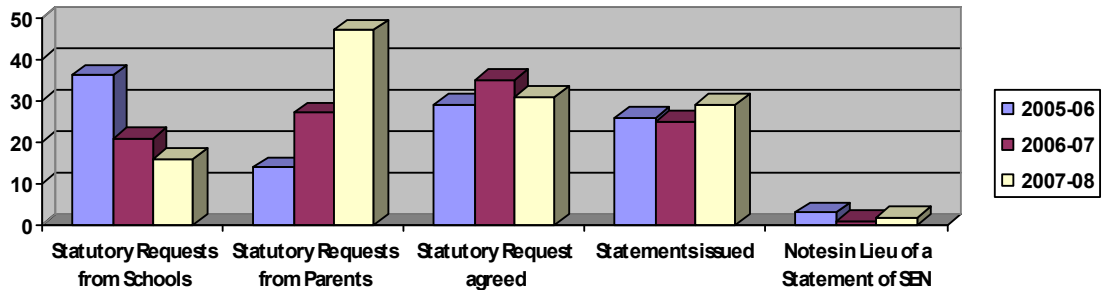


Data concerning Statutory Assessment & Statements of SEN

Table and Chart A - 3 year Trend in the Statutory Assessment Requests and Outcomes

Financial Year	Statutory Requests from Schools	Statutory Requests from Parents	Statutory Request agreed	Statements issued	Notes in Lieu of a Statement of SEN
2005-06	36	14	29	26	3
2006-07	21	27	35	25	1
2007-08	16	47	31	29	2

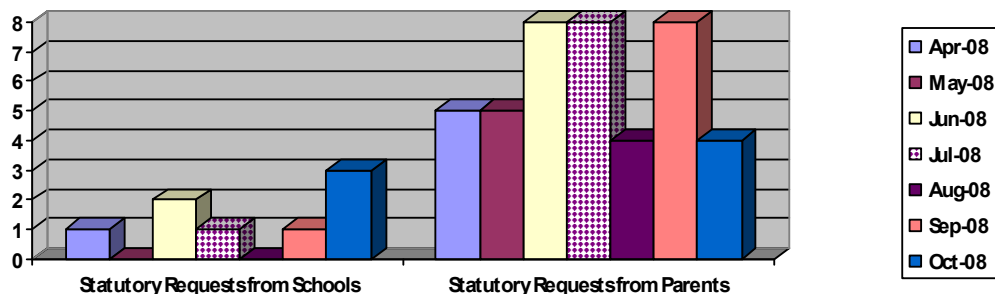


The data indicates a significant trend on terms of requests for statutory assessment from schools to parents over a three-year period despite significant increases in SEN funding through banded funding. Information underpinning the data indicates that requests for statutory assessment from parents are despite the existence of long term banded funding at an appropriate level being in place.

The data and information from meetings with parents suggests that many do not have confidence in schools provision or their ability to arrange necessary to maintain appropriate provision for their child. This is despite the availability of services and funding arrangements to schools to support such responsibilities.

Table and Chart B – Statutory Assessment Requests from April 08 to October 2008

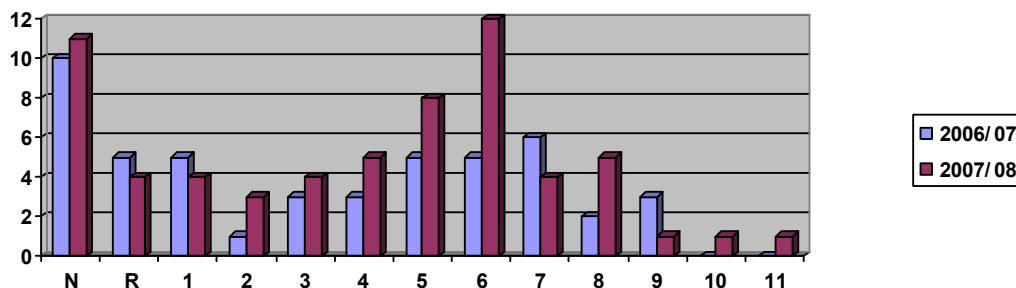
	Statutory Requests from Schools	Statutory Requests from Parents
April 08	1	5
May 08	0	5
June 08	2	8
July 08	1	8
August 08	0	4
September 08	1	8
October 08	3	4



The rise in requests for statutory assessments is continuing through 2008. There have been **42** parental requests since April 2008 and **8** requests by schools since April 2008. To date **34** have been agreed.

Table and Chart C - Requests for Statutory Assessment 2006/07 and 2007/08 by Year Group

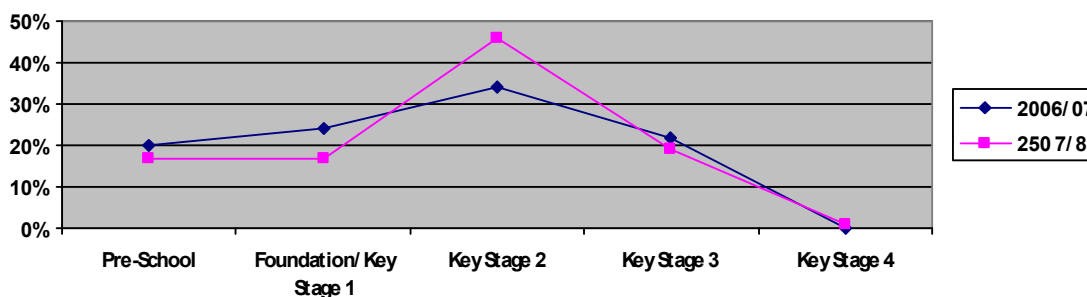
Year Group	N	R	1	2	3	4	5	6	7	8	9	10	11
2006/07	10	5	5	1	3	3	5	5	6	2	3	0	0
2007/08	11	4	4	3	4	5	8	12	4	5	1	1	1



There were 63 new Statutory Assessment referrals received during the financial year 2007 – 2008. This is a 30% increase on the 2006/07 requests

Table and Chart D – Percentage of Statutory Assessment Requests by Key Stage

	Pre-School	Foundation/Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
2006/07	20%	24%	34%	22%	0%
2007/08	17%	17%	46%	19%	1%

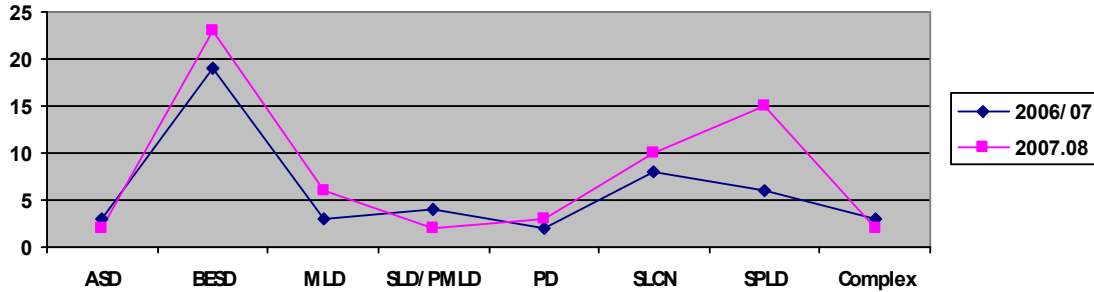


Entry into school transition prompts requests Some of these children with have the most significant special educational needs and may go on to special school provision. These children are generally well known to the LA's SEN Team because of the early notification and early years monitoring arrangements arranged in partnership with colleagues in health.

