

AGENDA



SCHOOLS FORUM

Date: Thursday 12th July 2018
Time: 4.30pm
Place: Room 0012, Badminton Road Offices, Yate,
BS37 5AF

Distribution

Members of the Committee

Rhona Allgood	Keith Lawrence (Chair)
Dave Baker	Louise Leader
Penny Chislett	Jim Lott
Mark Dee	Sarah Lovell
Jo Dent	Diane Owen
Mark Freeman	Lisa Parker
Kim Garland	Ann Reed (sub)
Elizabeth Gibbons	Max Reed
Clare Haughton	Peter Smart
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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 MAY 2018	5 mins
6	SCHOOLS SPECIFIC CONTINGENCY: CHIPPING SODBURY UPDATE REPORT (To follow/tabled)	15 mins
7	SEND INTERVENTION FUND CLUSTERS	15 mins
8	SEND READY RECKONER	15 mins
9	EXCLUSIONS – FUNDING FOLLOWING THE PUPIL – Verbal Update	10 mins
10	DATES OF FUTURE MEETINGS AND THE SCHOOLS FORUM WORK PROGRAMME 2018	5 mins
11	ANY OTHER BUSINESS	5 mins

SCHOOLS FORUM
Thursday 10th May 2018
Room 0012, Badminton Road Offices, Yate, BS37 5AF

PRESENT:

Dave Baker (Vice Chair)	Executive Headteacher, Olympus Academy Trust
Mark Dee	Executive Headteacher, The Park and Parkwall Primaries
Jo Dent	Headteacher, Hambrook Primary
Kim Garland	Headteacher, Brimsham Green School
Clare Haughton	Page Park Pre School
Stuart Hill	Governor, Castle School Education Trust
Keith Lawrence (Chair)	Governor, Culverhill, School
Louise Leader	Headteacher, Pathways Learning Centre
Jim Lott	Governor, The Tynings Primary and Raysfield Federation
Sarah Lovell	Finance Director, Cabot Learning Federation
Diane Owen	Chair, Kings Oak Academy
Toby Savage	Councillor, Cabinet Member for Schools
Bernice Webber-Brown	Headteacher, Old Sodbury School

Officers:

Mustafa Salih – Head of Financial Management and Business Support
 Helean Hughes – Head of Education, Learning & Skills & Virtual Headteacher
 Kate East – SEND Consultant
 Duanne Chappell – 0-25 Service
 Caroline Warren – Corporate Finance
 Davina Gibbon – Corporate Finance

1. WELCOME AND INTRODUCTIONS

Attendees were welcomed by the Chair.

2. APOLOGIES FOR ABSENCE

Mark Freeman, Ann Reed and Max Reed

3. EVACUATION PROCESS

The Chair drew attention to the emergency evacuation procedure

4. ANY OTHER ITEMS THE CHAIR DECIDES ARE URGENT

None

5. MINUTES OF THE MEETING HELD ON 10 MAY 2018

Minutes of the previous meeting were accepted as a true record.

6. MATTERS ARISING FROM THE PREVIOUS MEETING

Item 8: New Request for Support from the Schools Financial Contingency. A decision on Marlwood School's request of £85k to enhance leadership over an 18 month period could not be taken as Schools Forum was not quorate.

Agreed

Schools Forum agreed the bid.

Schools Forum to be presented with separate minutes of future bids

7. UPDATE ON THE DEVELOPMENT OF SEND INCLUSION FUNDING AND THE CREATION OF SEND CLUSTERS

KE presented the report. Work is in developmental phase and it is proposed to have a pilot group by September.

DB stated that clusters that split academy trust schools into different groups would not work. KE responded that where possible existing cluster groups will be used.

Concerns were expressed that September would be a tight time frame to review the model with evidence base and get it right. KE responded that clear models would be developed between July and September and that it was important to continue at pace to implement the programme. The system had been trialed in other authorities albeit with variations e.g. in Woking funding was applied for but South Gloucestershire is developing an allocation model. There is evidence from other LA's that this funding has better outcomes for pupils which KE agreed to provide. MD commented that impact may not be seen in short term. KE stated that evaluation timescales had not yet been decided.

MS stated that it was an important development as part of the LA's SEND strategy and also as part of DSG sustainability. It is important that every pound spent has the best impact and it is also about giving control to schools/clusters to come up with their own initiatives to support pupils.

KG commented that the allocation methodology should not be onerous and MD stated that it should be fair. KE responded that the methodology had not yet been decided. Deprivation is linked to SEND but there is an issue whether deprivation factors alone are right.

CH queried why the early year's methodology was different from schools. KE stated that it was felt it would not work for schools. CH stated that there needed to be a joined up approach between early years and pupils continuing in the education system. MS stated that this should be considered when developing the proposals. DO commented that there is evidence that intervention at a much

earlier stage could have prevented some exclusions and that there was a need to implement the project as soon as possible.

HH stated that she had met with Primary Heads and has a list of initiatives from Headteachers.

Agreed

Schools Forum agreed the next steps as outlined in the report

An update will be presented at the next Schools Forum.

8. EXCLUSIONS: FUNDING FOLLOWING THS PUPIL PROPOSALS

MS introduced the report. This is part of the work being carried out to review high needs funding. DC presented the report on the proposed methodology and rates to be applied to pupil funding adjustments from September 2018.

MD queried the inclusion of Pupil Premium Grant in the adjustment. LL stated that Schools Finance Regulations include Pupil Premium Grant as part of the permanent pupil exclusion funding adjustment.

There was concern from academy members that the proposed funding adjustment is based on the LA financial year while academy funding is September to August. They also stated that they would need to take the proposals back to their Trusts for discussion and agreement.

Agreed

Schools Forum agreed in principle that funding following the pupils should be extended from the current basic entitlement rate to include other areas of the formula using an average rate as shown in Appendix 1 with the exception that Pupil Premium Grant should only be adjusted if the pupil attracts the funding.

Schools Forum agreed in principle to the extended adjustment period where a pupil is excluded after the Autumn Census.

Schools Forum agreed in principle that the proposals should be extended across maintained and academy sectors subject to MS discussing the adjustment period timing and academy financial year issue with SL

There will be an update at the next Schools Forum.

