

Distribution Sub-Group (2023) Paper 04 - Post-16 learning difficulties and/or disabilities (LDD) specialist placements

This discussion paper has been written by officials of the Welsh Government. Ministers have not had an opportunity to comment on the contents. Exemplifications of changes are provided simply to inform discussion by DSG members. They are not Welsh Government proposals or statements of Government policy for or against changes.

Post-16 learning difficulties and/or disabilities specialist placements

Summary

1. This paper includes considerations for transferring the budget for securing placements for post-16 learners with complex additional learning needs (ALN) in specialist colleges from the Welsh Government to local authorities.

Views sought

2. **Note no decision** will be made at this stage, but we are seeking a steer from the Distribution Sub Group on the current options and potential for further consultation with the sector and analysis of complications we may need to consider.
3. Members are asked to give their view on the potential distribution of using population estimate age ranges as an indicator to distribute this funding.
4. Members are asked to give their views on the potential options for phasing this funding onto the adjusted Special Education formula.

Related papers

5. Distribution Sub Group (2019) – Paper 13 – Post-16 specialist placements Phasing
6. Distribution Sub-Group (2019) – Paper 7 – Post-16 LDD specialist placements exemplification
7. Distribution Sub-Group (2019) – Paper 3 – Post-16 LDD specialist placements
8. Distribution Sub Group (2018) – Paper 28 – Post-16 LDD Specialist placements
9. Distribution Sub-Group (2018) - Paper 17 – Post-16 LDD specialist placements

Background

10. The Additional Learning Needs and Education Tribunal (Wales) Act 2018 (“the ALN Act”) makes provision for a new statutory framework for supporting children and young people with additional learning needs (ALN). This replaces existing legislation surrounding special educational needs (SEN) in schools and the assessment of children and young people with learning difficulties and/or disabilities (LDD) in post-16 education and training. The ALN Act gained Royal Assent on 24 January 2018. The principles underpinning the Act are set out in [Annex B](#).
11. The ALN Act began to be implemented in September 2021 and children and young people are gradually being moved from the SEN system to the ALN system. Rather than a large-scale change the Minister for Education and Welsh Language [announced that the implementation for post-16](#) will involve a ‘flow through’ approach and young people will gradually move across to the ALN system as follows:
 - Those in Year 11 in academic year 2022 to 2023 will move to the ALN system by 31 August 2023 (local authorities are expected to make decisions and secure

Distribution Sub-Group (2023) Paper 04 - Post-16 learning difficulties and/or disabilities (LDD) specialist placements

placements for these young people during 2022 to 2023 in preparation for their transition to post-compulsory education in September 2023).

- Those in Year 11 in academic year 2023 to 2024 will move to the ALN system by 31 August 2024 (local authorities are expected to make decisions and secure placements for these young people during 2023 to 2024 in preparation for their transition to post-compulsory education in September 2024).
 - Any young person not yet in the ALN system at the end of academic year 2024 to 25 school year will move to the ALN system at that point.
12. The recent announcement to extend the implementation period of the ALN Act from three years to four years will not impact on the flow through for post-16 learners.
 13. Mainstream further education institutions (FEI) offer provision for young people with learning difficulties. This includes discrete specialist provision which can help young people to develop independent living skills, to prepare for work or to move on to mainstream learning opportunities. However, in rare cases, a young person's needs are too complex to be met solely by the mainstream FE establishment. In these instances, the young person may need to attend an independent special post-16 institution (ISPI).
 14. ISPIs are mainly found in the independent sector, and, under the Learning and Skills Act 2000, the Welsh Government is responsible for making decisions regarding funding placements for young people at these establishments. [Annex A](#) provides further details on the process.
 15. As a result of the ALN Act, the current arrangement will cease, and responsibility for this will transfer to local authorities (LAs). Along with this transfer of responsibility will be the transfer of funding to support LAs to deliver their duties.
 16. This change aims to enable LAs who are best placed to make these decisions, to work in collaboration with a range of partners to develop and strengthen post-16 specialist ALN provision. Creating an inclusive education system where all learners access common opportunities in ways relevant to their needs, and ensures that they fully belong to their community, is of benefit to all.
 17. In July 2022, the Welsh Government published [guidance for local authorities on interim arrangements](#) for planning and securing placements at ISPIs starting from September 2023. The guidance provides information for LAs on funding mechanisms, whereby LAs are responsible for agreeing costs, terms and conditions, and a young person's programme of study, and then will be reimbursed by the Welsh Government for the costs of the education element of the placement via the Local Authority Education Grant. The interim arrangements will continue to apply for placements until those placements have been completed.
 18. We anticipate that funding will be fully transferred to LAs by the end of the 2024/25 school year, at which point all young people will have moved to the ALN system. Any funding commitments made by the Welsh Government before this date will be top-sliced from the budget before it is transferred to the LAs.
 19. On [15/05/2019 \(Distribution Sub-Group \(2019\) – Paper 7 – Post-16 LDD specialist placements\)](#) the group were presented a paper that considered the inclusion for the funding for the specialist placements to be included as part of the special education indicator based assessment.

