

Schools Forum

Monday 8 November 2021

14:00

Meeting to be conducted using Microsoft Teams - Microsoft Teams

John Tradewell
Director of Corporate Services
29 October 2021

A G E N D A

Part One

1. **Membership Update** (Pages 1 - 2)
2. **Apologies**
3. **Declarations of Interest**
4. **Minutes of the meeting held on 15 July 2021** (Pages 3 - 10)
5. **Decisions taken by the Chairman under delegated powers**
6. **Notices of Concern and Licensed Deficit Agreements** (Pages 11 - 12)
7. **Primary Behaviour Support Services - 2020-21 Financial Year** (Pages 13 - 24)
8. **Minority Ethnic Achievement Service (MEAS) 2020-21 Financial Year** (Pages 25 - 32)
9. **Schools Budget 2022-23: De-delegation, Central Expenditure and Education Functions** (Pages 33 - 48)
10. **High Needs Block** (Pages 49 - 64)
11. **Education Banding Toolkit update** (Pages 65 - 78)



Part Two

The Chairman to move:

'That the public be excluded from the meeting for the following items of business which involve the likely disclosure of exempt information as defined in the paragraph of Part 1 of schedule 12A of the Local Government Act 1972 indicated below'

Membership

Richard Sutton	Julie Rudge
Steve Swatton	Anne Tapp
Kim Prince Anson	Alison Parr
Jane Rutherford	Abigail Rourke
Philip Siddell	Kelly Mitchell
Richard Redgate (Chair)	Andrew Shaw
Claire Shaw	Mark Boughey
Kirsty Rogers	Nadine Key
Chris Wright	Carolyn Trowbridge
Steve Barr (Vice-Chairman)	Sarah Clark
Kevin Allbutt	Helen Baron
Judy Wyman	Jessica Roden
Claire Evans	Sadie Jones
Jennie Westley	Karen Dobson
Vicki Lewis	Emily Verow

Local Authority Observers

Jonathan Price (Observer)
Mark Sutton (Observer)

Core Officers

Alison Barnes	Melanie Scott
Will Wilkes	Anthony Humphreys
Andrew Marsden	Lesley Calverley
Tim Moss	

MEMBERSHIP – November 2021

Representing:		Name	Election date
Nursery	All maintained nursery schools	Nadine Key	May 2025
Primary	All Maintained Primary	Steve Swatton	May 2025
Primary	All maintained primary	Kelly Mitchell	May 2025
Primary	All maintained primary	Jenni Westley	May 2023
Primary	All maintained primary	Vicki Lewis	May 2023
Primary Heads Forum		Claire Evans	May 2023
Maintained Secondary	All secondary maintained schools	Carolyn Trowbridge	May 2025
Secondary Heads Forum		Jane Rutherford	May 2025
Special schools	All maintained special schools	Kim Prince Anson	May 2025
Special schools	All academy special schools	Alison Parr	May 2023
Pupil Referral Units	Maintained pupil referral units	Kirsty Rogers	May 2025
Pupil Referral Units	Academy pupil referral units	Richard Redgate	May 2023
Middle (Note 1)	All Middle schools	Chris Wright	May 2023
Secondary Academy	All secondary academies	Mark Boughey	May 2025
Secondary Academy	All secondary academies	Sarah Clark	May 2025
Secondary Academy	All secondary academies	Julie Rudge	May 2023
Secondary Academy	All secondary academies	Emily Verow	May 2025
Secondary Academy	All secondary academies	Andrew Shaw	May 2025
Primary Academy	All primary academies	Jessica Roden	May 2025
Primary Academy	All primary academies	Anne Tapp	May 2023
Primary Academy	All primary academies	Helen Baron	May 2025
Primary Academy	All primary academies	Richard Sutton	May 2025
Primary Academy	All primary academies	Abigail Rourke	May 2023
Primary Academy (Note 2)	All primary academies	Kevin Allbutt	May 2025

Note 1: The Middle Schools representative is nominated by the Middle Schools Forum, and although the current representative is from an academy, their Forum agreed his nomination as a representative of all middle schools.

Note 2: Until their current term of office expires, in accordance with the Constitution.

Non-Schools Members (9 members)

Representing:		Name	Term of office expires
Lichfield Diocesan Board of Education		Claire Shaw	May 2025
Birmingham Diocesan Schools Commission		Vacancy	
Prosperous Staffordshire Select Committee		Vacancy	
PVI (Early Years)		Philip Siddell	May 2025
PVI (Early Years)		Sadie Jones	May 2025
16-19 Education		Karen Dudson	May 2025
16-19 Education		Vacancy	
Schools' Consultative Groups		Steve Barr	May 2025
Schools' Consultative Groups		Judy Wyman	May 2023

Official positions:

Role:	Name		Term of office expires (elections in July)
Chair of the Forum	Richard Redgate	Academy Pupil Referral Units	October 2023
Vice-Chair of the Forum	Steve Barr	Schools' Consultative Groups	October 2023
Clerk to the Forum	Mandy Pattinson	LA officer, Member & Democratic Services	NA

Observers:

Role:	Name	
Official LA	Jonathan Price	LA representative
Official LA	Mark Sutton	LA representative
Unofficial	Alun Harding	Observer with right to speak – Forum approved July 2023
Unofficial	Steve Breeze	Observer

Minutes of the Schools Forum Meeting held on 15 July 2021

Present: Richard Redgate (Chair)

Attendance

Kim Prince Anson	Jonathan Price (Observer)
Kirsty Rogers	Kelly Mitchell
Chris Wright	Andrew Shaw
Steve Barr (Vice-Chair)	Mark Boughey
Judy Wyman	Nadine Key
Claire Evans	Carolyn Trowbridge
Vicki Lewis	Sarah Clark
Julie Rudge	Helen Baron
Les McDowell	Jessica Roden
Alison Parr	Sadie Jones

Observers: Official Observer: Jonathan Price. Observers: Alun Harding and Steve Breeze.

Also in attendance: Lesley Calverley, Andrew Marsden, Tim Moss, William Wilkes, Melanie Scott and Mandy Pattinson.

Apologies: Jane Rutherford (School issue), Kevin Allbutt (School issue), Mark Sutton (work commitment), Jennie Westley (lecture commitment), Keith Hollins (School issue), Anne Tapp (School issue), Abigail Rourke (School issue), Philip Siddell (Sent Substitute) and Karen Dobson (DfE meeting).

NOTED: The Apologies and reasons for absence were formally accepted.

PART ONE

34. Declarations of Interest

Tim Hopkins, substitute for Philip Siddell, declared that he was a Trustee of a Free School in the County (Growth Fund report).

35. Membership Update Report

The Chair welcomed the new members to the Forum. It was reported that there was still a vacancy for a Secondary Academy representative. Emily Verow from the Three Spires Trust was nominated.

The Forum was requested to add Alun Harding to its membership as a non-voting observer with speaking rights. This was agreed.

A complete membership list was provided for information

RESOLVED:

- a) That Emily Verow be appointed to represent the Secondary Academy Schools for a four-year term up until May 2025.
- b) That Alun Harding be included as a non-voting observer to the forum with speaking rights.
- c) That the updated membership list be noted.

36. Minutes of the meeting held on 25 March 2021

RESOLVED: That subject to the following amendment, the minutes of the Schools Forum held on 25 March 2021 be confirmed as a correct record and signed by the Chair:

‘Under minutes of the previous meeting held on 14 January second paragraph, after £1,300 add ‘per pupil’.

The Forum had the following discussion over items in the minutes:

- Since the last meeting the pupil premium figure had been revised to £1,345 per pupil.
- Under minute item 30 School Forum Constitution – it was reported that the Consultation Committee had asked for the non attendance of members to be reduced to 2 consecutive meetings rather than 3. This would be kept under review.
- DfE consultation on proposals to the national spending formula, had seen the wider consultation start earlier this week and it was requested that this be publicised to the schools and governors through the school bag with a summary (if possible).
- Individual student outcomes were reviewed and evaluated through the annual review process. Educational establishments were reviewed separately through the annual review process, Ofsted inspections and at the end of a child’s key stage review. Recently introduced was an attendance check which was part of the contract with independent schools.
- Special school head teachers had offered to help the recovery group to evaluate efficiency.

37. Decisions taken by the Chairman under delegated powers

No decisions had been made by the Chairman since the last meeting.

38. Notices of Concern and Licensed Deficit Agreements

Notices of concern had been withdrawn from Greenhall Nursery and St Peters, Caverswall, both schools had finished 2020/21 with in year surpluses and had set balanced budgets for 2021/22.

There had been no new notices of concern or licensed deficits issued since the last meeting.

It was reported that following a query to the Department of Education (DfE), we’ve received confirmation that where a school and its nursery share a single registration then the two budgets

should be offset against each other. As a result, consideration will be given to nursery budgets, where there is single registration, alongside the Individual Schools Budgets, going forwards.

RESOLVED – That the report be noted.

39. Growth Fund

Each summer, Schools Forum are advised of the funding allocations made in accordance with the Forum's approved Growth Fund criteria, At the 25 March 2021 meeting, the forum had approved an increased growth fund of £2,000,000. Details of the funding allocations for the 2021/22 academic year were listed in the report. The allocations had left an underspend of £1,558,506 which would be contributed to the Dedicated Schools Grant (DSG) balances.

Following a question on the main differences between the free school presumption process and the wave process, it was explained that the presumption process would be followed by a Local Authority (LA) if they wished to open a free school. The LA would identify need, publish a specification and invite approved academy trusts to submit applications to open the school (akin to a recruitment process). The costs of the buildings and revenue would be provided by the LA. The alternative 'wave' process was used when an academy trust wished to apply to open a free school. This process would be led by the DfE with the majority of building costs and revenue costs funded by the DfE. In both cases, the final decision on the academy sponsor is taken by the Secretary of State for Education.

To reduce administrative burdens during Covid-19, for a second year, schools were not asked to submit financial self-declarations, showing information on the three previous financial years. It was asked if this would continue post Covid. The forum was informed that this would be a decision for the forum at a future meeting.

The underspend of £1.5m was referred to under the next agenda item.

RESOLVED: That the following allocations of growth fund be noted:

- a) funding for infant class size legislation: 1 primary school
- b) funding for exceptional basic need growth: 1 primary school; 3 secondary schools
- c) funding for new schools: pre-opening costs for 2 new free school opening in 2022/23 and post-opening costs for 3 free schools opened in 2019/20 and 2021/22.

40. Schools Budget 2020/21 Final Outturn

The outturn position for 2020/21 was a £2.4 variance (0.7%) overspend on planned expenditure across all services. A summary of the balances were shown in the report.

It was explained that the High Needs Block (HNB) service had overspent by £5.9m (4.5%). The pressure areas in the service were top up budgets which overspent by £5.3m and expenditure on independent schools which overspent by £2.7m. This had been offset by underspends in other areas within the service, for example the allocation for the Hubs which had underspent by £1.6m and Post 16 provision which had

underspent by £0.3m. The increase in the High needs services was due to numbers accessing the service and the complexity of need.

As a result of the on-going overspend in the HNB, over the last few years the Dedicated Schools Grant (DSG) reserve has been fully depleted and could no longer be used as a buffer to fund this on-going pressure. At the end of 2020/21 the DSG reserve had gone into deficit (overdrawn) by approximately £2m.

The LA was not alone in this position with most authorities faced the same financial risk. Further recovery action was required.

It was explained that the early years underspend of £0.8m did not include the redistribution of the contingency. The contingency of £0.6m had been redistributed to the sector. The underspend of £0.8m was based on the number of children attending provision and was not part of the contingency fund. The underspend would go towards the DSG reserves and would help to respond to the overall end of year position.

In relation to the school balances, as at 31st March 2021 maintained schools held reserves of £22.1m; an increase of £6.6m from the position at 31st March 2020. Whilst there continued to be a number of approved licenced deficits (12 schools, with a value of £1.4m), this had significantly improved from the end of the previous year (14 schools totalling £2.4m). The funding of these was met from school balances until such time as the school repaid the deficit.

The school by school breakdown report which was previously available to the forum only provided part of the picture as it only covered maintained schools. The other 254 academy schools were not included. Following a vote on whether the information was to be provided to the Forum, it was agreed that the number of schools and amounts involved was enough information and detail was not needed.

RESOLVED – That the report be noted.

41. High Needs Block

The Forum considered the report of the Deputy Chief Executive and Director for Families and Communities which provided a detailed update on the High Needs Block (HNB) funding.

It was reported that the HNB for 2021/22 was £101m an increase of £11.6m on the previous year. The forecast overspend was £7.5m, despite the increase in Government funding. The increase in funding was helping to address the increasing demand and cost of provision but it had not addressed the original deficit gap.

This was a national concern and the LA was continuing to lobby Government for more funding as this posed a significant financial risk to the Local Authority.

Work was taking place on the SEND and District inclusion model, but this was a long term working model which would take time to relieve financial pressure. The deficit recovery plan would need to be reviewed in order to address the immediate pressure. The Government had acknowledged that this was a challenge across the nation and as

part of the SEND review they had indicated that this would be an item in the comprehensive spending review later this year but at this stage it was unclear what the impact would be.

The Chair reported that notes of the forums working group would be emailed out to members in due course. He also asked for a report to the next meeting updating Members on the Working Groups progress and the Educational Banding Tool.

Statistical and comparable neighbours had been contacted to ensure that any lessons that could improve the situation had been learnt.

A financial update from the DfE was expected soon and the Forum would be informed in due course.

A question was asked on the HNB debt and if there was any surplus from Health Partners to cover some of the Health provision which was now provided within special schools such as accompanying pupils to physio therapy sessions. It was reported that this had been raised with the Joint Commissioning Group and will continue to be pursued.

RESOLVED:

- a) The update on the High Needs Block 2021/22 and latest forecast outturn be noted.
- b) That the update on the development and roll out of a new Education Banding Toolkit be noted.

42. Work Programme

RESOLVED – That the Work Programme and future meeting dates be noted.

43. Appointment of Chair

RESOLVED: That Richard Redgate be elected as Chair of the Schools Forum for a two year period until July 2023.

44. Appointment of Vice Chair

RESOLVED: That Steve Barr be elected as Vice Chair of the Schools forum for a two year period until July 2023.

Chair

SCHOOLS FORUM – 15 July 2021
ACTIONS ARISING FROM THE MINUTES

Agenda Item	Action Required	By Whom	Outcome
High Needs Block	Working group notes to be sent out when available	Tim Moss	complete

Schools Forum – 8th November 2021

Notices of Concern

Recommendation

1. Members note the issue and withdrawal of Notice of Concerns to schools.

Report of the Deputy Chief Executive and Director for People:

PART A

Why is it coming here – what decision is required?

2. No decision required.

Reasons for recommendation

3. The agreed protocol for issuing a Notice of Concern includes the provision that information on the issue and withdrawal of a Notice of Concern will be provided to the Schools Forum on a termly basis.

PART B

Background:

4. Since last Forum, no new Notice of Concerns have been issued or withdrawn.
5. The Entrust Schools Finance team continue to work with all schools who have existing Notice of Concern or Licensed Deficit agreement.

Report author:

Author's Name: Melanie Scott, Senior Education Accountant, Entrust Support Services Ltd
Ext. No.: 07921 277815

List of background papers:

Schools Forum 7 December 2016 – Item 6 Notices of Concern: revised protocol
School Forum

School Forum 28th March 2019 – Item 39 Update to the Staffordshire Scheme for
Financing of Schools

Schools Forum – 8 November 2021
Primary Behaviour Support Service
2020 – 2021 Financial Year

Executive Summary:

- To inform Schools Forum of the current Primary Behaviour Support Service offer to Staffordshire maintained primary schools including the response and support delivered during COVID19
 - To update schools on the recommendations made in the Autumn term 2020 School Forum report and progress made
 - To provide further recommendations to support the continued development of the Primary Behaviour Support Service
- To seek agreement of continued de-delegated funding from maintained primary schools' delegated budgets

Recommendation

That Schools Forum:

1. Agrees to the continued de-delegated funding from maintained primary school's delegated budget for 2022-2023 financial year
2. Notes the continued improvements and development of the service over the last year and proposals for next year

Report of Deputy Chief Executive and Director for Families and Communities

Background

1. The Behaviour Support Service for Primary Schools was a centrally retained service until 2012/2013, when it became a de-delegated service under Exception 1 of the Funding Reform requirements. The maintained primary schools have since voted annually to agree that the service should be provided centrally. The service is managed by Entrust Education Services, Staffordshire County Council's joint venture partner.
2. The Primary Behaviour Support Service is available to primary Academies at a cost and can be purchased on a case-by-case basis or as a combined

package of Behaviour Support and other services from the Entrust SENIS team.

