

Special School Top-Up Funding

All children or young people in Special Schools will ordinarily have an Education Health and Care Plan (EHCP). Children and young people placed in Special Schools must meet the setting's admissions criteria. For the majority of special schools in Cumberland this means students should have a minimum of Band 4 Severe Learning Difficulties (SLD) or, for Cumbria Academy for Autism, Band 4 Autistic Spectrum Condition (ASC).

	Special Schools	Cumbria Academy for Autism	Examples
SS 1	A child/young person who has an area of primary need of Severe Learning Difficulties. The child or young person should have needs equivalent to Band 4 in the SEND Handbook and criteria. Severe Learning Difficulties are defined as cognitive levels at an IQ Score of 55 or below or equivalent and making progress at around 50% of their peers. The pupil is working at a significantly lower curriculum level than their chronological age.	A child/young person who has an area of primary need of Autistic Spectrum Condition. The child or young person should have needs equivalent to Band 4 in the SEND Handbook and criteria.	
SS 2	A child or young person with Severe Learning Difficulties at Band 4 AND Another significant barrier to learning at Band 3 e.g. Developmental Language Disorder (DLD)/Sensory/Physical/Medical/Autism Spectrum Condition (ASC).	A child or young person with Autistic Spectrum Condition at Band 4. AND Another significant barrier to learning at Band 3 e.g. Developmental Language Disorder DLD)/ Sensory/Physical/Medical/Learning Difficulties.	<ul style="list-style-type: none"> • SLD and SEMH need; such as CAMHS involvement or challenging behaviour. • SLD and appropriate risk assessed document dependant on need; eg: Behaviour Management Plan, Positive Handling Plan, Healthcare Plan, Mobility Plan etc.

	Special Schools	Cumbria Academy for Autism	Examples
SS 3	<p>A child/young person with Profound Learning Difficulties with needs equivalent to Band 5 in the SEND Handbook and criteria.</p> <p>Profound Learning Difficulties are defined as cognitive levels which cannot be measured by standardised assessments due to their level of need; where standardised tests are used, the overall score will normally be at least 3 standard deviations below the mean/ standardised score 55 or below. The child or young person will be making progress at around 25% of their peers, working at a considerably lower curriculum level than their chronological age.</p> <p>OR</p> <p>A child/young person with SLD at Band 4 AND Another significant barrier to learning at Band 4 e.g. Developmental Language Disorder (DLD)/Sensory/Physical/Medical/Autism Spectrum Condition (ASC).</p>	<p>A child/young person with Autistic Spectrum Condition with needs equivalent to Band 5 in the SEND Handbook and criteria.</p> <p>OR</p> <p>A child/young person with ASC at Band 4.</p> <p>AND</p> <p>Another significant barrier to learning at Band 4 e.g. Developmental Language Disorder (DLD)/Sensory/Physical/Medical/Severe Learning Difficulties (SLD).</p>	<ul style="list-style-type: none"> • SLD and the need for high level support for all personal care, mobility, daily routines and learning needs.

