

Blackpool Council

11 June 2018

SCHOOLS FORUM

Tuesday, 19 June 2018 at 9.15 am
in Room A, The Grange (formerly the City Learning Centre), Bathurst Avenue,
Blackpool

****note new venue****

A G E N D A

1 WELCOME, INTRODUCTIONS AND APOLOGIES

2 DECLARATIONS OF INTEREST

Schools Forum members are asked to declare any interests in the items under consideration and in doing so state:

- (1) the type of interest concerned; and
- (2) the nature of the interest concerned.

3 MINUTES OF THE LAST MEETING HELD ON 13 MARCH 2018 (Pages 1 - 8)

To agree the minutes of the last meeting held on 13 March 2018 as a true and correct record.

4 CHILDREN'S CENTRES CONSULTATION (Pages 9 - 12)

Nicola Turner, Commissioning Manager and Sara McCartan, Service Manager Early Help, to provide a presentation to update on the consultation process.

5 PUBLIC HEALTH UPDATE (Pages 13 - 16)

Lynn Donkin, Consultant in Public Health, to provide a written update to the Forum on recent Public Health items.

6 LOCAL AUTHORITY UPDATE

Paul Turner, Head of Schools, Standards and Effectiveness, to provide a verbal update to the Forum on relevant Local Authority developments.

7 ACADEMY AND FREE SCHOOL UPDATE

Paul Turner, Head of Schools, Standards and Effectiveness, to provide a verbal update to the Forum on relevant Academy and Free School developments.

8 INCLUSION UPDATE (Pages 17 - 38)

Paul Turner, Head of Schools, Standards and Effectiveness, to provide a written update on inclusion.

9 ELECTIVE HOME EDUCATION (Pages 39 - 52)

Paul Turner, Head of Schools, Standards and Effectiveness, to provide a written report on the current numbers of children who are Elective Home Educated (EHE).

10 HIGH NEEDS UPDATE (Pages 53 - 56)

Hilary Wood, Head of Business Support and Resources, to provide a written report including updates from the working group and on the new Special Free School.

11 DEDICATED SCHOOLS GRANT

11a Year End Budget Monitoring 2017/2018 (Pages 57 - 60)
Mark Golden, Finance Manager, to provide a written update to the Forum.

11b Initial Budget Position 2018/2019 (Pages 61 - 64)
Mark Golden, Finance Manager, to provide a written update to the Forum.

12 NATIONAL FUNDING FORMULA DEVELOPMENTS (Pages 65 - 68)

Paul Sharples, School Funding and Private Finance Initiative Manager, to provide a written update.

13 SCHEME FOR FINANCING BLACKPOOL SCHOOLS (Pages 69 - 124)

To consider and approve the amendment to the Scheme for Financing Blackpool Schools.

14 DATE OF NEXT MEETING

The Forum to note the date of the next meeting as Tuesday 9 October 2018 at 9.15am at Room A, The Grange (formerly the City Learning Centre), Bathurst Avenue, Blackpool.

General information:

For queries regarding this agenda please contact Danielle Bowater, Democratic Governance Adviser, Tel: 01253 477202, e-mail danielle.bowater@blackpool.gov.uk

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Present:

Primary School Head Teachers/Representatives

Ms J Hirst, Bispham Endowed (Chairman)

Ms E Allen, St John Vianney

Primary School Governor Representative

Ms M Lonican, School Governor representative

Academy School Representatives

Mr S Brennand, Unity

Mr R Farley, Westminster

Ms T Harrison, Thames

Mr D Medcalf, St Georges

Mr N Toyne, Devonshire

Ms S Jackson, Highfield (on behalf of H McKenzie OBE)

Mr E Vitalis, Marton/South Shore (Bright Futures)

Special School Academy Representative

Ms S Fielder, Park Academy

Non-Schools Members

Ms A Baines, Staff/Teacher Associations

Mr D Dickinson, Staff/Teacher Associations

Mr R Rendell, Early Years Strategic Group

In Attendance:

Cllr Benson, Cabinet Member for Schools and Learning

Mrs L Donkin, Consultant in Public Health

Mr M Golden, Finance Manager

Mr P Turner, Schools Safeguarding Adviser and Acting Head of School Standards and Effectiveness

Mr P Thompson, Head of SEND

Mr C Williams, Democratic Governance Adviser (Minutes)

Mr P Sharples, School Funding and PFI Manager

Ms N Turner, Integrated Commissioning Manager (ITEM 10)

Mrs H Wood, Head of Business Support and Resources

1 INTRODUCTIONS/APOLOGIES

Apologies for absence were received from Diane Booth, Director of Children's Services, Janet Carroll, Roseacre Academy, Simon Hughes, Blackpool and Fylde College, Helen McKenzie OBE, Principal Highfield Humanities College and Wendy Casson, Pupil Referral Unit Headteacher.

2 DECLARATIONS OF INTEREST

There were no declarations of interest on this occasion.

MINUTES OF SCHOOLS FORUM MEETING - TUESDAY, 13 MARCH 2018

3 MINUTES OF THE LAST MEETING HELD ON 16 JANUARY 2018

The minutes of the meeting held on 16 January 2018 were agreed as a true and accurate record.

4 MATTERS ARISING SINCE THE LAST MEETING NOT COVERED ELSEWHERE

1. Special Support Assistant (SSA) Redundancy Payments

Mr Golden reported that twelve SSA's had left in 2017/2018 at a cost of £167,000. Lump sum payments made up £79,000 of this cost with the remaining £89,000 relating to pension strain as five of the SSA's were of pensionable age.

The Forum noted that there were seven central SSA's remaining. Two had already agreed to leave in July 2018 at a cost of £9,000. The redundancy and pension strain cost estimate for the remaining five staff currently stood at £84,000 with this cost likely to be spread over the next three financial years.

2. Pupil Referral Unit Top Up Budget Variance

At the March 2017 meeting, a paper was presented setting out the pressures on the PRU's budget resulting from increased numbers. Schools Forum agreed to make a one-off adjustment for the shortfall in place funding, and to right size the income target based on actuals received. When the paper on 2017/2018 budget setting was discussed, Schools Forum approved the proposed allocation, with the exception that an adjustment would be made to right size the income target. This is why the monitoring that had been presented since then was different by the £50,000 compared to what was proposed in the original budget in March 2017.

5 LOCAL AUTHORITY UPDATE

Mr Turner reported that a review of Early Years staffing including Special Educational Needs and Development (SEND) had been undertaken and more would be reported in due course.

In relation to the Pupil Referral Unit, it was noted that the numbers on roll were currently 271 versus 301 at the same time in 2017. The work of In Year Fair Access (IYFA) Panels was cited as one reason for increased numbers of children having their needs met in mainstream settings as opposed to being sent to specialist providers. The Forum agreed that a significant number of children remained Elective Home Educated (EHE) with 208 as of February 2018 versus 129 in February 2017. It was acknowledged that some of those children may subsequently end up in specialist provision once they tried to reintegrate into a mainstream school setting.

Mr Thompson, Head of SEND, advised that SEND training was underway and had so far supported four schools. Training had been provided to aid in the management and reviewing of SEND provision and it was noted that additional training would also be available in the near future.

Mr Turner explained that there was a greater need than ever to build capacity and a

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successful bid for Opportunity Area funding would help to generate additional high needs budget capacity, to welcome and integrate new pupils and integrate social care support into schools. Mr Turner suggested that a fundamental issue was how to offer the same provision or more within schools but with fewer resources. He acknowledged that a gap in provision existed to prevent exclusion through targeted intervention.

The Forum agreed:

Mr Turner to undertake analysis of data to establish patterns of children becoming Elective Home Educated (EHE) and to report back at the next meeting on 19 June 2018.

6 ACADEMY AND FREE SCHOOL UPDATE

It was reported that the Armfield Academy was on schedule to open in September 2018.

Positive results from recent Ofsted inspections were noted at Baines Endowed, Marton and Waterloo primary schools, all of which had been awarded a 'good' rating.

The conversion of Stanley Primary School to academy status would be from the planned date of 1 April 2018.

The Forum noted the updates.

7 PUBLIC HEALTH UPDATE

Mrs Donkin advised that the new service model for 0-5 children's public health services (health visiting) would be introduced from April 2018 as part of a nationally mandated requirement for local authorities to commission delivery of five health and development reviews as part of 0-5s children's public health services. The Forum was informed that in Blackpool, the new model would consist of eight universal contacts to all families, six within the first year of life plus two additional health reviews, including an integrated child health review to assess school readiness. This new model represented a significant development as it would not only offer more opportunity for contact with children and families in Blackpool with a health visitor, but would enable additional needs to be identified and addressed at an early stage; and allow for interventions for families to address current or anticipated issues that would likely impact on positive outcomes for children.

Following successful campaigns in Nov 2015 and Spring 2017, the Council's Public Health department were planning to run the Give-Up Loving Pop (GULP) campaign again in 2018. The Primary school campaign would involve small weekly challenges to encourage continued participation and an inter-school competition to see which class in each year could amass the most pop-free days in a 21 day period. In terms of the high school campaign, this would be run with the assistance of HeadStart (in tandem with, or just after the primary school campaign) and would use Snapchat as the main conduit for the campaign. For early years Public Health had been working with colleagues across the North West to develop a set of campaign resources for under 5s. These would focus on a message of good oral health and use the tagline 'give me water or milk only please'.

It was reported that the free school breakfast evaluation had been completed and the Council's free school breakfast webpage had been updated to include a summary of the

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findings which could be viewed at:

<https://www.blackpool.gov.uk/Residents/Education-and-schools/School-meals/Free-breakfasts.aspx>

The Forum was notified of the next Schools/Public Health Working Party meeting. Representatives from all schools were encouraged to attend the next meeting which was due to take place between 4-5pm on 26 April 2018, Conference Room 3A, Bickerstaffe House. Mrs Donkin suggested that for more information, or to confirm attendance, interested parties should contact Alan.shaw@blackpool.gov.uk.

8 INCLUSION UPDATE

The Forum discussed the challenge of reducing the use of short term alternative provision including out of borough placements. It was accepted that there would always be a need for this type of offer but that recently there had been some over-reliance on it which had become a barrier to inclusion.

Mr Turner suggested that more could be done to keep higher numbers of children in mainstream settings, for example resilience building exercises and greater transition working between schools.

9 DEDICATED SCHOOLS GRANT BUDGET MONITORING 2017/2018

Mr Golden reminded Forum members that there continued to be significant pressures on the High Needs Block though he advised that work was ongoing to manage the cost pressures in the medium term with the development of an inclusion strategy and the opening of a new social, emotional and mental health Free School scheduled for September 2019. However, expenditure continued to be out of balance with Department for Education funding in the short term.

The Forum was informed that the High Needs over spend had reduced since the last report (November 2017) by £45,000 from £894,000 to £849,000 mainly due to reduced numbers at the Pupil Referral Unit. Also, the Schools Block and Early Years Block had forecast an under spend of £23,000 and an over spend of £27,000 respectively, which represented an improvement of £14,000 since November 2017.

DSG reserves as reported in January were forecast to be £367,000 in deficit by 31 March 2018. However, given the improving position explained above this had since been forecast to reduce to a deficit of £308,000 by the end of the financial year. Mr Golden added that this would be carried forward to 2018-2019 as approved at the last Forum meeting. The Schools Block and Early Years Block were forecast small variances of £18,000 under and £34,000 over, respectively.

Following a question about LAC pupil premium, Mr Golden advised that there may be an underspend and subsequently an improvement to reserves as a result. When asked about why schools had not been applying for LAC pupil premium, Mr Thompson suggested that low rates of Personal Education Plans (PEP) completion may be a major contributory factor to the low uptake. He added that an Electronic system (E-PEP) may yield better uptake of the funding as this had proven successful in other authority areas. The current completion rate of approximately 40% in Blackpool was considered far below a desirable

rate.

The Forum noted the report.

10 CHILDREN'S CENTRE REVIEW

Ms Nicola Turner, Integrated Commissioning Manager, explained that the children's centre review had been completed and would be submitted for formal sign-off by the Council's Corporate Leadership Team on 10 April 2018 with schools being notified of the decision thereafter.

Concerns about potential redundancies and schools subsequently being unable to meet their Service Level Agreements were discussed. Forum members were keen that whatever the decision, it should be taken with the best outcomes for children in mind.

The Forum noted the update.

11 EARLY YEARS FUNDING FORMULA 2018/2019

Mr Sharples presented the report and advised the Forum of the local authority's proposed formula for three/four-year old early education and the funding rate for two-year olds. The proposed formula was based on new arrangements set out by the Department for Education, and followed a period of consultation with providers.

The Forum was informed that following the consultation, a number of proposals were put forward that included the removal of the quality supplement linked to an Ofsted outstanding assessment as the Early Years Strategic Group felt that there was inconsistency between judgements across settings, and that the supplement did not provide any funding for those providers striving to achieve outstanding. There was also a proposal to reduce the Inclusion Fund to £10,000 as no payments had been made so far during the current financial year against the Inclusion Fund.

Concerns were noted about the possible impact of the proposals on the level of choice available to parents in terms of education options for three and four year olds.

The Forum agreed:

1. The local authority's proposed formula for three- and four-year old early education for 2018/2019 as outlined in paragraph 3.4.
2. To note the local authority's funding rate for two-year olds at £5.00 per hour.

12 HIGH NEEDS UPDATE

Mr Thompson reported that in relation to special school places, the number of pupils at Park Academy had been steadily increasing over recent years. This had been in part, but not wholly due to the extension of the age range from 4-16 to 2-19, and the increased occupation of sixth form places over the last three years. Forum members noted that the current number of commissioned places stood at 234. However, it was anticipated that the school would start September 2018 with at least 255 pupils. In the longer term, the Local Authority's view was that numbers needed to be managed down to a maximum of 250, with a larger number of pupils supported to stay in mainstream settings. It had

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therefore been proposed to increase the commissioned number of places to 255 for the academic year 2018/2019 for one year only, with a view to this being reduced back to 250 from September 2019. The position would be reviewed with the school early in the next academic year.

In relation to the Pupil Referral Unit, it was noted that the overall numbers on roll had dropped from 302 in February 2017 to 268 in February 2018. Mr Thompson circulated an anonymised breakdown of pupils currently placed outside the Borough with associated cost breakdowns and Forum members expressed concern at both the overall number and high costs associated with each individual placement. Mr Thompson used the data to emphasise to schools members why utilising all the available skills and support available to them was essential if the number and cost of such placements was to be reduced in any meaningful way. By working with the Council's inclusion team, it was hoped that better provision could be provided in mainstream settings and better outcomes could be ensured which avoided young people becoming NEET (Not in Education, Employment or Training). Forum members echoed Mr Thompson's sentiments and added that a cultural shift would be required in order to address excessive or inappropriate placements in the future. Mr Thompson suggested that perhaps some schools lacked awareness of the full range of services available to them and the fact that professional support was not limited to the completion of Education Health and Care Plans.

Forum members were keen that some form of working party be set up that would involve Headteachers, SENCO's, the Council's SEND team and other relevant partners. The group could look at gaps in current mainstream provision and help to develop a strategy to address those issues identified and possibly look to improve the potential of any future Opportunities Area funding bid.

The Chairman praised the honest and frank discussions and the genuine desire of Forum members to work collaboratively to achieve positive outcomes for those children with the greatest needs.

The Forum agreed:

1. To note the analysis of expenditure on Out of Borough placements, as requested by Schools Forum at its meeting in January 2018.
2. That Schools Forum notes the update on the local authority's plans for a new special free school. (a report is scheduled to go before the Council's Executive on 12 March 2018)
3. To note the update on the review of high needs provision carried out by Premier Advisory Group.
4. To note the planned increases in commissioned special school places for 2018/2019.
5. That Schools Forum notes the update on the latest number on roll at Educational Diversity.

13 DEDICATED SCHOOLS GRANT BUDGET PROPOSAL 2018/2019

Mrs Wood introduced the report and outlined the Local Authority's proposals for the allocation of Dedicated Schools Grant in 2018/2019.

Members were reminded that at the meeting in January 2018, Schools Forum was

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presented with the provisional estimates for expenditure against Dedicated Schools Grant in 2018/2019. This early consideration was required in order to support the request for the transfer of 0.5% of the Schools Block to the High Needs Block, given the projected pressures in that area.

Mrs Wood reported that estimates of expenditure against the High Needs Block had been updated since the January 2018 meeting. This now showed a breakeven position against the total of the allocation of £18.957m plus the £400,000 transfer from Schools Block and the £400,000 contribution from the local authority agreed at that meeting. However, Forum members noted that this did not address the forecast deficit of £308,000 that would be carried over from 2017/2018 as outlined in the previous report.

Members of the Forum agreed that overall a positive message of a balanced budget had been presented. However, concerns were noted that whilst the measures previously agreed would suffice for 2018/2019, the same problems may arise in subsequent years if additional processes were not put in place to address the root causes of those areas identified as being responsible for high levels of overspend.

The Forum agreed:

To approve the proposed Dedicated Schools Grant budget for 2018/2019.

14 DATE OF NEXT MEETING

Members noted that the date of the next meeting would be Tuesday 19 June 2018.

