

**Consultation on school and
post 16 Top up Funding (TUF)
arrangements for the 2020 -21
financial year**

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1. Introduction

About this consultation

- 1.1. This consultation covers further changes to the Top up Funding (TUF) arrangements for the 2020/21 academic year following recommendations made at the consultation carried out at the end of 2018. The proposal is that changes are made to the criteria for school aged pupils, VLC and criteria and process changes to TUF for Post 16 colleges.
- 1.2. The current Top-Up Funding system in North Somerset has been in place since April 2019. See Appendix 1.
- 1.3. It was developed in consultation between the Local Authority and schools through a working group. The model is based on calculating a 'universal band value' for pupils with various types of needs which takes into account whether they attend mainstream or specialist provision.
- 1.4. The current universal band values are calculated on the basis of expected staffing costs required to meet different types and levels of need. The universal band value is then adjusted by subtracting the expected contribution from the delegated budget share to arrive at the actual Top-Up Funding value. For mainstream schools, the expected contribution from the delegated budget is £6,000 (Element 2). For special schools, the expected contribution is £10,000.
- 1.5. If you have any questions about anything contained in this document then please send them via email to sen.team@n-somerset.gov.uk

2. Methodology

- 1.6. The Strategic Schools' Forum (SSF) requested a follow up consultation on the Top-Up Funding following the changes which were implemented from April 2019. It was acknowledged that during the last consultation the Top- Up Funding criteria would be considered by a multi-professional group.
- 1.7. The original review was completed in collaboration with relevant Local Authority staff and representatives from schools, parent groups and other educational settings. It involved the following activities:
 - review of relevant documentation and processes
 - analysis of data including financial data and benchmarking data from statistical neighbour authorities
 - meetings with key personnel from the Local Authority and schools/settings.
 - meeting with parent representative.
- 1.8. The Formula Review Working Group (FRWG) is the body that the Council

consults in relation to the way in which schools are funded. A subgroup of the FRWG was established, including representatives from the Education Inclusion Service's SEND Team; Education Funding team, mainstream, special schools and Alternative Providers (VLC) (including head teachers and business managers, SENCOs); health and parent groups.

- 1.9. The FRWG met 6 times between April and May 2019 to look at the Top-Up Funding criteria. This was necessary to ensure that the criteria were devised in a multi-agency manner. The proposed criteria changes can be found as Appendix 2.
- 1.10. Stakeholders also considered the practicality of the increase in frequency of moderation sessions (which includes the number of times each year, educational settings can apply for funding). Last year's TUF consultation increased the frequency of the moderation meetings and the number of times a setting could apply to four times a year.
- 1.11. It is proposed this is reduced to three times a year to ensure sustainability and capacity issues for schools and the LA are managed.
- 1.12. It is proposed the funding start and end dates are clarified as detailed in the table below.

Moderation Date	Funding Start Date	Funding End
March	1 May	30 April
June	1 September	31 August
November	1 December	30 November

- 1.13. It is proposed that the new criteria be used for all new applications and for current Top Up Funding allocations where they have reached the end of their cycle and a renewal application needs to be submitted.
- 1.14. There will be a briefing session when members of the SEND Team will be available to answer questions associated with the consultation, this is detailed in Section 7. It should be noted that the proposed recommendations are for the academic year 2020-21.
- 1.15. The SSF would encourage all stakeholders to respond to the consultation to ensure that their views are taken into consideration as part of the decision-making process.

3. Executive Summary

3.1. A summary of all the recommendations from the SSF is provided in the table below.

It is recommended:

Section	Description	Recommendation
4	Top-Up Funding Criteria/ Process Changes	Recommendation no 4a – Approve the new school criteria as presented in Appendix 2
		Recommendation no 4b - Agree that moderation will occur three times a year in; March, June, November.
		Recommendation no 4c - Agree that annual training needs to be undertaken by new staff only
		Recommendation no 4d – Agree the funding start and end dates.
5	Post 16 Criteria/Process	Recommendation 5a - Agree a new process of moderating and agreeing funding for Post 16 settings as presented in Appendix 4
		Recommendation 5b - Agree new criteria for Post 16 settings as presented in appendix 3
6	VLC Criteria	Recommendation 6a - Agree new criteria for Voyage Learning Campus as presented in appendix 5

4. Top-Up Funding Process

3.2. In October 2019, 1,094.6 full- time equivalent children and young people in North Somerset were in receipt of Top-Up Funding.

3.3. The actual amounts of Top-Up Funding are currently determined through a banding system based on a set of descriptors of pupil needs. In North Somerset, there are five categories of need with each category broken down into levels of need

- Category A: Cognition & Learning has 4 levels with top-ups ranging from £4,350 to £26,092 (mainstream) or £3,250 to £37,965 (special)
- Category B: Communication/ASD has 4 levels with top-ups ranging from £2,850 to £33,293 (mainstream) or £2,405 to £37,965 (special)
- Category C: Social, Emotional & Behavioural has 4 levels with top-ups ranging from £2,850 to £17,472 (mainstream) or £2,405 to £22,678 (special)
- Category D: Sensory has 4 levels for Vision and 4 levels for Hearing with top-ups both ranging from £1,850 to £18,551 (mainstream) or £0 to £17,055 (special)
- Category E: Physical/Medical has 3 levels of need with top-ups ranging from £7,850 to £23,639 (mainstream) or £5,159 to £26,860 (special)

The full breakdown is shown below:

2020-2021 Top- Up Funding Bands & Values – Financial Year

1 st April 2020 – 31 st March 2021 20			
Category	Level	Mainstream Schools Annual amount	Special Schools & Resource Bases Annual amount
A - Cognition and Learning	A1	£4,350	£3,520
	A2	£5,729	£6,620
	A3	£10,848	£17,055
	A4	£26,092	£37,695
B - Communication - ASD	B1	£2,850	£2,405
	B2	£7,029	£6,620
	B3	£12,715	£17,055
	B4	£33,293	£37,695
C - Social, Emotional and Behaviour	C1	£2,850	£2,405
	C2	£7,029	£6,620
	C3	£12,715	£16,055
	C4	£17,472	£22,678
D - Sensory V=Vision, H=Hearing	DV1	£1,850	£0
	DH1	£1,850	£0
	DV2	£5,557	£0
	DH2	£5,557	£0
	DV3	£10,600	£7,617
	DH3	£10,600	£4,870
	DV4	£18,551	£17,055
	DH4	£18,551	£17,055
E - Physical / Medical	E1	£7,850	£5,159
	E2	£10,307	£8,887
	E3	£23,639	£26,860

- 3.4. A subgroup of the FRWG has made proposed changes to the Top- Up Funding criteria for schools which can be found in Appendix 3. It is proposed that these changes are agreed.
- 3.5. Following the changes implemented last year, it is proposed that the number of opportunities to apply for funding is reduced to three times a year to ensure sustainability and capacity issues for schools and the LA are managed.

