

SEND Funding and Banding
Dominika Michalik
Assistant Director of SEND & Inclusion



Hillingdon SEND
and AP Partnership

SEND Funding

Key objectives:

Improve outcomes for children and young people with SEND whilst being more financially efficient with resources



Local Area Ambitions for Children, Young people, and Young Adults with SEND

Our strategy is underpinned by five key ambitions:

Ambition 1

The right support,
at the right time,
in the right place



Ambition 3

Provision meets the needs
of Hillingdon's children
and young people



Ambition 2

Fully inclusive
education for all



Ambition 4

Children and young people live
happy and fulfilled lives where
they are included in the community

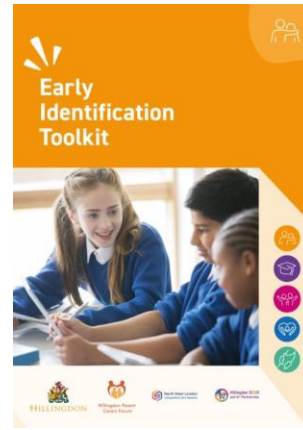
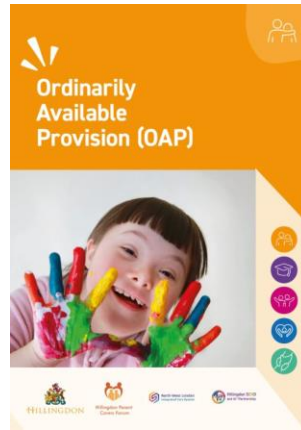


Ambition 5

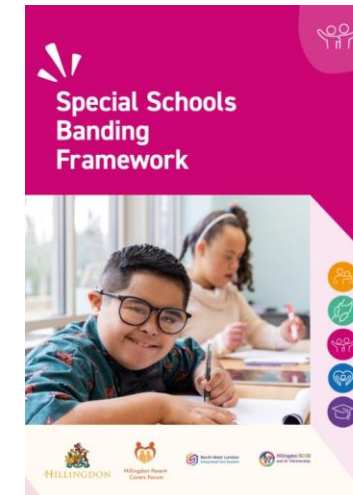
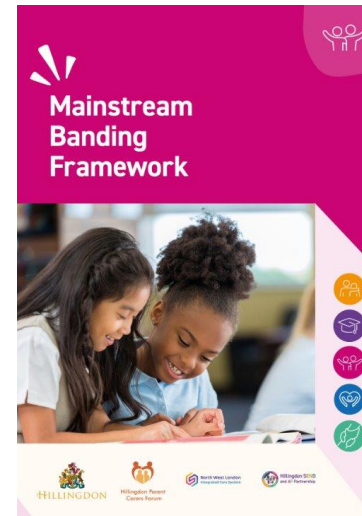
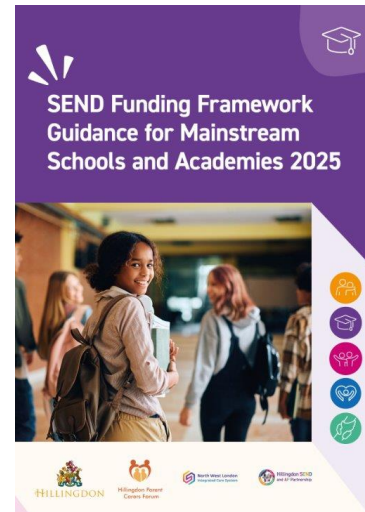
There is a **flexible offer** and
range of intervention for children
to access alternative provision



Frameworks



**Collaboratively
reviewed
guidance
documents**



Early years SEND inclusion fund (SENIF)

- This funding is intended to **support the low-level and emerging needs** of children with SEN who are taking up the early year's entitlements.
- Hillingdon's SENIF is **allocated from the Early Years Block** of the Dedicated Schools Grant.
- Who can receive SEN Inclusion Fund:
 - Any child who is below compulsory school age with a level of SEN and / or disability who attend an Ofsted registered early years provider that provides government funded places in the London Borough of Hillingdon.
 - Any child with SEN who is eligible for the entitlements, are of school age, and have deferred their entry to reception. This should have been agreed by the headteacher, Local Authority Admissions Team and the parent. This should be recorded on the Council data system as being educated out of year group.
- The Local authority has reviewed SENIF criteria, application process and the funding levels which has been coproduced with early years education providers. The new guidance has been introduced.
- **Group Application** – For resources/training benefiting multiple children. Up to £600
- **Individual Application** – For children with higher-level needs.
- **Banding Descriptors:** Children are assessed across five levels (EY1–EY5) in four areas of need:
 - Communication & Interaction; Play, Cognition & Learning; Social, Emotional & Mental Health; Physical, Sensory & Medical

