

AGENDA



SCHOOLS FORUM

Date : Thursday 17TH October 2013

Time : 4.30pm

Place : Badminton Road Offices, First Floor, Room 1009

Distribution

Members of the Committee

Richard Badley	Janet Hoyle
Dave Baker	Keith Lawrence (Chair)
April Begley	Jim Lott
Nicola Berry	Sujata McNab
Angie Brown	Jane Millicent
Tania Craig	Julie Phillips
Fr.Eugene Campbell	Max Reed
Mark Dee	David Turrell
Steve Forecast	Andrew Wild
Mark Freeman	
Amanda Fry/Lisa Williams	
Keith Geary	
John Goff	
Geoff Howell	Ann Reed (sub)

Appropriate Officers

Peter Murphy
Martin Dear

Councillors

Ian Blair
John Calway
Gareth Manson

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AGENDA

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|---|--|---------|
| 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 12 SEPTEMBER 2013 | 5 mins |
| 6 | FINAL DEDICATED SCHOOLS GRANT (DSG) 2013/2014 | 5 mins |
| 7 | SCHOOL FUNDING ARRANGEMENTS FOR 2014/2015 | 20 mins |
| 8 | SCHOOLS FORUM WORK PROGRAMME | 5 mins |
| 9 | ANY OTHER BUSINESS | 5 mins |

Department for Children, Adults and Health

**SCHOOLS FORUM
Thursday 12 September 2013
Badminton Road Offices**

PRESENT:

Richard Badley	Headteacher, Mangotsfield Secondary School
Dave Baker	Executive Headteacher, Bradley Stoke and Abbeywood Community Schools
Nicola Berry	Headteacher, St John's Mead CE VC Primary School
Mark Dee	Executive Head, The Park & Parkwall Primaries
John Goff	Governor, The Park & Parkwall Primaries
Geoff Howell	Governor, Patchway Community College, Barley Close and Callicroft Primary Schools
Janet Hoyle	Headteacher, Watermore Primary School
Jim Lott	Governor, Stanbridge Primary School
Sujata McNab	Director of Finance & HR, Cabot Learning Federation

Chair: Keith Lawrence Governor, Culverhill School

Officers: Martin Dear, Head of Business Support

1. WELCOME AND INTRODUCTIONS

Attendees were welcomed by the Chair, Keith Lawrence.

2. APOLOGIES FOR ABSENCE

Steve Forecast, Mark Freeman, Jane Millicent, Julie Phillips, Ann Reed, Max Reed, David Turrell, Andrew Wild

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 MEETINGS HELD ON 4th JULY 2013

Item 5 - Any Other Business

Re: funding changes to SEN and High Needs. Academies had still not received funding to cover the gap.

Item 7: School Balances

MD reported that Lead Members did not expect a formal report to go CYP Committee. If the Schools Forum decided to send a formal report then the Lead Members would want substance in the opinion regarding school balances.

Action: KL - It was agreed to refer this back to the working group.

Item 10:

MD confirmed that he had written to Mark Dee, Will Roberts and Dave Baker for representation on the Schools Forum.

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

6. FAMILIES IN FOCUS

Christopher Wilford, Troubled Families Co-ordinator, joined the meeting and gave a presentation entitled "Families in Focus; Delivering the Troubled Families Initiative in South Gloucestershire".

A copy of the presentation is attached.

7. FIRST QUARTER MONITOR REPORT: REVENUE AND CAPITAL 2013/2014

Revenue budget was on target.

However, there is concern about high needs block as this covers the areas of demand led funding including 16+ places at colleges.

Early Years block probably okay but will not know about the take up of 3-4 year olds provision.

Capital budget is okay.

Unplanned work will be carried out at Broadway Infant School to remove asbestos for health and safety reasons.

Four bids for basic primary need were successful. These bids covered Bradley Stoke Community School and Kings Oak Academy, Mangotsfield Primary School and Beacon Rise Primary School.

8. ALLOCATION OF SCHOOLS BLOCK GROWTH FUNDING

Schools Forum approved the funding allocations where schools have been asked to expand by a class in September 2013 and the funding of Wallscourt Farm Primary School of £50,000 for each of the next four years.

9. SCHOOL FUNDING REFORM CHANGES FOR 2014/2015 - UPDATE

MD reported that the DfE will be making minimal changes to the Schools Formula 2014/15.

Specifically

Schools Block:

AWPU - Minimum of £2,000 for primary and £3,000 for secondary - No potential change

Deprivation – No change

LAC – DfE previously allowed three measures. For 2014/15 there will be one indicator based on looked after children for one day or more for both primary and secondary schools.

Low cost high incidence at primary – Early Years Foundation Stage Profile will be retained as the main indicator for primary aged pupils.

Secondary – Secondary pupils will be identified as having low prior attainment, if they fail to achieve a level 4 or higher in English **or** a level 4 or higher in maths. This will bring in a greater cohort of pupils who qualify under this criteria. Hence it is proposed to decrease the unit rate so that the quantum allocated in the factor remains the same.

EAL – no change

Pupil Mobility – no change

Pupil led factors – Can have different rates for Primary and Secondary Schools. Will be set at maximum of £175,000.

Sparsity – only two schools qualify, both primaries. Not to be used by South Gloucestershire Schools with falling roles – will not be used by South Gloucestershire.

High Needs Funding

Funding of Resource Bases and Special Schools - Currently there are 37 high need bands. Work has been ongoing with schools to reduce this to 7 bands. The 7 bands have different levels of need but does not give the type of category. It is not changing the needs of the child. Work is currently being undertaken to ensure that there are no material differences in the level of funding a school receives. Transitional protection for special schools is going to apply for next year as well.

