

REQUEST FOR ENHANCED SCHOOL ACTION PLUS FUNDING. GUIDANCE NOTES

A pupil will be brought to the CSA's attention, as possibly requiring Enhanced School Action Plus Funding if it is considered by the school that the pupil meets the criteria for ESAP Funding in the areas of:

- Moderate Learning Difficulties, (MLD),
- Specific Learning Difficulties; (SpLD),
- Speech, Language and Communication Needs; (SLCN),
- Autistic Spectrum Disorder; (ASD),
- Hearing Impairment; (HI),
- Physical Difficulties or Medical Conditions; (PD),
- Visual Impairment; (VI) or
- Behavioural, Emotional or Social Difficulties; (BESD) (Primary phase only).

1.0 CRITERIA

The following criteria apply to pupils at Year 1 and above.

Children who are accessing the Foundation Stage Curriculum, will be considered by the Early Years Panel for EYAP (Early Years Enhanced Action Plus) if they meet the Early Years' criteria.

The panel has the responsibility for considering the information supplied by the school in line with the published criteria.

For Year 1 and above all requests for ESAP funding will be considered by the Area Moderating Panel.

1.1 Moderate Learning Difficulties.

Reading

For pupils in Key Stage 1, the pupils will be **at or below the 1st centile** on a recognised test of reading accuracy and have **failed to achieve Level P6** as judged by the Performance Scales for **English (Reading)** as set out by the DfES for pupils working below Level One of the National Curriculum.

For pupils in Key Stage 2, the pupil will have **failed to achieve Level 1** on the **Reading element** in Key Stage 1 SATs and be **at or below the 1st centile** on a recognised test of reading accuracy.



For pupils in Key Stage 3, the pupil will have **failed to achieve Level 2** on the **Reading element** in Key Stage 2 SATs and be **at or below the 1st centile** on a recognised test of reading accuracy.

For pupils in Key Stage 4, the pupil will have **achieved Level 2 or less** on the **Reading element** in Key Stage 3 SATs and be **at or below the 1st centile** on a recognised test of reading accuracy.

Spelling

For pupils in Key Stage 1, the pupils will be **at or below the 1st centile** on a recognised test of spelling and have **failed to achieve Level P6** as judged by the Performance Scales for **English (Writing)** as set out by the DfES for pupils **working below Level One** of the National Curriculum.

For pupils in Key Stage 2, the pupil will have **failed to achieve Level 1** on the **Writing element** in Key Stage 1 SATs and be **at or below the 1st centile** on a recognised test of spelling.

For pupils in Key Stage 3, the pupil will have **failed to achieve Level 2** on the **Writing element** in Key Stage 2 SATs and be **at or below the 1st centile** on a recognised test of spelling.

For pupils in Key Stage 4, the pupil will have **achieved Level 2 or less** on the **Writing element** in Key Stage 3 SATs and be **at or below the 1st centile** on a recognised test of spelling.

Number

For pupils in Key Stage 1, the pupil will be **at or below the 1st centile** on a recognised test of number and have **failed to achieve Level P6** as judged by the Performance Scales for **Mathematics (Number)** as set out by the DfES for pupils **working below Level One** of the National Curriculum.

For pupils in Key Stage 2, the pupil will have **failed to achieve Level 1** on the **Number element** in Key Stage 1 SATs and be **at or below the 1st centile** on a recognised test of number.

For pupils in Key Stage 3, the pupil will have **failed to achieve Level 2** on the **Number element** in Key Stage 2 SATs and be **at or below the 1st centile** on a recognised test of number.

For pupils in Key Stage 4, the pupil will have **achieved Level 2 or less** on the **Number element** in Key Stage 3 SATs and be **at or below the 1st centile** on a recognised test of number.



1.2 Specific Learning Difficulties.

Pupils will be considered for additional funding in respect of specific learning difficulties if all of the following apply:

- Their **reading** attainments fall **below the 4th centile** and/or their **spelling and number** attainments are **at or below the 1st centile**
- They have a **reading age below 9 years** and a **spelling or number age below 8 years**
- There is a **significant discrepancy** (of at least 2 Levels) between their attainment Levels in different areas as measured by end of Key Stage SATs, e.g. Level 4 in number, Level 2 in reading on Key Stage 2 SATs.