9. DSG OUTTURN REPORT

MS introduced the report. The figures are provisional and subject to external audit scrutinising the LA's accounts. MS drew attention to paragraph 6 where the cumulative overspend at the end of 2017/17 was £1.5m ahead of the DSG recovery plan.

CW presented the report highlighting areas of under and overspend.

MS confirmed that the Marlwood bid funding would be from 2018/19 schools contingency funding.

CW stated that the Early Years underspend is not rolled forward but forms part of the 2017/18 DSG spend. CH stated that EY providers had given up funding to create the Inclusion Fund and raised concerns on the level of take up and how the fund is promoted. MS said that a view would be taken after the 2018/19 applications to the fund and how it can be better promoted. HH to come back to Schools Forum on how many providers have accessed the inclusion fund in 2018/19.

September/October Schools Forum to include a DSG forecast update.

Schools Forum noted the report

10. DATES OF FUTURE MEETINGS

Agreed

11. ANY OTHER BUSINESS

None

The meeting closed at 17.53

SCHOOLS SPECIFIC CONTINGENCY: CHIPPING SODBURY UPDATE REPORT

Report to follow/tabled.

SOUTH GLOUCESTERSHIRE COUNCIL

SCHOOLS FORUM

12 JULY 2018

SEND INTERVENTION FUND CLUSTERS

Purpose of Report

1. The purpose of the report is:
 - To provide a briefing on the development of SEND Intervention Funding at SEN Support and the creation of clusters of schools to deliver this and;
 - To provide an update on the planned pilot for September 2018 and outline the process by which clusters of schools can express an interest in the Pilot

Background

2. A report was presented to the Schools' Forum on 10th May 2018. For information on the project please refer to the report:
<http://www.southglos.gov.uk/documents/Schools-Forum-Agenda-and-Papers-for-10-may-18.pdf>
3. A number of stakeholder meetings have been held which include:
 - High Needs Working Group (27th February and 24th April 2018)
 - Primary Headteachers Executive (12th April 2018)
 - Special School Headteachers Group (1st May 2018)
 - Public Health Lead for the mental health (May 2018 - Steve Spiers)
 - Secondary Headteachers (10th May 2018)
 - Primary Headteachers Task and Finish Group (5th June 2018)
 - Clinical Commissioning Group – Alison Ford, Head of Children and Maternity (13th June 2018)
 - A progress update was presented to the Primary Head meeting at BAWA on 13th June 2018.
 - Special School Headteachers and resource base/unit meeting (3rd July 2018)
4. The SEND Inclusion Funding and SEND cluster development is viewed as a strategic local authority project as its implementation is a critical element of the SEND Strategy and DSG Sustainability Plan. It will change the funding arrangements for pupils with SEND and provide an 'upstream' approach to funding. This means that the local authority will provide funding at an earlier point which ensures services can be developed and by doing so offset predicted higher costs later in the child's journey through school and into adulthood. The SEND Intervention Funding will provide a mechanism to deliver on some of the

commitments within the SEND Strategy (2018-2023). The Local Authority (LA) is keen to move this forward with pace and work collaboratively with schools to ensure that it is developed successfully. The SEND Intervention Funding is estimated to be in the region of £1,000,000 per annum and is funding which has been made available as a result of the implementation of the DSG Deficit Recovery Plan.

Current Position

5. Outcomes and targets are being drafted and will continue to focus on the three previously identified areas of:
 - Improving outcomes for pupils at SEN Support
 - Reducing the number of exclusions (fixed term/permanent)
 - Improving the identification of SEN and reducing the need and number of Requests for EHC needs assessments

6. Targets are being developed and remain in draft format. The number of targets will be reduced, streamlined and tested during the pilot phase. The current drafts targets include:
 - % children and young people meeting goal based outcomes (measured at review)
 - Average achievement 8 score per pupil at the end of KS4 for pupils with SEND
 - Average progress 8 score per pupil at the end of KS4 for pupils with SEND
 - Progress at end of KS2 for pupils who are SEN
 - % reduction in Fixed term Incidents involving a pupil with SEND
 - % reduction in Permanent Exclusions Involving a pupil with SEND
 - % increase in Attendance of SEN pupils and broken week absence for SEND pupils
 - % of pupils removed from SEN in an academic year
 - X% of SENCOs report that they can provide a broader range of support, services and interventions for pupils at SEN Support
 - X% reduction in requests for EHC needs assessment based on 2017/18 baseline
 - % satisfaction measure from parents and children
 - Percentage of young people with SEND that are NEET

7. Work is underway to produce a summary of interventions including an evidence base; schools can use the summary as a resource to determine how they wish to use the funding. The interventions will cover the following areas:
 - Interventions to support social emotional and mental health (e.g. Nurture UK, ELSA) – Lead Educational Psychology Service
 - Behavioural interventions - Lead Exclusions Group
 - Mental health interventions– Lead Public Health
 - Interventions to support the development of Speech, language and communication (including autism) – Lead Speech and Language Service

8. Evidence is being collated on cluster working and drawing on successful practices from across the UK. Appendix 1 provides a summary review of LAs that have adopted cluster styles of working. The pilot will draw on best practice from these areas.

Update on actions from the Report – 10th May 2018

9. A number of actions have now been completed as outlined in the 10th May Schools' Forum Report:

Actions from the May 10 th Schools' Forum Report	Update – 3 rd July 2018
Set up a Task and Finish group in late May/early June 2018. Primary headteachers have been nominated.	A task and finish group has been set up and met once but needs additional representation as several members are moving to new posts in September 2018. The group needs to be extended to include secondary representation. The group will require Terms of Reference drawn up and will lead the review of the Pilot and plan for the introduction of the SEND Intervention Funding.
Agree a cluster formation with headteachers and senior leaders in the LA.	Members of the Directorate have agreed a cluster formation and have recommended the trial (through the pilot) of the Council wide health and social care clusters. See Appendix 2 for a list of schools in each of the 6 clusters. This report allows for discussion and approval from the Schools' Forum.
Agree a Project Plan for the pilot of one cluster by July 2018	A letter has been drawn up asking for one of the clusters to work in the Pilot from September 2018 – March 2019. Project Plan for the Pilot to be completed by July 2018.
Draw up a Project Plan covering the development of all Clusters by September 2018	Additional project management resource has been requested. This work will be progressed during term 1.