It was decided that as the maximum for the lump sum was £175,000 which is near the South Gloucestershire amount of £168,000, it needs to be looked at for 2015/16. The deadline for the Schools Forum to agree the lump sum would be June/July 2014. Therefore, it was agreed to set up a group later this year to discuss the lump sum.

Action: It was agreed to set up a working group to discuss the lump sum allocation.

It was agreed that this paper should form the major part of the consultation letter to schools.

10. SCHOOLS FORUM WORK PROGRAMME

Dates and agenda items of future meetings were agreed.

11. ANY OTHER BUSINESS

None

Meeting closed at 17.32

FINAL DEDICATED SCHOOLS GRANT (DSG) 2013/2014

The Education Funding Agency (EFA) has announced the final DSG allocations for 2013/14. South Gloucestershire's final DSG is £173,311,000. This varies by £12,000 from the First Monitor Report presented to the Schools Forum on 12th September 2013. This increase is for three additional pupils in the Early Years Block.

The DSG is broken down as follows:

	£000s
Schools Block	137,937
High Needs Block	24,407
Early Years Block	10,967
Additional Costs	
	173,311

A return is to made to the EFA by South Gloucestershire on the 31st October 2013. This return is called the Budget 2013/2014 DSG Chief Finance Officer Statement. It includes the following statement:

The budgeted allocation of the DSG was discussed with the Schools Forum on

This report is presented to the Schools Forum in order to meet this requirement.

Recommendation

The Schools Forum is requested to note and comment on this report.

SCHOOL FUNDING ARRANGEMENTS FOR 2014/2015

The 2013/2014 financial year saw significant changes to the schools funding system, the major ones being:

- Simplified Funding Formula – the introduction of simplified schools funding formula based on 12 permitted formula factors.
- New Delegations – allowing schools and academies to be funded using the same formula.
- School responsibility to contribute towards the funding of high needs (statemented support) pupils from the schools block formula
- Growth Fund – the transfer of expanding schools funding from delegated funds into a separate centrally held Growth Fund.
- Simplified High Needs funding with a place-led allocation of £10,000 (£8,000 for Alternative Provision) and top up funding to meet the individual needs of children and young people, over and above the funding provided through place-led funding.

The DfE has carried out a review of the new funding system and identified a number of specific changes it wishes to make in 2014/2015. This includes stating minimum rates for some elements of the formula. Details of the proposed changes can be found in Appendix 1.

Appendix 1 is the consultation letter sent to schools regarding the School Funding Arrangements for 2014/2015. This letter was sent to schools on 20 September 2013. A response was required by 11 October 2013.

Responses from Schools will be collated and presented at this meeting.

The Children and Young People Committee is meeting on 6 November 2013 in order to determine the formula for the allocation of funding to schools for 2014/15 and future years.

RECOMMENDATION

Members of the Forum are requested to make their views known in order that they can be presented to the meeting of the Children and Young People Committee on 6 November 2013.



Department for Children, Adults and Health

Headteachers of Infant, Junior, Primary, Secondary and Special Schools. Principals of Academies	Date:	20 September 2013
	Your Ref:	
	Our Ref:	C370-8-001-13
	Path:	
	Enquiries to:	Schools Finance Officer
	Tel:	01454 863265
	Fax:	01454 863120
	Internet:	SchoolsFinance@southglos.gov.uk

Dear Colleague

SCHOOL FUNDING ARRANGEMENTS FOR 2014/2015

Introduction

This consultation relates to the funding of primary and secondary sector schools, academies and special schools. The Authority is consulting on Schools Block formula and High Needs Funding. This consultation does not cover sixth form funding from the Education Funding Agency (EFA).

Background

Financial year 2013/2014 saw significant changes to the schools funding system, the major ones being:

- Simplified Funding Formula – the introduction of simplified schools funding formula based on 12 permitted formula factors.
- New Delegations – allowing schools and academies to be funded using the same formula.
- School responsibility to contribute towards the funding of high needs (statemented support) pupils from the schools block formula
- Growth Fund – the transfer of expanding schools funding from delegated funds into a separate centrally held Growth Fund.
- Simplified High Needs funding with a place-led allocation of £10,000 (£8,000 for Alternative Provision) and top up funding to meet the individual needs of children and young people, over and above the funding provided through place-led funding.

The DfE has carried out a review of the new funding system and identified a number of specific changes it wishes to make in 2014/2015. This consultation document outlines the Council's proposals for implementing these changes in South Gloucestershire, and takes account of the matters on which Schools Forum wished to see consultation take place.

Overview of the changes for 2014/2015

The DfE issued a paper on the changes they are making to school funding for 2014/15. This includes stating minimum rates for some elements of the formula. Appendix A provides details of the financial year 2013/2014 Schools Block formula factors, rates and allocations to mainstream schools. It also summarises the DfE changes for financial year 2014/15.

Proposed significant changes for 2014/2015

There are a small number of proposed changes to 2014/2015 funding. These are detailed below:

Sparsity Factor

The national restrictions on permitted formula factors in 2013/2014 forced authorities to discontinue funding factors aimed at supporting small (often rural) schools. The great majority of funding now has to be allocated on a per pupil basis. A number of authorities with schools in rural areas have complained to the DfE that the new funding arrangements present particular challenges in rural areas, and that necessary small schools could become unviable. In response the DfE has added a "sparsity" factor to the list of permitted formula factors to enable funding to be targeted at schools in very rural locations. To qualify schools have to be smaller than 150 pupils (primary) or 600 pupils (secondary) and to meet the DfE sparsity criteria. The criteria being, for each school, the average distance, as the crow flies, to those pupils' second nearest school. This must be greater than 2 miles for Primary schools and 3 miles for Secondary schools. The maximum permitted value of the sparsity factor is £100,000 per school. Authorities have discretion on whether to introduce this new factor for 2014/2015.