Context

3. Schools send their referrals for primary behaviour support to a central inbox, behaviour@entrust-ed.co.uk. Every Tuesday referrals are systematically reviewed and allocated to a caseworker on the nature of the concern and specialist knowledge of the practitioner as well as geographical location.
4. During the academic year 2020-2021 the number of primary Behaviour Support cases in maintained schools has increased though the number of maintained schools has reduced as academisation grows and schools have been in lockdown due to COVID19.

Figure 1 - Behaviour Support referrals from maintained Primary Schools

Academic Year	Behaviour Support referrals	Average number of cases per maintained Primary school
2012 - 2013	416	1.4
2013 - 2014	444	1.6
2014 - 2015	362	1.4
2015 - 2016	382	1.6
2016 - 2017	369	1.8
2017 - 2018	209	1.2
2018 - 2019	129	0.9
2019 - 2020	163	1.2
2020 - 2021	199	1.6

Figure 2 – Proportion of Maintained and Academy Primary Schools by academic year

Academic Year	Number of Academies	Number of maintained schools
2012 - 2013	13	301
2013 - 2014	29	285
2014 - 2015	45	269
2015 - 2016	75	239
2016 - 2017	101	213
2017 - 2018	132	182
2018 - 2019	162	152
2019 - 2020	177	135
2020 - 2021	185	127

Update from last report to School Forum

5. Throughout lockdowns the teams have continued to visit schools following COVID19 guidelines including the school's own risk assessment and Entrust's risk assessment to provide guidance and advice to staff to support pupils.
6. Our core casework offer to schools is focused on effectively implementing a graduated response. The visit begins with a classroom observation which records the pupils' behaviour at minute intervals during a lesson. This is followed by a discussion with the class teacher and the completion of a Boxall profile. The interpretation of the Boxall profile gives a comprehensive picture of the behaviour of the child and identifies some of the reasons behind this. During this discussion some recommendations are given to the class teacher. After the visit all the gathered information is disseminated into a comprehensive report which describes and explains the behaviour as well as providing strategies for the school to implement.
7. Following the first visit and report a follow up visit is often conducted to support the school in writing a Pastoral Support Plan (PSP). Having this plan in place helps the school effectively support the pupil. At this point parent/carers are usually involved when the practitioner will meet with parent/carers and the school to discuss and plan the pupils needs.
8. We are also able to provide 1 to 1 support to model strategies and approaches for staff. As a service we are also able to provide alternative support depending on the needs of the pupil and school/staff, for example a programme of individual intervention to address SEMH difficulties such as anger management, bereavement, social interaction.

Impact of the Primary Behaviour Support Service

9. Based on the service's experience of working with schools, feedback received, and four recommendations made in the 2020 Schools Forum report (included below), we have implemented some additional delivery from Autumn 2020. These additional functions provide schools with further support and advice on implementing the graduated response.
10. **Recommendation 1: Supporting schools to audit their behaviour policies and practice-** *In order to support maintained primary schools in the area of personal development, behaviour and welfare it is vital to understand pupil behaviour. It is important that the practice in school reflects the Behaviour Policy which is in place. The Behaviour Audit which rag-rates the school against agreed criteria is a useful tool in addressing*

this. Observations are taken of pupils' behaviour and their attitudes to learning throughout the day including as the pupils arrive, during breaks and lunchtime and in lessons. Documentary evidence, such as policies, any exclusion data, records of rewards and sanctions, parental engagement/feedback. etc. are also reviewed. Discussions then take place with senior leaders to develop an action plan to address any mutually identified development areas. In addition, good practice can be captured and shared. A follow up consultation could then be arranged to discuss progress towards achieving any action plan targets and any other support required.

This can be delivered virtually or face to face in school.

Progress to date up until the end of the academic year 2021 –

- Schools were approached about taking part following examination of fixed term exclusion data showing pupils who were not known to the Behaviour Support team. Analysis of the data showed the reason why the majority of pupils had been excluded was for persistent disruptive behaviour, however there were a number of pupils who had been excluded for racist incidents which meant they might not necessarily have been referred into Behaviour Support
- For the 8 schools who took part the team carried out a behaviour audit and were in school from the time pupils arrived until the end of the school day. A feedback meeting was held at the end of the day with the Senior Leadership Team and a summary report was sent to each school outlining any good practice that had been observed and any action points for moving forwards. A review has also been set up with all schools for the Autumn term
- A summary report was sent to the commissioner at the end of the summer term 2021, detailing the findings to date in terms of good practice and areas for development
- Overall, in some challenging situations, the team observed some excellent behaviour management being practised

Main findings of good practice

- Schools turn to fixed term exclusions as a last resort and spend a great deal of time, effort, and resources into supporting students to avoid this outcome
- Schools use outside agencies and refer into their local SEND and Inclusion Hub where appropriate
- Positive behaviour management occurs through having a strong SLT and where staff are supportive of each other
- Positive behaviour management occurs where there is a consistent approach by all staff regardless of their role in school

- Schools are very supportive and non-judgmental of parents/carers and communication is good
- Where SLT are visible to the school community, parents/carers felt comfortable in approaching staff
- Schools are aware of the environmental context and the challenges within the community and are supportive
- Behaviour policies were up to date, available on the school website and generally reflected practice, however most action points arose from the clarity of wording within the behaviour policy

Main findings for development

- Clarity is required around some of the wording of the Behaviour Policy
- Use of a consistent and positive reward system throughout the school by all staff, so that the focus is on rewards and not sanctions
- If a restorative conversation is going to be used as an approach, ensure staff are trained to use this appropriately and consistently
- Ensure that all areas of the school are monitored by school staff during breaktimes and lunchtimes
- Schools have fed back the following:
 - They have found the process to be fair, accurate and very supportive
 - They were happy with what was included in the report
 - They feel it is the support with the high-level behaviour that is needed, possibly through the development of nurture provision

11. Recommendation 2: Provide additional support to establish Nurture provision in school- *Children who are found to be at high risk of social, emotional, and behavioural difficulties based on an assessment on the Boxall Profile could benefit from being part of a Nurture Group within school. The Behaviour Support team would look to offer further support and training around nurture provision moving forward.*

Progress to date –

- Our Nurture questionnaire was sent out to all primary schools in December 2020, and we received 20 returns. From these returns we identified two schools to pilot a programme in the Spring term looking at developing and supporting SEMH using a nurturing ethos and a whole school approach
- As a result of carrying out the audit, one of the schools identified training needs for all staff and this will be delivered during the first half of the autumn term. The other school is carrying out the audit this term, having had to postpone due to COVID19 restrictions
- The plan is to offer this out to more schools throughout this academic year.

12. **Recommendation 3: Extend the Behaviour support helpline-**

Currently open to all schools for half a day a week on a Tuesday afternoon 1 – 5pm, this will be extended for another half day a week (additional day of the week to be confirmed). Schools can speak to a behaviour expert about any cases which is are of concern. Tel - 0333 300 1900 option 6, please ask for Behaviour Support SENIS. (Term time only)

Progress to date –

- From December 2020 the BS phonenumber was extended to provide an additional session for all schools to assess telephone advise and support. The support helpline is available Tuesday and Thursday pm (term time only). From December 2020 to July 2021, on average we received 12 calls a week seeking advice and support from a SEMH specialist. Examples of the type of support/advise requested within a sample week were as follows:
 - a. 1-hour call re a pupil's violent behaviour – consultant arranged to visit the school
 - b. A call from a high school re a pupil transferring to them in September
 - c. Call from a setting regarding a pupils' behaviour re noises, shouting out, no understanding of social conformities or cues, referral made to Primary Behaviour Support
 - d. Child to be referred to Early Years Area SENCo Team, suggested strategies to support whilst waiting for visit
 - e. Child with complex needs (LAC), referral made to Primary Behaviour Support

13. **Recommendation 4: Attendance at the SEND Hubs/DIPs as they develop** *This will enable us to provide a multi-professional approach to issues around behaviour and offer information, advice and guidance to schools and colleagues from other agencies.*

Progress to date –

- Currently the team are attending a number of the SEND and Inclusion Hub meetings. This enables the team to not only offer advice, guidance and signposting but also receive referrals. Feedback from schools and multi-agency teams has been that they have appreciated and valued the team's attendance at the meetings. Some schools who historically the team haven't worked with having sent in referrals, has enabled the service to be promoted amongst a wider network of professionals. It has also supported multi-agency work, for example, liaison with the Education Inclusion Officers and Alternative Providers

SENIS survey

14. We now survey schools at the end of each visit via survey monkey. The service has worked in 50 schools and 100% of respondents rated the service good or excellent. This reflects on the service in the academic year 2020 – 21. During this academic year we have used a range of methods to promote the service and ensure that schools are aware of what is available to them free at point of delivery. This has included updates in the Entrust SENIS e-news, information going into the school bag and the Entrust website and our social media channels.

Feedback from schools

15. Below are examples of feedback on service delivery received from schools during 2020-2021 academic year:

- Reports received promptly and strategies are appropriate and supportive
- The Six Bricks Lego Challenge we have started today, with a child reluctant to come into school, along with her sister - it worked really well. Early days for the other strategies but we are seeing some whole class improvements
- The consultant gave me lots of suggestions for supporting a child. They have been very effective in changing some of his behaviours
- We have put into practice the strategies suggested as a result of having an insight to the behaviour from one of our students. We now feel empowered to adjust our practice to help the student

Training for schools

16. We have produced a webinar on Governors and Exclusions for schools to access to upskill their Governing Bodies. This is available following the link [Video Resources | Entrust Education](#)

17. Members of the team have attended and completed the Healing Together training offered by Innovating Minds. This looks at the impact of domestic abuse on children. It is planned that this will become part of the support offer to schools over the next 12 months.

18. We have been trialling staff training to support pupils with SEMH through the use of Lego in six schools – see below for feedback received. We plan to offer this to more schools over this academic year.

Feedback received:

- Quiet calm approach, great use of scenarios to explain techniques
- My team felt that the training was excellent and had impact on them, which will enable us as a team to provide an intervention with positive outcomes in school
- Great training delivered by an honest and reflective practitioner
- Great delivery, great subject knowledge, real life experiences, very relatable, just what we as a school staff needed

Case Studies:

19. Case study 1

Challenge faced:

School A referred a pupil to Behaviour Support due to the pupil finding it very difficult to focus or engage in learning. Due to Covid restrictions follow up support was not possible until spring 2021.

Support provided:

Following the initial referral to Behaviour in November 2020 an observation and assessment was completed with recommendations. A review was arranged for early January 2021, due to Lockdown in January this was not possible as the pupil was not in school. On returning to school in March a follow up observation was completed, the pupil was making good progress with the school having a better understanding of the needs. A meeting was arranged with parents to discuss the reports and address concerns. This repeatedly was delayed due Covid difficulties.

Outcome:

The pupil is now settled engaged in learning with the school having a good understanding of the sensory, behaviour and learning needs. Parents are now engaged with the school as they understand the support and needs of their child better. Parents and school have been signposted to other outside agencies due to the sensory needs. Parents understand the support which is available and the 'myths' around some agencies.

Impact:

The pupil is now making progress, enjoying school, and engaged in learning. The pupil has also started to interact positively with their peers. School and parents have a good understanding to help the pupil reach their full potential. The evidence is there has been no fixed exclusions and progress is being made academically.

20. Case study 2

Challenge faced:

School B pupil referred to Behaviour Support to ask for some generic advice regarding the behaviour of a Y3 pupil.

Support provided:

The team provided the school with some strategies to deploy and suggested that a referral was made. The child's mother was initially reluctant to engage with the school but in April 2021, the pupil was referred to the Behaviour Support Team. An initial Teams meeting was arranged with the class teacher with further strategies suggested before an observation visit. This visit provided valuable insight through which the Behaviour Support Team was able to offer further support.

Outcome:

The pupil is now reasonably settled in school with strategies embedded to support them. The class teacher now has a better understanding of the pupil's needs but also of general behaviour management practice to support not just the individual pupil but the whole class. The Head Teacher acknowledged that the school did not have a robust understanding of complex behaviours. A follow up meeting took place where the class teacher was able to talk openly and honestly about their own need to change and consider a more holistic approach to behaviour management.

Impact on setting:

The class teacher has received valuable CPD to support them with understanding the complexity of behaviour management and to help them reflect on their own behaviour management style.

The pupil's mother has also engaged with school and no longer perceives the Behaviour Support Team as a 'threat' but as a positive intervention in supporting her child and addressing her concerns through an understanding of environmental factors.

The pupil is now settled in school, engaging in learning, and socially interacting with their peers and class teacher.

Operation and efficiency of the service

21. The efficient referral system ensures visits/consultation are arranged quickly and contact is made with the school within 24 hours following the referral meeting. Delivery is face to face or virtual dependent on the school's wishes. Schools appreciate having a professional conversation with practitioners who understand behaviour issues and can confirm the effectiveness of the strategies they are already using and also suggest additional approaches.

22. As part of a wider SENIS team the service can also draw on additional expertise to support with particular cases. During this academic year several joint visits between the behaviour support service and the Minority Ethnic Achievement Service (MEAS) have been made. These have supported schools in understanding what is causing the issues for the pupil and appropriate advice and guidance has been given to ensure behaviour and language needs are met.

23. We have also been delivering behaviour clinics both face to face and virtually. Schools can book a visit with a consultant who can meet individually with numerous members of school staff and provide strategies and recommendations for pupils with SEMH needs. Staff have found them incredibly useful as a sounding board and providing the ability to discuss several pupils during the consultation and therefore the ability to reach and impact on more pupils.

24. We also produce a termly newsletter for schools which includes advice, guidance and resources and relevant articles and thought pieces.

[Entrust Behaviour Health and Wellbeing Team | Staffordshire Connects](#)

Recommendations for the financial year 2022/23 in addition to core delivery

25. Recommendation 1: Training to schools

We plan to offer the following to schools over the next academic year;

- The impact of domestic abuse on children
- Supporting SEMH using Nurture through a whole school approach
- Lego
- Attachment
- ADHD and Positive Behaviour Management strategies
- Functional Behavioural Analysis

26. Recommendation 2: To expand the roll out of behaviour audits for schools

As well as using exclusion data to identify target schools we will work collaboratively with SCC Inclusion Officers to establish which schools would benefit from this support and offer them a behaviour audit.

27. Recommendation 3: To expand the delivery of behaviour clinics both face to face and virtually.

Where we have trialled this type of delivery school staff have found them incredibly useful as a sounding board and providing the ability to discuss several pupils during the consultation. We propose we expand this offer wider for schools and therefore provide us with the ability to reach and impact on more pupils. Schools will be able to book a visit with a consultant who can meet individually with numerous members of school staff and provide strategies and recommendations for pupils with SEMH needs.

Report author: Lesley Calverley, Senior Commissioning Manager
Ext. No: 07891 570003
Room No: Staffordshire Place 1, Floor 1

In conjunction with: Kate Plant, Head of Service for SEND and EY
Ext. No: 0333 300 1900
Room No: Entrust Education Services

List of background papers:

Schools Forum Report 15 October 2020 – Item 11 Primary Behaviour Support Service

Schools Forum – 8 November 2021
Minority Ethnic Achievement Service (MEAS)
2020 – 2021 Financial Year

Executive Summary:

- To inform the Schools Forum on the delivery of the current MEAS offer to maintained schools including the response and support delivered during COVID19
- To update schools on the recommendations made in the Autumn term 2020 School Forum report and progress made in delivering them
- To provide further recommendations to support the continued development of MEAS

Recommendation

That Schools Forum:

1. Agrees to the continued de-delegated funding from maintained primary school's delegated budget for 2022-2023 financial year
2. Notes the continued improvements and development of the service over the last year and proposals for next year

Report of Deputy Chief Executive and Director for Families and Communities

Background

1. The Minority Ethnic Achievement Service was a centrally retained service until 2012/2013, when it became a de-delegated service under Exception 1 of the Funding Reform requirements. The School Forum have since voted annually to agree that the service should be provided centrally. The service is managed by Entrust Education Services, Staffordshire County Council's joint venture partner.
2. The Minority Ethnic Achievement Service is available to primary and secondary academies at a cost and can be purchased on a pupil-by-pupil basis or as a combined package of Inclusion Support and other services.