EY Banding Overview:

- **EY1:** Mild impact – no SENIF funding; **EY2–EY5:** Increasing levels of need – eligible for SENIF.

Band	15 hrs/term	15 hrs/year	30 hrs/term	30 hrs/year
EY1	£0	£0	£0	£0
EY2	£100	£300	£200	£600
EY3	£333.33	£1,000	£666.67	£2,000
EY4	£666.67	£2,000	£1,333.33	£4,000
EY5	Based on service advice			

Early Support Funding- ESF

Early Support Funding (ESF) is designed to provide **short-term, targeted financial support** to mainstream schools and post-16 settings in Hillingdon for pupils **without an EHCP** but who have **significant additional needs** beyond what the SEND Notional Budget can cover. It aims to:

- Prevent exclusions
- Support emotionally based school non-attendance
- Aid transitions (e.g., primary to secondary)
- Address sudden changes impacting learning
- To access ESF:
 - The child/young person must live in Hillingdon and attend a mainstream school or post-16 setting in the borough.
 - They must be on roll and actively attending.
 - The school must not be applying for or already have an EHCP in place.
- Applications must:
 - Include a **person-centred 'My Support Plan'**
 - Show evidence of a **Graduated Response** (minimum 2 APDR cycles)
 - Detail interventions, external professional involvement, and measurable outcomes
 - Include an **exit strategy**
 - Be submitted monthly, with panel reviews scheduled accordingly
 - Only **two applications per child** are allowed:
 - First: covers two terms
 - Second: one term (only after impact evaluation of the first)
- Levels of Need
 - **Early Support 1:** Support needed for up to 1/3 of the day/week
 - **Early Support 2:** Support needed for up to 2/3 of the day/week, including specialist interventions

SEND Banding Review Aim

- DSG SV- 3.8 *Conduct a review of banding arrangements.*

To ensure that there is a fair, transparent and effective funding system that supports:

- the right provision / support being in place at the right time as locally as possible linked evidenced needs;
- identifying and sharing best practice and enabling it to become common practice;
- improved parent / carer confidence in Hillingdon's local provision.
- efficient and effective use of funding / resource

The Hillingdon SEND Banded Funding framework supports the continued '**graduated approach**'

Intended Outcomes

Supporting and informing:

- a shared understanding of the range and levels of needs across Hillingdon schools and how
 - that compares with other areas.
 - a transparent and equitable system of resource allocation across Hillingdon with clear co-produced matrices of need, provision and then matching this to funding.
 - informing improvement in the quality and clarity of advices and EHCPs.
 - evidencing the impact of resourcing on CYP's outcomes
-
- To align funding across all levels of support from ESF, through Mainstream, SRP/DU to Special schools including exceptional (for CYP who meet criteria for special school admission guidance but stay in mainstream)

UNIFIED Levels of learning need e.g.

Mild	Needs which cause a child or young person some difficulty on a fairly regular basis, but which can be overcome with relatively light touch help and support.
Moderate	Needs which often cause a child or young person difficulties, but with applied, consistent and well directed support can be addressed effectively.
Significant	Needs which have an ongoing and serious impact on a child or young person's learning and ability to access the curriculum and requires a much more intensive and individualised support offer to manage well.
Severe	Needs which impact on most areas of learning and to a great degree. Support required will be more specialised and intensive and is likely to be required long-term.
Profound	The highest level of needs, which affect all areas of life and learning and require the highest levels of support to manage safely and effectively in an educational setting.