- 3.6. It is proposed that the funding start and end dates are clarified and detailed in the table below.

Moderation Date	Funding Start Date	Funding End
March	1 May	30 April
June	1 September	31 August
November	1 December	30 November

- 3.7. In relation to training it is proposed that just new staff attend the annual mandatory Top-Up training. Last year the LA trained all school staff responsible for Top Up Funding as the changes to the process and criteria were significant. In view of the fact that this year's recommendations are not as far reaching we anticipate that only new staff will require training. This training will, however, be mandatory for new staff wishing to apply for Top Up Funding.

Recommendations

- Recommendation 4a-approval is given to the proposed new school criteria as presented in Appendix 2
- Recommendation 4b – the number of moderation opportunities is reduced from 4 to 3 times a year in March, June and November.
- Recommendation 4c- annual Top Up training is only mandatory for new staff

5. Post 16 Top-Up Funding

- 3.8. A new process of moderating and agreeing funding for Post 16 FE settings has been co-produced between the Local Authority and Weston College. See Appendix 4.
- 3.9. Historically SEND managers have gone into Weston College and reviewed a sample of cases. This process now gives clarity and consistency.
- 3.10. A 15% sample has been proposed inline with capacity. The remaining students who are allocated funding under the block funding arrangement with Weston College are agreed via a High Needs learner contract which is signed by the LA and Weston College.
- 3.11. Top-Up Funding criteria which is specific for Post 16 students has been developed. See Appendix 5.
- 3.12. It is proposed that the new Post 16 process/criteria is agreed.

Recommendations

- Recommendation 5a-approval is given to the proposed new process for Post 16 settings as presented in Appendix 3.

- Recommendation 5b – approval is given to the new criteria for Post 16 settings as presented in Appendix 4

6. VLC

- 3.13. Top-Up Funding criteria which is specific for SEMH needs in relation to the Voyage Learning Campus has been developed. See Appendix 6.
- 3.14. This criteria was developed as it is acknowledged that SEMH needs in a more specialist environment present in a different way and this was needed to be reflected in the criteria.
- 3.15. It is proposed that the new VLC SEMH criteria is agreed and is used to help moderate the students within the VLC in relation to the current block funding arrangements.

Recommendation

- Recommendation 6a- approval is given to the new criteria for the Voyage Learning campus as presented in Appendix 5

7. Next steps

- 7.1. This section sets out the key next steps towards implementation of the proposals in this document from April 2020. The timetable for the implementation is provided in the table below:
- 7.2. This consultation is only proposing changes which relate to the criteria and minor processing changes for Post 16 funding. Next year due unknown factors, the FRWG will need to revisit the criteria and the values associated with each category.

Timetable for implementation	
13 th December 2019 to 12pm- 12 th January 2020.	Consultation period
W/C 16 th December 2019	Noticeboard article containing link where the consultation can be accessed.
19 th December 2019	Consultation Surgery 10.30- 2pm at The Town Hall
7 th January 2020	Consultation drop in session 11am – 1pm at Town Hall
13 th January 2020	Consultation responses will be considered
14 th January 2020	SSF report published
15 th January 2020	Proposals considered by the Strategic Schools Forum
W/C 20 th January 2020	2020-21 Top-Up Funding guidance link sent out via Noticeboard.

Appendix 1 - TUF Guidance 2019/2020 Academic Year

[TUF guidance 2019/20](#)

<http://www.supportservicesforeducation.co.uk/Pages/Download/5f842221-c261-4a68-a49f-a22cc94f0e99>

Appendix 2 - New School Age Criteria

	Level 1	Level 2	Level 3	Level 4
Category A – Cognition and Learning	<ol style="list-style-type: none"> 1. Severe learning difficulties and that despite appropriate support and personalised teaching the child is only making occasional steps of progress or progress has stopped. 2. Attainment in all core and most foundation subjects will remain at or below a NC Year 1 level or Pre-Key Stage 1, standard 4 level throughout their school career (up to Year 11). 3. Experience severe difficulties in making inferences, generalisation and transferring skills. 4. They will have significantly delayed receptive and expressive language skills in line with their cognitive profile. 5. Their vulnerability at break and lunchtime due to significantly delayed development of social skills lead to concerns regarding safety and inclusion means that they must be supervised. 	<ol style="list-style-type: none"> 1. Must meet ALL of Level 1 criteria. 2. Anticipated to be working at or below Pre-key stage 1, Standard 2 levels throughout their school career (up to Year 11) 3. Experiences severe coexisting needs in one or more other area. The additional need will be considered as long-term and in terms of behaviour, would have been present for at least four terms. 4. Acquisition of basic skills will be extremely slow and inconsistent; teaching and learning sessions need to identify small steps to inform assessment outcomes/secure progress over time. 5. Lacks independent personal care skills e.g. toileting, dressing, eating, hygiene. 6. Extent of difficulty requires long-term multi-professional strategic planning to maintain a mainstream placement at least every two years. 	<ol style="list-style-type: none"> 1. Pupils have profound and multiple learning difficulties. 2. Attainment in all areas likely to remain static at or below P4 throughout school career (up to Year 11). 3. In addition to severe learning difficulties, pupils have coexisting high level additional need in one or more other areas e.g. sensory, mobility, communication or medical difficulties. 4. Pupils will communicate by gesture, eye pointing, facial expression, objects of reference or by vocalisation. 5. Pupils cooperate with shared exploration and may engage and show that they can tell the difference between specific people, objects, places and events in their familiar surroundings. 	<ol style="list-style-type: none"> 1. Must meet ALL of Level 2 or 3. 2. In addition, pupils exhibit severe and challenging behaviour that poses severe risk to themselves, other pupils and staff, requiring additional staffing (at least hourly on average) and a requirement for extended teaching outside the classroom setting. 3. Demonstrate persistent, constant severe and challenging behaviours in all settings and with all staff posing a severe risk to themselves and others. 4. Due to the extent of their learning difficulty, they have limited communication throughout the day. 5. Due to the complexity of their learning and behaviour these pupils require planning and provision for out of school hours and for a high level of family support and liaison.