Context

3. Maintained schools are divided into two categories to determine the support they receive from MEAS.
 - EMAG (Ethnic Minority Achievement Grant) schools are identified annually based on a formula which considers the number of EAL pupils and also their country of origin. EMAG schools receive funding directly and are not entitled to support for new arrivals from MEAS.
 - Non EMAG schools can refer new arrivals to MEAS and also receive a nominal funding allowance for each pupil, this is used to fund additional resources such as dictionaries, dual language books or apps.
4. All maintained schools who do not receive the EMAG funding are able to request support for pupils causing concern, i.e. those who are not making the expected progress in learning English.
5. All referrals for the Minority Ethnic Achievement Service are sent to a central inbox MEAS@entrust-ed.co.uk. Referrals are systematically reviewed daily and allocated to a caseworker based on the language spoken by the pupil.
6. Once pupils are allocated the caseworker will arrange a visit to the school. During this visit the pupil will be observed in class and an assessment will usually be conducted. The nature of this assessment depends on the age of the pupil and the language spoken. Where the caseworker speaks the pupil's language a home language assessment will be conducted. During the visit there will be a conversation with an appropriate person from the staff to identify any particular issues for the pupil and where possible with the parent/carer. Following the visit, a comprehensive report is sent to the school which includes strategies and resources which can be used to support the pupil.
7. In addition to the initial visit MEAS will also attend meetings with parents, this is particularly useful where the team member speaks the home language but can also be useful in other situations. For example, many parents do not understand the benefits of the child talking their own language at home or how the English education system works. The team's experience of working with EAL pupils can help to overcome these issues.
8. Schools also use the MEAS translation and interpretation service for other meetings including those with other professionals such as school nurses.
9. The number of referrals to MEAS have decreased over the last 6 academic years as the number of maintained schools has decreased. In the last twelve months the numbers of pupils arriving has decreased primarily as a result of the world-wide pandemic which has continued to impact on world travel.

There were less primary aged and secondary aged pupils entering schools than in 2019–2020 . The number of pupils causing concern has risen this during this year. The team are finding that staff are needing support for students as they return to school after the lifting of restrictions caused by the COVID19 pandemic.

Figure 1 – Referrals from Maintained Schools

Academic Year	New Arrivals Primary	New Arrivals Secondary	Pupils causing concern Primary	Pupils causing concern Secondary
2015 - 2016	161	21	28	0
2016 - 2017	80	17	36	4
2017 - 2018	47	6	29	3
2018 - 2019	26	13	20	2
2019 - 2020	32	5	16	3
2020 - 2021	15	0	24	2

Figure 2 – Comparison of Academy and Maintained Schools

Primary Schools				
Academic Year	Academies		Maintained	
	Schools	%	Schools	%
2015 - 2016	73	24.4%	226	75.6%
2016 - 2017	97	32.4%	202	67.6%
2017 - 2018	122	40.8%	177	59.2%
2018 - 2019	148	49.7%	150	50.4%
2019 - 2020	177	56.2%	135	43.8%
2020 - 2021	183	58.6%	129	41.4%
Secondary Schools				
2015 - 2016	36	51.4%	34	48.6%
2016 - 2017	42	60.0%	28	40.0%
2017 - 2018	47	67.1%	23	32.9%
2018 - 2019	53	74.6%	18	25.4%
2019 - 2020	55	78.5%	15	21.5%
2020 - 2021	58	82.8%	12	17.2%

10. Beyond the individual casework, schools are also supported to develop their provision for EAL learners through a range of approaches including learning walks, modelling good practice for staff and resources such as guidance for welcoming refugees.

Impact of the MEAS service

11. Based on the service’s experience of working with schools, feedback received, and the four recommendations made in the 2020 Schools Forum report, (detailed below) we have implemented some additional delivery from

September 2020. These additional functions have provided schools with further support and advice on implementing the graduated response.

- 12. Recommendation 1: Continue to provide additional follow up visits to work with individual pupils and model effective strategies for school staff to implement.** *This will ensure pupil progress is sustained and staff are confident in using strategies and implementing any required adaptations*

Progress to date –

- 27 pupils received follow up visits, of those 5 pupils received 1 visit, 13 pupils received 2 visits and 9 pupils received 3 visits.
- Staff were supported and training was given in using strategies to support pupils in school.
- Of the post visit surveys received 100% of schools rated the input from the service as good or excellent.

- 13. Recommendation 2: Continue to offer schools access to free virtual training. Five recorded webinar sessions to support staff/pupils with EAL pupils, with the following focus;**

- a. Transition and EAL learners*
- b. Chinese New Year 2021*
- c. Basant - Spring Festivals*
- d. Meeting the needs of EAL pupils with SEN*

Progress to date –

The webinars are available to all schools, follow the link. [Video Resources | Entrust Education](#)

- 14. Recommendation 3: Continue to research and keep up to date on resources available schools** *to ensure staff have access to the most effective ideas and strategies to use with pupils.*

Progress to date –

We have refreshed the following guidance; 'Working with Parent and Carers of English as an Additional Language Learners - Good Practice Guide for Schools, Academies and Early Years Settings' and 'Information for parents and carers who have English as an additional language' This information has been sent into schools through the termly newsletter as is available through the Local Offer. [English as an Additional Language - Good Practice Guide for Schools, Academies and Early Years Settings | Staffordshire Connects](#)

- 15. Recommendation 4: Offer difference and diversity workshops** *celebrating cultural diversity is more important than ever and our workshops can provide a rich learning experience which contributes to the breadth and balance of the curriculum. Available as a day event or part of a focus week, the team can be contacted for more information and to discuss specific requirements to suit every school.*

Progress to date –

From January 2021 to July 2021 difference and diversity workshops have been delivered into four schools. The restrictions caused by the COVID19 pandemic meant that this was curtailed during the Spring and Summer terms. The team are booking schools in for the coming academic year. Below are examples of feedback received from staff and pupils following the sessions:

- Our aim was to promote tolerance and respect for faiths and cultures 'different' from their own personal background and experience. The Diversity workshop was perfectly pitched, and the pupils gained a huge insight into all of the discussion points that 'The Lady in Black' workshop evoked. The pupils asked a range of questions and by the end of the workshop there was a clear shift in attitudes, particularly to 'not judge a book by its cover.' I would highly recommend this workshop to other Upper Key stage Two classes.

To book a session please email – meas@entrust-ed.co.uk

Additional delivery

16. Contact was made with the 31 EMAG schools requesting data on newly arrived pupils learning through English as an additional language in Staffordshire.

The letter explains that as an EMAG school there is no longer the need to complete a Notification of New Arrival form (NONA) and a funding form for each new arrival. EMAG schools will receive a lump sum for the year, comprising a minimum allocation of £1500. This is a "one off" payment to meet the specific needs on entry to school.

At the end of the year each school will be asked to submit information on the number of new arrivals they have received.

EMAG schools are still eligible to apply for additional funding to meet the needs of asylum seeking/refugee children and the school can access support from MEAS if they have an EAL pupil who is causing concern. This may be a new arrival or a pupil who has been in school for some time.

EMAG schools were requested to submit their action plans for analysis detailing how they were utilising their EMAG funding. To date 15 schools have returned their action plans. Reminders have been sent to those who haven't. The team have put together a Good Practice guide and action plan template which was sent to the schools to showcase excellent practice and provide further ideas for schools. An article was included in the Summer term Governor pack.

17. The team continue to support schools with advice and strategies in dealing with concerns over racist incidents. Schools that contacted us were offered Difference and Diversity sessions. The following feedback was received:

A huge thank you for your workshop that you delivered so beautifully, to our three Year 6 classes. Our Year 6 pupils thoroughly enjoyed meeting you and discussing themes relating to diversity, tolerance, and respect, with you.

The team have produced the following training resource, '*Roles and responsibilities of Governors regarding EAL learners*' which is available for schools via the following the link. [Video Resources | Entrust Education](#)

18. Production of a termly newsletter for schools which includes advice, guidance and resources and relevant articles and thought pieces. [Minority Ethnic Achievement Service \(MEAS\) | Staffordshire Connects](#)
19. Attendance at the SEND hubs – this has enabled the team to bring MEAS to the attention of schools and other multi-agencies, e.g. Inclusion officers, schools who haven't accessed MEAS historically and has led to more enquiries.

Recommendations for the financial year 2022/23 in additional to core delivery

20. Recommendation 1: Training for schools

Produce a webinar on Supporting pupils with Emotional Health and Wellbeing.

21. Recommendation 2: Follow up on EMAG action plans

Provide training for staff around how to support EAL children and families effectively.

22. Recommendation 3: Expand the Difference and Diversity workshop offer

Provide a new workshop for schools around racism.

23. Recommendation 4: Provide a MEAS support helpline

Provide a MEAS telephone helpline for 1 session per week, to help improve accessibility to the service for all schools.

24. Recommendation 5: Provide MEAS support to Afghan resettlement programme

Provide information, advice, and guidance to schools around supporting Afghan refugees as part of the services core offer and as required and directed by Staffordshire County Council.

Report author: Lesley Calverley, Senior Commissioning Manager

Ext. No: 07891 570003

Room No: Staffordshire Place 1, Floor 1

In conjunction with: Kate Plant, Head of Service for SEND and EY

Ext. No: 0333 300 1900

Room No: Entrust Education Services

List of background papers:

Schools Forum – 8 November 2021

School Budget 2022-23: De-delegation, Central Expenditure & Education Functions

Executive Summary

- This report asks for approval from Schools Forum for the Local Authority (LA) to retain DSG funding to deliver services on behalf of schools and Early Years.
- The budget areas proposed for de-delegation for 2022/23 are the same as those in previous years.
- Funding for Historic Commitments has been reduced by a further 20% from 2021/22
- As in previous years, the LA is proposing to use growth funding to help fund the National Funding Formula and make payments as per the growth fund policy. Any underspend will contribute to DSG balances.
- The LA is asking for £1.9m of Early Years funding to be retained centrally.
- The LA is asking for approval of a provisional levy of £50.56 per pupil from maintained schools to fund Education Functions previously funded by the Education Services Grant.

Recommendations

1. That the Schools Forum members from maintained schools only, vote on each de-delegated budget heading on behalf of the schools they represent.
2. That the Schools Forum approve the indicative allocations for both historic commitments and ongoing functions within the Central School Services Block be retained centrally for this purpose.
3. That the Schools Forum approve the continued use of the formula driven Growth Funding allocation.
4. That the Schools Forum approve £1.9m of Early Years funding to be retained centrally.
5. That the Schools Forum members from maintained schools only, approve a levy per pupil in 2022-23 to fund statutory duties performed by the Local Authority and previously funded by the ESG general duties rate.

Report of the County Treasurer

PART A

Why is it coming here – what decision is required?

6. The Schools Forum has oversight of the Schools Budget and is required by the Finance Regulations to annually approve central expenditure (ongoing and historic commitments)
7. Maintained school members only are required annually to:
 - Vote on each de-delegated budget heading by phase
 - Approve a levy per pupil to fund duties performed by the Local Authority and previously funded by the ESG general duties rate.
8. If the Local Authority and Schools Forum are unable to reach consensus on the amount to be retained by the Local Authority for services previously funded by the ESG general duties rate, the matter will need to be referred to the Secretary of State.

PART B

Background

9. For 2022-23 DSG allocations to Local Authorities will again be made using the National Funding Formula. DSG allocations will not be known until December, and Local Authorities need to submit school budgets to the ESFA by 21 January. This timescale means decisions on the budget areas in this report need to be made at this time to enable schools and services time to plan for their budgets and responsibilities for 2022-23.

De-delegation

10. Under the national funding arrangements, the government wants schools to have the opportunity to have as much funding and responsibility delegated to them as possible. Each year the Schools Forum representatives for maintained primary and secondary schools are required to vote on behalf of the schools they represent to determine whether or not a range of costs currently met centrally will transfer to maintained schools for them to manage themselves. The budget for these costs would also transfer to schools on a formula basis.

11. The maintained schools' members vote by phase on any areas proposed for de-delegation by the local authority and the outcome of that vote is binding for all maintained schools within the phase.
12. Academies are not part of these arrangements since these responsibilities and the funding for them are automatically delegated to academies through the ESFA use of the local funding formula.
13. The budget areas de-delegated last year following the equivalent vote are set out in the table below. Insurances are now provided by the DfE's Risk Protection Arrangement (RPA). Budget values are estimated for all primary and secondary schools (i.e. including academies) to provide the context of values involved. Actual figures for 2022/23 will be finalised over the next few months as the settlement and school census become available.
14. Supplementary information on the impact of delegation of each area is included in Appendix 1. The authority proposes that these areas are subject to the de-delegated vote for 2022-23.

Areas proposed for de-delegation for 2022-23:

Budget Area	Primary £m	Secondary (including middle) £m
Insurances (mainly premises related provided by RPA)	1.200	0.932
Staff costs (Maternity Pay)	1.189	1.010
Staff costs (Union Duties)	0.142	0.060
School Specific Contingency	0.390	0.185
Support for ethnic minority pupils or under-achieving groups	0.877	0.319
Licences and Subscriptions	0.505	0.205
Behaviour Support Services	0.529	Delegated
FSM eligibility	0.061	0.032

Do maintained Forum members agree for these budget areas to be de-delegated for 2022-23?

Central School Services Block

15. There are some areas of central expenditure which need to be considered by the Schools Forum.
16. Funding in the Central School Services Block is split into Historic Commitments and Ongoing Functions.

Historic Commitments

17. For historic commitments the following rules apply:
 - a. The budget cannot exceed the value agreed in the previous funding period
 - b. The expenditure against these budgets must be as a result of arrangements that already existed before 1 April 2013
 - c. The Schools Forum must approve the amount of the budget set for each heading
18. Historic commitments funding has again been reduced by 20% compared to 2021/22. The provisional allocation for historic commitments for Staffordshire for 2022/23 is £1.633m
19. The only heading under which Staffordshire retains funding for historic commitments is prudential borrowing. The indicative budget for 2022-23 is £924,130. Any remaining historic commitment funding will be delegated to schools.
20. School Forum approval is also required for the SEN transport budget of £250,140. This is now funded from the High Needs Block.

Does the Schools Forum approve the continued funding of these areas centrally at no higher than the indicative amounts?

Ongoing Functions

21. Ongoing Education Functions are funded by a combination of council tax and DSG. There is an annual liability for Teachers Pensions Added Years of c.£7.3m. which is funded by council tax.
22. The estimated cost for other ongoing education functions for 2022-23 is £3.9m. These functions are funded by DSG through the Central Schools Services Block (CSSB). Any underspend on the CSSB will be transferred into DSG balances.

23. These functions are provided to all schools and are listed in the table in Appendix 2.

Do Schools Forum members approve the ongoing functions allocation in the Central Schools Services Block be used to fund these services?

Growth Funding

24. Included within the Schools Block allocation is an amount for growth funding, which since 2019/20 has been formula driven. The formula allocates growth funding based on the differences between the primary and secondary numbers on roll in Middle Super Output Areas (MSOA) in the local authority on the October 2020 and October 2021 school censuses. This will fluctuate from year to year and is difficult to estimate.

25. Latest estimates of number on roll indicate the growth funding allocation for 2022/23 will be around £3.5m. The actual allocation will not be announced until December.

26. As in previous years it is proposed that the growth funding allocation is used to fund pupil growth in the National Funding Formula (approx. £2m in 2021/22), and allocations as per the Growth Fund and Infant Class Size policies (approx. £600k). Any underspend will contribute to DSG balances.

Does the Schools Forum approve the continuing use of the Growth Funding allocation as set out above?

Central Early Years Expenditure

27. The requirement here is for the Schools Forum to approve the central expenditure. This is not the expenditure provided to settings for their running costs in providing the free entitlement for two, three and four year olds but is in respect of support services for providers of early years education.

28. Following the introduction of the Early Years Funding Formula, central overheads are limited to 5% of the Early Years Block Funding for 3 and 4 year olds. For 2022-23, the authority is asking for £1.9m (4.2%) to be retained centrally.

