

**West Berkshire Council Schools**  
**Bandings & Top Ups for High Needs Pupils 2020/2021**

**Nursery & Mainstream Schools 2020/21**

New Banding	Hours of TA 1 to 1 Support per Week	Total Funding Rate £	Top Up £
<b>Early Years Only:</b>			
A	2.5	965	
B	5.0	1,920	
C	7.5	2,886	
D	10.0	3,841	
E	12.5	4,806	
F	15.0	5,761	
G	17.5	6,756	
H	20.0	7,711	
I	22.5	8,716	
J	25.0	9,751	
K	27.5	10,796	
L	30.0	11,851	
M	32.5	12,885	
<b>Mainstream Pupils Year R to 11</b>			
<b>First £6,000 included in school formula funding - the notional SEN allocation</b>			
A17.5 (Additional Funding) (was G)	17.5	6,756	756
H	20.0	7,711	1,711
S22.5 (Significant Funding) (was I)	22.5	8,716	2,716
J	25.0	9,751	3,751
H27.5 (High Level Funding) (was K)	27.5	10,796	4,796
L	30.0	11,851	5,851
E32.5 (Exceptional Funding) (was M)	32.5	12,885	6,885
Needs above Band E32.5 (M) will be considered on a case by case basis			
Bands H, J & L being phased out from September 2014			

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### Resource Units in Mainstream Schools 2020/21

New Banding	Staffing Ratio Funding is Based On	Total Funding Rate £	Top Up £
<b>Physically Disabled Primary PD(P) - Speenhamland School (10 places)</b>			
PD1	Teacher 1:10, NNEB 1:10, TA 1:2.5	14,220	4,220
PD2	as band 1 + 25% 1:1	17,503	7,503
PD3	as band 1 + 50% 1:1	20,786	10,786
<b>Physically disabled Secondary PD(S) - Kennet School (22 places)</b>			
PD1	Teacher 1:10, NNEB 1:10, TA 1:2.5	14,822	4,822
PD2	as band 1 + 25% 1:1	18,105	8,105
PD3	as band 1 + 50% 1:1	21,387	11,387
<b>Speech &amp; Language S&amp;L - Winchcombe Primary School (15 places)</b>			
S&L1	Teacher 1:10, NNEB 1:15, TA 1:10	9,609	0
S&L2	as band 1 + 25% 1:1	12,894	2,894
S&L3	as band 1 + 50% 1:1	16,177	6,177
<b>Autistic Spectrum Disorder Primary ASD(P) - Theale Primary (10 places)</b>			
ASDP1	Teacher 1:5, NNEB 1:5, TA 1:2	23,037	13,037
ASDP2	as band 1 + 25% 1:1	26,320	16,320
ASDP3	as band 1 + 50% 1:1	29,603	19,603
<b>Autistic Spectrum Disorder Primary ASD(P) - Fir Tree Primary (7 places)</b>			
ASDP1	Teacher 1:5, NNEB 1:5, TA 1:2	23,037	13,037
ASDP2	as band 1 + 25% 1:1	26,320	16,320
ASDP3	as band 1 + 50% 1:1	29,603	19,603
<b>Autistic Spectrum Disorder Secondary ASD(S) - Theale Green Secondary School (14 places)</b>			
ASDS 1	Teacher 1:7.5, NNEB 1:5, TA 1:1.875	20,581	10,581
ASDS 2	as band 1 + 25% 1:1	23,864	13,864
ASDS 3	as band 1 + 50% 1:1	27,147	17,147
<b>Autistic Spectrum Disorder Secondary ASD(S) - Trinity School (13 places)</b>			
ASDS 1	Teacher 1:7.5, NNEB 1:5, TA 1:1.875	20,581	10,581
ASDS 2	as band 1 + 25% 1:1	23,864	13,864
ASDS 3	as band 1 + 50% 1:1	27,147	17,147
<b>Hearing Impaired Junior HI(P) - Westwood Farm Schools (10 places)</b>			
HI 1	Teacher 1:5, NNEB 1:2.5	20,605	10,605
HI 2	as band 1 + 25% 1:1	25,625	15,625
HI 3	as band 1 + 50% 1:1	30,645	20,645
<b>Hearing Impaired Secondary HI(S) - Kennet School (10 places)</b>			
HI 1	Teacher 1:5, NNEB 1:2.5	21,407	11,407
HI 2	as band 1 + 25% 1:1	26,427	16,427
HI 3	as band 1 + 50% 1:1	31,446	21,446
<b>Specific Literacy Difficulties SpLit - Trinity School (30 places)</b>			
SpLit 1	Teacher 1:10, TA 1:6	9,749	0
SpLit 2	as band 1 + 25% 1:1	13,033	3,033
SpLit 3	as band 1 + 50% 1:1	16,316	6,316