*(If there are no relevant (optional) SAT results, the panel should consider other available evidence of significant discrepancy, such as BPVS or the Naglieri. If the pupil is operating **at or above the 50th Centile** this can be accepted as an indicator of **significant discrepancy**).*

1.3 Speech, Language and Communication.

For pupils in **Key Stage 1 or 2**, the pupil will have **failed to achieve Level P5** as judged by the Performance Scales for **English (Speaking and Listening)** as set out by the DfES for pupils **working below Level One** of the National Curriculum.

(Note: For pupils at Key stages 3 and 4 funding will only be provided if the pupil meets one or more of the other criteria).

In cases where a pupil has not been entered for end of Key Stage SATs by their school, because it was considered that they would not meet/achieve the lowest level; the school should give their estimated Level.

If the SLT is already working with the pupil, a report from the SLT should be included with the request for ESAP funding. This should identify the severity of the pupil's difficulties and if Centile scores are available, these should be included.

If there has been no SLT input to date, a referral to SLT service should have been made and accepted. A copy of the referral should be appended to the ESAP Funding application, and this should provide evidence of the pupil's difficulties in relation to SLCN.

If the request for funding is on the basis of Speech, Language and Communication Needs, and a therapist is working with the pupil, a



report from the Speech and Language Therapy Service is essential. If not, a referral must have been made and accepted. A copy of the referral should be included.

1.4 Criteria for all other categories listed.

Criteria for ASD, HI, PD, VI and BESD are attached as Appendix A to this guidance document.

1.5 School Action Plus interventions for all categories of need.

As a general rule, the CSA will only accept referrals where the school provides evidence that sufficient measures have been taken to try to meet the pupil's special educational needs. **There is a requirement that specialist input at School Action Plus (SAP) has been provided.** There should be clear evidence of this within the submission. Where a pupil has transferred to a school, information about the support provided by the previous school should be submitted.

In particular the CSA will need clear evidence from the school that it has:

- Sought the views of and involved the pupil and the parent(s) at each stage.
- Taken consistent action to make both the curriculum and the school day accessible to the pupil, including alerting all teachers to the pupil's particular needs.
- Formulated, monitored and regularly evaluated individual education plans at SEN Code School Action and School Action Plus, with clear targets and evidence of outcomes - at least two Individual Education Plan reviews should have taken place at each stage.
- Assessed progress, using reliably administered standardised tests, baseline assessment, PIVATS 2 and National Curriculum assessments where appropriate.
- Deployed its own resources in a way which best promotes the child's learning.
- Consulted and acted upon the advice of external specialists such as LEIS, Speech and Language Therapist etc and monitored the pupil's progress as a result of the action taken.
- Considered and, where appropriate, made use of information technology.



- Closely monitored the pupil's emotional and behavioural responses to her or his learning difficulties or disabilities, and implemented its policy on pastoral care and guidance and/or its behaviour policy.
- With the consent of the parent(s), notified and sought the assistance of the school doctor and/or the child's GP as appropriate.

It is essential that parents are informed of this action and have been given the opportunity to attend and contribute to review meetings to discuss action taken and proposed by the school.

2.0 THE ROLE OF THE AREA MODERATING PANEL

The request for ESAP Funding will be considered by the Area Moderating Panel. This panel consists of representatives from local schools, the EPS, LEIS, SEN Officers, S<, and is chaired by the Senior SEN Officer.

Where the Panel agrees that the pupil meets the criteria, (see above and Appendix A), it will allocate funding based on the severity of the pupil's difficulties. Funding will be allocated in units of 0.5WPN (weighted pupil number) up to a maximum of 2.0WPN.

If an Area Moderating Panel believes that a pupil's needs are so severe that a higher level of funding may be needed, it can ask the County Moderating Panel to consider the case or recommend that the pupil should undergo a statutory assessment.

For monitoring purposes, the Area Moderating Panel can request an assessment by LEIS or recommend that the school should refer to their EP.