Secondary school transition is another area of concern for parents and schools and requests rise in the two years leading up to secondary transfer. There was a noticeable increase in requests from parents of children in Years 5 and 6 in 2007/08. There is evidence that parents may be seeking a statement of SEN in order to ensure admission into a preferred mainstream secondary school.

Table and Chart E – Statutory Assessment Requests by Category of Need

	ASD	BESD	MLD	SLD/PMLD	PD	SLCN	SPLD	Complex
2006/07	3	19	3	4	2	8	6	3
2007/08	2	23	6	2	3	10	15	2



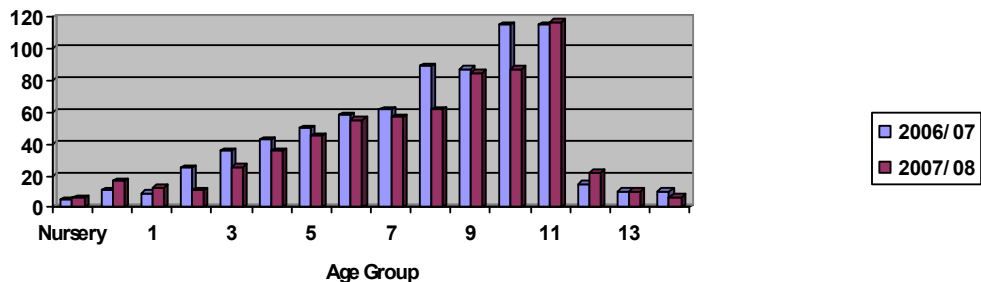
Key			
ASD	Autistic Spectrum Disorder	PD	Physical Difficulties
BESD	Behavioural, Emotional, Social Difficulties	SLCN	Speech, Language and Communication Difficulties
MLD	Moderate Learning Difficulties	SPLD	Specific Learning Difficulties
SLD/PMLD	Severe or Profound and Multiple Learning Difficulties	Complex	

The pattern of requests by type of special educational need over the past two financial years has been consistent with most requests prompted by parents and school concern about children exhibiting ‘acting out’ behavioural difficulties.

2007/08 has shown a new rise in requests where children are thought to have specific learning difficulties because of poor literacy attainment.

Table and Chart F – Maintained Statements of SEN by Year Group 2006/7 and 2007/08

Year Group	N	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Totals
2006/07	5	11	9	25	36	43	50	58	62	89	87	115	115	15	10	10	740
2007/08	6	17	13	11	26	36	45	55	57	62	85	87	117	22	10	7	656

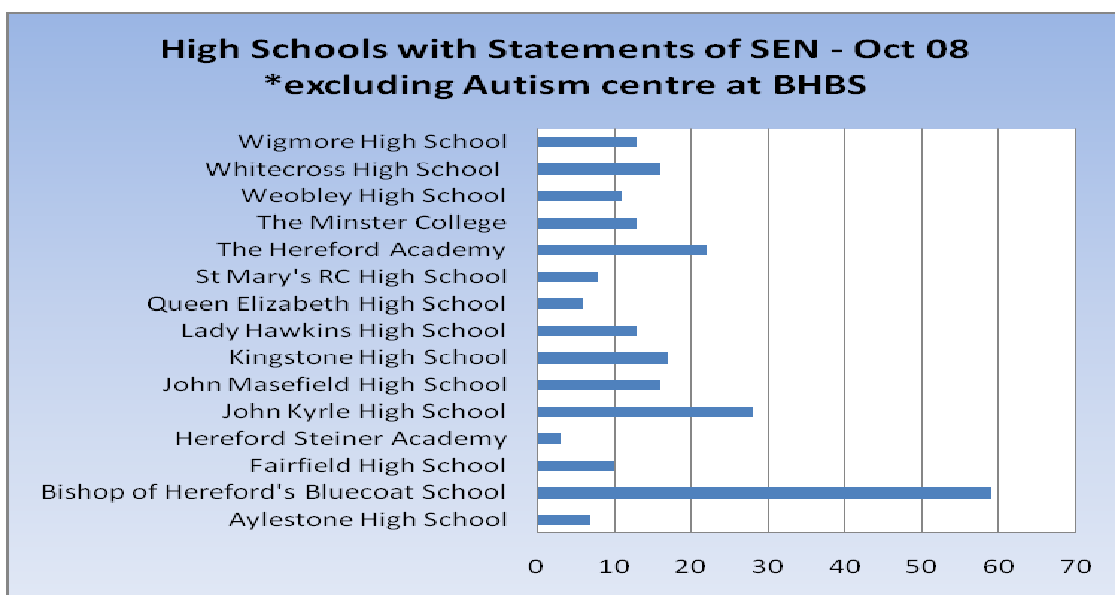
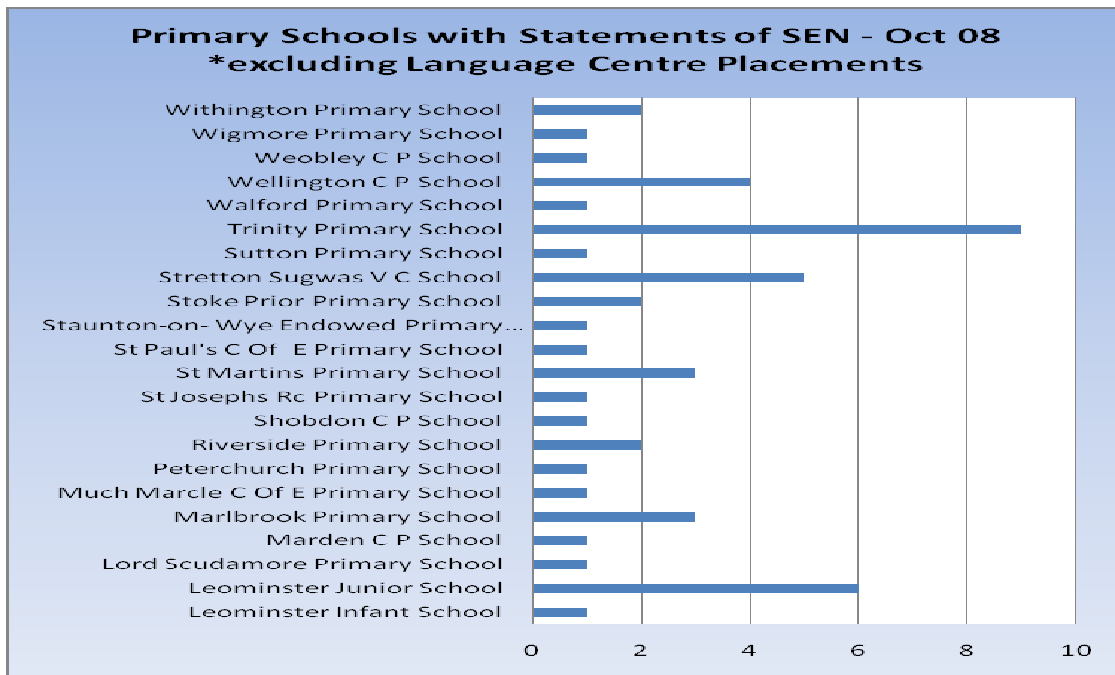


There were **740** pupils with a Herefordshire Statement of Special Educational Needs on **1st**

April 07. Of these **229** were on the roll of special schools either local or other authority maintained special schools or attending independent and non-maintained special schools or other independent provision. The Authority therefore maintained **511** statements of SEN in mainstream schools.

