

**Application for High Needs Funding – (New Cases and Requests for Change of Banding)**

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| **DFE Number: 0000** | **Name of Setting: Endeavour High School - Lowestoft** | | |
| **UPN: F935000000000** | **Name of Learner: Endeavour House** | **Date of Birth:**  **00/00/0000** | **Year Group:**  **10** |
| **Does the learner live in Suffolk? Yes  No  Home County: Norfolk** | | | |
| **SEND Status: SEND Support  EHCP referral made  EHCP assessment in progress  EHCP** | | | |
| **Child in Care: No  Yes  Suffolk  Other  Home Authority:** | | | |
| **Dual Placement: No  Yes  Placement: Endeavour Care Farm**  **Number of Days in Placement: 1 Start Date: 00/00/0000 Anticipated End Date: 00/00/0000** | | | |
| **HNF Band requested with this submission: C D E F G H (please highlight)**  **First Submission (new case): Yes  No  Date previously submitted: Summer 2023 Band Allocated: E** | | | |
| **Attendance (percentage): Current academic year – 92% Last academic year – 85%** | | | |

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| **Identified Category of Need** | **Yes/No** | **If Yes – please indicate the specific area(s) of need and give brief details** |
| Communication & Interaction | Yes/No | Endeavour has a severe speech impediment for which he received extensive speech and language therapy throughout Key Stages 1, 2 and 3. He has not engaged with any further therapy since Year 9 but does have some strategies that he can use when calm. Endeavour’s struggles with peer interaction are mainly due to his speech difficulties and his emotional responses to them and this impacts on his ability to remain calm and use the strategies. He wants to be sociable so there are no concerns around socio-communication difficulties but this secondary area of need does impact on other aspects. |
| Cognition & Learning | Yes/No | Endeavour has a range of cognitive scores from Low to Very Low (Educational Psychology assessment in Year 9). His speech difficulties and SEMH needs also impact on his learning so he struggles with task engagement, attention, concentration and working memory. Endeavour rarely contributes verbally to learning tasks or class discussions even when there is extensive support for him to do so and he is a very reluctant writer. Even with support and resources for all written tasks, he seldom engages. Endeavour will use many diversionary tactics to avoid learning tasks and when emotionally overwhelmed, he will exit the classroom. |
| Social Emotional Mental Health | Yes/No | Endeavour experiences emotional difficulties that are due in part to his communication difficulties and also to his adverse childhood experiences. He has been a Child in Care since her was ten years old and has a number of foster placements. Endeavour experienced neglect of a physical, emotional and psychological nature and he has maintained little contact with his birth family. His emotional well-being requires support and in school he needs a high level of support and mentoring to manage his emotions and his communication difficulties. Endeavour does become emotionally overwhelmed on a regular basis and although his main reaction is to flee and hide, he will become physically aggressive if he feels trapped. Endeavour has a range of vocational and therapeutic interventions in place that have enabled him to improve his attendance and to have access to social/emotional support. His timetable reflects his interests and Functional Skills/Certificate courses have been offered where possible. |
| Sensory/Physical | Yes/No |  |
| Medical | Yes/No | Endeavour has a chromosomal deletion (15q13.3) and suspected foetal alcohol syndrome. There have been tentative suggestions made over the years about what the impact of these conditions would be but no specific recommendations made. It has been a generally held belief that Endeavour would experience global developmental delay and there would be some impact on cognitive ability. |

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| **Please indicate the level of the learner’s performance OVER KEY STAGES** | | | | | | | | | | | |
| **SECONDARY/FE** | | | | | | | | | | | |
| **YEAR GROUP** | **EYFS** | | **KS 1** | **KS 2** | | | **KS 3** | **KS 4** | | **KS 5** | |
| **LEARNER**  **10** | | EYFS Data:  8-20m for Comm./Lang. and PSED  22-36m for Reading, Writing and Number | Phonics – 10/40  English – P7 Dev  Maths – P8 Beg | | KS2 SATs:  Reading 72  Writing 70  Maths 81  CATs – V67; NV71; Q75 | GCSE:  English Target 1 – Working below 1  Maths Target 2 – Working at 1 | | |  | |  |

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| **Please indicate the CURRENT level of learner’s performance** | | | | | | | | |
| **SECONDARY/FE** | | | | | | | | |
| **YEAR GROUP** | **EYFS** | **PRE-KEY STAGE 1** | **KS 1** | **PRE-KEY STAGE 2** | **KS 2** | **KS 3** | **KS 4** | **KS 5** |
| **LEARNER**  **10** |  |  |  |  |  |  | Functional Skills:  English – Entry Level 2  Maths – Entry Level 3 |  |

