

# **Consultation on Hampshire County Council's proposed Special Educational Needs (SEN) banding mechanism for mainstream schools with children and young people who have Education, Health and Care (EHC) plans**

## **Findings Report**

January 2021

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# Introduction

## Context

Hampshire County Council has sought residents' and stakeholders' views on its proposal to change the way that top-up funding is paid to state-funded mainstream schools to make provision for children and young people with Special Educational Needs (SEN) who are subject to an Education, Health and Care (EHC) plan. The purpose of the proposed change is to improve how the budget is allocated to mainstream schools to support children with an EHC plan in the most effective way possible.

The proposal is not intended, or expected, to lead to a reduction in the budget used to fund EHC plans in mainstream schools. The total cost of provision set out within an EHCP would continue to be met jointly from the school and the Local Authority's high needs budget.

The proposal only covers the top-up funding that mainstream schools receive for children with more complex SEN requiring an EHC plan and not the core funding of mainstream schools.

The consultation was open from Monday 12 October 2020 and closed on Sunday 06 December 2020.

## Consultation aims

The consultation sought to understand respondents' views about, and the potential impacts of, replacing the current approach to providing top-up funding, known as hours of learning support assistance, with a new SEN banding mechanism that aims to:

- give schools greater flexibility to make a wider range of best practice provision to children and young people with SEN who are subject to EHC plans; and
- help children and young people with SEN who are subject to an EHC plan to become more independent and achieve good outcomes.

Feedback from the 223 responses submitted as part of this consultation will be considered alongside wider evidence to inform the County Council's decision on the proposed changes to the funding mechanism for SEN in mainstream schools. This decision will be taken by the Executive Lead Member for Children's Services and Young People later in 2020/21.

The approach taken in the running and analysis of this consultation is described in Appendices 1 and 2. A copy of the consultation Response Form is provided in Appendix 3.

## Summary of Key Findings

Overall, respondents preferred the proposed banding mechanism (134 of 218 responses) to the existing funding mechanism (69 responses), and the majority also agreed with the proposed bands that could be applied (143 of 215 responses).

Support for the banding mechanism and the bands proposed was highest amongst nurseries, schools, colleges, and places of education, with 60 of the 71 establishments that responded preferring the banding mechanism and 64 agreeing with the proposed bands.

Most comments explaining respondents' support for the proposed banding mechanism mentioned the benefits it could deliver (62 of 78 comments), such as that flexibility (41 mentions) and ease of understanding (18 mentions) may improve.

Respondents from households that included children or young people with SEN were more likely to prefer the existing funding mechanism (36 of 58 responses). However, they were less likely to disagree with the actual bands proposed (26 of 57 responses disagreed, whilst 24 agreed), suggesting that it is the change in mechanism they oppose, rather than the proposed allocation of support within it.

Reasons given for preferring the existing framework mostly referenced anticipated disadvantages of the proposed mechanism (27 of 47 comments), such as views that there is not enough clarity on what support may be provided to support children with SEN (12 mentions), and that parents may lose control over their child's provision (five mentions).

Respondents tended to agree with most of the suggested benefits of the proposed mechanism that were referenced in the consultation, recognising the potential improvements to the range of provision to support children with SEN (134 of 217 respondents agreed), the potential to help them become more independent (127 of 217 respondents agreed), and the greater simplicity for service users' families (111 of 216 respondents agreed). Recognition of these suggested benefits was highest amongst responding places of education.

However, more respondents disagreed (88 of 218) than agreed (84) with the suggestion that the proposed mechanism would deliver the funding necessary to support a child's needs and fewer than half felt that the proposed mechanism would simplify the EHC Plan process for the Local Authority (95 of 216 responses agreed, 55 disagreed).

Almost half of the 140 comments that described impacts of the proposals related to impacts on children (67), most commonly (42) that they may not receive the necessary support. 60 comments also described impacts on schools and SEN Coordinators, where 25 mentioned increased flexibility and 22 mentioned negative impacts on school budgets.

Most of the further comments provided (82 of 118 comments) related to funding of SEN, where 33 mentioned the need for funding for SEN services to be maintained or increased, 23 mentioned more clarity was needed on the proposed banding system, and 16 mentioned a need to engage with parents on how SEN support is funded.

## Who responded?

The consultation was communicated to residents and stakeholders through a range of channels that included:

- social media posts drawing attention to the consultation and linking to the consultation web page on the Hampshire County Council website;
- a press release to media organisations in Hampshire, as well as County Councillors and MPs in Hampshire;
- briefings to Hampshire's district authority chief executives, which were also circulated to County Councillors and MPs in Hampshire;
- a school communication sent to head teachers by the Head of Hampshire's Education and Inclusion Service;
- attendance by County Council officers at 11 Hampshire Parent Carer Network (HPCN) meetings where the proposed funding mechanism was described, questions were answered, and the group was encouraged to circulate details of the consultation with their membership;
- internal communications with County Council employees; and
- the County Council's newsletter to Hampshire's town and parish councils.

There were 218 responses to the consultation Response Form, all of which were submitted online:

- 137 were from individuals,
- 80 were from organisations or groups (of which 71 were from a nursery, school, college, or place of education), and
- 1 did not indicate either way.

There were also five separate 'unstructured' responses, where the respondent participated via email instead of using the consultation Response Form, which are also included in this report.

A list of the organisations, groups and businesses that took part in the consultation is provided in Appendix 4, and a profile of participants is provided in Appendix 5.

In order to understand the views of users from groups that could be impacted by changes to the way that top-up funding is paid to state-funded mainstream schools to support children and young people with SEN, analyses looked at the views of the following groups as well as the overall response:

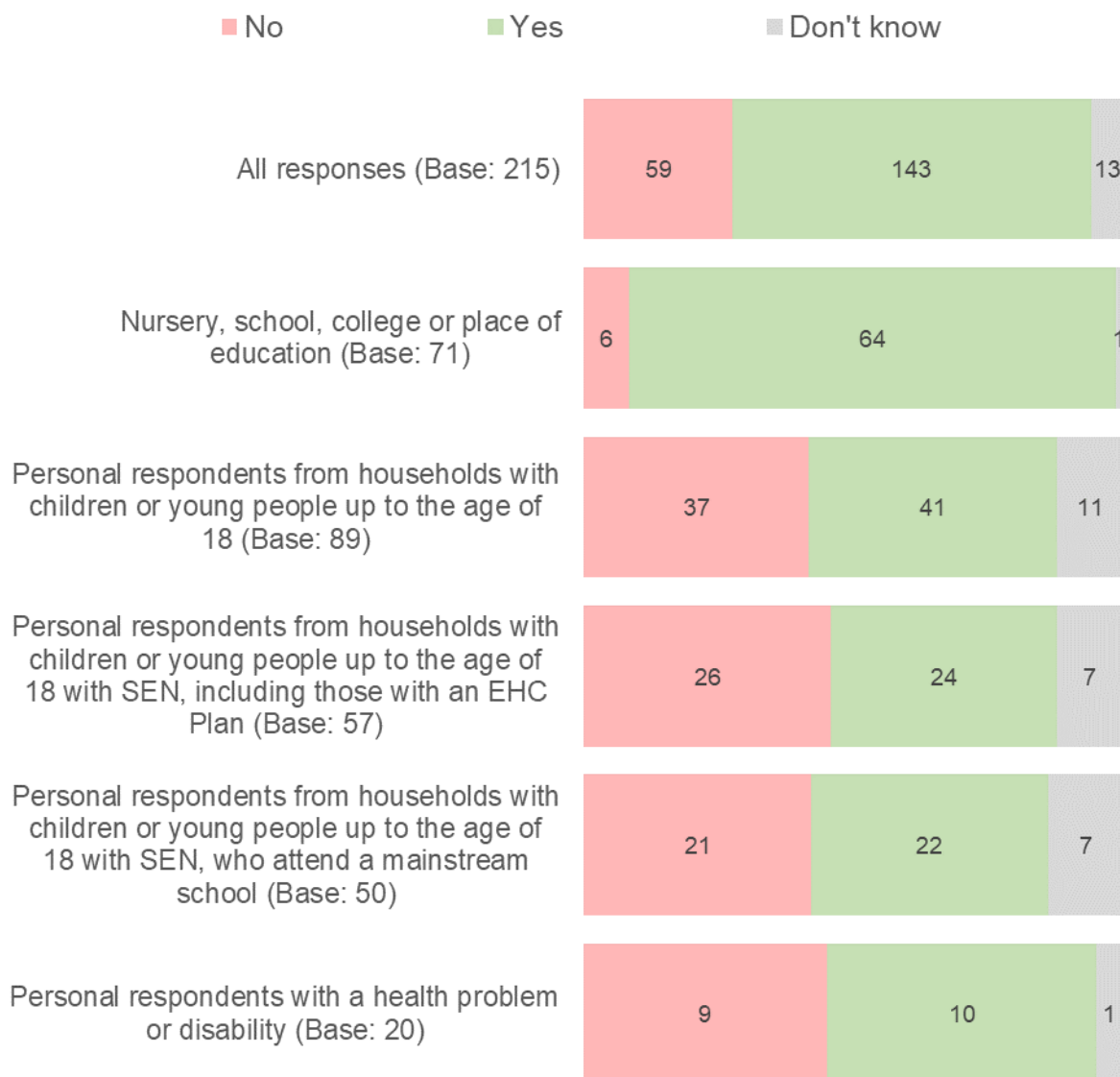
- Responses on behalf of a nursery, school, college, or place of education
- Respondents from households with children
- Respondents from households with children with SEN, including those with an EHC Plan
- Personal respondents from households with children or young people up to the age of 18 with SEN, who attend a mainstream school
- Respondents with a health problem or disability

## Findings from the consultation

### Views on the proposed funding bands for mainstream schools

Overall, two thirds of respondents (143 of 215) who completed the consultation Response Form agreed with the proposed bands, and just over one in four (59) disagreed:

#### Question 1: Do you agree with these proposed bands?



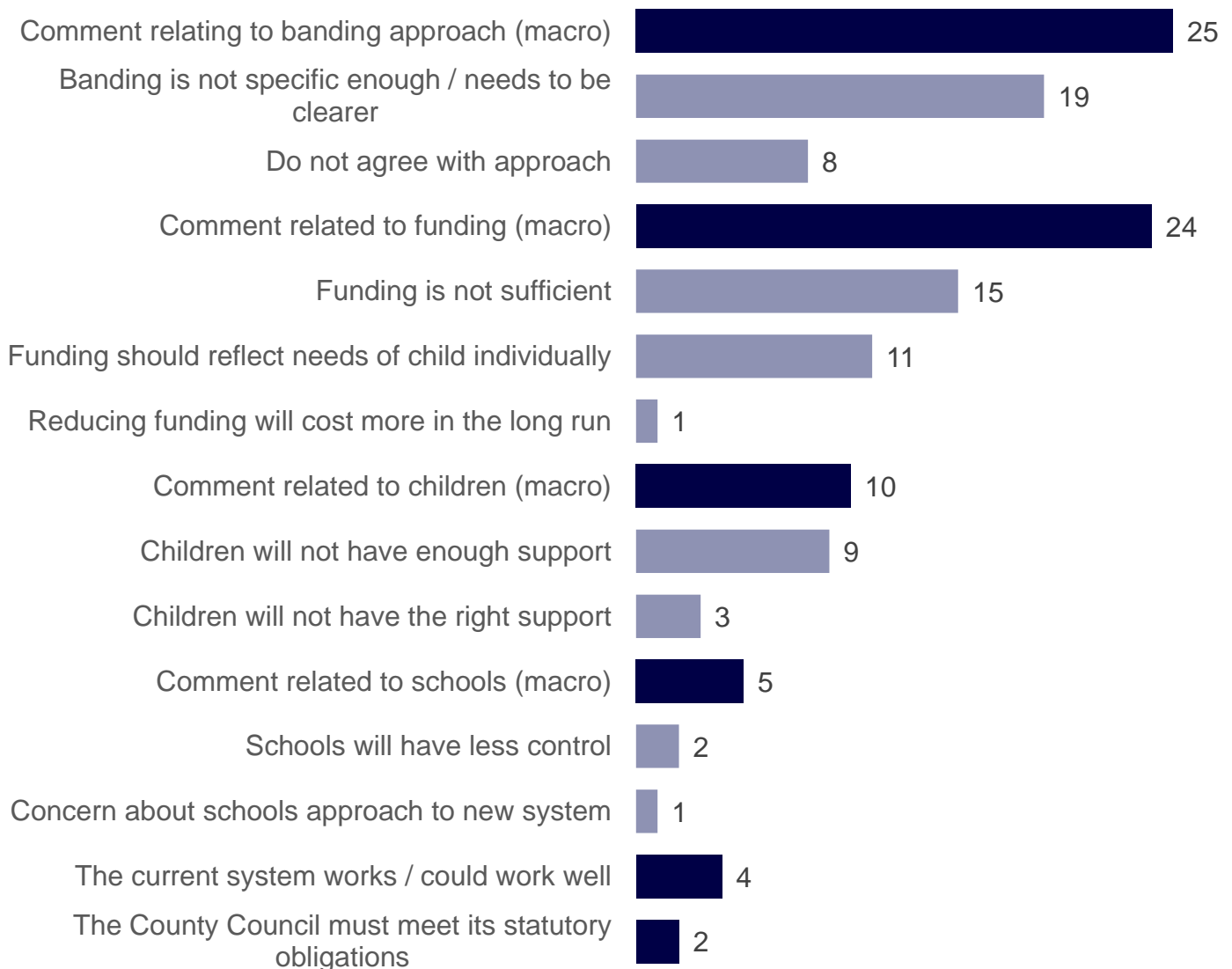
Agreement was highest amongst those responding in a professional capacity on behalf of a nursery, school, college or other places of education (64 of 71)

Those responding from a personal perspective tended to be more divided in their view – particularly where someone in their household had a disability or SEN. For

example, 26 out of the 57 responding parents of children with SEN disagreed with the proposed bands and 24 of the 57 agreed.


Respondents who disagreed with the proposed bands were asked to explain why they felt this way. 55 comments were provided, with 25 related to the banding mechanism, of which 19 mentioned that the proposed bands were unclear and eight noted opposition to the general principle of a banding approach.

**Question 1a: If you would like to explain your reasons for disagreeing with these bands, please do so below  
(Base: 55 comments)**



24 comments related to funding, with 15 of these stating that the funding for the bands is insufficient, and 11 that the funding available should relate to the child's individual needs, as opposed to being allocated a band.

"These bands are very vague. And there is no way of specifically allocating the right band to the right child."





In addition, 10 comments related to children, most frequently noting that they would not receive adequate support from a banding mechanism (nine mentions).

