

High Needs

Further Education

Placement and Funding

Protocol

For young people aged 16-24 with
Special Educational Needs or Disabilities
in further education placements.



**achieving
for children**

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Introduction

Achieving for Children (AfC) has been delivering children's services on behalf of the Royal Borough of Kingston and the London Borough of Richmond since 1 April 2014. We are a Councils' jointly owned community interest company (CIC). The process for signing off and funding all post 16 placements for high needs learners in further education is managed by the 14-19 team at AfC on behalf of education, adult social care and health. However, the process involves a range of colleagues from Preparing for Adulthood team, SEN team, schools, adult social care and health, who all have contributed to the development of a learner's Education, Health and Care Plan. Therefore this Protocol is written on behalf of AfC and both local authorities (i.e. 'we' in the text).

The majority of young people who have special educational needs or disabilities (SEND) will access education and training provision in a mainstream setting with additional support funding. AfC is keen to continue its good working relationship with our local FE providers and those further afield, with the joint aim of supporting young people with SEND.

This Protocol sets out the procedures¹ for AfC to commission additional support for those young people who require 'top up' (Element 3) high needs placement funding in general further education (FE), in the academic year 2015/16².

The purpose of this document is to ensure that our FE placement procedures:

- Support young people to develop independent living skills and equip them (if appropriate) for employment
- Are in line with national legislation, such as the Children and Families Act 2014 and EFA funding policy
- Ensure value for money and prudent use of public funds in line with AfC's accountability to Councillors and residents

The document is aimed at FE providers but may also be useful for young people and parents, as well as colleagues who work directly with young people during their transition to post 16 learning and who are therefore involved in supporting the commissioning process.

¹ It describes the process of confirming funding for the placement after the Education, Health and Care Plan has been signed off by the SEN Panel

² See AfC's Local Offer website: www.afclocaloffer.org.uk

The SEND reforms and AfC responsibilities

The Children and Families Act 2014 Act underlines the duty on all local authorities to work in partnership with other agencies and learning providers to commission post 16 provision for students with high needs. From September 2014 new statutory responsibilities were placed on local authorities. These include:

- Working with health and social care colleagues to commission jointly services to deliver integrated support for young people with SEND
- Consulting on and publishing a Local Offer of the services available to support young people with SEND and their parents or carers
- Establishing coordinated education, health and care assessment and planning procedures
- Replacing statements of SEN and LDA/Section 139a assessments with Education Health and Care Plans (EHC Plans) that focus on outcomes
- Offering young people with an EHC Plan the option to receive personal budgets
- Identifying pathways to employment, independent living, good health, friends and relationships and participating in society as young people prepare for adulthood³

Education, Health and Care Plans

From September 2014, EHC Plans replaced Statements of Special Educational Needs and S139a/Learning Difficulties Assessments (LDAs). Any young person who received a statutory assessment after September 2014 and who qualifies, can get an EHC Plan. In line with the SEND Code of Practice, 0-25 years⁴, AfC is allowing 3 years to convert current Statements into EHC Plans and each Statement will be reviewed at the time of conversion. The transfer process is now well under way for Kingston and Richmond learners. For more information about the timeline for the transfer process, visit:

www.afclocaloffer.org.uk/pages/home/assessment-and-education-health-and-care-planning/transfer-schedule

EHC Plans have can continue up to the age of 25 provided the young person is at college or on an apprenticeship. All young people who currently receive support as a result of an LDA, who continue in further education or training beyond 1 September 2016, will have an EHC Plan where one is needed. It should take around 20 weeks to complete an EHC Plan from initiation to completion. The young person, a parent or one of the professionals working with the young person (including staff from FE Colleges) can ask AfC to conduct an EHC Plan assessment. More general information about EHC Plans can be found here:

www.afclocaloffer.org.uk/uploads/afclocaloffer/document/file/116/EHCP_Guidance_v1.3.pdf

³ Children and Families Act 2014 - Part 3 *Special Educational Needs and Disability*

⁴ Department of Education and Department of Health, 2014

The Local Offer

In line with the Special Educational Needs or disabilities (SEND) legislation AfC has fulfilled the statutory duty to develop and publish a Local Offer, setting out the support we expect to be available for local children and young people with SEND. The Local Offer website sets out information about provision available across education, health and social care, including for those young people who do not have EHC Plans.