	Special Schools	Cumbria Academy for Autism	Examples
SS 4	<p>A child/young person with Profound Learning Difficulties with needs equivalent to Band 5 in the SEND Handbook and criteria (impacting all aspects of child or young person's life and requiring lifelong support).</p> <p>AND</p> <p>Another significant barrier to learning at Band 3 e.g. Developmental Language Disorder (DLD)/Sensory/Physical/Medical/Autism Spectrum Condition (ASC).</p>	<p>A child/young person with Autistic Spectrum Condition with needs equivalent to Band 5 in the SEND Handbook and criteria (impacting all aspects of child or young person's life and requiring lifelong support)</p> <p>AND</p> <p>Another significant barrier to learning at Band 3 e.g. Developmental Language Disorder (DLD)/Sensory/Physical/Medical/Learning Difficulties</p>	
SS 5	<p>A child/young person with Profound Learning Difficulties with needs equivalent to Band 5 in the SEND Handbook and criteria (impacting all aspects of child or young person's life and requiring lifelong support).</p> <p>AND</p> <p>Another significant barrier to learning at Band 4 e.g. Developmental Language Disorder (DLD)/Sensory/Physical/Medical/Autism Spectrum Condition (ASC).</p> <p>OR</p> <p>A primary area of need at Band 5 eg: Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health, Sensory and/or Physical Difficulties AND Severe Learning Difficulties at Band 4.</p>	<p>A child/young person with Autistic Spectrum Condition with needs equivalent to Band 5 in the SEND Handbook and criteria (impacting all aspects of child or young person's life and requiring lifelong support).</p> <p>AND</p> <p>Another significant barrier to learning at Band 4 e.g. Developmental Language Disorder (DLD)/Sensory/Physical/Medical/Severe Learning Difficulties (SLD).</p> <p>OR</p> <p>A primary area of need at Band 5 eg: Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health, Sensory and/or Physical Difficulties AND Autistic Spectrum Condition at Band 4.</p>	<ul style="list-style-type: none"> • Band 5 SEMH need with a Band 4 SLD need. eg: ongoing self-harm, compulsive behaviour.

	Special Schools	Cumbria Academy for Autism	Examples
SS 6	<p>A child/young person with Profound Learning Difficulties with needs equivalent to Band 6 in the SEND Handbook and criteria (impacting all aspects of child or young person's life and requiring lifelong support).</p> <p>OR</p> <p>A child/young person with Profound Learning Difficulties with needs equivalent to Band 5 in the SEND Handbook and criteria (impacting all aspects of child or young person's life and requiring lifelong support).</p> <p>AND</p> <p>Another significant barrier to learning at Band 5 e.g. Developmental Language Disorder (DLD)/Sensory/Physical/Medical/Autism Spectrum Condition (ASC).</p> <p>OR</p> <p>A child/young person with complex needs over and above SS5 which may include medical difficulties which require intensive, continuous monitoring and treatment and challenging behaviour and/or SEMH needs.</p>	<p>A child/young person with Autistic Spectrum Condition with needs equivalent to Band 6 in the SEND Handbook and criteria (impacting all aspects of child or young person's life and requiring lifelong support).</p> <p>OR</p> <p>A child/young person with Autistic Spectrum Condition with needs equivalent to Band 5 in the SEND Handbook and criteria (impacting all aspects of child or young person's life and requiring lifelong support).</p> <p>AND</p> <p>Another significant barrier to learning at Band 5 e.g. Developmental Language Disorder (DLD)/Sensory/Physical/Medical/Profound Learning Difficulties.</p> <p>OR</p> <p>A child/young person with complex needs over and above SS5 which may include medical difficulties which require intensive, continuous monitoring and treatment and challenging behaviour and/or SEMH needs.</p>	<ul style="list-style-type: none"> • SS5 needs and total reliance on others for all aspects of personal hygiene including 2:1 support. • May be eligible for Children's Continuing Care.
SS 7	<p>Extreme circumstances or crisis support is necessary for a limited time period. This may require a multi-agency response or more specialist provision over and above SS6.</p> <p>The child/young person may require residential placement as needs cannot be met within the Local Authority.</p> <p>This will be reviewed or monitored half-termly and must be agreed by Senior Manager SEND and Inclusion or above.</p>		

Additional Information

The additional area of need may be greater than the SLD/ASC need over an extended period of time.

For example: Physical/Medical Needs at Band 5 and SLD at Band 4 would be eligible for SS5.

The table demonstrates examples of how needs may combine over the areas of need as per the SEND Handbook and Criteria.

	SLD/ASC Need	Additional Need
SS1	4	
SS2	4	3
SS3	4	4
or	5	
SS4	5	3
SS5	4	5
or	5	4
SS6	5	5
or	6	
SS7	Exceptional cases agreed by Senior Manager SEND or above	