*“I feel these changes will make it harder for my autistic son to get the help he needs in the classroom. He relies on his LSA to relay what the teacher says into a context he can understand. Without the LSA help he feels he would not be able to keep up.”*



This spread of responses was consistent amongst different groups of respondents, although the 21 responses from those living in households with a child or young person with SEN more frequently mentioned either funding and/or the availability of support for children (13 mentions), double the number that commented on the banding mechanism itself (six mentions). This suggests that those who live with children with SEN tend to be more concerned with the provision of resources than the actual framework that delivers support for children with SEN.

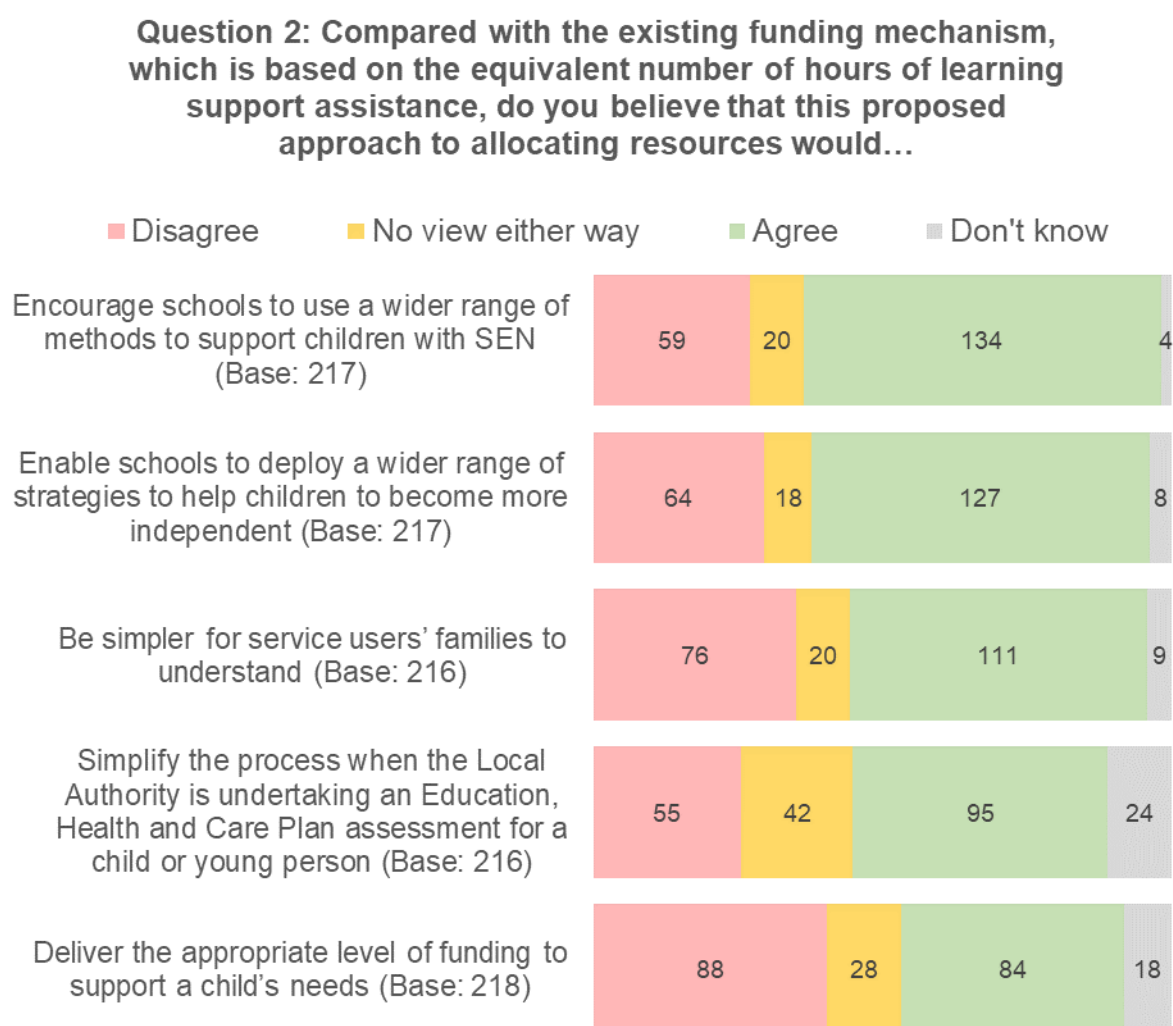
*“As a parent I need to know that the school have a legal duty to provide what has been agreed, and not use the money flexible to assist all children.”*



## Views on the suggested benefits of the proposed framework

Whilst the majority of respondents felt the proposed framework would improve schools' ability to support children's education and independence through a more diverse range of methods, and be easier to understand, they were less sure if it would be simpler to apply and were almost totally split (with a slight majority disagreement) as to whether the proposed framework would provide the necessary resources for schools to support children's needs.

The suggested benefits, in order of the highest level of agreement, are shown below:

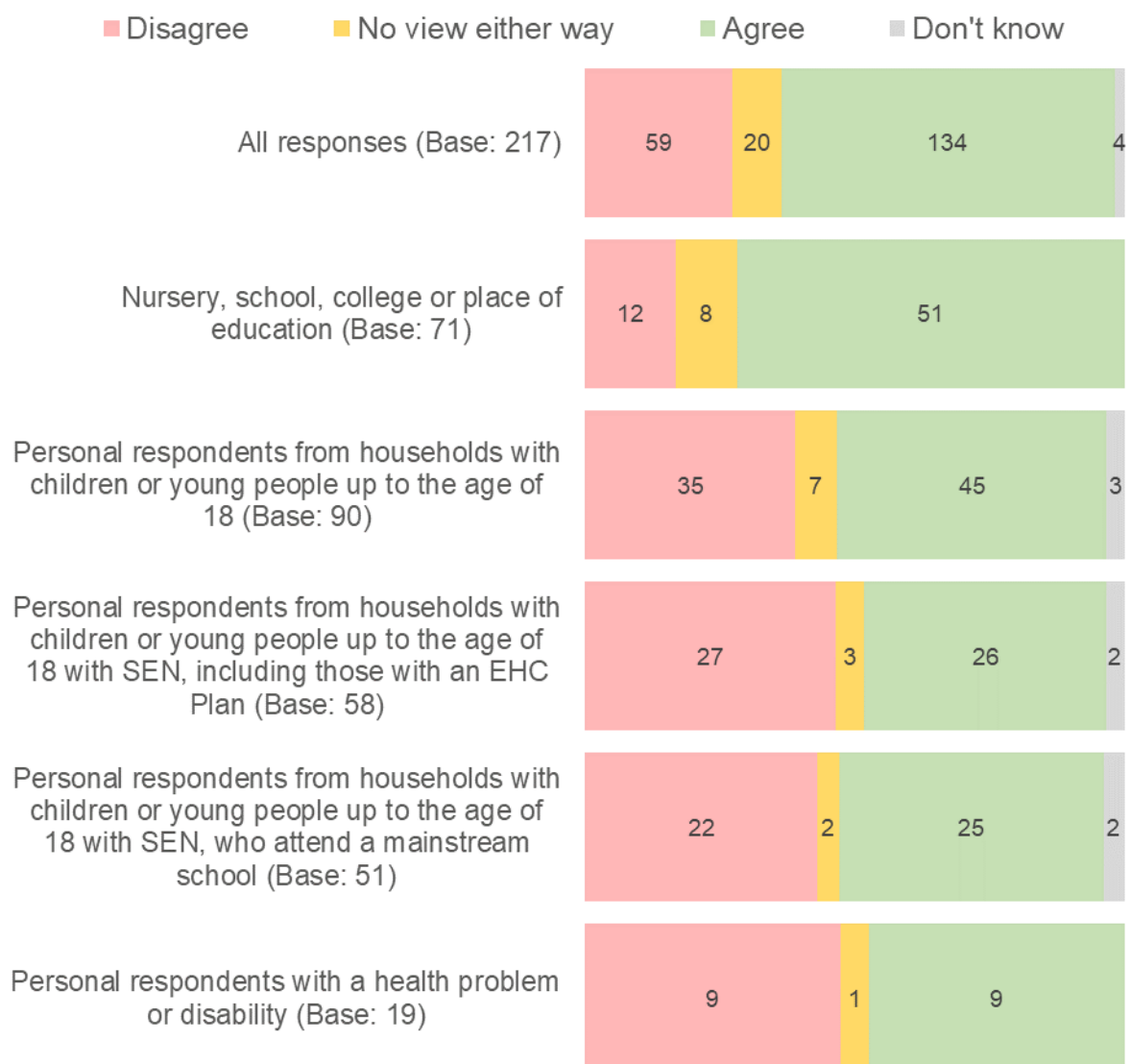


It is also worth noting the level of uncertainty about all of the anticipated benefits, which needs to be further explored to help understand and mitigate any impacts. The views of different groups regarding each of these individual statements are therefore set out over the following pages.

## Encouraging schools to use a wider range of methods to support children with SEN

Overall, 134 of 217 respondents (just over six in ten) agreed that the proposed framework would encourage schools to use a wider range of methods to support children with SEN, whilst 59 (fewer than three in ten) disagreed.

**Question 2a: Compared with the existing funding mechanism...do you believe that this proposed approach to allocating resources would encourage schools to use a wider range of methods to support children with SEN?**



Responses submitted on behalf of places of education tended to agree that the new framework could improve the offer that schools could provide to children with SEN. However, the parents and carers of these children were more divided in their views.

51 out of 71 responding places of education felt that schools would be encouraged to use a wider range of methods to support children with SEN.

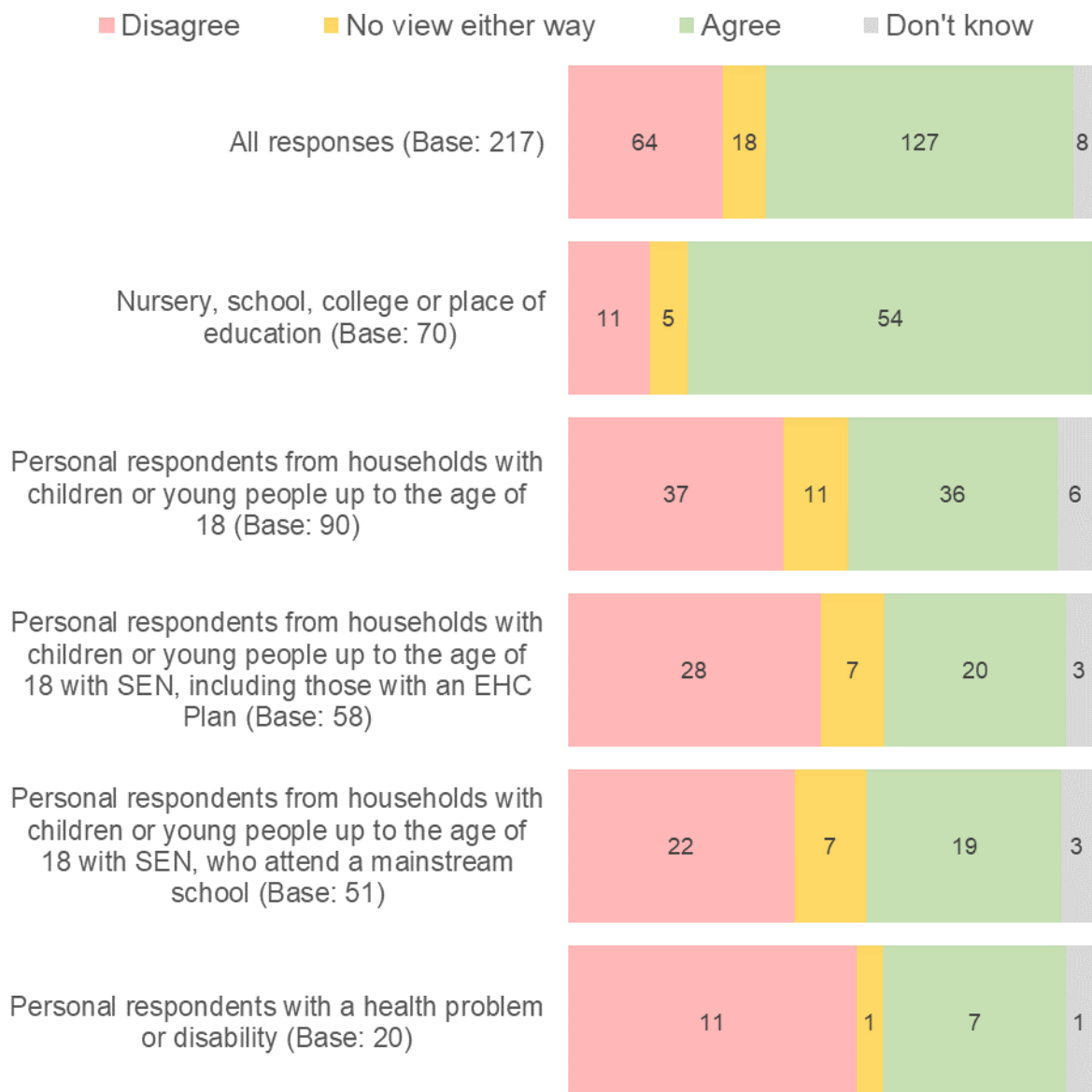
In contrast, respondents from households that included children or young people up to the age of 18 with SEN were split on the issue, with 27 of 58 disagreeing and 26 agreeing. Respondents from households with children or young people with SEN in a mainstream school were also split in their views, with a small preference towards agreement (25 of 51 responses agreed, 22 disagreed).

Respondents with a health problem or disability were just as likely to agree (9 of 19) as disagree with this statement.

## Enabling schools to deploy a wider range of strategies to help children to become more independent

Most respondents agreed that the proposed approach would enable schools to deploy a wider range of strategies to help children to become more independent, with respondents almost twice as likely to agree (127 of 217 responses) as disagree (64).

### Question 2c: Compared with the existing funding mechanism...do you believe that this proposed approach to allocating resources would enable schools to deploy a wider range of strategies to help children to become more independent?



However, the data suggests a difference of opinion between 'professional' and 'personal' respondents, wherein schools believed the proposed change would support better outcomes for children, whilst those who lived with children and young people with SEN were less optimistic about the proposed change in this regard.