Category B – Communication (Speech and Language)	Level 1	Level 2	Level 3	Level 4
	<p><u>Speech & Language</u></p> <ol style="list-style-type: none"> 1. A minimum of moderate to severe disorder of receptive and/or expressive language skills. Pupil cannot follow instructions or respond appropriately to questions when they can complete tasks that are not reliant on speech and language. 2. Able to communicate using self-generated, simple sentences, may have difficulty in expressing ideas through language e.g. word finding, sequencing. Extent of disorder requires support from SALT and delivery of a personalised speech and language programme or a strategy plan that is no more than two years old. 3. Due to their receptive and expressive language difficulties, the pupil demonstrates at least a 2-year delay in the core subjects up to and including KS2 and at least a 4-year delay in KS3 and 4 in all core subjects. 	<p><u>Speech & Language</u></p> <ol style="list-style-type: none"> 1. Severe speech sound disorder or neurological structural impairment affecting speech. 2. The child is unintelligible even to familiar listeners. 3. Child will need high level bespoke AAC devices as advised by a speech and language therapist. 	<p><u>Speech and Language</u></p> <ol style="list-style-type: none"> 1. The pupil has profound communication difficulties coupled with very challenging behaviour. They have extremely limited concentration, independence and are unable to grasp social/behavioural norms. 2. The pupil is likely to remain largely non-verbal throughout their school career. Interpretation is heavily dependent on the context and knowledge of individual. 3. Reliance on AAC and or use of concrete modes of communication such as body language / use of real objects to make simple choices, basic needs known. 	

	Level 1	Level 2	Level 3	Level 4
Category B – Communication (Social Communication)	<p><u>Social Communication</u></p> <p>1. Due to their social communication needs, the pupil has significant difficulties with social competence/emotional well-being. Frequent social interaction and communication difficulties demonstrating an inability to independent repair and recover the situation (3- 5 times per day) from which they are unable to independently repair and recover.</p> <p>Requires support to:</p> <ul style="list-style-type: none"> • develop empathy and understanding of emotions, • initiate or maintain conversations, • use and understand non-verbal communication to assist reciprocal peer or adult interactions. • recover and repair incidents of social communication. <p>2. Significant difficulties managing and interpreting the environment (including classroom and unstructured times) and coping with</p>	<p><u>Social communication</u></p> <p><u>To meet all of level 1 of Social communication criteria</u></p> <p>1. The child has severe and pervasive social communication difficulties which have a significant impact on their ability to understand and use language. This affects their ability to understand consequences, predict and problem solve and accept age appropriate responsibility for their own actions.</p> <p>2. Persistent social interaction and communication difficulties, evident throughout the school day and in all settings and contexts.</p> <p>3. Completely self-directed and largely unresponsive to adult attempts to engage the child throughout the day.</p> <p>4. Limited appreciation of classroom conventions, leading to challenging behaviour.</p>	<p><u>Social Communication</u></p> <p>Must meet all of Level 2.</p> <p>1. Severe, persistent and complex social interaction difficulties. Intentional social interactions are on the pupil's own terms and tend to centre on the meeting of their needs.</p> <p>2. Limited functional language skills. Difficulty seeing the point of learning opportunities or social activities.</p> <p>3. Ritualised and repetitive behaviours evident throughout the school day and which significantly limits the child's learning and impacts on other children's learning.</p>	

	<p>communicative demands and or changes and transitions during the school day.</p> <p>3. Significant anxiety results in the inability to cope with social demands escalating to extreme distress/controlling behaviours.</p>	<p>5. School has recognised and acted upon the requirement for multi-agency involvement for assessment and to support their learning.</p>		<p><u>Social Communication</u></p> <ol style="list-style-type: none"> 1. Due to their extreme social communication difficulty, they have preverbal communication. 2. Meaning has to be inferred from behaviours, gestures, facial expression or emotional response by familiar adults and/or AAC 3. These pupils exhibit severe and challenging, unpredictable behaviour (at least hourly on average) that poses an additional risk to themselves, other pupils and staff to the extent that additional staffing is required to ensure safety of the pupil and/or others limited or no intentional social interaction. 4. Extremely rigid and ritualised behaviour which impacts on their own learning and on others learning and is evident throughout the school day. 5. At times these behaviours will escalate to a crisis situation (Incident last for a prolong period of time or results in a prepared multi-professional response being activated to help support and manage the situation)
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	Level 1	Level 2	Level 3	Level 4
Social, Emotional & Mental Health	<ol style="list-style-type: none"> 1. Exhibits severe and challenging disruptive or disturbing behaviours which harms themselves or others. These behaviours will be seen even in the context of a structured and supportive personal and behaviour management programme which includes appropriately differentiated tasks. 2. The behaviour impedes the child's learning and social times and distracts the whole class. 3. Frequency will be significant at 6 to 8 times per day on average, requiring immediate intervention to de-escalate / re-establish an environment where the child is able to re-engage with learning 4. Results of behaviours means there is a need for interventions to help calm and re-assure the other children and staff so that they are ready to learn. 5. Signs of emotional distress are evident on at least a daily basis. The pupil is reluctant to engage and requires close monitoring and supervision and adjustments to tasks. 6. Outbursts are intense but of short duration. 	<ol style="list-style-type: none"> 1. Must meet ALL of Level 1 criteria 2. Severity of SEMH results in them being physically and verbally threatening to peers and adults on an almost daily basis, presenting significant health and safety risk. Display self-harming behaviour stemming from their emotional needs which impacts on their ability to engage with learning. 3. Shows high levels of oppositional defiant behaviour and unable to comply with reasonable requests. 4. Be extremely distractible to the extent that they do not engage even when planned strategies and differentiated support is put into place. 5. The behaviour impacts substantially upon the child/young person's learning and other activities and disturbs / interrupts the whole class for sustained periods. 6. The episodes of problematic behaviour will continue all day. Unable to make appropriate approaches to peers, resorting to physical and verbal intimidation/aggression on an almost daily basis. 7. Unable to maintain control and does not take responsibility for own behaviour. They may appear 	<ol style="list-style-type: none"> 10. Must meet ALL of level 1 and 2 1. Frequent, intense emotional responses to everyday demands e.g. severe anxiety, withdrawal, verbal or physical aggression towards self, peers, adults and or property. 2. The behaviour completely disrupts the child/young person's learning and other activities and disturbs/ interrupts the whole class for long periods. The episodes of problematic behaviour are long lasting and may well continue over a number of days. 3. Premeditated violent behaviour with intent to harm and not in response to environmental factors, over an extended period (one year) including assaults on staff and pupils requiring detailed risk assessments. 4. Will need more than 2:1 support at times during the school day if in a mainstream environment and has difficulty maintaining placements. 	<ol style="list-style-type: none"> 1. Must meet all level 3 2. Pupil likely to have complex and profound needs in all areas. Engages in unpredictable and extreme social and emotionally based behaviours which compromise their safety and the safety of others. 3. Requires a personalised and therapeutic learning environment and will need more than 1:1 support throughout the school day. 4. The behaviour has resulted in either complete lack of relationships with peers meaning that the child/young person finds it difficult to make any friends or friendships. Any interactions with weaker peers may feature and be based upon intimidation and control 5. The child/young person may have suffered from acute trauma or abuse which renders him / her extremely vulnerable and has necessitated a high level of multi- agency involvement over a sustained period.