The secondary headteachers have asked that there is a joint session with primary and special headteachers to explore cluster working; this is being planned and will take place in term 2.

Pilot phase - September 2018 – March 2019

10. In line with the approach taken in other successful LAs the SEND clusters should be based on a geographic basis to bring Schools together on a logical and effective basis and to ensure the specific needs of students in their locality informs each cluster's primary focus. The LA is developing geographic clusters in other related service areas including adult social care and community health who have moved to a place-based model with a geographical cluster-based approach. The clusters that have been set up are based on primary care (e.g. GPs) services and social care. The intention is to align other LA development work to these clusters; this would include children's mental health hubs and early help and the

SAFeh¹ processes (preventative services) as examples. Appendix 2 provides a list of the schools arranged in the six geographical clusters. Only a few schools are placed in cluster 5 and so the recommendation is that cluster 5 is merged with cluster 4. The clusters of schools are similar to the five locality teams set up for primary school improvement work in the past. We are aware of the request to align this cluster work alongside the Multi Academy Trust groupings, however, this proves difficult especially where a MAT is geographically spread across the South Gloucestershire area. There are some primary schools in outlying areas that may feel more attached to other clusters. One cluster is significantly larger and may need to work as two groups within the cluster (cluster 3). We will test the impact of the suggested clusters in terms of relative size, for the MATs and outlying primary schools during the pilot phase. This can allow for some changes if needed.

Funding Strategy

11. Due to the implementation of the National Funding Formula by the DfE funding for schools in South Gloucestershire (through the DSG) increased by approximately £4m in 2018/19. In line with our approved DSG Sustainability Strategy and following consultation, the LA transferred £2.9m of that increase to the High Needs Block to support SEND pressures. Those SEND pressures continue and as a LA we continue to be an outlier compared to our statistical neighbours in terms of the proportion of EHCPs we issue and the funding we assign to those EHCPs. The DSG Sustainability strategy has a number of initiatives aimed at improving our cost effectiveness in this area and the Intervention Cluster Funding is one our most important ones. For 2019/20 it is anticipated that Schools Block funding will increase by a further £3m to £4m and the DSG Sustainability Strategy will repeat the successful approach adopted for 2018/19 and again consult on transferring £3m from the Schools Block to the High Needs Block. This will form the basis for investing funding into the Intervention Fund Clusters. This approach will require the support of Schools and the approval of the Secretary of State for Education. With regards to the latter requirement officers recently met with DfE officials to discuss our Sustainability Strategy and the DfE officials were very positive about our overall approach.
12. Should this element of our Strategy not gain approval then the alternative would be to reduce SEND allocations across the board to meet the requirements of the DSG Sustainability Strategy and to invest in the Intervention Funding Clusters.

¹ The SAFeh is South Gloucestershire's response to the Common Assessment Framework (CAF) and access to Early Help Services.

Next Steps

- (1) Implement the Pilot phase – Appendix 3 contains a draft letter to be sent to all schools asking for an expression of interest from schools to work on a cluster basis. The timescales are short in order to start work quickly in September with the cluster. The schools will be asked to respond by Friday 7th September.
- (2) Continue the Task and Finish group and engage secondary and special representation. Draw up Terms of Reference for the group by end of July 2018 including dates for meetings in term 1 and 2.
- (3) Set up a joint Primary and Secondary session in Term 2 to explore cluster working in detail
- (4) Draw up a Project Plan covering the development of all Clusters by October 2018 including:
 - Set the vision for SEND Inclusion and SEND clusters
 - Establish financial elements of the Cluster Funding Plan including: savings targets, overall amount of funding, cluster level allocations, targets, decision making requirements etc.
 - Use of an SLA and arrangements for allocating and monitoring funding. SLA to include clear outline of required outcomes and process to terminate the arrangement if outcomes are not delivered
 - Draw up Terms of Reference for the clusters
 - Funding to be determined for the allocation of core staffing to clusters (if required)
 - Identification of the process for requesting funding including templates for requesting and agreeing funding
 - Agree moderation process/panels - cluster and LA wide and identify resources to pay for staff time (if required)

RECOMMENDATIONS

1. Schools' Forum support the adoption of the five SEND clusters (cluster 5 merged with 4) for the purposes of the Pilot.
2. Schools' Forum support the approach to the Pilot phase which will focus on one or a maximum of two clusters and request an update on progress in the Schools' Forum meeting in November 2018.
3. Schools' Forum receive an evaluation Report in January 2019 to review learning from the Pilot and planning for the implementation of cluster working across the LA (planned for April 2019).
- 4.

Kate East
SEN Consultant

Helean Hughes
Head of Education Learning and Skills

APPENDIX 1 - South Gloucestershire - SEND: Evidence of School Cluster-led Strategies

The SEND system across England is under pressure, and with it the high needs funding allocated to support it:

- The 0 – 19 population continues to increase, which is reflected through increasing numbers of those with SEND. The DfE projects an overall 2.2% increase in primary age and 2.4% increase in secondary to 2026, with the latter growing in excess of 3% per annum over the next two years.²
- However, the rate of growth in numbers of children and young people with high levels of SEND who have an education health and care plan (EHCP) has been faster than the overall population: DfE reported an 11.3% increase through 2017.³
- There has also been an increase in the proportion of the school population who attend special schools as well. Historically the average is around 1% of the school population: it has now reached 1.4%.⁴

The purpose of this summary is to provide examples adopted by local authorities elsewhere in England to mobilise groups or clusters of schools in their area in collaborative approaches to providing support and early intervention for children and young people with SEND. In particular, local areas that have either delegated part of their SEND budget to groups of schools as an enabler for early intervention or where some high needs funds are allocated to facilitate the cluster working.

