

## HNF Guidance for Costed Provision Mapping

Costed provision maps for High Needs Funding are used to demonstrate the individual cost of a learner’s support needs and to evidence the provision that the setting is already funding. The first £6,000 of SEN funding should come from the setting itself – in the case of mainstream schools this is part of a notional funding budget that has been received and itemised within the whole school budget; in the case of specialist settings, this is included in place funding; in the case of FE settings this is individual funding based on hours of study. The four main elements that the provision map should contain are:

1. How many hours per week of targeted support does the learner have?
2. Is this support provided on a one-to-one basis – if not, what is the ratio of staff to learners?
3. How much per hour does the support cost?
4. What is the cost of any therapies, interventions, specialist equipment or staff training that is required to support the learner’s needs?

Once the individual costs have been established for the above elements; a total can be arrived at. In most settings the total is based on 39 weeks of attendance (three thirteen week terms), however this may be a little different in FE settings.

### Hours of Targeted Support

A timetable should demonstrate a learner’s provision whilst in the setting. This may be in a general classroom setting, in a small group setting, working one to one/receiving a one-to-one intervention or accessing social activities in break times. In some cases, it may involve alternative provision that is accessed off site. In all cases, it should be identifiable and quantifiable.

### Ratio of Support

For all identified situations, the ratio of staff to learner support should be expressed using a 1:1, 1:2, 1:3, 1:4 etc. model. Please note that the ratio is always expressed as staff to learner; therefore, 2:1 means two staff to one learner and 1:2 means one staff to two learners. Reference is made on the exemplars to “equivalent 1:1 support” – this is where support ratios that are not 1:1 have been calculated to give an overall 1:1 amount.

For example – 10 hours of 1:1 + 6 hours of 1:2 ( $6 \div 2 = 3$ ) + 3 hours of 1:3 ( $3 \div 3 = 1$ ) = 14 hours of equivalent 1:1 support. You must ratio the cost according to the ratio of staff to learners.

A timetable can be colour coded for different types of provision and ratios; this can help when transferring over to the provision map.

An example would be:

<b>Timetable of Support</b>					
<b>Time</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
8.45-9.00	Assembly/Reg.	Assembly/Reg.	Assembly/Reg.	Assembly/Reg.	Assembly/Reg.
9.00-10.00 10.00-10.30	Literacy 1:1 TA S&L intervention 1:1 STA	Literacy 1:1 TA	Literacy 1:1 TA S&L intervention 1:1 STA	Literacy 1:1 TA	Literacy 1:1 TA S&L intervention 1:1 STA
10.30-10.45	Break 1:3	Break 1:3	Break 1:3	Break 1:3	Break 1:3
10.45-12.15	Maths 1:1 TA	Maths 1:1 TA	Maths 1:1 TA	Maths 1:1 TA	Maths 1:1 TA
12.15-13.15	Lunch (MDS)	Lunch (MDS)	Lunch (MDS)	Lunch (MDS)	Lunch (MDS)
13.15-14.45 14.45-15.00 15.00-15.15	Arts 1:2 TA SES C&I – core visit 1:1 STA	Humanities 1:2 TA ELSA 1:1 HLTA ELSA 1:1 HLTA	PE 1:1 TA PE 1:1 TA Motor Skills 1:1 STA	Languages 1:2 TA ELSA 1:1 HLTA ELSA 1:1 HLTA	Outdoor 1:1 TA Cooking 1:1 TA Motor Skills 1:1 STA

### **Cost of Support**

Whilst it is recognised that settings can pay their staff at different rates and not all settings have senior or higher-level teaching assistants, it is generally assumed that a higher rate of pay would be associated with a higher level of performance and responsibilities. General classroom support should be carried out by teaching assistants who have generic training, whilst interventions for specialist curriculum delivery/therapies would require specialist training and carry extra responsibility. A provision map should clearly identify who is providing the support and the provision/staffing level should align with the performance level and responsibility level that is involved. For example – a senior TA could work alongside an NHS Speech and Language therapist and be trained to deliver a daily speech and language intervention to a learner or a Higher Level TA could deliver a specific literacy intervention under the guidance of the class teacher. Generic teaching assistants are costed at £14 an hour, senior teaching assistants at £15.50 an hour and higher level teaching assistants at £18 an hour.

