



## TORBAY COUNCIL

### ACTIVITY-LED FUNDING MODEL FOR STATEMENTS OF SEN

<b>Cognition and Learning</b>				
No	Special provision to be arranged by all schools from existing delegated funds for children with SEN that may be specified in the child's Statement of SEN.	Special provision to be arranged by schools with additional funding as specified in the child's Statement of SEN.	Basis of Additional Funding	'Units' of Funding per week (1 unit = 30mis TA @ pt 13)
1	Access to a broad, balanced and differentiated curriculum, including the National Curriculum, delivered at an appropriate pace and depth where teaching styles and strategies, learning tasks and materials are modified according to the level of need.	Access to a broad, balanced curriculum, including the National Curriculum, delivered through a developmental approach at an appropriate pace and depth where teaching styles and strategies, learning tasks and materials are modified according to the level of need.	To be determined on case by case basis.	Range 0 - 60
2	Access to a wide range of learning experiences and activities to promote early learning skills	No additional activities	N/A	0
3	Support to continue the development of (a) literacy skills (b) numeracy skills (c) will be determined by the school and detailed in child's Individual Education Plan	Structured, individualised programmes of work ensuring a high level of practice and reinforcement at each stage to develop (a) literacy skills (b) numeracy skills and concepts (c) using multi-sensory approaches d) using practical experiences e) with opportunities for consolidation and generalisation f) These will be determined by the school and detailed in child's Individual Education Plan	Up to 2½: hours of teaching assistant support for literacy per week.  Up to 2½: hours of teaching assistant support for numeracy per week.	1/2/3/4/5  1/2/3/4/5
4	Support in accessing up to 60% of areas of the curriculum where there is a high literacy demand particularly to help with a) reading b) understanding c) recording d) planning e) This will be determined by the school and detailed in child's Individual Education Plan.	Support in accessing areas of the curriculum in excess of 60% of the curriculum where there is a high literacy demand particularly to help with a) reading b) understanding c) recording d) planning e) This will be determined by the school and detailed in child's Individual Education Plan	Up to 2 ½ hours teaching assistant support per week.	1/2/3/4/5

5	Teaching strategies that incorporate a visual approach (criteria specific to individual case).	No additional activities	N/A	0
6	General support to increase understanding and develop a) auditory memory skills b) visual memory skills c) sequencing skills d) thinking skills.	Individual weekly programmes to increase understanding and develop a) auditory memory skills b) visual memory skills c) sequencing skills d) thinking skills.	30 mins teaching assistant support per week.	1
7	Opportunities to practise keyboard skills	A structured training programme to develop keyboard skills with regular opportunities to practise and consolidate these skills.	Up to 1 hour of teaching assistant support per week.	1/2
8	Enhanced access to the school's resources of alternative methods of recording including information communication technology	Regular, individual access to resources for alternative methods of recording including information communication technology.	Up to 1 hour of teaching assistant support per week.	1/2
9	General support of up to 60% of the curriculum to improve (a) concentration b) attention (c) organisational skills (d) listening (e) motivation (f) study skills (g) independent work skills (h) which provide a high level of positive reinforcement.	Individualised structured approaches for more than 60% curriculum to improve (a) concentration b) attention (c) organisational skills (d) listening (e) motivation (f) study skills (g) independent work skills (h) which provide a high level of positive reinforcement	Up to 2 ½ hours teaching assistant support per week	1/2/3/4/5
10	Support to develop alternative learning strategies	No additional activities	N/A	0
11	Support and guidance to gain an understanding of his/her learning difficulties and develop effective ways of coping with the problems s/he faces.	No additional activities	N/A	0

