

Guidance for completing the application form for Local High Needs Funding

Introduction

Local High Needs Funding (LHNF)

The Local High Needs Funding system is to support children and young people (CYP) with emerging high needs or for CYP who have needs that fall outside the EHCP process. The descriptors of need will be used by the LHNF panel to determine the amount of funding to be allocated and therefore the LHNF form requires the school or setting to use the descriptors of need when completing the LHNF form. There is a requirement to use the descriptors to assess the application, but the descriptors are also useful to help complete the various sections when describing need.

The importance of the form is to give the LHNF panel a detailed picture of the needs of the CYP, how they are being met in school and what impact interventions have had. There should be enough detail so that the panel members can make an informed decision. However, this should be concise without duplication and, in order to assist schools and settings, should come from information freely available already in the school or setting.

LHNF panels may decide that further professional input/support may be more appropriate than a funding allocation. This may include behaviour services, special school outreach, ISL teams etc. Should this be the case there is an expectation that this advice will have been followed with evidence of impact through the Assess, Plan, Do Review process before any further request for funding is received.

THE LHNF FORM

The purpose of the Local high Needs Funding form is to enable providers to demonstrate clearly the full range of measures that have been taken to meet the child or young person's special educational needs/disability (SEND), the impact of those measures and to identify what additional provision is needed to meet the special educational needs of the child or young person (CYP). The information on the form needs to make clear that all reasonable adjustments have been made by the setting.

NB The word 'setting' refers to schools and PVI settings.

1. CHILD DETAILS

Home address and postcode: The CYP MUST be resident in Hertfordshire to receive funding. Cases are directed to LHNF panels according to the DSPL area of the school attended.

DSPL Areas are as follows: The choices are: Watford, St Albans, Three Rivers, Dacorum, Stevenage, North Herts, East Herts, Hertsmere, Broxbourne, Welwyn/Hatfield

Ethnic origin codes:

Black African	Italian	White-British	Any other Asian background
Black-Caribbean	Gypsy/Roma	White-Irish	Any Other Black background
Caribbean	Bangladeshi	White+Black-African	Any other ethnic group
Chinese	Indian	White Asian	Any other mixed background
Turkish Cypriot	Pakistani	White Black Caribbean	Refused to identify
Turkish	White-other	Traveller of Irish Heritage	

2. SCHOOL/SETTING DETAILS

Name of setting: Where the application spans a change of setting, both schools/settings should be named, including their HCC school numbers. Good practice would suggest both schools/settings are involved in the completion of the form, but the application can come from either. The application should reflect the provision in both settings.

School Number/NEG number: this is the 6 digit number on the headcount form that identifies PVI settings of the free place funding. For schools, this is the HCC school number.

PVI Application: If a child in a PVI setting is not attending for their full allocation and is going to build up their hours over a period of time, please give details of this (including dates against increased hours planned).

3. DETAILS OF EXTERNAL PROFESSIONAL INVOLVEMENT

Please list all involvement of external professionals. This involvement would normally have been within the last 18 months. Professionals could include: Educational Psychologist, Occupational Therapist, Physiotherapist, Speech and Language Therapist, Early Years Advisory Teacher, Children's Services. Please specify any others not on this list. Please ensure that the name of the professional and role are included.

4. MAIN PRESENTING NEED

The child or young person's main presenting need/s should be selected out of one of the following categories:

- Specific Learning Difficulty
- Moderate Learning Difficulty/disability
- Severe Learning Difficulty /disability
- Profound and Multiple Learning Difficulty
- Speech, Language or Communication Difficulty
- Autistic Spectrum Disorder

- Hearing Impairment
- Vision Impairment
- Multi-Sensory Impairment
- Physical Disability
- Other Difficulty/Disability
- Social, Emotional and Mental Health
- No Specialist Assessment

Please pick one or more of the subdivisions above. If the main presenting need is Communication and Interaction or Sensory and/ or Physical needs, please select the relevant needs from within the description.