## West Berkshire Council Schools Bandings & Top Ups for High Needs Pupils 2020/2021

### Special Schools 2020/21

New Banding	Staffing Ratio Funding is Based On	Total Funding Rate £	Top Up £
<p><b>Moderate Learning Difficulty (MLD)</b> — Pupils with moderate learning difficulties will have attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. Pupils with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.</p>			
MLD1: MLD primary need. No significant additional difficulties other than those which would normally be associated with MLD.	Teacher 1:10, HLTA 1:10	12,188	2,188
MLD2: MLD primary need. Some additional difficulties relating either to behaviour, communication, physical / sensory or medical needs. Requiring basic MLD staffing plus 25% 1 to 1 TA.	as band 1 + 25% 1:1	15,471	5,471
MLD3: MLD primary need. Significant additional difficulties relating either to behaviour, communication, physical / sensory or medical needs. Requiring basic MLD staffing plus 50% 1 to 1 TA	as band 1 + 50% 1:1	18,754	8,754
MLD4: MLD primary need. Significant additional difficulties relating either to behaviour, communication, physical / sensory or medical needs. Requiring basic MLD staffing plus 75% 1 to 1 TA	as band 1 + 75% 1:1	22,037	12,037
MLD5: MLD primary need. Extreme level of additional need which may be equal to the primary need in degree of difficulty and the way it affects learning - behaviour, communication, physical/sensory or medical. Requiring basic MLD staffing plus 100% 1 to 1 TA	as band 1 + 100% 1:1	26,721	16,721
MLD6: MLD primary need. Extreme level of additional need which may be equal to the primary needs in degree of difficulty and the way it affects learning - behaviour, communication, physical / sensory or medical . Requiring basic MLD staffing plus 100% 1 to 1 support provided by a qualified enabler.	as band 1 + 100% 1:1 qualified enabler	28,452	18,452

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### Special Schools 2020/21

New Banding	Staffing Ratio Funding is Based On	Total Funding Rate £	Top Up £
<p><b>Severe Learning Difficulty (SLD)</b> - Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with severe learning difficulties need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers (that is below level 1 of the National Curriculum).</p>			
SLD1: SLD primary need. No significant additional difficulties other than those which would normally be associated with SLD.	Teacher 1:7, HLTA 1:7	14,832	4,832
SLD2: SLD primary need. Some additional difficulties relating either to behaviour, communication, physical / sensory or medical needs. Requiring basic SLD staffing plus 25% 1 to 1 TA .	as band 1 + 25% 1:1	18,115	8,115
SLD3: SLD primary need. Significant additional difficulties relating either to behaviour, communication, physical / sensory or medical needs. Requiring basic SLD staffing plus 50% 1 to 1 TA .	as band 1 + 50% 1:1	21,397	11,397
SLD4: SLD primary need. Significant additional difficulties relating either to behaviour, communication, physical / sensory or medical needs. Requiring basic SLD staffing plus 75% 1 to 1 TA .	as band 1 + 75% 1:1	24,680	14,680
SLD5: SLD primary need. Extreme level of additional need which may be equal to the primary need in degree of difficulty and the way it affects learning - behaviour, communication, physical / sensory or medical . Requiring basic SLD staffing plus 100% 1:1 TA.	as band 1 + 100% 1:1	29,364	19,364
SLD6: SLD primary need. Extreme level of additional need which may be equal to the primary need in degree of difficulty and the way it affects learning - behaviour, communication, physical / sensory or medical . Requiring basic SLD staffing plus 100% 1:1 support provided by a qualified enabler.	as band 1 + 100% 1:1 qualified enabler	31,095	21,095