To find out more about requesting a Plan for a prospective learner in 2016/17, please visit our Local Offer website at:

www.afclocaloffer.org.uk

Commissioning Principles for post 16 further education

As an FE College you are allocated funding designed to enable you to respond flexibly to meet the individual, specific learning support requirements of young people with additional needs. In considering placement requests we are basing our approach on the definition of preparing for adulthood in the SEND Code of Practice. This requires providers to ensure that young people work towards longer term outcomes, e.g. (supported) employment or, in the first instance after leaving college, an employability based route such as a traineeship, supported internship or apprenticeship. Or learners could be intending to move into higher education. For some, destinations will be independent living, participating in society, contributing to the local community and being as healthy as possible in adult life.

We support the principle that young people's education and training needs are best met where they are able to continue to live in their local area and access local mainstream provision and existing support networks. To this end and after extensive consultation with young people and their families, we are working to develop additional provision in Kingston and Richmond or the wider local area for young people with SEND. These include bespoke programmes within a post 16 setting in schools as well as employability routes, such as supported internships, in FE Colleges.

AfC is adopting the following commissioning principles with regard to funding the education element of the high needs learners' placements in FE in 2016/17:

- 1.** All applications for FE placements must clearly identify the young person's intended adult destination (as set out in Section E of the EHC Plan) and show how the learning programme will: Develop post-16 options and support that lead to employment, independent living, good health, friends, relationships and community inclusion⁵. All placements must support the young person's aspirations and be careers led, rather than simply participation and qualifications led. This principle will support the transition from Statements to EHC Plans for each person.
- 2.** In line with the SEND Code of Practice, we will fulfill our duty to work with the learner and his or her family to secure a place within FE at an institution of the young person's choice in line

⁵ www.helensandersonassociates.co.uk/wp-content/uploads/2015/03/ProgressinPreparingforAdulthoodweb-2.pdf

with the EHC Plan and the outcomes of the Plan consultation process with FE providers. We will work closely with AfC's Preparing for Adulthood team (and adult social care if appropriate) to ensure that the placement will meet the learner's educational, health, social care and emotional needs. In the rare event that learners in general further education attract social care or health funding, these elements of the placement will be signed off and funded by these services respectively.

3. We will consider the funding requests for high needs placements in general further education compared with the support levels that the young person received at school. If he or she attended a special school, we would expect that the support costs in FE would be broadly similar. We accept, however, there support levels for some learners will be higher or lower than the support they received at school. For learners from mainstream secondary schools, we would not usually expect Colleges to be applying for 'top up' funding (Element 3), as we would envisage that support could be met within the first £6k of additional support funding (Element 2).

For Kingston or Richmond residents, this general principle is set out as a guide, as follows, although obviously each application is considered on a case by case basis:

Type of school attended	Likely funding level
Band 1	
SLD school Residential (usually out of borough)	Top up funding (Element 3)
Band 2	
Mainstream secondary school MLD special school	Top up funding (Element 2 or Element 3 in circumstances where there is a proven need for additional learning support in excess of £6k)
Band 3	
Employment based route: traineeships, apprenticeships, supported internships	Some top up funding if over and above disadvantage formula funding for traineeships/apprenticeships from Skills Funding Agency

4. All young people and their families should be encouraged to consider a range of local options that will help them progress to the outcomes stated in the EHC Plan. These may include vocational programmes in FE, supported internships, Apprenticeships or other part time programmes that are designed as pathways into positive life outcomes.

Colleges should demonstrate that they will develop and deliver high quality study programmes that will provide stretch and progression enabling young people to progress to

a higher level of study than their prior attainment. This includes ensuring that programmes offer a GCSE or stepping stone qualification in English and Mathematics, if appropriate. Or, if the learner has no learning difficulty but has, for example, high functioning autism or ADHD, we expect College to employ strategies to tackle the anxieties that are presenting challenges for the young person to learn.