Distribution Sub-Group (2023) Paper 04 - Post-16 learning difficulties and/or disabilities (LDD) specialist placements

20. On [10/7/2019 \(Distribution Sub-Group \(2019\) – Paper 13 – Post-16 specialist placements phasing\)](#) the group were presented a paper considering the phased transfer into the settlement of funding for post-16 learning difficulties and/or disabilities specialist placements and an exemplification of the potential phasing.

Numbers funded

21. There are approximately 130 applications for funding specialist placements per year and approximately 250 funded learners at any time. Given the small numbers of learners involved and the volatility of numbers it is difficult to use historical data to predict a pattern or trend in numbers per local authority as it is a demand-led budget.
22. Notwithstanding that we consistently receive more applications from some local authority areas than others. These are mainly border authorities, with numbers in Denbighshire, Wrexham and Flint noticeable higher than other authority areas. The numbers in other areas such as Gwynedd, Anglesey, Neath Port Talbot, Merthyr Tydfil and Bridgend are generally lower.
23. Consideration for a funding formula which looks at learner numbers in a local authority or a pre-existing formula rather than historical numbers of placements numbers alone will likely be a more reliable predictor of future demand.

Analysis 1: Exemplification of ALN specialist placement grant, assumed 2022-23 funding

24. The latest available data for the full cost of funded applications is the provisional data for academic year 2022/23. The academic year funding for applications have been converted to financial year costs using the ratios of 5/12 and 7/12 for the calculations within the tables.
25. [Table 1](#) in [Annex C](#) provides Welsh Government contribution to Post-16 LDD specialist placements, by financial year and compares the composite share to the current special education needs formula for the 2023-24 settlement. It also looks at a 5-year average 2018-19 to 2022-23 due to the volatility in funding across years.
26. [Table 2](#) provides the expenditure by LA for the 2022-23 financial year and demonstrates how the funding would look if it were transferred by two different age bands. The existing special education needs formula (i) which uses the ages 3-16 and an adjusted special education needs formula (ii) which uses 16-25. Details of the formula can be found in [Annex D](#).
27. The analysis assumes the funding provided would meet the previous expenditure. The exemplification uses the latest data used for the 2023-24 settlement.
28. For option (i), using the existing Special Education Needs Formula, ages 3-16, the percentage changes range from a 77% (£2,090k) reduction in Wrexham to a 1,467% (£489k) increase in Gwynedd.
29. For option (ii), using the adjusted Special Education Needs Formula, ages 16-25, the percentage changes range from 79% (£2,135k) reduction in Wrexham to a 1,896% (£632k) increase in Gwynedd.
30. From [table 1](#) and [table 2](#) we can see variation across years and significant disparity between the amount for funded post-16 specialist placements in 2022-23 and the amount allocated through the two variations of the formula. This has prompted a phasing methodology to dampen the financial impact to LAs on the transfer of the distribution for funding for Post-16 specialist placements.

Distribution Sub-Group (2023) Paper 04 - Post-16 learning difficulties and/or disabilities (LDD) specialist placements

31. As the age range of post-16 specialist placements range between 16-25 the following analysis will investigate options of dampening the financial impact whilst transferring the post-16 specialist placement grant into the settlement formula.

Analysis 2: Post-16 Specialist Placements phasing options

32. The latest available data for the full cost of funded applications is the provisional data for academic year 2022/23. The academic year funding for applications have been converted to financial year costs using the ratios of 5/12 and 7/12 for the calculations within the tables.
33. The attempt is to phase the funding into a separate adjusted special education needs formula specifically for post-16 funded LDD specialist placements. The phasing transition period could potentially last 4 years before transitioning to a new formula to accommodate the existing special education needs formula and the adjusted formula.

Option 1

Methodology:

34. Phase the transfer over 4 years in 25% increments as demonstrated in [table 3](#) as an exemplification for the 2023-24 settlement. For example, year 1 would use 75% of the 2022-23 (or latest available data) funding for the financial year and 25% distributed through the adjusted special education needs formula for the ages 16-25. The phasing will continue up to year 4 where 100% of the post 16 LDD grant will be allocated through the adjusted formula.

