

Derbyshire Inclusion Panel

Terms of reference

Purpose

The purpose of the Inclusion Panel is to ensure there is transparent, consistent, fair and focused decision-making process to award additional funding through the 'High Needs Block' to enable schools and settings to support the needs of children and young people with where funding required to enable their inclusion is above the allocated SEND notional budget (£6000 per child).

What happens at the Panel?

The information relating to the child and their needs is reviewed by a panel member prior to the panel to ensure that they can read through everything and prepare for the panel meeting.

The information considered by the panel will vary depending on the request, but will always include:

- Confirmation of the needs of the child or young person
- Attendance and exclusion data
- Reference to professional advice/involvement of other professionals
- Information about support and provision up to £6000 (SEND notional)
- Information about support and provision beyond the £6000 (SEND notional)

Inclusion Panel considers every request on an individual basis. It makes decisions based on the evidence provided and the following law and regulations:

- The Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The SEND Code of Practice 2015

Notes of the decision made are taken before and during the meeting and are used to provide feedback to the school/setting.

Who attends the Panel?

- Service Leads for (Chair) Inclusion Support Advisory Service
- Lead Officers from the Inclusion Support Advisory Service (Vice Chair)
- Inclusion Support Advisory Teachers

Other invited Services:

- Educational Psychologists
- Sensory and Physical Support Service Teachers
- Virtual School Teachers

It is intended to increase the involvement of other stakeholders as the panel develops.

What is the format of the panel?

The cases are presented by the officer to whom the cases were allocated. They give an overview of the current situation and the needs of the child based on the information in the application. Panel will then discuss key information such as: broad area of need, main barriers to inclusion, attendance, part time timetable, exclusions etc. They will also discuss the element 2 provision (SEND notional) and the intended provision (HNB/element 3 funding). The presenting officer will make recommendations and answers any questions panel members may have.

Key Information required:

- Basic info (year group, school, etc)
- Attendance and exclusion data
- Other professionals involved (reports cannot be attached and must be interpreted into other parts of the form).
- Other funding or referrals
- Assessment/attainment data – including assessments linked to the need described
- Clear description of need and current situation
- First Provision Map demonstrating SEND notional spend. This must describe the intended outcomes of proactive intervention aimed at supporting and developing the needs described in the 'description of need' section.
- Second Provision Map demonstrating additional HNB spend. This also must describe the intended outcomes of proactive intervention aimed at supporting and developing the needs described in the 'description of need' section.

Quality First Teaching will not be considered as specialist provision in either provision map and will be deducted from any agreed amount. [The Graduated Response document](#) can support with this.

Provision Maps must be costed at a rate of £17.59/hr. The number of sessions per week and the number of children in the intervention group must also be made clear to ensure accurate costings.

Decision Making

Decisions are made through three key questions:

1. Is there a clear summary of the child's / young person's needs and barriers?
2. Do the proposed maps meet the described needs of the child / young person?
3. Will the proposed interventions likely lead to positive changes for the child / young person?

In addition, panel will consider

- Is the level of support proportionate to and balanced for the needs described?
- Is there a long-term plan including consideration of preparation for adulthood?

Possible Outcomes

Approved – full amount is approved and no amendments were required.

Approved with Amendments – panel approved parts of the plan, adjusted the length of funding or corrected calculation errors and amended the cost accordingly. Feedback about changes will be given.

Rejected – panel did not approve the application and the feedback with reasons will be clear and / or signpost for further support with the application. Individual support is always offered after a second refusal.

Less than 39-week agreement – if the child is on a part-time timetable or there are concerns with their attendance, or a temporary high level of support is appropriate, panel may agree funding for a shorter period of time to ensure the situation is monitored more frequently.

39-week agreement – most cases will be agreed for the full school year to provide stability of funding for schools and settings to support recruitment and retention.

Frequency of Meetings

Inclusion Panel meets on a weekly basis, usually on a Wednesday afternoon. Panels continue through most school holidays and additional panels are held if demand requires this.

What happens after the meeting?

Following the Panel meeting, the decision will be shared with the school / setting and relevant feedback will be given via email. This will happen within five working days of the meeting. Should a school require further support, this can be sought through the cs.inclusionfund@derbyshire.gov.uk quoting the IP reference number.

Other Useful Information

Movers in – applications can be made for children and young people who arrive mid-year with additional needs. Provision maps with intended provision must be clearly costed and described as with any other application.

Transition – applications can be made in the term before a child starts a new school in conjunction with their previous school / setting (e.g. reception starters or Y6-Y7 transition). The application must be made by the school who will receive the funding. It is expected that the school / setting the child is transitioning from supports with the application.

Re-referrals – If there is a change in need / provision, re-referrals can be made at any time to be reconsidered by the panel. If a change in funding is agreed, this will apply from the latest application date.

Extensions - These can be agreed if:

- The child is in the EHCNA process beyond statutory timescales. A 13 week extension can be agreed by the panel providing there are no changes to the current provision.
- Funding ends in Summer Term of Y2 (Infant), Y6 or Y11 – funding can be extended to end of current school year.

Please note: Requests must be made before funding ends.

Please email cs.inclusionfund@derbyshire.gov.uk to request an extension form.

Renewals - can be made up to 8 weeks before funding is due to finish to ensure no gaps in support. These should provide an up-to-date description of strengths, needs and barriers, evidence the impact of previously funded provision and an updated provision plan.

Online form – [Inclusion Panel - Derbyshire Local Offer](#)

Additional Support – support can be sought by school/setting staff completing an application before, during or after an application from cs.inclusionfund@derbyshire.gov.uk quoting the IP reference number.