

SEND SPEND Collection

**Specialist/Opportunity Base income and expenditure should not be included below.** This is about that you do not include any Base Support or Teaching staff in the EXPENDITURE or any Base class pr  
**Do not include support for which you do not pay** eg EP allocated time or SALT that you do not purch  
**Legitimate spend:** Early help support, targeted support and specialist support that any one student

GUIDANCE NOTES	DATA BEING COLLECTED
please fill in school name in yellow box.	SCHOOL NAME
Found for academies on the GAG statement. Found for mainstream on information from the LA. Leave blank if can not find	Notional SEN
For mainstream, not base, placements that comes through attached to an individual EHC.	EHC Pupil Level Funding (Sutton LA - non-base)
	EHC Pupil Level Funding (Other LA - no base)
Eg funding direct to school or allocated through eg cluster or predictable needs funding	HN funding (whole school level from Sutton)
	HN funding (whole school level from Other LA)
	<b>TOTAL SEN Funding (Does not include PP Funding)</b>
Included for general information; not used in calculations.	Pupil Premium Funding
	EHC numbers (Sutton children)
	EHC numbers (Other LA children)
Only include those where panel agrees HN predictable need but no EHC. And briefly summarise support	HN Sutton children without EHC confirmed by Cluster moderation.
<b>Notes</b>	<b>EXPENDITURE</b>
SUPPORT HOURS split at different levels to reflect different demands (see below). This applies to hours specifically dedicated to SEN/Early help ie where students are being directly supported by individuals and/or the planning or preparation work linked with this. This could include hours given for pastoral/mental health/CP work where this is work with individuals or families but would not include routine pastoral functions (eg assemblies, programmes for tutors, attendance and behaviour monitoring).	These hours should be those planned PER WEEK across the year (so ignore the occasional drop in hours due to short term vacancy) on the basis of overall hours allocated per TIMETABLED WEEK..
Eg LSA: Supports in class or delivers established programmes or teacher advised materials; support at lunchtime/social times; after school intervention/support. First level mentoring – eg talking through problems, organisation, motivation, setting up for the day	Support hours 1 (hours available a week)

those in mainstream provision. This means i  
 ovision. You do not include any bought in ser  
 :hase  
 t or groups of student may receive in the ma

DATA	Funding
ENTER SCHOOL NAME HERE	
£865,974	£865,974
£210,000	£210,000
£48,484	£48,484
£18,000	£18,000
£0	£0
	<b>£1,142,458</b>
£212,000	
29	
6	
0	
Hours per week	BUDGET AVERAGE COSTS
533.2	£347,167

that you do not include Base Top up or Base Place funding in the INCOME. It means  
vices targeting the Base.

instream setting. This can be mentoring, interventions, pastoral support work.

**ANY SCHOOL COMMENTS (BRIEF)**

COMMENTS NOT NEEDED FOR INCOME, BUT SPACE IS HERE IF NEEDED

29 students 360 hours of support

6 students - total of 120 hours of support

1 Surrey, 1 Merton, 4 Kingston,

**SCHOOL COMMENTS (BRIEF)**

LSA in Y7 and Y8 bottom sets for all academic lessons; LSAs in En, Ma and Sc departments who cover SEN needs there (including for EHCs) and also additional 1-1 support LSA for those with high levels of needs plus support in other sets for those with high needs (eg EHCs). Other time used for homework club, SALT, mentoring, numeracy literacy, private study, reading groups, OT, tutor support for individuals with high needs; break and lunch support; social skills groups; handwriting club.