	<p>7. Risk assessment will be required.</p>	<p>overwhelmed by their emotional needs and feelings of distress.</p> <p>8. Severely impulsive behaviours with no concern for consequences.</p> <p>9. School has recognised and acted upon the requirement for multi-agency involvement for assessment and support and to maintain placement.</p>	<p>5. Positive response and intervention strategies appropriately employed to help deescalate the situation.</p>	<p>6. The child/young person may be considered a risk to self or others and requires a risk assessment to ensure his / her safety in school</p> <p>7. The pupil's behaviour causes an acute concern in relation to health and safety or safeguarding in all contexts. The risk of significant harm to self and others is a constant concern.</p>
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	Level 1	Level 2	Level 3	Level 4
Sensory Loss	<p>Vision</p> <ol style="list-style-type: none"> Moderate Vision Loss (in the range of 6/24 to 6/36) as advised by medical diagnosis or the QTVI May be registered as sight or severely sight Impaired. Learning materials may need to be modified and/or enlarged to meet their visual need. Unable to visually access board work. Environmental impact audit to have been completed and implemented. <p>Hearing</p> <ol style="list-style-type: none"> Moderate sensori-neural hearing loss in the better ear as advised by medical diagnosis or the Teacher of the Deaf. Delayed receptive and expressive communication Due to variable speech intelligibility may use AAC and or additional amplification e.g. radio system /Soundfield system. 	<p>Vision</p> <ol style="list-style-type: none"> Moderate Vision Loss (in the range of 6/36 to 6/60). Usually registered as Sight Impaired. Requires 1:1 support throughout most of the school day to access the curriculum, specialist equipment and adapted (electronic or enlarged) learning materials. Environmental audit has been requested and implemented. <p>Hearing</p> <ol style="list-style-type: none"> Permanent, severe Sensori-neural hearing loss in the better ear. Has hearing aids and or a cochlear implant. May use additional amplification e.g. radio system / soundfield. Receptive and expressive communication significantly delayed. Pupil may communicate orally or through AAC. 	<p>Vision</p> <ol style="list-style-type: none"> Registered severely sight impaired with an Acuity of less than 6/60. Braille users in primary education will be supported at this level. <p>Hearing</p> <ol style="list-style-type: none"> Have a profound sensori-neural hearing loss in the better ear as advised by medical diagnosis or the Teacher of the Deaf. Has significant difficulty understanding the speech of adults and peers at an age-appropriate level without support, whether signed, written or oral. 	<ol style="list-style-type: none"> Multi-sensory impairment. Diagnosed combination of severe visual and severe/profound hearing loss. The pupil may or may not have hearing aids or a cochlear implant. The pupil will have additional complex needs and be totally dependent on appropriately qualified adult support in order to access the learning environment and curriculum. May need more than 1:1 support throughout the school day. Use of a sensory room on a regular basis will be appropriate. Staff will use sounds or objects of reference. Pupils who are Braille users in secondary school will be supported at level 4.

	Level 1	Level 2	Level 3	Level 4
Physical	<ol style="list-style-type: none"> 1. A life-long and ongoing physical condition requiring wheelchair or other mobility aid such as a personalised walking frame which is monitored by a medical professional. 2. Has poor core stability and physical strength requiring a physiotherapy programme to minimise deterioration. 3. Extent of physical difficulty means the child is unable to transfer independently (but may be able to assist). 4. Ongoing difficulties with self-help and independence skills. 5. Level of physical disability requires a manual handling risk assessment for access to all school activities including those off-site. 	<ol style="list-style-type: none"> 1. A wheelchair user and unable to transfer and weight bear without adult intervention and not able to assist. 2. The use of specially adapted mobility equipment. Reliant on adult support for moving, positioning, personal care. 3. Fine motor skills difficulties mean the child is unable to cut up food independently. 4. Level of physical disability requires a manual handling risk assessment and accessible transport arrangements for school trips etc. 	<ol style="list-style-type: none"> 1. Non-ambulant, all areas of motor function are minimal 2. Totally reliant on adult support for all transfers and positioning within seating and standing frame using hoists during the school day. 3. Minimal fine motor skills and reliant on adult support for personal care needs, including toileting 4. Level of physical disability requires manual handling risk assessment and accessible transport arrangements for school trips etc. 5. Highly reliant on adult support for all personal care needs including toileting, dressing, eating and drinking. 6. Has additional severe learning, communication or social need. 	

	Level 1	Level 2	Level 3	
Medical	<ol style="list-style-type: none"> 1. Chronic medical condition/s that impact on their ability to access the academic and social curriculum. Examples of the medical condition would include severe uncontrolled epilepsy, frequent suctioning or colostomy. 2. Individual Healthcare Plan in place due to the potentially serious nature of their condition. 3. Learning programmes are required to support and train the pupils to independently manage their medical condition. 	<ol style="list-style-type: none"> 1. Must meet level 1 criteria. 2. To implement the advice of medical professionals, pupil requires trained adults to access the entire curriculum due to their medical condition. 3. A significant coexisting difficulty e.g. communication, sensory or learning. 4. Unable to monitor their health needs and independently manage this. Adults would recognise symptoms, triggers of the onset of the condition 	<ol style="list-style-type: none"> 1. Severe or degenerative medical condition. The severity and/or the unpredictability of medical condition/s require constant adult intervention by staff with the competency standards required to undertake the necessary procedures. 2. Has additional severe learning and communication difficulties which means that they are unlikely to recognise or articulate deterioration in their medical conditions which may change rapidly. Adults working with them would also struggle to recognise any early signs. 3. Highly individualised learning programmes implemented across all settings. 	