Primary

Only two primary schools in South Gloucestershire would qualify for sparsity funding under the DfE rules. We have therefore concluded that it would not be worthwhile or practicable to introduce the sparsity factor in the primary sector.

Secondary

Based on current data, no South Gloucestershire secondary schools would qualify for sparsity funding.

Proposal	Sparsity funding	Primary schools and academies
It is proposed not to allocate funding under this new factor		

Minimum Funding Guarantee

Given the scale of the recent funding changes and in order to provide resources to fund protection under the Minimum Funding Guarantee (MFG), the DfE allows authorities to cap the funding increases of gaining schools. We have to decide whether to continue to cap gainers in 2014/2015, at the same rate as used in 2013/2014 and to continue to apply the cap at 1.5%.

Proposal	Capping	Primary and secondary schools and academies
It is proposed to continue to cap gaining schools at 1.5% in order to help fund MFG protection for losing schools if necessary.		

Funding Categories for Pupils with High Needs

In 2013/2014 high needs funding underwent a fundamental change. At that stage it was agreed by Schools Forum that for the first year the change would be as seamless as possible with the original 37 funding categories retained in the new funding method. For 2014/2015 Headteachers have asked the local authority to review the number of categories and the method of funding with a view to simplifying high needs funding allocations. It is proposed to replace the current categories with seven new categories and descriptors for the needs of the children who would meet this banding requirement. This is recognising the level of need rather than the type of need. For 2013/2014 one special school which shares current funding categories with other schools, receives provider factor funding to reflect additional costs incurred by a split site school. Other split site special schools had this element of funding incorporated into categories rates unique to their type of establishment. The rationalisation of the number of funding categories now means that a split site factor is required otherwise these schools would not receive funding to recognise the additional costs in running a split site school. It is proposed to include a split site factor of £49,000 per qualifying school. This will be allocated on a per place basis.

The new banding descriptors are included in Appendix B

The new high needs bands rates are included in Appendix C

Proposal	High Needs rates	All schools and academies with resource bases and special schools
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It is proposed to reduce the current 37 high needs Resource Base and Special School funding categories into 7 new funding bands. Special schools with split sites receive a separate provider factor.

Pupil Moderation

With regard to special schools and resource bases, the SEN moderation exercise will be an annual electronic process to check named learners and their agreed banding levels, to update in-year changes. The outcome of the exercise will inform the planned place numbers and the funding allocation for the future year i.e. the July 2013 exercise confirms planned places for September 2014. There will be a three year cycle of school visits to moderate a sample range of cases to ensure consistency.

In line with DfE guidance, special schools and resource bases will continue to be subject to in-year changes of funding allocations due to pupil movement. In future these schools will be able to recommend an in-year change of banding for an individual where there is evidence of substantial change of need. This will be notified to the authority via the Annual Review process.

High Needs planned places for September 2014

The DfE has asked LA's to review the distribution of high needs places with schools and academies and to determine if any changes are necessary for the 2014/2015 academic year. Each year, an assessment is made by the SEN Service and Headteachers, about the places required and the banding of those places (i.e. degree of required support). Whilst the place numbers may not change, costs may do so if the type of place is changed. The proposed changes for September 2014 places have been costed based on full occupancy and includes pre and post 16 places.

The proposed change in place numbers and financial effect is provided in Appendices D, E & F

Proposal	High Needs rates	All schools and academies with resource bases and special schools
It is proposed to revise planned places used to calculate 2014/2015 funding to those indicated in Appendix D		

DfE Funding Guidance for 2015/2016 – Early Notification

Resource Bases, Special Schools, Post 16 High Needs and Alternative Provision place led funding

Currently, local authorities are required to submit a high needs school

by school places return to the EFA. The key change for academic year 2015/2016 is that place-led funding in special schools, resource bases in mainstream schools and academies, post-16 high needs provision, and alternative provision in PRU's and academies, will be adjusted automatically on the basis of the school census and Individualised Learner Record (ILR) data. Under this new system, the October 2014 school census and ILR data will provide the basis for academic year 2015/2016 place numbers. Submissions from LA's and institutions would be exceptional. Schools with specialist high needs places should take into account this change when considering future years funding and commitments.

Pupil Premium

The DfE has announced a primary Pupil Premium Deprivation and Looked After Children rate of £1,300.00 for 2014/2015. Secondary and non-mainstream settings Pupil Premium Deprivation and Looked After Children rates along with Service Children rates have not been.

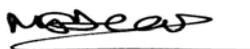
What you need to do

You need consider the proposals outlined in this letter on the school funding arrangements for 2014/2015 and return the consultation questionnaire (Appendix G) **by 11th October 2013**.

All responses will be considered by Schools Forum on the 17th October and CYP Committee on 6th November 2013. The outcome of the consultation will inform the provisional 2014/2015 Proforma return to the EFA on 31st October.

If you require any further information please do not hesitate to contact your Schools Finance Officer.