Chairman

(The meeting ended at 11.57 am)

Any queries regarding these minutes, please contact:

Chris Williams Democratic Governance Adviser

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Report to:	SCHOOLS FORUM
Relevant Officers:	Nicki Turner, Integrated Commissioning Manager and Sara McCartan Service Manager
Date of Meeting:	Tuesday 19 June 2018

CHILDREN'S CENTRE REVIEW

1.0 Purpose of the report:

- 1.1 To update the Schools Forum on the recommendations of the commissioning review of school-based children's centres.

2.0 Recommendation(s):

- 2.1 To endorse the recommendations of the commissioning review of school-based children's centres.

3.0 Background Information

- 3.1 In September 2017, the DfE published *The national funding formula for schools and high needs: Policy document* which outlines final decisions on the funding system and the national funding formulae for schools and high needs that will be introduced from April 2018.
- 3.2 Following two stages of consultation the Department for Education (DfE) confirmed that they would proceed with the creation of the central school services block as planned. This would be created from two existing funding streams: the Dedicated Schools Grant (DSG) funding that was held centrally by the local authority for central services, and the retained duties element of the education services grant (ESG), which was funding for duties which local authorities hold in respect of all schools.
- 3.3 Funding would cover two distinct elements which would be handled separately within the formula: ongoing responsibilities and historic commitments.
- 3.4 The central school services block would provide funding for historic commitments. Funding would be allocated based on evidence, with the expectation that historic commitments would unwind over time, for example because a contract had reached its end point. The Education and Skills Funding Agency (ESFA) will monitor historic spend year-on-year and will challenge Section 251 returns where spend was not

reducing as expected. The DfE believes that this is the fairest and most appropriate way to provide funding for historic commitments, and the proposals received good support through the consultation. In keeping with current policy, no new commitments would be allowed.

3.5 There are strict rules over what the DSG can be used for. In the past, Schools Forums could agree to make a contribution out of DSG to support the wider children's services, in what was termed as a 'contribution to combined budgets'. In Blackpool, our Schools Forum agreed to such a contribution of £1m towards the costs of the schools-based children's centres.

3.6 Under the plans for the new national schools funding formula, these 'historic commitments' would no longer be allowed. The DfE had stated that they would honour the commitments for now, but expect to see them unwind over time, for example as contracts come to a natural end. No indication about the period of time they expect this to happen over has been given, but the DfE have said that they would start to ask questions of local authorities if spend was not reducing. Once unwound, the funding released would not be available to Blackpool, but would go back into the national pot.

3.7 As a result, the Director of Children's Services requested an all options review of school based children's centres to be undertaken. The purpose of the review was to:

- identify options to reduce the requirement for the current contribution of £1m, made towards the costs of the schools-based children's centres, from the Dedicated Schools Grant (DSG);
- produce a plan to reduce the requirement over a number of years.

3.8 Blackpool has seven school-based children's centres included in the review:

- Baines Endowed Children's Centre
- Westminster Children's Centre
- Kincaig Children's Centre
- Mereside Children's Centre Revoe Children's Centre
- St Cuthbert's Children's Centre
- Thames Children's Centre

3.9 In addition, the following settings, no longer designated as children's centres, receive funding from the DSG and were included in the review:

- The Together Centre
- Unity Nursery

List of acronyms:

DfE – Department for Education

DSG – Dedicated Schools Grant

ESG - Education Services Grant

ESFA - Education and Skills Funding Agency

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Report to:	SCHOOLS FORUM
Relevant Officer:	Lynn Donkin, Consultant in Public Health
Date of Meeting:	19 June 2018

PUBLIC HEALTH UPDATE

1.0 Purpose of the report:

1.1 To provide an update on recent public health items.

2.0 Recommendation(s):

2.1 To receive the update.

3.0 Background Information

3.1 The Give Up Loving Pop (GULP) challenge was launched in primary schools on 16 April 2018 in partnership with Blackpool Football Club Community Trust as part of the Fit2Go programme. To build on the success of last year's campaign it was agreed to run the challenge for both Year four and five. To encourage participation there was an inter-school competition to see which class in each year could amass the most pop-free days over the 21-day challenge. The winning classes would be rewarded with a trip the High ropes at Stanley Park. The competition has closed, and the drink diaries would be collected from the schools and it was anticipated the winning classes would be announced on the 15 June 2018.

Work has recently been started to re-develop the secondary school campaign, as it had been felt this version required a refresh. Public Health had been working with Headstart to develop the new 21 day challenge.

Public Health had been working with colleagues across the North West to develop a set of campaign resources for under five's. The campaign focuses on a message of good oral health and a message of water or milk. It was launched on the 14 May 2018 across the North West and will run until mid-June 2018. Blackpool is currently developing a localised campaign to work alongside this and will involve parents to swap the baby bottle for a drinking cup. It was anticipated this would be launched by the end of June 2018.

Finally discussions were on-going with Blackpool and Fylde College Health and Social Care department to work with students to develop and run a GULP campaign in the college setting.

3.2 **Launch of new Health Visiting Service offer**

The new universal health visiting service for Blackpool was introduced in April 2018. All children and families in Blackpool would receive an enhanced universal offer, including the four extra contacts, and new and evidence based assessments and methods of working. In addition families identified with additional need would receive additional support at *universal plus/universal partnership plus* levels to meet their need, and to reduce health inequalities within communities. The service also provided a community level offer of *Baby Steps* universal antenatal programme, and *Community Child Health Clinics*.

3.3 **3 to 3.5 School Readiness review**

As part of the health visiting transformation plan it was identified that gaps between the nationally mandated universal health visitor visits were too wide, particularly between 2.5 year contact and school transition.

Blackpool children were often not ready to transition to school, they:

- Do not have social skills or emotional regulation capabilities to make friends, be attentive, adapt behaviours according to differing situations and to deal with strong or unfamiliar emotions
- Are not yet continent by day and able to attend to their personal care needs independently
- Do not have the speech, language and communication skills needed to express needs, understand instructions, make friends and negotiate problems
- Do not have a healthy diet to nourish them physically or mentally.

A universal 3 to 3.5 year review would be implemented to help address these issues, it would take place, where possible, in an early years setting, nursery or child minders. Parents were requested to attend the review which then provides a full picture of the child, both at home and in the setting.

The Health Visiting service had commenced a pilot programme with a small number of nurseries and child minder settings. All the settings had been contacted and allocated a community nursery nurse or a health visitor who would contact to arrange dates and times that are convenient for both staff and parents to attend the setting and complete full development assessment of the child and address school readiness, this would include ages and stages questionnaire, Wellcom assessment and BESSI assessment. The pilot would take place between 18 June 2018 and 13 July 2018 prior to the summer holidays, it was hoped that by completing the pilot any issues or concerns could be addressed that may arise prior to roll out across Blackpool later in the year.

3.4 **Oral Health Improvement**

Oral health has long been considered a key marker of the general health of a community and contributed to general well-being. Tooth decay was still the most common dental disease that affected children. Poor oral health can affect children's and young people's ability to sleep, eat, speak, play and socialise with other children.

The level of dental decay in five year old children was a useful indicator of the success of a range of programmes and services that aim to improve the general health and wellbeing of young children. In the Public Health Outcomes Framework one of the indicators was the proportion of five year old children free from dental decay. Until the latest oral health survey figures were published in May 2018, Blackpool's five year olds had significantly more decayed teeth compared to England and North West averages, and Blackpool was in the highest 20% of all local authorities for tooth decay. However, the oral health for five year old survey figures published in May 2018 showed an increase in the proportion of five year old children free from dental decay, up from 57.5% (2014/15) to 75.1%. This was now similar to the national average of 76.7%.

3.5 **Measles Outbreak**

Public Health England was alerted to outbreaks of measles in several areas of the UK affecting unimmunised children and young adults, including two recent cases in Cumbria. There were also large outbreaks in several countries across Europe, including holiday destinations. Measles was highly infectious. It can cause serious illness and can sometimes be fatal. Vaccination with two doses of MMR was the safest way to protect children and young people.

Communications and alerts have been cascaded via the Council to schools, Nurseries, Children's Centres, Childminders and colleges to raise the importance of getting vaccinations with parents and young people.

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Report to:	SCHOOLS FORUM
Relevant Officer:	Paul Turner, Head of Schools, Standards and Effectiveness
Date of Meeting:	19 June 2018

INCLUSION UPDATE

1.0 Purpose of the report

1.1 To inform members about the options available to reduce High Needs Block spend in relation to Alternative Provision.

2.0 Recommendation(s):

2.1 To note the contents of this report particularly the forecast for the 2018-2019 PRU places at Appendix 8B (paragraph 3.4); the Right to Succeed Programme at Appendix 8C (paragraph 3.6); The Alternative School proposal at Appendix 8D (see paragraph 3.8) and the Alternative Provision devolution at Appendix 8E (see paragraph 3.13).

3.0 Background:

3.1 The structure of the Pupil Referral Unit (PRU) is complex and large (see Appendix 8A).

3.2 Vocational placements at Educational Diversity are costing circa £200,000 a year.

3.3 PRU places are currently at 294, with 111 (Y11 and Y6) leaving at the end of June and August 2018.

3.4 The forecast for 2018-19 numbers is to stay below 258 places and with a permanent target of 200 "PRU" places (see Appendix 8B).

3.5 Currently we have 41 pupils who are "dual registered" with Educational Diversity. These will now be largely "short-term" placements.

3.6 A Right to Succeed programme (see Appendix 8C) will work with 100 pupils to prevent exclusion.

3.7 There is a proposal to reduce the cost of Alternative Provision by establishing an "in-house" provision.

3.8 There is a proposal to commission some places within The Alternative School (TAS) to allow PRU numbers to reduce. TAS vocational places are available at £11,400 per placement, which would represent a saving of £5,379 per place if we are able to permanently reduce the number of places commissioned at the PRU. The TAS places would be short-term respite placements only (see Appendix 8D).

- 3.9 The placing in TAS of pupils with Education, Health and Care Plans at a cost of up to £16,500 could also help to significantly reduce the cost of more expensive out-of-borough placements.
- 3.10 Using PRU places and TAS places there is better choice for pupils and schools when looking where to place pupils with additional needs.
- 3.11 We would look to reduce the PRU spend by rationalising spend on transport and placements commissioned through external providers, whilst maintaining the provision for Blackpool pupils.
- 3.12 By revising the PRU structure we will offer very specific support for pupils with very specific needs – SEND, SEMH, Behaviour support etc, so that pupils all have a pathway back into mainstream school and / or a pathway into work.
- 3.13 Alternative Provision devolution (see Appendix 8E) – a trial is to take place to allow schools to procure, commission or establish alternative provision within their schools or the local area for the benefit of Blackpool children. This would be managed and scoped, initially, by a project lead who would look at opportunities within the local area and work to establish more links in Blackpool. Collective commissioning of providers would be a part of this, as would establishing more effective internal systems for preventing exclusion, such as additional Educational Psychology time, as one example.

4.0 List of Appendices:

Appendix 8A – Current PRU structure
Appendix 8B – Proposed PRU numbers
Appendix 8C – Right to Succeed Programme
Appendix 8D – Alternative School proposal
Appendix 8E – Opportunity Area AP Devolution proposal

List of Acronyms:

PRU – Pupil Referral Unit
TAS – The Alternative School
SEND – Special Educational Needs and Disabilities
SEMH – Social, Emotional and Mental Health

Appendix 8A – Current PRU numbers

EDUCATIONAL DIVERSITY
Numbers in Centres as at 5/6/18

On Roll	PEGASUS	ORACLE	SPECIALIST	ATHENA	HHM	TOTAL	CHRYSALIS	Full Total
Yr 11		25	35	30	15	105	1	106
Yr 10		25	14	23	6	68	3	71
Yr 9	22		3	16	7	48	4	52
Yr 8	26			6	2	34	4	38
Yr 7	4			3	1	8		8
Yr 6	5					5		5
Yr 5	6					6		6
Yr 4	5				1	6		6
Yr 3	1					1		1
Yr 2								
R / Yr 1					1	1		1
Total	69	50	52	78	33	282	12	294
Capacity	70	50	60	75	15	270	28	298

Pegasus Willows & Oxford

Oracle KS4

Specialist Atlas/VALT

Athena

HHM

Home & Hospital

Home Tuition

	Centre	On Roll		Centre	On Roll		Centre	On Roll
KS2	Pegasus	17	KS3	Pegasus	52	KS4	Pegasus	0
	HHM	2		Atlas/VALT	3		Oracle	50
				Athena	25		Atlas/VALT	49
				HHM	10		Athena	53
				Chrysalis	8		HHM	21
							Chrysalis	4
	TOTAL	19		TOTAL	98		TOTAL	177

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Appendix 8B – Proposed PRU numbers.

SEMH and Hospital	SEND (EHCP)	PRU	Step Out	KS1 / KS2
70	40	45	35	10

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Appendix 8C - Right to Succeed

Planning Document – The Reach Programme Blackpool

May – July 2018

Objective – To ensure that the conditions for success are in place in readiness for implementation (September)

August -September 2021

Objective- By the end of the project significant numbers of pupils will be re engaged in learning; with improved attendance, behaviour and achievement. Schools, Trusts and LAs will have access to the outcomes and process through the evidence base allowing further commissioning via a proven range of local and national interventions.

Preamble - Exclusions across Blackpool are considerable higher than the national average both for permanent exclusions and fixed term. Exclusions are particularly high within the secondary sector although there are some encouraging signs that these are reducing. Pupils designated as on Elective Home Education are also much higher than the national average at 1.1% of the school population. Educational Diversity has nearly 300 pupils on roll and is one of the largest in the country, their ambition is to support schools in order that they are better able to meet the needs of pupils' so that they can maintain their place in their mainstream schools. Pupils designated as on Elective Home Education are also much higher than the national average at 1.1% of the school population.

The Plan to achieve these conditions (objective 1) is as follows:

What do we need to do?	By whom?	By When?	Anything else to consider?
<p>Ensure a representative steering group able to link into the key governance structures in Blackpool is in place with an agreed scope and remit. (OAP, BSIB, BAP and SEND Network)</p> <p>The remaining seats on the Steering Group need to be confirmed (Primary, Secondary, SEND Rep, Steering Group Chair)</p> <p>Ensure that the work is completed on scope and remit and circulated ahead of the first meeting for discussion.</p>	<p>PON/BL Partially Complete</p> <p>BL/PT</p> <p>BL</p>	<p>24th May</p> <p>24th May</p> <p>18th May</p>	<p>Need to consider how parents and pupils feed into the board</p>
<p>Schools have an opportunity to express an interest in being part of the Reach Programme</p> <p>The expression of interest form needs to be sent out to schools following the 24/05/18</p> <p>The Steering Group will need to agree on a criteria decide on schools involved if oversubscribed.</p>	<p>MR/BL</p> <p>BL/PON - produce a draft</p>	<p>24/05/18</p> <p>30/06/18</p>	<p>The form is complete</p>

<p>Schools understand their commitment and expectations of being part of the Reach Programme.</p> <p>Individual school meetings take place to share the programme more fully and includes conditions for success</p>	<p>AB/BL/WC</p>	<p>Meetings to be completed by mid July.</p>	
<p>An agreed approach to data collection ahead of implementation.</p> <p>A data dashboard is designed that captures relevant data from schools at key points including baselines.</p> <p>Schools will need assessments in place and a timeline of data collection points.</p>	<p>RtS Team ZW and TS</p> <p>BL</p>	<p>In progress</p> <p>By 18/06/18</p>	

Schools selected complete final sign off (MOU and Data Sharing)	BL	17/07/18	Copies of all documents should be circulated with the steering group.
Pupil Selection			

What will TAS in BLACKPOOL look like September 2008 + ?

`A Hub`, that will assess every child`s needs and place accordingly in either Campus 1 or Campus 2, using our 10 Point Assessment Plan, an IEP/ Risk Assessment written, Individual SLA and review plan. Pupils at both sites will have access to our Outdoor Programme & Duke of Edinburgh Award which will be actively encouraged.

2 distinct campuses - 1 with smaller groups, more high needs, SEN and personalised timetables, 1 vocational based, larger groups, full-time, offering also shorter transition places & daily places.

An intervention person, supporting transition back into schools, building relationships with schools / parents, creating individual behaviour/support plans to enable pupils to remain in class, whilst training teachers how to adopt a more holistic approach to teaching and inclusion.

Create a `Teacher Meet` group, offering FREE training and discussions around pupil needs helping to raise awareness and reduce the number of perm ex in Blackpool.

1) Existing Campus

Up to 30 pupils

KS3 & KS4, BTEC, GCSE & AQAs

High need or risk / SEN

SENco on site + specialist input

10 point assessment + EHCP

Small groups, 1:1 / 4 in a class

NEW 1:1 home tuition to engage

Longer term placement

TAS roll or dual roll

Person Centred Approach

2) New Campus

Year 1, up to 30 pupils, Year 2 65 pupils

KS3 & KS4, BTEC, GCSE & AQAs

Create the `Assessment Hub`

Create a Vocational Centre

Intervention / Transition Person

Full-time / Transition / Daily places

Vocational BTECs, links with Preston

Vocational College, Myerscough &

Preston Barracks.

