

AGENDA



SCHOOLS FORUM

Date : Thursday 3 December 2015

Time : 4.30pm

Place : Badminton Road Offices, Ground Floor, Room 0012

Distribution

Members of the Committee

Dave Baker
Lisa Parker
Fr. Eugene Campbell
Mark Dee
Pauline Dixon
Paul Tanner
Steve Forecast
Mark Freeman
Amanda Fry/Lisa Williams
Kim Garland
John Goff
Geoff Howell
Janet Hoyle

Keith Lawrence (Chair)
Louise Leader
Jim Lott
Simon Bowker
Jane Millicent
Max Reed
Sara-Jane Watkins
Susie Weaver
Elizabeth Gibbons
Bernice Webber
Ann Reed (sub)
Will Roberts
Rhona Allgood

Appropriate Officers

Peter Murphy
Martin Dear
Susannah Hill

Councillors

Jon Hunt
Trevor Jones

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AGENDA

1	WELCOME AND INTRODUCTIONS	5 mins
2	APOLOGIES FOR ABSENCE	5 mins
3	EVACUATION PROCESS	5 mins
4	ANY OTHER ITEMS THE CHAIR DECIDES ARE URGENT	5 mins
5	MINUTES OF THE MEETING HELD ON 10 th SEPTEMBER 2015	5 mins
6	PRESENTATION BY EDUCATION SUPPORT PARTNERSHIP	15 mins
7	SHIELD ROAD PRIMARY SCHOOL – BREACH FUNDING	10 mins
8	SECOND QUARTER MONITOR REPORT: REVENUE AND CAPITAL 2015/16	10 mins
9	SCHOOLS FUNDING ARRANGEMENTS 2016/17	20 mins
10	THE STRATEGIC REVIEW OF SPECIAL EDUCATIONAL NEEDS	20 mins
11	EFA: SCHOOLS FORUM GUIDANCE	15 mins
12	SCHOOLS FORUM WORK PROGRAMME 2015/16	5 mins
13	ANY OTHER BUSINESS	5 mins

Department for Children, Adults and Health

**SCHOOLS FORUM
Thursday 10 September 2015
Badminton Road Offices**

PRESENT:

Rhona Allgood	Vice-chair, The Castle School Education Trust
Dave Baker	Executive Headteacher, Bradley Stoke and Abbeywood Community Schools
Mark Dee	Executive Head, The Park & Parkwall Primaries
Pauline Dixon	Governor, Our Lady of Lourdes, The Tynings, Charfield Primary Schools
Victoria Fitzgerald	Chair of Directors, The Olympus Academy Trust
Steve Forecast	Governor, The Crossways Schools Federation
Mark Freeman	Headteacher, St Michael's CS VC Primary School
Elizabeth Gibbons	C of E, Bristol Diocese
Geoff Howell	Governor, Patchway Community College, Barley Close and Callicroft Schools
Janet Hoyle	Headteacher, Watermore Primary School
Jim Lott	Governor, The Tynings Primary School
Lisa Parker	Headteacher, Warmley Park School
Ann Reed	Governor, New Horizons Learning Centre and Culverhill
Max Reed	Governor, The Ridge Junior School

Chair: Steve Forecast (in the absence of Keith Lawrence)

Councillor:

Officers: Martin Dear Head of Business Support
Susannah Hill Head of Education, Learning and Skills

Other Attendees:

Suzanna Hinnell	Interim Managing Director – Traded Services
Tamsin Moreton	School Finance Team Leader – Traded Services
Sarah Lovell	Cabot Learning Federation
Andrew Joyce	Cabot Learning Federation
John Wilmshurst	Cabot Learning Federation

1. WELCOME AND INTRODUCTIONS

Attendees were welcomed by the Chair.

2. APOLOGIES FOR ABSENCE

Fr. Eugene Campbell, Kim Garland, John Goff, Jon Hunt, Trevor Jones, Keith Lawrence, Jane Millicent, Susie Weaver

3. EVACUATION PROCESS

The Chair drew attention to the emergency evacuation procedure.

4. ANY OTHER ITEMS THE CHAIR DECIDES ARE URGENT

Steve Forecast was nominated as Chair in the absence of Keith Lawrence.

5. MINUTES OF MEETING HELD ON 2nd JULY 2015

ACTIONS OUTSTANDING – to be carried forward to the next meeting on 3rd December 2015.

(A) OUTTURN REPORT – REVENUE AND CAPITAL 2014/15 INCLUDING SCHOOL BALANCES AS AT 31 MARCH 2015

Agreed:

- 1) KL to write to schools with large surplus balances for more than two years, i.e. 8% for primaries and 5% for secondaries and encourage them to raise it with the Governors of the schools and ask if they have a plan to reduce the amount.
- 2) KL to contact Chipping Sodbury School and ask them to attend a future meeting of the School Forum in order to explain their large deficit balance and their plans to reduce the deficit to zero.
- 3) KL to set up a small group in order to determine the questions to be asked to Chipping Sodbury School
- 4) KL to write to the Trusts of South Gloucestershire Academy Schools in order to ascertain academy school balances. This to be an annual exercise.

(B) EFA: SCHOOLS FORUM GUIDANCE

Agreed:

- 1) For Members to individually to complete the self-assessment toolkit
- 2) Responses to be collated by KL and reported to the September meeting of the Schools Forum.

(C) SCHOOLS FORUM MEMBERSHIP, DATES OF FUTURE MEETINGS AND THE WORK PROGRAMME

Agreed:

- 1) KL to write to the current Early Years representative stating that under the terms of membership (section 5.4) of the Constitution their membership will be considered by the organisation they represent.

Dave Baker had been asked to nominate two Academy Secondary Governor Representatives, Jim Lott had been asked to nominate a Local Authority Secondary Governor Representative.

Agreed:

The remainder of the Minutes were agreed as a true record.

6. TRADED SERVICES UPDATE

Suzanna Hinnell, Interim Managing Director of Traded Services attended for this item.

Suzanna has been in post since May 2015 and has been focusing on delivering a better service to Schools. This has resulted in a delay transferring Traded Services to an arm's length company.

Consultation is taking place with all schools asking for feedback on what schools want and how Traded Services can improve the quality and create better partnership working. This feedback will be looking at new prices and new offers in November which will start on 1st April 2016.

On the 12th November 2015 Traded Services will be holding a launch day at The Grange Hotel, Winterbourne, where people can attend to discuss how traded services can work for schools.

A formal invitation will be sent to all schools and governors inviting them to this session.

The update was noted.

7. EDUCATION COMMISSION UPDATE

Dave Baker gave a presentation on the Education Commission update.

A copy of this presentation will be sent to all members of the Schools Forum. Attached to the minutes of the meeting.

The update was noted.

8. PRIMARY PHASE FUNDING - KING'S OAK AND BRADLEY STOKE ACADEMIES

It was reported that a small group of 3 members of the Schools Forum visited the two schools.

King's Oak is asking for £100,000 and Bradley Stoke Academy asking for £50,000 in the first year. It was recommended to agree to these amounts in the first year and for the next 3 years King's Oak would get £50,000 and Bradley Stoke Academy £25,000. The schools should adjust their spending plans accordingly.

Both schools were advised to look at other schools and review the situation and be invited back to see how the funding model is going.

Agreed:

- 1) **For the first year proposing that King's Oak receive £100,000 and Bradley Stoke Academy £50,000. For the subsequent three years Bradley Stoke Academy to receive £25,000 and King's Oak to receive £50,000 per annum.**
- 2) **The Schools Forum to approach the Director for Children's Services that any change to a School's designation comes to Schools Forum for any input.**

9. FIRST QUARTER MONITOR REPORT: REVENUE AND CAPITAL 2015/16

Revenue

MD reported that there is an anticipated overspend of £787,000.

There is a lot of pressure in the High Needs area, particularly post-16 placements where the EFA will not recognise any growth, so they will not give any growth funding. The allocation of funding is time lagged.

There is an SEN strategy. Susannah Hill will present the new SEN strategy at the next meeting of the Schools Forum on 3rd December 2015.

Capital

The capital programmes are being delivered, generally on time. Tender prices seem to be increasing so funding is getting stretched.

Agreed: Susannah Hill to present the new SEN Strategy on 3 December 2015.

10. ALLOCATION OF SCHOOLS BLOCK GROWTH FUNDING

There are ten schools where the Local Authority has authorised breaches for September 2015 of at least a form of entry.