5. DESCRIPTION OF THE LEARNING CONTEXT

Please select one of the criteria listed in section 5, explaining how the CYP meets the individual criterion. If this is a life changing event, please indicate what this is and how it has impacted on the CYP's access to education. If the child has needs which are at Targeted Plus or above and they are not new to the education system or Hertfordshire, please indicate what has changed for the CYP which has now necessitated extra funding.

Please also indicate whether there is a current application for an Education Health and Care needs assessment in progress. If so, indicate the date. Please note that this funding is **not** designed to be a stop gap until funding can be obtained via an EHCP. If the CYP is in KS1 or above, there is an expectation that needs will be met from the school's own resources until the EHCNA is complete unless there has been a significant change in need as detailed above. There is an expectation that any funding obtained through LHNF will have an impact which can be demonstrated (see section 8 below).

If this is a resubmission please state the date of the previous application, what advice was given in response to the application and what has changed.

6. CURRENT ATTAINMENT AND PROGRESS TOWARDS TARGETS

Where appropriate there may be reference to any of the following:

- Relevant school/setting assessments and whether these are supported or unsupported. Please clarify these assessments if these are not in common usage.
- Speech and language levels of functioning
- Percentiles
- Age-appropriate comparisons – please ensure that there is more detail than just below age related expectations.
- Specific vocabulary used by professionals in advice e.g. hearing or visually impaired children who are described as “severe”.
- Strategies implemented from Hertfordshire Steps

You may also include reference to:

- Access to learning
- Attendance
- Social inclusion

If a CYP is on a reduced timetable there should be a clear reintegration plan which includes a timetable of when full time provision will be accessed.

There should be reference to support provided which has been suggested by external professionals and how this has been implemented.

7. CHALLENGES, SUPPORT, NEXT STEPS and LEVEL DESCRIPTORS

This section is broken down into the different areas of need and requires, for the relevant descriptors, what the challenges are for the child in those areas along with the support which is in place and what the next steps will be. The school's Assess, Plan, Do, Review process should be used in this section. There is an expectation that there will be evidence of at least one cycle of APDR.

Reference should be made to the descriptors of need whilst completing this section and a level included for each descriptor which has been completed. Avoid cutting and pasting from the descriptors as this can inhibit the panel from understanding the needs of the individual CYP. You do not need to fill out every section – only those relevant to the child's needs. Again, please note that, when using the descriptors, there is evidence to support this. Where 1:1 support is given please indicate how this is used. Where there is a personalised curriculum, please indicate how this is personalised. There is an expectation that reasonable adjustments will have been made to support the CYP and should be detailed. However please note that these in themselves would not qualify for further funding. Please include any specific strategies and interventions used to support the child which are over and above quality first teaching. There is an expectation that the Hertfordshire Provision Documents will be used to ensure that appropriate provision is in place.

Next steps should include details of all planned support and interventions that would not normally be available from the school's own resources (please use a bullet point format) and what the desired impact will be. Again, there is an expectation that the Hertfordshire Provision documents will be used to support this.

You should be specific about the type of provision required referring to its duration, frequency and method of delivery. It may include some of the following:

- Staffing
- Curriculum
- Physical resources
- Access to the environment of the setting

- Intervention programmes such as speech and language, behaviour etc. (excluding those normally provided in an inclusive setting)
- Advice given by professionals
- Adaptations
- Other

As above please be detailed in the description of the planned support and interventions. Please also note that there is an expectation that the planned provision will match the level of the level requested and that this will not be just reasonable adjustments.

8. LEVEL OF FUNDING REQUIRED

Please state the level of funding required and for how long. This would normally be the highest of the levels you have set out in section 7 and for one, two or three terms.

9. IMPACT

Please give details of the expected Impact of the funding.

When complete please e-mail this, via SchoolsFX or secure e-mail, to your local DSPL manager at the appropriate dedicated e-mail address.