Distribution:

35. [Table 3](#) shows for the first year of phasing the absolute value difference between the actual funding and year 1 ranges from a £534k (19.7%) reduction in funding for Wrexham to a £159k (28.1%) increase in Rhonda Cynon Taff. [Table 3](#) also shows the year-on-year change, with the even redistribution across years dampening financial impacts.

Option 2

Methodology:

36. Due to the volatility in the funding for post 16 LDD, the same 25% incremental phasing methodology can be applied using the latest 5-year average. This is demonstrated in [table 4](#) as an exemplification for the 2023-24 settlement.

Distribution:

37. [Table 4](#) shows for the first year of phasing the absolute value difference between the actual funding and year 1 ranges from a £367k (18.3%) reduction in funding for Wrexham to a £217k (54.5%) increase in Swansea. [Table 4](#) also shows the year-on-year change, with the even redistribution across years dampening financial impacts.

Option 3

Methodology:

- i. Set out the total cost (broken down by year group) of funded placements for academic years 2021-22 and 2022-23 (provisional)

Distribution Sub-Group (2023) Paper 04 - Post-16 learning difficulties and/or disabilities (LDD) specialist placements

- ii. For the 2022/23 figures, using a **5-year average of yearly 'drop-off rates'**, roll the Wales total figures forward, to estimate the Wales total by year group of funded application costs in 2022/23 academic year. Continue to do this until 2025/26, where no previously funded placements remain. Convert the academic-yearly costs into financial-yearly costs by using the ratios of 5/12 and 7/12, up to 2026-27, where there will be zero cost.
 - iii. For 2022-23, the financial year cost has been calculated to be £14,859,322 (outside of the settlement). For subsequent years, remove the costs calculated in step ii, to leave a Wales total amount for each year, to be phased into the settlement.
 - iv. Distribute these amounts on the adjusted Special Education formula.
38. **Table 5** shows the result of the distribution, it combines the calculated funding outside of the settlement (i.e the amount of funding allocated to LAs) and the amount inside the settlement distributed on the adjusted special education needs formula.

Distribution:

39. **Table 5** shows for the first year of phasing the absolute value difference between the actual funding and year 1 ranges from a £481k (17.8%) reduction in funding for Wrexham to a £238k (42.9%) increase in Swansea. **Table 5** also shows the year-on-year change of the combined distribution of the funding both inside and outside the settlement, with the largest redistribution occurring in year 2 and year 3.

Consultation with local authorities

40. Initial discussions with Directors of Education and LAs recognise that this is a difficult decision but welcome the Welsh Government's clear strategic direction to increase local mainstream provision for young people with ALN. There is also recognition of the work that many LAs already do to secure and develop that provision.
41. This is a contentious issue and is causing considerable concern within LAs. There is a risk that it could result in fewer young people being able to access appropriate specialist placements; young people being placed in an FEI that is not able to meet their needs, or young people not being able to access further education and training beyond the initial 2 year entitlement.
42. Further consultation is required with LAs, ADEW and ADEW-finance to fully understand the implications of transferring this funding, the timing and how to mitigate against the risks in particular the risk of LAs not being able to meet the need to secure specialist placements for post-16 learners.

Conclusion

43. All these options will result in some authorities forecasted to receive less funding compared to the current level of funding for learners from those areas. Others are forecasted to receive more. Therefore, for the reasons outlined above, further discussions are required with LAs and ADEW.
44. To inform the discussions, members' views are sought on the use of a separate and temporary 4-year (adjusted) special education needs formula for the transfer. Before using a universal new special education needs formula to include funding for post-16 LDD placements.

Distribution Sub-Group (2023) Paper 04 - Post-16 learning difficulties and/or disabilities (LDD) specialist placements

45. Bearing in mind that this is just an illustrative exemplification, members are also asked to give their views on the potential options for phasing this funding into the settlement on the adjusted Special Education formula. Initial indications from our discussions are that LAs would favour this approach.
46. **Note no decision** will be made at this stage, but we are seeking a steer from the Distribution Sub Group on the current options and potential for further consultation with the sector and analysis of complications we may need to consider.