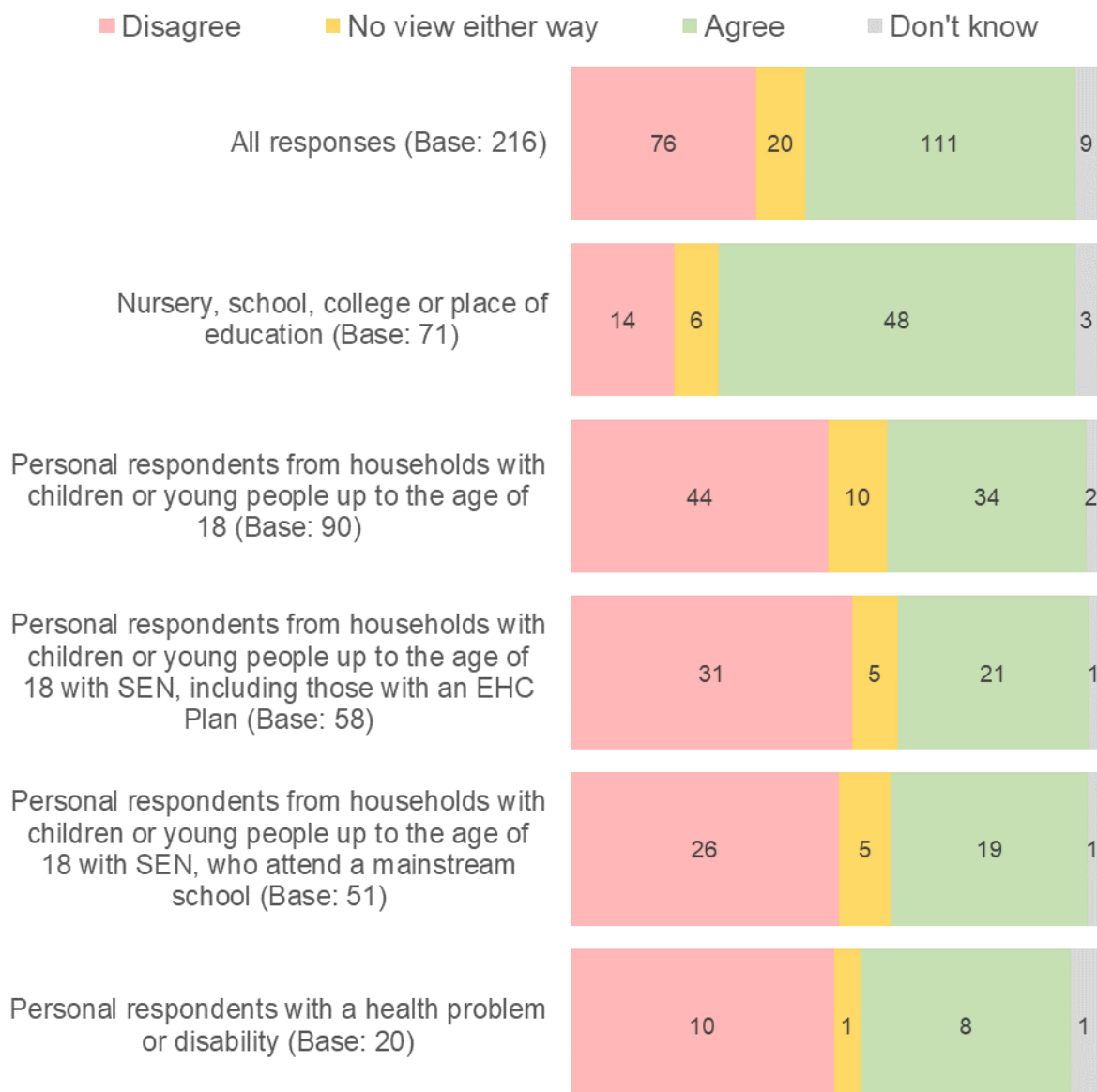
Most nurseries, schools, colleges, and other places of education that responded to the consultation agreed that the proposed framework would help schools to improve children's independence through a wider range of strategies (54 of 70 responses), whilst 11 disagreed.

Respondents from households with children or young people up to the age of 18 were split on this matter, with 37 of 90 respondents disagreeing and 36 agreeing. However, respondents from households with children with SEN were more likely to disagree (28 of 58 responses) than agree (20), as were respondents with a health problem or disability (of whom 11 out of 20 disagreed).

## Being simpler for service users' families to understand

Just over half of all respondents (111 of 216 responses) felt that service users' families would find the proposed banding mechanism simpler to understand than the existing framework, compared with 76 who disagreed.

### Question 2e: Compared with the existing funding mechanism...do you believe that this proposed approach to allocating resources would be simpler for service users' families to understand?



The feedback suggests that whilst schools believe that families would find the proposed framework easier to understand (48 out of 71 respondents in agreement),

this was not necessarily the view of parents, carers and families of children and young people with SEN in a mainstream school.

Most notably, responses from those who live with a child or young person with SEN in a mainstream school, to whom the question directly related, showed a slight majority in disagreement (26 of 51 responses). Individuals who lived with children and young people with SEN were also more likely to disagree (31 of 58 responses) than agree (21).

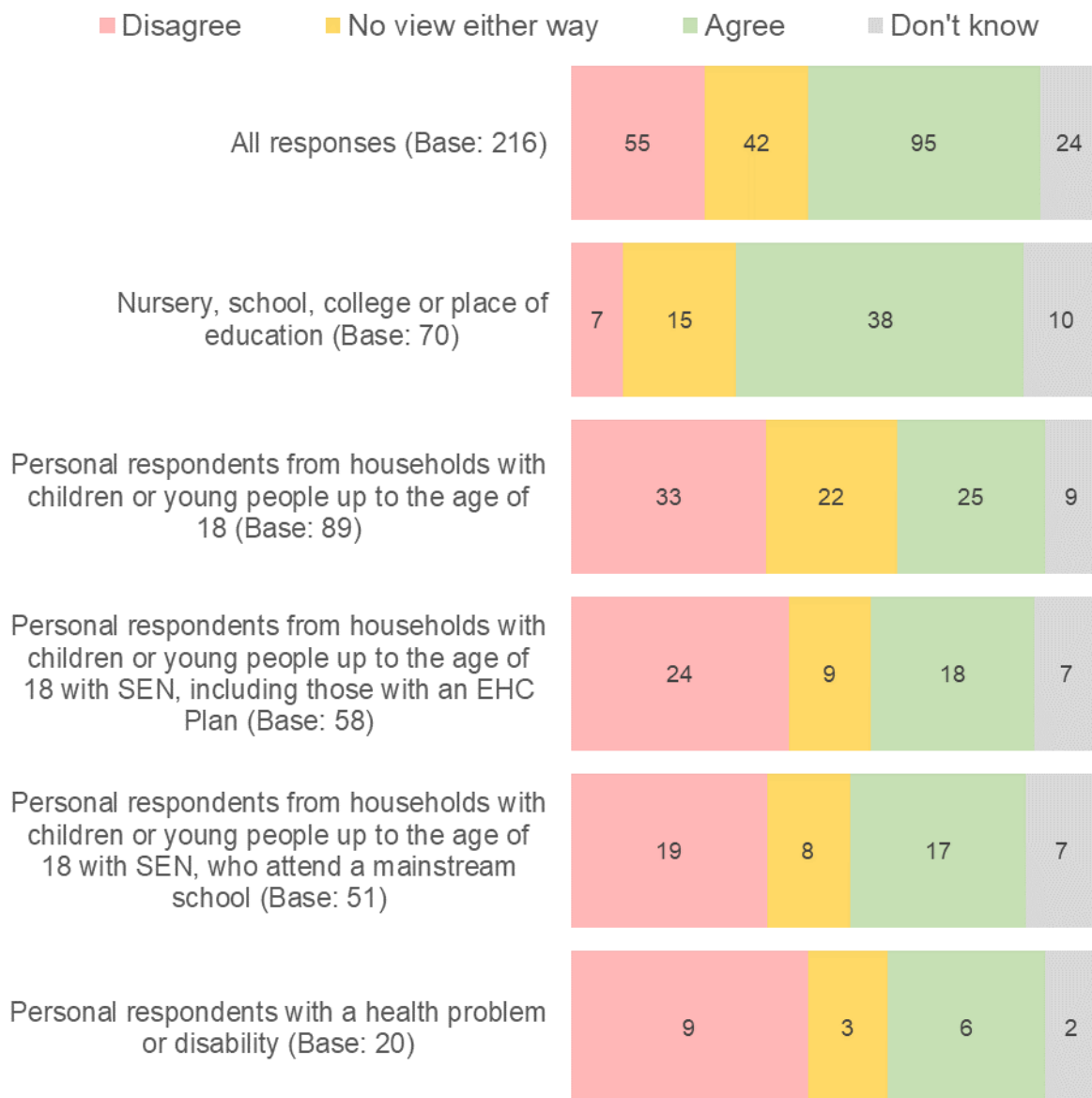


## Simplifying the process when the Local Authority is undertaking an Education, Health and Care Plan assessment for a child or young person

95 respondents agreed that the proposed approach would simplify the process of undertaking EHC Plan assessments, and just over half that number (55) disagreed.

However, this statement was also the most likely to see respondents answering that they had no view either way (42 of 216 respondents) or that they did not know (24), suggesting more uncertainty around this statement than amongst others.

### Question 2d: Compared with the existing funding mechanism...do you believe that this proposed approach to allocating resources would simplify the process when the Local Authority is undertaking an EHC Plan assessment for a child or young person?



Given that this question relates to the EHC Plan assessment process, which is not a process with which many people without experience of SEN are familiar, it is perhaps unsurprising that there was a greater proportion of 'no view either way' and 'don't know' responses than seen in other questions.

This is indicated by the fact that respondents with children or young people with SEN were less likely to respond in this way. Instead, they were more likely to disagree (24 of 58 responses) than agree (18).

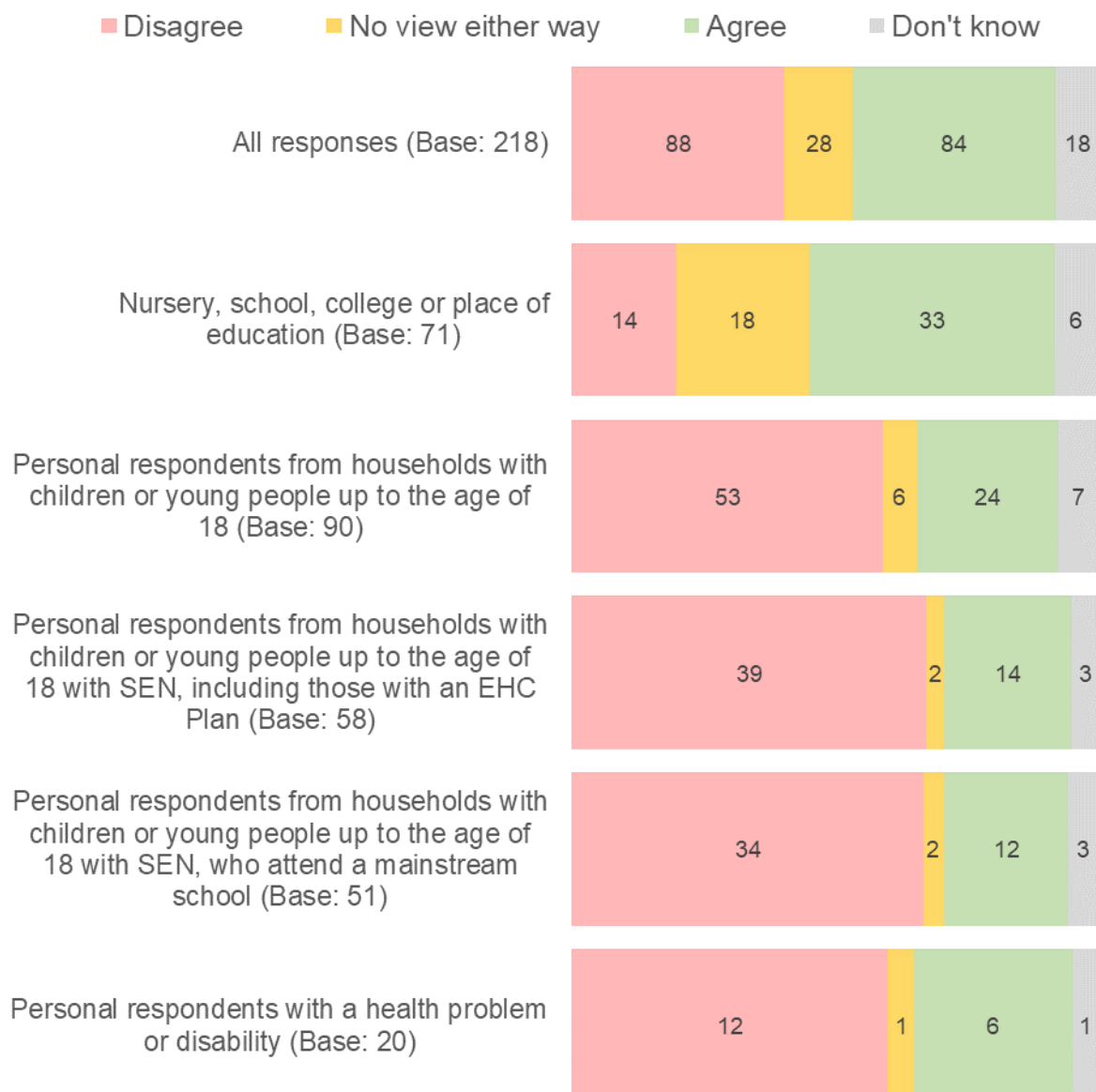
Almost half of respondents with a health problem or disability disagreed that the proposed approach would simplify the process of undertaking EHC Plan assessments (nine of 20 respondents), compared with six who agreed.

Most places of education that responded (38 of 70 responses) agreed, whilst seven disagreed.

## Delivering the appropriate level of funding to support a child's needs

88 of 218 respondents disagreed with the suggestion that the proposed approach would deliver the appropriate level of funding to support a child's needs, whilst 84 agreed.

### Question 2b: Compared with the existing funding mechanism...do you believe that this proposed approach to allocating resources would deliver the appropriate level of funding to support a child's needs?



This indicates that the views of respondents were divided on this matter, with a clear variance between the views of respondents from households with children or young people – who tended to disagree that the proposed approach would deliver the appropriate level of funding – and the views of respondents who represented places of education – who were more likely to agree than disagree.

Just under half of the places of education that responded (33 of 71) agreed with this statement, and one in four (18) had no view either way. A smaller proportion (14, one fifth) of this group felt that the proposed framework would not provide the resources required by schools.

The majority of respondents who resided with children or young people disagreed that the proposed framework would provide the resources required to support children's needs (53 of 90 respondents), compared to one in four (24) who agreed. The level of disagreement was higher where the household included children or young people with SEN (39 of 58 respondents), and where the child with SEN attended a mainstream school (34 of 51 respondents).

