



Education Health and Care Plan Requests for Increased Banding Guidance

Hull City Council acknowledge that there may be times through the Education, Health and Care (EHC) Review Process that educational settings can evidence there is a need to increase or change the provision which is identified to meet the special educational needs of a learner. In these circumstances the educational setting may believe they require additional financial support from the Local Authority to provide the provision which they are recommending is required to be detailed in section F of an EHC plan.

When an educational setting is requesting an increase in the funding that is provided to them by the Local Authority the reasons for this request must be clear to allow the SEND Assessment and Review Team to make an informed decision and provide a clear audit trail for evaluations.

This guidance sets out the information which the Local Authority will be seeking to inform their decision making and to support educational settings to provide the appropriate information to support any request. Educational settings may wish to provide the required information within the EHC Review Document itself, as an additional document using a template already available within their setting or can use the costed provision map provided in Appendix 1.

When making a decision on whether to provide an educational setting with increased funding the SEND Assessment and Review Team will consider:

- What provision is currently detailed in the EHCP and the cost to the school to provide this provision
- What additional funding is being requested and what provision this would provide in order to support the learners needs
- What evidence is in place to support that this provision is needed for the learner to achieve their outcomes in their EHCP

When providing information to support a request schools should consider the following information:

Universal Provision

Provision which is ordinarily available for all pupils to access (Universal provision) should not be included in any costings to the school. Universal provision such as SENCO time, teachers' hours or ordinarily available pastoral support or supervision is not special educational provision and should not be included in any support which is costed.

Targeted Provision

Costings for targeted provision should clearly detail what support is in place (giving the name of any specific intervention programmes), the period of time required to deliver the intervention and the frequency of the intervention. Where an intervention is identified for a short period of time (For example an ELSA programme planned for 6 sessions) the number of sessions should also be stated.

Where an intervention is identified to be required on an ongoing basis this should also be clearly stated. Where additional adult support is in place to implement the intervention then the costs should align with the period of time the staff member is employed to ensure this specific piece of work and should be divided by the number of pupils in any small group intervention.

For example, for one TA (FTE Salary £16000 inc. on costs) to deliver a weekly intervention for 1 hour to a group of 4 pupils the TA time would be costed as approximately £140 over the course of a full academic year.

Where provision is determined by the individuals needs on an “as required” basis, estimates of the regularity and duration of support should be included.

Individualised Provision

Individualised provisions should also be clearly detailed, this may include the buying in of specialist services such as counselling services or more bespoke provision.

As with the costings for targeted provision this should clearly detail what support is in place, the period of time required to deliver the intervention and the frequency of the intervention, as well as how long it is anticipated the intervention will continue for.

Where the learner receives support from an additional adult within the classroom it should be clear what role the additional adult plays and how they are required to support the learner. For example, additional adult support to scribe for longer written tasks to support sentence structure. Approximately 2 x 30 mins per day during literacy and topic lessons.

As with targeted support where an additional adult is supporting a number of pupils within a classroom this should be accounted for in the costings. For example, Additional adult support to provide regular emotional check-ins throughout the day during lesson time and to support emotional regulation when required. Support provided throughout the day for 4 pupils in the class. Staff available 5 hours per day.

Due to the wide range of additional adult support employed by educational settings in the city, where educational settings need to appoint additional adult support costing beyond £16000 PA. They should also detail the reason for this and the skills which are required from the specific adult.

Where educational settings choose to commission additional providers to offer support to the learner, they do so at their own cost unless the provision being commissioned is specifically detailed in section F and is identified as being the most cost effective and appropriate solution to meeting the learners identified needs. It is important to remember that a learner must be educated within the setting named in Section I of the EHC Plan.

Costings

When calculating costings educational settings must:

- Calculate costs based on a full academic year (normally 190 days or 38 weeks, if this is different please indicate how and why)
- Calculate costs based on the costs incurred to the school

- Calculate costs for ongoing/long term support
- Not include costs for universal provisions
- Not include costs for educational support services which are funded through the high needs block and therefore free for the school to access
- Not include costs for core Health services
- Not include costs for adaptations required under the reasonable adjustments' duty and the schools accessibility plan
- Not include costs incurred to support pupils to manage their medical needs as described in statutory guidance (unless additional support is required due to their SEN)

Where educational settings require financial support for a one-off cost such as a piece of required equipment this should be detailed clearly within the annual review documentation and supported by evidence and advice to support this request.

Recommended Provision

Where an educational setting is making recommendations for additional provision to be written into section F of the EHCP these recommendations must be supported by one or more of the following:

- Written report including recommendations from education outreach services
- Written report including recommendations from an educational psychologist
- Evidence of positive impact following trial implementation in an educational setting
- Written reports including recommendations or physical management plans from Health professionals E.g., in the case of moving and handling
- Comprehensive risk assessments which detail how a learners SEN impacts on their ability to identify risk at an age-appropriate level and how this risk will be minimised by those supporting the learner.

Related information:

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

[Supporting pupils at school with medical conditions \(publishing.service.gov.uk\)](#)

[Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](#)



Current provision detailed in Section F of EHC Plan

School/setting SEND Support and costed provision

Details of existing provision as detailed in Section F of EHC Plan (including specialist programmes):

Complete the table below and indicate costs.

Level	What is provided? <i>Type of programme/intervention/support</i>	Timescales/ frequency <i>How often will this happen and for how long?</i>	Who provides this?	What does it cost?
Universal Provision				Provided through element 1 funding (AWPU)
Targeted				
Individualised				

Additional provision recommended to be detailed in section F of EHC Plan

School/setting SEND Support and costed provision

Details of additional future provision, identified during the A-P-D-R process, recommended to meet needs (including specialist programmes):
Complete the table below and indicate costs.

Level	What additional support is recommended? <i>Type of programme/intervention/support</i>	Timescales/ frequency <i>How often will this happen and for how long?</i>	Who will provide this?	What will it cost?
Universal Provision				Provided through element 1 funding (AWPU)
Targeted				
Individualised				