Other considerations

47. In order to add the funding for specialist placements to the special education indicator based assessment, we would potentially have to rebase the current weightings used within the special education IBA as a whole.
48. A new formula could potentially be achieved by using a weighting of 76.5% to be ascribed to the 3-16 population data and 3.5% to the 17-25 population data, by calculating the percentage of the funding for specialist placement out of itself and the total special education IBA for 2023-24.
49. This method provides a transparent simple procedure to explain the new weighting, however, this might provide an opportunity to revisit the indicators, and/or the weighting ascribed to them within the special education formula.
50. By keeping the weighting of the indicators the same, there would be an assumption that the new indicator has no bearing on the other indicators used in the regression model.
51. Hence in the near future we would be looking at re-calibrating the weightings for the special education IBA formula to ensure that the relationship with any new indicator and the currently defined ones are considered more generally. This could also provide the opportunity to look at up-to-date indicators for the IBA as a whole.

**Local Government Finance and Workforce Partnerships
Welsh Government**

Current arrangements for funding post-16 specialist placements under the Learning and Skills Act 2000

1. Under the current arrangement, Careers Wales carries out an assessment of the young person and produces a report of the individual's education and training needs, desired outcomes and aspirations, and the provision required to meet them; a Learning and Skills Plan (LSP) These reports contain a recommendation about the necessary provision and placement. The assessment and report are informed by information from a number of sources, including the young person, their parent/carer, the young person's current or previous school, relevant mainstream and specialist educational institutions, any health or social services body involved with the individual's needs, and any other relevant information. Once the report is finalised, Careers Wales submits it to the Welsh Government along with the young person's application for funding and other relevant supporting evidence. In deciding whether to fund a placement the Welsh Government takes into account all information relevant to the funding application.
2. Whilst it may seem that the Welsh Government approves a high percentage of applications, this does not reflect the entire picture. Over the years, the Welsh Government has developed a robust process with Careers Wales to ensure that only valid applications are submitted. The policy and process by which the Welsh Government makes decisions about funding placements for young people aged 16–25 with learning difficulties who require access to specialist provision are set out in this document: [securing-provision-for-learners-with-learning-difficulties-specialist-fe-establishments.pdf \(gov.wales\)](#). Technical guidance has been provided to Careers Wales to enable them to prepare robust and valid applications to the Welsh Government: [technical-guidance-for-careers-wales-securing-provision-for-young-people-with-learning-difficulties.pdf \(gov.wales\)](#).
3. The current scheme is a demand led budget. The Welsh Government (in exercising the duties of Welsh Ministers under the Learning and Skills Act 2000) secures specialist provision for post-16 learners with LDD where such needs have been identified. Due to this, the current expenditure sometimes exceeds the budget for prior years.
4. In circumstances where, in addition to educational needs, there are medical, domestic, or social care reasons leading to a recommendation for specialist FE provision, the Welsh Government will look to the appropriate agency to enter into an arrangement for joint funding. The Welsh Government contribution is therefore only a part of the overall cost of such placements.
5. The current arrangement will change as part of the ALN system. Local authorities ('LAs') will make decisions regarding young persons' placements at specialist FE establishments – referred to as Independent Special Post-16 Institutions ('ISPIs') under the ALN Act. This change aims to enable LAs, who are best placed to make these decisions, to work in collaboration with a range of partners to develop and strengthen post-16 specialist ALN provision. Along with this transfer of responsibility will be the transfer of funding to support LAs to deliver their duties. The expectation is that joint-funding arrangements would continue, once responsibility transfers to LAs.

Core principles underpinning the ALN Act

(a) A rights-based approach where the views, wishes and feelings of the child, child's parent or young person are central to the planning and provision of support; and the child, child's parent or young person is enabled to participate as fully as possible in the decision making processes and has effective rights to challenge decisions about ALN, ALP and related matters.

(b) Early identification, intervention and prevention where needs are identified and provision put in place at the earliest opportunity and where possible interventions are put in place to prevent the development or escalation of ALN.

(c) Collaboration and integration where services work together to ensure ALN are identified early and appropriate co-ordinated support is put in place to enable children and young people to achieve positive expectations, experiences and outcomes.

(d) Inclusive education where the majority of children and young people with ALN are supported to participate fully in mainstream education and a whole setting approach is taken to meeting the needs of learners with ALN.

(e) A bilingual system where all reasonable steps are taken to deliver ALP in Welsh for children and young people who require support through the medium of Welsh, with scope for increasing the delivery of ALP in Welsh over time.

