**High needs claim form 2017/18 (V10)**

**Please refer to the high needs support guidance for information on how this form should be completed.**

**When requesting funding for 19+ learners please be aware that young people are not automatically entitled to an EHC Plan after they turn 19.**

**The purpose of the plan (which must be detailed in the V10 is to allow a young person to complete their phase of education and training moving them into the next phase of education and training moving them into onto the next phase of their lives.**

**Outcomes must support steps towards achieving the PfA outcomes;**

* **Moving into paid employment/higher education**
* **Independent living**
* **Having friends relationships and being part of their communities**
* **Being as healthy as possible**

**Part 1: Student details**

|  |  |  |
| --- | --- | --- |
| Institution Name and home LA: (*please print*):College:LA: | Institution UPIN:  | UKPRN:  |
| Name of Student: | Post code: | Student’s home LA: |
| Name of previous placement: Highest achievement to date:  |
| Student reference Number (or Unique Student Number[[1]](#footnote-1)):  | Date of birth: Age at 31st August |
| Please describe the nature of the student’s disability or difficulty in relation to:Sensory and/or physicalSocial emotional & mental healthCognition & learningCommunication & interaction.  |
| Programme Title and Level / Learning Aim Reference:To be confirmed. |
| New learner Continuing learner No. of previous years attended: |
| No of days per week on programme:  | No of hrs per week on programme[[2]](#footnote-2): | No of weeks per year on programme: |
| Programme start date  | Start date of support  | Programme end date | Support end date  |
| Are there any other institutions and/or agencies who are involved in supporting the young person in achieving their goals? If so please state the details and number of days attendance:  |
| Has the Student previously had any of the following? Yes\* No\* Institutions must refer to the appropriate assessment to inform support planning for the learner.\* Please indicate below:  |
| Statement of Special Educational Needs (SEN)Date of SEN: Date unknown | Learning Difficulty Assessment (LDA)Date of assessment:Section 140  | Education, Health & Care Plan (EHC)Date of plan: |
| \* Please provide details of documentation/information shared with the institution which supports the need for high needs support. Copy of Section 140 |
| Name and position of person undertaking the assessment for support: | Contact number: |

**Part 2: Student objectives and provision to meet needs identified and costings**

**Student long term goals and aspirations: To gain employment within the catering industry and have confidence, develop social skills and be more independent.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Objectives related to** | **Provision to meet objectives** | **Expected outcome (at the end of the year)** | **Local Offer support[[3]](#footnote-3)** | **Additional Support required[[4]](#footnote-4)** |
| **Education & Learning[[5]](#footnote-5)** |  |  |  |  |
| **Preparation for work skills** |  |  |
|  |  |  |
| **Social emotional and mental health** |   |  |
| **Skills for Independent Living** |  |  |
| Other |  |  |

£

**Part 3:** Breakdown of costs

Please ensure that costs below correlate with the narrative in part 2 of the form.

|  |  |  |
| --- | --- | --- |
| Please summarise within each category below how different types of specialist staff are supporting the young person.  | Local Offer (Included in E2 - £6000)[[6]](#footnote-6) | Additional Support (E3) |
| Hours per week  | Cost per hour | Cost per year | Hours per week  | Cost per hour | Cost per year |
| * **Teaching, in-class or on-programme support**
 |  | £££ | £££ |  | £ | £ |
| * **Support for personal care or independence activities**

. |  |  |  |  |  |  |
| * **Other types of support (please specify**)
 |  | ££ | £££ |  | £ | £ |
| Equipment required to support the individual to achieve: n/aIs this part of the local offer? Yes No \*\* Requests for depreciation costs must include details of the equipment and evidence of need.  |  |
| Direct Payments or contributions from agencies or individuals (please specify) |  |  |  |

£

 **Total E3 Cost**

**Total Element 3 High Needs costs:**

We understand that the Local Authority, Education Funding Agency (EFA) or the Skills Funding Agency (SFA) may require additional evidence to support the above statement and the actual costs of delivery, and any inaccuracy in the statement may result in recovery of funding and civil and / or criminal proceedings. We understand and accept that the Local Authority, EFA or the SFA may share this information with other government bodies for the purposes of preventing and detecting fraud.

|  |  |
| --- | --- |
| **Signature:** | **Name *(please print)*** |
| **Position:** | **Date completed:**  |

**Part 4: Key principles to apply in support of your application when identifying costs (please refer to the High Needs guidance 17/18 for more detail)**

**Assessment Costs**

* Programme funding includes the provision of pre-entry advice and guidance or induction activities.
* Costs for assessment and review pre-entry, on-entry, on-programme and on-exit may be considered where it can be demonstrated that this requires specialist inputs or a higher level of input than that provided on the individual’s learning programme.

**Teaching, in-class or on-programme support & support for personal care activities**

* Costs should relate to direct support for individual students and should be calculated on a ratio basis where not delivered as 1:1.
* A clear rationale must support requests for additional teaching, in-class or on-programme support.

**Equipment costs**

* The Equality Act 2010 requires Institutions to take such steps as are reasonable to provide auxiliary aids to avoid the substantial disadvantage experienced by disabled students. An auxiliary aid includes an auxiliary service and covers anything which provides additional support or assistance to a disabled student. This could range from the provision of a particular piece of equipment (which does not become the property of the student) to extra staff assistance. It includes making information available in an accessible format.
* Claims for additional equipment to enable access to education or training must be supported by evidence of need, how this has been assessed, what alternative funding options have been explored and whether the equipment will move with the young person when they leave education.
* Only depreciation costs will be considered for funding (this is calculated by dividing the actual cost of the equipment by the estimated number of years of its useful life). Only the appropriate element of depreciation for equipment used by the student for the time it was used is eligible for funding.
1. Mandatory in the school census from 2014 [↑](#footnote-ref-1)
2. The number of programme hours will be based on the needs of the student and what will be required to achieve their outcomes. [↑](#footnote-ref-2)
3. This should describe what is available as part of the standard offer from the Institution by way of support, facilities and equipment; over and above the core programme costs of that course. [↑](#footnote-ref-3)
4. To include ratios and equivalent 1:1 support, specialist teaching, facilities etc which are **not** included as part of the standard offer from the Institution; must be relevant to the individual’s needs. **Further details must be provided at part 3.** [↑](#footnote-ref-4)
5. This must include information about achievement levels and targets to allow for the achievements / attainment level to be discussed at annual review. [↑](#footnote-ref-5)
6. This section is to be completed as per local authority requirements. [↑](#footnote-ref-6)