

Guidance on completing the high needs cost form (V10) for claims over £6000 in 2017/18

High needs (element 3) support for Post 16 settings

This guidance has been developed by the GM Combined Authority to respond to the changes in funding arrangements effective September 2013. These changes to funding allow local authorities' greater involvement in ensuring that learning support for individuals is targeted on their needs and most importantly, in the context of their long term goals and aspirations in preparing for adulthood.

This guidance is applicable to all post 16 further education and training settings where high needs funding is requested. The accompanying high needs form must detail individual objectives that deliver the learning outcomes for the individual and related support costs for students requiring over £6000 of support.

At their discretion, local authorities may choose to apply this funding model to other settings as per local arrangements.

Revised Version: January 2015

1. Definition of high needs

For funding purposes, a high needs student is defined as a young person aged 16-18 who requires additional support costing over £6,000 and any young person aged 19-25¹ subject to a Learning Difficulty Assessment (LDA) or an Education Health and Care (EHC) Plan who requires additional support to participate in education and learning.

Funding for high needs students, aged 16 to 25, consists of both place funding (Elements 1 and 2) and top-up funding (Element 3).

Element 1 of the funding formula includes funding for disadvantage; this is split into two blocks:

Block 1	Block 2
<ul style="list-style-type: none">• Economic deprivation funding <p>Includes additional funds to recognise the additional costs associated with engaging, recruiting and retaining young people from disadvantaged backgrounds.</p>	<ul style="list-style-type: none">• Support needs for progression <p>This supports all students without maths and English at grade C or above to achieve and progress in their Study Programme, including those with low level additional learning support</p>

¹ Until the end of the academic year in which the young person turns 25.

<p>Young people in or having recently left care will generate a flat rate payment for the institution.</p>	<p>needs.</p> <p><u>This replaces all previous forms of low cost ALS.</u></p>
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Allocations for element 1 are based on the number of full time students who have not yet attained a GCSE grade C in English or mathematics or who are in care or have recently left care, the funding rate is £480. Therefore a student with English at Grade C but not mathematics, or vice versa, would attract an uplift of £480. A student with neither qualification at Grade C would attract £960. A student in care with neither qualification at Grade C would attract £1,440. These sums are not ring-fenced for use on these students.

Element 2 is the second component of “place funding” and provides the first £6,000 of funding to meet the additional support costs for high needs students. This element of place funding is not intended for meeting the needs of students who require a lower level support costing less than £6,000. Institutions do not receive Elements 2 and 3 for these students and local authorities do not commission places or provide specific additional funding. Element 2 places are not reserved for a specific student or local authority.

Local authorities will only consider requests for high needs funding (element 3) where it is evidenced that an individual student is a learning programme which is agreed as appropriate and commissioned by the local authority. Requests for funding must be able to demonstrate that support required for learning is over and above that which is normally provided.

High needs support costs should:

- be calculated net of any specific income received from other sources;
- exclude the costs of staff training;
- exclude support costs associated with students enrolled at school and following link programmes with an Institution;
- include any direct payment funding the college has agreed to release to a LA for the purposes of a direct payment for a student (as explained in paragraph 6 in this document).

Support costs should not:

- include overhead costs such as central services or premises as these are already met from the base unit of resource in recurrent funding.
- be recorded where a student requires support in the subject area of their qualification; for example, additional support should not be recorded for a student studying GCSE maths and receiving extra support in maths.

2. High needs cost form (V10)

2.1 For each individual student who requires support over the £6000 threshold, Institutions are required to complete in full the High Needs cost form (over £6000), which, together with learning objectives, provides a breakdown of high needs support costs required over and above that which is generally provided as part of the standard offer from the Institution.

2.2 The High Needs cost form must be completed at the pre-entry or entry stages of the learning programme, and must reflect, as accurately as possible, the anticipated additional high needs support costs to be incurred during that academic year.

2.3 The form should be signed by a member of the Institution's staff and submitted to the student's home local authority in advance of delivery for approval in principle. In such cases, it will be necessary to demonstrate the need for the additional funds.

2.4 Institutions should review this form on a termly basis to ensure it reflects actual costs and must also retain evidence of actual spend, including invoices from third parties as part of their funding agreement.

2.5 The objectives and learning outcomes should be reviewed on a regular basis so that the young person's progress towards long term goals and aspirations is clear and where a young person is continuing in education, the high needs form should set out targets for the forthcoming academic year, in line with long term goals and aspirations.

2.6 Students who are aged 19-25 must be subject to a Learning Difficulty Assessment (LDA) or Education Health and Care (EHC) Plan to be eligible for consideration by the student's home local authority. If a student over 19 does not have an LDA or an EHC plan, any high needs support funding is the responsibility of the Skills Funding Agency (SFA). In such cases, where it is considered that a young person does require special educational provision to be made, there is an opportunity for a referral to be made to local authority's; please see section 9 of the SEND Code of Practice (2014).