Distribution Sub-Group (2023) Paper 04 - Post-16 learning difficulties and/or disabilities (LDD) specialist placements

Annex C

Table 1: Welsh contribution to Post-16 LDD specialist placements, by financial year

Unitary Authority	2022-23						2018-19 to 2022-23		2023/24 Special Ed IBA %	
	2018-19	2019-20	2020-21	2021-22	2022-23	% Share	Average	Average % Share	Share	
Angelsey	240	234	294	190	82	0.5%	208	1.5%	2.2%	
Gwynedd	63	125	103	56	33	0.2%	76	0.5%	3.7%	
Conwy	895	737	640	533	631	4.2%	687	4.9%	3.5%	
Denbighshire	694	554	671	1,039	1,362	9.2%	864	6.1%	3.2%	
Flintshire	1,508	1,672	1,876	1,576	1,554	10.5%	1,637	11.6%	5.1%	
Wrexham	1,772	1,595	1,704	2,281	2,709	18.2%	2,012	14.3%	4.4%	
Powys	994	845	769	677	657	4.4%	788	5.6%	3.8%	
Ceredigion	326	316	437	400	539	3.6%	404	2.9%	2.0%	
Pembrokeshire	517	287	146	158	235	1.6%	269	1.9%	3.9%	
Carmarthenshire	196	257	268	284	340	2.3%	269	1.9%	6.1%	
Swansea	243	386	411	395	554	3.7%	398	2.8%	7.2%	
Neath Port Talbot	269	301	195	118	81	0.5%	193	1.4%	4.8%	
Bridgend	146	116	167	228	170	1.1%	165	1.2%	4.6%	
Vale of Glamorgan	824	857	646	363	232	1.6%	585	4.2%	4.3%	
RCT	383	371	532	740	565	3.8%	518	3.7%	8.3%	
Merthyr	19	0	75	129	54	0.4%	56	0.4%	2.2%	
Caerphilly	559	525	578	736	878	5.9%	655	4.7%	6.2%	
Blaenau Gwent	230	336	378	374	360	2.4%	336	2.4%	2.3%	
Torfaen	420	435	356	332	377	2.5%	384	2.7%	3.2%	
Monmouthshire	568	587	698	720	644	4.3%	643	4.6%	2.8%	
Newport	606	682	795	815	752	5.1%	730	5.2%	5.4%	
Cardiff	2,602	2,410	1,999	1,884	2,049	13.8%	2,189	15.6%	10.8%	
Total Unitary Authorities	14,076	13,629	13,739	14,030	14,859	100.0%	14,066	100.0%	100.0%	

Distribution Sub-Group (2023) Paper 04 - Post-16 learning difficulties and/or disabilities (LDD) specialist placements

Table 2: Exemplification of a transfer of post-16 specialist placement grant for 2023-24 settlement

	Special Education Needs (SEN) IBA Distribution	Composite Share	2022-23 Provisional Funding for placements	Existing Special Education Needs Formula (3 - 16) (i)	Adjusted Special Education Needs Formula (16 - 25) (ii)	Difference (i)	Difference(ii)	% Change (i)	% Change (ii)
Isle of Anglesey	7,233	2.2%	82	313	280	231	198	283%	243%
Gwynedd	12,091	3.7%	33	523	666	489	632	1467%	1896%
Conwy	11,391	3.5%	631	492	447	-139	-184	-22%	-29%
Denbighshire	10,275	3.2%	1,362	444	404	-918	-957	-67%	-70%
Flintshire	16,657	5.1%	1,554	720	661	-834	-893	-54%	-57%
Wrexham	14,303	4.4%	2,709	618	573	-2,090	-2,135	-77%	-79%
Powys	12,464	3.8%	657	539	500	-119	-157	-18%	-24%
Ceredigion	6,355	2.0%	539	275	434	-265	-106	-49%	-20%
Pembrokeshire	12,753	3.9%	235	551	508	316	273	134%	116%
Carmarthenshire	19,681	6.1%	340	851	791	510	451	150%	132%
Swansea	23,251	7.2%	554	1,005	1,338	451	783	81%	141%
Neath Port Talbot	15,504	4.8%	81	670	689	589	608	729%	752%
Bridgend	15,050	4.6%	170	651	607	481	437	283%	258%
The Vale of Glamorgan	13,893	4.3%	232	601	524	368	292	158%	126%
Rhondda Cynon Taff	26,803	8.3%	565	1,159	1,200	593	635	105%	112%
Merthyr Tydfil	6,993	2.2%	54	302	286	248	232	462%	431%
Caerphilly	19,974	6.2%	878	863	825	-15	-54	-2%	-6%
Blaenau Gwent	7,540	2.3%	360	326	325	-34	-36	-10%	-10%
Torfaen	10,416	3.2%	377	450	423	74	46	20%	12%
Monmouthshire	8,944	2.8%	644	387	349	-258	-295	-40%	-46%
Newport	17,380	5.4%	752	751	662	-1	-90	0%	-12%
Cardiff	34,945	10.8%	2,049	1,510	2,369	-538	320	-26%	16%
Wales	323,896	100.0%	14,859	14,859	14,859				