There were **656** pupils with a Herefordshire Statement of Special Educational Needs on **1st April 2008.** Of these **238** were on the roll of special schools either local or other authority maintained special schools or attending independent and non-maintained special schools or other independent provision. The Authority therefore maintained **318** statements of SEN in mainstream schools.

In October 2008 27% of Primary Schools had children with Statements of SEN



100% of Herefordshire High Schools have children with Statements of SEN. The Bishop of

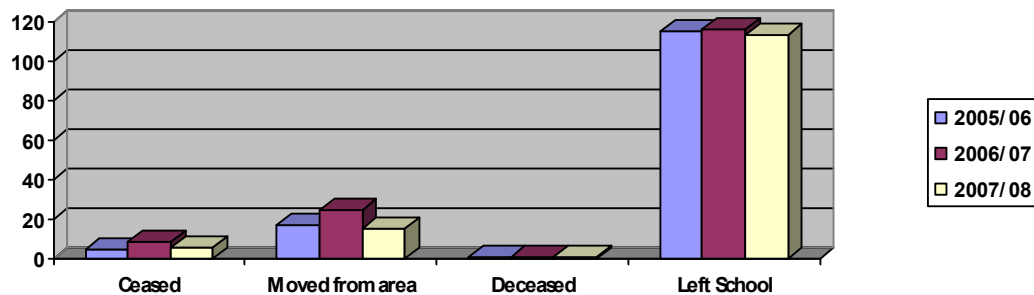
Hereford's Bluecoat School have substantially more children with statements than any other high school. This is undoubtedly linked to the way in which the school has historically provided discrete SEN support arrangements within its Kielder Centre.

Some parents of children with very substantial special educational needs as a result of very low cognitive levels prefer this type of provision in a mainstream school rather than a special school at the secondary stage. These parents have normally wanted their children to be in mainstream primary schools prior to this although a few parents choose The Bishop of Hereford Bluecoat School at year 7 after a primary career at Blackmarston Special School.

The lack of post 16 provision at the Bishop of Hereford's Bluecoat School and the lack of suitable local college courses for young people with significant learning difficulties results in other young people leaving the Bishop of Hereford's Bluecoat School at 16 and transferring to Barrs Court Special school in order to continue their post 16 education in a school setting.

Table and Chart G - Statements of SEN Ceased in 2006/07 and 2007/08

Financial Year	Ceased	Moved out of Herefordshire	Deceased	Left School	Totals
2005/06	5	17	1	115	138
2006/07	9	25	1	116	151
2007/08	6	15	1	113	135



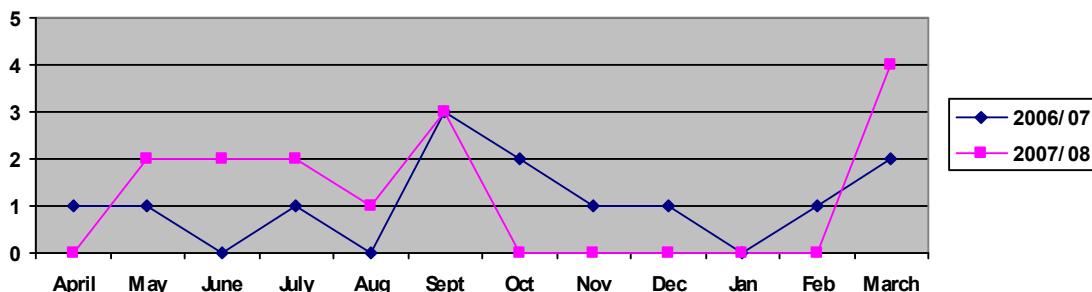
The high levels of relatively low level statements of SEN at the top end of high schools account for the significant reductions in the total numbers of statements of SEN over the past few years.

There were a further 117 young people in year 11 in April 2008. Of these most left school provision in July 2008.

In September 2008 the number of statements of SEN maintained therefore reduced to **535** overall. The balance of statements of SEN in special schools and in mainstream schools at this point is almost 50/50.

Table and Chart H – ‘Movers-in’ with Statements of SEN 2006/07 and 2007/08

	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March
2006/07	1	1	0	1	0	3	2	1	1	0	1	2
2007/08	0	2	2	2	1	3	0	0	0	0	0	4



The number of young people moving to live in Herefordshire with existing Statements of SEN has remained relatively constant over time.

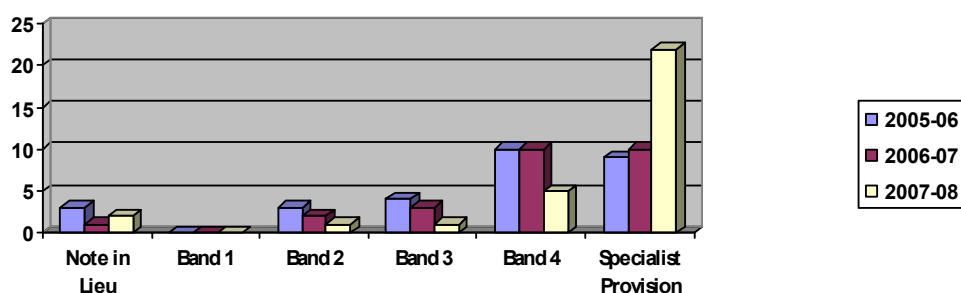
Provision Specified in Statements of SEN - Decision Making Processes

58. Since the introduction of funding through the band level system all new statements of SEN issued to children remaining in mainstream provision, have had a band level specified.
59. Where children have transferred to secondary schools, or have moved between mainstream schools for other reasons, existing statements have been amended to specify an appropriate band level.
60. A band level in a statement of SEN in a mainstream school is determined by matching evidence about a child against the banded funding criteria. The evidence could be from a new or further statutory assessment or as a result of the annual review of a statement of SEN.
61. In common with other Authorities, in the past numbers of statements of SEN were greatest in secondary schools due to both their size and the 'built-in' delays inherent in the statutory process of gaining a statement. In 2004/5 in Herefordshire there were large numbers of statements of SEN for children with low level needs in high schools funded through a mechanism other than band levels (resourced provision).
62. A reduction in the number of statements of SEN in primary schools has had a gradual effect on how children are funded in secondary schools. Banded funding without a statement has been introduced gradually into secondary schools and will be available for years 7 to 11 from September 2009.
63. Statements of SEN in secondary schools funded by previous funding mechanisms have now largely disappeared either through amendment to a band level or ceased as a consequence of better Annual Review processes or as a result of students leaving school.
64. The previous 'resourced provision' funding mechanism for statements of SEN is now confined to current year 11 students. Students who subsequently go on to a school based 6th form, and continue to qualify for additional funding, will have their statements of SEN amended to include an appropriate band level.
65. 2008/09 is therefore the last year in which different funding mechanisms will be applied to statements of SEN.