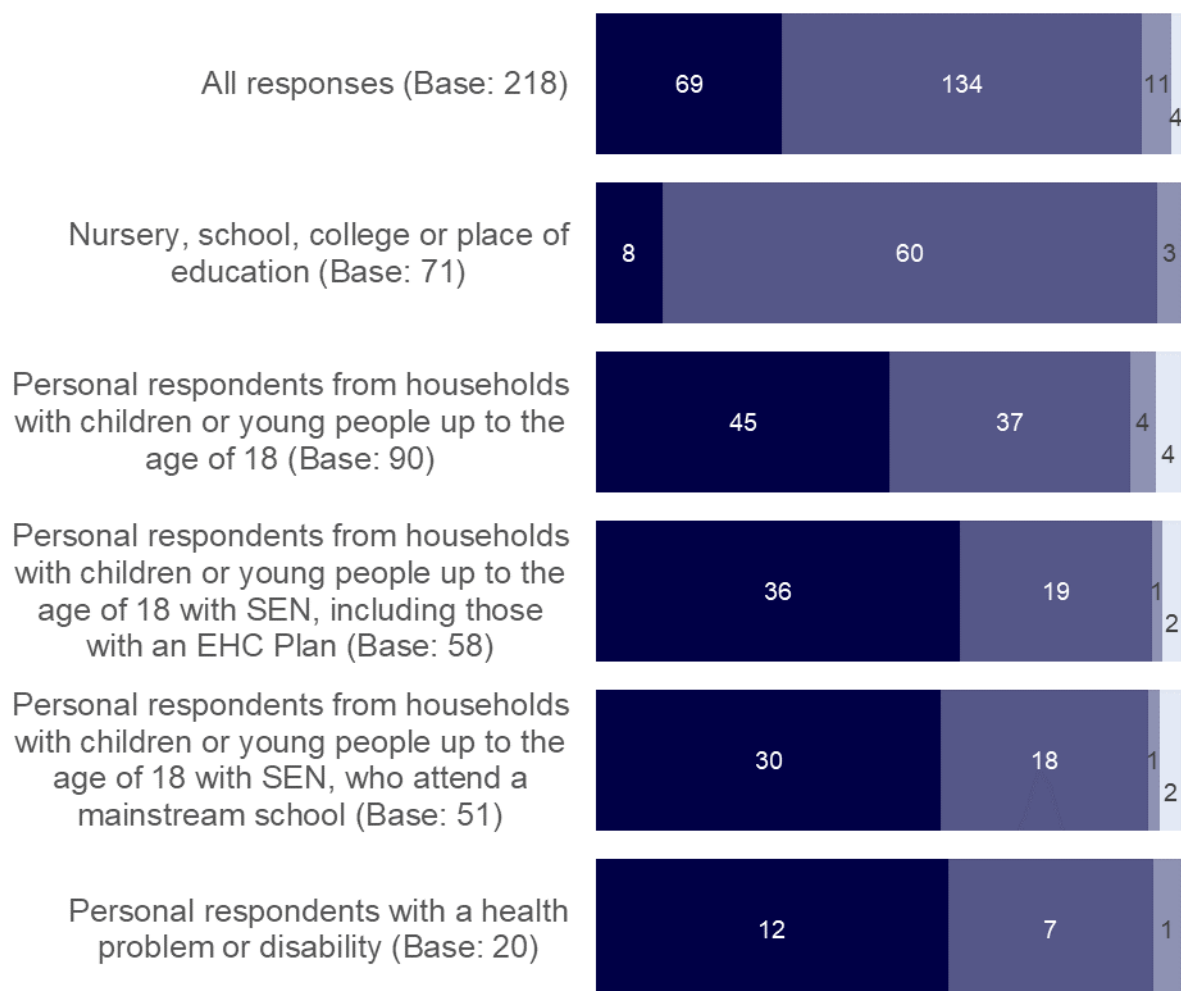
Respondents with a health problem or disability were twice as likely to disagree with this statement than agree, amongst whom 12 of 20 disagreed and 6 agreed.

## Respondents' preference for a funding model for mainstream schools

When asked to express a preference for a funding mechanism for mainstream schools with children or young people who have SEN, there was a strong preference for the proposed banding mechanism, with almost twice as many (134 of 218 responses) preferring this to the existing system (69):

### Question 3: Which is your preferred funding mechanism for mainstream schools with children or young people who have Special Educational Needs with Education, Health and Care Plans?

- Current mechanism (based on the equivalent number of hours of learning support assistance)
- Proposed mechanism (bands based on the level of need of the child or young person)
- Don't know
- No preference



Schools, nurseries, colleges, and places of education were most strongly in favour of the proposed framework. Given that these respondents are in the strongest position to understand the potential impact of the proposed framework on schools' operations, this support for the framework is noteworthy.

Contrary to these views, personal respondents with child or young person with SEN in their household were almost twice as likely to prefer the existing framework (36 responses) over the proposed framework (19).

Respondents with a health problem or a disability were also more likely to prefer the existing mechanism (12 responses) over the proposed system (seven responses).

Respondents were asked to explain why they preferred the option they selected, be it the current funding mechanism, or the proposed banding mechanism.

### **Reasons why respondents preferred the current funding mechanism**

The chart on the next page groups the comments that explain a preference for the existing mechanism over the proposed banding mechanism.

Of the 47 comments provided, the majority (27) described disadvantages that the respondent attributed to the proposed banding mechanism. These most frequently related to a lack of clarity on what support would be provided under a banding mechanism, in contrast to expectations around the existing mechanism which quantifies support in relation to hours per week of one-to-one support. In addition, there were five mentions that parents would have less control over the support their child receives, and four mentions that SEN services may no longer be provided in the form of one-to-one support.

"It provides greater transparency on where the money is being spent on support for your child"



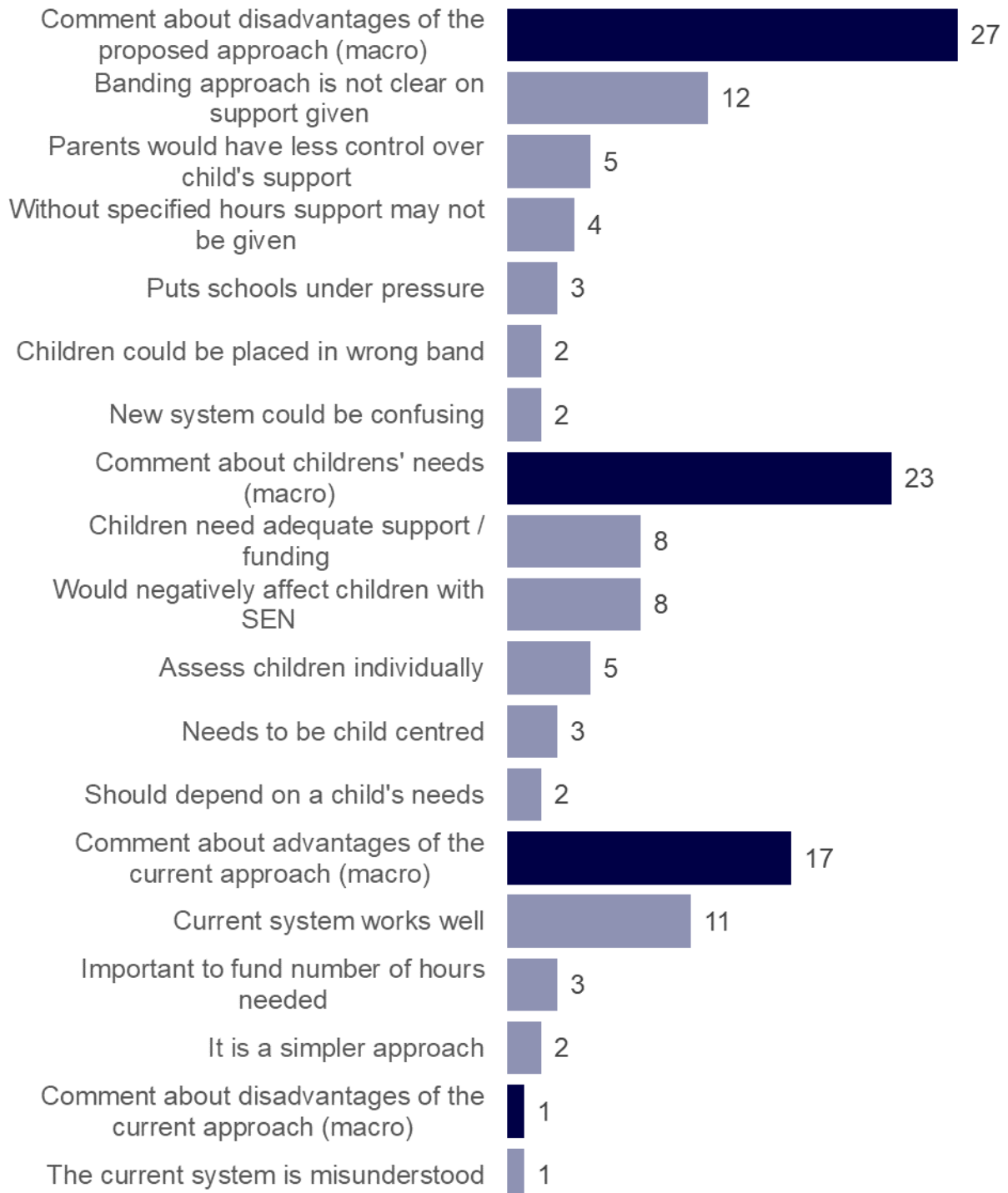
23 comments mentioned the needs of children. A diverse range of comments were provided in relation to this, with eight mentions of a need for adequate support and funding, eight mentions of concerns about impacts on children with SEN, and five mentions that children need individual assessments of their needs.

17 comments described advantages of the existing mechanism. Of these, 11 mentioned that they felt the current system works well, three felt that the link to the number of hours of support was important, and two felt the existing framework is simpler than the proposed alternative.

The comparative number of comments suggests that the respondents who preferred the existing banding mechanism were more likely to do so because of the concerns

about the proposed mechanism, as opposed to advantages of the existing mechanism.

**Q3a: If you would like to explain your reasons for your answer, please do so below (Responses of those who preferred the current mechanism, Base: 47 comments)**

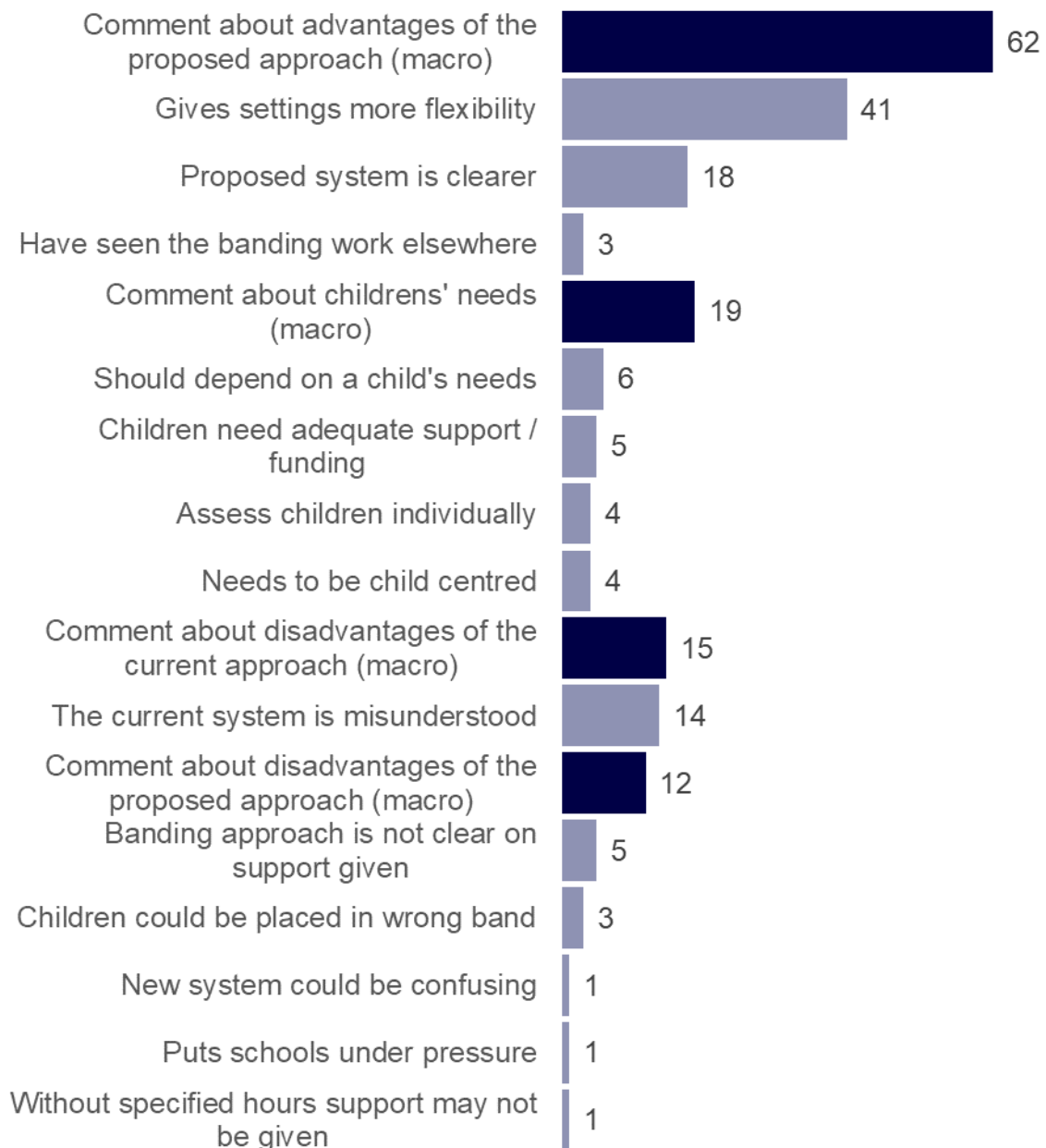


## Reasons why respondents preferred the proposed funding mechanism

Of the 78 comments explaining support for the proposed funding mechanism, the majority (62) related to benefits of the proposal. In particular, the flexibility of the proposed mechanism was mentioned by 41 respondents, 18 felt the banding framework would be clearer, and three referred to having seen a similar system successfully employed elsewhere.

This suggests that the respondents who preferred the proposed banding mechanism most frequently did so because of the potential advantages it offers, as opposed to disadvantages of the existing mechanism.