### Special Schools 2020/21

New Banding	Staffing Ratio Funding is Based On	Total Funding Rate £	Top Up £
<p><b>Profound and Multiple Learning Difficulty (PMLD)</b> - Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school careers (that is below level 1 of the National Curriculum).</p>			
PMLD1: Working at 'P' levels 1-4. Highly complex needs requiring 1:1 input for significant periods of time in order to access the curriculum	Teacher 1:5, HLTA 3:5	24,862	14,862
PMLD2: Working at "P" LEVELS 1-4. Highly complex needs requiring 1:1 input at all times in order to access the curriculum.	Teacher 1:5, HLTA 1:1	31,367	21,367

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**Special Schools 2020/21**

New Banding	Staffing Ratio Funding is Based On	Total Funding Rate £	Top Up £
<p><b>Autistic Spectrum Disorder (ASD)</b> - Pupils with autistic spectrum disorder find it difficult to: understand and use non-verbal and verbal communication; understand social behaviour - which affects their ability to interact with children and adults; think and behave flexibly - which may be shown in restricted, obsessional or repetitive activities. Pupils with ASD cover the full range of ability and the severity of their impairment varies widely. Some pupils also have learning disabilities or other difficulties, making diagnosis difficult. Pupils with autistic spectrum disorders may have a difficulty in understanding the communication of others and in developing effective communication themselves. Many are delayed in learning to speak and some never develop meaningful speech. Pupils find it difficult to understand the social behaviour of others. They are literal thinkers and fail to understand the social context. They can experience high levels of stress and anxiety in settings that don't meet their needs or when routines are changed. This can lead to inappropriate behaviour. Some pupils with autistic spectrum disorders have a different perception of sounds, lights, smell, touch and taste and this affects their response to these sensations, including sensory integration. They may have unusual sleep and behaviour patterns. Young pupils may not play with toys in a conventional and imaginative way but instead use toys rigidly or repetitively e.g. watching moving parts of machinery for long periods with intense concentration. They find it hard to generalise skills and have difficulty adapting to new situations and often prefer routine.</p>			
ASD1: ASD primary need with moderate / severe learning difficulties and behaviours normally associated with ASD.	Teacher 1:6, HLTA (band D) 1:6	16,300	6,300
ASD1a (FROM APRIL 2015)	as band 1 + 25% 1:1 TA (band C)	19,933	9,933
ASD2: ASD primary need with moderate / severe learning difficulties. Additional needs related to challenging behaviour and/or sensory, physical or medical difficulties. Requiring basic ASD staffing plus 50% 1:1 TA.	as band 1 + 50% 1:1 TA (band C)	23,567	13,567
ASD3: ASD primary need with moderate / severe learning difficulties. Additional needs related to challenging behaviour and/or sensory, physical or medical difficulties. Requiring basic ASD staffing plus 75% 1:1 TA.	as band 1 + 75% 1:1 TA (band C)	27,200	17,200
ASD4: ASD primary need with moderate /severe learning difficulties. Significant additional needs generally related to challenging behaviour and/or sensory, physical or medical difficulties requiring basic ASD staffing plus 100% TA	as band 1 + 100% 1:1 TA (band D)	32,564	22,564
ASD5: ASD primary need with moderate / severe learning difficulties and/or PMLD. May have pre verbal communication. Exceptional additional needs related to challenging behaviour and/or sensory, physical or medical difficulties. Requiring teaching ratios of 1: 3 plus 1:1 TA support.	Teacher 1:3, TA 1:1 (band D)	37,423	27,423
ASD6 (FROM APRIL 2015)	as band 1 + 200% 1:1 TA (band D)	48,827	38,827
ASD7 (FROM APRIL 2015)	Teacher 1:3, TA 2:1 (band D)	53,686	43,686