



Special Educational Needs and Disability (SEND) Spending Report 2024/25

Outline of funding:

Funding for SEND students is based on the following:

a) Core Education Funding:

The AWPU (Age Weighted Pupil Unit) – This is dependent on the total number of pupils in a school. Each pupil (both with and without SEN) is provided with a certain amount of funding to meet their educational needs. There is no set amount per pupil as it is dependent upon a number of factors that are decided annually by the Local Authority (LA).

(b) Additional Support Funding (ASF):

On top of the core education funding, schools are given an additional amount of funding to meet the special educational provision of pupils with SEN. This funding comes from a particular funding stream called either the designated schools grant or schools block. This funding forms part of a school's 'notional SEN budget'.

Currently, the government suggests that a school should use their notional SEN budget to fund up to £6,000 worth of special educational provision for a pupil with SEN. This is an average figure, as not all pupils with SEN require special educational provision beyond the amount of £6,000. It should heavily depend on the individual needs of each pupil with SEN. Additional support funding is used for pupils requiring special educational provision, including, for example, the commissioning of external experts such as therapists to attend a school and provide support.

(c) Top-up Funding:

If a school requires funding that goes beyond the maximum £6,000 to provide a pupil's special educational provision, then the school can apply for additional 'top-up' funding from the Local Authority (LA). This provides additional funding but this rarely covers the full cost of the additional support a pupil may need.

Table 1 below shows which funding streams support the different types of SEN support.

Type of SEN support	Funding stream
SEN support	Notional SEN budget
SEN support (high need)	Notional SEN budget + top-up funding
EHC plan	Notional SEN budget
EHC plan (high need)	Notional SEN budget + top-up funding

Total funding and associated pupil numbers:

The total SEND notional budget allocation for 2024/25 is £293,321. The school's SEND register at the beginning of the academic 2024/2025 consists of:

Pupil SEN Need	Number	Percentage
SEN support	48	13%
EHC plan	11	3%
Total School SEN	59	16%

Proposed Expenditure:

Targeted Support	What does this do/provide?	Cost
Teaching Assistants*	<ul style="list-style-type: none"> To support pre and post teaching of SEN pupils Work with targeted pupils in small groups Provide 1:1 support for specific pupils Targeted pastoral support for identified pupils at break times and lunchtimes 	£303,199
Educational Psychologist (EP)	<ul style="list-style-type: none"> Specific support provided for students across a spectrum of needs Deliver training to staff (Teachers and Teaching Assistants) Supports EHCP application process Advice on strategies to support pupils with SEN 	£8,170
Specialist Equipment	<ul style="list-style-type: none"> Writing slopes/foot rests Overlays, grips, specialist pens and pencils Balance cushions Dyslexia friendly textbooks and reading books Sound Bar (Classroom) Ramps, dorguards Sensory equipment Sounds write books/Barrington Stokes texts 	£10,000
CPD*	<ul style="list-style-type: none"> External CPD provision for all staff Specialist courses for identified/1:1 staff Release time for staff to visit specialist provision Release time for Teachers to spend with specialists and SENCo for advice 	£1,000
IT Packages	<ul style="list-style-type: none"> Lexia and Nessy learning programmes to support spelling and reading of pupils with specific learning difficulties and literacy difficulties 	£914
Secondary Transition	<ul style="list-style-type: none"> Information packs for pupils Staff time to attend transition with vulnerable pupils Intervention work to prepare vulnerable pupils 	£600
TOTAL SPEND:		£323,883*

**Additional costs will be incurred but will be covered by pupil premium funding*

How impact will be measured:

Progress of SEN pupils will be measured on a termly basis using teacher assessment. SEN pupils' progress will be discussed at half-termly pupil progress meetings with Teachers. Progress will be compared against non-SEN peers, expected progress per term is 1 step. SEN Support plans will also have individual targets which may be non-academic and relate to a child's social and emotional development. These targets will be reviewed on a termly basis and qualitative data may be used to measure the impact of this support. An overview of SEN pupil progress data will be presented at termly governors meetings.