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| **Other assessments used to identify areas of need (e.g. Reading; Writing; Spelling; Processing; Speech and Lang; SEMH etc.**  **Please give standardised scores where appropriate:** |
| WRAT – May 2023: Reading 65; Comprehension 64; Spelling 61; Maths 68  TALC Understanding of Language – Dec 2022: Level 1 – achieved; Level 2 – 27%; Level 3 – 22%; Level 4 – no score  Thrive Assessment – November 2022 – Being 35%  Educational Psychology Assessment – June 2022: Very Low/SS 60 Visual Spatial; Very Low/SS 64 Fluid Reasoning; Very Low/SS 59 Working Memory  Low/SS 71 Processing Speed; Low/SS 70 Verbal Comprehension  Full Scale – Very Low/SS 65 |

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| **Specialist Support and Services Involvement**  **Agencies involved:** please provide dates, brief details and indicate whether a report is available. | | | | | |
| **CURRENT** | | | **PAST** | | |
| **DATE** | **DETAILS** | **REPORT**  **YES/NO** | **DATE** | **DETAILS** | **REPORT**  **YES/NO** |
| Sept 2022 – date | SES Cognition & Learning | Yes | June 2022 - 23 | SES SEMH | Yes |
| March 2023 - ongoing | Emotional Wellbeing Hub | Yes | June 2022 | Educational Psychology | Yes |
| January 2019 - ongoing | Social Care | Yes | Up to March 2022 | SaLT | Yes |

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| **Timetable of Support** | | | | | |
| **Time** | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| 8.45 – 9.00 | TUTOR | TUTOR | TUTOR |  | TUTOR |
| 9.00 – 9.45 | FS English  1:2 Support | Design Technology  1:2 Support | FS English  1:2 Support | OFF SITE | FS English  1:2 Support |
| 9.45 – 10.30 | FS Maths  1:2 Support | Design Technology  1:2 Support | FS Maths  1:2 Support | CARE FARM | FS Maths  1:2 Support |
| 10.30 -10.45 | BREAK | BREAK | BREAK | ALL DAY | BREAK |
| 10.45 – 11.30 | Science 1:1 Support | PSHE – Small Group (1:4) | History 1:1 Support | 1:2 TA Support | Science 1:1 Support |
| 11.30 – 12.30 | Certificate – Photography  1:3 Support | Certificate – Art  1:3 Support | Princes Trust  1:2 Support |  | Princes Trust  1:2 Support |
| 12.30 – 13.30 | LUNCH | LUNCH | LUNCH |  | LUNCH |
| 13.30 – 14.15 | History 1:1 Support | Science 1:1 Support | Princess Trust 1:2 Support |  | Princes Trust 1:2 Support |
| 14.15 – 15.15 | PE  1:4 Support | Counselling 1:1 | Certificate – Art  1:3 Support |  | Certificate – Photography  1:3 Support |

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| **Provision Map (Costed)** | | | | | | |
| **Need** | **Support/ Intervention** | **Hours**  **per week** | **Adult/Pupil**  **Ratio** | **Cost**  **per hour (£)** | **Cost**  **per week (£)** | **Annual cost:**  **39 weeks (£)** |
| All | 1:1 TA Classroom Support | 3.75 | 1:1 | 12 | 45 | 1755 |
| All | 1:2 TA Classroom Support | 15.5 | 1:2 | 6 | 93 | 3627 |
| All | 1:2 Off site TA Support | 6 | 1:2 | 6 | 36 | 1404 |
| All | 1:3 TA Vocational Support | 4 | 1:3 | 4 | 16 | 624 |
| All | 1:4 TA Vocational Support | 1.75 | 1:4 | 3 | 11.25 | 439 |
| SEMH | 1:1 Counselling | 1 | 1:1 | 40 | 40 | 1560 |
| SEMH | Access to Break Out Space at Tutor/Break/Lunch times | 6 | N/A | - | - | - |
| All | Off site provision at care farm | 6 | - | - | 100 | 3900 |
| **TOTAL** |  |  |  |  |  | 13,309 |

The above demonstrates that when other resources are involved, the costs do not always have to be involved with a high level of 1:1 support.

(Revised August 2020)