Appendix 3 - Process for Post 16 TUF

The following applies to all mainstream FE Colleges, mainstream and non-independent sixth forms.

New starters transferring from North Somerset Schools, including mainstream and special schools will be allocated the top up funding category and level they received in the year prior to transfer. This is in line with school aged top up funding, where pupils transferring as part of a key stage transfer (EY to reception and Y6 to secondary education) maintain the funding they received in the previous school.

Where school aged funding for transfer pupils remains in place for one year, funding will continue for two years in Post 16 (to reflect a typical 2-year course), but the LA will, in liaison with the provider, review 10% of cases to ensure that the funding level remains appropriate.

VLC is block funded but each pupil's needs will be moderated against the specialist criteria under SEMH. This moderated level will be the one that transfers with the learner upon transfer to Post 16 education.

New applications

The Local Authority will moderate 15% of new applications for top up funding, with the exception of new starters, whose allocation is carried over, as described above.

To support this process, the setting will provide a list of all learners, with the category and level required to support them, to the LA. The LA will determine the 15% of learners that require a full application.

Each case will consist of a full application including a request for funding form and the application evidence expected will be the same as for school aged applications.

- In all cases where a student is in receipt of an Education Health Care Plan, the evidence that settings will need to provide will be a copy of this and the latest Annual Review (including any reports), which sets out the needs of the students and the provision in place to meet those needs. Should there have been a significant change since the Annual Review was held, evidence of such may also be submitted.
- In cases where the student is at SEN Support and currently in receipt of Top-Up Funding the evidence will consist of a completed Top-Up Funding review form (including any recent and relevant outside agency reports).
- Where there is a new application, the information provided will be included in the top up funding request form (including any recent and relevant outside agency reports).

Applications will be moderated by SEN Officers, and a representative of the educational psychology service and supportive parents.

Post 16 criteria has been written which is comparable to the school aged criteria but reflective of the cohort of post 16 learners.

For those applications that are not agreed at moderation, the provider will have the opportunity to attend an appeals panel where the decision will be scrutinised. As Post 16 placements only have the opportunity to make applications once per year, they will be permitted to include new information in the appeal.

High Needs No Category

FE Colleges do not receive element 2 funding through a formula. They do receive element 2 funding for those learners who receive top up funding. To ensure fairness, the LA pays a nominal amount from the high needs block to allow colleges to support learners who do not require TUF but do require additional support through smaller group sizes. The LA provides this amount to students on L1 courses. Colleges will provide a costed provision map for each course.

Appendix 4 - Post 16 Criteria

	Level 1	Level 2	Level 3	Level 4
Category A – Cognition and Learning	<ol style="list-style-type: none"> 1. Severe learning difficulties were evident in their school setting, and that despite appropriate support and personalised teaching the student was only making occasional steps of progress or progress has stopped. 2. When Attainment in all core and most foundation subjects remained at or below a NC Year 1 level or Pre-Key Stage 1, standard 4 level throughout their school career (up to Year 11) At Post 16 level students will be working at entry level or level 1 with a greater emphasis placed on the skills required for adult life and supported employment 3. Experience severe difficulties in making inferences, generalisation and transferring skills. 4. They will have significantly delayed receptive and expressive language skills in line with their cognitive profile. 	<ol style="list-style-type: none"> 1. Must meet ALL of Level 1 criteria. 2. Anticipated to be working at pre-entry level 3. Experiences severe coexisting needs in one or more other area. The additional need will be considered as long-term and in terms of behaviour, would have been present for at least two terms. 	<ol style="list-style-type: none"> 1. Learners have profound and multiple learning difficulties. 2. Attainment in all areas likely to remain static at or below P4 throughout college career (up to Year 11)) and little further progress is evident in Post 16 education 3. In addition to severe learning difficulties, learners have coexisting high level additional need in one or more other areas e.g. sensory, mobility, communication or medical difficulties. 4. Learners will communicate by gesture, eye pointing, facial expression, objects of reference or by vocalisation. 5. Learners cooperate with shared exploration and may engage and show that they can tell the difference between specific people, objects, places and events in their familiar surroundings. 	<ol style="list-style-type: none"> 1. Must meet ALL of Level 2 or 3. 2. In addition, learners exhibit severe and challenging behaviour that poses severe risk to themselves, other learners and staff, requiring additional staffing (at least hourly on average) and a requirement for extended teaching outside the classroom setting. 3. Demonstrate persistent, constant severe and challenging behaviours in all settings and with all staff posing a sever risk to themselves and others. 4. Due to the extent of their learning difficulty, they have limited communication throughout the day. 5. Due to the complexity of their learning and behaviour these learners require planning and provision for out of college hours and for a high level of family support and liaison.

<p>5. Their vulnerability at break and lunchtime due to significantly delayed development of social skills lead to concerns regarding safety and inclusion means that they must be supervised.</p>		<p>6. Acquisition of basic skills will be extremely slow and inconsistent; teaching and learning sessions need to identify small steps to inform assessment outcomes/secure progress over time.</p> <p>7. Lacks independent personal care skills e.g. toileting, dressing, eating, hygiene. Extent of difficulty requires long-term multi-professional strategic planning to maintain a mainstream college placement at least every two years</p>	
<p>In relation to SEND code of practice section 8.31 onwards*</p> <p>Preparing for Adulthood needs: Students will need individualised programmes of study which will include:</p> <ul style="list-style-type: none"> • Explicit teaching for a large part of the social and academic curriculum in order to facilitate their inclusion. The learning of routines and personal development in addition to learning attainments • Experience severe difficulties in making inferences and generalisation • Require regular access to assistive technology and access to 	<p>Preparing for Adulthood requires students to have highly individualised programmes of study throughout the school day which will include:</p> <ul style="list-style-type: none"> • the additional needs require a higher level/frequency of 1:1 adult support • Students will need frequent (daily and/or weekly) tutorials by the appropriate specialist teams in order to enable full access to the curriculum • High levels of support in differentiating activities and resources in small groups/1:1 situations or small classes. • Students will require assistance with and alternative recording for all curriculum areas 	<p>Preparing for Adulthood requires students to have highly individualised programmes of study with high levels of 1:1 support throughout the school day which will include:</p> <ul style="list-style-type: none"> • Require an extremely high level (100%) of individual support • Require a total environment with specialist facilities. The learning environment must be consistent in structure and setting matches the developmental and age appropriate needs of the students with similar peers. • Specific teaching with real experience, • A learning need with an emphasis on exercising choice and developing independence, 	<p>Preparing for Adulthood requires students to meet ALL of Level 2 or 3 and to have highly individualised programmes of study with high levels of 2:1 support throughout the school day which will include:</p> <ul style="list-style-type: none"> • Students exhibit severe and challenging behaviour that poses an additional risk to themselves, other pupils and staff • Students will require ongoing multi-professional advice/support to address behavioural difficulties • Students will require regular risk assessments and a high level of adult support