There are three schools with primary sector provision opening in September 2015 each receiving £42,000 pre-opening setting up funding.

There are four schools eligible for additional academic year funding of £50,000 to cover diseconomies of scale and setting structures

The total proposed growth funding for financial year 2015/16 is £690,500. This paper proposes the allocation of £703,070.

Agreed: The Schools Forum approved the funding allocations.

11. CONSULTATION ON SCHOOL FUNDING 2016/17

The DfE has reviewed school funding arrangements for 2015/16 and a couple of minor changes have been made for 2016/17.

Consultation with Schools will include the following areas:

1. Primary Low Cost High Incidence SEN (prior attainment)
2. Varying Pupil Numbers
3. Minimum Funding Guarantee
4. Early Years Funding
5. High Needs Funding
6. Statemented Support High Incidence SEN Funding – Mainstream Schools

Agreed: The Schools Forum reviewed and agreed the proposed content of the consultation paper going out to schools.

12. EFA: SCHOOLS FORUM GUIDANCE

This item was deferred until the meeting on 3rd December 2015.

13. SCHOOLS FORUM WORK PROGRAMME 2015/2016

The Work Programme needs to be amended to include the decisions of this meeting.

Agreed: 2015/16 work programme agreed.

14. ANY OTHER BUSINESS

None

PRESENTATION BY EDUCATION SUPPORT PARTNERSHIP

Education Support Partnership have requested to given the opportunity to give a brief presentation to Members of the Schools Forum.

Please see below the information provided by Fran Brown:

'I am the Regional Development Consultant for EDUCATION SUPPORT PARTNERSHIP. We have renamed and rebranded recently, following a merge of Worklife Support, Teacher Support Network, and Recourse. We are a not-for-profit organization and have been going since the late 1880's when we originally started out as the Teachers' Benevolent Fund. We are also an independent voice for education in the UK.

At EDUCATION SUPPORT PARTNERSHIP we provide a wide range of services and programmes that improve and maintain the professional effectiveness of people, through focusing on their engagement and motivation. Our core purpose is to create a systemic step change in the wellbeing and effectiveness of the school workforce across the UK in order to establish the best possible conditions for the development and achievement of children and young people in schools. We have already worked in partnership with more than 4,000 schools across 80 local authorities. Some of our services include –

- Positive Workplace Programme
- Employee Assistance Programme
- Positive Workplace Survey
- Smart Training and Development.
- Headspace Programme for Headteachers
- Yourspace Programme for Deputy and Assistant Headteachers

We are able to customize programmes to suit the needs of the school or education organization.

The charity side of EDUCATION SUPPORT PARTNERSHIP directly supports vulnerable people working in or retired from education - over the years we have supported thousands of teachers who have found themselves in difficulty.

If you would like to look at our website on www.educationsupportpartnership.org.uk you will find more information there.'

Recommendation

Members of the Forum are requested to receive and consider the presentation.

SHIELD ROAD PRIMARY SCHOOL – BREACH FUNDING

A request to consider the funding at Shield Road Primary School has been received.

The paper received from Shield Road Primary School is attached at Appendix A.

This paper will be presented to the Schools Forum by the School.

Recommendation:

Members of the Forum are requested to comment and consider this report.

Submission to Schools Forum re breach funding at Shield Road Primary School
November 23rd 2015

Background

Shield Road was approached by the Local authority both before the 2013 OFSTED inspection and after it received it's grading of 'Good in all areas'

Tanya Smith met with the Head teacher and Chair of Governors on a number of occasions as well as presenting the case for a future breach of numbers in Reception at several Full Governing Body meetings. Feasibility studies also took place at the same time, and continue to take place now, in relation to a further proposal that the school might become two form entry, in the future.

Following, a number of long conversations, the school decided to breach in September 2015. The school was told that, if it increased its intake for September 2015 and September 2016, it could expect 30 extra children for each. Risks to these numbers were mentioned, but the school received reassurance that they should receive *approximately* these numbers.

A brand new, second Reception classroom was built co-joining a newly refurbished existing Reception classroom at a cost of £210,000. New washroom facilities, a shower room, raised flooring, new storage space and a new outdoor area complete with decked canopy, were built.

Work started after Christmas and the Reception children moved out of their classroom into the Art room to accommodate pre- building work.

The school recruited an additional Teacher and Teaching assistant on the assumption that it would receive a whole new class and also spent additional money on classroom furniture because the amount received was deemed insufficient to meet the needs of the children.

Shield Road currently has only 39 Reception children despite extensive publicising of the school, marketing and school promotion. The school is 21 children short of target.

Conclusion

The request to breach numbers came from the Local Authority and their plans to address the need for more pupil places in the local area. The school was extremely careful in its consideration of the proposal and had many meetings to discuss the pros and cons of the proposal. The school was informed that pupil projections were accurate up until the time that the new building was almost completed.

When the final numbers were confirmed at only 7 additional children, the school was told that the numbers should rise, due to late applications or people moving into the area, and to expect a minimum of 15 children. This has not happened.

The school remains in a financially insecure position.

Shield Road Primary is a successful school in which children make good progress. However, it remains a school with a significant number of children from families where there are multiple vulnerabilities. Financial insecurity will have an inevitable bearing on standards of achievement, provision for pupils and staffing.

J Mepham

Headteacher

Shield Road Primary.

Statement from Tanya Smith Planning and Policy Manager. LA

As part of its programme of expansion of primary schools in South Gloucestershire and in particular, pressure for places across Filton, the Local Authority asked Shield Road Primary School to consider a breach to their admission number of 30 to provide 60 places in September 2015. The request to breach was based on the pupil projections which indicated demand would exceed capacity of existing schools. A relatively small capital scheme was achieved at the school in order to facilitate the breach in numbers. While the number of first preferences exceeded the admission number capacity of local schools as expected (by approx. one class), the number of offers for Shield Road were below what was anticipated. Analysis indicates that parental preference is a factor. The Governing Body is working hard to engage with local parents and local pre-school and nursery providers to stimulate more interest in the school. Parents have been positive on visiting the school and the school's profile is benefiting from a marketing drive.

The pupil projections indicate continued demand for places in schools across Filton though demand for places in schools north of Filton is expected to dip in 2016. The Local Authority will continue to discuss the possibility of a future breach at Shield Road in order to maximise use of the current school site though clearly this will depend on future preferences and the financial stability of the school. Discussions are ongoing and the Governing Body continue to be cautiously supportive and committed to providing places for local children.

SECOND QUARTER MONITOR REPORT: REVENUE AND CAPITAL 2015/16

This report provides information on the forecast of the outturn for 2015/16 for the Dedicated Schools Grant and the capital budget.

It includes income and expenditure to the end of 30 September 2015 and known commitments at that date.

The DSG reported in this second monitor is £187.952m.

At this stage in the financial year the 2015/16 outturn for the DSG is an estimated £1.095m overspend position. Further details are provided in Appendix A.

The position with capital funding is that total scheme costs are within total budgets. There is an unallocated balance of £275,000 which is held in mitigation against future shortfalls within the capital programme and/or will be used to address other risks or urgent priorities. Further details are provided in Appendix B.

Recommendation

Members of the Forum are requested to comment and consider this report.

APPENDIX A

**EXTRACTS FROM CHILDREN AND YOUNG PEOPLE COMMITTEE REPORT:
4 NOVEMBER 2015**
REVENUE
DSG Funded Budgets

The current 2015/16 DSG budget including academies is £187.952m. Adjustments to the original allocations are set out below.

DSG Budget	Net £'000
Original Budget Allocation (December 2015)	186,372
EFA Adjustments (2015 1st Qtr.)	-127
- High needs block hospital transfer to Bristol City Council	1,707
- NEG Funding	
Total DSG	187,952

The DSG is forecasting an overspend position of £1,095,000, a £308,000 increase from the previous report. The forecast outturn for each service area within the DSG is summarised in the tables below:

DSG Blocks	DFE Funding £'000	Funding Transfer	Revised Budget	Projected Outturn £'000	Variance £'000
Schools Block	150,374	-1,640			
Primary & Secondary Schools & Academies			146,424	146,424	0
Central Items			2,310	2,310	0
Total Schools Block	150,374	-1,640	148,734	148,734	0
High Needs Block	25,935	1,640			
Allocated to Schools, Academies & Independent Providers			26,093	27,188	1,095
Central Items			1,482	1,482	0

Total High Needs Block	25,935	1,640	27,575	28,670	1,095
Early Years Block	11,643	0			
Allocated to Private Voluntary Independent Provides			10,510	10,510	0
Central Items			1,133	1,133	0
Total Early Years Block	11,643	0	11,643	11,643	0
Total DSG	187,952	0	187,952	189,047	1,095

Funding Transfer between Blocks

There was a funding transfer of £1,640,000 from the schools block to the high needs block. £575,000 relates to the special schools element of the additional £7.8m funding received and agreed by the Schools Forum. The remaining £1,065,000 is to fund demand led pressures within this area.