UNIFIED ...examples

Levels of curriculum	Well Below: 24-36 months below ARE e.g. accessing a Yr4 curriculum in Yr7
Group size	small group - Up to 6 children and young people
Adaptive Teaching / Differentiation	Use of 'Highly adaptive teaching' / highly differentiated for a small group of up to 6 children and young people
Duration	Short term- up to 6 weeks
Breadth of Support	'In most subjects / lessons'- Up to two thirds
Frequency	Often' / 'low frequency'- A behaviour of concern is noticed 1,2 or 3 times a week with occasional multiple occurrences on some days
Intensity	Low'- Resistant behaviour when not complying with expectations and / or instructions. Demonstrates 'some' off-task or task avoidance behaviours (in up to a third of lessons / sessions). May come across as defiant.
Duration of behaviour	Medium'-Lasts for extended periods of 5 minutes, with occasional extended periods. Likely to need support to refocus or regulate.

Mainstream School Banding – New Top-Up Funding Framework

Mainstream Banding Levels (Effective Sept 2024)

- All new EHCPs, annual reviews, and Year 11 transfers in 2024–25 were issued bands under this framework.
- 511 have been converted. There are still 741 EHCPs to be converted which is 59%. The aim is to complete this by the end of this financial year -March 2026. Majority of this will be completed as part of the phase transfer with deadline of 15th February 2026.
- Banding rates were calculated using NJC salary scales, adjusted for term time, hours, and benchmarked against other LAs.

Band	Funding	Description
Targeted 1 (Early Support Funding)	Variable £2000/year or £4000/year £1320 - 2 terms (£2000) £2660 – 2 terms (£4000)	For pupils without EHCPs but with significant needs beyond school-based support. Aimed at early intervention.
Targeted 2 (EHCP)	£2,390	Moderate support needed (up to 1/3 of lessons).
Enhanced 1A (EHCP)	£4,787	Substantial support across much of the day.
Enhanced 1B (EHCP)	£9,101	Higher level of support than 1A.
Enhanced 2 (EHCP)	£12,877	Intensive support across most/all of the day.
Exceptional (EHCP)	Case-by-case	Meeting criteria for specialist settings at this moment where no space is available or parental preference to mainstream while requiring special school.

Special School Banding

- **Special schools and LA officers have worked together on moderation** to ensure descriptors are understood by all in the same way (CYP moving from one school on C will remain on the same descriptor in other school until progress is made and changes can apply)
- **Coproduced Implementation Guidance** – published on Local Offer
- Coproduced **list of suggested evidence** to support descriptor when requesting change
- **Benchmarking against other authorities** resulted in lowering some values for a particular level of need to align it with other LAs and ensure more complex CYP are funded adequately.

Special School Banding – New banding framework (Effective April 2025)

Hillingdon replaced its 10-year-old banding model with a **co-produced framework** involving:

- Special school leaders
- A specialist SEND consultant
- Benchmarking against other LAs

Special School Bands & Descriptors

- Moderation ensures consistency across schools.
- Pupils retain descriptors across schools unless progress warrants change.
- Implementation guidance is published on the **Local Offer** and **LEAP** website for schools

Band	Special school funding rate	Summary Descriptor
A	£35,000	Extremely complex behavioural needs, SLD, ASD diagnosis/pathway.
B	£40,000	Profound & multiple learning disabilities, very early developmental stage.
C	£25,000	Profound LD + ASD-like needs, frequent dysregulated behaviour.
D	£17,000	Early developmental stage + sensory processing needs.
E	£21,000	Severe/moderate LD + physical/medical/emotional health needs.
F	£14,000	Lifelong LD needing adult life support (e.g., supported living).
G	£11,000	LD + complex needs, potential for accreditation/work.
SEMH 1	£11,000	Primary-aged pupils with SEMH needs, potential to return to mainstream.
SEMH 2	£15,000 P/£23,200 S	High SEMH needs, internalised/externalised behaviours.
SEMH 3	£25,000 P/£33,500 S	Extreme behaviours posing serious risk to self/others.

Special School Banding – New banding framework (Effective April 2025)

Hillingdon replaced its 10-year-old banding model with a **co-produced framework** involving:

- Special school leaders
- A specialist SEND consultant
- Benchmarking against other LAs

Special School Bands & Descriptors- applied to 1098 CYP (920 LBH and 177 OOB)

- Moderation ensures consistency across schools.
- Pupils retain descriptors across schools unless progress warrants change.
- Implementation guidance is published on the **Local Offer** and **LEAP** website for schools

