



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) **SPENDING REPORT 2017/18**

Outline of funding:

Funding for SEND students is based on the following:

a) Core Education Funding:

The AWPU (Age Weighted Student Unit) – This is dependent on the total number of students in a school. Each student (both with and without SEN) is provided with a certain amount of funding to meet their educational needs. There is no set amount per student but there is now a general belief that this is the equivalent of £4,000 per student.

(b) Additional Support Funding (ASF):

On top of the core education funding, schools are given an additional amount of funding to meet the special educational provision of students with SEN. This funding comes from a particular funding stream called either the designated schools grant or schools block. This funding forms part of a school's 'notional SEN budget'.

Currently, the government suggests that a school should use their notional SEN budget to fund up to £6,000 worth of special educational provision for a student with SEN. This is an average figure, as not all students with SEN require special educational provision beyond the amount of £6,000. It should heavily depend on the individual needs of each student with SEN. Additional support funding is used for students requiring special educational provision, including, for example, the commissioning of external experts such as therapists to attend a school and provide support.

(c) Top-up Funding:

If a school requires funding that goes beyond the maximum £6,000 to provide a student's special educational provision, then depending on the assessed needs of the student concerned, the LA will provide the required funding from the LA's high needs block.

The Hamble School:

The school is allocated specific funding for students with (SEND). The total SEND notional budget allocation for 2017/18 was **£246,869**

At the beginning of the financial year 2017/18 the school's SEND register consisted of 182 students with 6 students with a EHCP (Educational Health Care Plan).

Expenditure:

Targeted support	What does this do/provide?	Cost
Education support staff	<ul style="list-style-type: none">Support staff (including LSA staff, HLTAs, Student Welfare staff and Pupil Support and Guidance Managers play a vital role in providing support and targeted intervention for SEND students.	£381,000.00
Educational Psychologist	<ul style="list-style-type: none">Specific support provided for students across a spectrum of needs.Supports EHCP application process.Advice on strategies and diagnosing learning styles.	£6000
School councilor	<ul style="list-style-type: none">Specific support provided for students across a spectrum of needs.	£4000
Staff Development	<ul style="list-style-type: none">Whole school CPD – SENDSEND specific training (e.g. ELSA)	£2500
KS2/3 transition programme	<ul style="list-style-type: none">Summer School (school funded)Transition daysTransition lunchesCAT tests	£4668
Accelerated reader	<ul style="list-style-type: none">This a reading programme that we use for our younger students. It is used to encourage reading and develop reading and comprehension skills. Reading programmes were identified by the Sutton trust as having significant impact on developing students' literacy skills and consequently success in examinations.	£500
IT equipment	Laptops and an iPad were purchased to support individual students recording work– Students such as those with severe dyslexia, physical mobility issues (affecting hands), visually impaired.	£900

Impact:

With a fantastic SEND team in place and a real drive on improving the support for SEND students, phenomenal improvements have been made.

% of SEND students achieving 5 x A*-C / 9-4 including English and Maths:

2014 = 0%
2015 = 6%
2016 = 25%
2017 = 50%*
2018 = 59%*

*Please note from 2017, 9-1 grading system in effect

Progress (in relation to Estimated Attainment Grades):

Key Group	Nos	On track for EAG (%)			On track exceed EAG (%)			On track for EAG (%)			On track exceed EAG (%)			On track for EAG (%)			On track exceed EAG (%)		
		PR4	2017	2018	PR4	2017	2018	PR4	2017	2018	PR4	2017	2018	PR4	2017	2018	PR4	2017	2018
		ENGLISH						MATHS						SCIENCE					
Non-SEND	146 (124)	30	37	25	5	11	38	47	47	35	13	19	48	40	48	17	15	11	37
SEND E/S	1 (3)	100	33	50	0	0	100	100	33	100	0	0	100	100	50	0	100	50	0
SEND K	26 (29)	42	31	25	15	6	65	40	48	21	28	14	54	48	25	22	28	8	65
Gap		12	-6	0	10	-5	27	-7	1	-14	13	-5	-6	8	-23	5	13	-3	28

- In 2018 there was no gap in English between SEND and non-SEND students on track to reach their estimated grade. This is an improvement of 6% from previous year.
- In 2018 the gap in Science EAG closed dramatically, by a further 18% in comparison to 2017.
- The amount of SEND K students exceeding their estimated attainment grade has risen from 2017 by 59% in English, 40% in Maths, 57% in Science