3) TAS Outdoor Activities

Outdoor

Programme &

Duke of

Edinburgh Award

(Bronze & Silver)

Survival Skills

Forest

Archery

Shooting + more

What does our 10 Point Assessment Plan look like?

Boxall, Dyslexia Screening, Maths / English, Spelling, Reading, S & L, CAT, ACE, Learning Style, SEN Assessment (Specialist Input, EP, OT, ST)

How much will each place cost?

Commissioned Vocational Places £11,400 / year (full-time)

High Needs Places, assessed individually, up to a max of £16,500 for EHCP / year (personalised)

What outcomes can we expect for pupils?

GCSE Maths/English, Functional Maths/English, BTECs, AQAs, D of E, Work Placements, Transition back into Mainstream, Special (SEN), College, Apprenticeships, Armed Forces & Employment.

What vocational subjects will we cover?

Construction, Plastering, Electrical, Health & safety, Horticulture, Business, Entrepreneurship, Leadership, First Aid, Public Services, Sport, Leisure & Tourism

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Blackpool Opportunity Area:

Priority 2: Strand 2: School commissioning of Alternative Provision

SECTION 1: SUMMARY:

Project Lead: Paul Turner

Organisation: Blackpool School Improvement Board

Project name: Devolution of funding for Alternative Provision to mainstream schools

Project type: ??

Project summary: This project involves devolution of funding for Alternative Provision to schools/groups of schools in order to provide more flexible and creative use of the available budget and greater mainstream ownership of outcomes for pupils excluded/at significant risk of exclusion. Additional officer capacity is needed to identify current spend and expected budget shares (based on indicators of need). Funding is also needed on a pump-priming basis to enable schools to see through existing commitments while developing new options and opportunities.

The project will be mainly focused on secondary schools, but a pilot school commissioning model will also be developed with one primary cluster.

It is expected that devolution of funding will enhance schools capacity to meet the needs of vulnerable pupils themselves, and lead to better outcomes. Alternative provision is more likely to be used as part of a positive plan for pupil engagement/re-engagement as opposed to a negative sanction (sense of exclusion/rejection).

Project aims: The project supports Priority 2 of the Opportunity Area delivery plan to provide support for vulnerable children and families to improve attendance and outcomes and reduce exclusions from schools. It will do this by:

- Giving funding to schools/groups of schools direct to commission existing/new AP providers and/or further develop their own in-house/near to school options
- Enabling access to such provision without the need for permanent exclusion

Project timeline: 2018-2020: after this time, it is expected that officer activities will be managed within the Authority’s core establishment, with less need to spend time on finding placements for permanently excluded pupils/pupils out of school and a more focused enabling/monitoring/evaluation role. Pump-priming money will give schools time to review their existing spend/commitments and look for opportunities to release funding (eg through higher levels of reintegration and more cost-efficient options for pupils in their final year of schooling). Experience from the primary pilot will contribute to future planning and developments, in order to address the increasing challenges being faced by schools in the primary sector.

Funding sought from Blackpool Opportunity Area: £133k in year 1 (primary pilot; officer and consultancy costs; £327k in year 2 (primary pilot; secondary pump-priming and officer costs)

Funding sought elsewhere: None specifically, but it is expected that schools will combine devolved funding with their delegated budgets to enhance their overall capacity to meet needs in a more inclusive way.

Equality impact assessment undertaken? No

Exit strategy? Yes

Mapped existing provision to avoid overlap and ensure strategic fit? Yes

- The project links closely to the Authority’s new inclusion plan and strategy for building mainstream school capacity to meet a broader range of needs

Capacity to deliver assessed: Yes; officer capacity is likely to be provided through backfill or secondment from school. Schools will take responsibility for staffing any in-house/shared provision developments. Only concern is how to stimulate the local AP market to provide a more diverse range of lower cost options. The AP development officer post proposed in this project will also have this role.

SECTION 2: PROJECT RATIONALE, DEMAND AND TIMESCALES:

Rationale: Secondary schools in Blackpool are heavily reliant on the Authority’s Pupil Referral Unit to make provision for some of their more challenging pupils. A higher number of pupils are placed in this kind of provision than in some other similar Authorities. Provision is accessed through the Local Authority, either following permanent exclusion or through the system for fair access/managed moves. There is limited reintegration back to mainstream once pupils are placed in AP.

Currently schools make little financial contribution to the costs of this provision¹ and levels of access vary. Blackpool is currently overspending against the High Needs funding allocation provided by central government and is unlikely to be able to sustain its current level of spend on AP.

Some secondary schools have developed their own in-house provision (inclusion units), with variable impact and success. However there is currently little flexibility in the use of AP or variety in the AP options available.

There is currently little incentive for secondary schools to prioritise admissions or monitor progress and outcomes of pupils that are placed in AP, whether this is through permanent exclusion or other routes.

As in other Authorities, rates of permanent exclusion tend to be lower in the primary sector. However schools are experiencing greater challenges and needing to consider how they can best address these.

The Government’s preferred approach (as set out in the White Paper ‘Educational Excellence Everywhere’) is to move towards a ‘school commissioning’ approach, where schools/groups of schools have a greater role in arranging/monitoring the quality of provision made for pupils with challenging behaviour (including those that they permanently exclude). This is typically achieved through devolution of AP funding and associated responsibilities.

The Authority wishes to explore the possibility of moving in this direction in Blackpool, initially through a feasibility study/options appraisal exercise. This will require some enhancement of officer capacity to:

- Undertake a detailed analysis of current provision use (broken down by school, key stage)
- Consider options for school commissioning (area group/MAT/individual school)
- Identify predicted school/group budget shares (based on agreed indicators) and process for transition

¹ For permanently excluded pupils, AWPU and Pupil Premium only for the remainder of the financial year. Higher levels of contribution have been agreed in some other LA areas

- Develop a draft SLA/memorandum of understanding to cover expectations for use of devolved funding (parameters for spend; AP cost recovery; QA arrangements and expected outcomes)
- Map out a process to move from the status quo to new provision and commissioning models
- Seek to stimulate the local AP market and ensure that it provides a greater range of quality options for schools to commission

A model will also be developed for the primary phase, which will be piloted with one cluster of schools.

Evidence of need/demand for project:

- Number of permanent exclusions higher than national and regional average, particularly at secondary level
- Need to improve quality/range of current AP and levels of pupil engagement
- Need to ensure use of provision is equitable and financially sustainable
- Need to improve mainstream engagement of at risk pupils; poor attendance/time out of school has a negative impact on education and other outcomes

Mainstream schools face a number of challenges and are keen to improve provision and outcomes for this group of children and young people. However, a more coherent and proactive model is needed across the town, which draws on best practice in other areas of the country.

There is evidence of positive impact of the school commissioning approach on levels of exclusion and pupil engagement in a number of Authorities (eg Cambridgeshire, Leicestershire, Nottinghamshire and Warwickshire for secondary; and Luton and Nottinghamshire for primary).

Other options considered:

In some Authorities, schools are allocated equitable shares of existing AP (eg a defined number of PRU places), with capacity to use their own funding to buy more if needed. This provides more security/stability for current providers, but less flexibility for schools to develop/commission other models. It is less easy for Authorities to claw back funding from schools that use up their place allocation and still permanently exclude.

Is the project deliverable without Blackpool OA funding?

No:

Appendix 8E – Opportunity Area AP Devolution Proposal

- Officer capacity in this area is already thin (requiring direct involvement/casework intervention from senior officers). Initial development of the model will involve additional workload as well as access to external consultancy support
- Little incentive/capacity for schools to change/develop alternative options if no pump-priming money available
- Need to pilot a primary model – limited funding available from the Local Authority as the High Needs Budget is already overspent

Value for money?

Yes:

- Greater range of options for pupils causing significant concern (in-house as well as external AP); likely to be more graduation of costs
- Greater sense of financial responsibility for schools/providers and need for VFM
- Model that is more financially sustainable (given current HNB limitations/pressures)
- Better outcomes for pupils from the current levels of investment

Risks:

- Will need collective sign up from schools, with an acceptance that some schools will lose/some gain from the introduction of a more equitable system

There will need to be agreement on key principles at the outset and ongoing involvement of school leaders in developments

- Some level of uncertainty about the future market for existing providers

Schools will need to be proactive in their commissioning (eg by making medium term commitments to providers based on expected use, rather than one-off spot purchasing of places)

- LA concern about discharging statutory responsibilities once the funding is devolved

There are various ways of addressing this that can be learned from best practice in other Authorities)

Project continuation/lasting effects:

Yes:

- Evidence from other LAs that school commissioning can lead to lasting cultural change
- Clearer budget share will help schools plan provision for this group of pupils more proactively
- Improvement in relationships between schools and the LA in a very challenging policy area
- Potential for improved partnership working/sharing of provision and resources between schools
- More proactive approach helps shape the local AP market and ensure financial sustainability

SECTION 3: IMPACT, CAPACITY AND STRATEGIC FIT:

Link to priorities/targets in the Blackpool OA delivery plan:

Further consideration and extended discussions have led to a shift in priority activities from those originally listed. However, the proposal links to the plan to improve behaviour support and AP opportunities within Blackpool (Activity 4 & 5 on OA list). There is also synergy with priorities set out in the Authority's draft Inclusion Plan and by the School Improvement Board.

Duplication:

No; although there is capacity to strengthen links with other Priority 2 projects, particularly where difficult behaviour is linked to high levels of absenteeism.

Capacity/buy-in across Blackpool:

There is a need for further discussions with secondary and primary heads which are planned over the next few weeks. Engagement in principle is sought at this stage, with active involvement of all stakeholders in the development of the Blackpool model. Final proposals will need Schools Forum and LA approval as well as sign up from schools. There are benefits in also engaging existing providers so they can feel part of developments and not threatened by them.

SECTION 4: PROJECT DELIVERABLES:

Project activities:

Activities carried out by project staff will be as follows:

AP development officer: (1 fte):

Appendix 8E – Opportunity Area AP Devolution Proposal

- 1) Undertake a detailed analysis of current provision use (broken down by school, key stage)
- 2) Consider options for school commissioning (area group/MAT/individual school)
- 3) Identify predicted school/group budget shares (based on agreed indicators) and process for transition
- 4) Develop a draft SLA/memorandum of understanding to cover expectations for use of devolved funding (parameters for spend; AP cost recovery; QA arrangements and expected outcomes)
- 5) Map out a process to move from the status quo to new provision and commissioning models
- 6) AP market development: engagement with current/potential future providers
- 7) Involvement in primary cluster project design and implementation
- 8) Liaison with secondary Heads/MAT CEOs regarding options/models and implementation approach
- 9) Liaison with Schools Finance and Acting Head of Schools Standards and Effectiveness, and with external consultant

External consultant: (5-10 days in Year 1 of project)

- 1) Advise on methodology for cost analysis and distribution formula indicators
- 2) Provide information on best practice nationally and experience in other Authorities
- 3) Engage in discussions with Heads/CEOs and senior officers regarding options and models for development and recommended next steps

Some time will be needed from Head Teachers/Inclusion Managers to attend meetings as required. The project will ensure that expectations are realistic and take account of other pressures.

Expected beneficiaries:

- Children/families
- Schools
- Local Authority
- AP providers (clearer role/purpose; more proactive role in the system vs ‘dumping ground’)

Project outputs:

- New system for secondary school commissioning of AP established
- Funding (and existing commitments) transferred to school budgets by April 2019
- SLA/Memorandum of Understanding in place
- Primary cluster model established and decisions made re generalisation and maintenance

Project milestones:

Summer 2018

- Appointment of AP development officer
- Engagement of external consultant
- Initial discussions with secondary heads and pilot primary cluster
- First meeting of local AP network

Autumn 2018

Secondary:

- Analysis of current provision use/modelling against predicted budget shares
- Presentation to Heads/senior officers
- Agreement on options/ways forward
- Development of a draft SLA/MOU

Primary:

- Analysis of current cluster needs/issues
- Generation and appraisal of sustainable development options
- Agreements on use of funding/provision design

Spring 2019

Secondary:

- Map out process for move to new model by April 2019
- More detailed discussions with individual schools about current profile of AP use, future options and process for transition
- Sign off of SLA/MOU

Primary:

- Appointment of staff
- Agreement on target pupils/expected outcomes
- Referral/decision-making processes established

April 2019

Launch of new secondary model and primary cluster pilot

Summer 2019 – Spring 2020 Implementation

Spring 2020 Project evaluation and sustainability plan

Forecast outcomes:

The project is expected to have the following outcomes:

Quantitative:

- 1) Reductions in levels of permanent exclusions (by 20% per year)
- 2) Higher rates of pupil attendance/pupil engagement in the provision available²
- 3) Improved levels of reintegration for pupils placed in AP³
- 4) Better post school outcomes (% reduction in NEET)
- 5) Improved primary-secondary transitions for pupils involved in the primary pilot (fewer fixed term exclusions and better attendance)

Qualitative:

- 1) Greater mainstream ownership of provision and outcomes for vulnerable learners
- 2) More equitable and sustainable approach to use of AP funding
- 3) Development of a broader range of AP options to meet individual pupil/school needs
- 4) More dynamic use of provision
- 5) Development of an effective and sustainable model for the primary phase
- 6) Better relationships between schools, LA officers and AP providers around behaviour and exclusions issues

² Will need to find a way of matching at risk cohort with pupils currently excluded/placed full time in Alternative Provision

³ Where schools continue to use AP at same level; further development of in-house options may mean that pupils placed in external AP may have more complex/significant needs

SECTION 5: FINANCIAL INFORMATION:

Financial costs are presented in the table below. Payrates for AP officer are as locally agreed and reflect the level of skills/experience that are required to perform project roles and functions. External consultancy costs are based on a maximum of 10 days input

No funding is being sought from other sources, although it is expected that schools will combine AP and project funding with delegated budgets to help ensure an inclusive and coordinated approach.

Project staffing/costs:

<i>Staffing</i>	<i>Salary + on-costs</i>	<i>Total</i>
AP commissioner (seconded from school)	£57k	£57k
External consultancy (Year 1 only)	£6k	£6k
Pump-priming (secondary): (Year 2 only)	£200k	£200k
Primary pilot (cluster)	£70k	£70k
	Year 1	£133k
	Year 2	£327k

SECTION 6: GOVERNANCE AND PROCUREMENT:

The project team lead will report on a termly basis to the Opportunity Area Board (and to the Priority 2 working group)

The AP development officer will meet with individual secondary schools and the Heads of the primary school cluster to monitor use of funding against expected outcomes. Relative roles and responsibilities will be defined in the SLA/Memorandum of Understanding.

Analysis of outcomes will be continuous with summative review at the end of each academic year informing the overall OA external evaluation being carried out by York Consulting.

Report to:	SCHOOLS FORUM
Relevant Officer:	Paul Turner, Head of Schools, Standards and Effectiveness
Date of Meeting:	19 June 2018

ELECTIVE HOME EDUCATION

1.0 Purpose of the report:

1.1 Consideration of the current numbers of pupils who are electively home educated in Blackpool and note the level of de-registration since September 2017.

2.0 Recommendation(s):

2.1 To take note of the numbers of pupils currently on the Elective Home Education register; and to seek to agree a period of time, once a parent's letter has been received, before the pupils are removed from roll.

3.0 Background Information:

3.1 Current practice is to allow a period of time before removing a student's name from roll when a parent requests to de-register their child. This is a local agreement to enable Council staff to speak with parent(s) and ensure they are fully aware of the responsibilities placed upon them when electing to home educate.

3.2 Parents have a legal responsibility to educate their child(ren)(Section 7, Education Act 1996). This is mainly fulfilled through registration at a school/academy but the parents have a right to de-register their child(ren) and elect to home educate.

3.3 The local authority has a role to safeguard young people who are home educated. Through the support and guidance of a local authority officer the work being delivered to those young people is monitored, where allowed, and advice given.

3.4 There are currently 215 names on the Elective Home Education (EHE) register for Blackpool. The tables below outline the numbers from each Year Group:

3.5

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
5	4	8	9	10	16	11

3.6

Year 7	Year 8	Year 9	Year 10	Year 11
25	28	38	30	31

3.7

Ethnicity							
Unknown	White Asian	Awaiting info	refuse	White British	Traveller Irish	Other White background	Gypsy Roma
29	3	2	1	144	3	8	25

3.8 Since September 2017 the number of students de-registering from schools has been 123. There have been 39 primary aged students and 84 secondary aged students de-registering.

3.9 From September 2017 to the end of May 2018 the EHE register has increased by 93 names due to the number of students coming out of schools while others returned. There has been a total of 30 young people return to school over the same period. (12 primary and 18 secondary returned)

3.10 The breakdown for the movement of students is as follows:

Primary

	Recp	Y1	Y2	Y3	Y4	Y5	Y6	Total
Came out	7	5	6	4	8	4	5	39
Returned	2	2	2	0	3	1	2	12

3.11 **Secondary**

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Came out	16	15	20	17	16	84
Returned	3	3	6	3	3	18

3.12 **List of acronyms:**

EHE - Elective Home Education

LA – Local Authority

3.13 **List of Appendices:**

Elective Home Education Policy - attached for information

Children's Services

Elective Home Education
Policy

Elective Home Education Policy

Contents	Section
Introduction & the law relating to elective home education	1
Parental rights and responsibilities	2
Notification of decision to Head Teacher	3
Local Authority responsibilities and duties	4
Local Authority arrangements - Initial contact	5
Local Authority arrangements - EHE suitable	6
Local Authority arrangements - EHE unsuitable	7
Children with Special Educational Needs & EHC Plan	8
Looked After Children & those on CP & CiN plans	9

Elective Home Education Policy

Section 1

Introduction & the Law

CHILDREN'S SERVICES

Elective Home Education Policy.