Online research was carried out that accessed information from 70 local authorities across England. The large majority of these local authorities do not allocate high needs funding either via, or to support, systematic cluster working across their local school system. The vignettes below broadly fall into two groups: a) those where there is a school-led system to allocate high needs funding for individual pupils and/or schools with decisions being made in clusters; b) those that provide high needs funded support for infrastructure to facilitate clusters of schools working together, and with partner agencies, to improve outcomes for pupils with SEND.

A. Funding for SEND provision

Nottinghamshire: Ofsted / CQC area review: August 2016
Percentage pupils with an EHC plan: 1.3%

Nottinghamshire has well-established school clusters called Families of Schools and has established that SEND funding is both allocated by these groupings, or for high level needs, coordinated by the respective Family of Schools for submission to Panel. The clusters of schools, broadly a secondary school hub with feeder primaries, have been working to meet SEND need for over 15 years. Each Family of Schools has a Family SENCO, part of whose role is to coordinate the cluster's SEND

² DfE SFR 31/2017: National Pupil Projections <https://www.gov.uk/government/statistics/national-pupil-projections-july-2017>

³ DfE "Statements of SEN and EHC plans: England, 2018" Pub May 2018.

⁴ From conference presentation by Dr Simon Knight, Whole School SEND. 15-6-18

infrastructure as well as ensure that funding decisions are recorded and reported to the local authority. Two broad levels of SEND funding are established: Additional Family Needs (AFN) and High Level Need (HLN). ALN is allocated on a school-by-school basis according to the numbers and complexity of pupils with SEND and enables intervention for individual pupils and school partnership working; a lower level of evidence is required. HLN requires an EHC needs assessment evidence these are moderated and coordinated by the Family SENCO, and then submitted to SEND Panel for decision.

Example of a school SEND information: <http://www.sirjohnsherbrooke.co.uk/send-information-report/>

City of Leeds: Ofsted / CQC area review: February 2017

Percentage pupils with an EHC plan: 1.8%

City of Leeds has had Area Inclusion Partnerships for nearly 15 years. There are four across the city and are larger groupings of schools, with support services: the NW AIP consists of 46 primary schools and 9 secondary schools. The funding allocation systems are operated by each AIP's staff, and each partnership has a headteacher-led board that oversees the work of the partnership and is responsible for monitoring effectiveness. Three categories of support are in place: level 1, which is enhanced SEN support with request for specific intervention and/or professional time for a pupil; level 2, described as 'wave 3' towards higher level of need, funding for targeted interventions to meet a pupil's needs; level 3, which require AIP specified assessment prior to referral to the AIP's panel. This can result in the equivalent of an EHC plan and admission to specialist provision. Each AIP oversees work with extended services clusters in their area, which provide a forum for schools and local partners to identify need and plan interventions and support. NW AIP has six extended service clusters in its area.

NW Leeds AIP's processes: <http://www.nwaip.com/our-process/#>

Hertfordshire: Ofsted / CQC area review: August 2016

Percentage pupils with an EHC plan: 2.0%

Hertfordshire is a large county council and has 37 school clusters coordinated into 9 school districts. Each cluster has an SEND group that meets termly, coordinated usually by a SENCO from one of its schools (cover time funded) as well as all schools receive a small payment towards the cost of cover to attend meetings, together with an attached EP and outreach SEN officer. Cluster meetings review and moderate any applications for exceptional needs funding, and, if agreed, they are then referred to their district panel. Each school district operates regular Exceptional Needs Panels, which make decisions about whether to agree to exceptional needs top-up funding for individual pupils in their mainstream schools and their work is overseen and moderated by the county's Exceptional Needs Advisory Group.

There are also 9 Delivering Specialist Provision Locally (DSPL) groups in each district. DSPL groups are chaired by a mainstream school headteacher and are made up of parents, carers, representatives from early years' providers, primary, secondary and special school headteachers and local authority officers and they oversee and commission specialist provision and support in their area. The EHC needs assessment processes are managed and coordinated by SEN staff based in

each of the nine districts. All these processes are comprehensively scaffolded by role descriptions, pro-forma, meeting guides and CPD.

<http://www.thegrid.org.uk/learning/sen/pupil/enf/index.shtml>

http://www.thegrid.org.uk/learning/sen/whole_school/dspl/index.shtml

Wokingham: Ofsted / CQC area review: not yet

Percentage pupils with an EHC plan: 2.4%

Wokingham is a medium sized unitary authority in Berkshire. They operate an Exceptional Needs Funding (ENF) process driven by a principle that funding should be delegated to schools where possible. This arrangement was introduced in 2014 following the Children and Families Act 2014 and is operated through school clusters that were already well established. The structures encourage schools to share practice through SEND meetings within their cluster, and there is an area-wide moderation process, in which all clusters are represented, that makes the final decision about the level of ENF to be allocated and maintains consistency of decision-making.

Schools bring cases, presented on standard paperwork, to cluster meetings in order to apply for exceptional needs for the pupil. If supported by the cluster, the case is then considered by the area-wide group that makes the final funding decision. There is also a parallel application process that schools can use to make the case for allocation of some school-level, ENF where the mainstream school is considered to be supporting a large number of pupils. The EHC needs assessment process works in tandem with the clusters process, with the area-wide moderation group considering EHC needs assessment requests before they are formally submitted to Panel. There is an expectation that most pupils with SEND in mainstream schools can have their additional resource needs met through the ENF process.

The timing of cluster meetings are coordinated to be within two weeks before the Moderation Board meetings, so that a timely decision-making process is maintained.

www.wokingham.gov.uk/EasySiteWeb/GatewayLink.aspx?allId=408924

B. An Example of other SEND partnership with schools.

Milton Keynes: Ofsted / CQC area review: not yet

Percentage pupils with an EHC plan: 2.9%

Milton Keynes is a medium-size unitary authority. It has three locality Children and Family Practices that include SEND advisory staff, together with early years support, youth work provision and each operate a multi-agency safeguarding hub, to coordinate early help for vulnerable families. Each locality has an advisory body, with representatives of school leaders, and agreements are reached about support strategies and priorities through this process. This also facilitates coordination of services and approaches between schools in the locality. These arrangements have been in place since 2012.