Distribution Sub-Group (2023) Paper 04 - Post-16 learning difficulties and/or disabilities (LDD) specialist placements

Table 3: Exemplification of first year of phasing Post-16 LDD placements option 1 (22-23 provisional funding)

	2022-23 Provisional Funding for placements	Grant transfer - adjusted ALN formula (16 - 25)					Difference value				Difference %			
			Y1	Y2	Y3	Y4	Y1 Actual	Y2 - Y1	Y3 - Y2	Y4 - Y3	Y1 Actual	Y2 - Y1	Y3 - Y2	Y4 - Y3
Isle of Anglesey	82	280	131	181	230	280	50	50	50	50	60.8%	37.8%	27.4%	21.5%
Gwynedd	33	666	191	349	507	666	158	158	158	158	474.0%	82.6%	45.2%	31.1%
Conwy	631	447	585	539	493	447	-46	-46	-46	-46	-7.3%	-7.9%	-8.5%	-9.3%
Denbighshire	1,362	404	1,123	883	644	404	-239	-239	-239	-239	-17.6%	-21.3%	-27.1%	-37.2%
Flintshire	1,554	661	1,330	1,107	884	661	-223	-223	-223	-223	-14.4%	-16.8%	-20.2%	-25.3%
Wrexham	2,709	573	2,175	1,641	1,107	573	-534	-534	-534	-534	-19.7%	-24.5%	-32.5%	-48.2%
Powys	657	500	618	579	540	500	-39	-39	-39	-39	-6.0%	-6.3%	-6.8%	-7.3%
Ceredigion	539	434	513	487	460	434	-26	-26	-26	-26	-4.9%	-5.2%	-5.4%	-5.7%
Pembrokeshire	235	508	303	372	440	508	68	68	68	68	29.1%	22.5%	18.4%	15.5%
Carmarthenshire	340	791	453	566	678	791	113	113	113	113	33.1%	24.9%	19.9%	16.6%
Swansea	554	1,338	750	946	1,142	1,338	196	196	196	196	35.3%	26.1%	20.7%	17.2%
Neath Port Talbot	81	689	233	385	537	689	152	152	152	152	188.0%	65.3%	39.5%	28.3%
Bridgend	170	607	279	388	498	607	109	109	109	109	64.4%	39.2%	28.1%	22.0%
The Vale of Glamorgan	232	524	305	378	451	524	73	73	73	73	31.4%	23.9%	19.3%	16.2%
Rhondda Cynon Taff	565	1,200	724	882	1,041	1,200	159	159	159	159	28.1%	21.9%	18.0%	15.2%
Merthyr Tydfil	54	286	112	170	228	286	58	58	58	58	107.7%	51.9%	34.2%	25.5%
Caerphilly	878	825	865	851	838	825	-13	-13	-13	-13	-1.5%	-1.6%	-1.6%	-1.6%
Blaenau Gwent	360	325	351	342	333	325	-9	-9	-9	-9	-2.5%	-2.5%	-2.6%	-2.7%
Torfaen	377	423	388	400	411	423	11	11	11	11	3.0%	3.0%	2.9%	2.8%
Monmouthshire	644	349	570	496	423	349	-74	-74	-74	-74	-11.5%	-13.0%	-14.9%	-17.5%
Newport	752	662	730	707	685	662	-23	-23	-23	-23	-3.0%	-3.1%	-3.2%	-3.3%
Cardiff	2,049	2,369	2,129	2,209	2,289	2,369	80	80	80	80	3.9%	3.8%	3.6%	3.5%
Wales	14,859	14,859	14,859	14,859	14,859	14,859								

Distribution Sub-Group (2023) Paper 04 - Post-16 learning difficulties and/or disabilities (LDD) specialist placements

Table 4: Exemplification of first year of phasing Post-16 LDD placements option 2 (Latest 5-year average)