29. The £1.9m funds the Entrust SDA contract, along with Back office administration and overheads. The breakdown of costs between these activities is shown below:

	£'000
Entrust (SDA)	1,000
Back office administration - Early Education & Childcare Team, Early Education Funding Team, portal, database system and finance Support	749
Overheads: Entrust contract and other	130
Total Cost of SCC overheads	1,879

30. SCC commissions Entrust via an SDA to meet the following statutory functions:

- a. Moderation: Local Authorities (LA) are required to provide an external robust moderation process so that practitioners' judgements are evaluated in line with statutory requirements, undertake quality assurance and ensure that profile data is submitted to Department for Education on time.
- b. Quality Liaison: Under S13 of the Childcare Act 2006, LA's are required to provide information, advice and training to providers.
- c. Business support and market development: Under Section 6 of the Childcare Act 2006, LA's have a duty to secure sufficient childcare for working parents and Section 7 sets out a duty to secure early years provision free of charge. This element of the SDA is a vital function to ensure sector capacity and sustainability across the county.

31. In back office administration terms, the allocation funds a team to undertake transactions, financial processes, auditing and managing queries so all providers receive prompt payment.

32. The allocation also funds management capacity, sufficiency analysis, the provider portal and database, oversight of eligibility checking for funded places, compliance and Information, Advice and Guidance for providers, parents and professionals in accordance with the Statutory Guidance for Early Education and Childcare.

33. The Overheads cover the cost of arranging the Entrust contract, as well as general support to the back office administration. General support includes costs of ICT, Property, Legal, Web Team and the Customer Service Centre

Does the Schools Forum approve the proposed level of central support services for early years' provision?

Education Functions for Maintained Schools Only

- 34. The functions provided to maintained schools only are listed in Appendix 3, along with the levy per pupil that will be required to fund each of these services.
- 35. If maintained school members do not agree to the levy required for any of the services listed, the funding and associated responsibilities for providing this service will be delegated to schools.

Do maintained Schools Forum members agree to the levies per pupil presented in Appendix 3 to fund the costs of the associated services?

Report author:

Author's Name: Will Wilkes
Ext. No.: 01785 278157

Further Information on Areas Affected by the Schools Forum Vote on De-delegation

Maintained Primary and Secondary Schools Only

Background

1. The arrangements set out in this note apply to **maintained primary and secondary schools only**.
2. Under the national funding arrangements the government want schools to have the opportunity to have as much funding and responsibility delegated to them as possible. Each year Schools Forum representative is required to vote to determine whether or not a range of costs currently met centrally will transfer to schools for you to manage yourselves. The budget for these costs would also transfer to schools on a formula basis.
3. The vote is taken by maintained schools representatives only, as academies automatically have the funding and responsibilities for these areas. The vote is binding by phase – so for example if primary school representatives voted for the budget for one of the headings to be delegated then it must be delegated for all primary schools.
4. This note sets out some further information on the affected areas. Budget values are indicative and represent the total for primary and secondary schools, including academies.

Insurance (£2.132)

5. Maintained Schools currently receive their insurance provision from the Risk Protection Arrangement (RPA) provided by the Department for Education. Insurance cover provided includes:
 - a. Material Damage
 - b. Business Interruption
 - c. Employers' liability
 - d. Third party liability
 - e. Governors' liability
 - f. Professional indemnity
 - g. Employee and third party dishonesty
 - h. Money
 - i. Personal accident
 - j. UK travel
 - k. Overseas travel
 - l. Legal expenses
 - m. Cultural assets
6. If this area is delegated, schools will have a choice to purchase their insurance cover from the RPA or seek an alternative arrangement from another provider.
7. Schools would be required to ensure that any external arrangements meet the authority's minimum standards of cover. The County Council would also need to assure itself that the cover was compliant. A small administrative fee will therefore be charged to any school opting to insure with another provider.
8. Most providers would offer cover over a long term arrangement, say 3 or 5 years. Insurers will normally offer a discount for long term arrangements. Agreements over longer periods would mean that for most schools a full tender procedure would have

to be carried out in order to be compliant with schools procurement regulations. The current RPA policy runs until the 31 March 2022, and therefore, if schools opt for delegation they would need to commence a procurement exercise in good time to ensure that cover was in place by 1 April 2022.

9. Under a delegated arrangement wherever schools purchase their cover from, the premium rates would normally include up to 5 years claims history for each individual school.
10. It is likely that the cost of insurance would be higher if procured at individual school level due to loss of economies of scale experienced by the RPA.

Maternity pay (£2.199m)

11. At present, episodes of maternity leave for school teachers are funded centrally from the schools' budget. An individual school therefore need only consider how they replace the teacher on maternity leave. Costs are recorded at individual school level.
12. This is an unpredictable budget and under a delegated arrangement schools would be responsible for meeting all the costs associated with an episode of maternity leave.
13. The impact of this may be greater for smaller schools where one staff member comprises a larger proportion of the workforce and the potential cost of maternity pay. Schools should also consider the possibility of there being multiple maternity episodes within the same year.
14. In the event that this particular item was delegated schools may wish to consider schemes from other providers which offer an insurance arrangement.

Union duties (£0.202m)

15. Following the report to Schools Forum in October 2015, 80% of the fund will cover the following four professional teaching associations:
 - a. Association of School and College Leaders (ASCL)
 - b. National Education Union (NEU)
 - c. National Association of Head teachers (NAHT)
 - d. National Association of Schoolmasters Union of Women Teachers (NASUWT)

The remaining 20% of the fund will support the Green Book Support Staff Trade Unions.

16. The budget provides funding to enable association representatives to work with the Local Authority on developing policy and related matters. It also provides for Association representatives to support individual colleagues in disputes or other employee related matters.

School Specific Contingencies (£0.575m)

17. This budget provides a safety net where unanticipated and significant costs occur, which it would not be reasonable for the school to meet. At present staff suspensions are covered from this budget, as are significant teacher pension arrears which can run

to several thousand pounds. Other examples could include where a school has been presented with a significant utility bill or emergency premises works.

18. Under a delegated arrangement, individual schools would be responsible for meeting the full cost of such events. The impact of this is likely to be greater for smaller schools.

Support for ethnic minority pupils or under-achieving groups (£1.196m)

19. This budget covers both the funding devolved to individual schools through the locally agreed formula, which is the majority of the funding, and the MEAS team. Under a delegated arrangement the services currently provided to schools through the MEAS team would have to be offered on a traded basis, where charges to individual schools reflected the actual cost of delivery to that individual school. The funding currently devolved to schools through the local formula would also cease. Instead schools would receive a formula allocation using the government permitted formula basis which would not target resources in the same way.
20. The government framework allows a maximum period of targeting resources to EAL pupils of their first three years within the English school system. However, it often takes pupils much longer than this to acquire the academic language needed for success in national tests and assessments. The locally agreed formula uses a different basis to allocate funding to schools and takes account of under-achieving groups as well as EAL pupils, as not all EAL pupils attain lower than the indigenous population. In this way it targets funding at under-achieving groups much more closely than the national framework would allow.
21. Whilst the number of EAL pupils currently in Staffordshire secondary schools is relatively low the number is increasing rapidly in the lower age groups and without sufficient support these pupils are likely to arrive at secondary schools behind their white British peers.
22. In the event of delegation the funding currently allocated to individual schools would not be automatically protected through the MFG since it is outside the delegated budget.

Licences and Subscriptions (£0.710m)

23. A number of licences are currently funded centrally on behalf of schools. These include:
 - a. Consortium of Local Education Authorities for the Provision of Science Equipment (CLEAPSS) Subscription
 - b. My Finance licences
 - c. SIMS annual maintenance charge
24. Forum members agreed to extend the existing SIMS contract for 5 years (until 31/03/2024) at the July 2018 meeting.
25. The County Council currently benefits from bulk-purchasing and real costs for individual schools are likely to be higher because of the additional administrative burden placed on both the licensing agency and schools.
26. Schools could incur penalties directly if they failed to renew their licences.

Behaviour Support Services (BSS) (Primary phase schools only, £0.529m, already delegated for secondary schools including middles)

27. Schools need to consider the time, resources and expertise required to undertake behaviour support type interventions directly. In addition, the BSS brings the objectivity of a team not directly employed by the school. De-delegation ensures that early intervention is not neglected. If schools/settings have unlimited, universal access to support and advice, they are more likely to request it at an early stage, therefore having a greater impact and reducing the likelihood of difficulties escalating.
28. The current BSS team consists of specialist qualified staff providing high standards of service. They are able to meet the needs of a large County despite relatively low staffing levels. There is a risk that access to specialist staff will be lost if the service is delegated or schools choose to manage their own risk.
29. Meeting the needs of all vulnerable children and young people in a community requires schools not only to be effective individually, but also to collectively consider needs and resources across an area to ensure that vulnerable children or young people have a school place that meets their needs, including taking collective responsibility for the education of children at risk of exclusion or permanently excluded pupils.
30. The Behaviour Support funding may already have been allocated when pupils are permanently excluded from one school but then placed in another school.
31. There is also the risk of delay in securing support leading to an escalation of the difficulties and making successful remediation more difficult, lengthy and expensive (both monetarily and in terms of educational outcomes for pupils).

Assessment of eligibility for Free School Meals (£0.093m)

32. Under delegation schools could buy into a Service Level Agreement with the Staffordshire Free School Meals Entitlement Checking Service, or make their own arrangements to handle all aspects of free school meal claims without any assistance from the Authority
33. Schools who buy into the SLA have access for their parents to make applications through our online form which gives an instant yes or no response and carries out rechecks on those not found as entitled. The service confirms initial and ongoing entitlement, applies the present entitlement criteria as a result of the introduction of Universal Credit and the transitional protection for claims announced by the government, and will also apply the necessary changes when the transitional protection ends. The service also manages all contact with parents to resolve any issues and a web-based reporting system is provided for schools to access reports for their claim information. Schools admissions and pupil premium information is also used to move claims between Staffordshire schools or identify those who may be entitled for schools to target for an application to be made.
34. Schools who do not buy into the service must make their own arrangements to handle all queries and communication with parents, applying the law and any changes to that law as they occur. They would also need to identify themselves any new pupils who are or may be entitled to free school meals.

Responsibilities Local Authorities hold for all schools

	2021/22 Amount (£)	2022/23 Amunt (£)
Statutory & Regulatory Duties		
Director of Children's Services and personal staff for Director (Sch 1, 20a)	109,546	111,737
Planning for the education service as a whole (Sch 1, 20b) & Admissions	1,215,276	1,239,582
Revenue budget preparation , preparation of information on income & expenditure relating to education, and external audit relating to education (sch1, 20d)		
Administration of grants (sch 1, 20e)	462,563	471,815
Authorisation and monitoring of expenditure not met from schools' budget shares (sch1, 20fi)		
Formulation and review of local authority schools funding formula (sch 1, 20g)		
Internal Audit and other tasks related to the authority's chief finance officer's responsibilities under section 151 of LGA 1972 except duties specifically related to maintained schools (Sch1, 2i)	55,065	56,166
Standing Advisory Committees for Religious Education (SACREs) (Sch 1, 24)	9,884	10,081
Total Statutory & Regulatory Duties	1,852,334	1,889,380

Education Welfare		
Statutory Education Welfare activities	506,155	516,278
Total Education Welfare	506,155	516,278

Asset Management		
General landlord duties for all buildings owned by the local authority, including those leased to academies.e.g. checking that statutory compliance testing has been completed annually	218,223	250,829
Total Asset Management	218,223	250,829

Overheads		
Legal Services related to education functions (sch1, 20u)	236,171	240,894
HR Overheads	65,706	67,021
Total Overheads	301,877	307,915

Other Ongoing Duties		
Licenses negotiated centrally by the Secretary of State for all publicly funded schools (sch2, 8) This does not require schools forum approval	650,473	663,483
Maintenance & Servicing of Schools Forum	12,869	13,126
Total Other Ongoing Duties	663,342	676,609

Total Ongoing Education Functions	3,541,931	3,641,010
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Total amount included within provisional Central Schools Block allocation for ongoing functions	3,583,187	3,920,740
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Responsibilities Local Authorities hold for Maintained Schools

	2022/23 Amount (£)	Amount per pupil 2022/23 based on Oct 20 Census (£)	2021/22 Amount per pupil (£)
Regulatory Duties			
Functions related to local government pensions and administration of teacher's pensions in relation to staff working at maintained schools under the direct management of the head teacher or governing body (Sch 1, 20m) Transaction costs of administering compensation benefits	45,000	1.38	1.25
Compliance with duties under Health & Safety at Work Act (Sch 1, 20s)	22,663	0.69	0.68
Establish and maintaining computer systems including data storage (Sch1, 22)	200,000	5.54	5.54
Appointment of governors (Sch1, 26)	30,328	0.93	0.91
Total Regulatory	297,990	8.54	8.38
Asset Management			
Management of the LA's capital programme including preparation and review of an asset management plan, and negotiation and management of private finance transactions (Sch1, 10a)	103,011	3.15	2.88
Monitoring national curriculum assessment			
Statutory Monitoring of national curriculum assessments (Sch 1, 23)	129,976	3.98	3.90
Asset Management			
Statutory landlord duties for all maintained schools (Sch 1, 10a (section 542 (2) Education Act 1996; School Premises Regulations 2012) including compliance testing for water, gas, electricity and asbestos. This budget was previously held centrally but was delegated to schools at December 2016 Schools Forum	890,033	27.24	27.24
Premature retirement and redundancy			
Dismissal or premature retirement when costs cannot be charged to maintained schools (Sch1, 25) This budget was previously held centrally to meet 30% of redundancy costs but was delegated to schools at the December 2016 Schools Forum	250,000	7.65	13.31
Total General Duties	1,671,010	50.56	55.71

Schools Forum – 8th November 2021

High Needs Block update

Executive Summary:

- The forecast outturn for the 2021/22 High Needs Block is £7.5m overspend.
- At the end of the last financial year the DSG reserve went into deficit by c £2m and will deepen given the expected overspend in 2021/22.
- Significant additional Government funding next year will see Staffordshire's High Needs Budget increase to £110m (c 9%). However this is insufficient to close the gap and it is likely that a further overspend will arise in 2022/23.
- The transformation and implementation of the revised SEND operating model, supported by the new SEND strategy, is expected to provide a more sustainable model. However this will take time to impact.
- A 'deficit recovery' was previously approved by Schools Forum earmarking surplus Growth Fund money to contribute to the DSG reserve; it was agreed this should be reviewed annually and further action taken if necessary
- Given the continuing SEND demand, and growing deficit, schools forum are being asked to approve the transfer of 0.5% funding from schools block for high needs in 2022/23.

Recommendations:

That Schools Forum notes:

1. the High Needs Block budget 2021/22 and latest forecast outturn
2. the latest budget assumptions 2022/23 and going forward
3. Notes the outcomes of the Council's consultation with schools regarding the 0.5% funding switch in 2022/23.
4. That Schools' Forum agrees to the 0.5% transfer from Schools' Block of the DSG to the High Needs Block (HNB) in 2022/23.

Report of Deputy Chief Executive and Director for Families and Communities

Background

5. The financial risk of the High Needs Block has been a standing agenda at Schools Forum. The increase in demand on the High Needs Block has been reported regularly. Pressures on the High Needs block are on going due to the continued increase in a range of areas. These include:
 - Additional needs requests
 - Increase in pupil numbers requiring EHCPs,
 - Extension of age group to 25 for those with EHCPs,

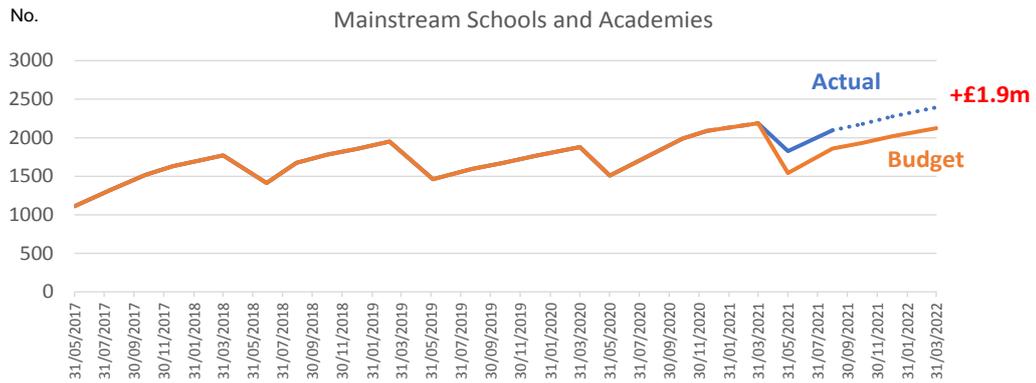
- Increase in independent placements and costs,
- Increase in Matrix funding for special schools,
- The funding of increased numbers of pupils educated 'other than at school'.