Yours sincerely



Martin Dear
Head of Business Support

APPENDIX A

Schools Block Funding criteria; 2013/2014 funding rates and allocations; and changes for 2014/2015

Formula Factor	Based on	2013/2014 Rate £	2013/2014 Funding £'000s	% of Total Funding	Change for 2014/2015	Consultation Proposal
Basic Entitlement (age weighted pupil unit)	October pupils excluding high needs pupils in Resource Bases	Primary: £2,392.10 Key Stage 3 £3,782.40 Key Stage 4: £4,026.10	103,220	76.52	Minimum of £2,000 for primary and £3,000 for secondary	None
Deprivation	Free School Meals	Primary: £605.83 Secondary: £802.39	2,295	1.70	None	None
Looked After Children	Continuously looked after for 6 months or more	£500.00	54	0.04	DfE previously allowed three measures. For 2014/15 there will be one indicator based on looked after for one day or more for both primary and secondary	None
Low Cost High Incidence SEN - Primary	Primary: pupils not achieving 78 on the Early Years Foundation Stage Profile.	£1065.59	4,465	3.31	Early Years Foundation Stage Profile will be retained as the main indicator for primary aged pupils. In 2014/15 for the cohort moving to KS1, pupils will qualify for prior attainment factor, where they have not achieved a good level of development.	None
Low Cost high Incidence SEN - Secondary	Secondary pupils not achieving KS2 level 4 or above in english and maths	£3,830.86	4,998	3.71	Secondary pupils will be identified as having low prior attainment if they fail to achieve a level 4 or higher in english or a level 4 or higher in maths.	None
English as an Additional Language	Pupils with EAL and who have entered compulsory education within the last three years in education	£900.00	786	0.58	None	None
Pupil Mobility	Not used by South Gloucestershire				For 2014/15 a 10% threshold will be applied to the mobility factor, so that it only supports schools which experience a significant change in their pupil numbers	None

Formula Factor	Based on	2013/2014 Rate £	2013/2014 Funding £'000s	% of Total Funding	Change for 2014/2015	Consultation Proposal
Total Pupil led factors	Total factors above	N/A	115,818	85.86	Minimum of 80% of delegated schools block funding	None
Lump Sum	Per school	£160,838	16,982	12.59	For 2014/15 can set different lumps sums for primary and secondary. The maximum lump sum will be £175,000	None
Split Sites	Split site (one primary)	£60.188	60	0.04	None	None
Rates	Estimated	Various	2,529	1.87	None	None
Exceptional Circumstances - Rent	Actual cost (3 primaries)	Various	10	0.01	None but criteria must apply for 2014/15	None
Minimum Funding Guarantee	Nationally set at minus 1.5% maximum loss. LA's can apply a to gainers.	n/a	-496	-0.37	None	Continue to cap with gainers at 1.5%
Sparsity	N/A				New factor for 2014/15 addresses concerns over funding small rural schools. Pupils are allocated to their nearest school. For each school, the average distance as the crow flies to those pupils' second nearest school is calculated. Schools can only qualify for sparsity funding if this distance is greater than 2 miles for primary or middle and 3 miles for secondary, and if they have fewer than 150 pupils for primary or 600 pupils for secondary or middle. Local authorities can narrow the criteria (set a greater distance or smaller maximum size). The maximum amount which can be allocated to an individual school through this factor is £100,000.	Only 2 schools qualify under this criteria. It is not proposed to use this
Schools with falling rolls	N/A				For 2014/15 local authorities will be able to top slice DSG funding to create a small fund to support schools with falling rolls in exceptional circumstances. To be eligible schools must be considered by Ofsted to be Good or Outstanding.	None
Total Formula Funding			134,903	100.00		

Proposed banding in levels

APPENDIX B

Band 1 £12,000 per pupil

Introduction

The staffing ratio of 10 pupils to 3 adults and of that ratio it is 10 pupils to 1 teacher. Additionally there may be times in the week where the pupil requires 1:1 adult support.

This level of funding will support the range of needs a Pupil may have which include:

- A pupil's medical needs that are a barrier to these pupils' curriculum access and their ability to attain within age related expectations and could include mobility difficulties around the school and medical conditions which are relatively stable and require additional adult support and the administration of medication;
- Learning due to learning difficulties and significant intellectual or cognitive impairments which impacts on their learning which is in addition to their overall delay;
- The improvement of social communication difficulties and to improve understanding;
- An individualised behaviour management system with regularly reviewed and negotiated targets and consistent and explicit boundaries;
- The improvement of their expressive and / or receptive language skills will be following a disordered pattern of development and communication difficulties that are specific rather than part of an overall developmental delay and are a barrier to accessing the curriculum;
- Teaching Assistant to support Pupils recording of the lesson, understanding of the language being used in the classroom using mediation of the spoken environment including repetition and reinforcement where required and will offer additional time to process language and formulate a response;
- Access to laptops and i-Pads which are adapted to meet the individual student's access requirements through, for example, voice recognition software, larger keyboards or switches;
- Small group specialist teaching sessions and language groups and will include speech and language therapy programme devised and monitored by a qualified therapist and delivered by school staff as part of class or small group activities;
- With signs and symbols to support their verbal communication and understanding such as Makaton and the use of a visual

timetable;

- Wave three literacy and numeracy skills interventions, a fine motor skills/handwriting programmes, SEAL etc.
- Explicit teaching and modelling of social skills and to support the learning of routines;
- Shared adult support at break and lunchtimes to facilitate social interaction and to ensure a pupil's safety for reasons such as impulsivity or limited awareness of danger;
- The provision of a medical/healthcare plan devised and reviewed by the school nurse;
- Adult support and/or supervision for personal care;
- A consistently applied whole class behaviour management system with negotiated targets and consistent and explicit boundaries;
- Work related learning programmes and life skills preparation including travel training;
- A therapy (eg Speech and Language, physiotherapy) programme devised and monitored by a qualified therapist and delivered by school staff as part of class or small group activities eg Speech and Language, physiotherapy
- An adapted environment with ramps and handrails, access to a physiotherapy space and a lift where a second story is present and access to specialist furniture such as, for example, a tilting desk or commonly used specialist seating;
- Occasional withdrawal for small group teaching sessions such as for language development, social skills group work or sensory activities;
- Older pupils may require work related learning programmes and life skills preparation including travel training;
- Support from staff who have received specialist training from, for example, specialist diabetes nurses or epilepsy nurses.

Band 2 £17,000 per pupil

Introduction

The staffing ratio of 6 pupils to 2 adults and of that ratio 8 pupils to 1 teacher. Additionally there may be times in the week where the pupil requires 1:1 adult support.