Schools Block

No change from the previous report. The schools block is currently reporting an estimated breakeven position at outturn.

High Needs Block

The high needs block is currently reporting an estimated overspend position of £1,095,000 at year end, a £308,000 increase from the previous report.

Statemented Support

No change from the previous report. There is an estimated Statemented Support overspend of £530,000. There have been a number of cases backdated which did not form part of the budget setting process and this has put additional pressure on the budgets for 2015-2016.

Post 16 Placements

There is an estimated Post 16 Placements overspend of £474,000, an increase of £217,000 since the previous report. £105,000 is due to two new high cost placements and £112,000 is due to the Council placing 28 students above the EFA funded place allocation at Stroud and Gloucester College. This has resulted in South Gloucestershire Council being liable for the place fee (£6,000 x 8 /12s) as well as the top up fee. There is uncertainty concerning the number and cost of Post 16 placements - more information will be available once students register with the Post 16 providers during September and October.

Independent and Non Maintained Special School Placements

There is an estimated Independent and Non Maintained Special School Placements overspend of £91,000, an increase of £91,000 since the previous report. This is due to six new placements (£177,000) minus a reduction of five placements contingency costs (£86,000).

Early Years Block

No change from the previous report. The early years block is currently reporting an estimated break even position at outturn. The key demand led areas are the two, three and four year old nursery education budgets. Actual uptake compared to budgeted uptake will require careful monitoring as the year progresses.

Any pressures on the DSG block funded budgets will be met from next year's funding allocations. It will not directly fall on the Council Tax payer.

APPENDIX B

EXTRACTS FROM CHILDREN AND YOUNG PEOPLE COMMITTEE REPORT: 4
NOVEMBER 2015

CAPITAL

Progress on current schemes

1. There are currently no significant scheme delays to report within the approved programme for the Department.
2. Appendix 1 lists the total approved scheme costs and details of spending for all projects with total scheme costs greater than £100,000.
3. The following table shows the summary of spending for 2015/16.

Budget (£'000s)	Forecast (£'000s)	Variation (£'000s)	Spend to 30 September 2015 (£'000s)
17,625	17,543	-82	10,151

Variations in Payments and Scheme Delivery

4. The annual budget has been set with regard to all current and foreseeable circumstances. It is likely that there will be some variation as a result of the effects brought about from design development, planning, consultation, tendering, contractor selection, challenges in delivery and unforeseen site conditions.
5. The spend forecast for the year will be monitored and reviewed and reported on at future monitors.

Variations in Total Scheme Costs

6. Variance on total scheme costs

	£'000
Approved Total Scheme Costs (Budget)	43,085
Current Forecast of Final Accounts	42,797
Variance on Total Scheme Costs at 30 September 2015	-288

7. As part of the 2016/17 budget setting report £1,200k was allocated to fund the provision of Additional Basic Need places for September 2016. There has been a review of the Basic Need requirement and a saving of at least £300k has been identified. It is proposed to move this saving in the Basic Need funding to the CYP Unallocated contingency in order to manage the current and future budget pressures (paragraph 20).
8. Mangotsfield - The final phase of extension work at Mangotsfield Primary are nearing completion and it is clear that the contingency of £300k within the scheme will not be required and can therefore be vired to the CYP Unallocated contingency.
9. In addition to building a new primary school at Emersons Green East (Lyde Green) it has been necessary to deliver an off-site reception class (as places were needed for September 2015) and a Resource base. The intention was for this project to be fully funded by the S106 funding, there are early indications that the total amount which will become due will not be sufficient to fund the project. As part of the 2016/17 budget setting report, £590k has been set aside to fund Urgent Responsive Work in future years, it is proposed to set aside this funding as there is no immediate demand to cover any shortfall in funding. A fund of £352k remains available for Urgent Health & Safety Works (paragraph 21), this can be carried forward if not allocated to schemes in 2015/16.
10. Beacon Rise - Works at Beacon Rise Primary have been on-going for a number of years involving complex demolition, extension and repairs and maintenance works carried out in numerous phases and contracts. Late additional works in the final phase to a party wall, existing stone retaining wall, existing drainage and to address health and safety issues with external play space together with small overspends in settling accounts for early phases have culminated in a predicted overspend of £191k. It is proposed to allocate funds from the CYP Unallocated Contingency to cover these additional costs.
11. EOTAS - Tenders has now been received for EOTAS. As pre-tender estimates predicted the tenders were over budget. This was mainly due to higher levels of building cost inflation than forecast at the time the budget was set and a more buoyant market, with some additional work required as a result of the condition of the existing building. Whilst opportunities for value engineering will be investigated it is likely that these will be minimal and therefore additional funding of £147k is likely to be required. It is proposed to allocate funds from the CYP Unallocated Contingency to cover these additional costs.
12. The Grange – In order to establish a budget, an initial assessment was made of the works required to convert part of The Grange to be a temporary school. Additional work was required to the sports facilities and to co-ordinate with the adjoining temporary Studio School. It is proposed to allocate funds of £50k from the CYP Unallocated Contingency to cover these additional costs.

Virements

13. It is proposed that the following virements are referred to the Policy and Resources Committee for approval on 23 November 2015:

- £7k from the H&S works contingency to the schemes listed in paragraph 18.
- £23k from the CYP unallocated contingency for urgent maintenance works at Elm Park Primary
- £3k from the September 2016 Basic Need funding to Callicroft for a breach class.
- £300k from Basic Need 2016 to CYP Unallocated Contingency.
- £300k from Mangotsfield Primary scheme to CYP Unallocated Contingency.
- £191k Beacon Rise additional costs from CYP Unallocated Contingency.
- £147k EOTAS additional costs from CYP Unallocated Contingency.
- £50k The Grange additional costs from CYP Unallocated Contingency.

New Schemes and Additions to the Capital Programme

14. It is necessary to request formal approval for any new schemes (and additional work) that was not approved in the February 2015 Council Capital Programme report or in subsequent Policy and Resources Committee capital monitoring.

15. The following are funded by either additional resources that have been allocated to the Council since the Capital Programme was approved, a revenue contribution to capital, allocation of a capital receipt or virement from an existing capital budget.

Scheme/Intended Use	Amount (£'000)	Funding Source / Constraints	Comments
Charborough Road Primary	3	Primary responsive urgent H & S works (2015/16 budget allocation) Total £7k	Reduction of hazard in store area
St Helens Primary	4		Fencing to Early Years area
Elm Park Primary	23	CYP Unallocated Contingency	Replacement of cladding panels to make building watertight.
Callicroft Primary	3	Basic Need	For September 2015 breach class
Total	33		

CYP Unallocated Contingency

16. The CYP unallocated contingency brought forward from the first monitor report was £86k.

17. This table summarises the movements on the CYP unallocated contingency.

	£'000
Brought forward balance (First Monitor)	86
Saving on Basic Need 2016 budget	300
Saving on Mangotsfield Primary	300
EOTAS	-147
The Grange – additional works	-50
Elm Park Primary – cladding panels	-23
Beacon Rise – additional costs	-191
2015/16 CYP Contingency Balance carried forward	275

18. An additional budget of £500k for Urgent Health & Safety Works was approved as part of the 2015/16 capital programme. The amount carried forward from the first monitor is £359.6k. This report (paragraph 18) identifies £7k of expenditure to be funded from this budget. £352.6k remains for future urgent works.