## Communication and Interaction

12	Support to extend a) expressive language b) receptive language.	An individually structured programme to develop a) expressive language skills b) receptive language skills c) which will include the improvement of his/her d) listening skills e) speaking skills f) verbal comprehension g) signing h) vocabulary i) intelligibility of speech j) in conjunction with advice from a Speech and Language Therapist. k) The Speech and Language Therapist will identify the immediate speech and language aims and in consultation with the class teacher will relate these to his/her current curriculum and social needs. The Speech and Language Therapist will then prepare a programme that states the speech and language goals. This will include specific speech and	Up to 2½ hours teaching assistant support per week.	1/2/3/4/5
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		language activities as appropriate and will include advice and guidance for classroom staff and parents on the relevant techniques and activities that can be incorporated into the classroom, teaching activities and social activities inside and outside the classroom. This programme will be revised either when # has achieved the speech and language goals, at the request of the teacher, or at the Speech and Language Therapist's reassessment and review of progress. l) This will be devised by the Speech and Language Therapist and its delivery will be detailed in the child's Individual Education Plan.		
13		A structured communication skills programme which will include the development of a) listening skills b) speaking skills c) verbal comprehension d) social use of language e) including semantic-pragmatic skills f) non-verbal communication skills g) vocabulary h) intelligibility of speech i) signing j) in conjunction with advice from a Speech and Language Therapist k) through an alternative communication system. l) This programme will be detailed in the child's Individual Education Plan and delivered by the school in conjunction with advice from m) the Speech and Language Therapist n) relevant professionals.	Up to 5 hours teaching assistant per week	1/2/3/4/5/6/7/8/9/10
14		Programmes and support to develop a) signing b) lip-reading skills c) vocabulary d) Braille skills. Advice should be sought from the Advisory Teachers for the Hearing and Visually Impaired	Up to 5 hours teaching assistant support per week	1/2/3/4/5/6/7/8/9/10

## Behaviour, Emotional and Social Needs

15	The security of caring and consistent guidelines for behaviour to develop more appropriate behaviours in learning and social situations with an emphasis on developing appropriate independent behaviour.	The security of caring and consistent guidelines for behaviour with individualised support to develop more appropriate behaviours in learning and social situations with an emphasis on developing appropriate independent behaviour. Advice may be sought from the Educational Psychology Service / Behaviour & Learning Support Team	Up to 5 hours teaching assistant support per week	1/2/3/4/5/6/7/8/9/10
16	Strategies and support up to the end of Year 1 to develop the ability to adapt to the routines and expectations of the classroom ( <i>criteria specific to individual child</i> )	Strategies and support from Year 2 to develop the ability to adapt to the routines and expectations of the classroom ( <i>criteria specific to individual child</i> )	Up to 5 hours teaching assistant support per week	1/2/3/4/5/6/7/8/9/10