### Q3a: If you would like to explain your reasons for your answer, please do so below (Responses of those who preferred the proposed banding mechanism, Base: 78 comments)





*“The current system causes confusion for parents who believe their child will receive 1:1 support for the time stated on their EHCP. As a school we allocate funding in a more flexible way than this but are often challenged in this approach by parents.”*



*“I worry greatly that sticking a child with one person and experiencing limited interventions and one type of pedagogy might not unlock the potential within. The benefits, for example, of peers working together are clear and I appreciate the opportunities that flexibility may provide for a child when carried out properly.”*



19 comments related to the needs of children, specifically that there was support for the proposed framework provided that the SEN support be:

- needs-based (six mentions);
- adequately resourced and funded (five mentions);
- with an expectation that every child be assessed individually (four mentions);
- and
- child-focused (four mentions).

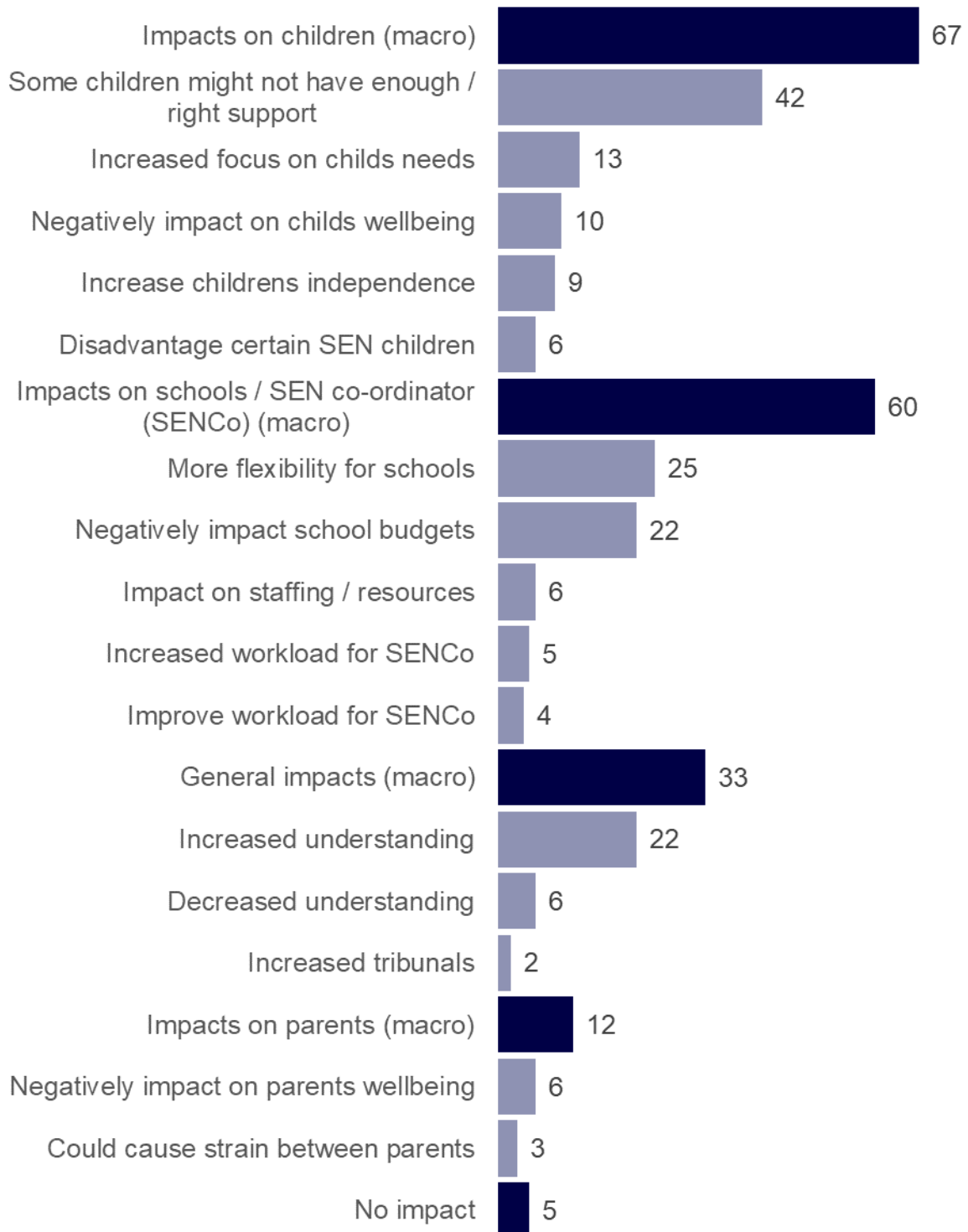
15 comments mentioned that there are problems with the current mechanism, amongst which 14 specified that the current mechanism can be misunderstood.

12 comments were supportive of the proposed change, but identified potential disadvantages associated with it, specifically that the mechanism would not specify what support would be provided (five mentions), and that there is a risk of children being allocated to the incorrect band (three mentions). Others mentioned that the new mechanism could be confusing, place schools under pressure, or that support may not be provided as effectively as in the existing mechanism (one mention each).

## Impacts of the proposed changes

The anticipated impacts of the proposed changes, both positive and negative, are summarised below:

**Q5: Please describe what, if any, impact the proposals in this consultation could have on you or your family, or people you know or work with (Base: 140 comments)**



As can be seen, the largest number of impacts reported related to children (67 mentions). Most of these comments (42) referred to the possibility that children would no longer receive the support they require, and 10 comments mentioned possible impacts on child wellbeing. As well as this, six mentioned that there could be an impact on children with specific SEN conditions, with higher levels of SEN, physical disabilities, and Down Syndrome specified. In contrast, 13 respondents suggested a positive impact of the proposed changes could be an increased focus on the child's actual needs, and nine mentioned that children may have more independence as a result of the proposed funding mechanism.

*"I feel my son will lose out on crucial help he currently gets. He absolutely needs the current help he gets to keep his anxiety under better control and help him understand and communicate in the classroom."*



*"I feel it would shift the focus from 'hours with an adult' to the needs of the individual pupil."*



60 comments referred to impacts on schools and SEN Coordinator (SENCo) staff. 25 of these described the beneficial impacts of greater flexibility for schools, whilst four mentioned that the workload for SENCos could improve. On the other hand, 22 felt that there would be a negative impact on school budgets, and five that SENCos would see an increased workload. The potential for a negative impact on staffing and other resource-based impacts were also mentioned by six respondents.

*"This will make my role as SENCo easier with planning provision and responding to a fixed budget, rather than battling with parents counting hours of provision which may not have the impact of other provisions available"*



*"As a SENCo, I am worried about the increased workload this might cause me in terms of working out funding given and what support this equates to."*



More generalised impacts were mentioned in 33 comments, with the majority of these (22) anticipating an increased understanding of SEN service provision if the proposed mechanism is implemented, whilst six felt that there would be less understanding. Two comments suggested that there could be more challenge for decision making, leading to a rise in the number of tribunals.

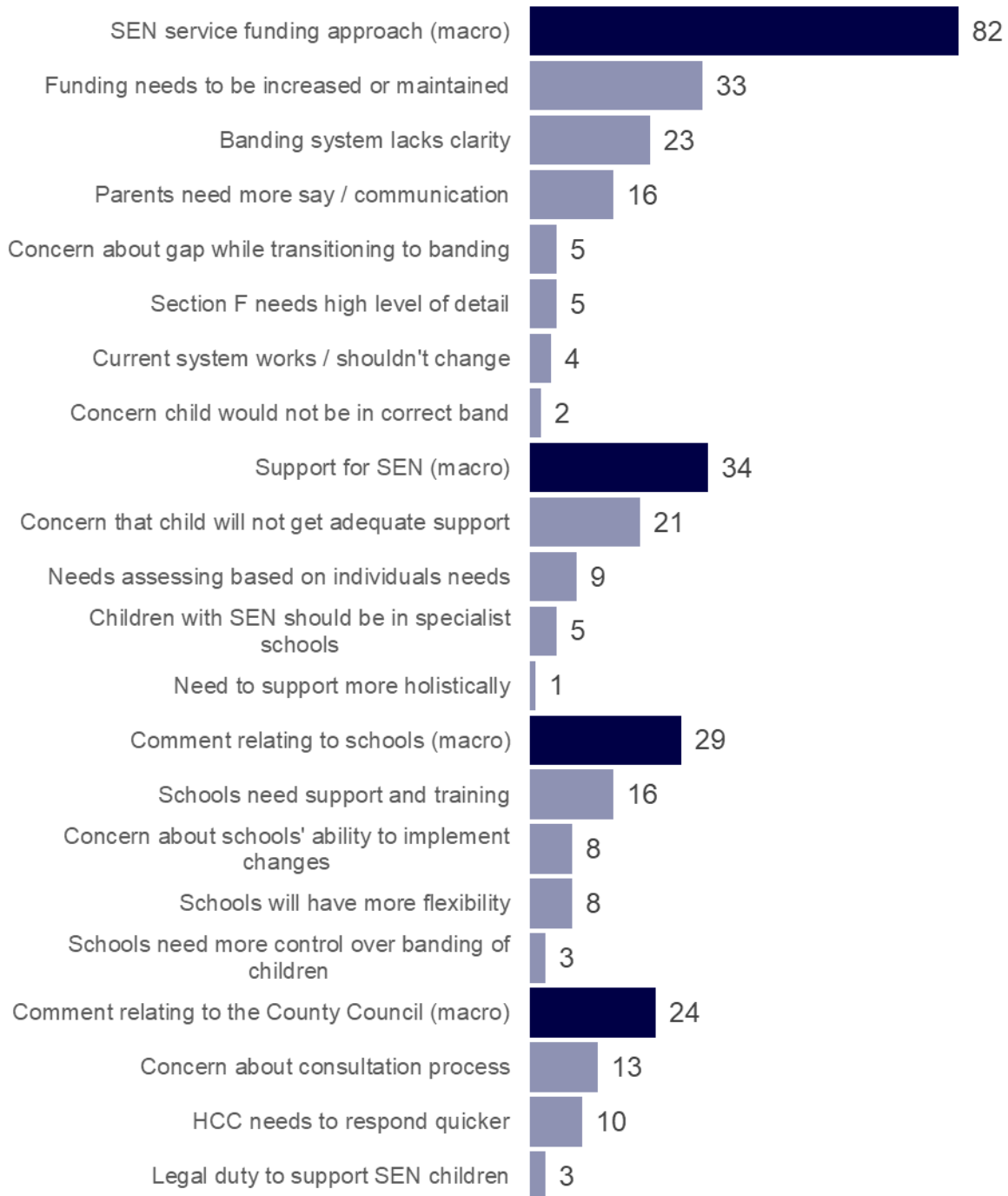
12 of the responses mentioned impacts on parents which, where more information was provided, described impacts on their wellbeing (six mentions) and strain between parents (three mentions).

When broken down by respondent type, places of education were most likely to refer to impacts on schools (28 of the 42 comments provided by this group), whilst personal responses most frequently referred to impacts on children (28 of the 46 comments provided by this group), indicating that different groups provided impacts relevant to their own areas of knowledge.

## Further comments and suggestions

Further comments and suggestions provided by respondents to the consultation are summarised below:

**Q4: If you have further comments on the proposals in this consultation, or alternative suggestions on how the County Council could improve the funding mechanism for children / young people with SEN with EHC Plans, please include below (Base: 118 comments)**



84 of the 118 comments provided referred to issues around funding for SEN. In relation to the approach to funding SEN services (84 mentions), the most common point made was that funding should be maintained or increased. 23 comments mentioned that there should be more detail on the proposed banding mechanism. In addition, 16 felt that there should be more communication and engagement with parents in how SEN support is funded in mainstream schools.

*"It is vital that budgets are not reduced in any way and that the current top up funding in place is not affected."*



Comments relating to support for SEN (34 mentions), most frequently referred to concerns that children may be unable to receive the support they need under the proposed funding mechanism. Nine comments mentioned that the needs of individual children should be the focus of assessments, and five comments expressed a view that children with SEN should be in specialist education settings as opposed to mainstream schools.

*"I believe that taking the number of hours of learning support out of the EHCPs will help to develop a consistent understanding between schools and parents as to how the funding can be used to support their child. This will hopefully prevent an over-reliance on 1:1 support assistants ... However, I am concerned that the funding structure does not have the flexibility to match all children's differing levels of need as there are large funding differences between the bands, especially between Enhanced Band B and the Exceptional Band."*



The 29 comments relating to schools largely referred to their need for support, including training for teachers and school staff to be able to offer more flexible SEN support in mainstream education (16 mentions), and concerns about their capacity to implement changes (eight mentions). Expectations that the proposed mechanism would give schools more flexibility in how they support children with SEN (eight mentions) were also described.

*"Schools who are well-trained and proactive in being creative in how support children on an individualised basis using the new model are likely to do well working within the new proposed model (if each child's Section F outcomes are well-written). However, schools who are not well-trained or well-informed are likely to find this difficult and I am concerned that the child with the EHCP may miss out."*



Of the 24 comments relating to the County Council, 13 mentioned concerns about the consultation approach, such as views that the public (including parents of children with SEN) were not adequately informed of this consultation, that HPCN should have been more involved, that the consultation process should have been given more time, and that the consultation materials and communications did not

answer all of their questions. 10 comments mentioned feelings that the County Council can take too long to respond to queries or to complete EHC Plan assessments. Three comments referred to the Council's need to continue to meet their responsibilities under their legal duty to children and young people with SEN, regardless of any changes that are made.

## Unstructured responses

The consultation received five 'unstructured' responses, all of which were submitted via email. These are responses that were made within the consultation period but were not submitted using the consultation Response Form.

One comment mentioned that the respondent was opposed to the introduction of a banding mechanism, due to concerns about the perceived impacts on children with SEN.

