

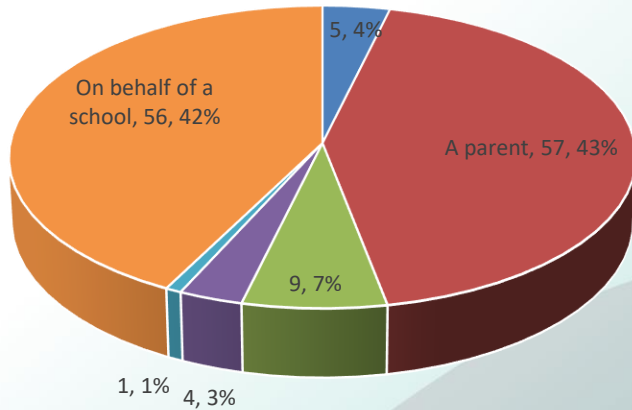
# **Element 3**

## **Consultation Summary**

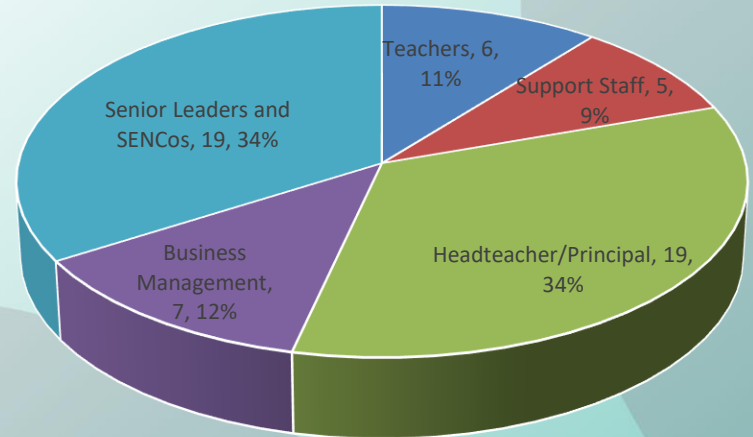
Appendix 3

# Total Respondents

Total responded 132



Total on behalf of a school: 56



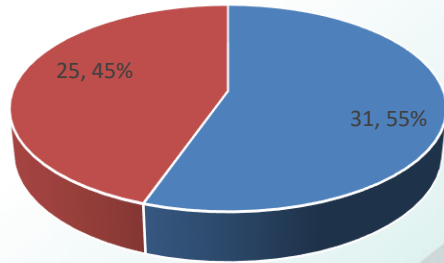
- A member of the public
- A school governor
- Not answered
- A parent
- A support service / LCC employee
- On behalf of a school

# School Responses

Schools that gain felt that the new model is fairer, simpler, and transparent.

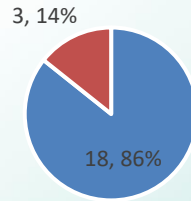
Schools that lose feel that the model is simpler and transparent but do not feel it is fair.