This level of funding will support the range of needs a Pupil may have which include:

- A curriculum that is broken down into stages and the pupil may be making small steps of incremental progress in the Pupil's learning;
- An alternative and augmented communication systems such as the use of PECs or the use of VOCAs to supplement their verbal

communication;

- A TEACCH approach;
- Modification of curriculum resources and materials e.g. enlarged text for pupils with a visual impairment;
- ICT to support their learning and communication and the use of CCTV for pupils with VI;
- Therapeutic mediums beyond that usually provided at Level 1 e.g. soft play, individual hydrotherapy, art therapy or play therapy supported by school staff;
- The adaptation of toileting and personal hygiene including changing and/or assisted transfers on and off the toilet or changing table;
- Manual handling and assisted transfers and who will support a postural management programme;
- Adult support at break and lunchtimes to facilitate social interaction and to ensure a pupil's safety for reasons such as a high level impulsivity or very limited awareness of danger or alternative arrangements at break and lunchtimes to facilitate social inclusion and to ensure a pupil's safety as a result of their vulnerability;
- A sensory curriculum and shared access to sensory stimulations activates with access to a sensory room;
- Multi-professional advice and liaison to address their needs beyond that required for other pupils; such as regular Team Around the Child meetings.

Band 3 £23,000 per pupil

Introduction

Pupils in this category will have the support needs described in Level 1 and 2 and those described below.

The staffing ratio of 7 pupils to 3 adult and of that ratio 7 pupils to 1 teacher. Additionally there may be times in the week where the pupil requires 1:1 adult support. Additionally there may be times in the week where the pupil requires 1:1 adult support. One to one support at break times and lunchtimes may be required at times to ensure their safety and social inclusion and their leisure time will require a degree of structure.

This level of funding will support the range of needs a Pupil may have which include:

- Support to mobilise around the school independently and will require an adult to propel their wheelchair and may be at only the early stages of safe and efficient driving of a powered chair;

- Medical conditions for children with epilepsy, cystic fibrosis or diabetes are likely to be poorly controlled requiring a high level of adult support and supervision and/or the children are unlikely to have any independence in the self management of their condition and medication regime;
- An individualised programme which may require education away from the group at times delivered by a Teaching Assistant working under the direction of the teacher;
- Facilities to withdraw the pupil from the wider group to a low arousal space;
- The provision of a regularly reviewed risk assessment to identify and reduce the risks posed by the students emotional responses;
- The school to commission therapy provision above the level usually available from, for example, an Occupational Therapist or a Speech and Language Therapist; art therapy, music therapy or counselling services;
- A highly individualised behaviour management system, devised, monitored and evaluated with frequent multi agency input with regularly reviewed and negotiated targets and consistent and explicit boundaries;
- Voice Output Communication Aids and explicit teaching of the skills to use and access the VOCA;
- Input from the Qualified Teachers within the Resource Base to support mainstream teachers in differentiating the curriculum and overseeing the preparation of topic related vocabulary for the communication aid;
- Ongoing multi-professional advice and liaison to address their needs beyond that required for other pupils; such as regular Team Around the Child meetings;
- Health care plans for the management of gastrostomy buttons, tracheotomy tubes, oxygen, catheterisation, insulin pumps, VNS for poorly controlled epilepsy;
- Hoisting for all transfers and regular changes of position;
- Alternative arrangements to be made during the school day because their medical condition means they can not access a full day's teaching and learning;
- The school to commission music therapy delivered by a Music Therapist and specialist counselling services;
- Alternatives to print such as Braille/Moon for children with visual impairments;
- A therapy (e.g. Speech and Language, physiotherapy) programme devised and monitored by a qualified therapist which is largely delivered by a TA on a 1:1 basis but with the need for at least weekly direct input by the therapist;
- An independent mobility training programme delivered by school staff on a one to one basis with support from an external specialist and support to use hand or chin switches to assist in independent mobility;
- The school to make arrangements for hydrotherapy sessions to be delivered, of no more than fortnightly in frequency, with travel to an off site location and the support of two adults to deliver the therapist's programme;
- Health Care Assistants (with specialist training) to work alongside education staff in the management of the child's health care

needs (such as, for example, Life Time support workers for children with life threatening conditions commissioned by the PCT);

- However, where a pupil experiences anxiety, sensory sensitivities, barriers to learning or challenging behaviour as result of their communication and interaction difficulties or autism spectrum condition these will be more significant than those found at Level 1, 2 and 3 and requiring a higher level of adult intervention;
- Access to work stations and a distraction free environment for part of the week;
- Adult support to help pupils understand the consequences of their actions;
- Support for to achieve with a moderate or severe permanent hearing impairment, overlain by a longstanding significant conductive problem. Speech production may be intelligible but lack some clarity. Linguistic attainment may show significant gaps particularly in vocabulary, complexity of syntax and reading comprehension. They will use personal hearing aids and or cochlear implant and FM systems;
- Receive audiology and curriculum support by a Qualified Teacher of the deaf for assessment, monitoring of progress, advice and guidance to school staff. This will normally be a visit of 1 - 2 hours per week for those with moderate, severe or profound hearing loss in the better ear as advised by HSS;
- Supported to access the curriculum without skilled in-class individual support and preparation for language intensive lessons and to understand the speech of adults and peer group in school at an age-appropriate level without individual support, whether signed, written or oral/aural;
- Individual support in language-intensive lessons;
- Access to a broad and balanced curriculum commensurate with a pupil's aptitude in required;
- Modification of language content to allow access to concepts. Hearing impaired pupils will need to follow an individualised plan of teaching in English to develop speaking and listening, reading and auditory skills. Programmes to develop social competence and emotional well being may be needed. Use of nationally recognised special arrangements for public examinations / key stage tasks and tests will be necessary. Hearing support service will contribute to the school's individual education plan;
- Access to support from the Sensory Impairment Service;
- Have severe visual impairment requiring daily and on-going adult intervention to facilitate curricular access and ensure safety;
- To visually access board work, needs enlarged print for most reading materials;
- Special arrangements for all national assessments and exams;
- Individual adaptations to the environment e.g. steps, blinds, lighting;
- Support to access low vision aids and other specialist equipment and materials;
- Support for high frequency distractibility situations, which may require tightly structured learning environment and adult prompting to start and/or complete tasks and to make appropriate approaches to peers, frequently uses physical and verbal intimidation and aggression towards peers/adults and disrupts other children's access to the curriculum;