	<p>specialist resources designed to scaffold learning</p> <ul style="list-style-type: none"> • Have significantly delayed receptive and expressive language skills which may require Alternative and Augmented Communication e.g. signs and symbols • A high level of teaching in the area of personal and social development with 1:1 support to encourage application of these skills in the college setting and immediate locality • Independent travel training • Support in making appropriate relationships and dealing with sexual feelings • Job coaching and access to work placements and internships to promote transition to adulthood 	<ul style="list-style-type: none"> • Students will require significant modification of curriculum resources and materials e.g. modified text • Students will require a consistent structured environment with secure and explicit boundaries, • Students will require supplementary resources including appropriate furniture and specialist equipment. • Access to specialist personal care areas may be required • Support in facilitating transition to supported living 	<p>interpreting the environment and communicating with others.</p> <ul style="list-style-type: none"> • Medical condition means that the student may need support to meet their health needs during the day • Require access to therapy rooms, hydrotherapy, sensory facilities, technical aids and appliances as necessary • Require additional assistive technologies and technical support as required. Support will need to be highly skilled and innovative to engage students • A need for the curriculum delivery to be flexible and personalised 	<ul style="list-style-type: none"> • Specialist support to enable students to manage these behaviours as without support they pose risk to themselves, students and staff • Specialist support will require training in de-escalation techniques and the use of restraint • Individualised curriculum provided throughout the day • Frequent specialist advice and input for school staff on how to enable full access to the curriculum and provide support for all curriculum or skill areas and/or task analysis differentiated activities and resources in small groups/1:1 situations or small classes • Assistance with and alternative recording for all Curriculum areas • Identified staffing support access the curriculum or personal development throughout the day. • 2:1 Support
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Category B – Communication (Speech and Language)	Level 1	Level 2	Level 3	
	<u>Speech & Language</u> <ol style="list-style-type: none"> 1. A minimum of moderate to severe disorder of receptive and/or expressive language skills. Learner cannot follow instructions or respond appropriately to questions when they can complete tasks that are not reliant on speech and language. 2. Able to communicate using self-generated, simple sentences, may have difficulty in expressing ideas through language e.g. word finding, sequencing. Extent of disorder requires support from SALT and delivery of a personalised speech and language programme or a strategy plan that is no more than two years old. 3. Due to their receptive and expressive language difficulties, the learner demonstrates at least a 3 year delay in Post 16 setting. 	<u>Speech & Language</u> <ol style="list-style-type: none"> 1. Severe speech sound disorder or neurological structural impairment affecting speech. 2. The student is unintelligible even to familiar listeners. 3. Student will need high level bespoke AAC devices as advised by a speech and language therapist. 	<u>Speech and Language</u> <ol style="list-style-type: none"> 1. The learner has profound communication difficulties coupled with very challenging behaviour. They have extremely limited concentration, independence and are unable to grasp social/behavioural norms. 2. The learner is likely to remain largely non-verbal throughout their college career. Interpretation is heavily dependent on the context and knowledge of individual. 3. Reliance on AAC and or use of concrete modes of communication such as body language / use of real objects to make simple choices, basic needs known. 	

	Level 1	Level 2	Level 3	Level 4
Category B – Communication (Social Communication)	<p><u>Social Communication</u></p> <ol style="list-style-type: none"> 1. Due to their social communication needs, the learner has significant difficulties with social competence/emotional well-being. Frequent social interaction and communication difficulties demonstrating an inability to independent repair and recover the situation (3- 5 times per day) from which they are unable to independently repair and recover. 2. Requires support to develop empathy and understanding of emotions, initiate or maintain conversations, use and understand non-verbal communication to assist reciprocal peer or adult interactions, recover and repair incidents of social communication. 3. Significant difficulties managing and interpreting the environment (including classroom and unstructured times) and coping with communicative demands 	<p><u>Social communication</u></p> <p><u>To meet all of level 1 of Social communication criteria</u></p> <ol style="list-style-type: none"> 1. The student has severe and pervasive social communication difficulties which have a significant impact on their ability to understand and use language. This affects their ability to understand consequences, predict and problem solve and accept age appropriate responsibility for their own actions. 2. Persistent social interaction and communication difficulties, evident throughout the college day and in all settings and contexts. 3. Limited appreciation of classroom conventions, leading to challenging behaviour. 4. College has recognised and acted upon the requirement for multi-agency involvement for assessment and to support their learning. 	<p><u>Social Communication</u></p> <p>Must meet all of Level 2.</p> <ol style="list-style-type: none"> 1. Severe, persistent and complex social interaction difficulties. Intentional social interactions are on the learner's own terms and tend to centre on the meeting of their needs. 2. Limited functional language skills. Difficulty seeing the point of learning opportunities or social activities. 3. Ritualised and repetitive behaviours evident throughout the college day and which significantly limits the student's learning and impacts on other students' learning. 4. College has recognised and acted upon the requirement for multi-agency involvement for assessment and to support their learning. 	<p><u>Social Communication</u></p> <ol style="list-style-type: none"> 1. Due to their extreme social communication difficulty, they have preverbal communication. 2. Meaning has to be inferred from behaviours, gestures, facial expression or emotional response by familiar adults and/or AAC 3. These learners exhibit severe and challenging, unpredictable behaviour (at least hourly on average) that poses an additional risk to themselves, other learners and staff to the extent that additional staffing is required to ensure safety of the learner and/or others limited or no intentional social interaction. 4. Extremely rigid and ritualised behaviour which impacts on their own learning and on others learning and is evident throughout the college day. 5. At times these behaviours will escalate to a crisis situation (Incident last for a prolonged period of time or results in a prepared multi-professional response being activated to