2008/09 values of each Band level (per annum)	
Level 1	£1830
Level 2	£3585
Level 3	£7000
Level 4	£10930

Table and Chart I – Outcomes following Statutory Assessment over 3 Years

Financial Year	Note in Lieu	Band 1	Band 2	Band 3	Band 4	Specialist Provision
2005-06	3	0	3	4	10	9
2006-07	1	0	2	3	10	10
2007-08	2	0	1	1	5	22



Numbers new statements of SEN issued have remained low and generally stable over the past 3 years. The data shows that statements of SEN are mainly confined to children with the most significant levels of special educational needs. This is in line with the Herefordshire Statutory Assessment Criteria 2005 and the expectations of introducing the banded funding scheme to allow mainstream schools to support children without statements of SEN.

The analysis of trends confirms that the Herefordshire strategy to confine statutory assessments to those young people with the most significant special educational needs, result has been successful to date.

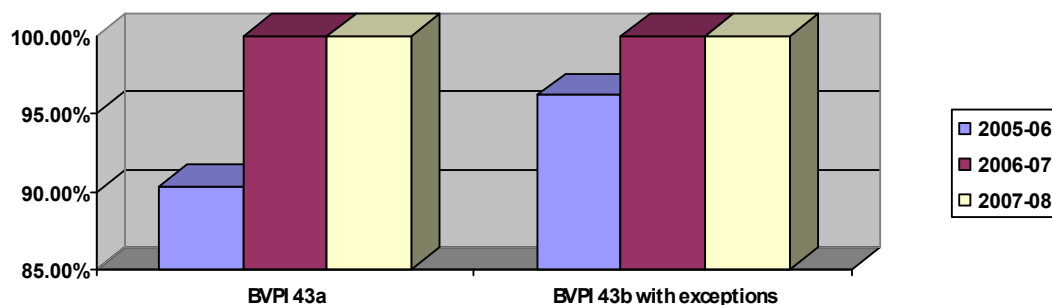
Parents of children with very significant special needs have a legal right to a mainstream education if they want it and Herefordshire is able to demonstrate the ability to meet these parents' expectations with and without statements of SEN.

Data for 2007/08 however shows a significant rise in parents of children with the most significant needs choosing discrete specialist provision rather than high level funding in mainstream.

Authority Performance in Statutory SEN Processes in a Timely Manner

Table and Chart J - Authority Performance in meeting 18week BVPS Indicators 43a and 43b over three years

Financial Year	BVPI 43a	BVPI 43b with exceptions
2005-06	90.32%	96.15%
2006-07	100%	100%
2007-08	100%	100%



Herefordshire has performed in the top quartile of Local Authorities for several years against the Best Value Performance Indicators measuring compliance with the 18-week timescale for issuing proposed statements of SEN following statutory assessments of SEN. Performance has been at 100% for the past two reporting periods.

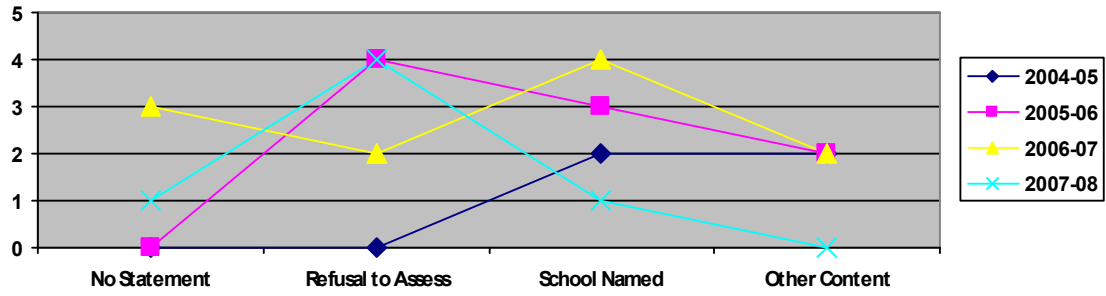
BVPI's 43a and 43b are not now nationally gathered but performance against the 18-week timescale continues to be an important feature of the SEN accountability in Herefordshire and forms part of the quarterly performance reporting system.

National Indicators 103a and 103b measuring Authority compliance with the 26-week timescale for issuing Final statements of SEN have replaced 43a and 43b for national reporting for 2008/09. Herefordshire is currently achieving 100% performance against these new indicators.

SEN & Disability Tribunal Appeals

Table and Chart K – SEN & Disability Tribunal Appeals 2006/07 and 2007/08

Appeal Reason	No Statement	Refusal to Assess	School Named	Other Content
2004-05	0	0	2	2
2005-06	0	4	3	2
2006-07	3	2	4	2
2007-08	1	4	1	0



Herefordshire has a maintained low numbers of SEN & Disability Tribunals and works hard to resolve disagreements in the most appropriate way.

Band Level Funding Without a Statement of SEN - Decision Making Processes

66. The banded funding scheme's processes were developed in consultation with Herefordshire schools. Since the introduction of the scheme the processes have been refined as a result of views expressed by schools and the continuing involvement of the Funding for Inclusion Group.

The scheme has extensive documentation and guidance. The scheme documents are:

Criteria for Banded Funding	
across the 4 levels and 10 categories of special educational need.	
VI - Visual Impairment	GLDD - General Learning and Developmental Delay
HI - Hearing Impairment	SPLD - Specific Learning Difficulty
PD - Physical Difficulties/ Medical Difficulties	SLCN – Speech, Language and Communication Difficulties
PDD - Pervasive Developmental Disorder	BESD - Behavioural, Emotional and Social Difficulties
DCD - Developmental Co-ordination Disorder	Complex Difficulties/Other

Other documentation	
Banded Funding Questions & Answers	Tests for Band Levels 1 & 2
Guide for Counter-signatories	Application Forms for each level

2008/09 values of each Band level (per annum)	
Level 1	£1830
Level 2	£3585
Level 3	£7000
Level 4	£10930

Banded Funding without a Statement of SEN

67. Where there is no statement of SEN schools may apply for an appropriate band level under an identified category of need.
68. The application calls for evidence that should have been gathered by a school as a result of following the 2001 SEN Code of Practice's expectations at School Action and School Action Plus.
69. The criteria require a school to provide evidence of their School Action/ School Action Plus identification, assessments, details of their interventions, use of resources and advice as well as an analysis of outcomes achieved by the child. The criteria also require schools to provide a forward plan appropriate to the child that demonstrates effective use of resources.
70. The Banded Funding Panel meets on a Wednesday afternoon every three weeks during term time. This was intended to spread the volume of applications and to enable schools to apply without delay throughout the year when they felt it was

necessary.