<p>Eg: Planning and devising intervention strategies to work with students; in school work with reference to line manager. Makes decisions as to when and how to refer on, or how to adapt programmes. Not following pre-prepared materials by others, but devising their own</p>	<p>Support hours 2 (hours available a week)</p>
<p>Eg Planning and devising intervention strategies to work with families and students. Higher level mentoring tackling complex issues and 1-1 work, mediation, pastoral lead work. Performance Management and other outcome measures relating to interventions</p>	<p>Support hours 3 (hours available a week)</p>
<p>Taking lead in planning and devising intervention strategies to work with families and students; includes home visits. (eg FSW) Higher level mentoring tackling complex issues and 1-1 work, mediation, restorative justice, pastoral/child protection leads. May line manage others or be part of decision making team with regard to next steps. Performance Management relating to interventions.</p>	<p>Support hours 4 (hours available a week)</p>
<p>Used specifically for support of students needing Early Help/Sen eg as part of timetable commitment . May be 1-1 teaching, group work etc. Should not include hours where teacher works as LSA. For year teams, specific time for work with individuals or families would count under teacher hours. Time for routine pastoral work should not be included eg investigation into incidents but restorative justice and other interventions would count for this purpose.</p>	<p><b>Teacher hours per week</b> (1-1 or small group work): these ONLY apply when teacher skills required ie not when teacher is providing the sort of support that support staff would otherwise do.</p>
<p>This should include where an extra class is formed to form a low attainers group or nurture group in addition to the standard classes. It would NOT include where school decided to provide eg 11 mixed ability groups for a 10 form entry, but would include where extra hours allowed the formation of a smaller low attainers group.</p>	<p><b>Additional classes for SEN groups</b> (hours provided per week).</p>
<p>When SENCo team undertaking additional teaching supplementing usual timetabled work in the school ie NOT hours or PPA for general teaching eg as Y2 or English teacher but might be for extra NURTURE group which is an extra class.</p>	<p>Extra additional class for group withdrawn from usual timetable, and where SENCO teaches them. (hours per week)</p>
<p>Time given to SENCo team specifically to carry out SEN/Early Help work as part of their working week timetable, NOT hours or PPA for general teaching eg as Y2 or English teacher. Year team TLRs would not apply under this as part of usual structure, but the SENCO TLR would.</p>	<p>Teacher Leadership and Management hours (hours provided each week)</p>
<p>This only applies to hours specifically dedicated to SEN/Early Help, and not to any generic posts or admin. Eg basic filing and straightforward admin, typing letters, producing documents under direct instruction or established procedures, working to support decision makers.</p>	<p>Admin hours 1 (hours available a week)</p>
<p>This only applies to hours specifically dedicated to SEN/Early Help, and not to any generic posts or admin. Eg: line management or responsibility for allocating LSA or other support timetables, implementing programmes of support , summarising individual child professional reports for sharing with key staff etc ,</p>	<p>Admin hours 2 (hours available a week)</p>
<p>SEN Manager: eg major responsibility for all SEND admin including drafting responses, allocation and running of LSA team including HR issues, summarising and evaluating intervention programmes for SENCO etc ; organising review and other programmes</p>	<p>Admin hours 3 (hours available a week)</p>

124.4	£85,716
118.5	£89,728
187	£155,503
0	£0
121	£296,049
2	£5,457
19	£45,617
32.5	£22,394
11	£8,329
36	£29,936

Leading LSAs eg devising SALT programmes under guidance; Fresh Start work; Catch Up literacy; Support for EAL students on literacy (early help); dyslexia programme (IDL); KS4 high level literacy.

PLUS - interventions related to behaviour, emotional needs, higher level mentoring; friendships and social communications; outreach. Also Learning mentors post 16 for those with specific difficulties. 3 posts of 36 hours; 50 hours allowed for early help and support

Student support worker, highly qualified, working with very complex cases, plus DSL/PLUS lead delivering ELSA, support for highly emotional stresses etc. YM posts in pastoral system totalling 180 hours; allow 90 hours. SENCO asst observes, provides guidance on strategies and delivers nurture; also takes teacher meetings and liaises with EP team - 25 hours for work with students

None required this year; usually use this post 16 or for specified students where on EHC.

Additional lower attainers group (small) in all subjects in years 7 and 8 (PE not included in this measure) plus nurture group one hour a day at KS3. (51 hours); additional smaller lower attainers extra group in En, Ma, Sc (options not included) in Year 9 - two extra groups in Years 10 and 11 (70 hours)

Nurture group

17 hours for SENCO plus 4 hours for SEN Leadership person - hours when spending time with SENCO strategically planning, QA etc

Allocated to SEN team for their use; no whole school duties

plus 11 hours SENCO asst - referrals, reports, planning for interventions

36 hours SEN Manager (organises timetables, interventions; drafts Ars, referrals and other paperwork)