<https://www.milton-keynes.gov.uk/children-young-people-families/early-help/children-and-families-practice-north>

South Gloucestershire – SEND CLUSTERS

CLUSTER 1	CLUSTER 2
Almondsbury Primary	Bailey's Court Primary
Charfield Primary	Bowsland Green Primary
Christ the King Catholic Primary	Callicroft Primary Academy
Crossways Infant	Charborough Road Primary
Crossways Junior	Coniston Primary
Gillingstool Primary	Filton Hill Primary
Manorbrook Primary	Holy Family Primary
Oldbury-on-Severn Primary	Holy Trinity Primary
Olveston Primary	Little Stoke Primary
St Andrew's Primary (south Glos)	Meadowbrook Primary
St Helen's Primary	St Chad's Patchway Primary
St Mary's Primary (Thornbury)	St Mary's Primary (Bradley Stoke)
St Peter's Primary	St Michael's Primary (Stoke Gifford)
Severn Beach Primary	Shield Road Primary
Tortworth	Stoke Lodge Primary
The Castle	Wallscourt Farm Academy
Marlwood	Wheatfield Primary
New Siblands School	Pegasus
	Patchway
18 schools	Bradley Stoke Community
	Abbeywood
	BTEA
	22 schools

CLUSTER 3	CLUSTER 4
Abbotswood Primary	Barrs Court Primary
Alexander Hosea Primary	Beacon Rise Primary
Broadway Infant	Cadbury Heath Primary
Elm Park Primary	Cherry Garden Primary
Frampton Cotterell Primary	Christ Church Primary (Hanham)
Frenchay Primary	Courtney Primary
Hambrook Primary	Hanham Abbots Junior
Hawkesbury Primary	Longwell Green Primary
Horton Primary	The Meadows Primary
Iron Acton Primary	Our Lady of Lourdes Primary
The Manor Primary	The Park Primary
Marshfield Primary	Parkwall Primary
North Road Primary	Redfield Edge Primary
Old Sodbury Primary	St Anne's Primary
Pucklechurch Primary	St Barnabas Primary
Rangeworthy Primary	Samuel White's Infant
Raysfield Infants'	Warmley Park
Raysfield Junior	John Cabot
The Ridge Junior	Hanham Woods
St John's Mead Primary	Sir Bernard Lovell
St Mary's Primary (Yate)	Digitech
St Michael's Primary (Winterbourne)	
St Paul's Catholic Primary	
Trinity Primary	21 schools (plus 3 from cluster 5)
Tyndale Primary	
Watermore Primary	
Wellesley Primary	
Wick Primary	
Woodlands primary	
Culverhill	
Yate International Academy	

Brimsham Green	
Chipping Sodbury	
Winterbourne - 34 schools	

CLUSTER 5	CLUSTER 6
King's Oak Academy	Barley Close Primary
St Stephen's Junior	Blackhorse Primary
St Stephen's Infant	Bromley Heath Infant
New Horizons Learning Centre	Bromley Heath Junior
4 schools	Christ Church Infant (Downend)
	Christ Church Junior (Downend)
	Emersons Green Primary
	Kings' Forest Primary
	Lyde Green Primary
	Mangotsfield CE (VC) Primary
	St Augustine of Canterbury Primary
	Stanbridge Primary
	Staple Hill Primary
	The Tynings
	Mangotsfield S
	Downend
	Pathways Learning Centre - 17 schools

DRAFT Letter sent to schools to request Expressions of Interest for involvement in the Pilot – September 2018

Dear Headteachers,

Re: Invitation to express an interest in the Cluster SEND Intervention Funding

As you are aware, the Local Authority (LA) is developing SEND Intervention Funding which will be delegated to clusters of schools to support groups of pupils identified at SEN Support. This project does not affect the individual arrangements in place for pupils who have an EHC plan and are in receipt of Element 3 funding. The full implementation is planned to start in April 2019 after a pilot phase is complete and through discussion with the Schools' Forum.

The SEND Intervention Funding and SEND cluster development is viewed as a strategic LA project as its implementation is a critical element of our SEND Strategy and DSG Sustainability Plan. It will change the funding arrangements for pupils with SEND and provide a more preventative approach. The LA will provide funding at an earlier point to ensure children's needs can be met and that services can be developed. Providing early support will offset predicted higher costs later in the child's journey through school and into adulthood. The SEND Intervention Funding will provide a mechanism to deliver on some of the commitments within the SEND Strategy (2018-2023). Clusters of schools will work collaboratively and expand their own local offer to better meet the needs of pupils with SEND in their locality. The additional funding allocated to the clusters from April 2019 will be based on the factors used in the national funding formula (population, disability living allowance, children in bad health, KS2 and KS4 low attainment, free school meals and IDACI).

The LA are also keen to ensure that this project is aligned with other work underway across the Council, Clinical Commissioning Group (CCG) and NHS including the development of clusters being set up for social care and primary care (e.g. GPs) across adult services. The intention is to align other development projects to these clusters; this would include children's mental health hubs and early help (preventative services) as examples. Attached to this letter is a list of the schools arranged in the six area wide clusters. Only a few schools are placed in cluster 5 and so the recommendation is that cluster 5 is merged with cluster 4. The clusters of schools are similar to the locality teams set up for primary school improvement work in the past. We are aware of the request to align this cluster work alongside the Multi Academy Trust groupings, however, this proves difficult especially where a MAT is geographically spread across the South Gloucestershire area. There are some primary schools in outlying areas that may feel more attached to other clusters. We will test the impact of the suggested clusters for the MATs and outlying primary schools during the pilot phase.

As this is a significant development within the SEND sector in South Gloucestershire, we are keen to trial the arrangements through a pilot. The pilot will run from mid-September 2018 to March 2019 with the learning from the pilot being

built into the roll out of the clusters across the LA from April 2019. An assessment of the pilot will be completed in January 2019.

For those of you that would like more information we would suggest that you look at the report completed for the Schools' Forum on the 10th May 2018 (see pages 4 – 9). <http://www.southglos.gov.uk/documents/Schools-Forum-Agenda-and-Papers-for-10-may-18.pdf>.