5. Where appropriate we also expect the learner to participate in work experience and non-qualification activity that will prepare him or her for employment or self-employment eg through work placements, apprenticeships, traineeships or supported internships, for independent living, for being healthy adults and for participating as fully as they can in society.
6. We will require detailed information on intended outcomes and level of study to support each request for 'top up' funding. Where the intended outcome is employment, for example, we will ask providers to demonstrate how the funding package is being used to prepare the young person for employment. This may not be just through the attainment of qualifications, e.g. for hearing impaired learners we would expect to see how the programme will support the young person to operate, on a daily basis, in a workplace setting, using the most appropriate learning methods and/or assistive technology. For learners with autism, providers should show an understanding of these often 'hidden' disabilities and how the top up funding will support appropriate interventions to tackle these
7. All post-16 placements should complement and provide natural progression from the learner's previous destination. This applies particularly to learners who have been previously in a specialist residential placement. If we receive funding applications for such learners, we will require clear evidence from you as an FE provider as to how the learning programme will support the learner to achieve the outcomes in the EHC Plan. In this scenario we would approve an FE placement for one year to support the transition process⁶.
8. Changes in support levels as a result of in year reviews of the EHC Plan will need to be authorised by the SEN Panel and adjusted funding levels confirmed by the 14-19 team, who will liaise with providers with regard to any necessary contract variation.
9. We expect to consider applications for placements at providers that already hold a contract with the Education Funding Agency, the public body that funds education for learners between the ages of 3 and 19, and those with learning difficulties and disabilities between the ages of 3 and 25. If the provider does not hold an EFA contract, we would give careful consideration to the application and the rationale for such a request. Any such application would be subject to quality and other checks as appropriate and all applications will be considered in the context of the most recent Ofsted reports and grading. If a College has been deemed as Requiring Improvement and is undergoing monitoring visits, we may be unable to support the request to fund the placement until Ofsted has undertaken a further inspection visit and removed the Requiring Improvement status⁷.

⁶ All funding placements, irrespective of setting, are confirmed for one year, irrespective of the proposed length of the placement. After one year, funding will usually be confirmed for a further year for continuing learners.

⁷ www.gov.uk/government/organisations/education-funding-agency/about

10. We recognise the challenges that current post 16 admissions arrangements sometimes create for FE providers, especially in relation to SEND placements, where Element 2 and Element 3 need to be accessed. With the support of families and you as the FE provider, we will seek to confirm a funded placement with you (assuming all criteria have been met and the requisite funding information has been received from you) before July 2016 at the latest. This means that you as the provider can plan provision accordingly, within your budget, and the young person and the family can be certain that the place is secured from September. Hopefully this will ease the transition process, removing the inherent uncertainty that may arise from the current post 16 funding arrangements.

How the funding works

In 2015/16, AfC funded 81 learners in post 16 Further Education College placements. We expect this number may increase in 2016/17 in the light of our current SEND review and a commitment from our local providers to increase SEND provision – particularly employability routes. Top up funding ('Element 3') is taken from the high needs block of AfC's Dedicated Schools' Grant (DSG)⁸ and as with most other public funding streams, there will be no increase to the high needs block for local authorities in 2016/17. Therefore, as well as the requirement to be able to manage this finite budget into the 2016/17 financial year, AfC is keen to identify and confirm high needs FE learners as early as possible prior to September 2016 (Principle 11 above). The following section provides an overview of how we expect the high needs funding to work in 2016/17.

Post 16 HNS Funding – the package

The definition of a high needs student is as follows⁹.

Pupils and students who receive support from local authorities' high needs budgets include:

- children aged 0 to 5 with SEN whom the local authority decides to support from its high needs budget. Some of these children may have EHC Plans
- pupils aged 5 to 18 (inclusive of students who turn 19 on or after 31st August in the academic year in which they study) with high levels of SEN in schools and academies, further education (FE) institutions, specialist post-16 institutions (ISPs) or other settings who receive top-up funding from the high needs budget. Most, but not all, of these pupils will have either statements of SEN or EHC Plans
- those aged 19 to 25 in FE institutions and SPIs who have an EHC Plan and require additional support costing over £6,000 (if aged 19 to 25 without an ECH plan, local authorities must not use their DSG to fund these students, see Annex 1 for more details)
- school-age pupils placed in alternative provision by local authorities or schools

⁸ The DSG is payable to local authorities under section 14 of the Education Act 2002 and includes a high needs block of funding that supports young people with high needs in schools and colleges.

