

## Pupil Place Charging & Remissions Policy 2022-23

### Alternative Provision: Context\*

The general principle is that children should be educated in a mainstream setting unless that would not provide them with a suitable education i.e. education suitable to the age, ability and aptitude of the child, and to any special educational needs he or she may have. There will be occasions where a mainstream school is not reasonably able to provide suitable education for a child and AP would be in the child's best interests. For example, as a result of a temporary or permanent exclusion or where pupils have medical needs that mean they are unable to attend a mainstream school full-time.

Many schools are making increased use of AP before the need for exclusion arises. In the majority of cases the intention is for these children to return to their mainstream school and the length of the placement should be determined by the needs of the pupil. Where a pupil remains on the roll of a mainstream school, then they are effectively acting as a commissioner of AP and retain accountability for the child's education.

### AP Funding: The high needs block

The Education Funding Agency (EFA), now known as the Education and Skills Funding Agency (ESFA), has published guidance on how schools are funded for 2017-18. On page 38, it says:

The high needs block supports provision for pupils and students with special educational needs (SEN) and disabilities ... and alternative provision (AP) for pupils who cannot receive their education in schools.

### Place funding

The EFA has also produced guidance specific to funding for AP settings. Although this guidance relates specifically to 2016-17, it remains relevant to subsequent years. AP settings are funded at a rate of £10,000 per year for each commissioned place.

Page 6 says that the number of places for which AP settings are funded is determined at a local level, through agreement between each AP setting and its local authority (LA). This agreement will be in consultation with maintained schools and academies in the area who intend to commission places.

[High needs funding: alternative provision, GOV.UK – EFA \(Adobe pdf file\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/462503/HighNeeds_AP_Guide_0.4.pdf)  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/462503/HighNeeds\\_AP\\_Guide\\_0.4.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/462503/HighNeeds_AP_Guide_0.4.pdf)

\*Source: EFA High needs funding: alternative provision: Additional guidance 2016-17 published Sept 2015

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## What constitutes a 'place'?

The EFA's guidance on high needs funding for AP, linked to above, explains on page 5 that there is no definition of a 'place' in funding regulations. However, the EFA expects that a place:

... will generally be available for occupation by a full-time equivalent pupil or student. We accept that in AP settings places may not be filled by the same individual throughout the year.

Identification of places is not determined by pupils' registration status.

The guidance adds that while it is important for AP settings not to be overfunded where places are not required, there will be occasions where places remain unoccupied in order to accommodate unpredictable fluctuations in demand.

## Top-up funding

Page 9 of the guidance on high needs funding for alternative provision (linked to in section 2) explains that who the AP setting receives top-up funding from would depend on who commissioned the place.

For places commissioned by LAs, the LA pays the top-up funding from its high needs budget. If the place is commissioned by a school, the school would pay the top-up funding for the pupil. This funding can come either from its delegated budget share or from funds devolved to schools by the LA.

Unlike in mainstream and special schools, top-up funding in AP settings is not usually related to an assessment of SEN. Top-up funding for AP settings is there to help AP schools meet the needs of pupils for whom places have been commissioned where the setting does not have the necessary funding to meet these needs through its overall base budget. How much top-up funding the AP setting will receive upon admitting the child will depend on agreements between the setting and the LA or school commissioning the place.

## Charging arrangements

Top up charges applied by The Elland Academy (TEA) and St Wilfrids Academy (SWA) are inclusive of Pupil Premium, however any additional SEN/FFI funding awarded as part of an EHCP, should be forwarded with the student, to fund enhanced arrangements and support required, as identified by the plan.

Any additional costs required e.g. to provide transport for students, will be agreed directly with whoever is commissioning the individual student place, and invoiced accordingly.

All students joining the Alternative Provision Free School will begin on a 'guest' basis, whilst they undertake a short period of transition from their mainstream setting.

\*Source: EFA High needs funding: alternative provision: Additional guidance 2016-17 published Sept 2015

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Following this integration period, students will be subsidiary dual registered and home schools/academies invoiced monthly for the provision for the previous calendar month. No charges are made for holiday periods and the maximum annual charge is based on 190 days.