Of the 56 schools that responded



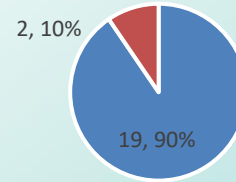
■ Reduction in funds ■ Gain in Funds

Schools who gain



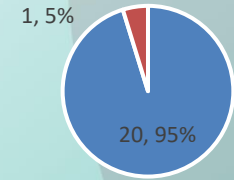
■ Fair ■ Not fair

Schools who gain



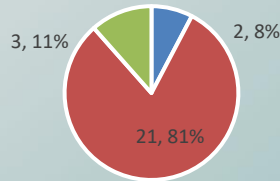
■ Simpler ■ Not simpler

Schools who gain



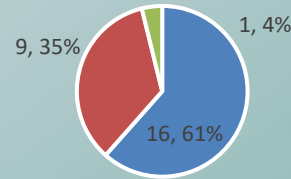
■ Transparent ■ Not transparent

Schools who lose



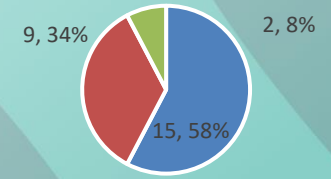
■ Fair ■ Not Fair ■ Not answered

Schools who lose



■ Simpler ■ Not simpler ■ Not answered

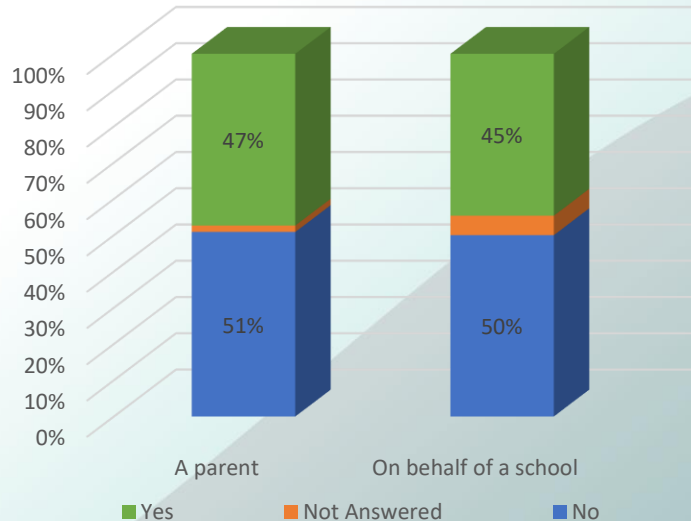
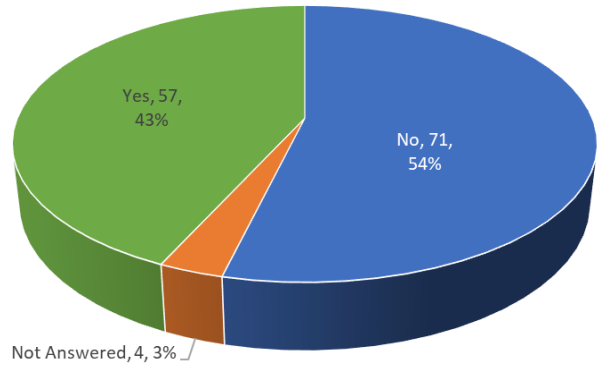
Schools who lose



■ Transparent ■ Not transparent  
■ Not answered

# Is the new funding fairer?

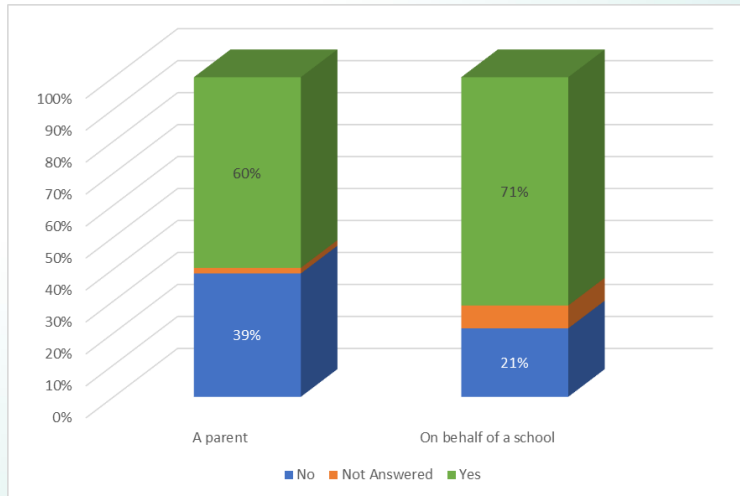
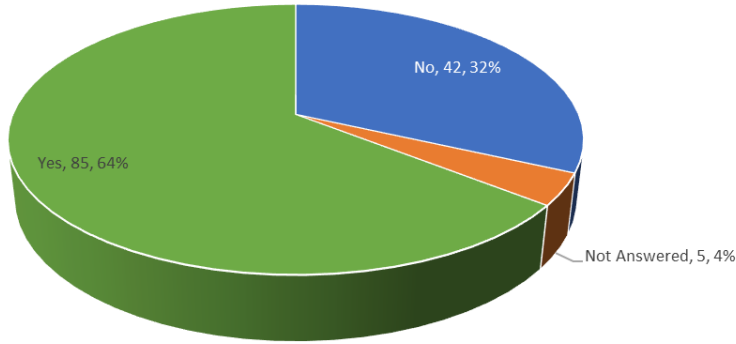
Of all 132 respondents, 43% felt that the new funding was fairer.



- Of all the respondents, 45% of schools and 47% of parents felt that funding was fairer.
- Schools felt that the new model:
  - Gave greater flexibility to employ appropriate staff.
  - Allowed pupils to get the correct amount of funding no matter what school they attended.
  - Enabled schools to utilise funds in a more creative way.
- Schools had the following concerns:
  - More time was needed to prepare for the change.
  - Interim relief funding should be in place.
  - Costs of a TA were not fully covered.
- Parents felt:
  - The funding was fair in the long term.
  - In the short term, children that needed the most help would be left without vital funding for a fair education.