⁹ *High needs funding 2016 to 2017 - Operational Guide* (Version 1.0 September 2015) – Education Funding Agency

Providers will be aware that the post 16 high needs funding system, which since 2013, applies to FE colleges, sixth form colleges, school sixth forms and ISPs, has two main components, which are:

- Core funding – included within mainstream schools and academies budgets, derived from their local funding formula. Other institutions (i.e. ISPs and FE Colleges) receive place funding (sometimes known as Elements 1 and 2 for post 16. Element 1 is a specific amount allocated to FE providers and subject to a number of factors relating to the individual institution, the EFA average being £5,000. Element 2 represents the first £6,000 of additional support funding for each learner and is allocated directly to FE providers from the EFA
- Top up funding (sometimes known as Element 3) represents the amount of additional learning support funding over and above the first £6,000 (Element 2). The Element 3 part of the package is commissioned and paid by local authorities.

Planning, agreeing and funding post 16 high needs placements: the process

The Apprenticeships, Skills, Children and Learning Act (ASCL Act 2009) places a duty on all local authorities to secure enough suitable education and training to meet the reasonable needs of 16-19 year olds as well as those aged 19-25 who are subject to an LDA¹⁰/EHC Plan). In addition, the Children and Families' Act 2014 and regulations contain a wide range of duties for local authorities some of which include:

- Supporting and involving young people and having regard to their views, wishes and feelings including their aspirations for adult life (Section 19)
- Making joint commissioning arrangements with health services about the education, health and care provision for young people to achieve positive adult outcomes (Section 26)
- Keeping education and care provision under review (Section 27)
- Co-operating with FE Colleges, sixth form colleges, 16–19 academies and independent specialist colleges approved under Section 41 of the Act
- Publishing and maintaining a Local Offer of services, support and provision available within the borough and beyond that will help young people to prepare for adulthood and independent living (Section 30)¹¹
- Offering advice and information through the Local Offer directly to young people – including information and advice which supports young people to prepare for adult life (Section 32)
- Preparing EHC Plans (Section 38)

We expect that most young people aged 16-18 who are eligible for high needs 'top up' funding will have an Education, Health and Care Plan. Learners who are aged 19 -24 must have an EHC Plan in place to qualify for high needs funding.

¹⁰ Now being transferred to Education, Health and Care Plans for learners continuing in education from September 2016

¹¹ For detailed information on The Local Offer see Chapter 5 SEND Code of Practice (June 2014)

The 14-19 team will receive a copy of the draft Plan during the EHC Plan consultation phase with providers so that we are aware of the level of educational support required for the learner. We will then require a funding request to be completed by the learning provider and submitted to us for consideration. In considering the funding request, we will benchmark the funding levels requested against the current support levels that the young person receives at school. If learners attended a mainstream school, we would usually expect these learners to be supported through core funding.

Where young people are capable of, and wish to work, on leaving school or college, we will encourage and support them to apply for employment based routes, i.e. supported internships, traineeships and apprenticeships that can help them to progress in the workplace. All post 16 destinations should be stipulated in the learner's EHC Plan, including employment based routes, as these include an element of learning.

For more information, please see:

www.afclocaloffer.org.uk/pages/home/preparing-for-adulthood/education-business-partnership

Post 16 operational funding principles

We will not confirm funding and commissioning decisions until the full costs and affordability of a placement have been considered in the light of the overall budget available. Therefore we would ask providers to present us with high needs costings in a timely, transparent and comprehensive manner in order not to delay agreement of placements.

Please see our 2016/17 funding request templates attached as Appendix A, B and C.

Frequently Asked Questions

For the 2016/17 academic year, please see the following HNS operational funding principles for placements. We have set these out as frequently asked questions.

1. On your funding request template, why do you ask for the total funding package for each learner?

We will take account of the total funding package for each learner, including the core funding (Elements 1 and 2) because we can then compare this overview with the additional support funding that the learner was attracting in his or her previous placement. As a rule of thumb, we would expect additional support needs for learners who attended mainstream schools to be covered within the first £6,000 of additional support. We would not expect FE Colleges to be requesting a higher level of funding than what the learner attracted under a Statement/EHC Plan if they attended a mainstream school.