The registration status for long-term KS4 students may be reviewed, based on individual needs and circumstances, and they may be offered the opportunity of single registration, if this is deemed in the child's best interests. This is subject to parental consent. Where single registration is agreed, the original home school/academy will be invoiced for the top up charges for the remainder of the school year until 30<sup>th</sup> June (based on a year of 190 days maximum for Y10 and 175 days maximum for Y11).

### Top up rates 2022/23

Tier 1	Daily Rate inc. of PP/FSM
<p><b>KS4:</b></p> <ul style="list-style-type: none"> <li>• Maximum ratio of 1:8 with a high quality core curriculum offer delivered in-house, offering a wide range of GCSE-accredited courses.</li> <li>• Comprehensive on-entry baseline assessments to support personalisation/adaptations of the curriculum to meet the needs of pupils with complex SEMH</li> <li>• Access to up to 2 days vocational learning via quality assured offsite training providers, with dedicated PLA outreach visits to provide support &amp; monitor progress.</li> <li>• Comprehensive, personalised CEIAG and transition into Post 16 destinations.</li> <li>• A minimum offer to secure 5 accredited outcomes, which include literacy &amp; numeracy.</li> <li>• Weekly sport or art-based/creative enrichment sessions to re-engage learners.</li> <li>• Targeted support for pupils identified as low incident anxious/school phobic</li> </ul> <p><b>KS2 &amp; KS3:</b></p> <ul style="list-style-type: none"> <li>• Maximum ratio of 1:8 KS3, 1:6 KS2, with enriched, thematic curriculum to meet the needs of pupils with complex communication and interaction</li> </ul>	<p style="text-align: center;"><b>£44.71</b> (£8494.90 per annum)</p>

\*Source: EFA High needs funding: alternative provision: Additional guidance 2016-17 published Sept 2015

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<p>difficulties, differentiated through presentation, pace of delivery and suite of specialist assessments</p> <ul style="list-style-type: none"> <li>• Weekly swimming lessons and enrichment sessions in sport or art-based subjects.</li> <li>• Thrive Approach &amp; therapeutic interventions to support social communication &amp; emotional development. This includes access to draw &amp; talk therapy, play therapy, Lego therapy, CBT, delivered by trained staff.</li> <li>• Opportunities for reinforcement/learning enrichments to apply and embed skills learned, support with life skills and organisational, communication and problem-solving skills</li> <li>• Intervention programmes which focus on functional learning at school, home and the wider community</li> <li>• Support for parents/carers via PLA</li> <li>• Supported reintegration and sharing of successful strategies</li> </ul>	
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<b>Tier 2</b>	<b>Daily Rate inc. of PP/FSM</b>
<p><b>KS4:</b></p> <ul style="list-style-type: none"> <li>• Maximum ratio of 1:8 with a high quality core curriculum offer delivered in-house by qualified subject specialists and additional HLTA support</li> <li>• Access to 3+ days vocational learning via quality assured offsite training providers, with dedicated PLA outreach visits to provide support &amp; monitor progress. 1:1 tuition available in certain circumstances, depending on individual needs.</li> <li>• Comprehensive, personalised CEIAG and transition into Post 16 destinations.</li> <li>• A minimum offer to secure 5 accredited outcomes, which include literacy &amp; numeracy.</li> <li>• SENCo advice to support application of EHCP</li> <li>• CAMHs and Educational psychologist interventions, as required.</li> <li>• Frequent and sustained specialist intervention, therapies and teaching approaches to support full access to curriculum</li> <li>• Support to facilitate effective communication, interaction and curriculum access and personal</li> </ul>	<p><b>£66.13</b> (£12,564.70 per annum)</p>

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<p>development to ensure understanding of instructions and tasks</p> <ul style="list-style-type: none"> <li>• Specific/targeted and visual strategies to enhance communication</li> </ul>	
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<b>Outreach</b>	<b>Daily rate</b>
<ul style="list-style-type: none"> <li>• PLA outreach support to deliver a range of bespoke programmes, including anger management, Thrive Approach, bereavement support and reengagement strategies.</li> <li>• Staff cpd is also available upon request.</li> </ul>	<p style="text-align: center;">Full day £150</p> <p style="text-align: center;">Half day £75 (plus mileage from TEA/SWA @ 45p per mile)</p>

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