

Early Years Inclusion Funding Appendix 1 – Using the High Needs Matrix

How the High Needs Matrix works

The High Needs Matrix will be used to support the decision making for all allocations of additional education funding for special educational needs regardless of the setting.

The [2014 SEND Code of Practice](#) describes four broad categories of SEN set out below.

In the High Needs Matrix these are further subdivided to give 9 columns describing need with the rows relating to the severity of the need (0 = no significant need, 4 = highest level of need). The four main categories are weighted as follows:

- Sensory and/or Physical – x 4
- Communication and Interaction – x 2
- Social, Emotional and Mental Health– x 4
- Cognition and Learning – x 4

During the meeting the child’s difficulties are plotted against the High Needs Matrix and the combined scores in all columns converted into an Early Years Inclusion Tariff. The needs in each column are considered and a decision reached on which description best describes the pupil. On occasion, descriptors in more than one row seem to apply, so best judgement should be used to decide which one is the best fit.

All areas must be considered within what is developmentally appropriate for age group

The High Needs Matrix tool is used to inform the decision making process – it is not definitive.

Tariff Group	Assessment Points	Tariff Amount Per term	Tariff Amount Per year
Local Offer	0-9	0	0
A	10-19	£426	£1280
B	20-29	£630	£1890
C	30-49	£1045	£3135

Funding can be agreed for one, two or three terms at a time depending on circumstances. It is paid termly.

It is the responsibility of the setting to keep track of funding and re-apply if appropriate before the funding period runs out.

The descriptors used in the High Needs Matrix are clarified below.

1) Social, Emotional and Mental Health

The frequency of the observed behaviours are defined as:

- **Sometimes** - Weekly
- **Often** - Daily
- **Frequently** - In most sessions
- **Regularly** - In all sessions

Behaviour must be considered within what is developmentally appropriate for age group

2) Cognition and Learning

Herefordshire Psychology Service uses the following verbal descriptions to describe pupils' scores on standardised tests based on percentiles. A percentile indicates how a young person's score would compare to the scores of other children of the same age within a typical grouping of 100 children.

- Exceptionally Low Range - scores at or below the 0.1 centile
- Significantly Low Range - scores above the 0.1 centile and at or below the 2nd centile
- Below Average Range - scores above the 2nd centile and at or below the 16th centile
- Average Range - scores above the 16th centile and at or below the 84th centile