Weighting / SEN Type	WPN 0.5	WPN 1.0	WPN 1.5	WPN 2.0
Moderate Learning Difficulty	Spelling or number	Reading and /or Spelling and / or number	Reading + SLCN	Reading + spelling + number + SLCN
Specific Learning Difficulty	Number or spelling	Reading and /or Spelling and / or number	Reading + SLCN	Reading + spelling + number + SLCN
SLCN		SLCN only	+ Reading	+ Reading + spelling + number
ASD	Able to access the curriculum independently support to access the unstructured times of the day	As in WPN 0.5 and organisational support	As in WPN 1.0 and general inability to understand / follow instructions and cope with a variety of environments / adults	ASD with Reading or spelling + number or SLCN
HI* (10 hours per year QTOD in place MCHAS – TA hours only)	Some modification of curriculum materials needed	Some curriculum support and one or two specific programmes	Curriculum support in targeted areas and two or three specific programmes	As in WPN 1.5 and additional teacher input required
PD/Medical	Some modification of curriculum materials needed. Dyspraxia	Mobile but some curriculum support and one or two specific programmes	Mobile with some learning difficulties needing targeted support and two or three specific programmes	With associated learning difficulties needing targeted support and more than three specific programmes
VI	Some modification of curriculum materials needed	Some curriculum support and one or two specific programmes	Curriculum support in targeted areas and two or three specific programmes	As in WPN 1.5 and low vision aids for classroom access and additional teacher input required
BESD	Behaviour difficulties mainly outside classroom	Behaviour difficulties in some but not all learning situations	General behaviour difficulties at school most situations	General behaviour difficulties with associated learning difficulties

Note where there is a combination of difficulties funding may be allocated from a higher Band. Difficulties across the bands for ASD and BESD are cumulative.



3.0 FUNDING

3.1 Transition Pre School to Year R

If a pupil is receiving a Supported Nursery Placement without a statement, the Spring Term review should provide evidence of child's needs. If it is considered that ESAP funding is required for school, the Early Years Setting should make a submission to the Early Years Panel. This will be considered using the Early Years Criteria.

If agreed, funding would be for 4 terms. The school should review, as above, and re-submit to the Panel if support is needed to continue beyond this.

3.2 Transition Year 6 to Year 7

If the funding is due to finish in the spring or summer term of Year 6 the funding will automatically be extended to the end of the autumn term in Year 7. The secondary school will need to review progress at the end of the autumn term. If the school requires funding to continue, it will need to submit to Panel in the late autumn term.

3.3 Continuation of Funding.

If it is felt that funding should be continued beyond the initial period, a re-submission should be made to the Panel. This should include all the original information together with evidence of how the ESAP Funding has been used and an evaluation of the impact this has had on the pupil's difficulties. Funding will not be allocated unless there is evidence of this and the pupil continues to meet the criteria.

3.4 Allocation of Funding.

If the Panel's decision is to agree ESAP Funding, a Funding Agreement will be issued which will identify the weighted pupil number (wpn) and the start date. Money will be allocated to schools in the same way as delegated funding for pupils with Statements of SEN through a termly count. Funding will be guaranteed for a total of 6 terms, (except at periods of Transition as described above).

Once funding is agreed, pupils will be regarded as being at Enhanced School Action Plus and schools would be required to maintain IEPs and review these on a regular basis.

If a pupil who is receipt of ESAP Funding moves school within Lancashire, the funding will transfer from the next count date, (as it does with pupils who have a statement).



If a Lancashire pupil attends a school outside of Lancashire, he / she will not qualify for ESAP Funding. If a non-Lancashire pupil attends a Lancashire school, an application may, however, be submitted.

4.0 APPLICATION FOR FUNDING (ESAP 1)

Referrals should be made using the standard request form (ESAP1) and attaching Appendix 1 / 2 / 3 / 4 / 5 if one of the newer categories is being considered, taking into account the criteria above and ensuring that the required evidence is presented to enable the panel to make a judgement.

(BESD criteria – the criteria require that the ABC Pupil Enquiry Form is completed and submitted as part of the evidence of intervention. This form was initially devised for use in secondary schools for gathering information from a range of sources to demonstrate whether a pupil is displaying behaviours in more than one setting. The form can be adapted for use in the primary sector as children work / interact with more than one adult in the school setting – class teacher / TA / Welfare Assistant / specialist teachers – music / PE / Literacy / numeracy. The purpose of the form is to demonstrate that you have analysed the reasons for the young person's behaviour and attempted to address them.)