Total Scheme Costs and Current Payments – (All scheme with total scheme costs >£100k)

Details of Capital Schemes

Appendix 1

Scheme/Block Allocation	TOTAL SCHEME COSTS			2015/16 PAYMENTS				Comments As at the 21 September 2015
	Budget (£'000)	Forecast (£'000)	Variation overspend (+) (£'000)	Budget (£'000)	Forecast (£'000)	Variation overspend (+) (£'000)	Spend to 30 September 2015 (£'000)	
Barley Close Primary – four class extension, hall extension, nursery accom and replacement water services	2,185	2,146	-39	840	840	0	667	Handover of the building was achieved in August with some external works to be completed in the early autumn as planned.
Beacon Rise Primary – six class extension and kitchen rebuild, R&M works to existing Frome, Avon & Severn Blocks and rewiring	4,350	4,541	191	418	565	147	395	Project complete, final account to be agreed. There were late additional works in the final phase in connection with the existing structure and external works.
Beacon Rise - stonework	200	200	0	100	100	0	11	Currently on site. Works to be carried over 2015 and 2016 summer holidays. Full extent of works to be determined on site.
Bradley Stoke School – 1FE primary	3,600	3,600	0	1,582	1,582	0	1,476	Project complete, final account to be agreed
Christchurch Primary – four class extension, works to temp & rewiring	3,158	3,158	0	1,385	1,385	0	909	Handover of the building was achieved in August enabling occupation with some works to be completed at times to suit school requirements.

Hanham Abbots – re-rendering/re-roofing	350	350	0	195	195	0	38	Combines works from 2014/15 and 2015/16. Phase 2 currently on site and due for completion December 2015.
King's Oak Academy – 2FE primary	4,330	4,363	33	2,072	2,072	0	2,073	Project complete, final account to be agreed. School income will reduce spend.
Little Stoke - boiler	250	250	0	220	220	0	206	On site and due for completion October 2015.
Lyde Green (Emersons Green East) Primary Academy – 2FE (funded by S106)	5,715	6,235	520	2,529	2,529	0	535	Temporary Classroom at Downend Secondary now operational. Works on new build primary due to start in October 2015 and partial completion of Early Years classrooms in late August 2016. Final phase including the ASD unit due to complete in October 2016.
Mangotsfield Primary – extension to 3FE	3,460	3,160	-300	1,046	1,200	154	975	Classrooms were available for occupation at the start of term. Temporary classrooms have now been removed and final external works due for completion in October '15. Funds are available in 16/17 but the £300k of the contingency is available for reallocation.
Manorbrook - cladding	250	250	0	200	200	0	160	On site and due for completion October 2015. Work to remainder to be co-ordinated with feasibility proposals.
Meadows - roofing	100	100	0	20	20	0	0	Work delayed due to bats nesting in roof.
New Siblands - additional classrooms	276	276	0	266	266	0	204	Project complete, final account to be agreed
St John's Mead - Electrical rewire	750	750	0	700	700	0	485	On site and due for completion October 2015.
Shield Road - Additional classroom	278	278	0	252	252	0	228	Completed in September in accordance with the school's requirements.
Stanbridge - rewire	770	770	0	700	700	0	577	On site and due for completion October 2015.
Stoke Lodge Primary – five class extension in temporary accommodation, and roofing	1,450	1,450	0	444	444	0	437	Project complete, final account to be agreed

The Grange - internal adaptations	200	250	50	200	250	50	240	Project complete, final account to be agreed
Tyndale - Boiler	150	150	0	130	130	0	106	On site and due for completion October 2015.
Warmley Park - Post 16 Centre	4,800	4,800	0	243	243	0	16	Consultants appointed, due for completion September 2017
EOTAS - relocation to Downend	2,500	2,647	147	2,473	2,440	-33	33	Contractor started on site mid-September and currently working to tight programme for completion in early February 2016.
Urgent Responsive Works	590	0	-590	100	0	-100	0	No longer required, available for reallocation.
Health & Safety Schemes	500	500	0	250	250	0	146	For Health & Safety needs
Basic Need 2016	1,200	900	-300	400	100	-300	41	Reduction in amount required, available for reallocation.
Devolved Formula Capital (2 years)	1,000	1,000	0	500	500	0	0	Funding devolved to schools.
Schemes under £100k	423	423	0	226	226	0	85	Several small R&M schemes, Accessibility works, Advance Design Fees.
Completed 2015/16 schemes			0				0	
Bromley Heath Junior – Hall windows and door	250	250	0	134	134	0	109	Work complete, final account to be agreed
			0					
TOTAL 2015/16	43,085	42,797	-288	17,625	17,543	-82	10,151	

SCHOOL FUNDING ARRANGEMENTS 2016/17

Background

1. The 2013/14 financial year saw significant changes to the schools funding system with smaller changes in 2014/15 and 2015/16. The Education Funding Agency (EFA) has carried out a further review of the new funding system and identified a small number of minor changes it wishes to make in 2016/17.
2. The funding proposals contained in this report are based on 2015/16 data. The finalised 2016/17 funding will be based on updated data which will be available from the DfE in December 2015.

Schools Block Funding Changes 2016/17

Primary Low Cost High Incidence

5. The Early Years Foundation Stage Profile (EYFSP) changed in 2013 from pupils who did not achieve 78 points to pupils not achieving a good level of development. In 2014/15 and 2015/16 the EFA allowed LAs to weight results to ensure that funding delivered through the prior attainment factor is not disproportionately affected by the year groups assessed under the new framework. South Gloucestershire weighted the results for both years.
6. Attainment data for the 2016/17 formula is not yet available but it is anticipated that this anomaly will continue. The 2016/17 formula will incorporate three years data on pupils not achieving a good level of development and the EFA has indicated that they will continue to allow weighting to ensure that funding allocated to the primary prior attainment factor is not disproportionately affected by year groups 1 to 3 assessed under the new framework.
7. *It is proposed to weight Years 1 to 3 results so that there is consistency in allocating funding across all primary year groups.*

Varying pupil numbers – new schools/primary phase

8. School regulations require that LA's should estimate pupil numbers for all schools and academies where they have opened in the previous seven years and are still adding year groups. Bradley Stoke, King's Oak, Lyde Green and Wallscourt Farm academies are growing schools and the EFA will request revised pupil numbers.
9. *It is proposed to use the Autumn 2015 School Census pupil numbers and add 7/12ths of the September 2016 planned reception admission number (PAN).*

Minimum Funding Guarantee (MFG) application to dis-apply Regulations

10. There are two secondary academies admitting primary aged pupils from September 2015. Currently, the pupil unit rate in the MFG calculation for these schools is weighted towards secondary pupils. As the number of primary pupils increases there may be over protection as secondary pupils attract higher per pupil funding. Work is currently being undertaken to review the impact of increasing pupil numbers for these schools on the MFG. The EFA have approved MFG disapplication requests from other authorities where secondary schools which are admitting primary aged pupils would otherwise be over protected at the secondary age weighing pupil unit of funding.
11. *It is proposed to request a MFG disapplication where secondary schools and academies have admitted primary phase from September 2015*

2015/16 Schools Block Formula Factors, Rates and Allocations

12. To allow consideration of the impact of the proposed changes to 2016/17 Schools Block funding, Appendix A shows the current financial year formula factors, on what these factors are based, the rates applied and total allocations.

High Needs Block Changes 2016/17

Resource Base and Special Schools Banding

13. 2015/16 saw the simplification of the high needs bands used for funding schools with resource bases and special schools. The new bands represent a financial level of need not a particular type or category of need. The proposed financial level for each band is shown in Appendix B
14. *It is proposed that there is no change to the financial level for each band in 2016/17.*

Transitional Funding application to dis-apply start-up funding

15. Special Schools, EOTAS and Resource Bases are not included under the Minimum Funding Guarantee, instead there is a Transitional Protection calculation. The EFA have not yet confirmed that Transitional Protection will continue for 2016/17. On the assumption that it will continue, schools are asked to consider the disapplication of start-up funding from the transitional protection calculation. This funding is allocated to support new special schools/units when they are building up pupil numbers to capacity. Retaining this funding in the Transitional Protection calculation would result in the school funding being protected to a level higher than required in future years.
16. *It is proposed to dis-apply start-up funding from the transitional protection calculation*

Alternative Provision Top Up Funding – Education Other than at School

17. With the introduction of high needs funding arrangements in April 2013, it was identified, for 2015/16, that revisions were required to simplify the high needs bands used for funding schools with resource bases and special schools. This has resulted in now only having 12 bands. It is now appropriate to move the funding for Education other than at School (EOTAS) onto the 12 banded system. The Headteacher of EOTAS is in agreement that this will be workable for EOTAS. Appendix C provides an indicative comparison of current funding and proposed funding under the new bands.
18. *It is proposed to move EOTAS funding based on the Resource Base and Special School 12 bands*

