

Questions	Responses
Funding and Budget Management	
How is funding assigned, released, managed and allocated throughout the academic year?	Every community will have a budget which is allocated on an annual basis. The modelling in the consultation projects what the budget could be for the next three years, should the proposed formula be adopted.
How often will community groups meet?	It is intended that the community group will meet once a month which will be 10 times over the course of the academic year.
How frequently must schools reapply for funding?	It is intended to reduce amount of bureaucracy and agree allocations of money in pieces, dependent on the reason for the application. This is a decision for the community to make. It is intended that communities make more long term decisions so 're applications' should be at a minimum.
What is the timeframe for allocating funds once a decision is made?	It is intended to process the agreed funding in 30 days.
How should the budget be managed throughout the year to accommodate children who enter schools mid year with needs?	It is intended to provide each community with regular balance sheets so that informed decisions can be made about allocations.
Does the money allocated for a child's education follow them from primary to secondary school, and will the workload on transition be manageable for schools?	It is intended that the community can allocate money for transition to support children to transition successfully into their local suitable school. It is also intended that more the most complex children, the specific allocation funding agreement will move with the child from primary to secondary without the need for re application.
How will schools make long-term funding decisions, and will it be guaranteed year on year?	The current system does not guarantee any funding and is entirely dependent on individual claims on an annual basis. The proposed model is designed to give schools some certainty of what allocation to expect for the most complex children without the need for annual re applications.
If the children who are in mainstream but should be being taught in Special, how will that be funded?	If an individual child's needs are deemed to be very complex as per the Continuum of Need and Provision, it is proposed that the school will receive the same amount of money, regardless of whether the child is educated in a mainstream, SRP or Special school setting. This is a specific consultation question.
Can you provide further clarification on how the funding will work, possibly with worked examples?	If schools require it, KCC can provide a model of what this would mean for individual schools. Specific models will be

	available in the engagement meetings
Equity and Transparency in Funding	
How is equitable access to funding ensured and worked out, including the public and equitable allocation of funds to each cluster?	The formula is a consultation question and the factors are already used to determine AP funding. The factors proposed are fixed and cannot be influenced to maintain equity.
How will bias be avoided in funding decisions?	The independent chair will have principles within which to work and chairs will not operate where schools from their federation or trust exist.
Who checks or holds communities to account once funding is allocated?	The intention is to share a balance sheet regularly so the community can see what the spend is and the remaining balance. This will be reported on to Schools Funding Forum and an Area Moderation board which will moderate the financial sustainability and outcomes for children.
How will it work with very large secondaries not swallowing up all the money in a community against a small primary?	The strength of the chair is important here and the regular reporting back to the communities will show the impact of decisions made on the overall funds available.
Impact and Utilisation	
What provisions exist for schools with high mobility and emergency situations, and how can funding be used to employ other services to support EYFS transitions?	This is a decision for the community.
What happens to the funding for children with complex PD needs who historically have received exceptional level HNF in mainstream?	This will be funded through the specific allocation
SEN Funding and Adjustments	
Does the notional budget and tariff funding mean schools will no longer be expected to fund the first £6,000 of any application?	Schools are still expected to meet the first £6k costs.
Will EHCPs guarantee funding, or will schools still need to 'bid' for this?	EHCPs for the most complex children will ensure a level of funding, regardless of where the child is educated. There is no requirement to 'bid' or apply.
How will a child's provision and funding be adjusted if they move from one group/area or locality to another?	Best practice has shown that the communities budget has a positive impact on children's outcomes when it is used for groups of children rather than individuals. For the most

	complex children, this will be protected through the specific funding allocation,
Will there be a requirement to evidence the impact of funding?	There will be a requirement for the community to demonstrate the impact of the spending as part of the area moderation process. It is expected that outcomes for children improve through this proposal
Will parents be helped to understand more effectively how funding and EHCPs work and which children will benefit from an EHCP?	Information is being shared with KentPACT and IASK. A 'crib' sheet to support schools in their conversations with parents has been requested.
Staff Support and Funding Access	
How do we support staff whose contracts are linked to HNF in navigating this change, and can we still access additional funds for staffing where there are significant needs?	Where children have the most complex needs, the funding will move with the child.
When will funding information be available to forecast recruitment, especially for fixed-term contracts transitioning to permanent?	It is intended to improve forecasting information so that schools and communities will be able to make contingency plans.
What support might be in place for schools that have permanent staff in place whereby the funding model may lead to redundancies?	Schools and Academy trusts will need to take their own management action. What is available will depend on the status of the school.