

Guidance for Additional District Needs Funding in Private, Voluntary and Independent (PVI) Settings (September 2015)

All settings are expected to meet the needs of all children, including those children with a range of special educational needs.

Additional District Needs (ADN) funding is allocated to private, voluntary and independent settings in order to provide additional adult support over and above that given to other children in the setting. Funding is available for Staffordshire children, whether in Staffordshire or non-Staffordshire settings. Funding is based on the Staffordshire SEN criteria, particularly the criteria related to two- and three-year-olds and visual and hearing impairment. Forums will also consider environmental factors, such as group sizes and the number of other children receiving funding.

From 1st September 2015 settings will be reimbursed based on the actual cost of the agreed hours of support, as per the letter of confirmation from the District office.

Settings will therefore be required to submit an invoice on a half-termly basis. The invoice must provide us with the following information which will ensure that payment does not get delayed:

- Name of pupil
- Number of hours support per week
- Period to which invoice relates (date from/to)
- Hourly cost (including on-costs) of staff member(s) and name/initials of staff member(s) supporting the pupil.
- Total cost of support that is being invoiced

Invoices should be sent (or e-mailed) for the attention of:

Andrea Partridge,
St Chad's,
Tipping Street
Stafford, ST16 2DH
Telephone: (01785) 278949
Email: andrea.partridge@staffordshire.gov.uk

ADN funding can be provided up to a maximum of 15 hours per week in term time in line with the NEF. Funding can be stretched in the same way as the NEF, but the calculations will be based on a maximum of 15 hours/week in term time.

Where children attend a number of settings the ADN funding can be given to a maximum of two settings. Where these two settings are both PVIs the funding will be based on the ratio of time spent in each setting, up to the total maximum of 15 hours. Both settings will need to apply separately for any funding.

Where parents choose that their child attends a maintained nursery or school, including special needs nurseries the time at these settings will be considered. This means that when a child attends 15 hours or more at a maintained setting then no additional ADN funding will be available for any other setting.

This support remains temporary and is dependent on the needs of the child. Should there be any changes in circumstance (e.g. transfer to another setting, prolonged absence, changes to attendance patterns) the forum should be notified as soon as possible. Funding is

allocated based on the hours that a child is attending the setting. Where a child's attendance reduces then the funding may also be reduced. Funding will cease when a child leaves that setting, and any new setting would be expected to apply for funding. In exceptional circumstances where sufficient information is available settings may apply for funding before a child starts in order to have funding in place during the first sessions.

Funding will be regularly monitored and reviewed. Funding will be stopped or reduced where there is evidence that it has not be used as expected, and can be claimed back where appropriate.

Settings should submit funding applications, including reviews, to the district offices at least 10 working days before a forum. This gives time for documentation to be processed and shared with the forum members. Where review applications are received late they will not be discussed at the first forum but at the next forum. Any gap in funding will not be back-filled.

Setting must give sufficient details of the child's needs, how they are already supporting the child and how they plan to use any additional funding. Incomplete forms will be returned to settings. When asking for further funding settings will need to show what they have used the previous funding for and the difference that it has made to the child in terms of progress against specific targets.

Completing the Form

Part A

Please ensure that all the sections are completed

Part B

Basic SEN information – please indicate the child’s key or primary need. You can list any other needs under ‘secondary needs’.

The table sets out what you are already doing to support the child. Please be as specific as you can be and this should link to the individual targets that you are working on with the child, and have shared with the forum.

Part C

Part C gives the forum information about the child’s needs and any other information that is relevant as part of your application. The child’s needs should link in with the support that you are already providing as well as any additional support that you are requesting. The child’s needs should be greater than those of most other children in your setting.

Part D

This section allows you to give us information about how you propose to use the funding that you are requesting. You need to be specific and support should link directly to the child’s needs. It would not be appropriate to request support to deliver a specific programme if there was no indication that the child had this need elsewhere in your application.

Personal care needs (such as toileting) can not be supported through this funding stream.

You cannot request more than 15 hours support per week. 15 hours would only be appropriate for children with very significant needs. You cannot request support for activities or support that would be available for all children or would to part of the normal setting’s processes or systems. Please give a total amount of hours where asked.

On the review form, Part D also asks about the progress that the child has made with the funding you have already received. When you complete the table in Part D on the review form this is for all the support that you are requesting. If you have been receiving 4 hours and want 5 hours in total at this review point you need to explain how you would use all 5 hours.

Part E

Staffordshire has a criteria to determine if children have needs that require additional support. Part E is a summary of which criteria you feel the child meets. This must be supported by an annotated copy of the criteria. Please ensure that the criteria you submit can be photocopied effectively (underlining may be better than highlighting)

Part F

This section looks at the evidence that you are providing to support your request. This should include the criteria and information about the targets you are working on.

Using the criteria

Universal /Differentiation	Additional Needs Up to 5 hours	Complex Needs 5 - 10 hours	Severe Needs More than 10 hours
Gross Motor Development			
<p>Can walk and position self independently</p> <ul style="list-style-type: none"> • Walks downstairs with help. • Kicks a large stationary ball. • Pushes/pulls wheeled toys. <p>Maintains balance whilst performing a range of actions</p> <ul style="list-style-type: none"> • Can stop and start with ease and avoid obstacles. 	<p>Can walk and position self independently but has stability and/or coordination difficulties.</p> <ul style="list-style-type: none"> • Sits on a trike without motion. • Has difficulty climbing onto furniture. • Loses balance when squatting. 	<p>Development is slow due to long term nature of disability</p> <p>Has some independent movement.</p> <p>Needs support to perform some physical skills.</p> <ul style="list-style-type: none"> • Is up and moving with supportive equipment. • Cruises around furniture. • Moves around through crawling and bottom shuffling. • Bears own weight for short periods. <p>Physical skills may fluctuate or deteriorate.</p>	<p>Needs are likely to be permanent and lifelong due to nature of disability</p> <p>Has limited functional movement</p> <ul style="list-style-type: none"> • Is unable to position/reposition without assistance. • Requires physical support to maintain posture. • Needs support/equipment in all situations. • Is unable to bear own weight.

Children who have skills that fall within universal/differentiation can have their needs supported through your own resources. They will therefore not receive additional ADN support. The statements in the columns indicate the most that this child can do.

If a child has a degree of balance in the example above, they would be recorded as being in universal/differentiation. Their skills are greater than in the statements in the other 3 columns so you would not mark these.

If the child can get on and sit on a trike (though not moving it) then it is assumed that they have some independent movement and functional (meaningful) movement so it would be inappropriate to record them in the complex or severe columns.

However a child who needs your help to move them from sitting to lying would rightly be recorded in the 'severe' needs column. They would not have the skills noted in the other columns and require a higher level of adult support.

Highlighters do not photocopy well so it is better to underline or ring the statements that best fit the child.