

## Guidance Notes for Completion of TUF3 Form

### Application form for Requests for Transitional Top Up Funding

- 1. Child's Full Legal Name**
- 2. Educational Setting:** The setting where the child/young person is registered. Also include details of any dual registration, or if the child/young person is educated at other sites during the week.
- 3. Date of Birth**
- 4. Current Year Group:** The year group that the child/young person will be in when you are requesting Top Up funding to start.
- 5. Child's Address**
- 6. Are there any other children/young people in their class receiving a Top Up payment?** This includes any children/young people with an EHC Plan for whom the setting are receiving Top Up payments AND any children/young people who do not have an EHC Plan for whom the setting are receiving a Top Up payment for.
- 7. EHAT Yes/No. If yes, EHAT Number:** If EHAT is in place, include latest review document in application.
- 8. Is the child/young person Looked After (LAC)?** Are they formally classed as a Looked After Child by the Local Authority?
- 9. What SEN stage is the child/young person at?** Specify whether the child/young person is on SEN support, has an EHC plan.
- 10. What date or term of the EHCP annual review due to be held in?**
- 11. Band currently assigned to the child/young person (if applicable)**
- 12. Does this Band remain appropriate?** If no, please submit further current evidence as to the change in need for the child/young person, complete the Banding checklist and indicate the Band you now feel is appropriate.
- 13. Description of Child/Young Person's Needs and reason for Top up funding:** Please provide information as to the child/young person's needs and how that impacts on them and the class they are in on a day by day basis. It is recognised that you will not know the child/young person as well as one currently in your setting but it is expected that you will liaise with the current/previous setting in order to obtain relevant information.
- 14. What do you consider to be their primary need?** A child/young person may have a number of diagnoses or needs. Which do you consider to have the primary impact on their education?

**15. Description of Support already put in place by previous setting and impact and the reason that Transitional Top Up Funding is required:** Provide clear information as to the previous support that has been put into place to date, and the impact that it has had upon the child/young person's needs and their educational outcomes. It is recognised that you will not know the child/young person as well as one currently in your setting but it is expected that you will liaise with the current/previous setting in order to obtain relevant information. Please set out why you feel Transitional Funding is required for this child/young person.

**16. Analysis of academic progress over the key stage and particularly the last 12 months:** Provide a clear breakdown of their progress over time, not just current attainments. It is recognised that you will not know the child/young person as well as one currently in your setting but it is expected that you will liaise with the current/previous setting in order to obtain relevant information.

**17. Banding Checklist: If the child or young person has not already been banded in their previous setting or you feel the band is not appropriate please complete this section:** With reference to the document 'Top Up and Banding: Liverpool's approach to meeting the needs of High Needs pupils' using the Banding Criteria from Page 66 – Please insert an 'x' to indicate which Banding Criteria you feel reflect the child/young person's needs. Not all criteria need to be met. A pupil will be assigned to the band which most accurately reflects their needs. How the child/young person meets the criteria will need to be shown through the evidence submitted by the setting.

**18. Setting's suggested Band for the child/young person:** Based on the completion of the previous 'Banding Criteria' section please state which Band you feel most accurately reflects the child/young person's needs.

**19. Provision Timetable:**

- Please complete the Provision Timetable to indicate clearly where the support set out in the Costed Provision Map will be made available for the child/young person during their week in the setting. The amount of time indicated on the Provision Timetable should be identical to the amount of hours indicated on the Costed Provision Map and should not exceed 27.5 hours as a maximum for curriculum support and 32.5 hours as a maximum if support also includes breaks and lunchtimes.
- For settings that operate weekly timetables that rotate over a set number of weeks please use multiple versions of the Provision Timetable to indicate any variations in support provided. For example, some secondary schools may operate on a two weekly alternating timetable throughout the year, where different lessons in each of the two weeks may require different support in different parts of each week. This can be indicated by completing two Provision Timetables, one for each week of the alternating school timetable.

## 20. Costed Provision Map:

- a. **What outcomes do you intend to have a positive impact on through the use of Top Up Funding?** Set out the outcomes that the setting is seeking to have a positive impact on for the child/young person by putting the support in place. In this context, an outcome is not to have 1:1 support for the child. An outcome here will focus on the positive progress or result in relation to the academic or social areas of need that is sought for the child/young person over the period of Top Up Funding, and needs to be as SMART (Specific, Measurable, Agreed Upon, Realistic, Time Related) as possible. When submitting a request for a renewal of Top Up Funding you will be required to submit evidence of the positive impact that the support provided has had on the child/young person's outcomes set out in your previous application.
- b. **What provision and/or resources are required to make the positive impact on that outcome?** In relation to each outcome listed in the left hand column, set out the provision/resources that will need to be provided to the child/young person to support them in working towards the outcomes. This must be the individualised support required to meet the needs of that child/young person in addition to that generally available to other pupils/students within the setting. The provision should not only include staff ratios i.e. 1:1 support. It should include any strategies/interventions being put in place to support the child/young person in their setting.
- c. **Provision:** Set out line by line each piece of provision you will put in place. This might be a small group for literacy support, a social skills group, or a series of therapy sessions delivered by a counsellor.
- d. **Who will deliver this?** Set out what staff member is providing this support. Options may include staff providing Individualised Support:
  - Level 1
  - Level 2
  - Level 3
  - Higher Level Teaching Assistant
- e. **Staff/Student ratio:** Set out what number of staff are delivering the support to what number of children/young people. If it is one staff member for one young person set out '1:1'. If it is one staff member for five children set it out as '1:5'. This is important when calculating the overall costs as a staff member's hourly rate must be divided between the number of children/young people the support is provided to. For example, a teaching assistant costing £10 per hour divided amongst five children means the child the application is being made for will have a support cost of £2 per hour against them for that member of staff ( $10/5 = 2$ ).
- f. **Hourly rate (Inc. On-costs):** This is the actual hourly rate paid for the staff member providing the support, inclusive of on costs. Please refer to the Operational Guidance for the maximum hourly rates accepted for different staff members.