- Budget 2021/22 and Forecast

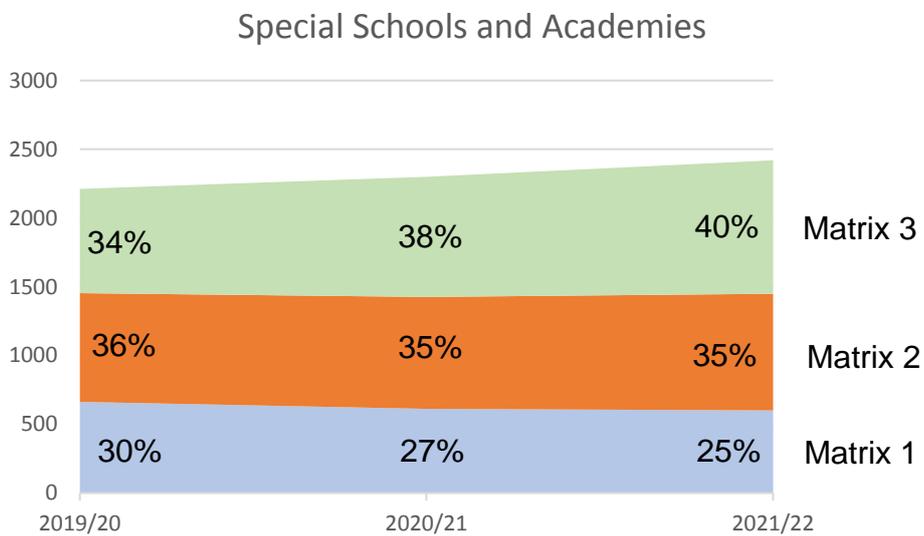
6. For Staffordshire the High Needs budget 2021/22 is £101.0m; an increase of £11.6m compared with 2020/21 (13%). There has been no transfer of funding from the Schools Block this year to supplement the SEND budget.
7. Whilst the additional Government funding is recognised, rises will only keep pace with rises in cost / demand and this is insufficient to close the gap. Last year was severely impacted by the development and resolution of the backlog in EHCP assessments and we are now only this year seeing the full year impact of those additional EHCPs – accordingly the forecast overspend this year is circa £7.5m (a more detailed overview of the High Needs Block budget is provided within Appendix 1):

High Needs Budget	Budget 21/22 £m	Outturn £m	Over / (Under) spend £m
Planned Places	32.0	32.0	0.0
Top Up Budgets	35.9	39.8	3.9
<u>Non Top Up Budgets</u>			
Independent Schools (Mainstream & Special)	18.2	23.0	4.8
Alternative provision (inc Hubs)	3.4	2.5	(0.9)
Post 16	4.4	4.0	(0.4)
Other	7.1	6.9	(0.2)
Total Net Spend	101.0	108.2	7.2
Total Funding	(101.0)	(100.7)	0.3
Net Outturn	0.0	7.5	7.5

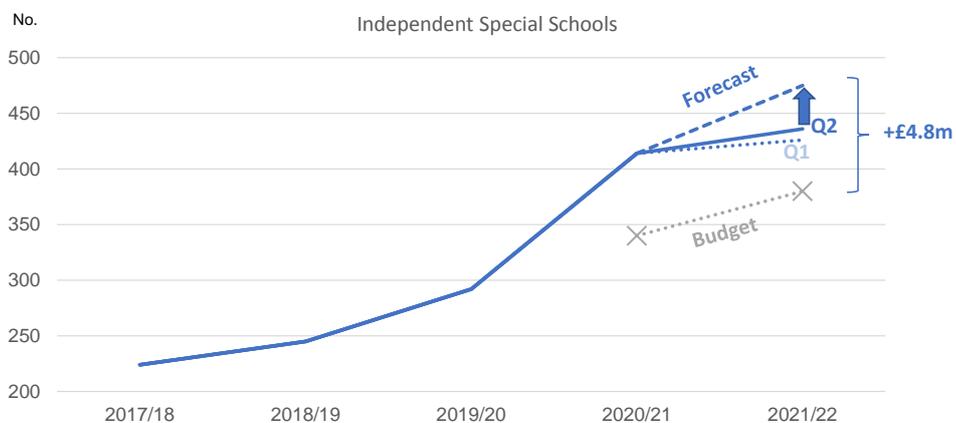
8. Key variances arising
- i. An overspend of c £3.9m against the school 'top up' budgets including:
- a rise in the number of children with EHCP/AEN support in Mainstream Schools and Academies leading to a £1.9m overspend:



- An overspend of £2.3m in special schools and academies, arising as a result of both an increase in demand and a rise in the proportion of children with higher needs.



ii. An overspend of c £4.8m in Independent Special Schools

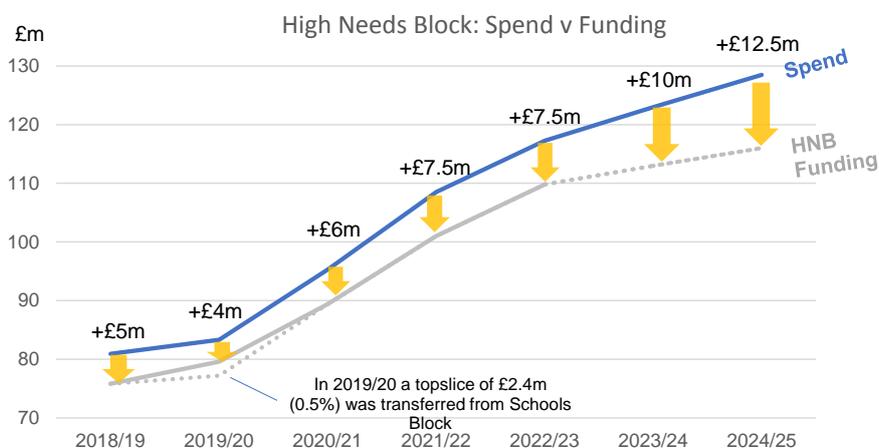


- Budget 2022/23 and Going Forward

9. At the last Spending review the government reaffirmed their commitment to increase the schools' budget by £7.1 billion by 2022-23, compared to 2019-20 funding levels. The Government has delivered the commitment and in 2022/23 – the last year of the Government's three year pledge – High Needs funding will increase by a further £780m (9.6%). This is in addition to over £1.5 billion increase over the last two years.
10. In 2022/23, based on initial estimates, Staffordshire's high needs budget next year will increase to c £110m (an increase of 9% compared to 2021/22).

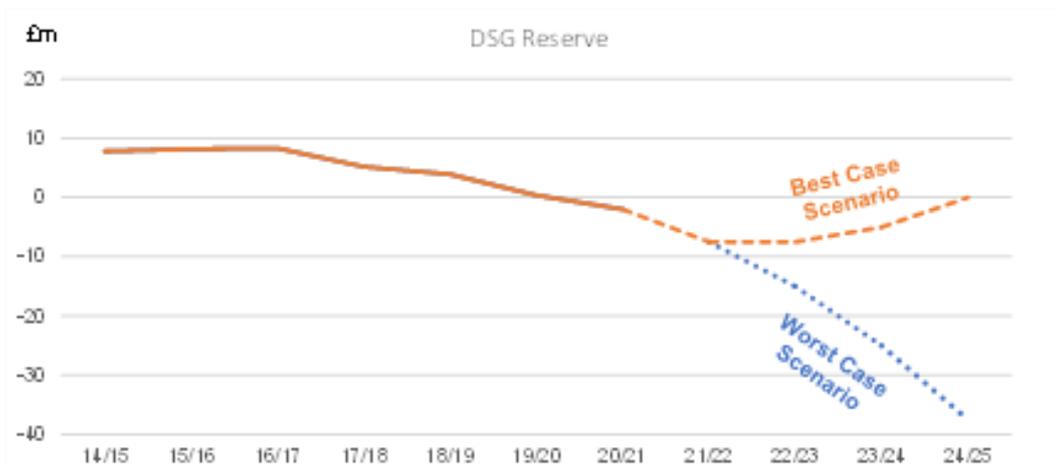
It is unrealistic to assume Government funding will continue to increase in line with recent years and the assumption is that, going forward, the High Needs Block will increase annually in line with inflation (cash flat in real terms).

11. Whilst the additional Government funding is recognised, increases in recent years have been passed on in full for the provision of SEND support; none has been used to repay historical deficits. As such rises have only kept pace with rises in cost and demand and have been insufficient to 'close the gap'. Indeed it is anticipated that a further significant overspend will arise next year and – left unaddressed – will continue going forward and likely increase annually:



- DSG Reserve and Recovery Plan

12. As a result of the on-going overspend in the HNB, over the last few years the DSG reserve has been fully depleted and at the end of last year went into deficit by c £2m. Given the latest forecast overspend 2021/22 that deficit is likely to increase this year and going forward until such time that the SEND transformation plan can impact.
13. This is key risk faced by the Council and is being monitored closely as part of its corporate finance and performance reporting and risk register. Staffordshire County Council is not alone in this difficult financial predicament – this is a position shared by the majority of Councils across the sector.



14. Schools Forum has previously agreed¹ a deficit recovery plan earmarking surplus Growth Fund money (after amounts have been used to fund NFF shortfalls and contributions to schools for in year growth²) for transfer to the Council's DSG reserve. In 2021/22 this is estimated to be c £1.5m but given the worsening financial position outlined above it is clear that further action is required.
15. The Council is restricted from applying its general resources to help support the High Needs Block. It is unlikely that any single action alone will be sufficient to mitigate the existing deficit, but this will only be addressed through a combination of interventions:
- i. Delivery of the existing SEND transformation plan
 - ii. Continued retention of surplus Growth Fund money (while this remains an option)
 - iii. Transfer of funding from the Schools Blocks (0.5%)
 - iv. Lobbying Government for additional funding
- 0.5% Funding Switch (Schools Block to High Needs Block)
16. Whilst SEND Transformation is expected to reduce pressures in this area over time, this is unlikely to have a significant impact in the short term. Given the existing DSG deficit, it is essential (indeed required) that the Council takes action to mitigate as far as possible the increasing financial pressures in this area.
17. The Schools revenue funding 2022 to 2023 Operational guide, issued in July 2021 by the Education & Skills Funding Agency (ESFA), confirmed that local authorities may transfer up to 0.5% of their schools block funding into another block, with the approval of their schools forum:
- “The schools block is ring-fenced in 2022 to 2023, however local authorities are able to transfer up to 0.5% of their schools block funding into another block, with the approval of their schools forum....Local authorities wishing to make a transfer should also consult local maintained schools and academies, and the

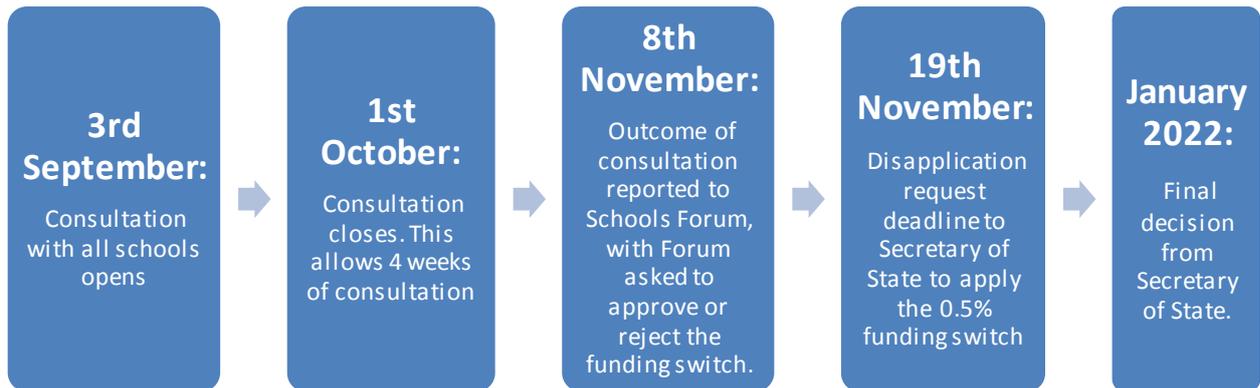
¹ Schools Forum 15th October 2020

² In accordance with the Councils' Growth Fund Policy

schools forum should take these views into account before making their decision.”

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1003631/Schools_revenue_funding_2022_to_2023.pdf

18. In order to make a transfer of budget from the Schools Block to the High Needs Block, the Council must consult with all local maintained schools and academies, so that the schools forum can take into account the views of all schools before deciding whether to approve or reject the funding switch.



19. The total amount that would be top sliced would be determined by the 2022/23 allocations confirmed in December 2021. However, based on latest forecasts, it is expected that this would be in the region of £2.8m. Importantly, latest guidelines also require local authorities to set a Minimum Funding Guarantee of between +0.5% and +2%. This means, on a per pupil basis, next year the schools’ individual budgets will increase by at least 0.5% even after this funding switch has been applied.

School Consultation

20. At the meeting of the schools forum on 15 July 2021, members were notified of the proposal to enter into consultation with schools and academies on the 0.5% funding switch to HNB in 2022/23. The consultation (see Appendix 2) commenced on Friday 3 September and closed at 5pm on Friday 1 October 2021. This allowed four weeks for schools to respond³.

The result of the consultation is as follows:

	Positive	Negative
Total responses received	6	33

Further details and supporting commentaries are available at Appendix 3.

21. The view of schools is largely opposed to the transfer (see above) but on a disappointingly low sample (response rate of only 10.5%).

³ Due to the poor initial response rate (only 9 out of 370 schools) the consultation was subsequently reopened for a further week 15th – 22nd October

22. Given the existing deficit, and lack of available reserves to manage financial risk, it is appropriate that a transfer of 0.5% from the Schools Block to the High Needs Block is made in 2022/23. This will form a key part of the Council's deficit recovery plan.

We therefore request approval by Schools Forum to make the 0.5% switch

23. In the event of Schools Forum being against the switch then the Local Authority are entitled to make representation to the Secretary of State for the switch to take place (deadline for disapplication referrals is 19th November).

Report author:

Tim Moss, Assistant Director for Education Strategy and Improvement

tim.moss@staffordshire.gov.uk

01785 277963

Number 1, Staffordshire Place

Anthony Humphreys, Strategic Finance Business Partner

anthony.humphreys@staffordshire.gov.uk

01785 278219

Number 1, Staffordshire Place

Appendix 1 – Forecast Outturn 2021/22 (as at Quarter 2)

2021-2022 HIGH NEEDS BUDGET (as at Quarter 2)	Latest Budget	Forecast Outturn	Over/(Under) spend
	£m	£m	£m
Planned Places	32.0	32.0	0.0
Top Up Budgets	35.9	39.8	3.9
Staffordshire Special Schools and Academies	17.7	20.0	2.3
Staffordshire Mainstream Schools	13.1	15.0	1.9
Pupils in other LA Special & Mainstream Schools & Academies	2.1	2.0	(0.1)
Pupil Referral Units	3.0	2.8	(0.2)
Non Top Up Budgets	33.1	36.4	3.3
Independent Schools Mainstream	1.5	1.5	0.0
Independent Schools Special	16.7	21.5	4.8
Independent Hospital Fees	0.2	0.2	0.0
Early Years PVIs	0.1	0.1	0.0
Alternative provision (inc Hubs)	3.0	2.0	(1.0)
Education Other Than At School (EOTAS)	0.4	0.5	0.1
SEN Support Services	6.8	6.6	(0.2)
Post-16 FE Placements & Top-ups for ISPs	4.4	4.0	(0.4)
GRAND TOTAL	101.0	108.2	7.2
Funding	(101.0)	(100.7)	0.3
High Needs Allocation from Government	(101.0)	(100.7)	0.3
Transfers from other Blocks	0.0	0.0	0.0
NET FORECAST OUTTURN	0.0	7.5	7.5

Appendix 2: Consultation on the transfer of funding from the Schools Block to the High Needs Block 2022/23

The local authority will be making a request to Schools Forum in October for agreement to transfer 0.5% of the Schools Block to the High Needs Block. This is the amount specified by the DfE within the Schools Revenue Funding Operational Guide 2022/23. Under paragraph 280 of the document, in order to make a transfer from the Schools Block to the High Needs Block, local authorities should consult with all local maintained schools and academies, and the Schools Forum should take into account the views of the schools responding before making their decision.

