

Funding Mainstream Inclusion of Key Stage 3 Permanently Excluded Pupils Principles

1. Within the SEND Code of Practice (paragraph 1.26) there is a focus on inclusive practice and removing barriers to learning in that;
“The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decision about where children and young people with SEN should be educated and the Equality Act 2010 provides protection from discrimination for disabled people”.

This funding proposal will further develop inclusivity by building confidence and capacity of our mainstream schools and will support the SEND and Inclusion Transformation agenda.

2. High Needs Block funding will be allocated to permanently excluded Key Stage 3 pupils who do not have an Education Health and Care Plan (EHCP) who are either;
 - a. transitioning to a mainstream school from the single roll of a Staffordshire Pupil Referral Unit (PRU)/Short Stay School;
 - or
 - b. who are placed direct onto the single roll of a mainstream school thus avoiding a PRU placement.
3. The funding is to support mainstream settings in meeting the needs of pupils following a permanent exclusion. The funding will provide an increased financial level of support in addition to the pupil’s AWPU and the school’s notional SEND budget.
4. Funding would be for a period of one year and would be **only** triggered at the point the pupil is placed on the single roll of the mainstream school and **only** remain with the mainstream school whilst the pupil is retained on their roll during the following twelve-month period.
5. Should the pupil be awarded an EHCP during the twelve-month period the funding would be suspended from the final date of the EHCP.
6. Funding will equate to a £5,000 pa. This combined with the SEND notional budget allocation of £6,000 would provide a level of resources to ensure a successful transitional support plan to be in place.
7. The process of identification of pupils and their new school would be managed through the District Inclusion Partnership, the relevant PRU Headteacher and the District Inclusion Officer.

8. This will provide the school with a twelve-month period to gather evidence under the graduated response (Assess, Plan, Do and Review cycle). This can then be used should the pupil be referred for an Education, Health and Care Needs Assessment and if applicable should a Plan be issued this will give longer term sustainability of funding.

Lesley Calverley - Senior Commissioning Manager – SEND, 22th May 2019