



Request for Information: Special Educational Needs & Disability – High Needs Top-Up & Banding Allocations for Mainstream Schools, Mainstream SEN Unit / Resourced Provision, and Special Schools. I would like to request the following information:

1. Information that describes “top-up”, “banding,” “matrix,” or “element” arrangements that the Council uses to guide its allocation of High Needs Block funding to mainstream schools, resource base / units in mainstream schools, and special schools;  
  
Please see attached for mainstream schools.  
The Council does not hold any guides for SEN units, resource bases or special schools.
2. Information showing the maximum High Needs or Top-Up funding allocation (in pounds) that each specific band, matrix point, or element attracts in the current financial year (2025-26);  
  
Top up funding bands for mainstream schools 2025-26  
HB02 £1,210  
HB05 £2,240  
HB07 £3,064  
HB10 £4,300  
HB13 £5,536  
HB15 £6,360  
HB17 £7,390  
  
Top up funding bands for special schools for 2025-26  
Band AD £16,624.51  
Band B £10,942.58  
Band CN £6,917.91  
Band ED (p) £10,72.15  
Band D level 2 £15,411.31
3. Information showing the maximum High Needs or Top-Up funding allocation (in pounds) that each specific band or element attracted for the previous financial year (2024-25).  
  
Top up funding bands for mainstream schools 2024-25  
HB02 £1,210  
HB05 £2,240  
HB07 £3,064  
HB10 £4,300  
HB13 £5,536  
HB15 £6,360  
HB17 £7,390  
  
Top up funding bands for special schools for 2024-25  
Band AD £16,140  
Band B £10,624  
Band CN £6,716  
Band ED (p) £10,412  
Band D level 2 £14,962

Top Up Banding	Value (per annum)	Provision Required
HB02	£1210	<p>It is felt that the child's needs can be largely met within the resources normally available to schools (i.e. E1 &amp; 2) and it is likely that they will continue to benefit from the ongoing provision of Quality First Teaching (QFT) and reasonable adjustments.</p> <p>The child will be experiencing some barriers which may be in excess of SEN Support, but evidence may be lacking in terms of whether these are likely to persist in the longer term.</p> <p>The child will not require consistent levels of 1:1 or small group support, and needs can largely be met through 'lighter' touch support. There may be a requirement for them to access some targeted support and intervention in areas where they are felt to be lacking skills.</p> <p>The child is likely to only experience difficulties in <b>one</b> primary area of need.</p> <p>There may not be evidence that the child's needs are likely to persist in the longer term and therefore those in receipt of this top up banding may not meet the criteria for an EHC Needs Assessment at this stage.</p> <p>A <b>lower</b> level of differentiation will be required to the curriculum in order to make this accessible for the child.</p>
HB05	£2240	<p>The child's needs may present some barriers in accessing classroom-based learning entirely independently, and their progress across the EYFS curriculum will be at a slower rate and pace than that of their typically developing peers.</p> <p>The child will benefit from the ongoing provision of QFT and reasonable adjustments but will likely require access to smaller group support to engage in some formal / structured learning opportunities.</p> <p>The child will likely benefit from targeted support and intervention to develop skills in areas where they are delayed / not yet secure. The child may lack confidence in accessing learning tasks and activities and benefit from some adult support and mediation to make progress which is in line with their ability.</p> <p>The child is likely to only experience difficulties in <b>one</b> primary area of need.</p> <p>There may not be evidence that the child's needs are likely to persist in the longer term and therefore those in receipt of this top up banding may not meet the criteria for an EHC Needs Assessment at this stage.</p> <p>A <b>moderate</b> level of differentiation to the curriculum will be required to the curriculum in order to make this accessible for the child.</p>

HB07	£3064	<p>The child does not require constant 1:1 support to aid classroom-based learning, but will benefit from regular access to targeted support and intervention to work on an area(s) of the EYFS curriculum on a more intensive basis than above.</p> <p>The child will likely lack independence and confidence as a learner as a result of their needs and difficulties, and therefore, be more reliant on adult support throughout the school day. The child will still benefit from small group support, but may require more support than other children accessing this alongside them.</p> <p>The child and setting may require specialist support and input from outside agencies in order to meet their needs.</p> <p>The child is likely to experience difficulties in <b>one or two</b> primary area of need.</p> <p>There may not be evidence that the child's needs are likely to persist in the longer term and therefore those in receipt of this top up banding may not meet the criteria for an EHC Needs Assessment at this stage.</p> <p>A <b>higher</b> level of differentiation to the curriculum will be required to the curriculum in order to make this accessible for the child.</p>
HB10	£4300	<p>The child will require more intensive 1:1 support to fully access and engage with formal / structured tasks and activities, and is not at a point where they can confidently and successfully navigate classroom-based learning in the absence of this support. The child will lack independence and may be more heavily reliant on adults to mediate their learning, and interpret their views, wishes, needs and difficulties.</p> <p>The child will benefit from regular, targeted intervention to develop their skills across the EYFS curriculum, and in the absence of support there is considerable risk of the child regressing in their abilities, and the gap between them and their chronologically aged peers widening at a more rapid rate.</p> <p>The child and setting may require specialist support and input from outside agencies in order to meet their needs.</p> <p>The child is likely to experience difficulties in <b>at least two</b> primary areas of need.</p> <p>A <b>significant</b> level of differentiation to the curriculum will be required in order to make this accessible for the child.</p> <p>There may be considerable evidence that the child's needs are likely to persist in the longer term (i.e. as a result of a formal medical diagnosis) and an EHC Needs Assessment may be appropriate.</p>