The consultation will commence on 3 September and will close 5pm on 1 October 2021. This allows 4 weeks for schools to respond.

The reasons for this request to be made are as follows:

1. Funding transfers from the Schools Block to the High Needs Block have been permitted for a number of years and is the mechanism the majority of local authorities have followed in order to provide for increasing demands for support of pupils with special educational needs and disabilities. In 2019/20 Staffordshire County Council elected to make use of this power, authorised by the Secretary of State, for the transfer of circa £2.4m (0.5%). However, no further transfers have been made since that time.

In the Schools Revenue Funding Operational Guide recently published, the Government has confirmed that this mechanism will again be available in 2022/23.

2. In Staffordshire, over the last few years the movements between blocks have been:

	2018/19 £m	2019/20 £m	2020/21 £m	2021/22 £m
Schools	0.8	(1.6)	0.6	1.1
Early Years				
High Needs		2.4		
Central	(0.8)	(0.8)	(0.6)	(1.1)

In addition, Dedicated Schools Grant reserves have been utilised to support high needs expenditure as per the table below:

	2018/19 £m	2019/20 £m	2020/21 £m	2021/22 £m (forecast)
Contribution to High Needs	5.1	3.6	5.9	7.5

This has led to the level of reserves reducing from £5.2m at 1 April 2018 to £2m **in deficit** as at 1 April 2021. Pressure on the reserves has been alleviated by

underspends in other areas, otherwise the existing deficit would be significantly greater.

However, given the latest forecast overspend in High Needs for 2021/22 of £7.5m, it is expected that the DSG reserve will be £7.5m in deficit at the end of the current financial year (see below).

3. The pressures that led to these movements have been:

i. Numbers of children with SEND

There has been a significant increase in the number of children with SEND due to the extension of support to young people up to the age of 25. This has resulted in the demand for both post 16 and post 19 provision rising considerably.

ii. Complexity of need

The needs of children with special educational needs and/or disabilities are becoming more complex and this is driving increased financial pressures across the system. There is a shortage of local specialist educational provision to meet need, particularly in relation to Autism Spectrum Condition (ASC) and Social, Emotional & Mental Health (SEMH), and this is resulting in increased specialist placements with independent providers, some of which are located outside of the local area.

iii. Inclusiveness of the system

Mainstream schools report the increasing complexity of children's needs which is driving up the demand for more specialist education services. Many schools are facing financial pressures and do not feel they have the capacity to provide additional support to students.

We recognise that schools have pressures and difficulties in managing the support that pupils with high needs may present. The county council's transformation programme is working to deal with this by managing processes in a different way, but still recognising the funding constraints that schools and the local authority will need to deal with. In conjunction with this the local authority will be reviewing its own processes and procedures to ensure the optimum support continues to be given to schools.

iv. The SEND reforms

As well as the extension of support to cover children and young people aged 0-25, the reforms have raised the expectations of children, young people and their families. There is an expectation that young people will stay in education until they reach 25. Parental requests for specific high cost placements and tribunal decisions to support parental preference are further driving demands on the high needs block.

Over the previous five years, the number of pupils with EHCPs in Staffordshire has been increasing and has grown rapidly in recent years. In the 2021 SEN2 Census, there was a total of 6,056 EHCPs compared to 3,341 in 2014; an increase of 81% in seven years. The population has increased by 939 pupils (18%) compared to last year.

Budgetary pressures because of the SEND pressures

4. As with many other local authorities, Staffordshire is faced with a significant overspend on the High Needs Block (HNB).

The Minimum Funding Guarantee continues to apply to special schools (set at 0% for 2022/23) and prevents the school core funding levels (place plus top up elements) from reducing based on the same pupil numbers and profile of needs.

The increased demand for places within specialist provision through parental requests and SEND Tribunal decisions has resulted in an increase in pupils being placed in the independent specialist school sector. Over the last three years there has been an increase of around 85% in this school population, with an average cost of approximately £50,000 per placement per annum. A contributing factor to this growth is SEND tribunal rulings which are placing children at these schools. The cost of an independent specialist placement can cost up to circa £0.2m per pupil per annum and the overall cost in 2020/21 was £16.7m; up from £8m in 2017/18 and equivalent to a rise of more than 100% in just 3 years.

Schools report that, because of pressures on their budgets, due to a range of cost increases, including those for staffing, they find these pressures create difficulties in maintaining the notional SEND budget requirements. This is leading to a greater proportion of requests for EHC needs assessments.

5. This has led to the following changes in demand for special provision

Academic Year	Requests for EHC Assessments	EHC Assessments completed
14/15	609	321
15/16	889	562
16/17	1,052	620
17/18	1,125	694
18/19	1,320	899
19/20	1,243	1,155*
20/21	1,244	688

* reflects additional assessments completed as a result of the backlog

Year	Total Number of EHCP & Statements
Jan 15	3,400
Jan 16	3,631
Jan 17	3,933
Jan 18	4,456
Jan 19	4,835
Jan 20	5,117
Jan 21	6,056

Update on placement of pupils with EHCPs

6. There were 6,056 young people in Staffordshire for whom the authority maintained an EHC plan at January 2021. The majority of these pupils were placed in special schools (maintained and independent).

29.6% of young people aged 0-25 with EHC plans were placed in mainstream schools; this is notably below the national average of 39.9%, and of Staffordshire's statistical neighbours only Nottingham had a lower percentage. At the same time 47.3% of young people with EHC plans are taught in special schools, compared to 35.8% nationally.

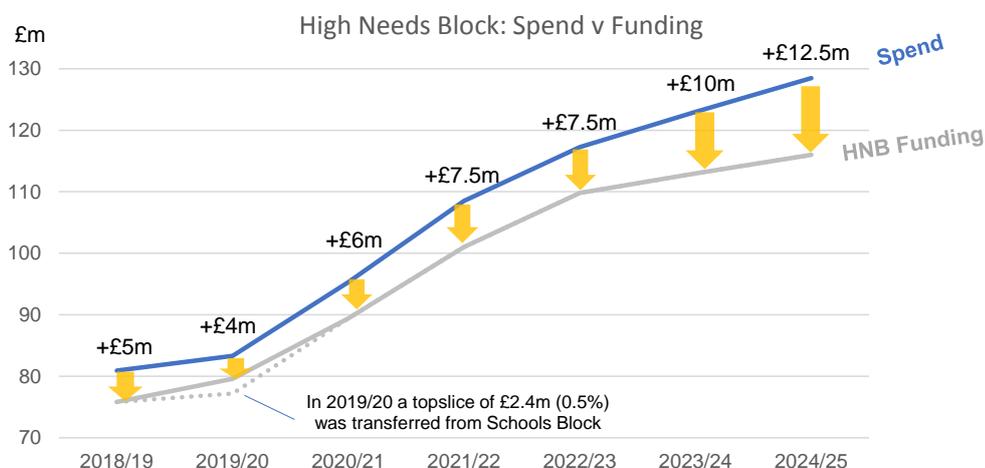
Staffordshire has the 3rd highest percentage of young people placed in special schools in comparison to statistical neighbours. The remainder attend colleges or other specialist provision.

Financial Forecast

7. The latest financial forecast is that, in 2021/22, there will be an overspend of c £7.5m (there was no transfer from schools block this year). This overspend will be charged against the DSG reserve which, at the end of 2020/21, was already c £2m in deficit. Staffordshire County Council is not alone in this difficult financial predicament – this is a position shared by the majority of Councils across the sector.

The Council, along with other councils across the sector, has been lobbying Government for additional funding in this vital area which, for several years, has been significantly under resourced. Positively the Government has recognised those pressures and has confirmed additional funding for High Needs Block in 2022/23 of circa £780m.

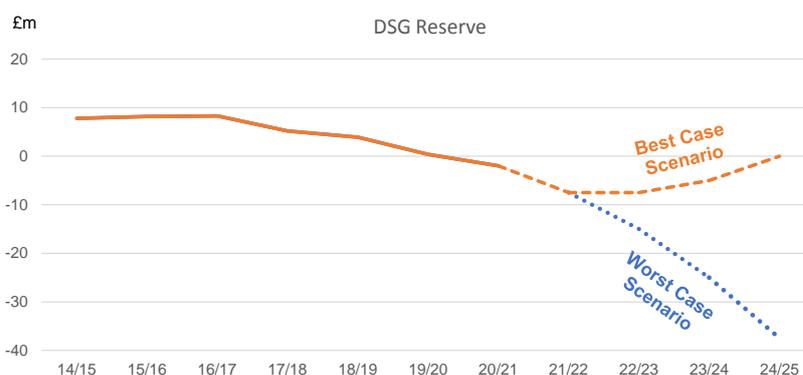
It is estimated that Staffordshire will receive c £110m HNB funding next year, around £9m extra compared to 2021/22. However this is insufficient and it is likely that going forward service demand and cost will continue to outpace future funding levels:



It is essential the Council continues to lobby Government to ensure i) that the extra money recently announced remains in place, and ii) there is a sustainable

funding model going forward that recognises the continuing increase in demand.

This is especially relevant given the level of reserves which, after years of underfunding, have now gone into deficit and no longer provide for any adequate financial resilience/assurance. Accordingly the Council must now take action and put in place a deficit recovery plan to manage this very significant financial risk:



SEND Transformation

8. The local authority has a strategic plan on how it intends to bring the High Needs Block to sustainable levels.

Developing Targeted Support

- The Local Authority is supporting a transformation project to create collaborative working between themselves and schools. As part of this project the LA, schools and other stakeholders, have established a locality based model - at a District level - enabling early intervention for the benefit of pupils who are identified as being in need.

Collaborative Working

- The local authority is working closely with independent providers, both existing and new, to identify cost effective provision for high needs placements that offers value for money and ensures good outcomes for pupils with SEND.
- Using the DfE SEND capital funding to:
 - Develop Resource Bases at Mainstream Schools for children EHCPs and SEN Support with Social, Emotional and Mental Health Needs and/or Autistic Spectrum Condition
 - Partnership working and co-location of specialist provision on mainstream sites
 - Increase capacity in specialist provision to reduce the need to access placements at Independent schools/out of county provision.

Partner Contributions

- The Council will continue to ensure a fair contribution is made from health and social care partners towards the cost of specialist places where appropriate.

Assessing the likelihood of a further request in 2023/24

9. As much of the HNB funding is committed to pupils and students in the system, the only opportunity of recovery is when the young person leaves the statutory system or there are reductions in costs as a result of a review. Therefore, recovery has to be phased over a number of years.
10. Whilst the Government has provided for significant additional funding over the last couple of years and in 2022/23, this is only keeping pace with the change in demand and is insufficient to bridge the underlying gap. Going forward there remains significant financial risk that i) the additional funding is subsequently removed / reduced and ii) that funding levels going forward fail to keep pace with increasing demand and cost.
11. Whilst SEND Transformation is expected to reduce pressures in this area over time, this is unlikely to have a significant impact in the short term. Given the level of uncertainty, and existing deficit position that is likely to further increase over the coming years, the 0.5% funding transfer from schools block to high needs block forms a key part of the Council's deficit recovery plan and it is therefore likely that there will be need for a request of a further switch in the following year and going forward (subject to Government permissions).

Impact on Individual school budgets

12. The total amount that would be top sliced would be determined by the 2022/23 allocations confirmed in December 2021. Based on latest forecasts, it is expected that this would be in the region of £2.8m.
13. The Schools revenue funding 2022 to 2023 Operational guide requires local authorities to set a Minimum Funding Guarantee of between +0.5% and +2%. This means on a per pupil basis, the schools' individual budgets will increase by at least 0.5% even with this funding switch.

Consultation

14. In order to make a transfer from the Schools Block to the High Needs Block, it is a statutory requirement that local authorities consult with all local maintained schools and academies and that the Schools Forum should take into account the views of the schools responding before giving their approval. The survey will only take a few minutes to complete and is available here:

<https://www.surveymonkey.co.uk/r/3SLBJ6R>

- **This survey is for mainstream schools only (Maintained and Academy) – please complete only one response per school**
 - The survey will be open until 5pm 1 October 2021

Appendix 3: High Needs Block 0.5% Transfer Consultation Results

Do you agree with the Local Authority's proposal to transfer 0.5% (estimated to be in the region of £2.8m) from the Schools Block to the High Needs Block to support the financial pressures being experienced in supporting pupils with high needs?

Phase	Yes	No
Infant	0	0
First	1	2
Junior	0	0
Primary	3	4
Middle	0	6
High	1	2
Secondary	1	19
Total	6	33
Percentage of responses	15%	85%

The response rate for the consultation was very low at 10.5% (39 schools responded out of 370).

Key themes from the supporting comments:

Agreeing with the proposal

- Increasing numbers of children with needs and/or in crisis
- Essential to support pupils with high needs
- Understand the rising costs of supporting this group of vulnerable pupils
- If schools are to provide the support needed to allow students with SEND to achieve their potential, funding is required for this.

Disagreeing with the proposal

- Continuing to transfer money from one struggling sector to another will only mask the chronic underfunding at government level.
- The pressure to fairly fund SEND should sit with DfE, not schools.
- Students require the financial stability and support needed for their education
- Transferring money from schools places additional pressure on school budgets in a continuing time of insufficient funding
- School budgets are already stretched and losing more funding will affect the learning of pupils
- The LA does not seem to be addressing the problems identified. We would be more open to agreeing to the movement between blocks if we had details of the savings planned and they were shared and reviewed each term.
- Do not agree with the way the LA spends the money

Schools Forum – 8 November 2021

Education Banding Tool

Executive Summary:

- To make Schools Forum fully aware of the proposals for consultation based on the work of the Education Banding Tool Implementation Group and to encourage Education Providers to respond. No decision is required.
- This is part of a solution for establishing education top-up funding linked to Education, Health and Care Plans (EHCPs) which are met from the High Needs Block (HNB). It is achieved through a single algorithm which is implemented across all sectors of education – mainstream, specialist provision and further education.
- The Education Banding Tool (EBT) will support **fair, equitable and consistent** funding mechanisms across education providers and localities. It is a needs-led tool rather than a provision based one and it is not about reducing funding but about making it fair across the system. It will remove the need for individually negotiated top-up funding with providers
- The alternative is to continue “as-is” with varying mechanisms we currently have in place to agree top-up funding for our EHCP pupils across the different education sectors and so will remove the current inconsistencies.

Recommendation

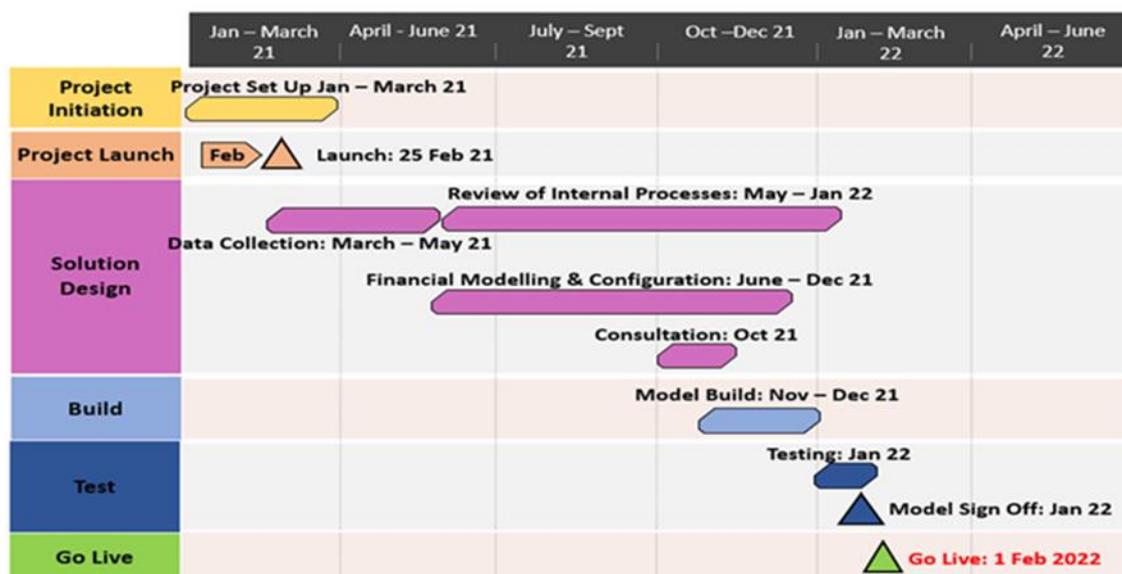
That Schools Forum notes:

1. The progress to date on the Education Banding Tool implementation and consultation which commenced 4th October and to close on 29th October 2021 therefore allowing 4 weeks for Education Providers to respond.