2. Who is eligible to receive top up funding?

We expect that most 16-18 year old high needs learners will have had a Statement and will have an EHC Plan. If there is no EHC Plan/LDA in place we will require a detailed rationale in order to consider each case individually. We accept that in some cases, exceptional circumstances may have resulted in the young person being enrolled as a high needs learner (eg. recent moving into the borough, or change in recent support levels required)

For learners who are 19+ without an LDA or ECH Plan, we would expect providers to draw down SFA funding (as set out in the SFA/EFA funding guidance):

www.gov.uk/government/uploads/system/uploads/attachment_data/file/281346/FINALMarch_2013_-_EFA_and_SFA_LLDD_Position_statement_2.pdf

3. We receive an amount of core funding, that is, Elements 1 and 2, from the EFA based on our 2014/15 allocation. What happens if we recruit more learners in 2016/17 than our allocated numbers?

If you have recruited learners that are additional numbers to your overall allocation, we will fund the first £6,000 (Element 2) of additional support costs for Kingston and Richmond learners. If you are based in Kingston or Richmond, we would expect you to prioritise your high needs core for Kingston or Richmond learners, wherever possible. However, we would not expect to fund the first £6,000 for continuing learners in 2016/17, irrespective of whether we funded Element 2 in 2015/16.

4. Will you be covering initial assessment and administration costs in 2016/17?

We are unable to pay for high needs initial assessment or administration costs if these are listed separately on the funding form, as we would expect Colleges to bear the cost of this as an overhead cost as part of your 'place' funding.

5. As an FE College, we don't know who is going to turn up at enrolment who might have high needs. What happens then?

We expect all providers to have notified us of Kingston or Richmond high needs who have enrolled, at the latest by the start of the spring term in January 2017. Any places provided to HNS learners that are not notified to AfC prior to this date will be considered to be uncommissioned places and are unlikely to be funded. Having said that, the learners who will attract top up funding will in most cases be known to AfC already. We will work with our Preparing for Adulthood team to make every effort to support them to apply for and accept an offer from the provider that can meet their needs, so we would expect that funding for these learners will be in place by the start of the autumn term.

6. A learner has applied to us whom we consider might need top up funding, but who does not have an EHC Plan but one is being applied for. What happens now?

If the application for the learner's plan is agreed by our SEN Panel, the funding will follow. We will not be able to fund the support retrospectively however, it will be provided from the date the Plan is agreed. We would not expect learners without a Plan to be high needs ordinarily, or that we are unaware of them after the planning process for 2016/17 has started, although we accept that there can be changes of circumstances that necessitate this.

7. Do we have to submit funding applications for learners who are continuing in 2016/17?

We require funding applications for all high needs learners in 2016/17. If they are embarking on the second year of a two year programme, we would expect to see a 'step down' in the level of top up funding required, as they develop more independent learning and living skills. We recognise that the nature of the disabilities of some young people will preclude this. However, if the same level of funding is being requested, we will still require a full rationale for this, as we only ever agree funding for one year.

If FE learners are remaining at your institution but moving to a higher level programme in 2016/17, we need a clear rationale for the funding requested, as effectively this will be a new course and not a continuation of this year's programme (for example if they are moving from a supported learning programme to a mainstream one). We will give consideration to the appropriateness of the course for that person or whether, alternatively, an employability based route might be in their best interests.

8. We have a learner who has completed a two year course with us and would really benefit from a third year here to support her transition – can we apply for this?

We would only expect to receive a request to extend the duration of a placement in exceptional circumstances. This may be, for example, if a learner requires extra time to complete a programme of study because of illness or unexpected anxiety or mental health issues have delayed progress. We would require supporting evidence to consider a placement extension, which would include written justification from the College and from the learner's social or transition worker which confirms the rationale for requesting the extension. We will not consider extension requests based solely on the need for further

transition planning for the learner. Transition planning must be integrated throughout the learner's programme from the start of the placement.

