



EHCP Banding – What does it mean?

You may have heard that Southend Borough Council have changed how they allocate funding to Education Health Care Plans in the form of new Banding levels.

This may have caused you some concern and worry about whether this means that your child or young person won't be awarded as much support as they were before, so we wanted to answer your questions here about it, and put your mind at rest.

What is the funding for?

Mainstream Schools receive a delegated budget each year, either from the Department for Education if an academy or from the Local Authority if a maintained school. The budget includes a sum of money for every pupil, which is weighted to reflect the key stage the pupil attends, indicators such as mobility, English as a second language, deprivation generate a notional SEND budget that is to be used by the school to support all pupils that may have SEND needs, but who do not necessarily have an EHCP. This budget is also required to provide the first £6,000 of support to a pupil with an EHCP.

When a child or young person has an EHCP, it means that their SEND needs require more support than the school provides to all pupils who may have SEND needs. The additional SEND support will likely cost the school more money, for things such as hiring a 1 to 1 Learning Support Assistant for your child or young person, for therapists to come into the school to work with your child or young person, or any specialist equipment the school may need to purchase to help support them. The higher the level of need, the more money is usually required to support them. The amount of money that is given to the school to support your individual child or young person is based on the cost of provision detailed in their EHCP over and above the schools contribution.

What was the old system of allocating funding?

When an EHCP is written, Section F lays out all of the support that the school or support services are expected to provide your child. For example, it may say something like, '30 minutes a day of PECS practice on a 1 to 1 basis'.

Previously, all of the stated support time in the EHCP was looked at and, when the EHCP was reviewed by the EHC Multi Agency Panel, an allocated amount of money was calculated based on the total number of hours that your child or young person required a Learning Support Assistant to work with them.

Why has Southend Borough Council moved to the new banding system of funding?

As more and more children and young people are receiving EHCPs, and more boroughs across the UK began using the banding system, it became clear that a more structured and transparent process of allocating this funding would be beneficial; for schools, the Local Authority, and most importantly, for children and young people.

How does the new banding system work?

Each category of need (cognition and learning, hearing impairment, visual impairment, social communication, speech and language, physical difficulties) has its own set of banding descriptors that are split into four different levels, ranging from Level 0 (no to very little amount of support required) to Level 4 (highest level of need for support)

They are described below;

Level 0 – How a typically developing child with universal needs would typically present.

Level 1 – How a child with additional educational needs usually but not exclusively met at SEN Support (non EHCP) with an Individual Support Plan might present.

Level 2 – 4 – How a child with special education needs may present with increasing severity with level 4 being the most severe within that category of need.

The charts split each level and bullet points the general needs or support that is required to fulfill those needs.

For example;

Speech and Language (Ref. 6.28/6.29 Code of Practice)	
LEVEL 0	<ul style="list-style-type: none"> • Speech, language and communication skills are in line with the typically developing child or young person (CYP). • There may be some age appropriate developmental differences, particularly in young children where certain speech sounds /language/understanding of concepts can be later in developing. • Needs of CYP can be adequately met through Quality First Teaching and carefully considered differentiation.
LEVEL 1	<ul style="list-style-type: none"> • CYP has difficulties in any combination of the following areas which impact on their learning: <ul style="list-style-type: none"> ➢ Speech production ➢ Use of spoken language ➢ Understanding of spoken language ➢ Sentence structure and grammar ➢ Language processing and response speed ➢ Listening and attention ➢ Word finding skills ➢ Accuracy in decoding / word reading / spelling ➢ Accuracy in understanding Maths concepts ➢ Memory skills ➢ Social communication skills (see descriptors for social communication) ➢ Non-verbal communication skills ➢ Understanding of non-literal language ➢ Confidence and self-esteem as a communicator <p>It should be recognised that any break in the communication chain impacts on everything that follows, so a difficulty at any level in the chain can create a significant speech and language difficulty.</p>
LEVEL 2	<p>Moderate difficulties in any of the areas provided at Level 1 plus:</p> <ul style="list-style-type: none"> • CYP's progress is significantly slower than that of their peers and there is evidence of an increasing gap between them and their peers despite access to appropriate learning opportunities and support. • CYP requires ongoing support and advice from Speech and Language professionals.

Each level within each category is weighted, so that once an individual child or young person's needs have been mapped out using these banding descriptors grid an overall funding band is revealed.

The banding is as follows;

Banding Rates and equivalence 21/22

Band	20/21	21/22 2% increase from Sept 21	Equivalent to
1	£1,289	£1,315	15 hrs LSA support or equivalent in mainstream
2	£2,504	£2,554	17.5 hrs LSA support or equivalent in mainstream
3	£3,719	£3,793	20 hrs LSA support or equivalent in mainstream
4	£6,149	£6,272	25 hrs LSA support or equivalent in mainstream
5	£7,183	£7,327	Average special school Band 2 top up rate
6	£8,578	£8,750	30 hrs LSA support or equivalent in mainstream
7	£9,793	£9,989	32.5 LSA support or equivalent in mainstream
8	£11,043	£11,264	Average Special School Band 1 top up rate
9	£11,980	£12,220	37 hrs LSA support or equivalent in mainstream
10	£15,283	£15,589	Highest Special School top up for pupils with challenging behaviour or profound and multiple learning needs.

What does this mean for the support that my child or young person will receive?

There will be no change in terms that your child will not lose out on any support that they had before, or that they need in order for their needs to be met or for the outcomes on their EHCP to be achieved.

All existing EHCP funding has been transferred to the new banding system either to the exact financial equivalent band, or to the one above, to ensure that no mainstream school or pupil loses out on support.

Within special schools in Southend, a child or young person may have moved down a band, but the overall amount of money that the school receives to support all of their pupils has increased. As SEN schools have specialist trained staff, equipment, and facilities for all of their pupils, your child or young person's level of support will not reduce at all.

Will moving to banding change the amount of therapy that my child or young person will receive?

No, it will not. The amount of therapy needed will be stated in their EHCP and this will be taken into account when the banding level is decided. Moving over to banding will not affect the amount of therapy or support your child or young person receives.

If this document hasn't answered all of your questions, or you still feel a little unsure of what this all means for you, please drop us an email at southendsindependentforum@gmail.com and we will endeavour to answer your questions as soon as possible.