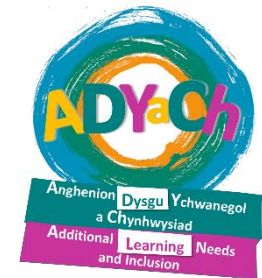


# ALN Finance Working Group

## Gwynedd & Ynys Môn



Feb 2021

- All models reviewed annually.
- Role of the Moderation Panel - To moderate the contents of the IDP and ensure that the provision is provided in accordance with statutory requirements.

Model	Description	Pros	Cons
<b>Model 1</b>	<p>Continue with existing models.</p> <p>The current models are based on a combination of allocation of funding based on panel hours and formula. This varies between Anglesey and Gwynedd, and also between primary and secondary</p>	<p>Management by Panel access criteria</p> <p>Size of school does not have an impact (ie responding to individual need)</p>	<p>No flexibility or stability - a complex model</p> <p>Panel decisions impact on provision map within one year</p> <p>Budget can overspend as funding is entirely dependent on reviews and applications</p>

<b>Model 2</b>	Allocate funding on the basis of need and notional hours Need low / Medium / Moderate / High 5hrs / 10hrs / 15hrs / 20hrs	Provides stability to the provision	No flexibility Notional hours do not match need Expensive model
<b>Model 3</b>	Pupil Numbers: 5% of the budget in reserve as contingency to deal with very complex cases moving schools and small schools dealing with complex cases. 95% of the budget allocated on the basis of: 80% ALN Number 20% Pupil Numbers	Simple formula All kept within budget Stability, but a small contingency to deal with an emergency situations	PLASC data needs to be checked carefully, and needs to be consistent across all schools Too simplistic? Puts schools with the most severe cases at a disadvantage
<b>Model 4</b>	i) 100% School Pupil Numbers ii) 100% ALN Number at School (after withdrawing 5% contingency as with Model 3)	Simple formula All kept within budget Stability but a small contingency to deal with an emergency situations	PLASC data needs to be checked carefully, and needs to be consistent across all schools Too simplistic? Puts schools with the most severe cases at a disadvantage

			Model 4i) disadvantages schools with a higher percentage of children on roll
<b>Model 5</b>	<p>Allocate funding on the basis of need and notional hours, without low level need.</p> <p>Need low / Medium / Moderate / High</p> <p>0 hours / 10 hours / 15 hours / 20 hours</p>	Providing stability to the provision	<p>No flexibility</p> <p>Expensive model</p>
<b>Model 6</b>	<p>i) Allocate funding on the basis of need and need by notional factor,</p> <p>Low / Medium / Moderate / High</p> <p>1: 2: 3: 4</p> <p>ii) Allocate funding on the basis of need and need by notional factor, but exclude children with low level of need.</p> <p>Low / Medium / Moderate / High</p> <p>0: 2: 3: 4</p>	<p>Possible to keep within budget</p> <p>Stability</p>	<p>Process for moderating which IDPs equate to a level of need would need to be developed and this would be beaurocratic</p>

<b>Model 7</b> <b>(Angen</b> <b>modelu)</b>	Use the individual PLASC need scores for calculating the number of PLASC points within each school. Emphasis on the most important categories eg: Curriculum and Teaching (CT) - 40% Grouping and Support (GS) - 40% Specialist Resources (SR) - 20% Additional Agencies (AA) - 0%	Possible to keep within budget  Moderated need based allocation Stability	PLASC data needs to be checked carefully, and needs to be consistent across all schools
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