SALT (non-base) - THERAPIST work	SALT Hours available each week (Otherwise, take SALT costs for the year and divide by hourly rate on costings sheet to get hours across the year, then divide that answer by 38 to get weekly average).
OT (non-base) - THERAPIST WORK	as above for OT
Other therapist costs (non-base) eg Art, Drama, Play etc	As above for other therapies
<b>Notes</b>	<b>EXPENDITURE</b>
TLRs specifically for SEN work (not eg Year Leaders) eg TLR plus oncosts for SENCO	TLR costs
Eg Extra SEN external professionals	External SEN resources eg EP (total cost for the year)
Eg posts shared across group of schools or cluster for the purpose of SEN and Early help support	Shared costs (total cost for the year)
Resources/equipment (includes any capitation/spend by SEN team)	SEN Team Budget
Training costs for SEN team members	Costs for the week - brief summary of areas of training
SEN specialist software eg screening or support programmes used	Software
Other spend 1	Other? (in the year)
Other spend 2	Other? (in the year)
Calculated on spreadsheet using assumptions on costing sheet	<b>ESTIMATED EXPENDITURE:</b>
	<b>INCOME - EXPENDITURE Difference</b>
	<b>Variation as percentage of Income</b>

2	£5,320
0	£0
3	£7,980
<b>Amount for the year</b>	
£11,000	£11,000
£40,000	£40,000
£0	£0
£2,222	£2,222
£15,000	£15,000
£3,454	£3,454
£1,000	£1,000
£0	£0
	<b>£1,171,870</b>
	<b>-£29,413</b>
	<b>-2.57</b>

5 students assessed; 4 with follow up packages for SALT.

Art therapy

**ANY SCHOOL COMMENTS (BRIEF)**

SENCO TLR

Brought in package of EP and AP undertaking work with one AP based in school full-time (35 hours a week)

Fidget toys, SALT materials

Thrive, SENCO qualifications and courses in ASC

LUCID; maths skills programme

Wheelchair hire




SEND SPEND Collection

**Specialist/Opportunity Base income and expenditure should not**  
that you do not include any Base Support or Teaching staff in the  
**Do not include support for which you do not pay** eg EP allocated  
**Legitimate spend:** Early help support, targeted support and spe  
**YELLOW BOXES ARE FOR YOU TO FILL IN - the rest is for informat**

**GUIDANCE NOTES**

**please fill in school name in yellow box.**

Found for academies on the GAG statement. Found for mainstream on information from the LA. Leave blank if can not find

For mainstream, not base, placements that comes through attached to an individual EHC.

Eg funding direct to school or allocated through eg cluster or predictable needs funding

Included for general information; not used in calculations.

**Only include those where panel agrees HN predictable need but no EHC. And briefly summarise support**

**Notes**

SUPPORT HOURS split at different levels to reflect different demands (see below where students are being directly supported by individuals and/or the planning or pastoral/mental health/CP work where this is work with individuals or families but programmes for tutors, attendance and behaviour monitoring).

Eg LSA: Supports in class or delivers established programmes or teacher advised materials; support at lunchtime/social times; after school intervention/support. First level mentoring – eg talking through problems, organisation, motivation, setting up for the day

**not be included below.** This is about those in mainstream provision. This means that you do not include the EXPENDITURE or any Base class provision. You do not include any bought in services targeting the Base class time or SALT that you do not purchase specialist support that any one student or groups of student may receive in the mainstream setting. This is a **guidance/guidance - see column A.**

DATA BEING COLLECTED for the last academic year - or financial year if preferred (maintained schools)	DATA	Funding
SCHOOL NAME	ENTER SCHOOL NAME HERE	
Notional SEN		£0
EHC Pupil Level Funding (Sutton LA - non-base)		£0
EHC Pupil Level Funding (Other LA - no base)		£0
HN funding (whole school level from Sutton)		£0
HN funding (whole school level from Other LA)		£0
<b>TOTAL SEN Funding (Does not include PP Funding)</b>		<b>£0</b>
Pupil Premium Funding		
EHC numbers (Sutton children)		
EHC numbers (Other LA children)		
HN Sutton children without EHC confirmed by Cluster moderation.		
EXPENDITURE	Hours per week	BUDGET AVERAGE COSTS
<p>           ). This applies to hours specifically dedicated to SEN/Early help ie preparation work linked with this. This could include hours given for : would not include routine pastoral functions (eg assemblies,         </p>		
Support hours 1 (hours available a week)		£0

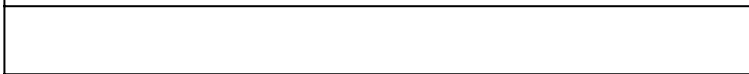
Base Top up or Base Place funding in the INCOME. It means e.

can be mentoring, interventions, pastoral support work.