The unstructured responses also described the following views and experiences:

- Four respondents commented that the consultation lacked detail, or that more information was required, with two respondents requesting more information on the consultation proposals from the Council. In particular:
  - three mentioned a need for more financial information relating to the banding mechanism;
  - two mentioned a need for more details of impacts on SEN services; and
  - two mentioned that there should be more detail on the modelling used to assess the banding mechanism's efficacy
- Three respondents mentioned concerns about the impacts of the proposed funding mechanism, with two specifying financial impacts on schools, two relating to impacts on SEN provision, and one mentioning that it could make parents' decisions on where to send their child more difficult
- Two respondents mentioned that the County Council should ensure that EHC Plans are processed and assessed more quickly
- There was one mention amongst these responses of each of the following:
  - That the consultation proposals were too complex
  - That there would be a greater role and training need for teachers if the proposed banding mechanism were implemented
  - That it can be hard to find a mainstream school able to cater for child with complex SEN
  - That the County Council has a legal duty to ensure the support specified in a child's EHC Plan is available
  - That the expected benefits of the banding mechanism could be delivered without a change to the funding system
  - That the online information sessions delivered during the consultation were not useful
  - That there should be more consideration of exceptional circumstances in SEN provision
  - Praise from the respondent for the work of the school supporting their child with SEN

## Appendices

### Appendix 1 – Research approach

The County Council carried out an open consultation from Monday 12 October 2020 until Sunday 06 December 2020. The consultation was designed to give all Hampshire residents and wider stakeholders the opportunity to have their say about the proposal to change the way that top-up funding is paid to state-funded mainstream schools to make provision for children and young people with Special Educational Needs (SEN) who are subject to an Education, Health and Care (EHC) plan. The public living outside Hampshire were also able to respond.

Responses could be submitted through an online Response Form, available at [www.hants.gov.uk/aboutthecouncil/haveyoursay/consultations/sen-banding](http://www.hants.gov.uk/aboutthecouncil/haveyoursay/consultations/sen-banding) or as a paper form, which was made available on request. An easy read version was also produced. Alternative formats were also available on request. Unstructured responses sent through other means, such as via email or as written letters, and received by the consultation's closing date were also accepted. A summary of these findings is included as part of the consultation findings.

Of the 218 responses received to the consultation Response Form, 10 responded using the easy read Response Form and 208 responded using the standard Response Form.

In addition, five 'unstructured' responses were received during the consultation via email.

An Information Pack was produced alongside the consultation, providing information about each of the options presented. The Information Pack was also made available in easy read format.



## **Appendix 2 – Interpreting the data**

The analysis only considers actual responses – where ‘no response’ was provided to a question, this was not included in the analysis. As such, the totals for each question may add up to less than 218 (the total number of respondents who replied to the consultation Response Form). As the consultation was an open exercise, its findings cannot be considered to be a ‘sample’ or representative of the Hampshire population. All consultation questions were optional.

Open-ended responses were analysed by theme, using an inductive approach. This means that the themes were developed from the responses themselves, not pre-determined based on expectations, to avoid any bias in the analysis of these responses. These themes, brought together into code frames, were reviewed by the researchers throughout their analysis of the findings to ensure that they were accurate and comprehensive.

### **Publication of data**

All data is processed according to the General Data Protection Regulations as detailed below:

Hampshire County Council adheres to the requirements of the UK Data Protection legislation. Hampshire County Council is registered on the public register of data controllers which is looked after by the Information Commissioner. The information that was provided through the Response Form will only be used to understand views on the proposals set out for this consultation. All individuals’ responses will be kept confidential and will not be shared with third parties, but responses from organisations may be published in full. Responses will be stored securely and retained for one year following the end of the consultation before being deleted or destroyed.

Where the information provided is personal information, there are certain legal rights. Respondents to the consultation may ask us for the information we hold about them, to rectify inaccurate information the County Council holds about them, to restrict our use of their personal information and to erase their personal data. When the County Council uses personal information on the basis of consent, individuals also have the right to withdraw your consent to our use of their personal information at any time.

## Appendix 3 – Consultation Response Form

**Consultation on Hampshire County Council’s proposed Special Educational Needs (SEN) banding framework for mainstream schools with children and young people who have Education, Health and Care (EHC) plans**



### Introduction

Hampshire County Council is seeking residents’ and stakeholders’ views on its proposal to change the way that top-up funding is paid to state-funded mainstream schools to make provision for children and young people with Special Educational Needs (SEN) who are subject to an Education, Health and Care (EHC) plan.

**The consultation is open from Monday 12 October 2020 and closes at 11:59pm on Sunday 06 December 2020.** Please note that any responses received after this date will not be included in the consultation Findings Report.

It is advised that you read the accompanying Information Pack, which can be found at [www.hants.gov.uk/sen-banding](http://www.hants.gov.uk/sen-banding), before completing this Response Form as it contains important information about the proposals.

If you were provided a return envelope then please use this to return the completed Response Form, or post it to:

**SEN Consultation  
Children's Services Department  
Hampshire County Council  
EII Court North 1st Floor  
The Castle  
Winchester  
SO23 8UJ**

You can also complete this form online. The online Response Form is available at [www.hants.gov.uk/sen-banding](http://www.hants.gov.uk/sen-banding).

#### Privacy notice

*Hampshire County Council is collecting information about you through this response form in order to understand your views on the proposed Special Educational Needs (SEN) banding framework. We will use the information to inform decision makers of the views and feedback of consultation respondents. If you supply a postcode this may be used with customer segmentation tools to understand different types of respondent. All data will remain within the UK, and will not be shared with any third parties. We will keep your personal information for one year, at which point it will be deleted or destroyed.*

*You have some legal rights in respect of the personal information we collect from you. Please see our website Data Protection page for further details. You can contact the County Council’s Data Protection Officer at [data.protection@hants.gov.uk](mailto:data.protection@hants.gov.uk). If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner’s Office at <https://ico.org.uk/concerns/>*

## Completing this response form

There are five sections to this questionnaire, which are about the following:

Proposed funding bands for mainstream schools

The features of the proposed framework

Your preferred funding model for mainstream schools

Further comments

About you

## Proposed funding bands for mainstream schools

The proposed bands are explained on page 11 of the consultation Information Pack, which can be found at <https://www.hants.gov.uk/sen-banding>.

These bands would not be expected to deliver a financial saving to the County Council. They have been developed to support the needs of children with SEN, not to reduce spending.

The proposed bands are:

**SEN support.** For children and young people with SEN of one type or another, where provision can be made by mainstream schools from the resources that are ordinarily available to them

**Targeted Level Funding.** For children who require a level of additional or different SEN support at times throughout the day, which may exceed what the school can provide from its budget

**Enhanced Level Funding.** For children requiring ongoing strategies, intervention and additional SEN support specifically designed for their needs, which may exceed what the school can provide from its budget, and is at a higher level than that required for provision at the targeted support level

**Exceptional Level Funding** would be given by the Local Authority on an entirely discretionary basis, when EHC assessment demonstrates that the child's SEN and the provision to meet those needs goes beyond what might be provided in mainstream school at Enhanced support level. All considerations for Exceptional level funding would be scrutinised by an Exceptional Funding Panel, comprising representatives from schools, the Local Authority, NHS and Social Care

**Question 1: Do you agree with these proposed bands?**

Yes

No

Don't know

If you disagree with these proposed bands, and would like to explain your reasons for this, please do so below:

## The contents of the proposed framework

This proposal is explained on pages 6 to 12 of the consultation Information Pack, which can be found at <https://www.hants.gov.uk/sen-banding>.

**Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would...**

	Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know
Encourage schools to use a wider range of methods to support children with SEN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deliver the appropriate level of funding to support a child's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enable schools to deploy a wider range of strategies to help children to become more independent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simplify the process when the Local Authority is undertaking an Education, Health and Care Plan assessment for a child or young person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be simpler for service users' families to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Your preferred funding model for mainstream schools

This proposal is explained on pages 6 to 12 of the consultation Information Pack, which can be found at <https://www.hants.gov.uk/sen-banding>.

**Question 3: Which is your preferred funding mechanism for mainstream schools with children or young people who have Special Educational Needs with Education, Health and Care Plans?**

- Current mechanism:** One based on the equivalent number of hours of learning support assistance (which does not mean hours of 1:1 support for the child or young person) the funding could provide, although the funding could be used for other types of support that the school felt would be most suitable
- Proposed mechanism:** One based on the level of need of the child or young person, with different levels of need (bands) being allocated different amounts of funding, which the school could allocate to whatever types of support that the school felt would be most suitable in consultation with parents
- Don't know
- No preference

If you would like to explain your reasons for your answer, please do so below:

## Further comments

**Question 4:** If you have any further comments on the proposals in this consultation, or alternative suggestions on how the County Council could improve the funding mechanism for children or young people with Special Educational Needs with Education, Health and Care Plans, then please include these below:

**Question 5:** Please describe what, if any, impact the proposals in this consultation could have on you or your family, or people you know or work with:

## About you

Hampshire County Council has a duty to promote equality and we want to make sure that we include all parts of the community in our analysis, but these questions are optional.

We would be grateful if you could answer the following questions so that we can analyse the results overall and by different groups of people. This will help us understand the impacts of the consultation proposals and the views on them by different groups.

**Is this a personal response, or are you responding on behalf of an organisation or group that you represent?** (Please choose one option)

- This is a **personal response**
- I am providing the **official response of an organisation, group or business**
- I am responding as a **democratically Elected Representative** of a local area (e.g. district, borough, parish or town council Member or MP)



## About you

### If you are responding as a democratically Elected Representative of a local area

What is your name?

Which area do you represent?

### If you are providing the official response of an organisation, group or business

Please provide details about your organisation or group that you represent:

*The name and details of your organisation, group or business may appear in the final report, and the information you provide may be subject to publication or release to other parties or to disclosure regimes such as the Freedom of Information Act 2000.*

The name of the organisation, group or business:

The postcode of the organisation, group or business:

Your name:

Your position in the organisation, group or business:

### Which of these best describes the function of your organisation, group or business?

*Please choose one option*

- Nursery, school, college or place of education
- Local authority (e.g. district, parish, town or borough council)
- Other public sector organisation (e.g. Police, Fire, Health Authority)
- Local business or business representative (e.g. BID)
- Charity, voluntary or local community group
- Other

For 'other' please describe in the box below:

### If you are responding as an individual

If you are responding as an individual, what is your home postcode?

*Providing your postcode is optional. It would help us to understand the impact of proposed changes if you could provide at least the first five digits of your postcode. If you do provide your full postcode it is possible that in rural areas this might identify your property. If you supply a postcode this may be used with customer segmentation tools to understand different types of respondent. By providing your postcode you are consenting to the County Council using this information to analyse the response to the consultation from different areas and to understand how views differ by area.*

If you are responding as a democratically Elected Representative or on behalf of an organisation, please go to the last page of this form

If you are responding as an individual, please go to the next page

## About you

Which of the following best describes your gender?

- Male  Prefer to self-describe  
 Female  Prefer not to say

What is your age?

- Under 16  45-54  85+  
 16-24  55-64  Prefer not to say  
 25-34  65-74  
 35-44  75-84

Are there any children or young people up to the age of 18 living in your household (including yourself)?

*Please select all that apply*

- Yes - aged 0-4  Yes - aged 12-15  No - none up to the age of 18  
 Yes - aged 5-8  Yes- aged 16-18  Prefer not to say  
 Yes - aged 9-11

Do any of these children have **Special Educational Needs (SEN)**?

- No  Don't know  
 Yes  Prefer not to say

Do any of these children have an **Education, Health and Care (EHC) Plan**?

- No  Don't know  
 Yes  Prefer not to say

Do any of the children in your household with **SEN** attend any of the following?

*Please select all that apply*

- Mainstream school  Independent Special School  Prefer not to say  
 Special school  Home education  None of these

## About you

Are your day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last at least 12 months?

- Yes limited a lot  
 Yes limited a little

- No  
 Prefer not to say

What is your ethnic group?

- White  
 Mixed/ multiple ethnic groups  
 Asian/Asian British  
 Black/African/Caribbean/Black British  
 Other ethnic group  
 Prefer not to say

*For 'White', please specify:*

- English/Welsh/Scottish/Northern Irish/  
British  
 Irish  
 Gypsy or Irish Traveller  
 Any other White background  
 Prefer not to say

*For 'Any other White background',  
please describe:*

*For 'Mixed/Multiple ethnic groups',  
please specify:*

- White and Black Caribbean  
 White and Black African  
 White and Asian  
 Any other Mixed/Multiple ethnic  
background  
 Prefer not to say

*For 'any other Mixed/Multiple ethnic  
background', please describe:*

*For 'Asian/Asian British', please specify:*

- Indian  
 Pakistani  
 Bangladeshi  
 Chinese  
 Any other Asian background  
 Prefer not to say

*For 'any other Asian background',  
please describe:*

*For 'Black/African/Caribbean/Black  
British, please specify:*

- African  
 Caribbean  
 Any other Black/African/Caribbean  
background  
 Prefer not to say

*For 'any other Black/ African/Caribbean  
background', please describe:*

*For 'other ethnic group', please specify:*

- Arab  
 Any other ethnic group  
 Prefer not to say

*For 'any other ethnic group', please  
describe:*

## About you

Finally, to help us improve access to future consultations, please tell us where you first heard about this consultation

*Please choose one option*

- |                                                     |                          |                                          |                          |
|-----------------------------------------------------|--------------------------|------------------------------------------|--------------------------|
| On social media (e.g. Facebook, Twitter, etc) ..... | <input type="checkbox"/> | A letter sent to you.....                | <input type="checkbox"/> |
| Via email.....                                      | <input type="checkbox"/> | A residents newsletter .....             | <input type="checkbox"/> |
| On a website (please specify) .....                 | <input type="checkbox"/> | Word of mouth.....                       | <input type="checkbox"/> |
| Through my employer (please specify) ...            | <input type="checkbox"/> | A local newspaper or radio station ..... | <input type="checkbox"/> |
|                                                     |                          | Other (please specify) .....             | <input type="checkbox"/> |

**Please specify in the box below:**

## End of questionnaire

Thank you for taking the time to complete this questionnaire.

The findings from this consultation will be published and presented to the Children's Services Department. Feedback will help to inform any decision by the County Council on the proposed changes to the funding mechanism for children or young people with Special Educational Needs.

If you were provided a return envelope then please use this to return the completed Response Form, or post it to:

**SEN Consultation  
Children's Services Department  
Hampshire County Council  
EII Court North 1st Floor  
The Castle  
Winchester  
SO23 8UJ**

## Appendix 4 – List of organisations, groups and businesses that responded to the consultation

The consultation Response Form asked whether the respondent was responding on behalf of an organisation, group, or business. There was a total of 80 responses to the consultation on behalf of such bodies.

