



GRADUATED RESPONSE FOR INDIVIDUAL PUPIL (GRIP)

RATIONALE

Support for pupils with Special Educational Needs (SEN) over and above schools normally available resources without the need for an Education, Health and Care Plan (EHCP)

Key Aims

- To allow schools access to timely funding without the necessity to request an Education Health Care Needs Assessment (EHCNA).
- To reduce the number of EHCNAs and Tribunals and the associated costs.
- To have robust systems in place, including documentation, moderation and monitoring systems which allow outcomes for children and the impact of higher level needs funding to be closely monitored.

Rationale

The original aim of the Support & Aspiration (S&A) agenda was to reduce reliance on Statements/EHCPs. In general Statements/EHCPs were/are secured by schools to ensure a level of funding for school support greater than that available through their normally available resources (that is the prescribed Government support level of up to £6,000 p.a, per pupil otherwise known as element 2 funding).

Since April 2013 schools have been responsible for funding the first £6,000 equivalent to 9.5 Teaching Assistant (TA) hours' costs from their formula budgets. **Derbyshire LA agreed cost for TA hours is £634.54 per hour per annum.** Costs above £6,000/9.5 TA hours are funded by top-up payments made by the LA to schools and paid in instalments. The historical mechanism in Derbyshire for requesting greater support than normally available resources has previously been only through the Statement/EHCP.

The definition of SEN remains unchanged from Section 312, Education Act 1996:

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children have a *learning difficulty* if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or

- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than Special Schools*, in the area
- (b) for children under two, educational provision of any kind.

* In Derbyshire this refers to specialist placements ie Special School/Enhanced Resource.

The new SEN CoP 2014 states that:

6.19 First response is high quality teaching. If progress continues to be less than expected rigorous interventions should be put in place designed to secure better progress. The pupil's response to such support can help identify their particular needs.

6.99 Schools are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The LA should provide additional top up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

The GRIP system allows schools to have access to the higher needs funding block (element 3 funding) for pupils of statutory school age who require provision over and above that which they can provide through schools normally available resources (£6,000 p.a.), without recourse to requesting an EHCP. This supports inclusion in mainstream settings as per UNCRC (1989) and UNESCO (1994).

Process

Schools apply for GRIP and evidence how they are using their normally available resources (Government specified allocation, currently £6,000 p.a.). They will have to provide what is in effect a costed provision map, showing need, support and provision in place to meet that need and the cost of the provision. In addition

schools will need to provide evidence of progress and the impact of the current provision. This should not be onerous for schools as it should be a means of recording what is in place for pupils and is suggested in the CoP. Schools will then need to set out what they require a GRIP for, what needs they aim to address, what provision they would put in place, the cost of it and the expected outcomes.

In line with the CoP and SEND Reforms, the process must involve pupils and parents/carers and take account of their views at all stages, including agreement of the plan.

Primary schools will be able to request an allocation of SSEN support (Support Service for Special Educational Needs) if the evidence demonstrates that the pupil has significant barriers to learning and complex learning needs, that meet SSEN criteria. This support will provide: *'Additional teaching, advice and support to be delivered in school by a teacher from the SSEN'*. This will give schools access to SSEN specialist support without the need to request an EHCNA.

The forms and supporting documentation will be sent to SEN Section at Matlock centrally and a moderation group will meet weekly to evaluate requests, ensuring parity and equity of resource distribution, consistency of approach and allocation.

As well as the moderation of requests and decision making role, the group would also highlight the need for the LA to follow up, monitor and support SEND provision in schools making frequent and/or poor applications. This would identify training needs within schools in the LA, for example, in particular areas of SEND interventions.

If agreed, documentation is returned to schools with funding agreement from the LA towards the expected outcomes written by the school. If the letter notes that outcomes should be amended this is done by the school, parents/carers and any services involved in the GRIP plan. Comments/suggestions on provision may also be made. Funding is also then allocated to the school. **There is no requirement for the LA to draw up a plan.** Schools are responsible for implementing the provision and ensuring progress towards outcomes.

The allocation is for one year from the approval date and the date it will cease is specified in the letter to schools. When the plan is due for review this is done by the school with parents/carers and any services involved and the evaluation form is completed showing recommendations. This is then returned to the SEN Section, County Hall.

Each year new outcomes must be written for the following year and if appropriate GRIP funding can continue year on year or be reduced, increased or ceased depending on progress made by the pupil.

If refused, the school are informed of the reasons for this and any further steps they may need to take. The LA can follow up as deemed appropriate.

Criteria

Evidence provided by school that a pupil requires provision over and above that which they can provide through schools normally available resources, that is the prescribed Government support level of £6,000 p.a. per pupil. School will need to provide evidence of:

- SEN of the pupil and how it was identified
- Support and provision in place to meet that need
- The cost of the provision for the individual as well as whole school information on funding streams
- Evidence of interventions in place based on best practice (SEN CoP ref)
- Evidence of progress
- Impact of the current provision
- Any involvement of external agencies will need evidencing including how they have acted on that advice

School funding

Element 1 funding = core education funding = AWPU

Element 2 funding = additional support = £6,000 (normally available resources)

Element 3 funding = top up funding = Higher Needs Block funding (prescribed by LA for individual need)