**ANY SCHOOL COMMENTS (BRIEF)**

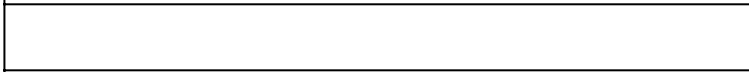


COMMENTS NOT NEEDED FOR INCOME, BUT SPACE IS HERE IF NEEDED



most schools will have nothing here

most schools will have nothing here



Summarise here total hours of support or fundng, as is easiest.

Summarise here total hours of support or fundng, as is easiest.

Summarise here total hours of support



**ANY SCHOOL COMMENTS (BRIEF)**

These hours should be those planned PER WEEK across the year (so ignore the occasional drop in hours due to short term vacancy) on the basis of overall hours allocated per TIMETABLED WEEK..



Eg: Planning and devising intervention strategies to work with students; in school work with reference to line manager. Makes decisions as to when and how to refer on, or how to adapt programmes. Not following pre-prepared materials by others, but devising their own

Eg Planning and devising intervention strategies to work with families and students. Higher level mentoring tackling complex issues and 1-1 work, mediation, pastoral lead work. Performance Management and other outcome measures relating to interventions

Taking lead in planning and devising intervention strategies to work with families and students; includes home visits. (eg FSW) Higher level mentoring tackling complex issues and 1-1 work, mediation, restorative justice, pastoral/child protection leads. May line manage others or be part of decision making team with regard to next steps. Performance Management relating to interventions.

Used specifically for support of students needing Early Help/Sen eg as part of timetable commitment . May be 1-1 teaching, group work etc. Should not include hours where teacher works as LSA. For year teams, specific time for work with individuals or families would count under teacher hours. Time for routine pastoral work should not be included eg investigation into incidents but restorative justice and other interventions would count for this purpose.

This should include where an extra class is formed to form a low attainers group or nurture group in addition to the standard classes. It would NOT include where school decided to provide eg 11 mixed ability groups for a 10 form entry, but would include where extra hours allowed the formation of a smaller low attainers group.

When SENCo team undertaking additional teaching supplementing usual timetabled work in the school ie NOT hours or PPA for general teaching eg as Y2 or English teacher but might be for extra NURTURE group which is an extra class.

Time given to SENCo team specifically to carry out SEN/Early Help work as part of their working week timetable, NOT hours or PPA for general teaching eg as Y2 or English teacher. Year team TLRs would not apply under this as part of usual structure, but the SENCO TLR would.

This only applies to hours specifically dedicated to SEN/Early Help, and not to any generic posts or admin.  
Eg basic filing and straightforward admin, typing letters, producing documents under direct instruction or established procedures, working to support decision makers.

This only applies to hours specifically dedicated to SEN/Early Help, and not to any generic posts or admin.  
Eg: line management or responsibility for allocating LSA or other support timetables, implementing programmes of support , summarising individual child professional reports for sharing with key staff etc ,

SEN Manager: eg major responsibility for all SEND admin including drafting responses, allocation and running of LSA team including HR issues, summarising and evaluating intervention programmes for SENCO etc ; organising review and other programmes



Support hours 2 (hours available a week)		£0
Support hours 3 (hours available a week)		£0
Support hours 4 (hours available a week)		£0
Teacher hours per week (1-1 or small group work): these ONLY apply when teacher skills required ie not when teacher is providing the sort of support that support staff would otherwise do.		£0
Additional classes for SEN groups (hours provided per week).		£0
Extra additional class for group withdrawn from usual timetable, and where SENCO teaches them. (hours per week)		£0
Teacher Leadership and Management hours (hours provided each week)		£0
Admin hours 1 (hours available a week)		£0
Admin hours 2 (hours available a week)		£0
Admin hours 3 (hours available a week)		£0

Brief description of ways used - see example	
Brief description of ways used - see example	
Brief description of ways used - see example	
Brief description eg 1-1 support as part of EHC teacher literacy support	
brief description of structure	
brief description of work	
Brief description of what do	
Brief description of what do	
Brief description of what do	