This policy document applies to those children whose parents and carers (with parental responsibility) * have chosen to educate their children at home.

Elective Home Education (EHE) is the term used by the Department for Education (DfE) to describe parents' decisions to provide education for their children, who are of compulsory school age, at home instead of sending them to school. This is different to home tuition and education other than at school provided by the local authority (LA). Children educated at home are not registered at mainstream, special or independent schools, academies, free schools, Pupil Referral Units (PRUs), colleges or children's homes with education facilities.

This document sets out:-

- Parents' rights and responsibilities if they choose to educate their children at home
- The statutory duties on the LA and Schools in relation to children who are educated at home.

The LA recognises that there are many approaches to educational provision and that what may be suitable for one child will not be for another but all children should be involved in a learning process.

The Law

- 1.1** The legal responsibility for a child's education rests with their parents. In England, education is compulsory, but school is not. The law is set out in the European Convention on Human Rights and the Education Act 1996.
- 1.2** Article 2 of the Protocol of the European Convention on Human Rights states that: "no person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching is in conformity with their own religious and philosophical convictions."
- 1.3** Section 7 of the Education Act 1996 states that: " the parent of every child of compulsory school age shall cause him to receive efficient full time education suitable to
a) his age, ability and aptitude;

Elective Home Education Policy

b) any special educational needs he may have either by regular attendance at school or otherwise.”

- 1.4** An “efficient” and “suitable” education is not defined in the Education Act 1996 but has been described in case law (in the case of *R v Secretary of State for Education and Science, ex parte Talmud Torah Machzikei Hadass School Trust* 1986) as an education that ‘achieves that which it sets out to achieve’ and ‘primarily equips a child for life within the community of which he is a member, rather than the way of life in the country as a whole, as long as it does not foreclose the child’s options in later life to adopt some other form of life if he wishes to do so.’

* The term ‘parent’ is used in this document to apply to both parents and to carers

Section 2

Parental Rights and Responsibilities

- 2.1** Parents may decide to exercise their right to home educate their child from a very early age and not enrol the child at a school. They may also elect to home educate at any stage up to the end of compulsory school age.
- 2.2** If the child is on a school roll, then parents must notify the school in writing if they are taking them out of school. If the child attends a special school, then parents must notify the local authority in writing.
- 2.3** Parents do not need to be qualified teachers to home educate and there is no requirement to teach the National Curriculum, match age-specific standards or observe schools hours, days or terms. They must however ensure that their child receives suitable full-time education, although they do not need to have a fixed timetable or have formal lessons.
- 2.4** There are no funds available from Central Government or from the LA for parents who elect to home educate and parents/carers must be prepared to assume full financial responsibility for their child’s education including any exam entry costs.
- 2.5** Parents can choose to engage private tutors or other adults to assist them in providing a suitable education, although there is no requirement to do so, and learning may take place in a variety of settings, not just the family home.

Elective Home Education Policy

Section 3

Notification by Head Teachers of a Parent's decision to Home Educate

- 3.1** Sections 8(1) (d) and 13(3) of the Education (Pupil Registration) Regulations 2006 places a duty on head teachers to inform the LA when a parent notifies them of their decision to home educate.
- 3.2** The head teacher should inform the LA prior to removing the child from the school's register. The child can be de-registered immediately schools receive the parent's written notification although the LA would ask that this is delayed until after enquiries have been made to the suitability of the provision for the young person(s). These enquiries should be completed within 10 school days. If the provision is deemed appropriate, removal from the school register can be backdated to when written notification was received.
- 3.3** If the child is registered at a school as a result of a school attendance order, the parent must obtain the permission of the LA on the grounds that arrangements have been made for the child to receive suitable education otherwise than at school, before the child can be removed from the school's register and educated at home.
- 3.4** Schools must not seek to persuade parents to educate their children at home as a way of avoiding an exclusion or because the child has a poor attendance record.
- 3.5** If EHE is found to be unsuitable, and within two school terms from removal, the expectation is that the child will return to their former school, either through the In Year Fair Access Protocol (IYFAP) or through the statutory Education, Health & Care Plan (E, H & C Plan) arrangements. The exception will be where the IYFA panel agree that a different school placement would be appropriate.

Section 4

The Local Authority (LA)'s Duties

- 4.1** The LA has a duty to maintain a register of all children known to be home educated.
- 4.2** The LA has a statutory duty under Section 437(1) of the Education Act 1996 to intervene if it appears that a parent is not providing a suitable education to the age, ability, aptitude and special educational needs of the child. This section states that:

Elective Home Education Policy

“If it appears to a local authority that a child of compulsory school age in their area is not receiving suitable education, either by regular attendance at school or otherwise, they shall serve a notice in writing on the parent requiring him to satisfy them within the period specified in the notice that the child is receiving such education.”

- 4.3** The LA, in partnership with other agencies, including Social Care and Health, has a statutory duty to safeguard and promote the welfare of all children resident in the town under Section 175 (1) of the Education Act 2002 and under the statutory guidance ‘Working Together to Safeguard Children’, March 2015.
- 4.4** The LA actively promotes childrens’ rights to be heard, as stated in the United Nations Convention of the Rights of the Child (UNCRC), especially articles 2,3,6,& 12 and in the statutory guidance ‘Listening to & involving children and young people’, January 2014.

Section 5

The Local Authority’s Arrangements - Initial Contact

On receipt of a notification of EHE:-

- 5.1** The child’s name will be placed on the EHE register once initial enquiries have been completed.
- 5.2** The LA will make enquiries, including from Social Care, the Health authorities and any previous school/Early Years provision, to ensure that there are no safeguarding concerns.
- 5.3** The LA will gather any relevant information to assist in reaching a properly informed view that the education is suitable. This can include seeking from parents any information that explains how they are providing a suitable education. This could include a written report, telephone conversations, the child’s views, samples of the child’s work, a home visit or a meeting outside of the home.
- 5.4** LA officers do not have an automatic right to access the home. However, under the safeguarding duties held by the LA and our commitment to the UNCRC, a LA officer will expect to see the child and ideally the home, as this is usually the main venue where education is taking place. Elective home education may not be considered suitable if this is refused and if there is any reasonable cause for concern.
- 5.5** The LA will attempt to make contact with parents to arrange a visit by telephone and/or by sending a letter or email within 10 working days of the initial notification.

Elective Home Education Policy

- 5.6 If no response is received and, if there is any reasonable cause for concern, a referral will be made to the Early Support Team. A multi-agency enquiry may then be considered to establish if the child is at risk of suffering significant harm. This may lead to a welfare check and an unannounced visit to the home arranged via agency's involved with the family.
- 5.7 If concerns are substantiated, the child's name will be removed from the EHE list and they will be referred to the Children Missing Education (CME) Team. The CME process will then be followed and the child will be offered a school place.
- 5.8 Parents will receive a report summarising the outcomes of the assessment.
- 5.9 For many of Blackpool families who home educate, EHE is suitable and they continue to home educate for as long as they feel it meets the needs of their child. The child's name remains on the EHE list and an LA officer is allocated as the main contact for the family.

Section 6

The Local Authority's Arrangements – EHE Suitable

The LA has made arrangements to ensure it carries out its statutory duties in relation to children educated at home and to safeguard and to promote the welfare of children. These arrangements include:

- 6.1 A named senior officer with responsibility for elective home education policy and procedures.
- 6.2 Availability of information to parents who are considering home educating their children and to parents who already do this through the Blackpool LA Website, a parent's booklet and through named officers, whose role is to offer advice.
- 6.3 Responsibility of all agencies and LA teams to report to the named senior officer if they have any concerns about the safety and welfare of a child who is being home educated.
- 6.4 Provision for LA officers who have contact with families who home educate to be familiar with home education law, policies and practices.
- 6.5 A designated nurse in the School Nursing Service who can provide information and support to parents who home educate.
- 6.6 In line with the legislation around Raising the Participation Age (RPA) information will be provided for parents and children of Year 11 age advising them of their options and responsibilities for post 16 education provision.

Elective Home Education Policy

- 6.7** Routine checks will be made with Social Care and the Health authorities and, as during the initial process, the LA officer will expect to see the child and the place where they are being educated. If this is refused, and the LA has reasonable cause for concern about the child's welfare, a referral may be made to the CME Team as above 5.7.
- 6.8** There may be changes of circumstances for the family and the named LA officer is available if parents have any questions or wish to discuss any educational matters.

Section 7

The Local Authority's Arrangements – EHE Unsuitable

- 7.1** Parents will receive written notification if the LA considers that suitable education is not being provided, specifying the grounds for concern and any reasons for concluding that provision is unsuitable.
- 7.2** Parents will have the opportunity to address the identified concerns and report back to the LA within 20 working days, or other agreed timeframe, of the LA's letter.
- 7.3** If, after this the education is still not considered suitable, the LA will identify suitable provision for the child through their CME procedures. The expectation is that they will return to their former school, either through the In Year Access Protocol (IYFAP) or through the statutory Education, Health & Care Plan (E, H & C Plan) arrangements.
- 7.4** Following the Attendance Regulations, if the parent fails to register the child at the school which has been offered, they may receive formal notice that a school attendance order will be served. This step will only be taken if all reasonable steps have been taken to resolve the situation.

Section 8

Children with Special Educational Needs (SEN) without an Education, Health & Care (EHC) Plan

- 8.1** Under Sections 7 and 19 of the Education Act 1996, parents have the right to educate their children, including children with SEN, at home. Home education must be suitable for the child's age, ability, aptitude and SEN.

Elective Home Education Policy

- 8.2** Parents have the right to request an EHC assessment and the right to appeal is available to all parents, including those who feel that the SEN support being provided by the school is insufficient to meet the child's needs. There is more information on the Local Authority Website.
- 8.3** Local Authorities do not have a duty under Section 22 of the Children & Families Act 2014 to assess every home educated child to identify whether or not they have SEN.

Review Arrangement for Children with Special Educational Needs (SEN) with a Statement or with an Education, Health & Care (EHC) Plan

- 8.4** If the child is on the roll of a special school the child's name may not be removed from the school register without the LA's consent.
- 8.5** It remains the duty of the LA to ensure the child's special educational needs are met. Under SEND arrangements, and in line with DfE guidance, the LA will carry out a transfer review for any child who currently has an EHC plan and who is home educated.
- 8.6** In cases where the LA and parents agree that home education is suitable for a child with a statement/EHC Plan, the LA will review the plan and consider if it is appropriate to maintain, amend or withdraw. The child and parents will be involved in this process and the statement/plan will be amended to reflect parental choice.
- 8.7** In cases where the statement or EHC Plan is maintained, the LA will review it annually to assure itself that the provision set out in it continues to be appropriate and the child's SEN continue to be met. The LA may name the type of school that would be suitable for the child, but state that the parents have made their own arrangements under Section 7 of the Education Act 1996.
- 8.8** Parents will be invited to the Review by the LA SEN officer, together with representatives from any other agencies eg Health, Social Care that the LA deems appropriate and the LA SEN representative. Parents will be notified in writing of the decision within 20 working days of the meeting and of their right to appeal.
- 8.9** If the LA decides to maintain an EHC Plan, it would be expected that this would cease when the child reaches the end of compulsory school age.
- 8.10** The LA will not assume that because the provision being made by parents is different from that which was being made or would have been made in school, that the provision is necessarily unsuitable. However in some cases, the LA may conclude that elective home education does not meet the child's SEN. The processes in Section 7 above will then be followed.

Elective Home Education Policy

Section 9

Looked After Children (LAC)

- 9.1** If a child is, or becomes, looked after, the LA would not accept the child to be home educated. Advice will be sought from Social Care and from the Virtual Head for LAC.

Children on Child Protection (CP) Plans and Child in Need (CiN) Plans

- 9.2** In most cases if a child is on either a CP or CiN Plan, the LA would not expect home education to be suitable. However both the child's and the parent's views will be considered and advice sought from Social Care before any decision is made.

Review Date: March 2019 & Annually

Elective Home Education Policy

Appendix 1

ELECTIVE HOME EDUCATION ADDITIONAL PUPIL INFORMATION SCHOOL INPUT

Form 5a

Name: D.O.B..... M / F (*circle*)

Address:

Parent / Carer Name:

Contact Telephone Number: Mobile Number:

Email Address:

Ethnicity: (*please tick*)

<input type="checkbox"/> White British <input type="checkbox"/> White Irish <input type="checkbox"/> Any other White background* <input type="checkbox"/> Gypsy/Roma <input type="checkbox"/> Caribbean <input type="checkbox"/> African (*) Please Specify _____	<input type="checkbox"/> Any other Black background* <input type="checkbox"/> Traveller of Irish Heritage <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Any other Asian Background*	<input type="checkbox"/> White & Black Caribbean <input type="checkbox"/> White & Black African <input type="checkbox"/> White & Asian <input type="checkbox"/> Any other mixed background* <input type="checkbox"/> Chinese <input type="checkbox"/> Any other ethnic group * <input type="checkbox"/> Not given
---	---	---

Current Attendance %.....

Days of Exclusion this year

Current Attainment Levels:

Key Stage	Reading	Writing	Maths	
1 / 2				
Key Stage	English	Maths	Science	Additional Subjects
3 / 4				

Any Other Additional Information:

.....

GIR in place	Y	N	Referral Date	Open	Closed	
PWS involvement/Any Other Agencies/Services Involved: Please give name of allocated officer: Y /N						
SEND	Y	N	Behaviour Support	Y	N	
				Educational Psychologists	Y	N
CAMHS	Y	N	FIN	Y	N	
				Social Care	Y	N

Any Other Agency / Services (please specify) / Additional Information:

.....

Completed By: Date: Position Held:

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Report to:	SCHOOLS FORUM
Relevant Officer:	Hilary Wood, Head of Business Support and Resources
Date of Meeting:	19 June 2018

HIGH NEEDS FUNDING UPDATE

1.0 Purpose of the report:

- 1.1 To update Schools Forum on latest developments with various aspects relating to High Needs funding.
- 1.2 To seek Schools Forum's approval on proposals relating to charging for permanent exclusions and on proposals relating to Exceptional Circumstances funding.

2.0 Recommendation(s):

- 2.1 To note the updates from the High Needs Funding Working Group, and on the special free school.
- 2.2 To approve the proposals relating to charging for permanent exclusions set out in paragraphs 3.11 and 3.12.
- 2.3 To approve the proposals relating to Exceptional Circumstances funding as set out in paragraph 3.15.

3.0 Background:

High Needs Funding Sub-Group

- 3.1 At its meeting in January 2018, Schools Forum agreed to set up a sub-group to monitor the medium-term plans for bringing the High Needs Block within budget. There was a pressure of £800k in 2018/19, which was being funded by a one-off transfer from the Schools Block and match funding from the Council. Unless plans to reduce expenditure were brought to fruition, there would be ongoing pressures in subsequent years, with no recourse to reserves.
- 3.2 The sub-group met for the first time on 30 April 2018. Following discussions at the meeting, it was agreed that members would be as follows:
 - Jo Hirst, Head Teacher, Bispham Endowed (primary mainstream and SERF)
 - Derek Medcalf, School Business Manager, St George's (secondary mainstream)
 - Keith Berry, Head Teacher, Park (special)
 - Fiona Shaw, School Business Manager, Educational Diversity (PRU)
 - To be confirmed, Fylde Coast Academy Trust (all phases mainstream)

- Hilary Wood, Head of Business Support and Resources, Blackpool Council
- Phil Thompson, Head of SEND, Blackpool Council
- Paul Sharples, School Funding and PFI Manager, Blackpool Council
- Mark Golden, Finance Manager, Blackpool Council
- Jenny Hackett, Senior Accountant, Blackpool Council

3.3 The group recognised that more pupils with additional educational needs would need to be supported in mainstream settings, if costs were to be reduced. Work was underway through the various Opportunity Area and Strategic School Improvement Fund projects to address the issues, and the early signs were positive.

3.4 The status of SENDCos in schools was also discussed. It was noted that, in schools where the SENDCo was a member of the Senior Leadership Team, the potential was much greater for positive changes to be effected with respect to inclusion and support.

3.5 At its next meeting on 20 June 2018, the group planned to analyse unit cost information regarding the different types of placement. This would allow the quantification of the risks of increasing costs and the opportunities for savings, as well as highlighting where more appropriate placements for children could be brought to bear.

New special free school

3.6 Plans for the construction of a new special free school on Langdale Road had previously been discussed with Schools Forum. Since the last update, the successful proposer had been announced as Blackburn Central High School with Crosshills, who were in the process of forming a multi-academy trust that the new school would be a part of.

3.7 The local authority's application to self-deliver the building works was still under consideration by the Education, Skills and Funding Agency, and a decision was anticipated in the near future. Successful kick-off meetings with all stakeholders had been held, and a significant amount of planning work had already been undertaken by the Trust. It should be noted, however, that the opening date for the new school was unlikely to be before January 2020 at the earliest, rather than September 2019 as per Blackpool Council's original application.

