

Emergency Review of High Needs Funding

In most cases where funding has been agreed in line with the High Needs Funding system, this will be in place for the time specified at the point of agreement. For children and young people (CYP) with an Education Health Care Plan (EHCP) funding arrangements will not ordinarily be reviewed within the same year. However, there may be a very small minority of CYP whose situation and needs unexpectedly change within the timeframe, necessitating a higher level of funding sooner in order to meet their learning needs including physical access to the environment. When a CYP's needs significantly increase an early funding review will be undertaken in liaison with the school/setting, professionals from health, education and/or social care and parents/carers. An emergency review can only be instigated by the main professional working with the CYP and in liaison with the SENCo.

A few examples of when an emergency review will be needed are provided for illustrative purposes. However, each unique case will be reviewed, and funding arrangements increased as appropriate.

Examples

1. A child with Duchenne Muscular Dystrophy has a sudden loss of mobility which is not in line with the typical projected deterioration associated with this medical condition. The school requires immediate additional funding to put the support measures in place to facilitate inclusion.
2. A CYP has a rare, undiagnosed condition whereby long-term outcomes are unknown by health professionals internationally. Sudden changes in cognitive impairment and/or physical skills require immediate intervention to support inclusion in a mainstream setting.
3. A CYP requires emergency surgery on a brain tumour which has previously been stable. Subsequent brain damage results in impairment to cognition and gross/fine motor skills necessitating a higher level of one-to-one support to facilitate inclusion within a mainstream school/setting.
4. A CYP has a diagnosed visual impairment or cancer of the eye which results in sudden loss of vision. A higher level of specialist strategies is required to enable access to learning.
5. A child has 'childhood dementia' and the loss of memory requires ongoing assessment to ensure appropriate strategies are in place to support the deterioration of cognition. A higher level of funding may be needed to facilitate a personalised learning programme and increasing levels of one-to-one support.