HB13	£5536	<p>The child will require more intensive 1:1 support to fully access and engage with formal / structured tasks and activities, and is not at a point where they can confidently and successfully navigate classroom-based learning in the absence of this support. The child will lack independence and may be more heavily reliant on adults to mediate their learning, and interpret their views, wishes, needs and difficulties.</p> <p>The child will benefit from regular, targeted intervention to develop their skills across the EYFS curriculum, and in the absence of support there is considerable risk of the child regressing in their abilities, and the gap between them and their chronologically aged peers widening at a more rapid rate.</p> <p>The child and setting may require specialist support and input from outside agencies in order to meet their needs.</p> <p>In addition to the above, the child's needs may mean that they require a level of support and supervision at unstructured time of the school day. The child may require adults to <b>occasionally</b> intervene and mediate their interactions with other children as a result of their speech, language and/or social communication difficulties.</p> <p>The child is likely to experience difficulties in <b>at least two</b> primary areas of need.</p> <p>A <b>significant</b> level of differentiation to the curriculum will be required in order to make this accessible for the child.</p> <p>There may be considerable evidence that the child's needs are likely to persist in the longer term (i.e. as a result of a formal medical diagnosis) and an EHC Needs Assessment may be appropriate.</p>
HB15	£6360	<p>The child will require more intensive 1:1 support to fully access and engage with formal / structured tasks and activities, and is not at a point where they can confidently and successfully navigate classroom-based learning in the absence of this support. The child will lack independence and may be more heavily reliant on adults to mediate their learning, and interpret their views, wishes, needs and difficulties.</p> <p>The child will benefit from regular, targeted intervention to develop their skills across the EYFS curriculum, and in the absence of support there is considerable risk of the child regressing in their abilities, and the gap between them and their chronologically aged peers widening at a more rapid rate.</p> <p>The child and setting may require specialist support and input from outside agencies in order to meet their needs.</p> <p>In addition to the above, the child's needs may mean that they require a <b>higher</b> level of support and supervision at unstructured time of the school day. The child may require adults to <b>regularly</b> intervene and mediate their interactions with other children as a result of considerable speech, language and/or social communication difficulties.</p> <p>The child is likely to experience difficulties in <b>at least two</b> primary areas of need.</p>

		<p>A <b><u>significant</u></b> level of differentiation to the curriculum will be required in order to make this accessible for the child.</p> <p>There may be considerable evidence that the child's needs are likely to persist in the longer term (i.e. as a result of a formal medical diagnosis) and an EHC Needs Assessment may be appropriate.</p> <p>The child may also meet criteria for specialist or resourced provision but the parent's preference is for them to access mainstream, or there is not capacity to offer a place in either of these provisions.</p>
HB17	£7390	<p>The child will require more intensive 1:1 support to fully access and engage with formal / structured tasks and activities, and is not at a point where they can confidently and successfully navigate classroom-based learning in the absence of this support. The child will lack independence and may be more heavily reliant on adults to mediate their learning, and interpret their views, wishes, needs and difficulties.</p> <p>The child will benefit from regular, targeted intervention to develop their skills across the EYFS curriculum, and in the absence of support there is considerable risk of the child regressing in their abilities, and the gap between them and their chronologically aged peers widening at a more rapid rate.</p> <p>The child and setting may require specialist support and input from outside agencies in order to meet their needs.</p> <p>In addition to the above, the child's needs may mean that they require a <b><u>higher</u></b> level of support and supervision at unstructured time of the school day. The child may require adults to <b><u>continuously</u></b> intervene and mediate their interactions with other children as a result of considerable speech, language and social communication difficulties. The child may present with some behavioural difficulties which pose a risk to themselves and/or others. The child may have physical or medical difficulties which mean that they cannot be left unsupervised at any point throughout the school day.</p> <p>The child is likely to experience difficulties in <b><u>three or more</u></b> primary areas of need.</p> <p>A <b><u>significant</u></b> level of differentiation to the curriculum will be required to the curriculum in order to make this accessible for the child.</p> <p>There may be considerable evidence that the child's needs are likely to persist in the longer term (i.e. as a result of a formal medical diagnosis) and an EHC Needs Assessment may be appropriate.</p> <p>The child may also meet criteria for specialist or resourced provision but the parent's preference is for them to access mainstream, or there is not capacity to offer a place in either of these provisions.</p>