17	Regular opportunities within small groups or whole class activities to enhance his/her ability to appreciate feelings of others	Regular and systematic interventions to enhance his/her ability to appreciate the feelings of others	Up to 1 ½ hours teaching assistant support per week	1/2/3
18	Regular small group or whole class sessions with an adult to discuss difficulties and improve self-awareness in order to develop effective ways of expressing and managing feelings	Regular and systematic 1:1 sessions with a skilled adult to discuss difficulties and improve self-awareness in order to develop more effective ways of expressing and managing feelings	Up to 1 hour teaching assistant support per week	1/2
19	Arrangements to encourage self-management of behaviour in response to feelings of frustration or anger	An individual anger management programme devised in conjunction with an educational psychologist.	Up to 1 hour teaching assistant support per week	1/2
20	Access to pastoral support to help him/her consider appropriate responses in a variety of social situations	No additional activities	N/A	0
21	Regular small group or whole class sessions aimed at teaching insights into emotional needs and feelings of self and others	Regular and systematic support and guidance to gain an understanding of his/her emotional difficulties and develop effective ways of coping with the problems HE/SHE faces which may involve other appropriate agencies e.g. CAMHS	Up to 1 hour teaching assistant support per week	1/2
22	Enhancement of normal curriculum activities to develop social skills and promote social development	A specific programme to develop a) social skills b) social understanding c) in addition to the school's usual provision of personal and social development	Up to 1 hour teaching assistant support per week	1/2
23	Enhancement of normal curriculum activities to develop co-operation and team work appropriate for Key Stage	A specific programme to improve a) co-operative play skills b) co-operative work skills c) to a level comparable with other pupils at the same Key Stage	Up to 1 hour teaching assistant support per week	1/2
24	The setting of achievable targets, high levels of encouragement and praise and the highlighting of personal and curriculum strengths to (a) promote self confidence and self-esteem (b) reduce levels of anxiety	No additional activities	N/A	0
25	Close monitoring of attendance by the school in conjunction with relevant professionals and parents.	No additional activities	N/A	0
26	Guidance and support up to end of Year 1 to develop a) personal independence b) self-care skills c) including a specific programme ( <i>criteria specific to individual child</i> )	Guidance and support from Year 2 onwards to develop a) personal independence b) self-care skills c) including a specific programme ( <i>criteria specific to individual child</i> )	Up to 5 hours teaching assistant support per week + MTA	1/2/3/4/5/6/7/8/9/10
27	Guidance and normal curriculum activities to encourage life skills and support transition to adulthood, including transition planning.	Support and encouragement to (a) improve life skills (b) prepare for transition to adult life which may include advice from other agencies e.g. Connexions	Up to 1 hour teaching assistant support per week	1/2

28	Guidance to raise awareness of (a) personal safety (b) the safety of others	A programme to reduce self-injurious behaviours (criteria specific to individual cases). A risk assessment would be useful to assess need	Up to 2 ½ hours teaching assistant support per week	1/2/3/4/5
29	Peer and/or adult support to enable him/her to adapt to changes within learning environment and school routines.	A programme to (a) reduce his/her repetitive behaviours (b) increase his/her ability to cope with change (c) which will incorporate a visual approach (d) to prepare for planned change.	Up to 1 hour teaching assistant support per week	1/2

## Sensory and/or Physical Needs

30	Appropriate differentiation of aspects of the curriculum and other opportunities aimed at developing motor skills, co-ordination and balance	A programme and support to further develop mobility skills, co-ordination and balance. Advice will be needed from appropriate Health Professionals	Up to 2 ½ hours teaching assistant support per week	1/2/3/4/5
31	Support in maintaining an optimum quality of posture and movement	No additional activities	N/A	0
32	A range of activities to develop fine motor skills	A range of systematic and regular activities to develop gross motor skills. Advice will be needed from appropriate Health Professionals	Up to 1 hour teaching assistant support per week	1/2
33	Appropriate measures and precautions based on medical advice with regard to his/her (a) hearing impairment (b) visual impairment (c) epilepsy (d) diabetes (e) physical difficulties (f) medical condition (criteria specific to individual case)	Support to encourage increasing responsibility for the management of his/her a) medical condition b) visual difficulties c) hearing difficulties. This is likely to include liaison with appropriate outside agencies.	Up to 1 hour teaching assistant support per week	1/2
34		A range of sensory experiences to encourage his/her interaction with the environment (criteria specific to individual case)	To be determined on case by case basis	Range 0-30
35		Other specific provisions specified in Statement of Special Educational Needs	To be determined on case by case basis	Range 0-25

**Sub-Total Number of Units**

**x 39**

36	There should be a whole school awareness of the implications of child's condition (criteria specific to individual case)	Additional liaison between school/ parent/ carer Additional joint planning/Transition issues/Training Arrangement of specialist assessments	40 hours per annum of teaching assistant support.	80
37		Staff will receive advice from the Advisory Teacher for a) the Hearing Impaired b) the Visually Impaired c) Communication and Interaction Difficulties d) Physical Difficulties e) Information Communication	Centrally held funding	N/A

	Technology.	
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<b>Grand Total Number of Units</b>	
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