Charging for permanent exclusions

3.8 On 28 March 2018, a funding update letter was sent to all schools to notify them of changes to the rate of charges for permanent exclusions. Schools Forum had previously agreed the methodology for determining the charges, such that the charge for each phase would be based on the relevant unit values from the school funding formula, to include the Basic Entitlement, Free School Meals, IDACI Band 6, and Low Prior Attainment.

3.9 With the adoption of the national funding formula unit values for 2018/19 budgets, the permanent exclusion charges were updated as follows:

Phase	2018/19	2017/18
Primary	£5,352	£5,118
Key Stage 3	£7,448	£6,563
Key Stage 4	£7,971	£7,023

- 3.10 The local authority received some comments from secondary schools that the year-on-year increases were too high (13.5% for secondaries compared to 4.6% for primaries), particularly in light of the fact that most of the secondary schools had not received their full allocation of the national funding formula due to the effect of capping. This was discussed at the High Needs Funding sub-group, where it was suggested that the matter be referred to Schools Forum for decision.
- 3.11 The local authority proposes that the rates of charging are maintained as per the table above. The reason for this is that the amounts do not represent the full cost of providing education in the Pupil Referral Unit, which currently stands at £16,779 per annum. If there was an ambition to reduce numbers of permanent exclusions, then the charge needed to form part of the deterrent to do so.
- 3.12 Furthermore, the local authority would like to propose that the system reverted to the previous methodology, whereby a full year's costs were charged to the excluding school, apart from for Year 11 pupils, where the charge would be pro rata'd to the end of the academic year. Pupils excluded in one year invariably required non-mainstream education beyond the end of the year in which they were excluded, so this would allow the costs to be met consistently for the first 12 months. While the Schools Financial Regulations call for charges to be pro rata'd according to the amount of time left in the year, local agreement to this alternative methodology could help to support the Inclusion agenda.

Exceptional circumstances funding

- 3.13 Schools Forum has previously agreed to provide additional funding in circumstances where schools were providing for a disproportionately high number of pupils with high needs relative to the funding available to them. The criteria for the allocation of Exceptional Circumstances funding was agreed as follows:
- Compares the number of high cost pupils with 35% of the Notional SEN budget to determine whether a school is entitled to additional funding.
 - The funding calculation is performed termly using September, January and April high needs pupil numbers data.
- 3.14 As a result of the recent Schools Forum decision to adopt the national funding formula unit values for 2018/19, there had been a significant increase in Notional SEN Budgets for all schools. If the current methodology outlined above were to be retained, only one school would attract funding of an estimated £7k for the year 2018/19.
- 3.15 In order that Exceptional Circumstances high need funding remains fit-for-purpose, and to ensure that schools with a disproportionately high number of pupils with high needs continue to receive additional funding, the local authority proposes to recalibrate the

percentage required for high cost places to 20% of the notional SEN budget, compared to 35% in 2017/18. This would enable a similar level of funding for a similar number of schools to be allocated as in previous years. This percentage would be for one year only and would be reviewed each year during the transitional period to a 'hard' national funding formula.

List of Acronyms:

PRU – Pupil Referral Unit

SEND – Special Educational Needs and Disabilities

PFI – Private Finance Initiative

SENDCo – Special Educational Needs and Disabilities Coordinator

Report to:	SCHOOLS FORUM
Relevant Officer:	Mark Golden, Finance Manager
Date of Meeting:	19 June 2018

DEDICATED SCHOOLS GRANT BUDGET MONITORING 2017-2018

1.0 Purpose of the report:

1.1 To report the budget position of the Dedicated Schools Grant for the Financial Year Ended 31 March 2018 – Appendix 11(a).

1.2 To report the amount of Dedicated Schools Grant reserves as at 31 March 2018 – Appendix 11(b).

2.0 Recommendation:

2.1 To note contents of the report.

3.0 Background:

3.1 As reported at previous Forum meetings there are significant pressures on the High Needs Block.

3.2 Work is ongoing to manage the cost pressures in the medium term with the development of an inclusion strategy and the opening of a new social, emotional and mental health Free School in September 2019. However, expenditure continues to out strip Department for Education funding in the short term.

3.3 The High Needs over spend has reduced since the last report in January 2017 by £291k from £849k to £558k as per the reasons below:

	£000s
LAC pupil premium allocated to out of borough pupils	(138)
Increase in special school pupil numbers less than forecast	(74)
Illuminate under spend	(64)
Increase in PRU pupil numbers less than forecast	(37)
Other	(29)
More pupils than forecast in mainstream schools	51
	(291)

3.4 The Schools Block and Early Years Block are forecasting an under spend of £32k and an over spend of £6k respectively. This represents an improvement of £30k since January.

3.5 Given the improving position explained above the final reserve position at the end of the financial year was a surplus of £26k. This will be carried forward to 2018-19.

4.0 List of Appendices:

- 4.1 Appendix 11 (a) - Dedicated Schools Grant 2017-2018 Budget Monitoring Report to 31 March 2018.
Appendix 11 (b) - Dedicated Schools Grant Reserves as at 31 March 2018.

List of Acronyms:

DSG	-	Dedicated Schools Grant
LA	-	Local Authority
HNB	-	High Needs Block
SSA	-	Special Support Assistant
ESFA	-	Education and Skills Funding Agency
SERF	-	Special Education Referral Unit
PRU	-	Pupil Referral Unit

Appendix 11(a) - Dedicated Schools Grant 2017-2018 Budget Monitoring Report to 31 March 2018

Service	2017/18						Comments
	Budget	In Year Adj.	Recoupment	Adjusted Budget	Forecast Outturn	Variance	
	£000s	£000s	£000s	£000s		£000s	
Schools Block							
Local School Budget							
- Delegated	77,748	0	(59,748)	18,000	18,000	(0)	
- Third Party & Public Liability Insurance (de-delegated)	279	0	(13)	266	258	(8)	
- Union Duties (de-delegated)	20	0	(1)	19	19	0	
- Free School Meals Eligibility Checks (de-delegated)	13	0	(1)	12	12	0	
- Education Functions (retained)	95	0	(4)	90	90	0	
Pupil Growth Contingency	71	0	146	217	217	(0)	
Servicing of Schools Forum	15	0	0	15	15	0	
Licences & Subscriptions	80	0	0	80	80	0	
School Admissions	140	0	0	140	116	(23)	Vacancy savings
Contribution to Combined Budgets - Children's Centres	1,000	0	0	1,000	1,000	0	
Former ESG Retained Duties							
- Education Welfare	204	0	0	204	204	0	
- Asset Management	57	0	0	57	57	0	
- Statutory / Regulatory Duties	77	0	0	77	77	0	
Total Schools Block	79,798	0	(59,620)	20,178	20,146	(32)	
High Needs Block							
Special Schools							
Place Funding	3,880	0	(3,880)	0	0	0	
Top-up Funding	2,151	0	0	2,151	2,301	150	Rise in pupil numbers
SERFs							
Place Funding	500	0	(302)	198	198	0	
Top-up Funding	280	0	0	280	269	(12)	
Transport	120	0	0	120	95	(25)	
Pupil Referral Units							
Place Funding	2,580	0	0	2,580	2,580	0	
Top-up Funding	1,436	(15)	0	1,421	1,280	(141)	Education Inclusion Officer moved from PRU to Access & Inclusion Team; underspend due to reduced pupil numbers
Mainstream Schools							
Top-up Funding	777	(21)	(0)	756	876	120	Demand pressure
Exceptional Circumstances Funding	57	0	0	57	50	(7)	
Post-16 Education	1,725	0	(694)	1,031	1,049	18	New placements
Out of Borough	3,225	0	0	3,225	3,792	568	New placements and increased transport costs
Specialist Advisory and Referral Service (SARS)	1,070	21	(0)	1,091	1,043	(48)	Vacancy savings
Access and Inclusion	267	15	0	282	221	(61)	£21k of £85k Illuminate budget spent
Other High Needs Central Services (Management, Central Support Costs, Admin Support, Pension Top-slice)	772	0	0	772	767	(5)	
Total High Needs Block	18,840	0	(4,876)	13,965	14,522	558	
Early Years Block							
2 Year Old Grants	1,717	0	(68)	1,649	1,871	222	Includes forecast adjustment based on participation
Early Years Pupil Premium	113	0	(16)	98	109	11	Includes forecast adjustment based on participation
3 & 4 Year Old Grants	5,648	0	(494)	5,154	4,903	(251)	Includes forecast adjustment based on participation
Early Years Inclusion Fund	25	0	0	25	25	0	No expenditure in 2017/18, funding carried forward
Disability Access Fund	37	0	0	37	37	0	£11k spent in 2017/18, £26k carried forward
Early Years Central Services	496	0	0	496	521	25	Staffing pressures partially offset by Speech and Language saving
Total Early Years Block	8,036	0	(578)	7,458	7,464	6	
Total Expenditure	106,674	0	(65,074)	41,600	42,132	532	
Dedicated Schools Grant Income	(106,501)	0	63,844	(42,656)	(42,655)	1	
Post-16 funding from the EFA	0	0	(310)	(310)	(310)	0	
One off use of Reserves as approved at March 16 Forum	(174)	0	0	(174)	(174)	0	
Total Income	(106,674)	0	63,534	(43,140)	(43,139)	1	
In year (under)/over spend	0	0	(1,540)	(1,540)	(1,006)	534	

Appendix 11(b) - Dedicated Schools Grant Reserves as at 31March 2018

Description	Brought Forward 01/04/17	Re-allocation approved at Jan 18 Forum	Adjusted Balance	Total Expenditure FY 2017-18	Surplus / (Deficit) at 31st March 2018	Comments
Uncommitted DSG Reserve	1,000,615	(612,257)	388,358	388,358	(0)	2016-17 Early Years Adjustment
2017-18 DSG in year deficit - Planned	0	173,720	173,720	173,720	0	
2017-18 DSG in year deficit - Unplanned	0	545,366	545,366	519,689	25,677	£534k as per budget monitoring report, offset by £14k rates windfall following an academy conversion
Equal Pay Earmarked Reserve	33,144	(33,144)	0	0	0	
Rates Holding Account	48,551	(65,375)	(16,824)	(16,824)	0	
SSA Voluntary Redundancy Reserve	50,000	116,690	166,690	166,690	0	
Schools Safeguarding Post	81,373	0	81,373	81,373	0	Funding until 31st Mar 2018 - Built into DSG budget from FY18-19
Pension Strain Reserve	25,000	(25,000)	0	0	0	
Insurance Holding Account	100,000	(100,000)	0	0	0	
	1,338,683	0	1,338,683	1,313,006	25,677	

Report to:	SCHOOLS FORUM
Relevant Officer:	Mark Golden, Finance Manager
Date of Meeting:	19 June 2018

DEDICATED SCHOOLS GRANT BUDGET MONITORING 2018-2019

1.0 Purpose of the report:

- 1.1 To report the budget position of the 2018-19 Dedicated Schools Grant as at 31 May 2018 - Appendix 11(c).
- 1.2 To report the amount of Dedicated Schools Grant reserves as at 31 May 2018 – Appendix 11(d).

2.0 Recommendation:

- 2.1 To note contents of the report.

3.0 Background:

3.1 The monitoring report at Appendix 11 (c) reflects the budgets as approved at the March 2018 Schools Forum.

3.2 As in 2017-18, early monitoring suggests the main pressures will come from the High Needs Block. As at May 2018 there are three areas of concern:

- Numbers at the PRU are higher than planned resulting in a forecast overspend of £95k.
- Beaumont College has increased fees by 3% resulting in an overspend of £50k within the Post 16 budget.
- £460k of additional growth was built in to the Out of Borough budget based on 2017-18 spend and demand projections. However, this funding has already been used up by an increase in numbers over the summer term. This means that any new places from September will create an overspend.

3.3 These pressures will be considered at the next High Needs Working Group on 20 June 2018.

4.0 List of Appendices:

- 4.1 Appendix 11(c) - Dedicated Schools Grant 2018-2019 Budget Monitoring Report to 30 May 2018.
- Appendix 11(d) - Dedicated Schools Grant Reserves as at 30 May 2018.

List of Acronyms:

DSG	-	Dedicated Schools Grant
LA	-	Local Authority
HNB	-	High Needs Block
SSA	-	Special Support Assistant
ESFA	-	Education and Skills Funding Agency
SERF	-	Special Education Referral Unit
PRU	-	Pupil Referral Unit

Appendix 11(c) - Dedicated Schools Grant 2018-2019 Budget Monitoring Report to 31 May 2018

Service	2018/19						Comments
	Budget	In Year Adj.	Recoupment	Adjusted Budget	Forecast Outturn	Variance	
	£000s	£000s	£000s	£000s	£000s	£000s	
Schools Block							
Local School Budget							
- Delegated	79,124	0	0	79,124	79,124	0	
- Third Party & Public Liability Insurance (de-delegated)	290	0	0	290	290	0	
- Union Duties (de-delegated)	18	0	0	18	18	0	
- Free School Meals Eligibility Checks (de-delegated)	11	0	0	11	11	0	
- Education Functions (retained)	154	0	0	154	154	0	
Pupil Growth Contingency	76	0	0	76	76	0	
	79,673	0	0	79,673	79,673	0	
Central School Services Block							
Servicing of Schools Forum	15	0	0	15	15	0	
Licences & Subscriptions	80	0	0	80	80	0	
School Admissions	153	0	0	153	153	0	
Contribution to Combined Budgets - Children's Centres	1,000	0	0	1,000	1,000	0	
Former ESG Retained Duties							
- Education Welfare	204	0	0	204	204	0	
- Asset Management	57	0	0	57	57	0	
- Statutory / Regulatory Duties	77	0	0	77	77	0	
	1,585	0	0	1,585	1,585	0	
Total Schools Block	81,259	0	0	81,259	81,259	0	
High Needs Block							
Special Schools							
Place Funding	4,093	0	0	4,093	4,093	0	
Top-up Funding	2,453	0	0	2,453	2,453	0	
SERFs							
Place Funding	395	0	0	395	395	0	
Top-up Funding	140	0	0	140	140	0	
Transport	77	0	0	77	77	0	
Pupil Referral Units							
Place Funding	2,580	0	0	2,580	2,580	0	
Top-up Funding	1,107	0	0	1,107	1,201	95	Numbers higher than forecast
Mainstream Schools							
Top-up Funding	810	0	0	810	810	0	
Exceptional Circumstances Funding	119	0	0	119	119	0	
Post-16 Education	1,746	0	0	1,746	1,796	50	3% increase in Beaumont College fees
Out of Borough	4,039	0	0	4,039	4,039	0	
Specialist Advisory and Referral Service (SARS)	1,092	0	0	1,092	1,092	0	
Access and Inclusion	335	0	0	335	335	0	
Other High Needs Central Services (Management, Central Support Costs, Admin Support, Pension Top-slice)	772	0	0	772	772	0	
Total High Needs Block	19,757	0	0	19,757	19,902	145	
Early Years Block							
2 Year Old Grants	1,652	0	0	1,652	1,652	0	
Early Years Pupil Premium	98	0	0	98	98	0	
3 & 4 Year Old Grants	5,996	0	0	5,996	5,996	0	
Early Years Inclusion Fund	10	0	0	10	10	0	
Disability Access Fund	41	0	0	41	41	0	
Early Years Central Services	382	0	0	382	382	0	
Total Early Years Block	8,179	0	0	8,179	8,179	0	
Total Expenditure	109,194	0	0	109,194	109,339	145	
Dedicated Schools Grant Income	(108,794)	0	0	(108,794)	(108,794)	0	
Post-16 funding from the EFA	0	0	0	0	0	0	
One off use of Reserves as approved at March 16 Forum	(400)	0	0	(400)	(400)	0	
Total Income	(109,194)	0	0	(109,194)	(109,194)	0	
In year (under)/over spend	(0)	0	0	0	145	145	

Appendix 11 (d) - Dedicated Schools Grant Reserves as at 31 May 2018

Description	Brought Forward 01/04/18	Total Expenditure FY 2018-19	Surplus / (Deficit) at 31st March 2019	Comments
Uncommitted DSG Reserve	25,677	0	25,677	
2018-18 DSG in year deficit	0	145,000	(145,000)	Overspend forecast as at 31st May 2018
Equal Pay Earmarked Reserve	0	0	0	
Rates Holding Account	0	0	0	
SSA Voluntary Redundancy Reserve	0	0	0	
Insurance Holding Account	0	0	0	
	25,677	145,000	(119,323)	

Report to:	SCHOOLS FORUM
Relevant Officer:	Paul Sharples, School Funding and Private Finance Initiative Manager
Date of Meeting:	19 June 2018

NATIONAL FUNDING FORMULA DEVELOPEMENTS

1.0 Purpose of the report:

- 1.1 To update Schools Forum on recent working groups and discussions held by the Department for Education (DfE) regarding the remaining undefined elements of the national schools funding formula.

2.0 Recommendation(s):

- 2.1 To note the details of ongoing work to shape the remaining national funding formula factors.