Most of these responses were from nurseries, schools, colleges and places of education, or federations that manage them. Those that responded and provided their details are listed below:

- Abbotswood Junior School
- Anton Junior School
- Barncroft Primary School
- Bartley C of E Junior School
- Bentley CE Primary School
- Botley Primary School
- Brookfield Community School
- Castle Hill Primary School
- Colden Common Primary School
- Compton All Saints C of E Primary School
- Cove Junior School
- Crookhorn College
- Cupernham Junior School
- Federation of Trosnant Schools
- Fleet Infant School
- Four Marks CE Primary School
- Glenwood School
- Green Oaks Federation
- Hamble Primary School
- Hart Plain Infant School
- Henry Cort Community College
- Holbrook Primary School
- Horndean Technology College
- Hounslow School
- John Hanson Community School
- John Keble CofE Primary School
- Kings Furlong Junior School
- Kingsclere CE Primary School
- Leesland C of E Federation
- Liphook Infant School and Liphook Junior School
- Lockerley Primary School
- Long Sutton Primary School's Board of Governors,
- Merton Junior School
- Newlands Primary School
- Newtown CE Primary
- North Baddesley Infant School
- North Baddesley Junior School
- Oaklands Catholic School
- Old Basing Infant School
- Padnell Infant School
- Park Community School
- Parsonage Farm Nursery and Infant School
- Petersgate Infant School
- Portchester Community School
- Portway Infant School
- Portway Junior School
- Purbrook Park School
- Romsey Abbey Primary School
- Sarisbury CE Junior School
- Scantabout Primary School
- South Farnborough Infant School
- St Bede's Catholic Primary School
- St John's Primary School

- St Mary's Bentworth CE Primary School
- St Michael's Infant School
- St Michael's CE Junior School
- Stanmore Primary School
- Steep CofE VC Primary School
- Swanmore Primary School
- The Cowplain School
- The Henry Beaufort School
- The Key Education Centre-Gosport
- Tower Hill Primary School
- Velmead Junior School
- Waterside Primary School
- Whiteley Primary School
- Wildern School
- Woodlea Primary School

Other organisations that responded who were not affiliated with places of education, and provided details, included:

- Carolyne Oates & Associates Ltd
- Hampshire Parent Carer Network (HPCN)
- Portsmouth Down Syndrome Association

## Appendix 5 – Consultation participant profile

The breakdown of the 218 consultation respondents by category is shown below:

Type of consultation response:

- Consultation Response Form: 218
- 'Unstructured' response via email, post, etc: 5

Respondent type of 218 consultation Response Form respondents:

- Individual: 137
- Organisation, group, or business: 80
- *No information given to understand the type of response: 1*

The breakdown of the 137 individuals who responded to the consultation is shown below:

Age:

- Under 16: 1
- 16 to 24: 0
- 25 to 34: 17
- 35 to 44: 45
- 45 to 54: 35
- 55 to 64: 13
- 65 to 74: 3
- 75 or over: 1
- *Prefer not to say/ No response given to this question: 22*

Gender:

- Female: 109
- Male: 16
- Prefer to self-describe: 1
- *Prefer not to say/No response given to this question: 11*

Ethnic group:

- White: 120
- Mixed / multiple ethnic groups: 2
- Asian / Asian British: 0
- Black / African / Caribbean / Black British: 1
- Other ethnic group: 0
- *Prefer not to say / No response given to this question: 14*

Did the respondent have any children or young people up to the age of 18 living in their household at the time of responding to the consultation (including them self)?

- Yes: 90
- No - none up to the age of 18: 30
- *Prefer not to say/No response given to this question: 17*

*Of the 90 respondents with a child or young person up to the age of 18 living in their household at the time of responding to the consultation:* Did any of these children have SEN at the time of responding to the consultation?

- Yes: 58
- No: 25
- *Prefer not to say/No response given to this question: 7*

*Of the 58 respondents with a child or young person up to the age of 18 with SEN living in their household at the time of responding to the consultation:* Did any of these children have an EHC Plan at the time of responding to the consultation?

- Yes: 45
- No: 8
- *Prefer not to say/No response given to this question: 5*

*Of the 58 respondents with a child or young person up to the age of 18 with SEN living in their household at the time of responding to the consultation:* Did any of these children attend a mainstream school at the time of responding to the consultation?

- Yes: 51
- No: 6
- *Prefer not to say/No response given to this question: 1*



## Appendix 6 – Data Tables

Please note that the data tables for the easy read and non-easy read Response Forms are presented separately, as different answer options were provided for the two formats to improve accessibility for easy read users.

Where sample sizes are below 10, these figures are suppressed in the results. This is to preserve anonymity, and because of the risks of interpreting small sample sizes as representative. Where figures are suppressed, these are shown as an asterisk (\*) in the data tables.

### Non-easy read Response Form data tables

	Base	Question 1: Do you agree with these proposed bands?		
		Yes	No	Don't know
<b>Base</b>				
All responses	205	140	52	13
<b>Type of respondent</b>				
Personal response	125	74	39	12
Organisation, group or business	79	66	12	1
Democratically Elected Representative	-	*	*	*
<b>Type of organisation, group or business</b>				
Nursery, school, college or place of education	71	64	6	1
Local authority (e.g. district, parish, town or borough council)	-	*	*	*
Other public sector organisation (e.g. Police, Fire, Health Authority)	-	*	*	*
Local business or business representative (e.g. BID)	2	*	*	*
Charity, voluntary or local community group	2	*	*	*
Other	1	*	*	*
<b>Gender</b>				
Male	14	11	3	-
Female	100	58	31	11
Prefer to self-describe	1	*	*	*
Prefer not to say	7	*	*	*
<b>Age group</b>				
Under 16	1	*	*	*
16-24	-	*	*	*
25-34	16	10	6	-
35-44	44	23	15	6
45-54	34	23	8	3
55-64	13	11	1	1
65-74	3	*	*	*
75-84	1	*	*	*
85 or over	-	*	*	*
Prefer not to say	7	*	*	*
<b>Respondent's day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last at least 12 months?</b>				
Yes limited a lot	7	*	*	*
Yes limited a little	11	8	2	1
No	96	60	26	10
Prefer not to say	6	*	*	*

	Base	Question 1: Do you agree with these proposed bands?		
		Yes	No	Don't know
<b>Presence of children or young people up to the age of 18 in respondent's household</b>				
Yes - aged 0-4	24	11	12	1
Yes - aged 5-8	48	19	20	9
Yes - aged 9-11	32	17	11	4
Yes - aged 12-15	33	19	10	4
Yes - aged 16-18	12	9	3	-
No - none up to the age of 18	29	28	1	-
Prefer not to say	12	6	5	1
<b>Presence of children or young people with SEN in respondent's household</b>				
No	25	14	7	4
Yes	57	24	26	7
Don't know	-	*	*	*
Prefer not to say	-	*	*	*
<b>Presence of children or young people with EHC Plan in respondent's household</b>				
No	7	*	*	*
Yes	45	14	25	6
Don't know	-	*	*	*
Prefer not to say	1	*	*	*
<b>School(s) attended by children or young people with SEN in respondent's household</b>				
Mainstream school	50	22	21	7
Special school	6	*	*	*
Independent Special School	1	*	*	*
Home education	-	*	*	*
Prefer not to say	1	*	*	*
None of these	3	*	*	*
<b>Ethnic group</b>				
White	109	68	31	10
Mixed/ multiple ethnic groups	2	*	*	*
Asian/Asian British	-	*	*	*
Black/African/Caribbean/Black British	1	*	*	*
Other ethnic group	-	*	*	*
Prefer not to say	9	*	*	*

	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would encourage schools to use a wider range of methods to support children with SEN?						
Base	Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know	
<b>Base</b>							
All responses	207	24	32	17	77	53	4
<b>Type of respondent</b>							
Personal response	127	21	18	9	52	23	4
Organisation, group or business	79	3	14	8	25	29	-
Democratically Elected Representative	-	*	*	*	*	*	*
<b>Type of organisation, group or business</b>							
Nursery, school, college or place of education	71	2	10	8	25	26	-
Local authority (e.g. district, parish, town or borough council)	-	*	*	*	*	*	*
Other public sector organisation (e.g. Police, Fire, Health Authority)	-	*	*	*	*	*	*
Local business or business representative (e.g. BID)	2	*	*	*	*	*	*
Charity, voluntary or local community group	2	*	*	*	*	*	*
Other	1	*	*	*	*	*	*
<b>Gender</b>							
Male	15	3	-	-	5	7	-
Female	101	15	17	9	42	14	4
Prefer to self-describe	1	*	*	*	*	*	*
Prefer not to say	7	*	*	*	*	*	*
<b>Age group</b>							
Under 16	1	*	*	*	*	*	*
16-24	-	*	*	*	*	*	*
25-34	17	3	4	1	6	3	-
35-44	45	8	6	3	20	5	3
45-54	35	5	3	3	17	7	-
55-64	12	1	-	1	5	4	1
65-74	3	*	*	*	*	*	*
75-84	1	*	*	*	*	*	*
85 or over	-	*	*	*	*	*	*
Prefer not to say	7	*	*	*	*	*	*
<b>Respondent's day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last at least 12 months?</b>							
Yes limited a lot	7	*	*	*	*	*	*
Yes limited a little	10	-	2	1	5	2	-
No	98	12	13	8	42	19	4
Prefer not to say	6	*	*	*	*	*	*

	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would encourage schools to use a wider range of methods to support children with SEN?						
	Base	Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know
<b>Presence of children or young people up to the age of 18 in respondent's household</b>							
Yes - aged 0-4	24	6	6	1	7	4	-
Yes - aged 5-8	49	12	7	1	22	4	3
Yes - aged 9-11	33	6	5	2	16	4	-
Yes - aged 12-15	33	7	4	4	14	3	1
Yes - aged 16-18	12	1	3	-	7	1	-
No - none up to the age of 18	29	-	2	3	12	11	1
Prefer not to say	12	3	1	1	3	4	-
<b>Presence of children or young people with SEN in respondent's household</b>							
No	25	2	3	2	11	6	1
Yes	58	16	11	3	24	2	2
Don't know	-	*	*	*	*	*	*
Prefer not to say	-	*	*	*	*	*	*
<b>Presence of children or young people with EHC Plan in respondent's household</b>							
No	8	*	*	*	*	*	*
Yes	45	15	11	3	14	-	2
Don't know	-	*	*	*	*	*	*
Prefer not to say	1	*	*	*	*	*	*
<b>School(s) attended by children or young people with SEN in respondent's household</b>							
Mainstream school	51	13	9	2	23	2	2
Special school	6	*	*	*	*	*	*
Independent Special School	1	*	*	*	*	*	*
Home education	-	*	*	*	*	*	*
Prefer not to say	1	*	*	*	*	*	*
None of these	3	*	*	*	*	*	*
<b>Ethnic group</b>							
White	110	15	18	9	46	18	4
Mixed/ multiple ethnic groups	2	*	*	*	*	*	*
Asian/Asian British	-	*	*	*	*	*	*
Black/African/Caribbean/Black British	1	*	*	*	*	*	*
Other ethnic group	-	*	*	*	*	*	*
Prefer not to say	9	*	*	*	*	*	*

	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would deliver the appropriate level of funding to support a child's needs?						
Base	Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know	
<b>Base</b>							
All responses	208	40	42	26	63	16	
<b>Type of respondent</b>							
Personal response	128	33	28	8	37	10	
Organisation, group or business	79	7	13	18	26	6	
Democratically Elected Representative	-	*	*	*	*	*	
<b>Type of organisation, group or business</b>							
Nursery, school, college or place of education	71	6	8	18	25	6	
Local authority (e.g. district, parish, town or borough council)	-	*	*	*	*	*	
Other public sector organisation (e.g. Police, Fire, Health Authority)	-	*	*	*	*	*	
Local business or business representative (e.g. BID)	2	*	*	*	*	*	
Charity, voluntary or local community group	2	*	*	*	*	*	
Other	1	*	*	*	*	*	
<b>Gender</b>							
Male	15	3	1	3	4	1	
Female	102	25	27	4	31	9	
Prefer to self-describe	1	*	*	*	*	*	
Prefer not to say	7	*	*	*	*	*	
<b>Age group</b>							
Under 16	1	*	*	*	*	*	
16-24	-	*	*	*	*	*	
25-34	17	5	4	-	4	1	
35-44	45	11	13	5	11	3	
45-54	35	7	7	-	16	3	
55-64	13	2	1	1	4	3	
65-74	3	*	*	*	*	*	
75-84	1	*	*	*	*	*	
85 or over	-	*	*	*	*	*	
Prefer not to say	7	*	*	*	*	*	
<b>Respondent's day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last at least 12 months?</b>							
Yes limited a lot	7	*	*	*	*	*	
Yes limited a little	11	2	2	-	4	1	
No	98	21	22	8	29	9	
Prefer not to say	6	*	*	*	*	*	

	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would deliver the appropriate level of funding to support a child's needs?						
	Base	Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know
<b>Presence of children or young people up to the age of 18 in respondent's household</b>							
Yes - aged 0-4	24	7	9	2	4	2	-
Yes - aged 5-8	49	17	13	3	12	2	2
Yes - aged 9-11	33	10	9	2	9	1	2
Yes - aged 12-15	33	9	10	1	9	1	3
Yes - aged 16-18	12	1	3	-	6	-	2
No - none up to the age of 18	29	1	5	2	13	4	4
Prefer not to say	13	5	-	1	3	3	1
<b>Presence of children or young people with SEN in respondent's household</b>							
No	25	4	6	3	8	2	2
Yes	58	22	17	2	12	2	3
Don't know	-	*	*	*	*	*	*
Prefer not to say	-	*	*	*	*	*	*
<b>Presence of children or young people with EHC Plan in respondent's household</b>							
No	8	*	*	*	*	*	*
Yes	45	20	15	-	6	2	2
Don't know	-	*	*	*	*	*	*
Prefer not to say	1	*	*	*	*	*	*
<b>School(s) attended by children or young people with SEN in respondent's household</b>							
Mainstream school	51	19	15	2	11	1	3
Special school	6	*	*	*	*	*	*
Independent Special School	1	*	*	*	*	*	*
Home education	-	*	*	*	*	*	*
Prefer not to say	1	*	*	*	*	*	*
None of these	3	*	*	*	*	*	*
<b>Ethnic group</b>							
White	111	27	26	8	33	7	10
Mixed/ multiple ethnic groups	2	*	*	*	*	*	*
Asian/Asian British	-	*	*	*	*	*	*
Black/African/Caribbean/Black British	1	*	*	*	*	*	*
Other ethnic group	-	*	*	*	*	*	*
Prefer not to say	9	*	*	*	*	*	*