The Pilot – what you need to do as a school

The pilot will provide evidence as to whether this is an appropriate approach for SEND in South Gloucestershire and what the advantages and disadvantages are for schools and MATs. Adopting the area wide clusters will help ensure that other council services initiatives are aligned e.g. mental health, early help and the SAFeh process as examples.

We are keen to have a pilot running in one of the five cluster areas (see Appendix 1 for schools in each cluster) so we can test the funding models, systems, processes and arrangements prior to the full implementation. Ideally we would like all schools in the cluster to be involved (although as cluster 3 is large this may mean that a smaller group may be appropriate for the pilot).

If your cluster is interested in being involved in the pilot, the cluster of schools will need to provide an **Expression of Interest** and email including the following information:

- Identification of a lead SENCO who is willing to work with the LA and across the group of schools
- Identification of a single point of contact (senior leader in one of the schools) to work with the LA
- An assessment of the key priorities in relation to SEND across your cluster (no more than 1000 words)
- Agree a set of outcomes and targets for the pilot to test success
- List the schools in the cluster that are to be part of the pilot. Provide reasons for any school that does not want to be part of the pilot.

This will need to be submitted by **12.00 on Friday 7th September 2018.**

In mid-September 2018 be ready to:

- Develop an exclusion project to reduce the number of exclusions across the school including primary schools
- Take part in the Whole School SEND programme
- Test interventions that have been identified for their evidence base
- Take part in the pilot from Sept 2018 – March 2019 (with an assessment point in Jan 2019)

The level of funding for the pilot will be confirmed once all Expressions of Interest have been reviewed. We would prefer to identify one pilot cluster and therefore a selection process may have to be implemented depending on the level of interest.

Two pilots may be considered if interest is high. A paper is being presented to Schools' Forum for approval on 12th July 2018.

If a cluster of schools are interested in being involved in the pilot, please send an email as an **Expression of Interest to Helean Hughes by 12.00 on Friday 7th Sept 2018.**

If you have any questions and would like to discuss this further please contact Kate East at kate.east@southglos.gov.uk;

Helean Hughes
Head of Education Learning and Skills

Kate East
SEN Consultant

SOUTH GLOUCESTERSHIRE COUNCIL

SCHOOLS FORUM

12 July 2018

Update on the progress of the SEND Ready Reckoner Pilot

Purpose of Report

To outline:

- The benefits of a transfer to the SEND Ready Reckoner for the allocation of SEND pupil funding for pupils with an EHC plan at maintained schools and academies. The SEND Ready Reckoner would replace the current Local Authority (LA) allocation process using the 'matrix system' for Element 3 (Top Up) high needs funding;
- A phased implementation process with the SEND Ready Reckoner being used for all new EHC plans from September 2018

Background

1. The Schools Forum High Needs Working Group (HNWG) has been involved in the development of the SEND Ready Reckoner so that a fair, equitable and transparent mechanism is identified in the allocation of Element 3 (Top Up) funding for pupils attending mainstream schools. The SEND Ready Reckoner has been developed to replace the 'matrix system' of SEND funding. The matrix system is only used for pupils in mainstream schools; it is not used for the calculation of funding for pupils placed at specialist provision including resource bases, units and special schools. South Gloucestershire currently has different funding mechanism for pupil level allocations of Element 3 funding in special schools, resource bases and colleges.
2. A paper was presented at the Schools Forum in September 2017 which outlined the plan to replace the 'matrix system'.

The matrix system for SEND funding has been in place for in excess of 15 years. It has been amended over time to cover more recently identified SEN categories of need but can no longer be described as objective or transparent and does not cover the complexity of needs that are now often identified in children and young people (e.g. sensory needs/diet and mental health).

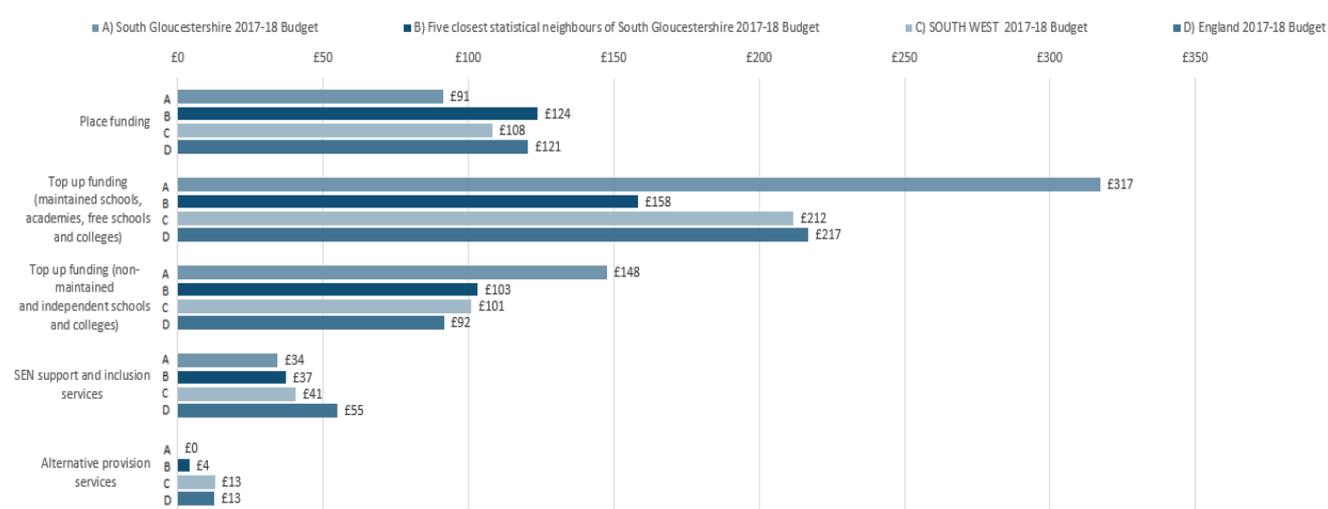
National benchmarking data highlights that South Gloucestershire is allocating higher levels of Element 3 (Top Up) funding than nearly all other local authorities. DfE state that Top Up funding rates should mainly reflect the additional support costs relating to individual pupils and students, in excess of core funding, that the institution receives (i.e. Elements 1 and 2).