71. The Panel comprises Head Teacher and/or SENCo representatives from Herefordshire secondary and primary schools. There is a rolling programme of school panel members to ensure that all schools take part in the decision making and that each panel has a mixture of experienced and new panel members. Schools are encouraged to send observers to the panels to increase their familiarity with the process and to learn more about good practice in for example, provision management, individual education plans, effective identification of SEN and monitoring children's progress.
72. The LA's SEN Team administer the panel process. They receive applications every three weeks. The cut off date for applications is 12 noon on the Wednesday prior to the actual panel meeting. It is usual for applications to be received on the deadline date rather than earlier.

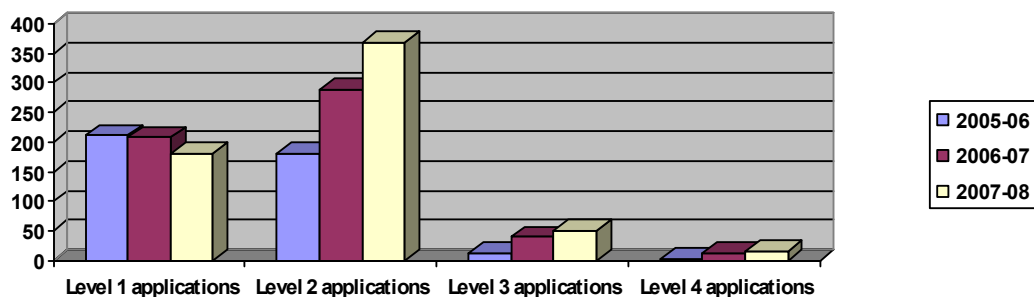
The process then followed is set out below.

Banded Funding Panel – Analysis of Tasks				
SEN Admin	Log applications into the SEN database	Create a pupil file or add papers to an existing paper file	Scan the application form, previous and present IEP and or provision map and burn onto a disc for secure distribution to Panel members	Create the case agenda and distribute to Panel members
Casework Officers	Read applications and tab all reports from external sources included by the school.	Chair the Panel meetings and brief Panel members on the existence of external reports ensuring that these are examined where necessary to a decision	Assist in interpreting reports or understanding the implications of special needs Panel members may not have had direct experience of, for instance, rare genetic conditions or unusual cognitive, behavioural or educational profiles.	Record the Panel discussions and the decisions reached
Schools Panel	Decide whether the within child criteria are met, i.e., whether the evidence about a child confirms the category and level of need applied for by the school	Examine the schools evidence of their intervention to date and their plans for the future	Determine on the evidence whether the school has intervened appropriately and monitored the child's progress effectively to date and if so whether the school's plans build appropriately and necessarily on their previous plans and targets Decide whether the schools' plans have a reasonable chance of being effective and whether they will make proper use of the funding level applied for	Agree on the timescale of an allocation if they determine one is appropriate.
SEN Admin & Casework Officers	Log back all discs for destruction Record decisions on SEN database	Liaise with the Finance Team where applications have been successful	Write explanatory letters based on Panel discussions and recommendations to schools and parents in all cases where applications have been unsuccessful.	Field telephone calls immediately following the Panel meeting

Data concerning Banded Funding without statements of SEN

Table and Chart L - Banded Funding Applications without a Statement of SEN – Demand from Schools

Financial Year	Level 1 applications	Level 2 applications	Level 3 applications	Level 4 applications	Totals
2005-06	211	180	13	4	408
2006-07	208	289	40	14	551
2007-08	180	369	52	16	615



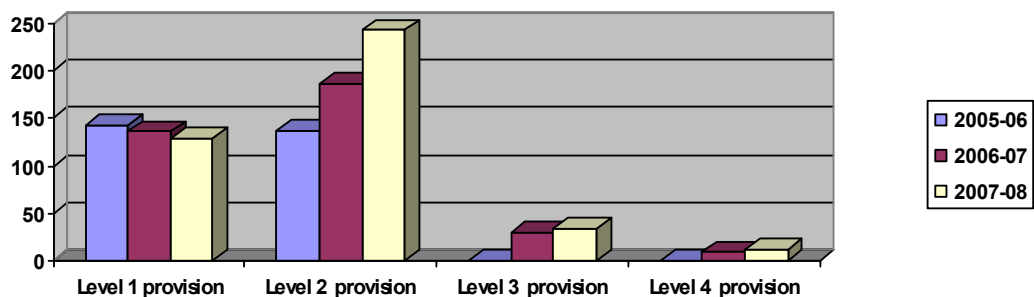
There has been a significant increase in school applications for Band 2 funding with only a small decrease in applications for Band 1 since the introduction of the funding scheme.

Increases in applications for Band Level 3 have been more significant than applications for Band 4.

Band Level 3 applications have also increased steadily.

Table and Chart M - Banded Funding Provision made without a Statement of SEN

Financial Year	Level 1 provision	Level 2 provision	Level 3 provision	Level 4 provision	Totals
2005-06	142	137	0	0	279
2006-07	136	186	30	9	361
2007-08	129	243	34	12	418

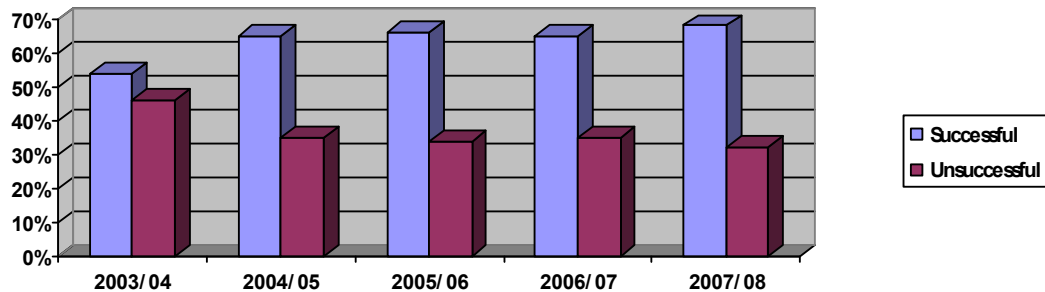


The comparison between the slight decrease in provision at the lowest Band level and the much more significant increase in provision at the higher Band 2 level funding since 22005/06 is very obvious.

This trend has resulted in increased cost of overall provision year on year.

Table and Chart O – Percentage of banded Funding Applications Successful over 5 Years

Financial Year	2003/04	2004/05	2005/06	2006/07	2007/08
Successful	54%	65%	66%	65%	68%
Unsuccessful	46%	35%	34%	35%	32%



The numbers of applications received since the introduction of the scheme have increased year on year. However the proportion of successful and unsuccessful applications has remained very stable over the past 4 full financial years.

There has been significant monitoring of the reasons for unsuccessful applications and follow up by Officers where it is as a result of poor practice in either identification of children's SEN or in planning provision for different types of special educational needs.

There are applications that are received without the inclusion of basic evidence relevant to a school's responsibilities under the graduated response described in the 2001 SEN Code of Practice. These school improvement issues are always followed up and the involvement of SENCO's in banded funding panels and opportunities for training through SENCO Network arrangements continue to support the sharing of good practice at School Action and School Action Plus

The National SEN Strategy and introduction of the Inclusion Development Programme in schools is being further supported by new Access and Improvement Advisory Teams led by the SEN and Accessibility Advisor.