The following guidelines are intended to assist the completion of the Request Form:

4.1 Chronology of Action

This should follow the same format as the Chronology of Action collated normally when a child is placed at School Action. (The dates should correspond to the IEPs submitted.)

4.2 Summary Report.

This should follow the format of the sub headings provided on the Educational Advice form. This provides a summary of the information required by the Panel in order to make a decision.

4.3 Evidence of input / evaluation.

This should include **three** written individual education / behaviour plans – the **last IEP / IBP at School Action** and two at School Action Plus (the **first IEP / IBP at SAP** and the **most recent**) indicating the approaches adopted, the monitoring arrangements followed and the educational outcomes. All three of these IEPs / IBPs should indicate evidence of review and evaluation.

4.4 Support Service or Outside Agency Involvement.



It is expected that appropriate support/ advice will have been sought during School Action Plus. Any reports provided by support services should be enclosed, together with evidence of the involvement and views of professionals with relevant specialist knowledge and expertise outside the normal competence of the school.

Where requests are being made for the five newer categories it is necessary to highlight on these various reports where you have identified that a child meets elements of the criteria. For example if a letter has been received from a Paediatrician which suggests the child displays 'features consistent with autism' this section should be highlighted as evidence. Collecting and highlighting evidence in this way will help ensure you have met all the requirements of the set criteria before putting forward a request for funding.

4.5 Other Relevant Report.

This information could come from a range of sources including reports by private agencies provided by the parents. This should include the recorded views of parents and children on the earlier stages of assessment and any action and support to date. Where appropriate, there should be evidence relating to Social Services involvement.

4.6 Evidence of level of functioning.

This information provides general information about the pupil's functioning within the basic skill areas and should be completed in cases where information is available.

For pupils in Key Stage 1, details of Foundation Stage and baseline assessments carried out at the beginning and end of Year R should be provided. For all pupils at Key Stage 1, PIVATs scores should be provided.

If the school collates information about the child's attainments over the years using the 'Brick Wall' tracking system this could be included as additional evidence with the Chronology of Action. (see 4.1)

4.7 Quantitative evidence.

For pupils at Key Stage 2 and above, scores on standardised tests should be provided. These must include tests covering the areas in which additional funding is being requested and should provide standard scores, centiles and age equivalent scores.

These test results should provide evidence of the individual pupil's difficulties in relation to the criteria (see above). Copies of the completed WRAT tests are helpful in providing a clearer picture of the child's level of functioning. (Schools should retain the original copy.)



CARS and Devereux Rating Scales for ASD and BESD should be completed by the school and submitted together with the ESAP 1 and accompanying evidence for the Area SEN Officers to score.

(It is suggested that the school requests a copy of either the CARS or Devereux Rating Scale, as considered appropriate, from the SEN Assessment Team. The form should be completed but not scored and returned to the SEN office. The scored scale will then be returned to the school. If the child has met the criterion related to this element of the criteria a decision can then be taken as to whether to submit a request to the Area Moderating Panel.)



4. 8 Parental/ Carer's comments.

Parents/ carers should be encouraged to provide their views of the request for additional funding. If parents/carers wish, they are welcome to send comments or additional information directly to the Senior SEN Officer and the school should provide the parent with the name and address of the Senior SEN Officer.

The parent or person with parental responsibility should sign the form.

NB. Parents should have a copy of the form and any attached documentation.

4.9 Pupil comment.

Again, the pupil should be encouraged to think about the difficulties they are experiencing and how support could help them address these. Their view should be expressed either by themselves or if they are not able to record their views, this can be done for them by an advocate. If the pupil is able to sign, they should do so.

4.10 SEN Family Liaison Officer; (SENFLO).

Please tick this box if parent(s) or school feel that it would be helpful for a SEN Liaison Officer provide information and advice.

4.11 Forwarding Documentation

You are advised to keep a copy of all documentation sent for your own reference.

The completed form should be sent to the Senior SEN Officer in the area.