SALT (non-base) - THERAPIST work (if including work funded by claiming back, please add to income stream in row 5 and 6)
OT (non-base) - THERAPIST WORK
Other therapist costs (non-base) eg Art, Drama, Play etc
<b>Notes</b>
TLRs specifically for SEN work (not eg Year Leaders) eg TLR plus oncosts for SENCO
Eg Extra SEN external professionals
Eg posts shared across group of schools or cluster for the purpose of SEN and Early help support
Reources/equipment (includes any capitation/spend by SEN team)
Training costs for SEN team members
SEN specialist software eg screening or support programmes used
Other expenditure
Other expenditure
Calculated on spreadsheet using assumptions on costing sheet

SALT Hours available each week (Otherwise, take SALT costs for the year and divide by hourly rate on costings sheet to get hours across the year, then divide that answer by 38 to get weekly average).		£0
as above for OT		£0
As above for other therapies		£0
<b>EXPENDITURE</b>	<b>£ for the year</b>	
TLR costs including on costs - your finance team can tell you		£0
External SEN resources eg EP (total cost for the year)		£0
Shared costs (total cost for the year)		£0
SEN Team Budget		£0
Costs for the week - brief summary of areas of training		£0
SEN Software		£0
Other? (in the year)		£0
Other? (in the year)		£0
<b>ESTIMATED EXPENDITURE:</b>		<b>£0</b>
<b>INCOME - EXPENDITURE Difference</b>		<b>£0</b>
<b>Variation as percentage of Income</b>		<b>#DIV/0!</b>

Brief description of how used eg EHCs; etc	
<b>SCHOOL COMMENTS (BRIEF)</b>	
Brief description of TLRs and roles	
say what used for and types	
Where specific SEN training eg SENCO qualification; exam assessment; THRIVE; ASD qualifications etc	
Percentage	

Area	Level
Support staff costs: Assumes on costs of 22% Pension and current NI costs. Based on an hourly rate for 30 hours	
Eg LSA: Supports in class or delivers established programmes or teacher advised materials; support at lunchtime/social times; after school intervention/support. First level mentoring – eg talking through problems, organisation, motivation, setting up for the day	NJC 6
Eg:Support staff 2:: Planning and devising intervention strategies to work with students; in school work with reference to line manager. Makes decisions as to when and how to refer on, or how to adapt programmes. Not following pre-prepared materials by others, but devising their own	NJC 9
Eg Support staff 3: Planning and devising intervention strategies to work with families and students. Higher level mentoring tackling complex issues and 1-1 work, mediation, pastoral lead work. Performance Management and other outcome measures relating to interventions	NJC 14
eg Support staff 4: Taking lead in planning and devising intervention strategies to work with families and students; includes home visits. (eg FSW) Higher level mentoring tackling complex issues and 1-1 work, mediation, restorative justice, pastoral/child protection leads. May line manage others or be part of decision making team with regard to next steps. Performance Management relating to interventions.	NJC 19
Admin Support: basic filing and straightforward admin, typing letters, producing documents under direct instruction or established procedures, working to support decision makers.	NJC 9
Admin Support 2: Line management or responsibility for allocating LSA or other support timetables, implementing programmes of support , summarising individual child professional reports for sharing with key staff etc ,	NJC 14
SEN Manager: major responsibility for all admin including drafting responses, allocation and running of LDA team including HR issues, summarising and evaluating intervention programmes for SENCO etc ; organising review and other programmes	NJC 19
Teacher costs: Assumes current TPS oncosts and current NI costs. Assumes weekly teaching load of 22 hours out of 25 available	
Teacher hourly rates for where eg designated to support students as part of EHC interventions for teacher role OR where additional hours in timetabled provision due to SEN class	M6
SENCO Costs: Assumes average cost of U3 to take into account senior post requiring a certain level of teaching years. <b>No TLF can be added to capture these additional payments for a SENCO.</b> Assumes 32.5 directed hours available for a full-time SENCO use, ie divided by 32.5 hours.	
SENCO hourly rates for SENCO allocated time for duties NOT teaching (up to a maximum of 25 hours from their weekly timetable)	U3
SENCO hourly rates for SENCO teaching hours as SENCO NOT for eg class teacher as Y4 or whatever	U3
Therapy costs: this is for qualified therapists. Charged by the hour as an average. Schools may pay more or less, but this is an average rates should be comparable.	
SALT (non-base)	n/a