Report of Deputy Chief Executive and Director for Families and Communities

Background

2. Since last Forum progress on the implementation of the EBT has continued as per the agreed high-level plan detailed below



3. Throughout the implementation period, from February 2021 to date, there has been consistent and timely engagement and communications with our primary and secondary stakeholders (see below) and all slides and notes from the Steering Group and Implementation Reference Group meetings have been published on the [Local Offer](#)¹.

Primary Stakeholders	Secondary Stakeholders
<ul style="list-style-type: none"> SEND & Inclusion Performance Group SEND Senior Management Team SEND Locality Managers SEND Keyworkers Staffordshire Education Providers (Inc. Early Years) Skills & Employability Team Finance Business Partner Parents/carers Forum 	<ul style="list-style-type: none"> Cabinet Member for Children, Families and Community Safety SEND Partnership Group Families and Communities SLT Wider Families & Communities Workforce School Forum School Governors Wider Parents & Carers Other Local Authority Education Providers & Independent sector Health & other professional advice givers LMSCC (Teachers Unions)

¹ 592 hits to date which is 331 individuals and is the 8th most popular page of 268

Education Banding Tool Overview

4. There are 10 Band Levels within the EBT (Level 1 to 10). There are options for sub levels which can be utilised within each individual level (e.g. 'a', 'b', 'c' etc). It is proposed that sub levels will be applied for levels 8 and above to manage the varying level of complexity for Children and Young People (CYP) with higher levels of need.

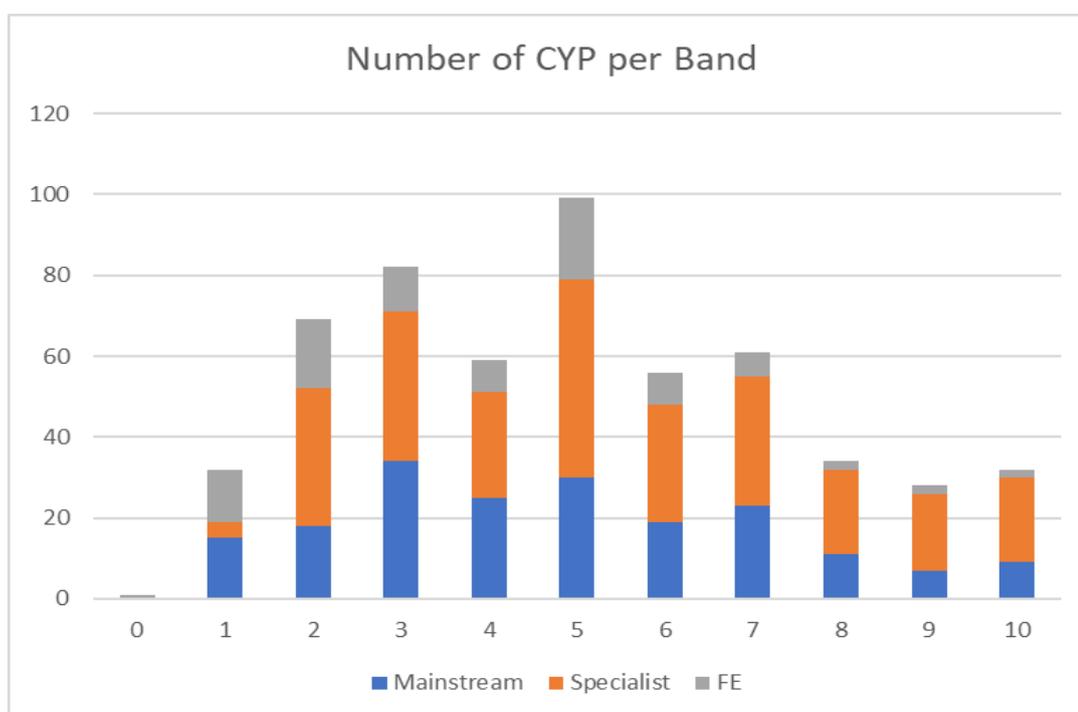
5. The baseline band is determined using the nine education areas recorded in the EBT Pupil Needs Profile (see below), which is completed using information contained within the pupil's EHCP. Each of the education areas are measured from the CYP being able to manage with little or no support to having constant difficulties and requiring continuous support. The education areas use a 0 to 4 scale with a total score (out of 36) across all nine areas:
 - Communicating well
 - Achieving potential for learning
 - Developing and enjoying recreation activities and community inclusion
 - Forming positive relationship
 - Maintaining emotional well-being
 - Dealing successfully with change and transitioning between education providers
 - Being independent with self-care
 - Being independent with mobility and motor skills
 - Managing behaviour

6. After calculating the initial baseline band, the EBT determines whether or not the band needs to be increased to ensure appropriate top-up funding is provided to account for some specific factors. The risk areas that are considered are detailed below:
 - The impact of sensory impairments and/or processing difficulties
 - The likelihood and/or impact of accidental or intentional harm
 - Support for social, emotional and mental health needs
 - Support to prepare for adulthood

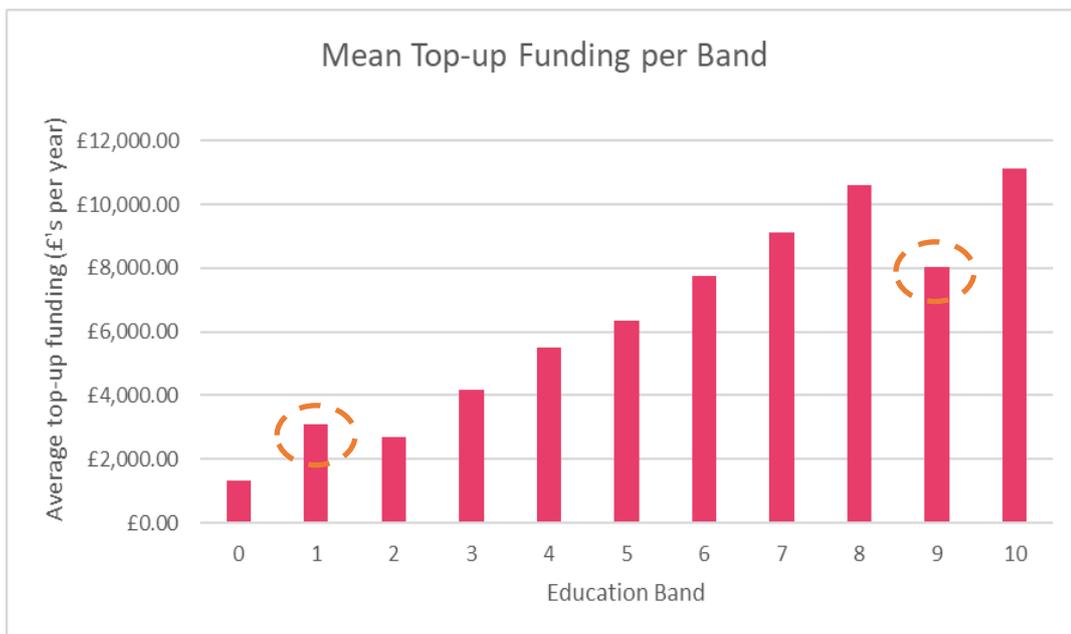
7. For each band the Local Authority has considered financial values and the use of sub levels which will allow for a fair and steady increase in top-up funding between levels, especially for those with higher levels of need. We will be seeking Education Providers views on financial values for each Band Level and the use of sub levels. The proposed levels as explained below have been established to ensure that the overall funding remains broadly in line with existing funding levels.

Pilot Data

8. The SEND Assessment Team completed the EBT Pupil Needs Profile for 600+ pupils with an EHCP (10% of our cohort) providing a 'pilot data set' to support financial modelling and configuration.
9. Imosphere undertook a data analysis of the relationship between the EBT and current top-up funding provision for the pilot data set. Their report provided an overview of the findings in the analysis areas and additional interpretation and recommendations.
10. Imosphere confirmed that the pilot data set contained a good sample of CYP with different levels of SEND and top-up funding provision from across our Education Providers. As expected, the band with the most CYP was Band 5, which typically tends to be CYP with a higher need in a mainstream provision or CYP with a lower need in a specialist provision. Please see graph below detailing the pilot data across the Band Levels.



11. The general trend was that as the Education Band produced by the EBT increased, so did the average top-up funding that was provided for this sample. However further investigations were undertaken to understand the instances where funding was disproportionate to the Education Band to support and inform the budget modelling stage e.g. as indicated at Band Level 1 and 9 in the graph below.



Progress to Date

12. The overall RAG rating for the EBT Project remains green as delivery against the plan (as detailed in paragraph 2 above) is on target, key project milestones have been achieved within the agreed timescales to date and the project risks and issues continue to be monitored, managed and made visible to key stakeholders, who are actively engaged on a regular basis.
13. A detailed Communication and Engagement Strategy and a Benefits Realisation Plan have been developed and approved by the SEND & Inclusion Programme Group. The development of the Benefits Realisation Plan was supported by an Education Provider survey during the summer term to obtain views on the current mechanism for agreeing top-up funding for pupils with an EHCP. This provided a baseline to enable us to measure the expected benefits post implementation.
14. Key decisions have been made following consultation with the Implementation Reference Group, which includes representatives across our Education Providers, Parent/Carers and the Local Authority and then agreement through the Local Authority's governance group, the SEND and Inclusion Programme Group. (See Key Decision section below - paragraphs 22-29).
15. Funding level principles to support the financial modelling and configuration stage of the EBT have been developed to support the values placed upon each Band Level and will form part of the consultation with Education Providers. (See Funding Level Principles section below - paragraphs 30-37).

16. A dedicated parent/carer workshop was held on 12th July 2021 and a further two workshops are planned on the 11th and 13th October 2021 to support their understanding of the EBT Pupil Needs Profile. Parent/Carers will not be consulted upon the use of the EBT as it will not impact the content of the EHCP, it is about the resource the Education Provider will receive to deliver the outcomes detailed within the EHCP.
17. Throughout the implementation period we have worked in partnership with EBT developers, Imosphere, to refine the EBT Pupil's Need Profile to ensure it works effectively for Staffordshire's CYP.
18. The Local Authority's internal systems in respect of the processes and pathways to support the implementation of the EBT will continue to be developed during the autumn term to ensure it aligns with the Children and Families System Transformation. The transformation aims to create one system that places children and their families at the heart of all we do. Where support is required for some families, access to this will be local, accessible and make a difference.
19. The [DfE High Needs Funding Guidance 2021-22](#) paragraph 254 states that *"Where a child or young person with SEN has relevant health or social care needs, these should be addressed within an EHC plan. Responsibility for securing the provision specified in the plan sits with the relevant statutory bodies: the local authority for education and social care provision [Section F & H], and either the Clinical Commissioning Group or (in some cases) NHS England for health provision [Section G]"*.
20. The EBT only allocates funding linked to an education need and within the pilot data, the EBT highlighted areas where currently education funding from the HNB has been allocated to Education Providers linked to an identified health need for a CYP. Considering the paragraph above, this issue was discussed at the SEND Joint Commissioning meeting on the 14th July 2021 where upon it was agreed with our Health colleagues that to address potential gaps in funding:
 - There would be a review of the Clinical Intervention Levels during the autumn term
 - that a pupil-by-pupil view is taken to ensure the health need is recorded within Section C² and provision detailed in Section G³ of EHCPs
21. Feedback throughout the project to date has been very positive regarding the way we have communicated and engaged with our stakeholders:

² Must specify any health needs identified through the EHC needs assessment

³ Must include any continued health input, advice or support and which health service/professional will provide it.

"I can say that of the education providers and parent governors invited to your EBT Reference Group meetings:

- we have had the benefits explained to us*
- we have a good idea how and when it will impact upon us*
- you have kept us well informed of progress*
- there is at least agreement that a simpler mechanism of SEN funding is necessary*
- we have all had many opportunities to contribute and to have our questions answered*
- we have had our voices heard and our concerns taken seriously"*

"feels like real progress in a well-managed and planned approach. Updates via Local Offer really useful"

"this is one of the best examples on the Local Offer of being open and transparent"

Key Decisions

22. The pilot data set that was used to support the budget modelling and configuration was selected to ensure we had the appropriate range of pupils across education providers, age and the four areas of need within the SEND Code of Practice (Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Emotional Health and Sensory and/or Physical).
23. Education Providers who attend the Implementation Reference Group were given the opportunity to complete the EBT Pupil Needs Profile for CYP with an EHCP from their provision. These were included within the pilot data set.
24. Following the pilot data set, the SEND Assessment and Planning Team have continued to complete the EBT Pupil Needs Profile for all new Education, Health and Care Needs Assessments to build their confidence in using the tool and to support its implementation.
25. The SEND Keyworkers will be completing the EBT Pupil Needs Profile by using the contents of the CYP's EHCP. SEND Keyworkers will receive in-depth training and guidance notes and a quality assurance framework will be developed to ensure consistency of practice across the County. EBT training will not be provided for the advice givers, who contribute towards a CYP's Education, Health and Care Needs Assessment, as their role is to provide their professional advice in line with statutory requirements.
26. Agreed a phased implementation approach from the go live date of 1st February 2022. This will apply to:

- all new ENCNA's from this date onwards
- all amended EHCPs where there is a significant change in need as identified through the annual review process
- all phased transfers

27. Agreement of which High Needs Budgets will be allocated through the EBT table below:

Funding to be allocated through Banding Tool	2021-22 Estimated Outturn £'000	Funding to remain outside of Banding Tool	2021-22 Estimated Outturn £'000
Staffordshire Special School Matrix Levels 1, 2 and 3	9.645	Staffordshire Special School Planned Places	33.830
Staffordshire Special School Exceptional Need (EN) Funding	2.960	Staffordshire Residential Special School Funding	1.833
Staffordshire Special School Early Years Enhancement (non 2-3yr olds) and KS4 Enhancement	1.180	Staffordshire Special School Early Years Enhancement (2-3 year-olds)	0.100
Staffordshire Special School School Specific (Minimum Funding Guarantee)	0.750	Staffordshire Special School Lump Sum	1.330
Staffordshire Special School Enteral Feeding	0.319	Staffordshire EHCP pupils placed in independent mainstream schools (fee element only)	1.500
Staffordshire mainstream pupils with an EHCP allocated AEN funding – including other Local Authority maintained, academy & independent schools	15.650	Staffordshire pupils allocated AEN funding but without an EHCP	0.350
Staffordshire EHCP pupils in Staffordshire and out of authority FE colleges & Post 16 Training Providers	1.600	Post 16 SPI	2.400
		Staffordshire EHCP pupils placed in other Local Authority special schools, academies, free schools and independent schools	23.490
		Staffordshire ASD Resource Bases	0.864
		Staffordshire mainstream schools AEN high level protection	0.300

28. The EBT Band Level will be included within the Draft EHCP and the Final EHCP within Section F.

29. The EBT Pupil Needs Profile will be shared with parent/carers and education providers at the Draft EHCP stage but will not form part of the EHCP as it is not statutory advice.