9. Do you pay for specialist equipment?

In some cases, specialist equipment might be provided to aid learning (in which case we would require evidence that this equipment is needed for the individual learner in question and not for general use within the College and is available for the young person to keep, if appropriate, when they complete their learning programme.

10. We have a learner who has not been attending for his full allocation of hours each week. What should we do about this?

We expect providers to notify us of low or non attendance so we can make a judgment as to whether we cover the costs of his or her support. If a learner is ill for a short period we would continue to fund the place. However, if attendance starts to drop off we would expect the provider to notify us of this as soon as possible. It may be that interventions can be put in place to help the learner return to college. Or it may just be that the placement is not appropriate for the learner at this time. Either way, the top up funding is based on the individual needs of the learner and cannot be used to support staff overheads if the learner is not there for a period of time.

All learning providers have a statutory duty to inform the learner's local authority of residence if a learner is at risk of NEET or has already left learning early. Please contact Kerstin Byfield on 020 8547 5314 or Kerstin.byfield@achievingforchildren.org.uk

Contracting

Once the 14-19 Team has authorised the funding for the placement, this will be confirmed in writing to the learning provider and a contract issued for 2016/17.

Should support levels for the learner change in that year, once the changes have been signed off, a variation will be made to the contract. We will require evidence to support the variation.

The contract will detail all components of the placement package: education, and if relevant, social care and health, together with the amounts of Element 1, Element 2 and Element 3 that make up the total support package. The contract should be signed by the Principal or a senior officer with budgetary responsibility.

AfC is broadly working to the guidance produced by the Education Funding Agency for placements in 2016/17 with regard to contracting timescales. This requires the following timetable to be followed in respect of high needs learners who are known to us for placements for 2016/17:

- Learners and families contacted to provide confirmation that place will be taken up in September (subject to entry criteria being met, College assessment made and no change in circumstances (May/June)¹²
- Discussion on funding package and AfC agreement confirmed with provider by 30 June 2016
- Contract signed with College by 15 July 2016
- Learner enrolls and starts programme by 30 September 2016

¹² The process is predicated on College assessment confirming that learners needs can be met, the chosen course being available in 2016/17 and that there is no change in the learner's circumstances that prevents enrolment at the College.

Appeals

If a young person or his/her parent / carer(s) wish to appeal against AfC's decision regarding the level of proposed support and subsequent funding for the placements, it will be dealt with under AfC's HNS funding appeals procedure, as set out below:

AfC's HNS funding appeals procedure

Decision not to support FE funding request for high needs placement made by 14-19 team under AfC Associate Director, Commissioning

Young person and family advised in writing as to why funding request refused OR a reduced funding level is offered, based on one or more criteria such as:

- Learning programme not deemed suitable to meet young person's stated outcomes
- Level of support deemed too high ('over provision') to enable young person to develop independent learning and social skills in the learning environment
- Disparity of support levels compared with support provided at previous placement (taking other factors into account, such as larger college environment etc)



Young person/parent/carer challenges decision in writing (letter or email, headed up High Needs Placement Funding Appeal), providing:

- Evidence of need for support levels to be put in place to meet learning need
- A clear rationale as to how the chosen learning programme will help the learner meet his or her outcomes as stated in the EHC Plan



Acknowledgement provided within 5 working days



Stage 1: Challenge is reviewed by senior officer within AfC, taking into account all the factors presented by the College and associated professionals and within 20 working days sends the family a written notification of the outcome including:

- Detailed reasoning for decision made

- Notification of option to escalate to Stage 2

Family challenges senior officer's decision within 20 days



Stage 2 (within 30 working days)

Independent appeal panel (senior AfC officer who carried out Stage 1 must not sit on Panel) reviews evidence presented by the parent (and College if appropriate) and makes final decision on funding for placement

14-19 team sends decision letter to family (within 5 working days), including how to escalate the case to Local Government Ombudsman (LGO).



College is notified of outcome of Panel decision.

