the further provision which is in addition to that which is ordinarily available within the school’s resources or through a (PFA), it is evidenced that a higher level of support / provision is needed to meet the needs of the CYP and promote progress. * Recognised assessment, over a reasonable period of time and from a variety of sources, suggests that the CYP’s difficulties with cognition and learning fall within the moderate or severe range and impact upon all areas of cognition and learning. * A review, including relevant agencies is completed and provides a description, how an Education and Health Care Plan (EHCP) will promote the progress of the CYP. * SENCO provides evidence of the involvement of CYP’s parents / guardians.. | **Required evidence to be submitted to LA for consideration for review of placement.**  **Evidence that:**   * The Plan, Do and Review cycle has been adhered to (as in 3). * Despite the substantial adaptations made and the further provision which is in addition to those which are ordinarily available within the school’s resources, and is not ordinarily available within a mainstream setting (EHCP), it is evidenced that a higher level of support / provision is needed to meet the needs of the CYP and promote progress. * SENCO / Base Teacher provides evidence of the involvement of CYP’s parents / guardians. * The Annual Review has been attended by a LA officer. | **Required evidence to be submitted to LA for consideration for review of placement.**  **Evidence that:**   * The Plan, Do and Review cycle has been adhered to (as in 3). * Despite the substantial adaptations made and the further, highly personalised and specialist provision (EHCP), it is evidenced that a higher level of support / provision is needed, than is available within their current placemen in order to meet the needs of the CYP and promote progress. * There is evidence of CYP’s parents / guardians involvement. * The Annual Review has been attended by a LA officer. |