- Have serious difficulty in making and sustaining constructive relationships, limited responsibility for own behaviour which has existed for two terms or more and shows high frequency Impulsivity leading to risk taking have inconsequential behaviour, i.e. spasmodic awareness of the consequences of behaviour;
- The child will need support to cope with the most low-key external factors and will require more curriculum to be differentiated, e.g. task broken down into short steps, changes to groupings and classroom organisation, a flexible curriculum, and unable to focus from self to others with limited awareness of the needs of other and has a high risk and lacks awareness of danger.

BAND 4 £28,000 per pupil

Introduction

Pupils in this category will have the support needs described in Level 1, 2 and 3 those described below. It is envisaged that very few pupils will be categorised at Level 4.

The staffing ratio of 6 pupils to 3 adults and of that ratio 6 pupils to 1 teacher. Additionally there may be times in the week where the pupil requires 1:1 adult support. Additionally there may be times in the week where the pupil requires 1:1 adult support. One to one support at break times and lunchtimes may be required at times to ensure their safety and social inclusion and their leisure time will require a high degree of structure.

This level of funding will support the range of needs a Pupil may have which include:

- To be taught in smaller groups which may be a specially designated and modified part of the school, specialist teachers teaching them separately (mainly secondary aged pupils) or off site for at least part and up to half of the week;
- Support from staff with enhanced skills set for example adults supporting them may require training in de-escalation techniques and the use of restraint;
- A flexible day, with staff supporting the pupil outside of normal school hours, at weekends and during school holidays;
- A high level of mentoring support;
- Support from staff with an enhanced skills set for example adults supporting them may require skills and expertise beyond that usually found within the Resource Base workforce;
- Additional support to for specific activities e.g. program a communication aid, hoisting; or to deliver a mobility training programme;

- Hydrotherapy sessions at a frequency greater than once per fortnight and requiring more than two adults;
- Require dual registered with another school/college, therefore necessitating a higher than usual level of liaison and coordination time on the part of Resource Base staff;
- Facilities to withdraw the pupil from the wider group situation to a safe area or calming/low arousal space;
- A highly individualised behaviour management system, devised, monitored and evaluated with frequent multi agency input with regularly reviewed and negotiated targets and consistent and explicit boundaries;
- Audiological and curriculum support by a Qualified Teacher of the deaf for planning, teaching, assessment, monitoring of progress, advice and guidance to school staff and implementation in listening, language and literacy skills;
- To access the curriculum or to understand the speech of adults and peer group in school without constant individual support, whether signed, written or oral/aural;
- To access a range of specialist equipment and resources which will help them access education when blind or experiencing a degree of sight loss that requires learning through alternative (non-sighted) means (eg Braille and tactile materials) and may require a differentiated learning materials across the curriculum;
- Who have violent behaviour including assaults on staff and students;
- To implement a risk assessment requiring either 1 to 1 support or class support in the majority of lessons or defined controls;
- To access additional external specialist support to help support the social and emotional difficulties they are facing;
- To access Health and safety risk completed as danger of student putting them and/or others at risk if using specialist equipment - Cooking, Design Technology etc.

Band 5 £33,000 per pupil

Introduction

Pupils in this category will have the support needs described in Level 1, 2, 3 and 4 those described below. It is envisaged that very few pupils will be categorised at Level 5.

The staffing ratio of 5 pupils to 3 adults and of that ratio 5 pupils to 1 teacher. Additionally there may be times in the week where the pupil requires 1:1 adult support. Additionally there may be times in the week where the pupil requires 1:1 adult support. One to one support at break times and lunchtimes may be required at times to ensure their safety and social inclusion and their leisure time will require a very high degree of structure.

This level of funding will support the range of needs a Pupil may have which include:

- Dual registration with another school/college, therefore necessitating a higher than usual level of liaison and coordination time on the part of Resource Base staff;
- These children will require an extremely high level (100%) of individual support, possibly from a health assistant to support for very severe medical needs, which may be linked, to physical disability and / or multi-sensory impairment have a combination of visual and hearing difficulties. Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities;
- Individual adaptation to the environment such as ramps and toilets. Quiet, carpeted areas. Access to lifts and hoists may be required. Technical aids including ICT available and access to hydrotherapy;
- The teaching arrangements described in this band are typically for pupils with profound and individualised programmes of alternative forms of communication which may include very specialist ICT resources where appropriate;
- Following baseline assessment at admission to a PRU are found to have a specific development disorder and a record of violent behaviour including assaults on staff and students which is very frequent;
- May be subject of a detailed risk assessment requiring either 1 to 1 support or class support in the majority of lessons or defined controls;
- May have been excluded from a BESD or Special school provision before admission to a PRU or AP provision;
- Will require additional external specialist support to help support the social and emotional difficulties they are facing.
- Health and safety risk completed as danger of student putting them and/or others at risk if using specialist equipment - Cooking, Design Technology etc
- Unlikely that the student will return to mainstream provision, aim to equip the student with the skill to access and be successful in post 16 education.