# Is the new funding simpler?

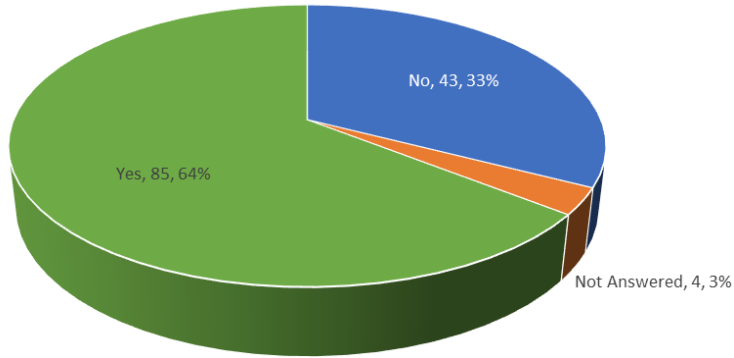
Of all 132 respondents 64% felt that the new funding model was simpler.



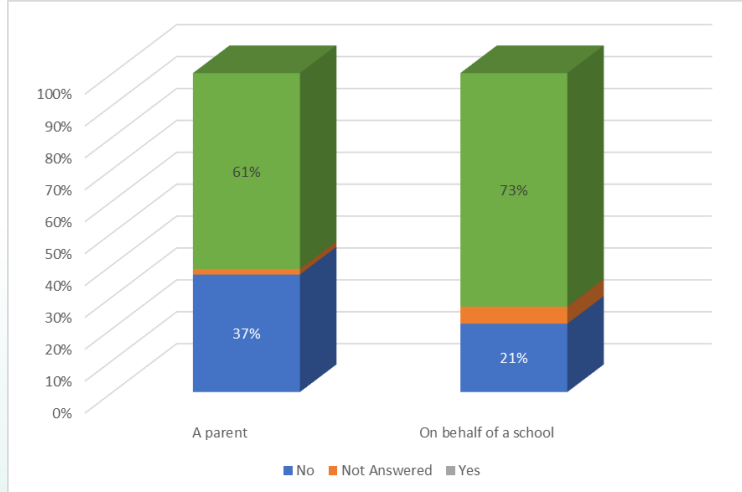
- Of the schools that responded 71% of schools and 60% of parents felt that the new model was simpler.
- Schools felt that the new model:
  - Allowed funds to meet individual need better.
  - Allowed pupils to be supported during the whole school day.
  - Would make a positive impact on pupils.
- Schools had the following concerns:
  - The new model didn't take into account the disparity between the notional SEND budgets.
  - Funding didn't enable support for children who may not get element 3 but benefitted from the additional 40%.
- Parents felt that:
  - The proposal would reduce resources to those young people who require it most.

# Is the new funding more transparent?

Of all 132 respondents 64% felt that the new funding was more transparent.

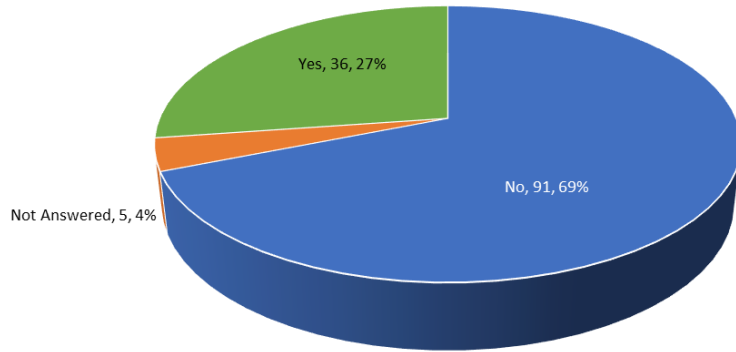


- 61% of parents and 73% of schools felt that the new funding model was transparent.
- Schools felt :
  - That the payment bands were clearer.
  - That schools would be accountable for the funds and would need to show impact of intervention.
- Schools also suggested:
  - Decision making needed to be more transparent.
  - More checks and balances need to be in place for the allocation and use of funds.
- Parents felt:
  - It was clear what the new amounts would be but not how each child qualified for them.