3. The SEND Ready Reckoner is not designed to be a cost cutting tool; the tool is designed to ensure that schools receive the level of funding that is transparent and set at a level that ensures the pupils' needs, as identified on the EHC plan, can be met by the school. The DfE provided the High Needs Benchmarking Tool (version2) which highlights that South Gloucestershire has significantly higher Element 3 funding per head of 2-18 population. The level for South Gloucestershire is £317 in comparison to the south west average of £212 and five closest statistical neighbours at £158. All England is £217. South Gloucestershire is currently £100 in excess of the all England average. Our place funding is £91 in comparison to £121 for the all England level.

Key: A is South Glos, B is five closest statistical neighbours, C is South West and D is all England

Chart 3: High needs amount per head of 2-18 population

This chart compares budgeted and/or outturn spend per head, using aggregated section 251 categories as explained in the "Glossary and sources" worksheet. The data can be found in data table 2.



A further chart is in Appendix 2 showing the differences across phases.

Update on the Pilot

4. The pilot has involved consulting with schools and the 0-25 Service. The feedback and data has been helpful in the following ways:
- Highlighted the changes needed to ensure the tool is robust, fair and transparent;
 - Helped design the process by which the SEND Ready Reckoner can be implemented for individual pupils;
 - Helped design the process by which the SEND Ready Reckoner can be introduced across the LA.

5. Changes needed to ensure the tool is robust, fair and transparent

The key benefit of the SEND Ready Reckoner is that all costs are fixed and funding is transparent; schools, parents and the LA can be clear on what is being allocated. The request from many parents groups and the requirements enshrined within the Children and Families Act and Code of Practice requires LAs to be specific and

quantifiable about the level of funding attached to an EHC plan. The tool uses hourly rates and will capture all reasonable costs, e.g. additional staffing, training required and equipment costs. SENCO time has not been included in the tool as the school should provide access to the SENCO as part of core funding.

The Element 2 funding of £6,000 is deducted from the overall cost of the package of support. This is in line with national practice and guidance. Appendix 1 provides information on the fixed hourly rates in the SEND Ready Reckoner.

6. Design the process by which the SEND Ready Reckoner can be used for individual pupils

The feedback from the pilot has led to a change in the way the SEND Ready Reckoner will be implemented by the LA. Once a pupil is allocated an EHC plan, the provision section in Part F of the EHC plan will list the level of provision needed to meet the needs of the pupil. The provision will then be inputted into the SEND Ready Reckoner by the 0-25 Service. The 0-25 Service will consult with the school with a listed level of funding. If the school feel that they need a higher (or lower) level of funding they will be asked to provide a costed provision map highlighting what provision is needed and this will be considered by the LA.

The pilot highlighted that schools use different hourly rates and have high demand for additional teaching assistant hours. Both factors that have heavily impacted on our benchmark data showing that the LA is one of the highest per pupil funded arrangements (see and Appendix 2).

The pilot highlighted that the EHC plans are not clear in terms of the provision that is required. Work is underway with the 0-25 Service to ensure that EHC plans are written so that they are clear and that provision is specific and quantifiable. Work is also planned with the Educational Psychology Service and other advice givers (e.g. health providers) to ensure that their advice is also clear allowing the 0-25 Service to draw on the advice and write more specific EHC plans.

Consideration will be given to extending the use of the SEND Ready Reckoner with pupils placed in resource bases and units attached to mainstream schools. This will support the change implemented in April 2018 at a national level, where the place value has moved from £10,000 per place to £6,000 for resource bases and units in mainstream schools.

7. Design the process by which the SEND Ready Reckoner can be introduced

The recommendation is that LA will start to use the SEND Ready Reckoner for all new plans from September 2018 and for a pupil going to, or transferring to a primary or secondary school or academy. The 0-25 Service senior managers will approve all allocations made to schools. In addition to all new plans, the SEND Ready Reckoner will be introduced over a three year period with the following year groups completed as part of the annual review process each year: years 2, 6, 9 & 11 (where appropriate).

The LA will provide guidance to schools so they can understand how the SEND Ready Reckoner will be used but schools will not be expected to complete the tool; this will be completed by the 0-25 Service.

The pilot has highlighted the number of pupils with very high levels of teaching assistant support. The guidance for the tool will assume that a school week is 25 hours and an additional 7.5 hours of unstructured time so full time support is deemed to be 32.5 hours. The Element 2 funding of £6,000 supports between eight and nine hours of a teaching assistant support. Only those pupils with significant health and safety needs will warrant full time support. Pupils in receipt of Element 3 funding should also draw on support of the class/subject teacher(s), class based teaching assistants where they exist; they should also have time in the school day when do not require additional adult support. If a second adult is required for some activities then the school should look to access this from their own staff group wherever possible. The SEND Ready Reckoner does, however, allow for 2:1 ratios of support if needed from complex and severe needs.

The guidance for the tool will recommend that levels of support for teaching assistant time are described as listed:

Level of support descriptor	Hours
Low	5 - 10
Medium	11 - 15
High	15 - 20
Exceptional – H&S	20+

8. Next Steps

1. Continue to test the tool with the 0-25 Service and a small number of schools (June/July 2018)
2. Finance team to confirm approval of the tool (July 18)
3. Provide training for 0-25 colleagues on the SEND Ready Reckoner (June/July 18)
4. Provide guidance information to 0-25 Service and advice givers in the EHC needs assessment (July/August 18)
5. Discussion with Parent/Carer groups (July/Sept 2018) to inform them of the change
6. Implement for new EHC plans from September 2018. Implement for pupils transitioning to new schools during 2018/19.

Plan to include resource bases, special schools and Early Years in current SEND Ready Reckoner and develop a SEND Ready Reckoner for FE colleges (December 2018).

RECOMMENDATION

The LA is consulting the Forum on its proposed implementation of the SEND Ready Reckoner and the Forum is asked to give its views for the LA to consider prior to finalising the tool and implementation process.