BAND 6 £38,000 per pupil

Introduction

Pupils in this category will have the support needs described in Level 1, 2, 3, 4 and 5 those described below. It is envisaged that very few pupils will be categorised at Level 6.

The staffing ratio of 3 pupils to 2 adults and of that 4 pupils to 1 teacher. Additionally there may be times in the week where the pupil requires 1:1 adult support. Additionally there may be times in the week where the pupil requires 1:1 adult support. One to one

support at break times and lunchtimes may be required at times to ensure their safety and social inclusion and their leisure time will require a very high degree of structure.

This level of funding will support the range of needs a Pupil may have which include:

- Individual learning programme which has been adapted from the curriculum to meet their needs extremely high level of individual support, possibly from a health assistant or HLTA;
- Support to access a range of subjects from the curriculum;
- A package of support which will be able to be maintained with a school setting;
- May require specialist therapy;
- Being taught for some and all the time in a small setting.

Band 7

Introduction

Pupils in this category will have the support needs described in Level 1, 2, 3, 4 and 5 those described below. It is envisaged that very few pupils will be categorised at Level 6.

The staffing ratio of 1 pupil to 1.15 adults and of that 2 pupils to 3 teachers. Additionally there may be times in the week where the pupil requires 1:1 adult support. Additionally there may be times in the week where the pupil requires 1:1 adult support. One to one support at break times and lunchtimes may be required at times to ensure their safety and social inclusion and their leisure time will require a very high degree of structure.

This level of funding will support the range of needs a Pupil may have which include a higher staffing ratio of supervision and teaching to be able to support them in a school setting and very unlikely that the student will return to mainstream provision, aim to equip the student with the skill to access and be successful in post 16 education.

APPENDIX C

2013/2014 Funding Category and Proposed New Funding Band Rates

2013/2014 Primary Resource Base Rates		2013/2014 Secondary Resource Base Rates		2013/2014 Special Schools Rates	
Description	Total	Description	Total	Description	Total
	£		£		£
Social Communication A	22,547.36	Communication - Band A	29,124.50	MLD	10,257.00
Social Communication B	16,524.36	Communication - Band B	16,034.11	CLD	12,142.15
Social Communication C	14,128.28	Hearing Impaired - Band A	29,434.71	SLD	14,115.57
Hearing Impaired A	28,262.98	Hearing Impaired - Band B	25,383.71	CLD/CHB	16,349.67
Hearing Impaired B	24,246.98	Hearing Impaired - Band C	17,284.71	PD	17,687.67
Hearing Impaired C	16,216.98	Physical Disability - A*	29,945.17	Autism	20,336.99
Speech & Language A	13,008.60	Physical Disability - A	21,801.17	PMLD	20,336.99
Speech & Language B	10,618.60	Physical Disability - B	14,971.17	SLD/CHB	20,336.99
Visual Impairment Total	39,673.88	Physical Disability - C	10,000.00	VHLN	26,146.02
Visual Impairment High	35,358.88			BESD Standard*	24,332.87
Visual Impairment Medium	17,973.28			BESD Enhanced*	30,765.93
Physical Disability Total	37,394.88			PRU - Primary	27,631.95
Physical Disability High	24,522.88			PRU - Secondary	27,765.00
Physical Disability Medium	13,540.88			Learning Centre	9,755.71

* Excludes Split Site Funding	
2014/2015 Proposed Funding Rates	
Description	Total
	£
Band 1	12,000.00
Band 2	17,000.00
Band 3	23,000.00
Band 4	28,000.00
Band 5	33,000.00
Band 6	38,000.00
Band 7	45,000.00

APPENDIX D

Comparison of High Needs Planned Places 2013/2014 at 2013/2014 Rates and the proposed 2014/2015 Rates

School	Planned Places Financial Year 2013/2014	Financial Year 2013/2014 Planned Place based on 2013/2014 Rates (full occupancy) £'000	Financial Year 2013/14 Planned Places based on Proposed 2014/2015 Rates (full occupancy) £'000	Variance £'000
Blackhorse Primary	22.00	444	455	11
Charborough Road Primary	20.00	230	240	10
Emersons Green Primary	13.00	433	431	-2
Abbeywood Academy	21.75	484	483	-1
Brimsham Green Secondary	14.00	261	273	12
Hanham High Secondary	25.00	519	524	5
Chipping Sodbury	0.00	0	0	0
Yate International Academy Primary	4.42	114	112	-2
Yate International Academy Secondary	5.58	146	145	-1
Culverhill	128.75	1,814	1,838	24
New Siblands	87.92	1,513	1,518	5
Warmley Park	119.58	2,157	2,241	84
New Horizons Learning Centre	40.08	979	956	-23

EOTAS	82.00	1,555	1,840	285
TOTAL	584	10,649	11,056	407

Costings above exclude the effect of Transitional Protection, Provider Factors and New School Setting up Cost

APPENDIX E

Comparison of Planned Places 2013/2014 at 2014/2015 Rates and the 2014/2015 Planned Places at the Proposed 2014/2015 Rates

School	Planned Places Financial Year 2013/2014	Financial Year 2013/2014 Planned Places based on Proposed 2014/2015 Rates (full occupancy) £'000	Planned Places Financial Year 2014/2015	Financial Year 2014/2015 Planned Places based on Proposed 2014/2015 Rates (full occupancy) £'000	Variance £'000
		a		b	b-a
Blackhorse Primary	22.00	455	22.00	465	10
Charborough Road Primary	20.00	240	20.00	235	-5
Emersons Green Primary	13.00	431	13.58	463	32
Abbeywood Academy	21.75	483	24.17	550	67
Brimsham Green Secondary	14.00	273	14.00	242	-31
Hanham High Secondary	25.00	524	25.00	515	-9
Chipping Sodbury	0.00	0	4.33	165	165
Yate International Academy Primary	4.42	112	5.17	131	19
Yate International Academy Secondary	5.58	145	6.00	158	13
Culverhill	128.75	1,838	132.92	1,922	84
New Siblands	87.92	1,518	95.83	1,643	125
Warmley Park	119.58	2,241	120.00	2,176	-65
New Horizons Learning Centre	40.08	956	43.00	1,040	84
EOTAS	82.00	1,840	82.00	1,852	12
TOTAL	584	11,056	608	11,557	501

Costings above exclude the effect of Transitional Protection, Provider Factors and New School Setting up Cost

APPENDIX F

Comparison of Planned Places 2013/2014 at 2013/2014 Rates and the 2014/2015 Planned Places at the proposed 2014/2015 Rates.