Table and Chart P - Percentage of Successful Applications at each Band Level 2006/07 and 2007/08

Financial Year	Band Level 1	Band Level 2	Band Level 3	Band Level 4
2004-05	68%	32%	0%	0%
2005-06	51%	49%	0%	0%
2006-07	38%	52%	8%	2%
2007-08	32%	57%	8%	3%

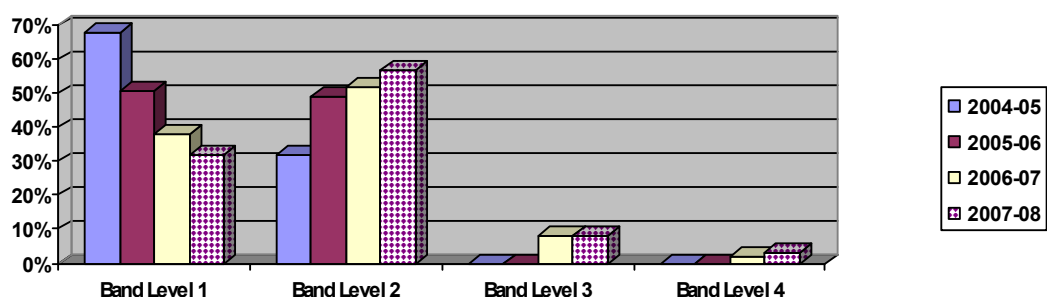
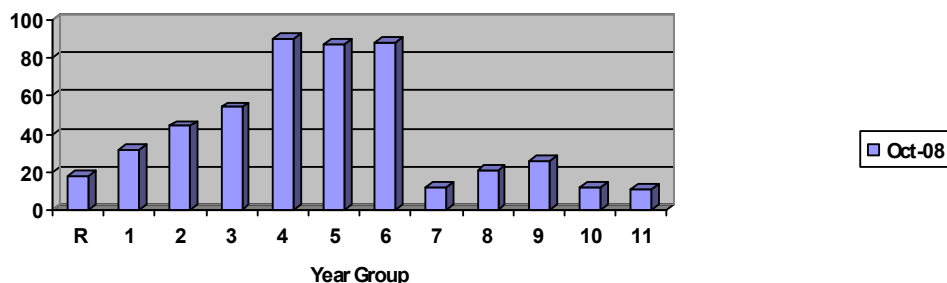


Table and Chart Q - Band Levels without a Statement of SEN by Year Group

Year Group	R	1	2	3	4	5	6	7	8	9	10	11
Oct 08	18	32	44	54	90	87	88	12	21	26	12	11



Banded funding without statements of SEN has been introduced into secondary schools on a year by year basis. High schools have made substantially less use of this funding source than primary schools and have tended to rely on funding from historically high levels of statements in primary schools transferring to them at Year 7.

Two of the largest high schools have obtained more funding through the source of banded funding without a statement of SEN than any others.

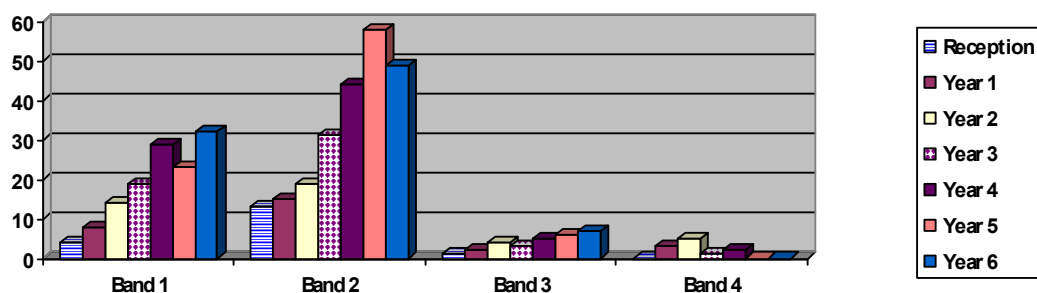
In common with requests for statutory assessment requests demand in primary schools is greatest in Key Stage 2. This reflects primary school perceptions that young people's special educational needs are less able to be managed in a secondary school provision through school base budgets, than at the primary stage.

Primary schools have traditionally been instrumental in paving the way for more funding provided for SEN in secondary schools. This is fuelled by the perception by primary school teachers that children with SEN who have been successfully supported in the primary curriculum will not cope in a high school setting without much more additional funding.

Current Picture (as at October 2008)

Table and Chart R – Band Levels in Primary Schools without Statements of SEN Oct 08

	Band 1	Band 2	Band 3	Band 4
Reception	4	13	1	0
Year 1	8	15	2	3
Year 2	14	19	4	5
Year 3	19	31	3	1
Year 4	29	44	5	2
Year 5	23	58	6	0
Year 6	32	49	7	0

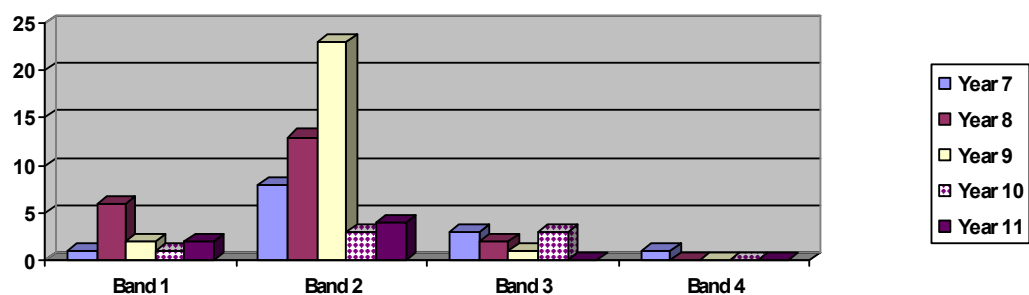


The trend toward increased funding at the higher band levels is continuing with a steady rise in successful Band Level 3 applications for children at the top end of key Stage 2.

The majority of funding at Levels 1 and 2 is focussed on supporting children who have low literacy attainments and/or disruptive behaviour in years 4, 5 and 6.

Table and Chart S – Band Levels in High schools without Statements of SEN Oct 08

	Band 1	Band 2	Band 3	Band 4
Year 7	1	8	3	1
Year 8	6	13	2	0
Year 9	2	23	1	0
Year 10	1	3	3	0
Year 11	2	4	0	0



High Schools have not tended to apply for the lowest level of funding and the concentration of funding in terms of numbers has always been at Band 2.

Year 9 is where numbers of Band 2 funding are currently concentrated and the majority focus on literacy and 'acting out' behaviour difficulties.

The trend for Band 3 funding increases has continued into high schools.

Table T – Banded Funding allocations in High Schools as at October 08

High Schools	Current Number of Allocations
Aylestone High School	7
Bishop of Hereford High School	1
Fairfield High School	4
John Kyrle High School	17
John Masefield High School	4
Queen Elizabeth High school	4

St Mary's High School	1
Hereford Academy	5
The Minster College	14
Weobley High School	4
Whitecross High school	5
Wigmore High School	7

86% of Herefordshire High Schools have Band Levels without statements of SEN.