3.0 Background Information

- 3.1 In September 2017 the Government issued their Analysis and Response to the second stage schools national funding formula consultation. The principles of the final national formula remain broadly the same as described in the second stage of the consultation. The main changes were the subject of the report to Schools Forum in October 2017, *Schools National Funding Formula Update*. However, the DfE had not finalised how a number of factors were to be calculated in the national funding formula. These factors were Mobility, Business Rates, PFI factor, Split Sites, Exceptional Premises Circumstances, and finally Pupil Growth. Funding had been allocated to local authorities in 2018/19 on the basis of historic spend in each area, with a view to further consultation with stakeholders and experts on an improved methodology for funding these elements through the national formula in the future.
- 3.2 At the time of writing this report, officers from Blackpool Council had attended two workshops organised by the DfE, with the aim to understand local challenges with each of the factors and to discuss how each can be developed for 2019/20 that best meets the needs of local authorities and schools, in the context of a soft formula. The two workshops had been for the Pupil Growth and for the Mobility funding factors.

Pupil Growth

- 3.3 Currently Schools Forums can agree to set aside from Dedicated Schools Grant a specific schools contingency to support those schools that, with the prior agreement of the local authority, are permanently expanding. Currently, such a contingency is in place in Blackpool in respect of Mereside Academy, which is expanding by one for of entry.
- 3.4 There is also 'inherent' growth within the formula, where estimated numbers are used as new schools continue to expand. In Blackpool, this applies to Gateway Academy and the new Armfield Free School.
- 3.5 Work by the DfE continues on the development of the factor, however there were some key points discussed at the meeting that look likely to shape the final factor:
- DfE modelling of the different funding options indicated that using lagged growth data would be the best match to actual growth experienced. The DfE was looking to develop this as the lead option for 2019/20. Funding would be allocated based on the growth experienced in the previous year. However, this had the disadvantage that increases in the rate of growth would not immediately be reflected in allocations.
 - When measuring growth, the DfE was considering various options that include at local authority area level, smaller area (e.g. super output area) or school level. There was a strong opinion from local authorities that the most acceptable measurement would be at school level, with a number of local authorities raising concerns about the 'net' effect of measuring growth at local authority level. This could also be a problem at a sub-local authority area level, especially in cases where a new school was accompanied by falling rolls in other nearby schools. However, data complexity may prevent the DfE from implementing this option.

Mobility

- 3.6 Use of this factor was optional for Schools Forum, and according to the latest DfE information "*Schools block funding formulae 2017 to 2018*" published March 2017, only 67 of the 152 local authorities chose to use it in 2017/18. The current indicator for this factor is the number of non-routine starters in excess of 10% of pupils, and is payable on the number of pupils exceeding this cut off (e.g. if a school has 12% mobile pupils, funding is applied to 2%).
- 3.7 In January 2018, Schools Forum voted to continue to allocate funding through the Mobility factor given the historic transient nature of the town's population. However, the per-pupil value was reduced in 2018/19 to £624 per pupil, compared to

£755 for 2017/18. This decision was made to remain within the available funding allocated on an historic spend basis by the DfE, despite a year-on-year increase in eligible pupils.

3.8 Work by the DfE continued on the development of the factor, however there were some key points discussed at the DfE workshop meeting that look likely to shape the final factor:

- The DfE proposed new methodology would track pupils back through the previous nine termly censuses using their pupil ID, identifying the census in which the pupil first appeared in that school or one of the predecessors of that school, and classifying them as mobile if the first census they appeared on was a spring or summer census (or summer for reception). This method would not identify mobile pupils that enter a new school between September and the autumn census date.
- The DfE were considering maintaining the total mobility quantum for the group of local authorities that are already using it, and adding additional funding to extend the factor across all authorities.
- After mobility was formularised, it would be treated as another pupil-led factor in the national funding formula, and would be included in both the funding floor and minimum per pupil funding level calculations.

3.9 Recent correspondence from the DfE has stated that they were still considering their approach and the timescales for formularising mobility, including whether or not they would make any changes to the factor in 2019-20. The final decisions would be subject to affordability and implementation considerations.

3.10 A further DfE workshop on the 2019/20 national funding formula was due to take place on 18 June 2018, and verbal feedback would be provided to Schools Forum at its meeting.

List of acronyms:

DfE - Department for Education

PFI - Private Finance Initiative

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Report to:	SCHOOLS FORUM
Relevant Officer:	Paul Sharples, School Funding and Private Finance Initiative Manager
Date of Meeting:	19 June 2018

DIRECTED REVISION OF SCHEME FOR FINANCING SCHOOLS

1.0 Purpose of the report

1.1 This report explains changes to Department for Education (DfE) guidance, which are expected to be reflected in Blackpool's Scheme for Financing Schools.

2.0 Recommendation

2.1 To approve the revisions outlined below for incorporation in Blackpool's Scheme for Financing Schools (maintained schools representatives).

3.0 Background Information

3.1 Local authorities are required to publish schemes for financing schools setting out the financial relationship between them and the schools they maintain. Any amendments to schemes must be consulted on and approved by the members of Schools Forum representing maintained schools.

3.2 The Secretary of State has the power to issue directed revisions to local authority schemes for financing schools, to remove outdated information and insert new provisions that are required for the implementation of policy.

3.3 A recent review of the scheme against the DfE Scheme for Finance Schools statutory guidance had found that there were some amendments to be included in the Blackpool scheme with immediate effect.

3.4 In June 2013 Schools Forum was presented with a report explaining the main changes to Department for Education (DfE) guidance that were issued on 26 March 2013 and were expected to be reflected in Blackpool's Scheme for Financing Schools with effect from 1 April 2013.

3.5 The changes were to reflect new legislation that extended local authority schemes to cover maintained Pupil Referral Units (PRUs). Therefore the scheme applies to all community, nursery, special, voluntary, foundation (including trust), foundation special schools and PRUs maintained by the authority. It does not apply to academies.

- 3.6 Although some changes were incorporated in subsequent drafting of the scheme, the following paragraph was not updated. Therefore the proposed change is as follows:

Current paragraph (page 8):

1.2.1 Application of the scheme to the Authority and maintained schools

This scheme applies to all community schools, voluntary aided and controlled schools, special schools and trust schools maintained by Blackpool Council, with effect from 1st July 2011. Within the Blackpool Council there are no nursery schools for which the scheme would have applied. Because PRU's are not maintained schools within the meaning of s.20 (7) of the Act, the scheme does not apply to PRU's nor does it apply to academies. A list of schools to which the scheme applies is shown at Annex A.

Proposed revised wording (page 8):

1.2.1 Application of the scheme to the Authority and maintained schools

This scheme applies to all community schools, voluntary aided and controlled schools, special schools, pupil referral units (PRUs) and trust schools maintained by Blackpool Council. Within the Blackpool Council there are no nursery schools for which the scheme would have applied. The scheme does not apply to academies. A list of schools to which the scheme applies is shown at Annex A.

A new paragraph has also been inserted at the start of section 3 to clarify that the term 'budget share' also applies to place-led funding for special school or PRUs.

- 3.7 The former paragraph 11.8 relating to 'Optional Delegated Funding' had been removed in line with the model DfE scheme.
- 3.8 The scheme had also been updated to reflect the transition from Statement of Educational Needs 'statements' to Education, Health and Care Plan (EHCP).
- 3.9 The proposed revised Scheme for Finance Blackpool Schools is attached at Appendix 13(a). Proposed changes are highlighted in yellow in respect of paragraph 3.5 to 3.8 and blue in respect of paragraph 3.9.

List of acronyms:

DfE – Department for Education
EHCP - Education, Health and Care Plan
PRU – Pupil Referral Unit

List of Appendices:

Appendix 13(a) – Draft Scheme for Financing Blackpool Schools.

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DRAFT SCHEME FOR FINANCING BLACKPOOL SCHOOLS

June 2018

**SCHEMES FOR FINANCING SCHOOLS: SECTION 48 OF THE SCHOOL STANDARDS AND
FRAMEWORK ACT 1998, AND SCHEDULE 14 TO THE ACT**

Issued by the Secretary of State for Education for the purposes of paragraph 1(2) of Schedule
14 to the School Standards and Framework Act 1998 ('the Act')

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ANNEX A

Schools to which the Scheme applies

ANNEX B

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SECTION 1: INTRODUCTION

1.1 The Funding Framework

The funding framework which replaces Local Management of Schools is set out in the legislative provisions in sections 45-53 of the School Standards and Framework Act 1998.

Under this legislation, local authorities determine for themselves the size of their Schools Budget and their non-schools education budget – although at a minimum a local Authority must appropriate its entire Dedicated Schools Grant to their Schools Budget. The categories of expenditure which fall within the two budgets are prescribed under regulations made by the Secretary of State, but included within the two, taken together, is all expenditure, direct and indirect, on an Authority's maintained schools except for capital and certain miscellaneous items. Local authorities may centrally retain funding in the Schools Budget for purposes defined in regulations made by the Secretary of State under s.45A of the Act. The amounts to be retained centrally are decided by the Authority concerned, subject to any limits or conditions (including gaining the approval of their Schools Forum or the Secretary of State in certain instances) as prescribed by the Secretary of State. The balance of the Schools Budget left after deduction of centrally retained funds is termed the Individual Schools Budget (ISB). Expenditure items in the non-schools education budget must be retained centrally (although earmarked allocations may be made to schools).

Local authorities must distribute the ISB amongst their maintained schools using a formula which accords with regulations made by the Secretary of State, and enables the calculation of a budget share for each maintained school. This budget share is then delegated to the Governing Body of the school concerned, unless the school is a new school which has not yet received a delegated budget, or the right to a delegated budget has been suspended in accordance with s.51 of the Act. The financial controls within which delegation works are set out in a scheme made by the Authority in accordance with s.48 of the Act and regulations made under that section. All proposals to revise the scheme must be approved by the Schools Forum, though the Authority may apply to the Secretary of State for approval in the event of the Forum rejecting a proposal or approving it subject to modifications that are not acceptable to the Authority.

Subject to any provision made by or under the scheme, governing bodies of schools may spend such amounts of their budget shares as they think fit for any purposes of their school* and for any additional purposes prescribed by the Secretary of State in regulations made under s.50 of the Act. (*Section 50 has been amended to provide that amounts spent by a Governing Body on providing community facilities or services under section 27 of the Education Act 2002 are treated as if they were amounts spent for the purposes of the school (s50(3A) of the Act.)

The Authority may suspend a school's right to a delegated budget if the provisions of the school financing scheme (or rules applied by the scheme) have been substantially or persistently breached, or if the budget share has not been managed satisfactorily. A school's right to a delegated budget share may also be suspended for other reasons (schedule 17 to the School Standards and Framework Act 1998).

Each Authority is obliged to publish each year a statement setting out details of its planned schools budget and other expenditure on children's services, showing the amounts to be centrally retained, the budget share for each school, the formula used to calculate those budget shares, and the detailed calculation for each school. After each financial year the Authority must publish a statement showing out-turn expenditure at both central level and for each school, and the balances held in respect of each school.

The detailed publication requirements for financial statements are set out in directions issued by the Secretary of State, but each school must receive a copy of each year's budget and out-

turn statements so far as they relate to that school or central expenditure. Regulations also require a Local Authority to publish their scheme and any revisions to it on a website accessible to the general public, by the date that any revisions come into force, together with a statement that the revised scheme comes into force on that date.

1.2 The role of the scheme

Aims

- The overriding aim of the Scheme is to secure excellence in an education service in which pupils have equal opportunity to learn, grow and lead a healthy life to the greatest extent possible.
- The statutory framework within which the Scheme operates is defined in Sections 45-53 of the School Standards and Framework Act 1998.
- Within the provisions of the Act, the Authority will set the framework within which governing bodies will exercise their delegated powers. It will develop policies for the service, including its curriculum policy, and co-ordinate national and local specific grant initiatives. Its monitoring role will ensure that its overall responsibility for the Service is met and that programmes for raising standards and pupil achievement are in place and operating effectively.
- The Scheme sets out the financial relationship between the Authority and the maintained schools which it funds. The Scheme contains requirements relating to financial management and other issues which are binding on both the Authority and the schools.

Partnership

The Scheme aims to enable:

- A. The Authority to give leadership to the whole community by giving a clear direction for education through:
- planning for the development of high quality education;
 - securing resources for the development of education;
 - providing full information about educational facilities and services;
 - monitoring and evaluating educational provision against agreed targets;
 - supporting schools in the achievement of their goals, in a way that is responsive to demographic, social and economic needs, and for
- B. Schools, Headteachers and Governors to have maximum financial and managerial responsibility in order to be able to:
- provide high quality education;
 - implement the Authority's policies;
 - discharge their statutory duties;
 - be accountable,
- within a context which is consistent with local needs and priorities.
- C. Pupils to have equal access to education opportunities, including:
- the National Curriculum and other curricula requirements; and
 - social, physical, cultural and community activities.
- D. Parents to have available information and responsive and sensitive services which support their own and their children's progress through and beyond the school system.

Resources

The Scheme distributes finite resources to maintained primary, secondary and special schools in the Authority and ensures the retention of sufficient funding by the Authority to enable it to discharge its statutory duties and to achieve its aims.

Objectives

To achieve the aims of the Scheme:

- A.** Schools will establish their aims and objectives in the light of the National Curriculum, the Authority's policies, this Scheme and their statutory duties through a Development Plan and: -
- provide a broad, balanced, relevant and appropriate differentiated curriculum;
 - secure the efficient, effective and economical management of the school and its finances;
 - deliver their statutory duties and responsibilities;
 - establish a review process to monitor the effectiveness and efficiency of the school in discharging its functions.
- B.** The Authority will establish a means of consultation and negotiation to identify community and service needs and compatibility with school development plans and, in particular, through its own Service Plan will work within a framework which ensures school effectiveness and which can prioritise policy implementation to:
- review and revise its policies with schools;
 - review the framework in which education is provided in Blackpool;
 - communicate its expectations of schools and devise a means of monitoring and evaluating the achievement of these targets and the discharge by schools of their statutory duties;
 - review the resources available to schools and the allocation mechanism;
 - secure for schools a range of professional services offering advice and guidance and a development programme for teachers, governors and other staff within the education service;
 - develop a computerised management information system appropriate to the requirements of the scheme;
 - exercise its statutory duties to ensure the probity and regularity of financial transactions in schools.

Special Educational Needs

A clear description of an Authority's and schools' responsibilities in respect of pupils with special educational needs is established by the Education Act 1996. These are outlined below:

-

- A.** The Local Authority is responsible for:
- ensuring that pupils with special educational needs receive appropriate provision, where possible in ordinary schools;
 - planning its overall provision for special education, and reviewing it periodically;
 - assessing those pupils whose special educational needs may require the protection of a statement or an Education, Health and Care Plan (EHCP), defining those needs in annually reviewed statements or plans;
 - determining the provision to be made for all children and identifying a suitable school, in consultation with parents, to deliver that provision;

- ensuring that the provision specified in each pupil's statement or EHCP is made available.

B. Governing bodies of schools are responsible for:

- educating pupils assigned to them by the Authority;
- ensuring that the provision specified in statements or EHCPs is made available;
- delivering the National Curriculum to all pupils, subject to the provisions specified in statements or EHCPs.

1.2.1 Application of the scheme to the Authority and maintained schools

This scheme applies to all community schools, voluntary aided and controlled schools, special schools, pupil referral units (PRUs) and trust schools maintained by Blackpool Council, with effect from 1st July 2011. Within the Blackpool Council there are no nursery schools for which the scheme would have applied. ~~Because PRU's are not maintained schools within the meaning of s.20 (7) of the Act, the scheme does not apply to PRU's nor does it apply to~~ academies. A list of schools to which the scheme applies is shown at Annex A.

1.2.2 Compliance

The Authority may suspend delegation to the Governing Body for persistent or substantial failure to comply with the requirements of this Scheme, or for unsatisfactory management of the budget share following consideration of a report by the Section 151 Officer* and the Director of Children's Services, which shall also be submitted to the Governors, and acting in accordance with any statutory procedures for the time being in force in respect of such matters including notice required, appeals etc. A school may appeal to the Secretary of State regarding suspension of delegation.

1.3 Publication of the scheme

A copy of the scheme will be supplied to the Headteacher and to the Governing Body of each school covered by the scheme. Any approved revisions will also be notified to each such school. A copy will be available for reference at all reasonable times and without charge at each school and at the Council offices, Bickerstaffe House, Blackpool. The Scheme will be published on a website which is accessible to the general public and any revised version will be published by the date the revisions come into force, together with a statement that the revised scheme comes into force on that date.

** The Section 151 Officer is the officer responsible under Section 151 of the Local Government Act 1972 for the proper administration of the Authority's financial affairs*

1.4 Revision of the scheme

The scheme will be kept under review to ensure that it operates to the advantage of pupils and schools. The Authority is committed to working in close co-operation with its schools to ensure the future success of the scheme. Consultation will continue to ensure that all schools and governing bodies can contribute to the development of the scheme.

All proposed revisions must be submitted to the Schools Forum for their approval. Where the Schools Forum does not approve them or approves them subject to modifications which are not acceptable to the authority, the authority may apply to the Secretary of State for approval.