Kate East
SEN Consultant

Duane Chappell
Strategic Lead 0-25 (Education)

Appendix 1

Rates for Teaching Assistants

Personal Assistant – Hay 12

Role description:

- Well defined clerical and admin tasks to support teachers.
- Not directly involved in pupils' learning activities but may provide one-to-one supervision on a directed basis to assist with welfare or personal care

The hourly rate of pay being used is £11.46. This has been based on the Personal Assistant rates paid by Social care, which is slightly higher than a Hay 12 point 11 including oncosts.

Teaching Assistant - Hay 10

Role description:

- Working mainly with individuals or groups, plus appropriate whole class support alongside teacher. May include working with SEN pupil(s).
- Well defined, teacher directed activities to support pupils' learning.
- Limited involvement in planning and assessment of activities within set procedures

The hourly rate of pay including oncosts being used is £15.27.

This is based on the average of a Hay 10 factored to 45.6 weeks for TTO which equals £13.06. However as the ready reckoner is based on 39 school weeks the hourly rate has been pro-rata up as follows - $£13.06 \times 45.6 \text{ weeks} / 39 \text{ week} = £15.27$

HLTA – Hay 8

Role description:

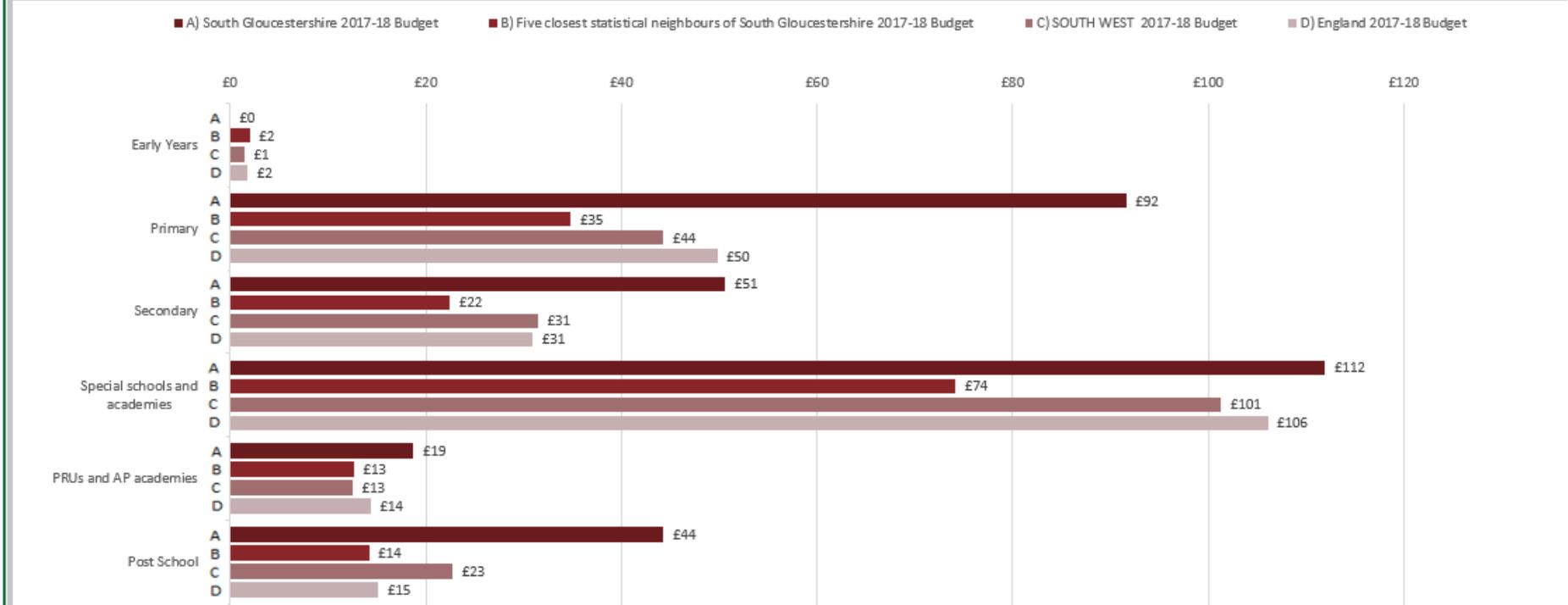
- In addition to working with individuals or groups and providing in-class support, there will normally be a regular timetabled requirement to lead larger groups or whole classes, with specific learning activities.
- A significant contribution to planning, preparation and evaluation for relevant learning activities including appropriate marking and reporting on pupils' progress.
- May be required to manage resources or devolved budget for a specialist area of activity.
- Will normally have a significant role in the management of other TAs/Support Staff, e.g. holding briefing meetings, induction of new TAs, mentoring and contributing to or undertaking performance review.

The HLTA will contribute to individual, group or in class support. Able to work with limited direct supervision from qualified teacher whether or not present in the classroom. Will also have planned and timetabled responsibility for leading or delivering whole class or small group learning activities.

The hourly rate of pay including oncosts being used is £19.55. This is based on Hay 8 point 27 factored to 45.6 weeks for TTO which equals £16.72. However as the ready reckoner is based on 39 school weeks the hourly rate has been pro-rata up as follows - $£16.72 \times 45.6 \text{ weeks} / 39 \text{ week} = £19.55$.

Appendix 2

Chart 5: High needs amount per head of 2-18 population: top up funding (maintained schools, academies, free schools and colleges) split by type of institution



EXCLUSIONS – FUNDING FOLLOWING THE PUPIL

Verbal Update.

SCHOOLS FORUM FORWARD PLAN

12th July 2018 @ 4.30pm Room 0012 Ground Floor
<ul style="list-style-type: none"> • Schools Specific Contingency: Chipping Sodbury Update Report • SEND Inclusion Fund Clusters • SEND Ready Reckoner • Exclusions – Funding following the pupil – verbal update

20th September 2018 @ 4.30pm Room 0012 Ground Floor	25th October 2018 @ 4.30pm Room 0012 Ground Floor
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29th November 2018 @ 4.30pm Room 0012 Ground Floor
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ANY OTHER BUSINESS