- g. **Number of hours:** How many hours per week is that particular element of provision provided for? It may be 3 hours per week or it may be 15 minutes every day which would equal 1 hour 15 minutes. This again plays a role when working out the total cost of the support. In terms of provision of support, the Local Authority works on a maximum of 27.5 hours per week as being full time. In exceptional circumstances this may be increased to 32.5 hours where support is required for all breaks and lunchtimes also.
  - h. **Number of weeks:** How many weeks within the year will the provision be provided for? A full school year is taken to be 39 weeks.
  - i. **Cost:** Using the information supplied in the previous sections, calculate the full annual cost for that element of support. For example: a pupil receives 5 hours per week of small group literacy support in a group of 4 pupils to one Teaching Assistant, Level 3. The hourly rate for that member of staff inclusive of on costs is £12. The support is provided in blocks of 6 weeks once per term. The total annual cost for that element of support is worked out as £12 per hour divided by 4 pupils = £3 per hour. Multiplied by 5 hours per week = £15 per week. Multiplied by 18 weeks per year (6 x 3 terms) = £270 Cost.
  - j. **Other support/resources required:** Set out any additional support or resources that the child/young person requires to make progress towards their outcomes. Please note that resources that should ordinarily be available to the setting should not be included.
  - k. **Total Cost of all support:** This is the total of all the Total Annual Costs specific throughout the Provision Map and gives the final figure for total support costs for the child/young person.
  - l. **Top Up Funding awarded when £2,000 (one term) removed (£1,200 for nursery aged children attending 15 hours):** Deduct the appropriate amount of element 2 funding depending on setting (\*% of Band funding adjusted for pupils in Resourced Provision or Special Schools: High Needs Team will adjust).
- 21. Documents required to accompany Costed Provision Map:** Please ensure that you tick and provide the relevant documentation as set out in this section. Failure to do so will result in the application being returned.
- 22. To be completed when the funding applied for is for the use of Individualised Support "1.1":**
- a. **How have you assessed that a 1:1 support is required for the child/young person?** Specify assessments/observations that have taken place to show that 1:1 support is needed for the child/young person. Reference any reports from external agencies and include this as evidence in the application.
  - b. **How will the use of 1:1 support raise the learning and attainment of the child/young person?** Specify how the TA will support the young person to make progress towards academic outcomes.

- c. **How will the 1:1 support promote the child/young person's independence?** Specify the measures being taken to ensure that the child/young person's independence is being promoted at every opportunity.
- d. **How will the 1:1 support increase the self-esteem of the child/young person?** Include strategies/interventions being used to ensure that the child/young person's self-esteem is being supported and encouraged through the use of a TA.
- e. **How will the 1:1 support contribute to the child/young person's participation in learning and inclusion within the classroom?** How is the child/young person included in the class with regards to learning and social activities?
- f. **How will the 1:1 support ensure that the child/young person experiences a sense of achievement?** How is the TA and other staff giving positive recognition of their achievements?
- g. **How long do you foresee that 1:1 support will be required?** Give a timescale and justification as to how long the 1:1 is expected to be in place.
- h. **What is your plan to work to reduce the requirement for 1:1 support in order to promote independence especially where a pupil is moving up the key stages?** It is expected that 1:1 support will be gradually reduced as the child/young person's outcomes are being worked towards and achieved. It is important that when a child/young person reaches a transition point e.g. a key stage, how support is reduced is looked at so that independence is encouraged with preparation for adulthood always being considered.

**23. Document checklist:** Please ensure that you provide the appropriate evidence and tick to indicate that it has been included in your application. Failure to do so will result in the application being returned without consideration. If insufficient supporting evidence is provided in relation to the level of need this may result in a lower Band level being agreed or the application being refused.

**24. Date Application Completed**

**25. Date that Top Up Funding is requested to start from:** Are you requesting the funding to start from the term that you are making the application (i.e. the support is already in place or will be put in place straight away) or is to start from the next term? Applications will not be backdated to previous terms, only a date in the current term that the application is received in. **Please note:** Applications received within the last 2 weeks of the term - funding will commence from the following term.

**26. Parent Signature:** In line with the SEND Code of Practice parents should be fully aware of planned support and interventions and as such their signature is required to evidence that this application has been discussed and agreed with them. Your application will be returned if this is not completed.

**27. Setting representative's name, role and contact email address** - for outcome email to be sent to.

**28. Setting representative's signature:** Please fully read and be aware of the confirmations you are signing up to. The SEN Governor or head teacher must also sign off the application.