1.5 Delegation of powers to the head teacher

The Governing Body of each school should consider the extent to which it wishes to delegate its financial powers to the head teacher, and to record its decision (and any revisions) in the minutes of the Governing Body. A formal scheme of delegation is recommended for this purpose. The scheme should state the responsibilities of the Headteacher and Governing Body in respect of the annual budget plan; the first formal budget plan of each financial year must be approved by the Governing Body, or by a committee of the Governing Body.

Such decisions by the Governing Body will be subject to any requirements of regulations to be made under Section 38 of the Act and Schedule 11 thereto.

1.6 Maintenance of schools

The Local Authority is responsible for maintaining the schools covered by the scheme, and this includes the duty of defraying all the expenses of maintaining them (except in the case of a voluntary school where some of the expenses are, by statute, payable by the Governing Body). Part of the way an authority maintains schools is through the funding system put in place under sections 45 to 53 of the School Standards and Framework Act 1998.

SECTION 2: FINANCIAL REQUIREMENTS

2.1.1 Application of financial controls to schools

- A.** Governing bodies of schools operating with delegated budgets have considerable freedom in determining spending priorities and in the day-to-day operation of schools. However, in the exercise of their delegated powers, they have to comply with certain conditions specified under the scheme and with other overall policies approved by the Authority.
- B.** The conditions laid down seek to balance the need for governing bodies to have freedom to manage delegated budgets with the need to maintain accountability and control over public funds. The conditions specified will ensure that sound and proper procedures are operated and, in addition, the Authority makes available comprehensive guidance to assist governing bodies in the exercise of their powers.
- C.** The Section 151 Officer has a particular responsibility to exercise supervision over all financial matters and to maintain an adequate internal audit of the Council's activities.
- D.** The Section 151 Officer's responsibilities in this area are in part discharged through the drawing up of financial regulations and standing orders to lay down procedures for financial administration. In the management of their delegated budgets, schools shall abide by all of the authority's requirements on financial controls and monitoring, not only those in this scheme.
- E.** The financial requirements in this section refer throughout to requirements and powers of "Governors". This may be taken to include, where appropriate, Headteachers under any scheme of financial delegation drawn up by Governors to operate within their school (see section 1.5). Equally, where a school does not qualify for delegated authority to manage its own budget share under the scheme, "the Director of Children's Services" should be read, where appropriate, in place of "Governors". In this way, whoever is responsible for managing a school's budget share will operate under the same financial regulations.
- F.** The financial regulations provide in general terms for a flow of information between schools and the Authority, in order for the Authority to be able to discharge its proper statutory and monitoring function.
- G.** Governors shall be responsible for ensuring that these financial regulations are observed in their school.

2.1.2 Provision of financial information and reports

- A.** All accounts and financial records shall be kept in a form approved by the Section 151 Officer who will also be responsible for the submission of all claims for grants to Government departments.
- B.** For the purpose of complying with these regulations Governors shall provide the Section 151 Officer with any information which (s)he may require and, in addition, shall allow him/her or his/her representative access where necessary to the documents and records under their control.
- C.** Governors must provide the Director of Children's Services with details of anticipated and actual expenditure and income, in a form and at times determined by the Authority. These details are not required for submission more often than once every three months

except for those connected with tax or banking reconciliation, unless the Authority has notified the school in writing that in its view the school's financial position requires more frequent submission or the school is in its first year of operation.

- D. Where schools are part of the Authority's on-line financial accounting system the restriction to a minimum 3-month interval does not apply.

2.1.3 Payment of salaries; payment of bills

The administration of payroll and pensions shall be undertaken by the Assistant Chief Executive, or in a manner approved by him/her.

Creditor transactions will be processed in accordance with procedures established by the Section 151 Officer.

2.1.4 Control of assets

- A. Governors shall be responsible for the safe custody and physical control of stores and equipment and for the maintenance of an inventory of its moveable non-capital assets in a form approved by the Section 151 Officer.
- B. In particular, Governors shall ensure that formal arrangements exist for the authorisation of the disposal of surplus or obsolete stores and equipment in line with guidance issued by the Section 151 Officer.
- C. Governors shall arrange periodic physical checks of equipment and stores against relevant records by officers other than those responsible for their custody and control.
- D. The Section 151 Officer has formulated a statement of recommended practice regarding the control of assets.
- E. Schools may determine their own arrangements for keeping a register of assets worth less than £1,000.

2.1.5 Accounting Policies (including year-end procedures)

- A. The Local Authority may specify the format of financial reports required by the Section 151 Officer and in particular relating to any accounting policies including the year-end procedures.
- B. Schools may determine how their own financial records are maintained, including any financial management systems they may wish to use. The school will meet any costs relating to the modification of the school's financial software to provide the required output to the Section 151 Officer.
- C. The financial position of individual schools will be monitored in relation to the information produced by the Authority's central accounting system.
- D. The Governors must follow any year-end procedures laid down by the Section 151 Officer.

2.1.6 Writing off of debts

Where the school is unable to recover income due to it, procedures should be in place to write-off the debt. Governors may wish to delegate this task within limits to the Headteacher and/or a committee of the Governing Body (see section 1.5). All bad debts written-off by the school will be charged to the school's budget share. The Headteacher is responsible for ensuring that the appropriate accounting entries are made in the school's and the Section 151 Officer's accounting records.

Governors may wish to consider the following as a guide to delegation in this matter:

- A. Bad debts up to the value of £500 (or other level as determined by the Governing Body) may be written off by the Headteacher (or other person/committee as appropriate) without prior reference to the Governing Body. All such written-off amounts must be reported to the next meeting of the Governing Body or nominated committee.
- B. For bad debts in excess of £500 (or other level as determined) the approval to write-off must be given in advance by the Governing Body (or a nominated committee).

2.2 Basis of accounting

Reports and accounts requested by the Authority must be on an accruals basis unless stipulated otherwise.

2.3 Submission of budget plans

At the beginning of the financial year, the Governing Body or a committee of the Governing Body shall prepare and approve detailed estimates of income and expenditure for their school for the coming financial year and submit these to the Authority by 31st May for information in a form to be prescribed. The budget should take full account of estimated deficits or surpluses at the previous 31st March and the assumptions underpinning the budget plan.

Governors shall also supply such additional information (e.g. updated budgets, revised estimates of expenditure) as the Authority may require for the purposes of monitoring and evaluation under the scheme. The intervals at which revised plans will be requested will not be less than once every three months. The Authority will take into account the Consistent Financial Reporting framework in specifying any reporting format.

The Authority will supply schools with all income and expenditure data which it holds which is necessary to efficient planning by schools and will also supply an annual statement showing when this information will be available at times throughout the year. The Authority may supply such information electronically.

2.3.1 Submission of financial forecasts

Schools are required to submit a financial forecast covering each year of a multi-year period for which schools have been notified of budget shares beyond the current year. This forecast should confirm that a school is undertaking effective financial planning and the overall position will be used in support of the Authority's balance control mechanism.

2.4 Efficiency and value for money

Schools must seek to achieve efficiencies and value for money, to optimise the use of their resources and to invest in teaching and learning, taking into account the Authority's purchasing, tendering and contracting requirements.

It is for heads and governors to determine at school level how to secure better value for money.

2.5 Virement

- A. During the year it may be necessary to transfer funds between budget heads. This process is known as virement. Governors may allocate budgets or exercise budget virement of all sums delegated as part of their budget share (apart from virement out of any earmarked funds) as follows:
- (i) to/between all estimate heads for which responsibility has been delegated under the Blackpool Council approved scheme of delegation;
 - (ii) to expenditure heads designated as “earmarked sums” under the scheme of delegation, provided that the appropriate Authority is informed;
 - (iii) to finance capital expenditure subject to the approval of the Authority.
- B. Governing bodies may wish to consider the delegation of authority in this matter to the Headteacher (see section 1.5) either fully or up to a specified level.

2.6 Audit: General

The Section 151 Officer shall, to the extent (s)he considers necessary or desirable, conduct or arrange for the examination and audit of the school’s accounts, excluding voluntary school funds.

The Section 151 Officer or his/her representative shall have access for any necessary examination and audit, at all reasonable times, to all cash, property, documents, books of accounts, and vouchers appertaining any way to the finances of the Authority, and shall be entitled to require such explanations and information as may be reasonably considered necessary to satisfy him or herself of the correctness of any matter under examination. Similar rights of access and explanation shall be given to the Authority’s external auditor.

2.7 Separate external audits

A Governing Body may spend funds from its budget share to obtain external audit certification of its accounts, separate from any Local Authority internal or external audit process.

2.8 Audit of voluntary and private funds

- A. The Authority will not, as a general rule, supervise the financial administration of voluntary school funds, and Governors shall be responsible for making contributors to such funds aware of this fact. However, Governors must provide audit certificates in respect of the voluntary and private funds held by schools and of the accounts of any trading organisations controlled by the school.
- B. Governors may apply to the Authority for specified voluntary funds to be administered under the Authority’s supervision. If the Authority agrees such funds shall acquire “official” status and shall be conducted as a separate fund account under the requirements of these financial regulations (amended where appropriate by agreement between the Authority and the Governors). The Authority shall be entitled to charge an administration fee to such funds.
- C. The Consistent Financial Reporting framework requires that private funds under the control of the Governing Body be included.

- D. Governors may also request the Section 151 Officer to undertake an audit of voluntary school funds that remain outside the Authority's official jurisdiction. The Authority may levy a charge for this service.

2.9 Register of business interests

- A. The Governing Body of each school must establish a register which lists for each member of the Governing Body and the Headteacher:
- I. any business interests they or any member of their immediate family have;
 - II. details of any other educational establishments that they govern;
 - III. any relationships between school staff and members of the governing body.
- B. The register must be up-to-date with notification of changes and there must be an annual review of entries.
- C. The register must be available for inspection by governors, the Local Authority, staff and parents and must be published on the school website.

2.10 Purchasing, tendering and contracting requirements

Standing Orders relating to contracts

In accordance with Section 135 of the Local Government Act 1972, a local Authority has to make Standing Orders in respect of contracts for the supply of goods and services, and such Standing Orders have to include provisions for securing competition and for regulating the manner in which tenders are invited. The Blackpool Council has made (and reserves the right to amend the financial limits from time to time) the following Standing Orders in relation to contracts entered into by the governing bodies of schools with delegated budgets:

- A. For contracts up to £50,000 cost:
- (i) Governors may enter into contracts which do not exceed £10,000 without the need to seek either written quotations or tenders, provided the Governors are satisfied that value for money is being achieved;
 - (ii) Governors may enter into contracts between £10,000 and £50,000 in value provided that the Governors receive a reasonable number of (not less than three) written competitive quotations for each contract.
- If it proves impossible for the Governors to comply with the above requirements, they must record in writing their reasons.
- B. For contracts exceeding £50,000 Governors shall be required to advertise for tenders. Ten days public notice must be given in one or more of the local newspapers circulating in the district. Where the value of the contract exceeds £75,000 (or for building and constructional works £200,000), a notice should also appear in the appropriate trade journals/newspapers.
- C. Tenders should be submitted in a plain sealed envelope addressed to the Clerk of the Governors with the envelope making it clear that it is a tender for a particular product or service. No other mark or names should appear on the envelope. Tenders should be kept in a secure place and opened at the one time in the presence of at least two appropriate persons, (one of whom should be a Governor) appointed by the Governing Body for this purpose.
- D. A record of all tenders opened should be kept for a period of at least two years.
- E. For a contract where a payment is to be received by the Authority/school, the highest tender should be accepted, but where a payment is to be made by the Authority/school,

the lowest tender should be accepted. Departure from these requirements may occur only with the prior approval of the Governing Body (which must be minuted) and the reasons for not complying with the conditions must be specified in writing and notified immediately to the Authority.

In determining the value of a tender or quotation in monetary terms, consideration can be given to the quality of the product being supplied. The Governors shall use their best endeavours to ensure that value for money is being obtained when deciding upon the successful tenderer.

There is no obligation imposed upon the Authority or Governors to accept any of the tenders that have been received.

- F. In entering into contracts, Governors shall ensure that contract conditions comply with Blackpool Council's Standing Orders in respect of the following matters:
- (i) Every contract which exceeds £50,000 in value or amount shall provide for the payment of liquidated damages by the contractor where the contractor fails to comply with the contract conditions; and
 - (ii) A clause should be inserted in every contract, which entitles the contract to be cancelled, and costs/losses to be recovered in the event of bribery or corruption by the contractor. Bribery or corruption includes a contractor offering or giving or agreeing to give to any person any gift or consideration of any kind as an inducement or reward for taking or not taking certain action in relation to the contract or any other contract with the Authority or if the contractor or any person employed by the contractor or acting on his/her behalf is found guilty of any offence under the Prevention of Corruption Act 1889/1916 or under Section 177 of the Local Government Act 1972.
- G. In order to enable the Authority to consider whether to exclude contractors from tendering or to make recommendations to governing bodies, governors should refer details to the Authority of any person or firm withdrawing a tender or declining to sign a contract upon being called to do so, or carrying out the contract in an unsatisfactory manner. The Authority may then agree that the contractor should be placed upon the Authority's Exclusion List which would exclude the contractor from tendering for Authority contracts for up to a period of three years and Governors of schools with delegated budgets will be recommended to comply with the provisions of the Authority's Exclusion List.
- H. Where a private architect or consultant is employed to act in the carrying out of works or purchase of supplies, it shall be a term of appointment that (s)he shall observe the procedures set out in these Standing Orders.
- I. Prior to the letting of any contracts the Governing Body must assess, where relevant, the health and safety competence of contractors (see also section 11.5).

The Clerk to the Governors shall record in a book to be kept for the purpose, particulars of any Notice given by a Governor of a pecuniary interest in a contract or other matter.

2.11 Application of contracts to schools

- A. Schools have the right to opt out of authority arranged contracts.
- B. For contracts entered into by the Authority following consultation with the Governing Body, the school is bound into these contracts for their duration.

- C. These include:
- a. contracts which schools have agreed to be covered by in respect of services for which funding was delegated by the Authority prior to 1st April 1999;
 - b. contracts which schools agree to be covered by in respect of services for which funding is delegated by the Authority after 1st April 1999; and
 - c. certain contracts approved by the Secretary of State for services for which funding is delegated after 1st April 1999, irrespective of the agreement of schools.
- D. Governing bodies are empowered under paragraph 3 of Schedule 1 to the Education Act 2002 to enter into contracts, however in most cases they do so on behalf of the Local Authority as maintainer of the school and the owner of funds in the budget share and the Authority must be made aware of contracts in excess of £75,000. When the Governing Body has clear statutory obligations, for example contracts made by foundation schools, this provision does not apply.

2.12 Central funds and earmarking

- A. The Local Authority may make sums available to schools from central funds, in the form of allocations, which are additional to and separate from the schools' budget shares. Such allocations are subject to conditions setting out the purpose or purposes for which the funds may be used and while these conditions need not preclude virement (except, of course, where the funding is supported by a specific grant which the Local Authority itself is not permitted to vire), this should not be carried to the point of assimilating the allocations into the school's budget share. These might, for example, be sums for Special Educational Needs or other initiatives funded from the central expenditure of a Local Authority's Schools Budget or other Local Authority budget.
- B. Such earmarked funding from centrally retained funds may be spent only on the purposes for which it is given, or on other budget heads for which earmarked funding is given, and may not be vired into the budget share. Schools must maintain financial records to be able to demonstrate that this requirement has been complied with.
- C. Earmarked funds must be returned to the Authority if not spent within any period stipulated by the Authority over which schools are allowed to use the funding.
- D. The Local Authority is barred from making any deduction in respect of interest costs to the Local Authority from payments made to schools of devolved specific or special grant.

2.13 Spending for the purposes of the school

- A. Governors are empowered to incur expenditure up to the value of the total resources available to the school (i.e. balance carried forward from previous year plus school budget share plus any additional allocations awarded during the course of the year).
- B. Governors are empowered to enter into financial commitments extending into a subsequent financial year provided that they can be contained within the total resources which are estimated to be available for the year in question, having regard to all other likely calls on those resources.
- C. By virtue of section 50(3A), amounts spent by governing bodies on community facilities or services under section 27 of the Education Act 2002 will be treated as if spent for any purposes of the school.

- D. The School Budget Shares (Prescribed Purposes) (England) (Amendment) Regulations 2004 (s1 2004/444) allow schools to spend their budgets on pupils who are on the roll of other maintained schools.

2.14 Capital spending from budget shares

- A. Where the total resources available to the school are sufficient to cover the cost of works, which are of a revenue nature, the Governors have the authority to charge the expenditure to the school budget. This regulation applies to all schools in Blackpool.
- B. Where the total resources available to the school are sufficient to cover the cost of works which are of a capital nature, the Governors have the authority to charge such expenditure to the school budget subject to notification to, and consultation with, the Authority. This regulation applies to all schools in Blackpool.
- C. In exercise of its powers under Section 282 of the Education Act 1993, the Authority will assist Governors of Aided or Special Agreement Schools by allowing the use of the school delegated budget initially to finance expenditure on approved capital schemes pending receipt of DfE grant on the basis that:
- (a) approved capital schemes costing less than £15,000 can be initially financed in this way without prior approval of the Director of Children's Services but in consultation with the Section 151 Officer; and
 - (b) approved capital schemes costing £15,000 or more can be initially financed in this way subject to notification to, and consultation with, the Director of Children's Services and the Section 151 Officer. The Director of Children's Services may advise on the merits of the proposed expenditure but consent can be withheld only on health and safety grounds.