Stated Support High Incidence SEN Funding – Mainstream Schools

19. Prior to 2015/16 this allocation was initially based on the number of stated support pupils (106 units plus or equivalent) compared to the pupils on roll as per the autumn 2013 Census excluding resource base pupils. Funding was allocated on the number of notional pupils in excess of a threshold of 1.25%. This calculation was revised for each monthly stated support run. This was a resource intensive process which is difficult to deliver with limited funding and staffing resources available.
20. From 2015/2016 the calculation was simplified by making a single High Incidence payment based on the Autumn 2014 Census excluding resource base pupils compared to the number of November 2014 stated pupils (106 units plus or equivalent). There was to be no retrospective adjustments during the year. The rationale behind this change was to make budgeting for schools clearer and not subject to in year volatility.
21. At the meeting on 2 July 2015 the Schools Forum said that they would like to consult with schools as to how the new arrangements are faring prior to, possibly, submitting a revised proposal to the Children and Young People Committee. Schools were asked to consider either:
- *Option 1: Continuing with a single allocation based on the previous year's Autumn (2015) Census (excluding Resource Base pupils) and previous November (2015) statements (106 units plus or equivalent).*
 - *Option 2: Changing to two allocations for the financial year:*
 - *April to August period based on the previous year's Autumn (2015) Census (excluding Resource Base pupils) and previous November (2015) statements (106 units plus or equivalent).*
 - *September to March period based on the Autumn (2016) Census (excluding Resource Base pupils) and November (2016) statements (106 units plus or equivalent)*

- *Option 3: Reverting back to monthly adjustments based on the previous year's Autumn (2015) Census (excluding Resource Base pupils) and monthly statements (106 units plus or equivalent). This is a resource intensive process and school are asked to bear in mind that there is limited funding and staffing available.*

22. Please note that monthly stated support top up funding to schools remains unchanged.

Planned places for the 2016/2017 academic year for special schools and resource bases in mainstream schools.

23. The local authority must determine annually the number of places to be funded at special schools and resource bases in mainstream schools. Work has been undertaken with the respective schools by the SEN section.

Resource Base School/ Special School	Type	Planned Places Sept 2015	Planned Places Sept 2016	Change in Planned Places
Blackhorse Primary	Social Communication	22	22	0
Charborough Road Primary	Speech and Language	20	20	0
Emersons Green Primary	Visually Impaired/ Physical Disabilities	14	14	0
Yate International (All Through)	Hearing Impaired	12	12	0
Brimsham Green Secondary	Physical Disabilities	14	14	0
Hanham Woods	Language and Communication	25	25	0
Abbeywood Community	Language and Communication	25	25	0
Chipping Sodbury Secondary	Autistic Spectrum Disorder	8	10	2
Culverhill	Complex Learning Difficulties	135	135	0
New Siblands	Severe Learning Difficulties/Autistic Spectrum Disorder	104	112	8

Warmley Park	Severe Learning Difficulties/Autistic Spectrum Disorder	120	120	0
New Horizons Learning Centre	Behavioural, Emotional & Social Difficulties	43	43	0
Pupil Referral Unit	Education Other Than At School	118	118	0
TOTAL		660	670	10

Early Years Block funding changes 2016/17

24. There are currently two schools receiving Early Years Funding for Nursery Class provision. The schools are funded at the same rates as private, voluntary and independent providers (PVI). Currently the funding to the two schools is allocated at different times during the year than PVIs. It is now proposed that the timetable for allocating early years funding for the two schools is brought in line with the PVI's.
25. All Early Years Providers are required to submit an estimated hours return at the start of each term and an 'actual hours' return once take-up is known. Initial funding is paid at the start of each term based on 70% the estimated hours. The remaining adjusted 30% is paid after the termly 'actual hours' return.
26. *It is proposed to bring the two nursery classes funding timescale and administration in line with other early year's providers*

Issues

Statemented Support High Incidence SEN Funding – Mainstream Schools

27. Twenty six comments have been received from schools regarding the consultation of the three options for allocating statemented support high incidence SEN funding.
28. Twelve schools preferred option 1 which is to continue with a single allocation based on the previous year's Autumn (2015) Census (excluding Resource Base pupils) and previous November (2015) statements (106 units plus or equivalent).
29. Eleven schools preferred option 2 which is to change to two allocations for the financial year:
- April to August period based on the previous year's Autumn (2015) Census (excluding Resource Base pupils) and previous November (2015) statements (106 units plus or equivalent).

- September to March period based on the Autumn (2016) Census (excluding Resource Base pupils) and November (2016) statements (106 units plus or equivalent)

Option 2 has the advantage of being a solution that is part way between the extremes of options 1 and 3.

30. Three schools preferred option 3 which is to revert back to monthly adjustments based on the previous year's Autumn (2015) Census (excluding Resource Base pupils) and monthly statements (106 units plus or equivalent).

When considering the options schools were asked to bear in mind that option 3 is a resource intensive process and school are asked to bear in mind that there is limited funding and staffing available.

31. Based on the responses received from schools and that eighty eight schools did not respond to the consultation it would appear that option 1 or 2 should be implemented.

Return to the Education Funding Agency

32. There is a requirement to make a return to the Education Funding Agency (EFA) on 21 January 2016, of the factors that will be used in the allocation of the schools block.

Consultation

33. Consultation has taken place with schools and trade unions. Appendix D provides details of the responses received from Schools.

34. The Children and Young People Committee is meeting on 2 December 2015. A verbal update will be provided at this meeting.

35. The recommendations are in accordance with the schools responses.

Recommendations to Children and Young People Committee on 2 December 2015

(1) Members of the Children and Young People Committee are recommended to, subject to the agreement of the Schools Forum:

- (a) Agree the following formula factors and notional amounts for the allocation of the Schools Block

Factor	Criteria	Rate £	Notional Amount to be Allocated based on 2016/2017 DSG £000s
1. Basic per-pupil entitlement	Rates for Primary Key Stage 3 and Key Stage 4	2,512 3,977 4,234	111,220
2. Deprivation	Pupils entitled for free school meals Primary Secondary	638 846	2,612
3. Looked After Children	Based on pupils looked after for one day or more	527	62
4. Low Cost, High Incidence Special Educational Needs	Primary Sector – Early Years Foundation Stage Profile all year 4 – 7 pupils who do not achieve 78 points. For all year 1-3 pupils who have not achieved a good level of achievement. Secondary Sector all pupils who do not achieve Level 4 or above in either English or Maths at Key Stage 2	1,113 1,806	10,521
5. English as an Additional Language (EAL)	Pupils with EAL and who have entered compulsory education within the last 3 years in England. Primary Secondary	948 948	1,162
6. Lump Sum	A single rate for all schools Primary Secondary	169,484 169,484	18,474
7. Split Sites	Applicable for one primary school	93,436	93
8. Rates	Based on actual cost	Various	2,245

Factor	Criteria	Rate £	Notional Amount to be Allocated based on 2016/2017 DSG £000s
9. Exceptional circumstances	Allocation of rent funding on actual basis for one primary school	Various	6
10. Minimum Funding Guarantee	Restrict school gains to 16% in order to fund the minimum funding guarantee in 2015/2016	Various	8
TOTAL			146,403

- (b) Agree that for Primary Low Cost High Needs SEN – to weight Years 1 to 3 results so that there is consistency in allocating funding across all primary year groups
- (c) Agree that for varying pupil numbers for new schools/primary phase to use the Autumn 2015 School Census pupil numbers and add 7/12ths of the planned September 2016 reception admission number.
- (d) Agree to request , from the EFA, to dis-apply the Minimum Funding guarantee where secondary schools and academies have admitted primary phase from September 2015
- (e) Agree to dis-apply start-up funding form the transitional protection calculation for Special schools, EOTAS and Resource Bases
- (f) Agree the Resource Base and Special School band rates.
- (g) Agree to move EOTAS funding to be based on the Resource Base and Special School 12 bands.
- (h) Agree that the stated support high incidence SEN funding for mainstream schools is allocated through Option 1 or Option 2
- (i) Agree to delegate to the Schools Forum to determine which option should be used in (h) above.
- (j) Agree that the funding timescale and administration, for the two nursery classes is brought in line with other early years providers

(k) Agree the planned places for the 2016/2017 academic year for special schools and resource bases in mainstream schools.

(2) Agree to delegate to the Director for Children, Adults and Health any minor amendments to the above recommendations, as requested by the Schools Forum at their meeting on 3 December 2015.