	and or changes and transitions during the college day. 4. Significant anxiety results in the inability to cope with social demands escalating to extreme distress/controlling behaviours.			help support and manage the situation)
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	Level 1	Level 2	Level 3	Level 4
Social, Emotional & Mental Health	<ol style="list-style-type: none"> 1. Exhibits severe and challenging disruptive or disturbing behaviours which harms themselves or others. These behaviours will be seen even in the context of a structured and supportive personal and behaviour management programme which includes appropriately differentiated tasks. 2. The behaviour impedes the student's learning and social times and distracts the whole class. 3. Frequency will be significant at 6 to 8 times per day on average, requiring immediate intervention to de-escalate / re-establish an environment where the student is able to re-engage with learning 4. Results of behaviours means there is a need for interventions to help calm and re-assure the other students and staff so that they are ready to learn. 5. Signs of emotional distress are evident on at least a daily basis. The learner is reluctant to engage and requires close 	<p>Must meet ALL of Level 1 criteria</p> <ol style="list-style-type: none"> 1. Severity of SEMH results in them being physically and verbally threatening to peers and adults on an almost daily basis, presenting significant health and safety risk. Display self-harming behaviour stemming from their emotional needs which impacts on their ability to engage with learning. 2. Shows high levels of oppositional defiant behaviour and unable to comply with reasonable requests. 3. Be extremely distractible to the extent that they do not engage even when planned strategies and differentiated support is put into place. 4. The behaviour impacts substantially upon the student/young person's learning and other activities and disturbs / interrupts the whole class for sustained periods. 5. The episodes of problematic behaviour will continue all day. Unable to make appropriate approaches to peers, resorting to physical and verbal intimidation/aggression on an almost daily basis. 	<p>Must meet ALL of level 1 and 2</p> <ol style="list-style-type: none"> 1. Frequent, intense emotional responses to everyday demands e.g. severe anxiety, withdrawal, verbal or physical aggression towards self, peers, adults and or property. 2. The behaviour completely disrupts the student/young person's learning and other activities and disturbs/ interrupts the whole class for long periods. The episodes of problematic behaviour are long lasting and may well continue over a number of days. 3. Premeditated violent behaviour with intent to harm and not in response to environmental factors, over an extended period (one year) including assaults on staff and learners requiring detailed risk assessments. 4. Will need more than 2:1 support at times during the college day if in a 	<p>Must meet all level 3</p> <ol style="list-style-type: none"> 1. Learner likely to have complex and profound needs in all areas. Engages in unpredictable and extreme social and emotionally based behaviours which compromise their safety and the safety of others. 2. Requires a personalised and therapeutic learning environment and will need more than 1:1 support throughout the college day. 3. The behaviour has resulted in either complete lack of relationships with peers meaning that the student/young person finds it difficult to make any friends or friendships. Any interactions with weaker peers may feature and be based upon intimidation and control 4. The student/young person may have suffered from acute trauma or abuse

	<p>monitoring and supervision and adjustments to tasks.</p> <p>6. Outbursts are intense but of short duration.</p> <p>7. Risk assessment will be required.</p>	<p>6. Unable to maintain control and does not take responsibility for own behaviour. They may appear overwhelmed by their emotional needs and feelings of distress.</p> <p>7. Severely impulsive behaviours with no concern for consequences.</p> <p>8. College has recognised and acted upon the requirement for multi-agency involvement for assessment and support and to maintain placement.</p>	<p>mainstream environment and has difficulty maintaining placements.</p> <p>5. Positive response and intervention strategies appropriately employed to help deescalate the situation.</p>	<p>which renders him / her extremely vulnerable and has necessitated a high level of multi- agency involvement over a sustained period.</p> <p>5. The student/young person may be considered a risk to self or others and requires a risk assessment to ensure their safety in college</p> <p>6. The learner's behaviour causes an acute concern in relation to health and safety or safeguarding in all contexts. The risk of significant harm to self and others is a constant concern.</p>
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	Level 1	Level 2	Level 3	Level 4
Sensory Loss	<p>Vision</p> <ol style="list-style-type: none"> Moderate Vision Loss (in the range of 6/24 to 6/36) as advised by medical diagnosis or the QTVI May be registered as sight or severely sight Impaired. Learning materials may need to be modified and/or enlarged to meet their visual need. Unable to visually access board work. Environmental impact audit to have been completed and implemented. <p>Hearing</p> <ol style="list-style-type: none"> Moderate sensori-neural hearing loss in the better ear as advised by medical diagnosis or the Teacher of the Deaf. Delayed receptive and expressive communication Due to variable speech intelligibility may use AAC and or additional amplification e.g. radio system /Soundfield system. 	<p>Vision</p> <ol style="list-style-type: none"> Moderate Vision Loss (in the range of 6/36 to 6/60). Usually registered as Sight Impaired. Requires 1:1 support throughout most of the college day to access the curriculum, specialist equipment and adapted (electronic or enlarged) learning materials. Environmental audit has been requested and implemented. <p>Hearing</p> <ol style="list-style-type: none"> Permanent, severe Sensori-neural hearing loss in the better ear. Has hearing aids and or a cochlear implant. May use additional amplification e.g. radio system / soundfield. Receptive and expressive communication significantly delayed. Learner may communicate orally or through AAC. 	<p>Vision</p> <ol style="list-style-type: none"> Registered severely sight impaired with an Acuity of less than 6/60. <p>Hearing</p> <ol style="list-style-type: none"> Have a profound sensori-neural hearing loss in the better ear as advised by medical diagnosis or the Teacher of the Deaf. Has significant difficulty understanding the speech of adults and peers at an age-appropriate level without support, whether signed, written or oral. 	<ol style="list-style-type: none"> Multi-sensory impairment. Diagnosed combination of severe visual and severe/profound hearing loss. The learner may or may not have hearing aids or a cochlear implant. The learner will have additional complex needs and be totally dependent on appropriately qualified adult support in order to access the learning environment and curriculum. May need more than 1:1 support throughout the college day. Use of a sensory room on a regular basis will be appropriate. Staff will use sounds or objects of reference. Learners who are Braille users will be supported at level 4.