Hourly rates used for the whole 38 weeks cost	Salary for the role described as at 1 September 2019	Hourly cost rate per session
Hours per week for 38 weeks plus holiday entitlement at standard level.		
£651.10	£19,533	£17.13
£689.03	£20,671	£18.13
£757.20	£22,716	£19.93
£831.57	£24,947	£21.88
£689.03	£20,671	£18.13
£757.20	£22,716	£19.93
£831.57	£24,947	£21.88
Available or 88% teaching commitment. Based upon M6 average costs.		
£2,446.68	£53,827	£64.39
3 or Leadership enhancement included here, as included in the TLR extras that (ie no teaching commitment) reducing this down to an hourly cost for ease of		
£2,401	£60,022	£63.18
£2,728	£60,022	£71.80
Agreed sum across the LA. For those employing their own therapists, hourly		
£2,660	n/a	£70

**Notes**

Includes allowance for PPA as assumes PPA time on top of the hours allocated

does not include PPA allowance as non-teaching duties

Includes allowance for PPA as assumes PPA time on top of the hours allocated



OT (non-base)	n/a
Other therapies costs (non-base) eg Art, Drama, Play etc	n/a
EHC or HN student: expectation on Notional SEN u:	
EHC notional SEN cost	n/a

£2,660	n/a	£70
£2,660	n/a	£70
se		
£6,000	n/a	n/a


Deadline for Return
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Return to
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<b>We understand that SEN Spend is</b>
----------------------------------------

- |   |
|---|
| 1 |
| 2 |
| 3 |
| 4 |
| 5 |
| 6 |
| 7 |

<b>We understand that:</b>
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- |   |
|---|
| 1 |
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| 3 |

<b>We confirm that:</b>
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- |   |
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| 1 |
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<b>With regard to additional predicta</b>
-------------------------------------------

- |   |
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| 1 |
| 1 |

Del

<b>Name of School:</b>
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<b>Chairperson of the Governing Body</b>
----------------------------------------------

<b>Headteacher of the School</b>
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WEDNESDAY 21 OCTOBER 2020 WITH EARLIER RETURNS MUCH APPRECIATED

[SENDSpend@sutton.gov.uk](mailto:SENDSpend@sutton.gov.uk)

**being collected for the following purposes:**

- To provide an accountability structure that is critical to the success of the SEN funding model
- To equip SENCOs for conversations with HTs/Governors and parents/carers
- To share SEN Spend across the LA and/or in clusters to help transparency and the sharing of best practice
- To support a consistent approach to the equitable use of funding and to support moderation of eg universal versus targeted versus specialist support
- To help put early SEN support into place, without diverting resources to the EHC process
- To make explicit how we use the Notional SEN and High Need funding in mainstream schools
- As part of a strategy to manage and understand SEN Spend across all areas of provision and thus plan strategically for the future

- Costings used are average costs; our actual spend on staffing may be more or less
- Small variations in Expenditure against Income are not treated as significant
- Significant Underspend on SEND will impact upon predictable needs funding received in the future, but for this year, where Spend is planned to increase in the future, this will not be implemented.

We have filled in the return accurately, reflecting expenditure for the purpose of legitimate SEND spend and not for other purposes

We have omitted any SEN Spend or income related to any Opportunity base provision

Post 16 mainstream SEND spend (ie not base SPEND) is included

The information relates to the last financial year, and the expenditure therein OR

The information relates to the last academic year, using the last financial year's information from September to March and adding in known expenditure/spend to September

**ble needs funding, we:**

Confirm that we are requesting additional predictable needs funding and that our expenditure is matching or greater than SEN income OR

Confirm that we are requesting additional predictable needs funding even though our current SEN Spend is below nominated income, as we plan to increase current SEN Spend to use SEND nominated resources.

Confirm that we are not requesting additional predictable needs funding, as our expenditure is within SEN funding income and we do not need to increase expenditure in order to meet needs..

delete those yellow boxes above that do NOT apply and fill in name of school below

[Yellow box for school name]

Signed

[Signature line]