RECOMMENDATION TO THE SCHOOLS FORUM

Members of the Schools Forum are recommended to:

1. Endorse the decisions made under recommendation 1, above, by the Children and Young People Committee with regard to Schools funding for 2016/17.
2. Determine whether option 1 or option 2 is to be used for the allocation of the stated support high incidence SEN funding for mainstream schools.

SCHOOLS BLOCK FORMULA FACTORS, RATES AND ALLOCATIONS

Formula Factor	Based on	2015/16 Rate £	2015/16 Funding £'000s	% of Total Funding	Change for 2016/17 and Comments
Basic Entitlement (age weighted pupil unit)	October pupils excluding high needs pupils in Resource Bases	Primary: £2,511.81 Key Stage 3 £3,976.85 Key Stage 4: £4,233.56	110,812	75.88	No change
Deprivation	Free School Meals	Primary: £638.40 Secondary: £845.52	2,606	1.79	No change
Looked After Children	Pupils who are or have been Looked After for one day or more.	£526.88	62	0.04	No change
Low Cost High Incidence SEN - Primary	Primary: pupils not achieving 78 on the Early Years Foundation Stage Profile and from 2014/15, pupils who have not achieved a good level of development.	£1,112.83	4,820	3.30	Proposal to weight Years 1 to 3 pupils not achieving a good level of development results.
Low Cost high Incidence SEN - Secondary	Secondary pupils not achieving KS2 level 4 or above in English or level 4 or above in Maths	£1,806.06	5,703	3.91	No change
English as an Additional Language	Pupils with EAL and who have entered compulsory education within the last three years in education	£948.38	1,151	0.79	No change
Pupil Mobility	Not used by South Gloucestershire				No change
Total Pupil led factors	Total factors above	N/A	125,154	85.71	
Lump Sum	Per school	£169,484	18,403	12.60	No change
Split Sites	Split site (one primary)	£93,436	93	0.06	No change
Rates	Estimated	Various	2,376	1.63	No change
Exceptional Circumstances - Rent	Actual cost (1 primary estimated rent)	Various	6	0.00	No change
Minimum Funding Guarantee	Nationally set at minus 1.5% maximum loss. South Gloucestershire gainers capped at 16%	n/a	3	0.00	Disapplication of regulations request to EFA
Total Formula Funding			146,035	100.00	

2016/17 Proposed High Needs Band Funding for Resource Bases and Special Schools

Band	Rate
	£
1	11,000
2	12,500
3	14,500
4	16,000
5	18,000
6	21,000
7	22,500
8	24,500
9	29,000
10	31,000
11	37,000
12	41,000

APPENDIX C

**SCHOOLS 2016-2017 CONSULTATION ON PROPOSED FUNDING CHANGES
EDUCATION OTHER THAN AT SCHOOL SERVICE (EOTAS) - MOVE TO NEW BANDING FUNDING SYSTEM**

Comparison between estimated 2015/2016 funding (at September 2015 rates) and proposed funding

	2015/16 Place numbers	2015/16 Place and Top Up rates £	Proposed 2016/17 places based on 2015/16 Primary PRU places	Proposed 2016/17 places based on 2015/16 Secondary PRU places	Proposed 2016/17 places based on 2015/16 Learning Centre places	Proposed 2016/17 Place and Top Up rates £	Estimated Funding 2015/2016 £	Proposed Funding 2016/2017 £	Variance £
Place Led Funding		10,000.00				10,000.00	820,000	820,000	-
Top Up Funding:									
Primary PRU	12	17,631.95					211,583		
Secondary PRU	30	17,765.00					532,950		
Learning Centre	41	-					-		
Schools Forum agreed Lump Sum							315,000		
Band 1			0	0	1	1,000.00		1,000	
Band 2			0	0	4	2,500.00		10,000	
Band 3			0	0	3	4,500.00		13,500	
Band 4			0	1	8	6,000.00		54,000	
Band 5			0	0	14	8,000.00		112,000	
Band 6			0	0	1	11,000.00		11,000	
Band 7			0	0	1	12,500.00		12,500	
Band 8			10	25	5	14,500.00		580,000	
Band 9			0	4	2	19,000.00		114,000	
Band 10			0	0	2	21,000.00		42,000	
Band 11			1	0	0	27,000.00		27,000	
Band 12			1	0	0	31,000.00		31,000	
Exceptional Funding (1 pupil)								15,000	
Total Top Up Funding							1,059,533	1,023,000	- 36,533
Total Place Led and Top Up Funding	83		12	30	41		1,879,533	1,843,000	- 36,533

This is an indicative snapshot of funding. Please note top up funding will vary depending on pupils' level of need.

Schools Funding Arrangements for 2016/17 – Responses from Schools

SCHOOLS FUNDING ARRANGEMENTS CONSULTATION 2016/17													
Responses from Schools													
	Primary (including Academies)				Secondary (including Academies)				Special (including EOTAS)				
	Y	N	Don't Know	No Response	Y	N	Don't Know	No Response	Y	N	Don't Know	No Response	
Number of schools responded	21			71	4			13	2			3	
Section A													
Primary Low Cost High Incidence. Do you agree with the proposal to weight Years 1 to 3 results so that there is consistency in allocating funding across all primary year groups?	21	0	0	71	4	0	0	13	2	0	0	3	
Varying pupil numbers – new schools/primary phase. Do you agree to the proposal to use the Autumn 2015 School Census pupil numbers and add 7/12ths of the planned September 2016 reception admission number (PAN)?	18	2	1	71	4	0	0	13	2	0	0	3	

MFG application to dis-apply regulations. Do you agree with the proposal to request a MFG disapplication where secondary schools and academies have admitted primary phase from September 2015?	17	3	1	71	2	2	0	13	2	0	0	3
Section B												
Transitional Funding. Do you agree to the proposal to dis-apply start-up funding from the Resource Bases, Special School and EOTAS transitional protection calculation?	20	1	0	71	4	0	0	13	2	0	0	3
Alternative Provision Top Up Funding. Do you agree with the proposal to move EOTAS top up funding based on the Resource Base and Special Schools 12 bands?	21	0	0	71	4	0	0	13	2	0	0	3
Stated Support High Incidence SEN Funding. (Which option do you prefer? Please tick one box only)												
Option1: Continuing with single allocation in the financial year	10	0	0	71	2	0	0	13	0	0	0	4
Option 2: Changing to allocations in the financial year (April to August and September to March)	8	0	0		2	0	0		1	0	0	
Option 3: Changing back to monthly allocations	3	0	0		0	0	0		0	0	0	

Section C													
Do you agree with the proposal to bring the two nursery classes funding timescale and administration in line with other early year's providers?	17	0	1	74	4	0	0	13	2	0	0	3	
Comments	4				2				0				

THE STRATEGIC REVIEW OF SPECIAL EDUCATIONAL NEEDS

Purpose of Report

1. To present the update of the progress of the implementation plan arising from the recommendations from in the final report of the strategic review of special educational needs in South Gloucestershire.

Policy

2. Under the Education Act 1996, the Local Authority has a general responsibility to maintain schools (Section 13) and a duty to use this responsibility to promote high standards (Section 13A). There is also a statutory requirement on the Local Authority to ensure that enough education and training is provided to meet the reasonable needs of persons in the area who are aged 19 or over but under 25 and are subject to a learning difficulty assessment, this duty is contained in section 15ZA of the Apprenticeships, Skills, Children and Learning Act 2009.
3. The Children and Families Act 2014 introduced a new system in order to meet the needs of children with Special Educational Needs more effectively. The far reaching reforms introduced by the Act were designed to ensure that all children and young people are able to succeed. The Act introduced a new Code of Practice for children and young people with Special Educational Needs including the replacement of statements of SEN with Education, Health and Care Plans for children and young people between 0-25.

Background

4. Following the final report from the South Gloucestershire Education Commission, a strategic review was commissioned to evaluate the current quality, efficiency, effectiveness and sufficiency of school provision for children and young people with Special Educational Needs (SEN), in South Gloucestershire.
5. Much work had already taken place to plan for the requirements of the Children's and Families Act and specifically to implement a 0-25 service for children and young people with Special Educational Needs and disability from September 2014.
6. As a result of previous SEN reviews, the local authority developed provision for young people with emotional and behavioural needs, extended special school buildings, increased planned places for communication and interaction including speech, language, communication (SLCN) and autistic spectrum disorders (ASD) and more recently, developed a new resource base provision.