Funding Level Principles

30. The EBT allows the individual Local Authority to personalise the Bands by applying top-up funding amounts which are representative of the level of funding required to support the needs of CYP at each band within Staffordshire's identified HNB funding. This is achieved by using the data pilot evidence to support the LA's configuration decisions for each Band Level.
31. There will be different funding levels attributed to each band across specialist and mainstream Education Providers.
32. The funding value will be based upon a full-time education offer⁴ and the value will be adjusted accordingly for any placement on a part-time basis or with reduced guided learning hours.
33. There will be no difference of funding between primary, secondary, post 16 and post 19 across specialist and mainstream providers as it is needs driven and not provision led. Element 1⁵ addresses the curriculum offer in a mainstream school and the special school planned place funding (Element 1 and 2⁶) addresses the curriculum offer in a special school with the small class sizes this funding enables.
34. However, it is acknowledged that due to statutory staffing ratios for early years pupils, there will be an additional funding allocation for CYP aged 2-3 years within a special school provider. It is proposed that this additional allocation will be paid as a funding enhancement at existing levels of the special school's early years enhancement of £2,442.47 per annum. This would not apply to early years mainstream providers as their core funding already addresses the required staffing ratios regardless of a pupils' SEND status whereas special school funding does not address this as it is a fixed £10k per place regardless of CYP age.
35. There will be an annual review of Band Levels and funding attributed, in partnership with Imosphere, to ensure they are appropriate and deliver minimum funding guarantee requirements set by government.

⁴ 32.5 hours per week will be assumed as a full-time education offer to ensure the full day is covered

⁵ Element 1 funding is the **Age Weighted Pupil Unit** (AWPU) – this money is given by the government via the Local Authority and pays for the basic costs for every child in the school regardless of any SEN. It's normally said to cover staffing and premises costs. It is sometimes called the "bums on seat" money

⁶ Element 2 funding is to **provide SEN support** that is additional to or different from the support that most other children get.

36. The EBT addresses an increase in funding linked to an increase in need and there is therefore a continuum of support
- View that Bands 1-4 would be in a mainstream provider (dependent on primary need).
 - View that Bands 5-8 would be in a specialist provider or SEND resource within a mainstream provider (dependent upon primary need).
 - Bands 9 and 10 would be moving towards independent specialist provider and therefore propose that Band 10 are of same value regardless of mainstream or specialist provider. In addition Band 10e should equate nearer to an average cost of an independent placement costs (circa £50k) therefore a top up of £35k.
 - Propose that from Band 8 onwards we use the sub-levels because the jump between the funding is greater and to cope with the higher complexity of need
37. It is noted, however that the EBT is not the decision maker on the type of education placement for a CYP but will support the decision making.

Budget Model Findings

38. Specialist Providers:
- The specialist placements within the pilot data provided a very strong profile of increased needs receiving increased top-up funding
 - There is currently a very large jump between the existing funding system in our special schools between the current Matrix Level 1 and 2 of £168 and £1,633 respectively to Matrix Level 3 of £8,521.
 - Propose EBT Band 1 equates to zero as the needs are low and can be met from the planned place funding and lump sum.
 - Propose EBT Band 2 equates to the current Matrix Level 1 £168. However, this is increased to acknowledge the funding which was previously allocated dependent upon enhancements and school specific funding.
 - Propose EBT Band 5 equates to the funding provided through the current Matrix Level 2 pupil of £1,633. However, this is increased to acknowledge the funding which was previously allocated dependent upon enhancements and school specific funding
 - Propose EBT Band 8c equates to the funding provided through the current Matrix Level 3 pupil of £8,521. However, this is increased to acknowledge the funding which was previously allocated dependent upon enhancements and school specific funding
 - Any Staffordshire resident pupil admitted to a Staffordshire special school or academy for an early intervention placement and does not have an EHCP will be funded at Band Level 5 . This is in line with our view that CYP on bands 5-8 would be in a specialist provision. It also

acknowledges that CYP placed on an assessment/ intervention placement have already been identified through the Early Years Forum as more complex and therefore requiring more specialist input.

39. Mainstream Providers:

- No strong conclusions could be drawn from the pilot data and the Band Level, which measured the level of need against their current number of hours allocated and funding. This was because in a high number of instances 20hours Teaching Assistant (TA) was the most popular rate allocated to pupils across each of the Bands.
- Propose that for mainstream providers, Band 1 equates to sufficient funding to support the cost of 10hours TA support. This has been calculated using the average salary term-time only rates⁷ which are higher than the current rate being used.
- CYP within a sixth form will have their banding adjusted to reflect the reduction in guided learning hours for a Post 16 Study Programme.

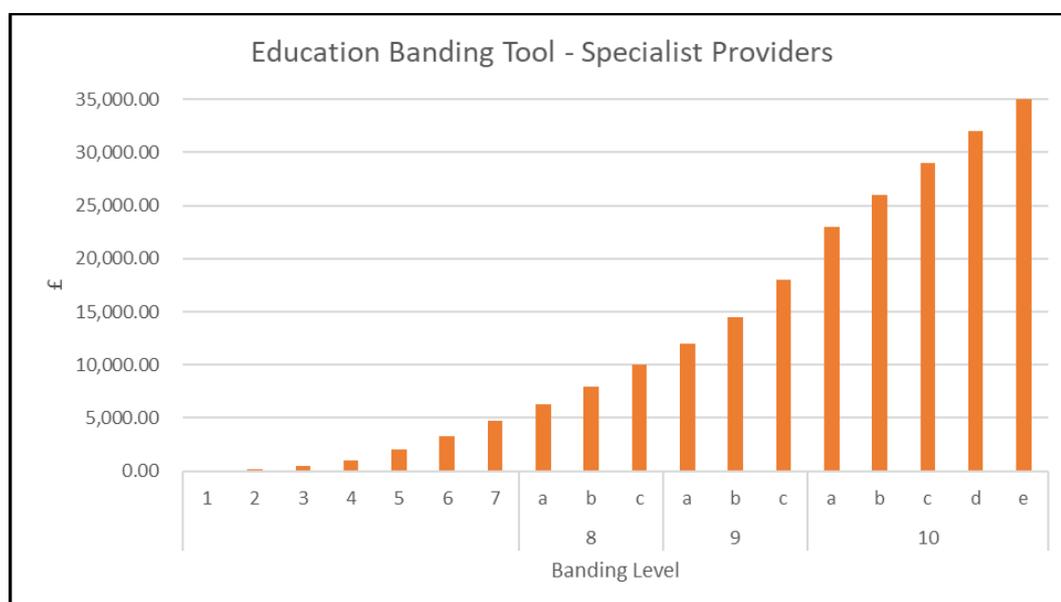
40. Further Education Colleges & Post 16 Training Providers:

- The pilot data demonstrated that a proportion of young people in FE provision with an EHCP do not receive top-up funding. This is mainly due to the FE provider being able to meet the needs of the young person within their Element 1 funding. Further investigation and consideration is required to understand and develop processes to ensure that financial modelling remains within the current HNB identified funding.
- For FE Providers, it is proposed that there are two banding types to differentiate between a Foundation or Mainstream placement within a FE.
- Consideration is to be given as to whether the proposed Band Levels for specialist and mainstream providers will be applied to Foundation and Mainstream FE placements respectively. However, we acknowledge there would be a value adjustment linked to guided learning hours for a post 16 study programme.

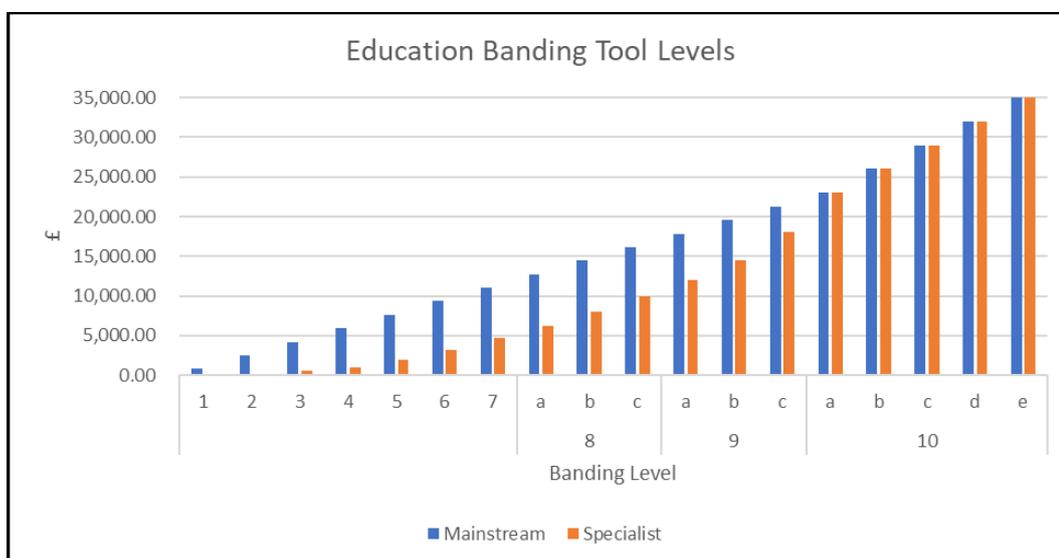
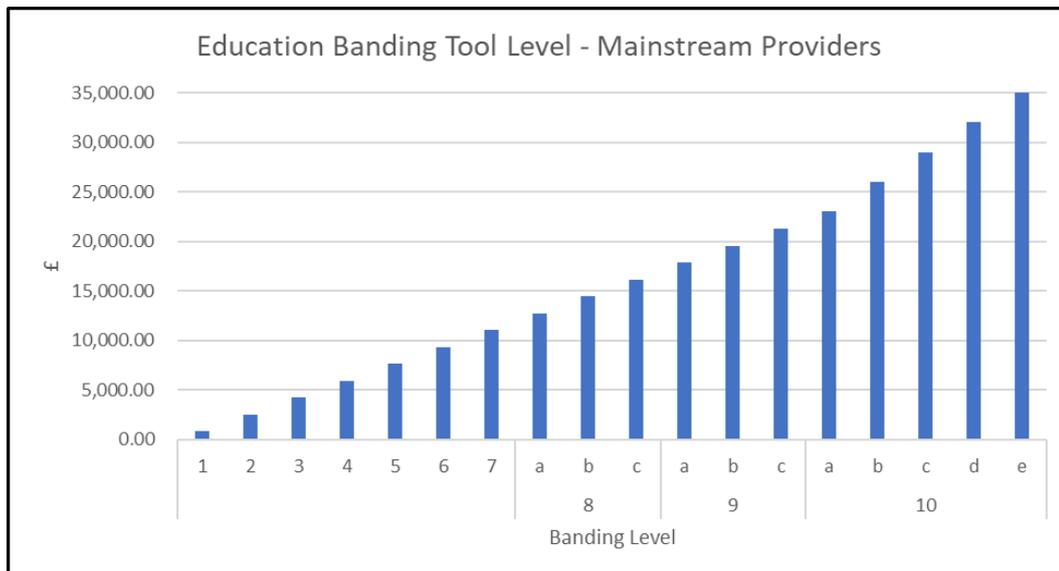
⁷ Term time including all on-costs (43.7wks pa) ranges from £20,521 to £23,753

41. The proposed Element 3⁸ top-up funding levels across each of the Band Levels are detailed below:

Band Level	Specialist	Mainstream
1	£0	£811
2	£200	£2,514
3	£500	£4,217
4	£1,000	£5,920
5	£2,000	£7,623
6	£3,250	£9,326
7	£4,750	£11,028
8a	£6,250	£12,731
8b	£8,000	£14,434
8c	£10,000	£16,137
9a	£12,000	£17,840
9b	£14,500	£19,543
9c	£18,000	£21,246
10a	£23,000	£23,000
10b	£26,000	£26,000
10c	£29,000	£29,000
10d	£32,000	£32,000
10e	£35,000	£35,000



⁸ Element 3 is the funding required over and above Element 1 and Element 2 funding to enable a pupil or student with high needs to participate in education and learning



EBT Override

42. It is acknowledged that there will be occasions when the funding attributed through the EBT may be insufficient to support the needs of the pupil. However, to ensure we retain the integrity of the EBT there will be an agreed list of circumstances when the EBT funding level can be overridden. There will be a strong governance established to support the Local Authority's decision making in relation to override and values and this list will be regularly reviewed and currently includes:

- Short term transition funding
- SEND Tribunal outcome
- Placement at Education Providers which are out of scope of the EBT e.g. ASD Bases, Independent specialist/school provider, Specialist Post 16 Institution (SPI) other Local Authority special schools, Free schools
- Communication Support Worker to be employed due to

- i. British Sign Language sign support of the curriculum
- ii. Modification of curriculum into Braille
- iii. Recent diagnosis with imminent loss of sight
- Risk of suicide and self-harm
- Serious safeguarding/sexualised behaviour/perpetrator behaviour
- Post-operative additional short-term support
- History of malicious accusations against staff
- High risk of significant/severe absconding (risk assessment in place)

Report author:

Author's Name: Lesley Calverley, Senior Commissioning Manager – SEND

Ext. No: 01785 278938

Room No: Staffordshire Place 1, Floor 1

List of background papers:

Schools Forum 14 January 2021 – Item 7 Education Banding Tool

Schools Forum 25 March 2021 – Item 8 High Needs Block Update

Schools Forum 15 July 2021 – Item 9 High Needs Block

Schools Forum Work Programme

There are a number of items the Schools Forum considers annually and these are set out in the work programme below.

The “Schools Forums: operational and good practice guide” (October 2013) states that:

Local authorities should as far as possible be responsive to requests from their School Forums and their members. Schools Forums themselves should also be aware of the resource implications of their requests.

Forum Members are therefore able to suggest an item for consideration at a future Forum meeting as long as it is within the remit of the Forum. Any request must be agreed by the Schools Forum before being included on the work programme. Each Forum agenda is set by the Chairman in consultation with the Director and the Clerk. The scheduling of items included on the work programme will therefore be agreed through this process and taking account of resource implications and agenda management.

Meeting	Item	Details
Autumn Term 8 November 2021	High Needs Block	Standard item
	Notices of Concern and Licensed Deficit Agreements	Standard item
	Primary Behaviour Support Services – 2020-21 Financial Year	Annual item
	Minority Ethnic Achievement Service (MEAS) 2020-21 Financial Year	Annual item
	Schools Budget 2022-23: De-delegation, Central Expenditure and Education Functions	Annual item
	Education Banding Toolkit update	As required

Meeting	Item	Details
Spring Term 13 January 2022	High Needs Block	Standard item
	Notices of Concern and Licensed Deficit Agreements	Standard item
	Update to the Staffordshire Scheme for Financing Schools & Procurement Regulations	General update if required
	Education Banding Toolkit update	As required
Spring Term 24 March 2022	Notices of Concern and Licensed Deficit Agreements	Standard item
	High Needs Block	Standard item
	Schools Budget Update	Standard item
Summer term 14 July 2022	High Needs Block	Standard item
	Notices of Concern and Licensed Deficit Agreements	Standard item
	Growth Fund	Standard item

Meeting	Item	Details
	Schools Budget 2020/21 Final Outturn	Annual item
	Update to the Staffordshire Scheme for Financing Schools & Procurement Regulations	General update if required
Autumn Term 20 October 2022	High Needs Block	Standard item
	Notices of Concern and Licensed Deficit Agreements	Standard item
	Primary Behaviour Support Services – 2020-21 Financial Year	Annual item
	Minority Ethnic Achievement Service (MEAS) 2020-21 Financial Year	Annual item
	Update to the Staffordshire Scheme for Financing Schools & Procurement Regulations	General update if required
	Schools Budget 2022-23: De-delegation, Central Expenditure and Education Functions	Annual item
	Education Banding Toolkit update	As required
Spring Term 12 January 2023	High Needs Block	Standard item

Meeting	Item	Details
	Notices of Concern and Licensed Deficit Agreements	Standard item
	Update to the Staffordshire Scheme for Financing Schools & Procurement Regulations	General update if required
	Education Banding Toolkit update	As required
Spring Term 23 March 2023	Notices of Concern and Licensed Deficit Agreements	Standard item
	High Needs Block	Standard item
	Schools Budget Update	Standard item
Summer Term 13 July 2023	High Needs Block	Standard item
	Notices of Concern and Licensed Deficit Agreements	Standard item
	Growth Fund	Standard item

Meeting	Item	Details
	Schools Budget 2020/21 Final Outturn	Annual item
	Update to the Staffordshire Scheme for Financing Schools & Procurement Regulations	General update if required
	Appointment of Chair and Vice Chair	Every two years

County Council Redundancy Policy	When there is something to report
Appointment of Chair and Vice Chair	Next due in July 2023 (every two years)