It is not acceptable to cost any teaching for HNF unless a special arrangement has been made and an instructor or teacher has been specifically employed to deliver a SEN intervention involving the learner. For this purpose, an acceptable hourly rate would be £27 for an instructor and £45 for a teacher. Most teaching is part of the setting's core offer and is funded through AWPU/Element 1 funding. Equally, the SENDCo in all settings is a statutory post and no element of the SENDCo's work can be costed for HNF. (NB This does not apply in special schools.) Any other support that comes from senior leaders or pastoral staff that are employed directly in a whole school capacity, should not be costed. Where SEMH banding descriptors mention SLT intervention, this is to define the level of need and not to suggest a level of cost.

### **Cost of Therapies/Interventions/Equipment/Training**

There may be occasions where support includes aspects of provision that the setting has independently sourced. Sometimes this is because the support, therapy or equipment required is extremely specialised, sometimes it is a temporary measure because the support from standard sources is not timely enough and sometimes it is because training is not available free of charge. If this element of the provision map includes aspects that are sensibly priced, clearly evidenced as necessary and not available via normal means, they will be acceptable.

For example – a learner has mental health needs that are significantly affecting their engagement with learning and they are on a long waiting list for CAMHS intervention – an hour a week of counselling at a cost of £40 an hour, is not unreasonable. Likewise, a learner who has a severe sight impairment and requires IT equipment that is so specialised that it cannot be provided through whole setting provision or the Local Authority specialist team – the cost of equipment, software and/or licence would be acceptable.

The HNF operational guidance is very clear about IT hardware and software. Unless very specialised (as described above), IT hardware should be available in the setting as part of technology for learning. Software that is specific to a learner's SEN and not shared with other learners in a whole school sense, can be costed for HNF.

Many generic training needs can be met through the education, health and social care offers that are published on the Local Offer website. It is part of the SENDCo role to determine the SEN training

needs within a setting and to either deliver relevant training or to source external training when required. If training for a specific learner does come at a cost and is the only way that it can be accessed, it can be included on the provision map. It must be clearly stated why it has been necessary to involve training that has had to be paid for and it must be clearly evidenced that it matches the learner's needs. Where training supports a number of learners, the overall cost should be shared accordingly.

### Constructing the Provision Map

By colour coding all the aspects on the timetable, it will be possible to calculate the hours of support for each ratio. This is then transferred to the provision map and costed. Finally, the cost of therapies/interventions/equipment/training is included and a total cost for the learner's support is arrived at.

An example would be –

Provision Map (Costed)						
Need	Support/Intervention	Hours per week	Adult/Learner Ratio	Cost (£) per hour	Cost (£) per week	Annual Cost (£) 39 weeks
Cognition & Learning	1:1 TA support in class	17	1:1	14	238	9282
Cognition & Learning	1:2 TA support in class	4.5	1:2	7	31	1248
Cognition & Learning	1:1 Speech & Language intervention	1.5	1:1	15.50	23.25	907
Physical	1:1 support for SES visit	.5		15.50	7.75	312
Physical	1:1 Fine Motor Skills intervention	.5		15.50	7.75	312
SEMH	1:1 Emotional Literacy intervention HLTA	1	1:1	18	18	702
SEMH	ELSA Training for HLTAs (2 HLTAs working with 4 learners 2 X £400 = £800 ÷ 4 = £200)	N/A	N/A	N/A	N/A	200
SEMH Physical	1:3 TA support in break time	1.25	1:3	4.70	5.88	229
<b>TOTAL</b>						<b>13,192</b>

(This example relates directly to the previous timetable and supports a Band E request)

It is really important to ensure that the provision map matches the timetable and that both match the described need(s). Moderators will look for these correlations when deciding on band allocations.

Finally, on the subject of notional funding for mainstream settings - applications for HNF are made on the basis that the first £6,000 of SEND provision has been funded by the setting and further funding is required from the Local Authority's High Needs budget. Costed provision maps should therefore have a starting point beyond £6,000 for HNF to be appropriately claimed. The total cost should rise accordingly through the amounts allocated to each band.

Full costs for each band should sit roughly in these ranges:

BAND C - £7,000 - £9,000

BAND D - £9,000 - £11,500

BAND E - £11,500 - £14,500

BAND F - £14,500 - £17,000

BAND G - £17,000 - £19,500

BAND H - £19,500 - £22,000