7. The Strategic Review was designed to draw on existing information and to provide key recommendations to meet the changing demographic needs in South Gloucestershire and to deliver the statutory requirements that come into force in September 2014, as a result of the Children and Families Act. This included related regulations and guidance documents including a new 0-25 SEN Code of Practice.
8. The Strategic Review of SEN reported on four overarching themes which are reflected in the implementation plan:
 - a) Improving the quality of specialist provision and outcomes for children and young people with Special Educational Needs;
 - b) Supporting the implementation of the Local Offer for children and young people who are disabled and/or have Special Educational Needs;
 - c) Ensuring sufficient and effective provision for children and young people aged 0 -25 is planned effectively based on current and forecast need;
 - d) Ensuring effective school funding arrangements for SEN are planned and implemented.
9. The first implementation plan was drawn up in consultation with headteachers and governors of special schools and schools with specialist resource bases, The Education Partnership Board, Primary Headteacher Executive and South Gloucestershire Secondary School Headteachers as well as a range of officers. The progress of the implementation plan is overseen by the Education Partnership Board.

Outline Summary

10. Good progress has been made on all four themes. Since the conclusion of the review and the working of the recommendations into the first implementation plan, officers and stakeholders have worked hard to deliver the actions. They have also worked with a range of partners to develop a much more strategic approach to meeting the needs of the children and young people with Special Educational Needs. In some ways, this work just seems to have started, as there are still many challenges to overcome. However, it is clear that over a short space of time, a lot has been put into place and has been achieved.
11. There have been some significant achievements. Following the publication of the review, dedicated postholders are now in place to lead and implement the new Strategy for Special Educational Needs. They are already working closely with key officers and schools and settings to bring about the required improvements to the system. The 0-25 Team is now in place and the 0-25 Partnership has been established. The SEN Handbook for schools has been published to help to secure high quality provision in the context of the new reforms with the new Code of Practice for children and young people with Special Educational Needs and Disabilities. An ambitious capital programme has been approved and is now underway in some schools. This is an important part of the plan to create more specialist places in South Gloucestershire in order to meet increasing need and forecast demand and to reduce the increasing use of out of authority independent specialist placements at all ages. The funding system for special schools has been comprehensively reviewed and

revised and a new more fitting banding scheme has been introduced to ensure that funding is simple, fair, equitable and transparent. The wide ranging Local Offer was put into place and published on time as required.

The Issues

12. The Implementation Plan has been evaluated by a range of stakeholders. Progress on the four overarching themes is summarised below.

a) Improving the quality of specialist provision and outcomes for children and young people with Special Educational Needs:

The importance of securing a strategic approach to Special Educational Needs underpins the theme of improving the quality of specialist provision and outcomes. Good progress has been made on this overarching theme as shown by:

- Sarah Hayes has been appointed as Strategic Lead for Special Educational Needs to secure efficient and effective planning for SEN in South Gloucestershire. She will continue to act as the local authority's Principal Educational Psychologist as part of this role.
- The SEN Handbook for Schools and similar Handbook for Settings have been well received. Headteachers supported the production of the Handbook and its usefulness in outlining the processes and range of resources and strategies has been praised
- Work has started to implement the new SEN Strategy for South Gloucestershire 2015 – 2022. The involvement of all partners is crucial in the next stage of this development so the next version of the SEN Review Implementation plan has been devised to take this important work forward.
- The Education Partnership Board has taken responsibility for monitoring the progress of the SEN Implementation Plan which is now also recognised as a specific workstream within the Education Partnership This includes monitoring outcomes and progress in all schools (not just that of special schools) by the Education Partnership Board.
- Addressing the Post 16-25 commissioning of provision is a particularly important workstream. Officers have started to identify the gaps in provision and are now starting to work with stakeholders to increase provision – by using existing providers and also by drawing in new providers or extending existing provision. This includes: submitting a proposal to the DfE for a 4-19 Free School for children and young people with autism as their primary Special Educational Need; extending Warmley Park post 16 provision as well as working with existing post 16 partnerships and training providers to extend the range of provision at Foundation and Level 1 programmes Post 16 in addition to generating more opportunities for supported internships and traineeships.
- A Senior Educational Psychologist has been appointed to take the lead for communication and interaction for the local authority.
- Access to and the funding of therapy services remains an area which needs further work as there is inequity of access and provision. Some access to

therapies is explicit and clear; others less so. The CCG and local authority are still working on an agreed approach to the commissioning of therapies for specialist provision which will be part of the service specification for the tender for Children's Community Health so that pupils with high levels of SEN are able to access therapy and intervention programmes. Schools are engaging with the programme for the commissioning of children's health services for the future.

- Special schools and Resource Base staff are keen to share their expertise and provide specialist support to schools. Special schools are in the process of formalising this offer so that all schools can access additional training and support formally and as appropriate.
- The new medical policy was approved by CYP Committee in March 2015 is now being implemented. However, it is recognised that the policy still needs developing and so is currently being reviewed and revised.

Key areas for development for this overarching theme include:

- Implementing the SEN Strategy at all levels
- Health provision and access to therapies
- Extension and development of post 16 provision within South Gloucestershire

b) *Supporting the implementation of the Local Offer for children and young people who are disabled and/or have Special Educational Needs*

Good progress has again been made with this overarching theme in terms of describing the Local Offer. This is demonstrated by:

- Stakeholders worked very hard to produce a Local Offer in time. The Local Offer has now been reviewed and evaluated as required and stakeholders are working to ensure that the revised amendments are in place.
- The 0-25 Team has been recruited and processes put into place with associated timelines to govern the transfer of statements of Special Educational Need and the development of Education, Health, Care Need assessments and ensuing EHC Plans.
- The 0-25 service is currently reviewing and revising its systems and processes to ensure an effective and efficient operation. As part of this, where appropriate, any overarching strategic actions will be integrated into the SEN Strategy Implementation Plan so that there is unified approach.
- The 0-25 Partnership Board has been established. This clearly relates to the new SEN Strategy and involves a wide range of stakeholders who are keen to work together to help to improve outcomes and provision for all the children and young people who have Education, Health and Care Plans. Parents/carers are very involved in the Partnership as are Health agencies and key partners.
- Although there has been a start in defining and delivering the Local Offer for this area, there still needs to be a significant focus on local provision. The need for a reduction in out of authority placements continues to be a significant challenge. The production of data and regular monitoring of Panel decisions needs to be incorporated. New panels have had to be established

from April 2015 as there were not the mechanisms in place for Early Years and Post 16 decisions.

- Engaging all schools in the inclusive approach to SEN will be a key focus throughout this year as part of implementing the SEN Strategy. There needs to be a whole school community approach to revisiting the way that we try to meet the needs of pupils with SEN in our schools and to try to educate as many as possible effectively within our own schools before needing expensive out of authority specialist independent placements. Raising awareness of the High Needs Block and its relationship to school funding is critical so that the budget allocations and decision making processes are shared and understood by all.

Areas for development as identified above for this overarching theme include:

- Reviewing the processes which allocate places to specialist provisions
- Ensuring a much more inclusive approach to children and young people throughout the community so that needs can be met more effectively within local provisions

c) *Ensuring sufficient and effective provision for children and young people aged 0 -25 is planned effectively based on current and forecast need*

Significant progress has been made in this area as shown by:

- The estate and provision on all the special schools has been reviewed in terms of accommodation. The commitment of Headteachers and Governors in working with the team to try to address some of the shortfalls in the provision has been much appreciated. This involvement has already resulted in much needed increases in places and a marked improvement in the quality of accommodation and the learning environment from September 2015.
- After many years of delivering an important provision in inappropriate and poor and in places, inadequate accommodation on a number of sites, SGEOTAS will be moving onto one site into remodelled buildings. This will represent a significant improvement in provision for some of the most vulnerable children and young people in the authority.
- Significant capital funding has been approved to deliver increased Post 16 provision at Warmley Park School as an integrated part of the extension of Post 16 provision throughout the authority. The capital programme is also addressing some of the inadequacies of the building which impeded significantly the quality of provision at the school.
- New Siblands sites have been remodelled to maximise capacity with the development of additional provision on the upper school site for “middle years”. This has already resulted in much needed additional places within the local authority.
- Schools have already reviewed pupil placements and there has been some movement between Special Schools and Resource Bases. However, this is a

key area to prioritise as the pressure on places and the pressure on budgets need to be addressed. In addition, the forecasts show a clear demand for additional places which will require additional school places.