	Latest 5-year average funding for placements	Grant transfer - adjusted ALN formula (16 - 25)	Latest 5-year average funding for placements				Difference				Difference %			
			Y1	Y2	Y3	Y4	Y1 Actual	Y2 - Y1	Y3 - Y2	Y4 - Y3	Y1 Actual	Y2 - Y1	Y3 - Y2	Y4 - Y3
Isle of Anglesey	208	265	222	236	251	265	14	14	14	14	6.9%	6.5%	6.1%	5.7%
Gwynedd	76	630	215	353	492	630	138	138	138	138	181.8%	64.5%	39.2%	28.2%
Conwy	687	423	621	555	489	423	-66	-66	-66	-66	-9.6%	-10.6%	-11.9%	-13.5%
Denbighshire	864	383	744	623	503	383	-120	-120	-120	-120	-13.9%	-16.2%	-19.3%	-23.9%
Flintshire	1,637	625	1,384	1,131	878	625	-253	-253	-253	-253	-15.5%	-18.3%	-22.4%	-28.8%
Wrexham	2,012	543	1,645	1,278	910	543	-367	-367	-367	-367	-18.3%	-22.3%	-28.8%	-40.4%
Powys	788	474	710	631	552	474	-79	-79	-79	-79	-10.0%	-11.1%	-12.5%	-14.2%
Ceredigion	404	411	406	407	409	411	2	2	2	2	0.4%	0.4%	0.4%	0.4%
Pembrokeshire	269	481	322	375	428	481	53	53	53	53	19.8%	16.5%	14.2%	12.4%
Carmarthenshire	269	749	389	509	629	749	120	120	120	120	44.5%	30.8%	23.5%	19.1%
Swansea	398	1,266	615	832	1,049	1,266	217	217	217	217	54.5%	35.3%	26.1%	20.7%
Neath Port Talbot	193	652	308	422	537	652	115	115	115	115	59.6%	37.3%	27.2%	21.4%
Bridgend	165	574	268	370	472	574	102	102	102	102	61.8%	38.2%	27.6%	21.7%
The Vale of Glamorgan	585	496	563	541	519	496	-22	-22	-22	-22	-3.8%	-3.9%	-4.1%	-4.3%
Rhondda Cynon Taff	518	1,136	673	827	981	1,136	154	154	154	154	29.8%	22.9%	18.7%	15.7%
Merthyr Tydfil	56	271	109	163	217	271	54	54	54	54	96.8%	49.2%	33.0%	24.8%
Caerphilly	655	781	687	718	749	781	31	31	31	31	4.8%	4.6%	4.4%	4.2%
Blaenau Gwent	336	307	329	321	314	307	-7	-7	-7	-7	-2.1%	-2.2%	-2.2%	-2.3%
Torfaen	384	400	388	392	396	400	4	4	4	4	1.0%	1.0%	1.0%	1.0%
Monmouthshire	643	330	565	487	408	330	-78	-78	-78	-78	-12.2%	-13.9%	-16.1%	-19.2%
Newport	730	627	704	678	653	627	-26	-26	-26	-26	-3.5%	-3.7%	-3.8%	-4.0%
Cardiff	2,189	2,242	2,202	2,216	2,229	2,242	13	13	13	13	0.6%	0.6%	0.6%	0.6%
Wales	14,066	14,066	14,066	14,066	14,066	14,066								

Distribution Sub-Group (2023) Paper 04 - Post-16 learning difficulties and/or disabilities (LDD) specialist placements

Table 5: Exemplification of first year of phasing Post-16 LDD placements option 3 (Modelled on Avg-5-year drop out rate)

	2022-23 Provisional Funding for placements	Grant transfer - adjusted ALN formula (16 - 25)	2022-23				Difference				Difference %			
			Y1	Y2	Y3	Y4	Y1 Actual	Y2 - Y1	Y3 - Y2	Y4 - Y3	Y1 Actual	Y2 - Y1	Y3 - Y2	Y4 - Y3
Isle of Anglesey	82	280	137	230	272	280	56	92	42	8	68.3%	67.2%	18.5%	2.9%
Gwynedd	33	666	158	452	629	665	125	294	178	36	373.4%	186.1%	39.3%	5.7%
Conwy	631	447	714	596	474	447	83	-118	-122	-27	13.2%	-16.5%	-20.4%	-5.7%
Denbighshire	1,362	404	1,150	696	451	405	-212	-454	-245	-46	-15.6%	-39.5%	-35.2%	-10.3%
Flintshire	1,554	661	1,491	1,047	729	661	-63	-444	-318	-68	-4.1%	-29.8%	-30.4%	-9.3%
Wrexham	2,709	573	2,196	1,223	684	574	-513	-973	-538	-110	-18.9%	-44.3%	-44.0%	-16.1%
Powys	657	501	670	594	518	501	13	-76	-76	-17	1.9%	-11.4%	-12.8%	-3.3%
Ceredigion	539	434	627	528	452	434	88	-99	-76	-18	16.3%	-15.8%	-14.3%	-4.1%
Pembrokeshire	235	508	291	405	490	508	56	114	85	18	23.9%	39.1%	21.0%	3.7%
Carmarthenshire	340	791	403	605	758	791	62	203	153	32	18.2%	50.3%	25.3%	4.3%
Swansea	554	1,338	803	1,122	1,301	1,337	249	319	179	36	44.9%	39.7%	15.9%	2.8%
Neath Port Talbot	81	689	202	493	656	688	121	291	163	33	149.3%	144.3%	33.2%	5.0%
Bridgend	170	607	226	448	580	607	56	222	132	27	33.0%	98.4%	29.5%	4.6%
The Vale of Glamorgan	232	524	262	412	505	524	30	150	93	19	12.9%	57.2%	22.5%	3.8%
Rhondda Cynon Taff	565	1,200	488	866	1,141	1,199	-77	378	276	58	-13.7%	77.4%	31.8%	5.1%
Merthyr Tydfil	54	286	63	193	270	286	9	131	77	16	16.2%	208.8%	39.8%	5.7%
Caerphilly	878	825	865	827	823	825	-13	-38	-4	1	-1.5%	-4.4%	-0.5%	0.2%
Blaenau Gwent	360	325	310	309	321	325	-50	-1	12	4	-13.9%	-0.4%	3.8%	1.1%
Torfaen	377	423	383	403	419	422	6	20	16	4	1.7%	5.2%	3.9%	0.9%
Monmouthshire	644	349	563	448	366	349	-81	-115	-82	-17	-12.6%	-20.5%	-18.3%	-4.6%
Newport	752	662	682	657	660	662	-70	-25	2	2	-9.3%	-3.6%	0.3%	0.4%
Cardiff	2,049	2,369	2,176	2,306	2,359	2,369	127	130	53	9	6.2%	6.0%	2.3%	0.4%
Wales	14,859	14,859	14,859	14,859	14,859	14,859								