	Level 1	Level 2	Level 3	
Physical	<ol style="list-style-type: none"> 1. A life-long and ongoing physical condition requiring wheelchair or other mobility aid such as a personalised walking frame which is monitored by a medical professional. 2. Has poor core stability and physical strength requiring a physiotherapy programme to minimise deterioration. 3. Extent of physical difficulty means the student is unable to transfer independently (but may be able to assist). 4. Ongoing difficulties with self-help and independence skills. 5. Level of physical disability requires a manual handling risk assessment for access to all college activities including those off-site. 	<ol style="list-style-type: none"> 1. A wheelchair user and unable to transfer and weight bear without adult intervention and not able to assist. 2. The use of specially adapted mobility equipment. Reliant on adult support for moving, positioning, personal care. 3. Fine motor skills difficulties mean the student is unable to cut up food independently. 4. Level of physical disability requires a manual handling risk assessment and accessible transport arrangements for college trips etc. 	<ol style="list-style-type: none"> 1. Non-ambulant, all areas of motor function are minimal 2. Totally reliant on adult support for all transfers and positioning within seating and standing frame using hoists during the college day. 3. Minimal fine motor skills and reliant on adult support for personal care needs, including toileting 4. Level of physical disability requires manual handling risk assessment and accessible transport arrangements for college trips etc. 5. Highly reliant on adult support for all personal care needs including toileting, dressing, eating and drinking. 6. Has additional severe learning, communication or social need. 	

	Level 1	Level 2	Level 3	
Medical	<ol style="list-style-type: none"> 1. Chronic medical condition/s that impact on their ability to access the academic and social curriculum. Examples of the medical condition would include severe uncontrolled epilepsy, frequent suctioning or colostomy. 2. Individual Healthcare Plan in place due to the potentially serious nature of their condition. 3. Learning programmes are required to support and train the learners to independently manage their medical condition. 	<ol style="list-style-type: none"> 1. Must meet level 1 criteria. 2. To implement the advice of medical professionals, learner requires trained adults to access the entire curriculum due to their medical condition. 3. A significant coexisting difficulty e.g. communication, sensory or learning. 4. Unable to monitor their health needs and independently manage this. Adults would recognise symptoms, triggers of the onset of the condition 	<ol style="list-style-type: none"> 1. Severe or degenerative medical condition. The severity and/or the unpredictability of medical condition/s require constant adult intervention by staff with the competency standards required to undertake the necessary procedures. 2. Has additional severe learning and communication difficulties which means that they are unlikely to recognise or articulate deterioration in their medical conditions which may change rapidly. Adults working with them would also struggle to recognise any early signs. 3. Highly individualised learning programmes implemented across all settings. 	

*Preparing for adulthood Outcomes post-16

Young people entering post-16 education and training should be accessing provision which supports them to build on their achievements at school and which helps them progress towards adulthood. Young people with SEND are likely to need more tailored post-16 pathways. The post 16 criteria MUST reflect the highly individualised approaches needed to facilitate progression towards the preparing for adulthood agenda. The Criteria MUST consider the provision alongside learner need for this cohort of learners.

SEMH/VLC proposed criteria Appendix 5 (Below)

	Level 1	Level 2	Level 3	Level 4
Social, Emotional & Mental Health	<ol style="list-style-type: none"> 1. Has a history of severe and challenging disruptive or disturbing behaviours when in a mainstream setting, which harmed themselves or others. The behaviour impedes the child's learning and social times 2. Frequency seen in previous mainstream settings would have been significant at 6 to 8 times per day on average, requiring immediate intervention to de-escalate / re-establish an environment where the child is able to re-engage with learning 3. Results of SEMH difficulties means there is a need for interventions to help calm and re-assure the other children and staff so that they are ready to learn. 4. Signs of emotional distress are part of their profile. The pupil is reluctant to engage and requires close monitoring and supervision and adjustments to tasks. 5. Without the smaller, specialist provision, outbursts are intense but of short duration. 	<ol style="list-style-type: none"> 1. Must meet ALL of Level 1 criteria 2. Severity of SEMH has resulted in them being physically and verbally threatening to peers and adults presenting significant health and safety risk in mainstream settings. They have a history of Displaying self-harming behaviour stemming from their emotional needs which impacts on their ability to engage with learning. 3. Shows high levels of oppositional defiant behaviour and unable to comply with reasonable requests which can be reduced by specialist teaching and small class sizes with a higher staff to pupil ratio. 4. At times they will be extremely distractible to the extent that they do not engage even when planned strategies and differentiated support is put into place. 5. The behaviour impacts substantially upon the child/young person's learning and other activities and disturbs / interrupts the whole class. 6. Verbal intimidation/aggression on an almost daily basis. 	<p>Must meet ALL of level 1 and 2</p> <ol style="list-style-type: none"> 1. Intense emotional responses to everyday demands e.g. severe anxiety, withdrawal, verbal or physical aggression towards self, peers, adults and or property. 2. The behaviour completely disrupts the child/young person's learning and other activities and disturbs/ interrupts the whole class for long periods. The episodes of problematic behaviour are long lasting and may well continue over a number of days without specialist teaching and small class sizes with a higher staff to pupil ratio. 3. Premeditated violent behaviour with intent to harm and not in response to environmental factors, over an extended period (one year) including 	<ol style="list-style-type: none"> 1. Must meet all level 3 2. Pupil likely to have complex and profound needs in all areas. Engages in unpredictable and extreme social and emotionally based behaviours which compromise their safety and the safety of others. 3. Requires a personalised and therapeutic learning environment and will need more than 1:1 support throughout the school day. 4. The behaviour has resulted in either complete lack of relationships with peers meaning that the child/young person finds it difficult to make any friends or friendships. Any interactions with weaker peers may feature and be based upon intimidation and control 5. The child/young person may have suffered from acute trauma or abuse which renders him / her extremely vulnerable and has

	<p>6. Risk assessment will be required.</p>	<p>7. Unable to maintain control and does not take responsibility for own behaviour. They may appear overwhelmed by their emotional needs and feelings of distress.</p> <p>8. Severely impulsive behaviours with no concern for consequences.</p> <p>9. School has recognised and acted upon the requirement for multi-agency involvement for assessment and support and to maintain placement.</p>	<p>assaults on staff and pupils requiring detailed risk assessments.</p> <p>4. Will need more than 2:1 support at times during the school <i>week</i> and has difficulty maintaining placements <i>historically</i>.</p> <p>5. Positive response and intervention strategies appropriately employed to help deescalate the situation <i>require specialist teaching an higher staff to pupil ratios</i>.</p>	<p>necessitated a high level of multi- agency involvement over a sustained period.</p> <p>6. The child/young person may be considered a risk to self or others and requires a risk assessment to ensure his / her safety in school</p> <p>7. The pupil's behaviour causes an acute concern in relation to health and safety or safeguarding in all contexts. The risk of significant harm to self and others is a constant concern.</p>
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