- While the DfE recognises the premise for basic need for additional school places in mainstream provision, there is not the same facility to provide for students of SEN, submitting a proposal to open a Free School is the only route for the capital funding. Therefore, a proposal for a Free School to cater for pupils aged 4-19 whose primary need is autism has been submitted by the SGS College Academy Trust as a result of the close partnership in the recognition of this basic need.
- Continuing to review placements, including the use of Resource Bases and create additional placements and extend provision Post 16 are critical areas of focus.

Areas for development for this overarching theme include:

- Creation of more specialist places with South Gloucestershire to meet demand and forecast increases due to demographic growth
- Continued review of the use of existing provisions including Resource bases

d) Ensuring effective school funding arrangements for SEN are planned and implemented.

Good progress has been made overall with this overarching theme as demonstrated by:

- New descriptors for a banding system were devised and agreed as the basis for the review of funding for special schools and Resource Bases. This was consulted on and implemented from April 2015.
- A similar scheme is now being piloted with SGEOTAS during this year.
- Work has just started on considering the value of implementing similar system for pupils with SEN in mainstream schools.

Areas for development:

- Implement the SGEOTAS funding models when reviewed and revised if needed
- Consider whether a similar system needs to be devised and adopted for mainstream schools and work with Headteachers and Schools Forum to implement if appropriate

13. The first implementation plan has now been formally evaluated. Good progress was evident in a number of areas. Much has been achieved since the publication of the Strategic Review of SEN report and associated recommendations. However, there are still some key areas which need to be addressed and so these have informed the new workstreams for the next version of the implementation plan. The plan has been written so that the successful delivery of this new plan will now result in the successful implementation of the new SEN Strategy for South Gloucestershire.

14. The vision at the start of the new plan, outlines the ambitions that we hold for the children and young people in South Gloucestershire who have Special Educational Needs, as well as describing the principles and ways in which all partners will work together to secure improved outcomes for children and young people with Special Educational Needs. The vision is:
- All local settings, schools, colleges and post 16 settings provide inclusive high quality teaching and learning for all children and young people
 - Clear pathways exist across all provision ensuring that children and young people can access mainstream and specialist provision across their local communities at different stages during their education
 - Local options for local children and young people through local provision that is adapted where required to meet their needs and nurture their potential through making reasonable adjustments
 - All settings, schools, colleges and post 16 settings can commission high quality specialist services for SEN and disability
 - The child and the family are central to all decision making
 - Interventions to support children and young people with SEN and disability to overcome barriers to learning and deliver positive outcomes
 - All vulnerable children and young people have their needs met in our settings, schools, colleges and post 16 providers with appropriate opportunities for movement across provisions within the local authority
 - Equality of access to a broad range of specialist provision across the local area and employment opportunities within their community
 - Professionals work across agencies to ensure that the needs of children and young people with Education Health and Care Plans (EHCPs) make progress, achieve in our schools and are happy and healthy.
 - Communities to celebrate diversity and value differences
15. There are five overarching themes which outline the new Strategy for Special Educational Needs. These are outlined as:
- Improving the quality of provision and outcomes for children and young people with SEN and Disability
 - Ensuring sufficient and effective provision for children and young people aged 0-25 is planned effectively based on current and forecast need
 - Adopting early help and multiagency approaches to overcome barriers to learning and deliver positive outcomes
 - Ensuring that the views of children and young people and their families are central to all SEN and disability activity.
 - Ensuring SEN and disability decision making is robust and funding is used effectively to deliver positive outcomes
16. These are underpinned by the overarching commitment to provide a Local Offer which focuses on inclusion and a commitment to “local first”.

Recommendation

1. Members of the Forum are requested to comment and consider the progress of the implementation plan for the recommendations from the Strategic Review of SEN.

EFA: SCHOOLS FORUM GUIDANCE

The Schools Forum, at its meeting on 2 July 2015, considered a report on Schools Forum Guidance that had been issued by the Education Funding Agency.

The documents are:

- Schools Forum – Operational and good practice guide
 - Schools Forum – Powers and responsibilities 2015 to 2016
 - Schools Forum – Structure
- And
- Schools Forum – Self-assessment toolkit – attached as Appendix A

At that meeting the Schools Forum agreed that members were to individually complete the self-assessment toolkit. These responses were then to be collated by the Chair and reported to the meeting on 10 September 2015. This item was then deferred until this meeting.

This update will be provided by Keith Lawrence.

Recommendation

Members of the Forum are requested to consider the collated responses and determine any actions required.



Schools forum self-assessment toolkit

This toolkit provides local authority officers and elected members with a framework for assessing the strengths and weaknesses of their schools forum. The toolkit is designed as a set of questions which can be considered by individuals or the forum as a whole.

Question	Yes / No	Notes
1. Are meeting dates set in well advance and details (including time and venue) published in an accessible manner to enable interested parties to plan their attendance?		
2. Are meetings timed to coincide with key dates? (e.g. reporting of funding formula)		
3. Are meetings held in an accessible venue to enable observers to attend easily?		
4. Is there a dedicated website link for schools forum, is it current and regularly updated?		
5. Are the agenda and papers publicly available on the authority's website at least 6 working days in advance of the meeting?		
6. Are the papers published as a single document, so that users can download easily?		
7. If papers are tabled at the meeting, are they published on the		

Question	Yes / No	Notes
website promptly after the meeting?		
8. Are draft minutes published a reasonable time (e.g. within 2-3 weeks) after the meeting, rather than waiting until the following meeting?		
9. Are the minutes clear and unambiguous, with sufficient detail to illustrate the discussions, without reporting verbatim every point made?		
10. Is the constitution clear and appropriate? Including e.g. <ul style="list-style-type: none"> - a clear process for ensuring proportional representation - the process for electing members and their tenure - the timescale for review is clearly set out - the process for dealing with repetitive non attenders 		
11. Is there an induction pack or training programme available for new members?		
12. Is the election process clear and transparent? i.e. representatives are elected only by the group they are representing, whether phase-specific for maintained schools, or by the proprietors of academies for academy members.		
13. Do the papers contain clear recommendations and indicate in a consistent manner whether the		

Question	Yes / No	Notes
item is for information, consultation or decision?		
14. Is it clear to observers who attendees at the forum are representing? (e.g. by use of name plates, indicating sector)		
15. Does the chair manage the meeting well, ensuring that all are able to contribute to the agenda items, that no bias towards any sector is evident and that no single person or organisation is able to dominate the discussion?		
16. Is there inclusive participation in discussions for all phases and types of members?		
17. Do members actively canvass views and objectively represent their whole peer group at the forum and provide feedback after meetings?		
18. Where votes are required, is it clear who is eligible to vote for different items?		
19. Where votes are required, are the arrangements for recording the votes clear and unambiguous?		
20. Is there a system in place for a decision if votes are tied?		
21. Is the operational & good practice guide used to regularly review the forum's adherence to good practice?		

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SCHOOLS FORUM WORK PROGRAMME 2015/16

All meetings at 4.30pm at Badminton Road, Yate

<p style="text-align: center;">14th January 2016 Room 0012 Ground Floor</p> <ul style="list-style-type: none"> • Earmarked Capital Programme 2016/17 • Council Budget 2016/17 • Deployment of the DSG 2016/17 	<p style="text-align: center;">25th February 2016 Room 0012 Ground Floor</p> <ul style="list-style-type: none"> • 3rd Budget Monitor 2015/16 • The Schools Forum Constitution from April 2016 • Education Commission Update
<p style="text-align: center;">5th May 2016 Room 0012 Ground Floor</p> <ul style="list-style-type: none"> • Trading Arrangements • Analysis of Schools Block Funding Formulae 2016/17 	<p style="text-align: center;">14th July 2016 Room 0012 Ground Floor</p> <ul style="list-style-type: none"> • Preparing for 2017/18 (if known) • Provisional Outturn 2015/16 • Schools Forum Membership • Date of future meetings and the Work Programme 2016/17
<p style="text-align: center;">15th September 2016 Room 0012 Ground Floor</p> <ul style="list-style-type: none"> • DfE Consultation on School Funding 2017/18 • Allocation of Schools Block Growth Funding • 1st Budget Monitor 2016/17 • Education Commission Update 	

ANY OTHER BUSINESS