Table U – Banded Funding Allocations in Primary Schools as at October 08

Primary Schools	Current Number of Allocations
Ashfield Park Primary School	18
Ashperton Primary School	1
Bosbury C Of E Primary School	1
Brampton Abbots Primary School	4
Bredenbury Primary School	2
Bridstow Primary School	4
Broadlands Primary School	18
Brockhampton School	5
Burghill C P School	3
Burley Gate C Of E Primary School	4
Canon Pyon V C School	3
Cleghonger V C School	8
Clifford Primary School	5
Colwall C Of E Primary School	4
Cradley C Of E School	3
Credenhill, St Mary's C E Primary School	6
Eastnor C Of E Primary School	2
Ewyas Harold Primary School	1
Fownhope St Mary's C. E. Primary School	1
Garway Primary School	4
Goodrich School	1
Holme Lacy Primary School	1
Holmer C Of E Primary School	8
Ivington Primary School	7
Kingsland C Of E Primary School	5
Kingstone & Thrupton Primary School	9
Kington Primary School	8
Lea C Of E County Primary School	6
Ledbury Primary School	19
Leintwardine Endowed Primary School	1
Leominster Infant School	6
Leominster Junior School	14
Little Dewchurch School	2
Longtown Primary School	2
Lord Scudamore Primary School	22
Lugwardine Primary School	5
Luston Primary School	3
Madley School	10
Marden C P School	1

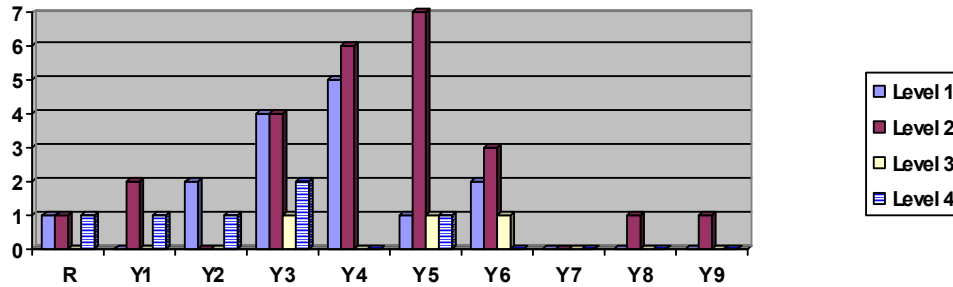
Marlbrook Primary School	13
Michaelchurch Escley Primary School	4
Mordiford C Of E Primary School	3
Much Birch V C School	5
Much Marcle C Of E Primary School	1
Orleton C E Primary School	3
Our Lady's Roman Catholic Primary School	18
Pembridge C Of E Primary School	2
Peterchurch Primary School	2
Riverside Primary School	22
Shobdon C P School	2
St Francis Xaviers R C Primary School	2
St James C E Primary School	5
St Josephs RC Primary School	5
St Martins Primary School	23
St Michaels C Of E Primary School	2
St Paul's C Of E Primary School	5
St Peter's Primary School	6
St Thomas Cantilupe C E School	14
Staunton-on- Wye Endowed Primary School	1
Stoke Prior Primary School	2
Stretton Sugwas V C School	3
Sutton Primary School	1
Trinity Primary School	12
Walford Primary School	1
Wellington C P School	4
Weobley C P School	7
Weston Under Penyard C Of E Primary School	2
Whitbourne School	2
Whitchurch V A School	5
Wigmore Primary School	5
Withington Primary School	2

88% of Herefordshire Primary Schools have band level funding without statements of SEN Oct 08

A typical Banded Funding Panel agenda – Analysis

Table and Chart V – 15th October 2008 Banded Funding Level 1 Applications by Band Level

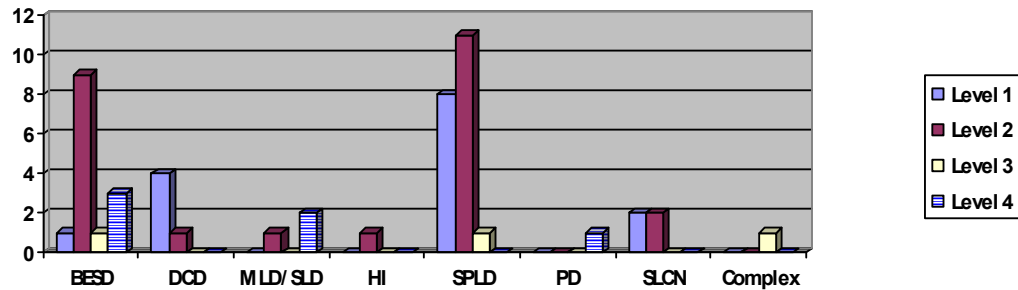
Year	R	Y1	Y2	Y 3	Y 4	Y 5	Y 6	Y 7	Y 8	Y 9
Level 1	1	0	2	4	5	1	2	0	0	0
Level 2	1	2	0	4	6	7	3	0	1	1
Level 3	0	0	0	1	0	1	1	0	0	0
Level 4	1	1	1	2	0	1	0	0	0	0
Totals	3	3	3	11	11	10	6	0	1	1



Applications at the October 15th 2008 Panel meeting followed the identified trends in terms of the proportions of Levels 1 and 2 applied for and the concentration of applications at Key Stage 2. The number of Level 4 applications in comparison with Level 3 shows an increase on previous Panels.

Table and Chart W – 15th October 2008 Banded Funding Applications by category of SEN

	BESD	DCD	MLD/SLD	HI	SPLD	PD	SLCN	Complex	Totals
Level 1	1	4	0	0	8	0	2	0	15
Level 2	9	1	1	1	11	0	2	0	25
Level 3	1	0	0	0	1	0	0	1	3
Level 4	3	0	2	0	0	1	0	0	6



The proportion of applications in the BESD at Level 2 and SPLD at Levels 1 & 2 in this Panel follows the trend seen since the introduction of banded funding without statements of SEN. The trend indicates children who fail to learn to read at an expected rate and children with relatively low level but persistent disruptive behaviour in school.

Monitoring Pupil Outcomes

73. The development of a robust monitoring process has been a priority in the development of banded funding.

The aims of the monitoring process are:

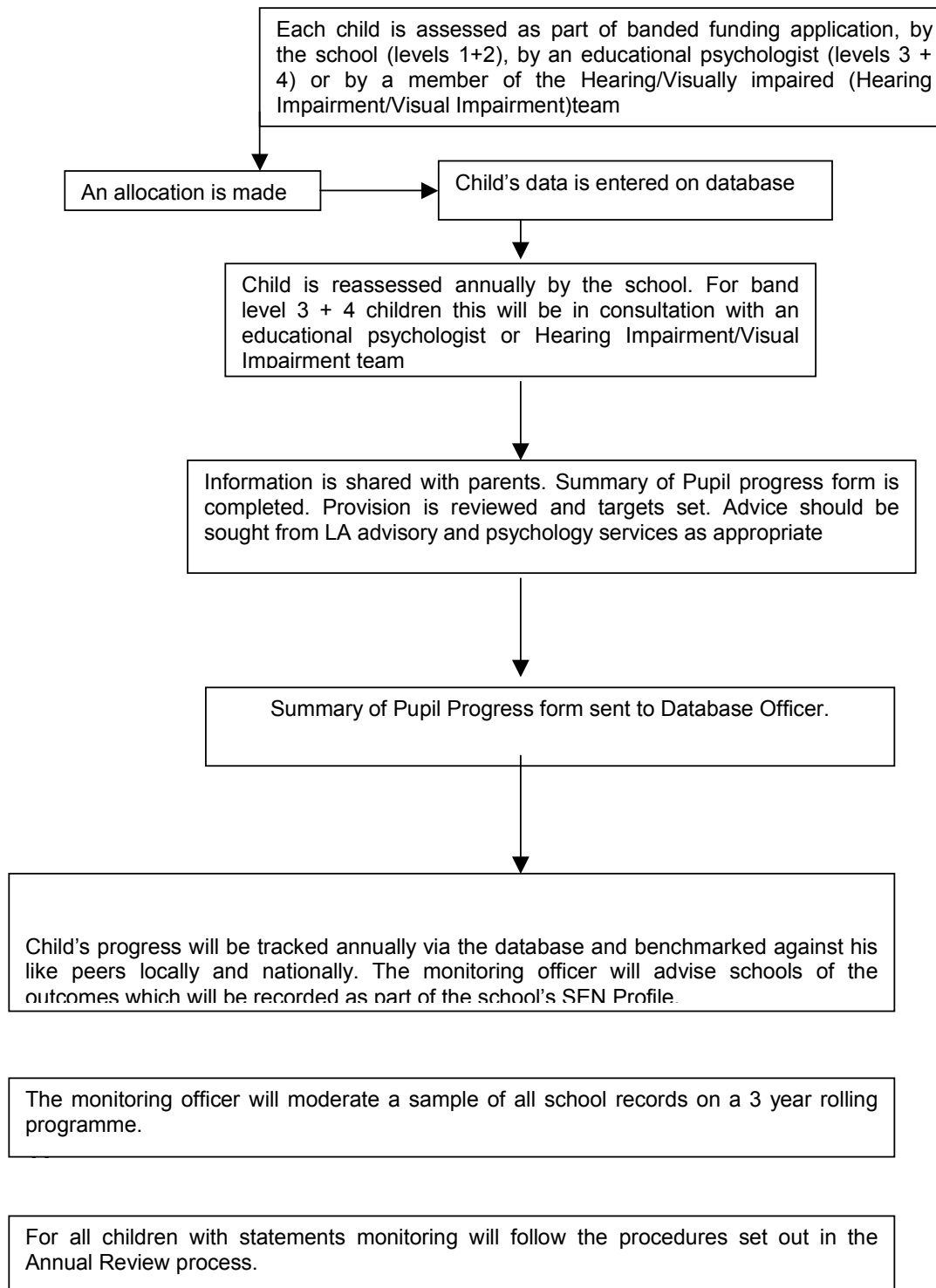
- To ensure that all band level allocations are being used to good effect
- To track the progress of pupils allocated long term provision
- To judge the appropriateness of that progress for each individual
- To raise expectations where necessary
- To make good quality data available to parents, schools and the Council
- To ensure that, for those pupils who formerly would have received a statement of provision and are now receiving either band 3 or 4 allocations, the entitlements are safeguarded
- To share good practice
- To recognise and provide for staff training needs

It is a condition of additional funding (banded funding) that schools participate in the monitoring of the use of these funds.

- Children, who are provided with additional funding (short or long term) must be assessed, at least annually, by the school
- The assessment should monitor the child's progress against the need identified in the initial application as well as providing annual reading data, baseline assessments and end of key stage results where applicable.
- Following assessment the school will:
 - Complete the monitoring paperwork 'SEN Monitoring Summary of Pupil Progress' (Appendix 1) available electronically from the extranet, SENCO website or the monitoring officer
 - Discuss the expectations for the child and the progress made with
 - parent
 - pupil
 - relevant professionals
 - Evaluate the current provision
 - Set new, challenging targets
- Schools may seek advice from the assigned LA Access and Improvement Service with regard to appropriate targets, provision and assessment
- For pupils who are in receipt of banded funding at levels 3 and 4, the educational psychologist who has been involved with the child is involved in the assessment and monitoring of progress
- In the case of pupils with hearing or visual impairment, the relevant specialist advisory teacher are involved (Hearing Impaired/Visually Impaired Service)
- Pupils in receipt of support through a statement of special educational needs have their progress monitored as part of the statutory Annual Review process

Schools are expected to maintain pupil profiles for each child to track that child's progress through the school. Test results should be added to the profile. Pupil profiles also record interventions used at different times with the child and are designed to be a key planning aid in future decision making for that child, assisting both the provision management and IEP target setting processes.

The Monitoring Process



Cost of Banded Funding with & without statements of SEN

	2007/08 Actual	2008/09 Budget
Band 1	£322,000	£203,000 <i>(see Note 1)</i>
Band 2	£1,367,000	£1,100,000 <i>(see Note 1)</i>
Band 3	£583,000	£564,000
Band 4	£687,000	£640,000
New Banding Applications <i>(see Note 2)</i>	Included above	£1,200,000 Anticipated Bands 1 & 2
TOTAL	£2,899,000	£3,647,000

Note 1: Allocations in school budgets continuing from previous year

Background to the current Consultation with Schools concerning Bands 1 and 2

75. Banded Funding trends without statements of SEN have been extensively monitored since its introduction. The Funding for Inclusion Group has been an important reference and steering group. Herefordshire Schools Forum has received reports on the funding mechanism and emerging trends since the scheme's introduction.
76. In October 2007 Schools Forum received a report concerning the effect of the rising cost of banded funding on schools base budgets. The report set out a number of options for reducing the effects.
77. Schools Forum agreed to a 5% cut to the monetary value of Bands 1 and 2 from April 2008 and no inflationary rise in the value of Bands 3 and 4 also from April 2008 following consideration of the facts.
78. Schools Forum also tasked the Funding for Inclusion Group to investigate and report back in June 2008 on the scope for delegation of funding associated with Band Levels 1 and 2 to schools.
79. A further report to Schools Forum in March 2008 concerning Advisory Services resulted in the Funding for Inclusion Group also being tasked with investigating and reporting on the possibility of delegating some of the cost of SEN advisory services to schools.
80. Schools Forum received a report from the Funding for Inclusion Group in June 2008. The report recommended a full consultation with schools in the Autumn Term 2008 concerning a proposal to delegate funding for Band Levels 1 and 2 and funding associated with the provision of central Learning and Behaviour Advisory Services from April 2009.
81. Schools Forum agreed with these recommendations. The Funding for Inclusion

Group were involved in agreeing the content of the consultation and the consultation arrangements.

82. Schools were notified of the consultation in accordance with Council procedures and the actual Consultation Documentation was posted on Schools Online. The 8 week consultation period began on the 22nd September 2008 and finished on the 14th November 2008. Two Question and Answer events were held on the 6th and 8th October 2008.
83. The results of the consultation and a draft report for Schools Forum will be considered by the Funding for Inclusion Group on the 25th November. A final report will then be prepared for consideration by Schools Forum due to meet on the 15th December 2008.