Further information

Other supporting documents:

- The SEND Code of Practice (final draft June 2014)
www.gov.uk/government/publications/send-code-of-practice-0-to-25
- DfE guidance for schools and colleges on implementing the 0 - 25 SEND reforms (April 2014)
www.gov.uk/government/uploads/system/uploads/attachment_data/file/328221/SEND_implementation_update_-_June_update_version_15.1.pdf
- High needs funding 2016 to 2017 – Operational Guide (Version 1.0 September 2015)

Contact us

In the first instance, for queries relating to general high needs learning matters, contact:

Amanda Dowden

14-19 Co-ordinator

020 8547 5848

If you already hold a contract with AfC for high needs FE funding or have held one in the past, for queries relating to current or future learners, contact:

Kerstin Byfield

16-19 Funding Officer

020 8547 5314

Ann Mason

14-19 Manager

020 8547 6989

Or email 14-19@achievingforchildren.org.uk

Other information

Other supporting documents:

- The SEND Code of Practice (final draft June 2014)
www.gov.uk/government/publications/send-code-of-practice-0-to-25
- DfE guidance for schools and colleges on implementing the 0 - 25 SEND reforms (April 2014)
www.gov.uk/government/uploads/system/uploads/attachment_data/file/328221/SEND_implementation_update_-_June_update_version_15.1.pdf
- High needs funding 2016 to 2017 – Operational Guide (Version 1.0 September 2015)

Guidance

FE Funding Breakdown 2016-2017

Guidance

Introduction

This form aims to breakdown areas of spend within the overall contract price and identify the breakdown of High Needs funding. In most instances this will be just Education, however individual circumstances may require Social Care funding.

The costs within the spreadsheet should be for the **entire** provision and inclusive of any income from the EFA, which will be deducted from the education funding and detailed within the contract schedule.

Completion

Please complete the **white** cells. The sheets are linked and the shaded cells will self-populate with the calculations and information to save repetition. Some cells have drop-down menus.

Learner information

Course title - the name of the course that the learner is taking and that you are requesting funding for.

Qualification to be achieved - please specify the qualification e.g. GCSE, Btec, Diploma and the level if relevant e.g. NVQ level 2

Learner's year of study - please indicate the learner's year of study at your institution.

Length of course - is it a one or two year programme?

Learner's Documentation - please choose the most recent document from the drop-down menu.

Learner's destination - please identify the learner's likely destination after this course of study.

Learner's LDD - please choose up to four LDD categories, focusing on the most significant.

What happens next?

Please return this form to the 14-19 team by email

(kerstin.byfield@achievingforchildren.org.uk). The funding breakdown will be presented to the Education Commissioner (and if appropriate to Adult Social Care) and a decision will be made about the funding request. We may ask for clarification or further information regarding the funding request. In this instance, the decision will be postponed until the necessary information has been received to enable a decision to be made.

Provider Information

FE Funding breakdown 2016-2017						
Provider Information				Date of completion:		
Provider Name						
Address						
Postcode						
Review Contact Name						
Email Address						
Direct Phone Number						
Summary of learners						
Initials of learners	Date of birth	Funding Authority	Education	Adult Social Care	Total	
1	00/01/1900		£	£	£	
2	00/01/1900		£	£	£	
3	00/01/1900		£	£	£	
4	00/01/1900		£	£	£	
TOTAL			£	£	£	

Learner costs

FE Funding breakdown 2016-2017			
Learner 1 Costs		Date of Completion:	00/01/1900
Provider Name			
Learner Name			
Course title			
Qualification to be achieved		Length of course (in years)	
Learner's Date of Birth		Learner's Postcode	
Learner's Year of Study		Learner's documentation	
Learner's intended destination		Learner's LDD	
Weeks in academic year		Learner's LDD	
Value of Element 1	£	Element 2 allocated to learner	
Are you applying for funding for a new course for this learner?			
Please provide an individual breakdown of hours for the learner based on an average week of provision			
Education			
	Weekly Hours	Hourly Rate	Cost per Week
		£	£
Total Staffing Costs	£		£
Non-staffing overheads			£
Please give details of non staffing overheads			
Total Weekly Education Costs			£
Total Annual Education Costs			£
Adult Social Care			
	Weekly Hours	Hourly Rate	Cost per Week
		£	£
		£	£
Total Staffing Costs			£
Non-staffing overheads			£
Please give details of non staffing overheads			
Total Weekly Adult Social Care Costs			£
Total Annual Adult Social Care Costs			£
Totals costs			