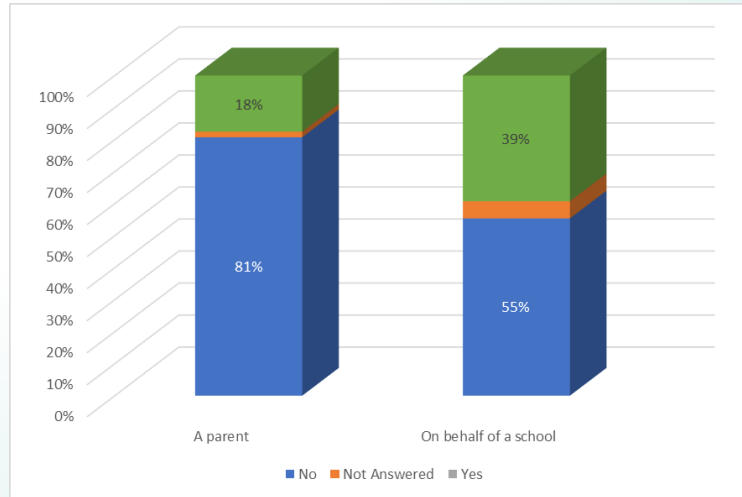


- **Does the new funding support inclusion?**

Of all respondents 27% felt that the new funding supported inclusion.



- 18% of parents and 39% of schools said the new model was inclusive.
- Schools felt:
  - The new model should lead to greater levels of inclusion across schools as it would allow children to join the whole class context.
  - Utilising the funding for new technology could increase accessibility to lessons more effectively than a TA.
- Schools had the following concerns:
  - Inclusion is an ethos and should not be influenced by a financial incentive.
  - Schools that are already inclusive will not be supported by the reduction to their SEND funding.
- Parents had the following concerns:
  - Children may have to withdraw from mainstream school and attend a specialist school.
  - Grouping of SEND children may create a 'special needs kids' areas in the classroom.
  - Schools may turn children away with high SEND needs.



# Suggestions from Schools and Parents

## Finance

- Additional time should be given for the transition.
- Temporary relief funding should be provided.
- Schools receive a nominal amount for children on their monitoring lists.
- Additional funding should be linked to the percentage of funded pupils in a school.
- After 100% of notional is hit a £500 per child allowance is triggered.
- Each school funds up to 90% of their notional budget - Schools retrospectively invoice the LA at the end of the year for any additional notional £6,000.
- Tapering the notional SEN funding from the current 40% to 0% over a number years.

## Process

- Schools that are significantly affected by the proposed funding are prioritised for places at a DSP.
- Schools that are gaining from the proposed changes should be signposted to parents as they may be able to provide a better offer for their child.
- Introduce a team of well trained SEND TAs who schools could employ on a supply basis to support children with plans or Element 3 funding.
- LCC SEND Service Team complete the assessment and application form for Element 3.



## Final comments from Parents and Schools

- Schools that are gaining feel that:
  - It has been a long time coming.
  - They like the proposed model and would like training on how to complete element 3 funding requests.
  - Funds need to be accounted for and if intervention isn't having impact then things need to change.
- Schools that are losing feel that:
  - A longer transition period is required to manage the changes in budgets.
  - They will be unable to provide the level of support for some pupils who require specialist provision.
  - The whole school's attitude towards every child's needs has to be addressed.
- Parents felt:
  - Worried about what would happen to the children that are currently getting support and thriving on it.
  - Impact on those children that don't have SEND as resources are diverted to support those that do.
  - That children would have to go have to go to a specialist school.

# Final comments from Others

- **Governors**
  - It is fairer to fund CYP according to need rather than as an average across all schools. This would support those schools who have/develop a reputation as being 'good with children with needs'. This may also encourage more inclusive behaviour in all schools.
  - In the long term this would appear to be a fairer system, however it is unfair to implement the proposed changes without giving schools time to prepare for such drastic cuts to school budgets.
  - This negatively impacts schools from a more affluent/higher social class area, these schools already get less funding from grants such as Pupil Premium.
  - It does not take account of needs in Early Years.
  - The impact on TAs and pressure on staff groups needs to be better understood.
- **LCC/Services**
  - The new methodology seems fair across all schools and will make stakeholders more accountable for those children with complex needs.
  - It seems more equally balanced.
  - How are we supporting schools with high levels of need but small SEN notional budgets?
- **Members of the Public**
  - In the future schools must be able to provide support to SEN children as they do now.

## Next steps and timeline

- Jan – consultation analysis complete
- Jan – Element 3 Executive Report complete
- Jan – DMT
- Feb – LMB
- Feb - CMB
- March – Scrutiny
- March – Intention notice published
- April – Element 3 process training
- Sept 2022/2023 – Transition
- Sept 2023 – Full implementation