Distribution Sub-Group (2023) Paper 04 - Post-16 learning difficulties and/or disabilities (LDD) specialist placements

Table 6: Supplementary table explanation

	Outside the settlement (Modelled calcs)					Inside the settlement (Formula)			
	2022-23 Provisional Funding for placements	Y1	Y2	Y3	Y4	Y1	Y2	Y3	Y4
Isle of Anglesey	82	76	40	7	0	61	189	265	280
Gwynedd	33	12	2	0	0	146	450	629	665
Conwy	631	616	294	52	0	98	302	423	448
Denbighshire	1,362	1,061	423	69	0	89	273	382	405
Flintshire	1,554	1,346	600	105	0	145	447	624	662
Wrexham	2,709	2,070	835	142	0	126	388	542	575
Powys	657	561	256	45	0	110	338	473	501
Ceredigion	539	532	235	42	0	95	293	410	434
Pembrokeshire	235	180	61	10	0	111	344	481	508
Carmarthenshire	340	229	70	11	0	173	535	748	790
Swansea	554	510	218	37	0	293	904	1,264	1,337
Neath Port Talbot	81	51	27	5	0	151	466	651	688
Bridgend	170	93	38	6	0	133	410	574	606
The Vale of Glamorgan	232	148	58	9	0	115	355	496	524
Rhondda Cynon Taff	565	225	55	7	0	263	811	1,134	1,199
Merthyr Tydfil	54	0	0	0	0	63	193	270	285
Caerphilly	878	685	270	44	0	181	558	780	825
Blaenau Gwent	360	239	90	14	0	71	219	307	324
Torfaen	377	290	117	19	0	92	286	399	422
Monmouthshire	644	487	212	36	0	76	236	330	349
Newport	752	537	210	34	0	145	448	626	662
Cardiff	2,049	1,657	705	120	0	519	1,601	2,239	2,369
Wales	14,859	11,606	4,814	813	0	3,253	10,045	14,046	14,859

Special Education Needs Formula

Weight: Indicator:

- 0.800 x Population aged 3 to 16
- 0.100 x Settlement threshold 40,000
- 0.033 x Dependent children in lone adult households
- 0.033 x Dependent children in out of work families
- 0.033 x Dependent children in households where head is in a low occupational classification

Adjusted Special Education Needs Formula

Weight: Indicator:

- 0.800 x Population aged 16 to 25
- 0.100 x Settlement threshold 40,000
- 0.033 x Dependent children in lone adult households
- 0.033 x Dependent children in out of work families
- 0.033 x Dependent children in households where head is in a low occupational classification

Potential New Special Education Needs Formula after phasing

Weight: Indicator:

- 0.765 x Population aged 3 to 16
- 0.035 x Population aged 17 to 25
- 0.100 x Settlement threshold 40,000
- 0.033 x Dependent children in lone adult households
- 0.033 x Dependent children in out of work families
- 0.033 x Dependent children in households where head is in a low occupational classification