School	Planned Places Financial Year 2013/2014	Financial Year 2013/14 Planned Place based on 2013/14 Rates (full occupancy) £'000	Planned Places Financial Year 2014/2015	Financial Year 2014/2015 Planned Places based on Proposed 2014/2015 Rates (full occupancy) £'000	Variance £'000	Sept 2014 Planned Places based on Proposed 2014/2015 Rates Full Year Effect £'000
		a		b	b-a	c
Blackhorse Primary	22.00	444	22.00	465	21	482
Charborough Road Primary	20.00	230	20.00	235	5	240
Emersons Green Primary	13.00	433	13.58	463	30	487
Abbeywood Academy	21.75	484	24.17	550	66	568
Brimsham Green Secondary	14.00	261	14.00	242	-19	237
Hanham High Secondary	25.00	519	25.00	515	-4	513
Chipping Sodbury	0.00	0	4.33	165	165	228
Yate International Academy Primary	4.42	114	5.17	131	17	147
Yate International Academy Secondary	5.58	146	6.00	158	12	157
Culverhill	128.75	1,814	132.92	1,922	108	2,007
New Siblands	87.92	1,513	95.83	1,643	130	1,715
Warmley Park	119.58	2,157	120.00	2,176	19	2,179
New Horizons Learning Centre	40.08	979	43.00	1,040	61	1,029
EOTAS	82.00	1,555	82.00	1,852	297	1,840
TOTAL	584	10,649	608	11,557	908	11,829

Costings above exclude the effect of Transitional Protection, Provider Factors and New School Setting up Cost

Variances over £100K

Chipping Sodbury - this is a new Resource Base as agreed by CYP Committee

EOTAS - increase in variance is due to the shift in government policy with regards to the education of children with health needs.

Culverhill and New Siblands - Increase in variance is due to the increase and type of Planned Places

APPENDIX G

Schools Funding Arrangements for Financial Year 2014/2015

School Name:

.....
 Headteacher's Signature (on behalf of Governors)

Please email consultation returns to CYP.Finance@southglos.gov.uk

Alternatively you may return a paper copy to the School Funding Team,
 Specialist Traded Services, Children, Adults and Health, The Council
 Offices, Castle Street, Thornbury, South Gloucestershire, BS35 9BQ

The deadline for returns is 11th October 2013

Sparsity Factor

Do you agree that South Gloucestershire should not allocate funding under this new factor?

Agree	Disagree

Minimum Funding Guarantee

Do you agree that South Gloucestershire continues to cap gaining schools at 1.5% in order to help fund MFG protection for losing schools if necessary?

Agree	Disagree

Funding Categories for Pupils with High Needs

Do you agree with the proposal to reduce the current 37 high needs Resource Base and Special School funding categories and revise into 7 new funding bands?

Agree	Disagree

Funding Categories for Pupils with High Needs

Do you agree with the proposed band rate?

Agree	Disagree

Funding Categories for Pupils with High Needs

Do you agree with the proposed split site provider factor?

Agree	Disagree
<input type="checkbox"/>	<input type="checkbox"/>

Funding Categories for Pupils with High Needs

Do you agree with the new descriptors for the proposed 7 new funding bands?

Agree	Disagree
<input type="checkbox"/>	<input type="checkbox"/>

High Needs planned places for September 2014

Do you agree or disagree with the proposed changes to academic year 2014/2015 planned places?

Agree	Disagree
<input type="checkbox"/>	<input type="checkbox"/>

Comments

If you have any comments relating to your answers or further comments on this consultation, please make them here. Please include here any alternative suggestions to the proposals outlined in this consultation document.

SCHOOLS FORUM WORK PROGRAMME

All meetings at 4.30pm at Badminton Road, Yate

5th December 2013 Room 0012 Ground Floor
<ul style="list-style-type: none"> • Deployment of the DSG 2014/15 • 2nd Budget Monitor 2013/14

16th January 2014 Room 1001 First Floor	6th March 2014 Room 0015 Ground Floor
<ul style="list-style-type: none"> • Earmarked Capital Programme 2014/15 • Council Budget 2014/15 • Deployment of the DSG 2014/15 	<ul style="list-style-type: none"> • Hold for possible 2013/14 Budget Implications • 3rd Budget Monitor 2013/14 • Dedicated Schools Grant 2014/15

8th May 2014 Room 0015 Ground Floor	3rd July 2014 Room 0012 Ground Floor
<ul style="list-style-type: none"> • Trading Arrangements 	<ul style="list-style-type: none"> • Preparing for 2015/16 (if known) • Provision Outturn 2013/14 • 1st Budget Monitor 2014/15 • Dates of future meetings and the Work Programme 2014/15

11th September 2014 Room 0012 Ground Floor
<ul style="list-style-type: none"> • DfE Consultation on School Funding 2015/16 • School Framework Programme • 1st Budget Monitor 2014/15

ANY OTHER BUSINESS