	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would enable schools to deploy a wider range of strategies to help children to become more independent?						
Base	Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know	
<b>Base</b>							
All responses	207	26	32	17	69	56	7
<b>Type of respondent</b>							
Personal response	128	24	17	12	39	29	7
Organisation, group or business	78	2	14	5	30	27	-
Democratically Elected Representative	-	*	*	*	*	*	*
<b>Type of organisation, group or business</b>							
Nursery, school, college or place of education	70	1	10	5	29	25	-
Local authority (e.g. district, parish, town or borough council)	-	*	*	*	*	*	*
Other public sector organisation (e.g. Police, Fire, Health Authority)	-	*	*	*	*	*	*
Local business or business representative (e.g. BID)	2	*	*	*	*	*	*
Charity, voluntary or local community group	2	*	*	*	*	*	*
Other	1	*	*	*	*	*	*
<b>Gender</b>							
Male	15	3	-	1	4	7	-
Female	102	18	16	10	30	21	7
Prefer to self-describe	1	*	*	*	*	*	*
Prefer not to say	7	*	*	*	*	*	*
<b>Age group</b>							
Under 16	1	*	*	*	*	*	*
16-24	-	*	*	*	*	*	*
25-34	17	3	3	1	7	3	-
35-44	45	9	7	4	13	8	4
45-54	35	5	3	4	10	11	2
55-64	13	2	-	2	4	4	1
65-74	3	*	*	*	*	*	*
75-84	1	*	*	*	*	*	*
85 or over	-	*	*	*	*	*	*
Prefer not to say	7	*	*	*	*	*	*
<b>Respondent's day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last at least 12 months?</b>							
Yes limited a lot	7	*	*	*	*	*	*
Yes limited a little	11	1	2	1	4	2	1
No	98	13	13	10	31	25	6
Prefer not to say	6	*	*	*	*	*	*

	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would enable schools to deploy a wider range of strategies to help children to become more independent?						
	Base	Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know
<b>Presence of children or young people up to the age of 18 in respondent's household</b>							
Yes - aged 0-4	24	6	6	2	7	3	-
Yes - aged 5-8	49	14	5	6	16	6	2
Yes - aged 9-11	33	7	5	4	10	6	1
Yes - aged 12-15	33	7	6	4	7	6	3
Yes - aged 16-18	12	1	3	1	3	2	2
No - none up to the age of 18	29	-	2	2	11	13	1
Prefer not to say	13	4	1	-	4	4	-
<b>Presence of children or young people with SEN in respondent's household</b>							
No	25	2	4	3	6	8	2
Yes	58	18	10	7	16	4	3
Don't know	-	*	*	*	*	*	*
Prefer not to say	-	*	*	*	*	*	*
<b>Presence of children or young people with EHC Plan in respondent's household</b>							
No	8	*	*	*	*	*	*
Yes	45	17	10	6	8	2	2
Don't know	-	*	*	*	*	*	*
Prefer not to say	1	*	*	*	*	*	*
<b>School(s) attended by children or young people with SEN in respondent's household</b>							
Mainstream school	51	15	7	7	15	4	3
Special school	6	*	*	*	*	*	*
Independent Special School	1	*	*	*	*	*	*
Home education	-	*	*	*	*	*	*
Prefer not to say	1	*	*	*	*	*	*
None of these	3	*	*	*	*	*	*
<b>Ethnic group</b>							
White	111	18	17	9	35	25	7
Mixed/ multiple ethnic groups	2	*	*	*	*	*	*
Asian/Asian British	-	*	*	*	*	*	*
Black/African/Caribbean/Black British	1	*	*	*	*	*	*
Other ethnic group	-	*	*	*	*	*	*
Prefer not to say	9	*	*	*	*	*	*



	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would simplify the process when the Local Authority is undertaking an Education, Health and Care Plan assessment for a child or young person?						
Base	Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know	
<b>Base</b>							
All responses	206	28	21	39	61	33	24
<b>Type of respondent</b>							
Personal response	127	25	14	23	34	17	14
Organisation, group or business	78	3	6	16	27	16	10
Democratically Elected Representative	-	*	*	*	*	*	*
<b>Type of organisation, group or business</b>							
Nursery, school, college or place of education	70	3	4	15	24	14	10
Local authority (e.g. district, parish, town or borough council)	-	*	*	*	*	*	*
Other public sector organisation (e.g. Police, Fire, Health Authority)	-	*	*	*	*	*	*
Local business or business representative (e.g. BID)	2	*	*	*	*	*	*
Charity, voluntary or local community group	2	*	*	*	*	*	*
Other	1	*	*	*	*	*	*
<b>Gender</b>							
Male	15	3	-	3	4	3	2
Female	101	18	13	20	30	9	11
Prefer to self-describe	1	*	*	*	*	*	*
Prefer not to say	7	*	*	*	*	*	*
<b>Age group</b>							
Under 16	1	*	*	*	*	*	*
16-24	-	*	*	*	*	*	*
25-34	17	3	2	2	8	1	1
35-44	44	8	6	14	8	3	5
45-54	35	7	1	5	11	6	5
55-64	13	2	2	1	4	2	2
65-74	3	*	*	*	*	*	*
75-84	1	*	*	*	*	*	*
85 or over	-	*	*	*	*	*	*
Prefer not to say	7	*	*	*	*	*	*
<b>Respondent's day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last at least 12 months?</b>							
Yes limited a lot	7	*	*	*	*	*	*
Yes limited a little	11	2	1	1	2	3	2
No	97	16	11	21	28	12	9
Prefer not to say	6	*	*	*	*	*	*

	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would simplify the process when the Local Authority is undertaking an Education, Health and Care Plan assessment for a child or young person?						
	Base	Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know
<b>Presence of children or young people up to the age of 18 in respondent's household</b>							
Yes - aged 0-4	23	5	3	7	7	1	-
Yes - aged 5-8	48	14	4	9	12	3	6
Yes - aged 9-11	33	9	3	8	7	2	4
Yes - aged 12-15	33	7	2	7	9	3	5
Yes - aged 16-18	12	2	2	2	3	1	2
No - none up to the age of 18	29	-	4	3	11	6	5
Prefer not to say	13	4	1	-	4	4	-
<b>Presence of children or young people with SEN in respondent's household</b>							
No	24	2	4	10	4	2	2
Yes	58	19	5	9	14	4	7
Don't know	-	*	*	*	*	*	*
Prefer not to say	-	*	*	*	*	*	*
<b>Presence of children or young people with EHC Plan in respondent's household</b>							
No	8	*	*	*	*	*	*
Yes	45	17	5	5	11	1	6
Don't know	-	*	*	*	*	*	*
Prefer not to say	1	*	*	*	*	*	*
<b>School(s) attended by children or young people with SEN in respondent's household</b>							
Mainstream school	51	15	4	8	13	4	7
Special school	6	*	*	*	*	*	*
Independent Special School	1	*	*	*	*	*	*
Home education	-	*	*	*	*	*	*
Prefer not to say	1	*	*	*	*	*	*
None of these	3	*	*	*	*	*	*
<b>Ethnic group</b>							
White	110	20	13	21	29	14	13
Mixed/ multiple ethnic groups	2	*	*	*	*	*	*
Asian/Asian British	-	*	*	*	*	*	*
Black/African/Caribbean/Black British	1	*	*	*	*	*	*
Other ethnic group	-	*	*	*	*	*	*
Prefer not to say	9	*	*	*	*	*	*

		Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would be simpler for service users' families to understand?						
Base		Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know	
<b>Base</b>								
	All responses	206	31	40	17	63	46	9
<b>Type of respondent</b>								
	Personal response	126	25	26	9	35	25	6
	Organisation, group or business	79	6	13	8	28	21	3
	Democratically Elected Representative	-	*	*	*	*	*	*
<b>Type of organisation, group or business</b>								
	Nursery, school, college or place of education	71	3	11	6	28	20	3
	Local authority (e.g. district, parish, town or borough council)	-	*	*	*	*	*	*
	Other public sector organisation (e.g. Police, Fire, Health Authority)	-	*	*	*	*	*	*
	Local business or business representative (e.g. BID)	2	*	*	*	*	*	*
	Charity, voluntary or local community group	2	*	*	*	*	*	*
	Other	1	*	*	*	*	*	*
<b>Gender</b>								
	Male	15	3	1	2	3	6	-
	Female	100	18	25	7	30	15	5
	Prefer to self-describe	1	*	*	*	*	*	*
	Prefer not to say	7	*	*	*	*	*	*
<b>Age group</b>								
	Under 16	1	*	*	*	*	*	*
	16-24	-	*	*	*	*	*	*
	25-34	16	4	3	-	5	3	1
	35-44	45	8	13	4	14	5	1
	45-54	34	6	6	3	9	9	1
	55-64	13	2	1	1	3	4	2
	65-74	3	*	*	*	*	*	*
	75-84	1	*	*	*	*	*	*
	85 or over	-	*	*	*	*	*	*
	Prefer not to say	7	*	*	*	*	*	*
<b>Respondent's day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last at least 12 months?</b>								
	Yes limited a lot	7	*	*	*	*	*	*
	Yes limited a little	11	1	2	-	2	5	1
	No	96	17	21	6	29	18	5
	Prefer not to say	6	*	*	*	*	*	*

	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would be simpler for service users' families to understand?						
	Base	Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know
<b>Presence of children or young people up to the age of 18 in respondent's household</b>							
Yes - aged 0-4	24	5	8	2	7	2	-
Yes - aged 5-8	49	15	9	3	16	4	2
Yes - aged 9-11	33	8	7	4	10	3	1
Yes - aged 12-15	33	8	7	4	9	4	1
Yes - aged 16-18	12	1	4	3	1	3	-
No - none up to the age of 18	28	-	5	1	9	10	3
Prefer not to say	12	4	-	-	3	4	1
<b>Presence of children or young people with SEN in respondent's household</b>							
No	25	1	9	3	8	3	1
Yes	58	20	11	5	14	7	1
Don't know	-	*	*	*	*	*	*
Prefer not to say	-	*	*	*	*	*	*
<b>Presence of children or young people with EHC Plan in respondent's household</b>							
No	8	*	*	*	*	*	*
Yes	45	18	11	3	8	4	1
Don't know	-	*	*	*	*	*	*
Prefer not to say	1	*	*	*	*	*	*
<b>School(s) attended by children or young people with SEN in respondent's household</b>							
Mainstream school	51	17	9	5	14	5	1
Special school	6	*	*	*	*	*	*
Independent Special School	1	*	*	*	*	*	*
Home education	-	*	*	*	*	*	*
Prefer not to say	1	*	*	*	*	*	*
None of these	3	*	*	*	*	*	*
<b>Ethnic group</b>							
White	110	21	23	9	28	23	6
Mixed/ multiple ethnic groups	2	*	*	*	*	*	*
Asian/Asian British	-	*	*	*	*	*	*
Black/African/Caribbean/Black British	1	*	*	*	*	*	*
Other ethnic group	-	*	*	*	*	*	*
Prefer not to say	9	*	*	*	*	*	*

Base	Question 3: Which is your preferred funding mechanism for mainstream schools with children or young people who have Special Educational Needs with Education, Health and Care Plans?				
	Current mechanism	Proposed mechanism	Don't know	No preference	
All responses	208	64	130	10	4
<b>Type of respondent</b>					
Personal response	128	51	67	6	4
Organisation, group or business	79	12	63	4	-
Democratically Elected Representative	-	*	*	*	*
<b>Type of organisation, group or business</b>					
Nursery, school, college or place of education	71	8	60	3	-
Local authority (e.g. district, parish, town or borough council)	-	*	*	*	*
Other public sector organisation (e.g. Police, Fire, Health Authority)	-	*	*	*	*
Local business or business representative (e.g. BID)	2	*	*	*	*
Charity, voluntary or local community group	2	*	*	*	*
Other	1	*	*	*	*
<b>Gender</b>					
Male	15	5	10	-	-
Female	102	41	52	5	4
Prefer to self-describe	1	*	*	*	*
Prefer not to say	7	*	*	*	*
<b>Age group</b>					
Under 16	1	*	*	*	*
16-24	-	*	*	*	*
25-34	17	5	10	1	1
35-44	45	20	20	3	2
45-54	35	13	21	-	1
55-64	13	4	9	-	-
65-74	3	*	*	*	*
75-84	1	*	*	*	*
85 or over	-	*	*	*	*
Prefer not to say	7	*	*	*	*
<b>Respondent's day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last at least 12 months?</b>					
Yes limited a lot	7	*	*	*	*
Yes limited a little	11	4	6	1	-
No	98	35	54	5	4
Prefer not to say	6	*	*	*	*

	Question 3: Which is your preferred funding mechanism for mainstream schools with children or young people who have Special Educational Needs with Education, Health and Care Plans?				
	Base	Current mechanism	Proposed mechanism	Don't know	No preference
<b>Presence of children or young people up to the age of 18 in respondent's household</b>					
Yes - aged 0-4	24	13	9	1	1
Yes - aged 5-8	49	25	21	2	1
Yes - aged 9-11	33	18	13	1	1
Yes - aged 12-15	33	17	13	1	2
Yes - aged 16-18	12	4	7	-	1
No - none up to the age of 18	29	2	25	2	-
Prefer not to say	13	6	6	1	-
<b>Presence of children or young people with SEN in respondent's household</b>					
No	25	6	15	2	2
Yes	58	36	19	1	2
Don't know	-	*	*	*	*
Prefer not to say	-	*	*	*	*
<b>Presence of children or young people with EHC Plan in respondent's household</b>					
No	8	*	*	*	*
Yes	45	33	11	-	1
Don't know	-	*	*	*	*
Prefer not to say	1	*	*	*	*
<b>School(s) attended by children or young people with SEN in respondent's household</b>					
Mainstream school	51	30	18	1	2
Special school	6	*	*	*	*
Independent Special School	1	*	*	*	*
Home education	-	*	*	*	*
Prefer not to say	1	*	*	*	*
None of these	3	*	*	*	*
<b>Ethnic group</b>					
White	111	42	60	5	4
Mixed/ multiple ethnic groups	2	*	*	*	*
Asian/Asian British	-	*	*	*	*
Black/African/Caribbean/Black British	1	*	*	*	*
Other ethnic group	-	*	*	*	*
Prefer not to say	9	*	*	*	*

## Easy read Response Form data tables

Please note: As there were only ten responses to the Easy Read questionnaire no further break down of data is provided, to protect the confidentiality of respondents.

Question 1: Do you think we should use these bands?

- Yes: 3
- No: 7
- Don't know: 0

Question 2a: Do you think this new way of funding would...

	Agree	Not sure	Disagree	Don't know
...give schools the chance to provide different types of support?	4	3	3	0
...give schools enough funding to support a young person's needs?	0	2	6	2
...help young people to be more independent?	2	1	6	1
...make it easier for the County Council to make better decisions about a young person's special educational needs?	1	3	6	0
...be easier for families to understand?	2	3	5	0

Question 3: How would you prefer schools with young people with additional needs and Education, Health and Care Plans to be funded?

- What happens now funding is based on hours of learning support assistance not one-to-one support: 5
- What is suggested is based on a young person's special educational needs. Support is agreed with parents or carers: 4
- Don't know: 1
- No preference: 0