3. Defining the principles of use for additional high needs support funding

3.1 The activities for which additional high needs support costs may be used are intended to be additional activities that provide **direct learning support** to students over and above that normally provided by the Institution. They are not intended to include activities that would more usually be classified as student financial assistance.

3.2 The types of additional high needs support costs provided for students may include the following:

- **Additional teaching**, either to reduce class sizes or to provide support in or out of the classroom.
- **Other specialist staffing** considered the most appropriate to support the student in their learning programme. This may include a personal care assistant; mobility assistant; communication support worker; in-class support assistant; employment coach or specialist tutor – this list is not exclusive and we would expect Institutions to consider the most appropriate and cost effective method of delivery.
- **Funding for therapeutic input were an identified need has been assessed** such as that from a speech therapist, physiotherapist or occupational therapist will only be considered

where such support is identified in a learning agreement as essential to enable a student to achieve their learning aims. Where this is identified as essential during timetabled sessions, it is expected that advice from health professionals is embedded into the student's programme. The provision of such therapeutic support should follow an assessment by an appropriately qualified person who is impartial to the Institution. We would expect Institutions to work closely with other agencies to facilitate arrangements where necessary.

- **Where therapeutic input is not identified** in a learning agreement as essential to enable a student to achieve their learning aims, funding should be sought from the relevant Health Authority by the young person/family/carers. Please note that it is not unusual for Health to require that an individual qualifies for Continuing Health Care before agreeing to provide such support.
- **Funding for counselling**, in the form of pastoral support, can be considered where such support is over and above that ordinarily available to students and unable to be provided outside of the student's timetable, to enable a student to achieve their learning goals.
- **Essential transport** between sites and to other off-site activities for students with mobility difficulties, but not home-to Institution transport. Where appropriate, we would expect students to be supported to develop further independence around travel as part of their learning programme.
- **Administration linked directly to individual students** that is in excess of usual requirements, for example, time spent negotiating or delivering special examination facilities or material adaptation.

3.3 The use of alternative technology now available on the market replaces the need for some of the above expenditure and for which any capital costs can be claimed through the advice below on depreciation and costs. In the interest of promoting independence, we would expect Institutions to use appropriate technology as opposed to a support worker where this is appropriate. The requirement for Institutions to ensure the reasonable provision of auxiliary aids is set out in the Equality Act 2010.

4. Equipment costs and depreciation

4.1 The decision to fund any equipment from the High Needs budget will be considered on a case by case basis and the ownership of such equipment will be determined locally.

4.2 While actual equipment costs cannot be recorded through the high needs support process, a depreciation charge for the equipment may be included. It should be calculated by dividing the actual cost of the equipment by the estimated number of years of its useful life (generally over 3 years). Only the appropriate element of depreciation for equipment used by the student for the time it was used is eligible for additional high needs funding.

4.3 Depreciation costs must be claimed in line with the Institution's depreciation policy and should be calculated by an Institution's finance department, as it must be shown in the

Institution's accounts. The same procedure applies to equipment that is leased rather than purchased.

4.4 If the lease costs are a revenue charge (for example, for an operating lease), the proportionate cost of the lease charge is also eligible for high needs support funding. Where a finance lease is used, the depreciation charge is calculated with reference to the capitalised value divided by the term of the lease or useful economic life. This should be calculated by a Institution's finance department, and must be shown in a Institution's accounts.

4.5 Local authorities will expect to see a clear justification to support any requests for equipment to be funded through high needs. As per the Equality Act 2010, institutions are expected to make reasonable adjustments so as not to avoid the substantial disadvantage experienced by disabled students. Where funding is agreed as appropriate to fund such equipment, the local authority reserves the right to see that equipment move on with the learner, where appropriate.

5. Recording costs and compliance evidence of high needs support

5.1 The high needs costs form should be retained by Institutions as auditable evidence. Care should be taken to ensure that planned expenditure does not make disproportionate use of public funds. The Institution should also be able to make available to its auditors sufficient evidence to show that the high need costs recorded were made available to the student.

5.3 Additional teaching costs should be based on staff salaries plus on-costs and contracted hours. Costs for support staff could be calculated in the same way as costs for additional teaching.

5.4 Staff teaching for a proportion of their time at the Institution should ensure that only the proportion of their salary related to teaching is included in any calculation of hourly rate.

5.5 Additional hours added to a qualification cannot be reflected in additional-support costs. These should be reflected in the guided learning hour (glh) record for unlisted qualifications.

6. Personal Budget

A young person or parent has a right to request a personal budget when the local authority has completed an EHC needs assessment and confirmed that it will prepare an EHC plan. Personal budgets should be focused to secure the provision agreed in the EHC plan and should be designed to secure the outcomes specified within the plan.

Funding for a personal budget relating to education comes from the high needs funding pot, however, schools and colleges are encouraged to personalise the support they provide and they can choose to contribute their own funding to a personal budget.

A personal budget can include funding from education, health and social care; however the scope of that budget will vary depending on the needs of the individual, the eligibility criteria for the different components and the mechanism for delivery.