These requirements are included to ensure compliance with School Premises Regulations and DfE Construction Standards, and Health and Safety legislation.

- D. Detailed guidance on the procedures to be followed will be issued from time to time by the Director of Children's Services and the Section 151 Officer.
- E. These requirements do not affect expenditure from any capital allocation made available by the Local Authority outside the delegated budget share.

2.15 Notice of concern

The Authority may issue a notice of concern to the Governing Body of any school it maintains where, in the opinion of the Section 151 Officer and the Director of Children's Services, the school has failed to comply with any provisions of the scheme, or where actions need to be taken to safeguard the financial position of the local Authority or the school.

Such a notice will set out the reasons and evidence for it being made and may place on the Governing Body restrictions, limitations or prohibitions in relation to the management of funds delegated to it. These may include:

- insisting that relevant staff undertake appropriate training to address any identified weaknesses in the financial management of the school;
- insisting that an appropriately trained/qualified person chairs the finance committee of the Governing Body;
- placing more stringent restrictions or conditions on the day to day financial management of a school than the scheme requires for all schools – such as the provision of monthly

- accounts to the Local Authority;
- insisting on regular financial monitoring meetings at the school attended by local Authority officers;
- requiring a Governing Body to buy into a Local Authority's financial management systems; and
- imposing restrictions or limitations on the manner in which a school manages extended school activity funded from within its delegated budget share – for example by requiring a school to submit income projections and/or financial monitoring reports on such activities.

The notice will clearly state what these requirements are and the way in which and the time by which such requirements must be complied with in order for the notice to be withdrawn. It will also state the actions that the Authority may take where the Governing Body does not comply with the notice.

In the event of any dispute between the school and Authority the matter will be referred to the Chair of the appropriate Council Scrutiny Committee or their representative for resolution.

2.16 Schools Financial Value Standard (SFVS)

All local authority maintained schools (including nursery schools and Pupil Referral Units (PRUs) that have a delegated budget) must demonstrate compliance with the Schools Financial Value Standard (SFVS) and complete the assessment form on an annual basis. It is for the school to determine at what time in the year they wish to complete the form.

Governors must demonstrate compliance through the submission of the SFVS assessment form signed by the Chair of Governors. The form must include a summary of remedial actions with a clear timetable, ensuring that each action has a specified deadline and an agreed owner. **Governors must monitor the progress of these actions to ensure that all actions are cleared within specified deadlines.**

Maintained schools that did not achieve the Financial Management Standard in Schools (FMSiS) must submit the form to the local authority before 31 March 2012, and annually thereafter.

All other maintained schools with a delegated budget must submit the form to the local authority before 31 March 2013 and annually thereafter.

2.17 Fraud

All schools must have a robust system of controls to safeguard themselves against fraudulent or improper use of public money and assets.

The governing body and head teacher must inform all staff of school policies and procedures related to fraud and theft, the controls in place to prevent them; and the consequences of breaching these controls. This information must also be included in induction for new school staff and governors.

SECTION 3: INSTALMENTS OF THE BUDGET SHARE; BANKING ARRANGEMENTS

For the purposes of this section, Budget Share includes any place-led funding for special schools or pupil referral units.

3.1 Frequency of instalments

- A. For schools that have a bank account the frequency with which the budget share will be made available to governing bodies will be at least once a term. Instalments of the total budget share will be made available by direct transfer into the local bank account nominated by the Governing Body.
- B. The Local Authority will, however, make available budget share instalments on a monthly basis to schools which so request it; provided that the request is made prior to the start of the relevant financial year.
- C. Advances will be made to school bank accounts on a regular basis consistent with a school's need to spend. Variations in the pattern of advances (including transfers of pay and/or non-pay advances) will be agreed by the Section 151 Officer in consultation with the school concerned and will be notified to schools immediately prior to the commencement of each financial year.

3.2 Proportion of budget share payable at each instalment

The budget share will be made available based on the monthly profile of the financial year immediately prior to the year concerned. This will be adjusted where the school is able to demonstrate, based on the Governors' approved budget plan submitted to the Authority by 31 May, the inappropriateness of the previous year monthly profile.

3.3 Interest clawback (for bank account schools only)

- A. An amount will be deducted from each advance to reflect the loss of interest to the Authority of advances being made to the school earlier than the invoices would normally be paid and will reflect the actual interest rate earned on General Fund balances at the time of the advance.
- B. The amount subject to interest clawback will be calculated by comparison of the cumulative advances and the cumulative standard monthly profile for all schools. Schools will be notified of the interest rate applied to each advance.

3.3.1 Interest on late budget share payments

The Local Authority will add interest to late payments of budget share instalments where such late payment is the result of a Local Authority error. The interest rate used will reflect the rate earned on the General Fund over the period of the delay in payment or the current Bank of England base rate which ever is the greater.

3.4 Budget shares for closing schools

Budget shares of schools, for which approval for discontinuation has been secured, may be made available until closure on a monthly basis net of estimated pay costs, even where some different basis was previously used.

3.5 Bank and building society accounts

- A. All schools are permitted to have external bank accounts into which their budget share instalments (as determined by other provisions) are paid. Where schools have such accounts the school may retain all interest payable on the account unless they choose to have an account within a Local Authority contract which makes other provision.
- B. A school wishing to commence operating its own bank account may do so only after giving a period of notice of four months. New bank account arrangements may be made with effect from the beginning of each financial year.
- C. Schools without bank accounts at 1st July 2011 cannot have one until any deficit balance is cleared
- D. The Local Authority will transfer to a new school bank account by 1st April an amount agreed by both the school and the Local Authority as the estimated surplus balance held by the Local Authority in respect of the school's budget share, on the basis that there is then a subsequent correction when accounts for the relevant year are closed.
- E. This provision does not apply to school imprest accounts which shall be provided by agreement with the Section 151 Officer and which shall operate under any instructions (s)he may issue. Credits cards or procurement cards issued by the Section 151 Officer against the Council's bank account are subject to regulations issued by the Section 151 Officer.

3.5.1 Restrictions on accounts

- A. The Section 151 Officer may specify a list of banks or building societies from which the school must select a new bank account in accordance with the Authority's Treasury Management policy.
- B. The school may open an account in the name of the school rather than the Local Authority providing that the account mandate states that the Local Authority is owner of the funds in the account, that it is entitled to receive statements and that it can take control of the account if the school's right to a delegated budget is suspended by the Local Authority.
- C. Budget share funds paid by the Local Authority and held in school accounts remain Local Authority property until spent per section 49(5) of the School Standards and Framework Act.
- D. The Governing Body must approve a scheme of delegation relating to the use of the bank account, including the approval of authorised signatures and a named officer responsible for the account reconciliation. Governors, who are not members of staff, may not be signatories of the bank account.

3.6 Borrowing by schools

Governing bodies may borrow money only with the written permission of the Secretary of State. This provision does not apply to any preapproved limited schemes made available by the Secretary of State or any loan scheme run by the Local Authority. Schools will be permitted to set up debit cards or procurement cards against a school bank account but will be barred from the setting up of credit card facilities or utilising finance leases, which are regarded as a form of borrowing.

SECTION 4: THE TREATMENT OF SURPLUS AND DEFICIT BALANCES ARISING IN RELATION TO BUDGET SHARES

4.1 The right to carry forward surplus balances

- A. Any underspendings against the total resource available, as determined upon the closure of the year's accounts, will accrue automatically to the school and will be added to the school's budget share for the following year.
- B. For schools opening new bank accounts, see paragraph 3.5D in relation to the transfer of surplus balances.

4.2 Controls on surplus balances

- A. Surplus balances held by schools as permitted under this scheme are subject to the following restrictions with effect from 1 July 2011:
 - a. The Authority shall calculate by 31 May each year the surplus balance, if any, held by each school as at the preceding 31 March. For this purpose the balance will be the recurrent balance as defined in the Consistent Financial Reporting Framework;
 - b. The Authority shall deduct from the calculated balance any amounts for which the school has a prior year commitment to pay from the surplus balance;
 - c. The Authority shall then deduct from the resulting sum any amounts which the Governing Body of the school has declared to be assigned for specific purposes permitted by the Authority, and which the Authority is satisfied are properly assigned. To count as properly assigned, amounts must not be retained beyond the period stipulated for the purpose in question, without the consent of the Authority. In considering whether any sums are properly assigned the Authority may also take into account any previously declared assignment of such sums but may not take any change in planned assignments to be the sole reason for considering that a sum is not properly assigned.
 - d. Sums assigned for specific purposes must fall into one of the following categories:

(i) General contingency

Schools may retain school balances for the purpose of contingency up to the following values:

Secondary schools 5% of the delegated budget

Primary and Special Schools 8% of the delegated budget

Or £10,000 if this is greater than % threshold.

(ii) Temporary pupil numbers fluctuations

Where it can be clearly demonstrated that a change in pupil numbers is anticipated for up to one academic year and this is not part of a general pupil number trend within the school, a school may hold additional contingency to avoid staff reduction and recruitment in quick succession. This provision recognises that in such occasional circumstances a school is able to demonstrate value for money by retaining experienced or key staff above the recommended pupil teacher ratios.

(iii) Capital Works

Where balances are held for funding towards capital works the school must demonstrate that all the following apply to the purpose:

- a) the project is key to the delivery of school improvements and the raising of standards in achievement and learning
- b) the project has been approved by Governors in the School Improvement plan and that it clearly addresses priorities identified in the asset management plan.
- c) it is not possible to fund the balances component from other sources, e.g. Devolved capital
- d) a clear timescale is identified by which the project will be operational.

(iv) Voluntary Aided schools may hold balances to meet the anticipated of 10% Governors contributions towards schemes listed under capital purposes

(v) Preparation for Increase in Pupil numbers

Planned increase in pupil numbers to occur with the coming academic year may result in the school incurring additional expenditure before the funding of pupils is allowed for within the Fair Funding arrangements. Schools may, after consultation with the Authority, hold balances to provide for setting up costs, including the early recruitment and appointment of staff where this is considered appropriate.

(vi) Other Specific School Improvement Priorities

The Authority will consider other specific items within a School Development Plan individually. Consideration will be given to likely achievement of the investment, the timescale of delivery and impact on school priorities.

Determination of Appropriateness

The Authority has the responsibility to determine the appropriateness of sums held in balances. This will be undertaken by the Director of Children's Services or his/her representative. In the case of Voluntary Aided schools this determination will be made in consultation with the relevant Diocese.

- e. The Authority has the responsibility to determine the appropriateness of sums held in balances. This will be undertaken by the Director of Children's Services or his representative. In the case of Voluntary Aided schools this determination will be made in consultation with the relevant Diocese.
- f. If the result of steps a-e leaves a significant excessive uncommitted balance and/or where some level of redistribution would support improved provision across the

local area, then the Authority may deduct from the current year's budget share an amount equal to the excess.

- B. Funds deriving from sources other than the Authority will be taken into account in this calculation if paid into the budget share account of the school, whether under provisions in this scheme or otherwise.
- C. Funds held in relation to a school's exercise of powers under Section 27 of the Education Act 2002 (community facilities) will not be taken into account unless added to the budget share surplus by the school as permitted by the Authority.
- D. The total of any amounts deducted from schools' budget shares by the Authority under this provision are to be applied to the Schools Budget of the Authority.

4.3 Interest on surplus balances

Interest will be paid on any unspent funds held within the General Fund in accordance with the rules determined by the Section 151 Officer from time to time and at a rate equivalent to that applied to the Authority's general balances.

4.4 Obligation to carry forward deficit balances

Any deficit balances will be deducted from the following year's budget share.

4.5 Planning for deficit budgets

With the exception of the provisions on anticipation of budgets set out in 4.9 below, Governors shall not approve a budget that exceeds their total available resources. Any unplanned deficit on the final accounts will be deducted from the following year's budget share for the school.

4.6 Charging of interest on deficit balances

The Authority will charge interest on deficit balances. All deficit balances will attract an interest charge calculated on the same basis as that applying to general school balances.

4.7 Writing off deficits

In no circumstances is the Authority permitted to write off the deficit balance of any school.

4.8 Balances of closing and replacement schools

- A. As the Education Acts make no provision for transfer of balances between schools where a school were to permanently close, any balance (whether surplus or deficit) is to revert to the Local Authority; it cannot be transferred as a balance to any other school, even where the school is a successor to the closing school, except that a surplus transfers to an academy where a school converts to academy status under section 4(i) (a) of the Academies Act 2010.
- B. Using Section 47 of the School Standards and Framework Act the Local Authority will make allocations to new schools which have the effect of giving them the benefit of additional sums which are equal to or less than the balances of relevant closing schools. Where a new school is to attract additional funding this extra funding will be reduced to recognise the deficit of a preceding school, however, the deficit of the preceding school will not be set against the new school's budget share.

4.9 Licensed deficits

- A. Governors may apply to anticipate their budget. Normally, deficits should be for a specific objective, relate to the following year's budget only and will be subject to a limit of 10% of the school's budget share. However, in exceptional circumstances agreement may be reached with a school to allow a budget anticipation, subject instead to the following more flexible conditions:
- there being a realistic prospect of recovery over a reasonably short timescale (normally two, and not more than three years);
 - the Governors giving a formal indication of their willingness to implement an action plan designed to achieve recovery over a defined timescale and operate within the resources available thereafter;
 - the Governors being willing to work together with the Authority in the agreement and implementation of a recovery plan.
- B. All licensed deficits will be subject to the agreement of the Director of Children's Services and the Section 151 Officer, and will attract an interest charge calculated on the same basis as that applying to general school balances. Budget anticipations will be approved in any year up to a maximum of 40% of the total collective balances.

4.10 Loan schemes

- A. The Authority may operate a loan scheme which does not operate by way of licensed deficit but rather by way of actual payments to schools on condition that a corresponding sum is repaid from the budget share. Such a scheme would have the following conditions:
- a. The maximum period over which the loan must be repaid is 4 years.
 - b. The loan arrangement will be agreed for one or more of the following purposes:
 - high priority building works per Asset Management Plan criteria;
 - IT equipment priority included in the School Development Plan.
 - c. The minimum loan size will be £5,000 and the maximum will be £50,000, subject to consultation on an annual basis with the Schools Forum.
 - d. A maximum of 40% of the collective schools' balances held by the Local Authority will be used to provide finance for the loan scheme and licensed deficits in total.
 - e. The Section 151 Officer and the Director of Children's Services will consider all loan applications for affordability and appropriateness.
- B. Loans will only be used to assist schools in spreading the cost over more than one year of large one-off individual items of a capital nature that have a benefit to the school lasting more than one financial or academic year. Loans will not be used as a means of funding a deficit that has arisen because a school's recurrent costs exceed its current income. If loans are made to fund a deficit, the Secretary of State will consider using the power under paragraph 13(4)(d) of Schedule 1 to the Academies Act 2010 to make a direction to the effect that such a loan does not transfer in individual cases.

SECTION 5: INCOME

5.1 Income from lettings

Schools may retain income from lettings of the school premises, which would otherwise accrue to the Local Authority, subject to alternative provisions arising from any joint use or PFI/PPP agreements. Schools may utilise such income to cross-subsidise lettings for community and voluntary use or to support extended school functions, provided there is no net cost to the budget share.

Income from lettings of school premises should not be payable into voluntary or private funds without the authority of Section 151 Officer.

In respect of the use of school premises for non-school purposes

- A. The Authority will issue guidelines to governors on the use of premises for community and other purposes, with the available powers of direction being considered only in exceptional circumstances.
- B. Schools are reimbursed the costs of any non-school activities in school premises which are undertaken by the Authority. These activities include adult education classes, and youth and community service provision. Schools are also reimbursed for the use of premises under statutory provisions, mainly for election purposes and for parish or community council purposes. In both these cases reimbursements to school budgets is calculated on the basis of a standard formula.
- C. Agreed arrangements for the use of school premises for recreational or community purposes will apply, subject to agreement of the detailed arrangements with individual governing bodies.
- D. Use of premises, (including use relating to school purposes, e.g. parent teacher associations, school fund-raising events etc.), is for governors to determine. Any charges for such use are determined and collected under arrangements made by the Governing Body. The Authority issues guidelines about the need for users to complete forms of indemnity, to observe local planning regulations and maintain good relations with the local community.
- E. Schools are reminded of the need to ensure that income from lettings is correctly classified for VAT purposes (see also Section 7.1)

5.2 Income from fees and charges

Schools may retain income from fees and charges except where a service is provided by the Local Authority from centrally retained funds. However, schools must comply with the charging policy statements as issued by the Authority.

5.3 Income from fund-raising activities

A school may retain, for its own benefit, income generated through fund-raising activities.

5.4 Income from the sale of assets

Schools may retain the proceeds of the sale of assets (net of VAT) except in cases where the asset was purchased with non-delegated funds (in which case the Local Authority will decide whether the school should retain the proceeds), or the asset concerned is land or buildings forming part of the school premises and is owned by the Local Authority.

5.5 Administrative procedures for the collection of income

The Section 151 Officer may issue guidelines relating to the collection of income and the safeguarding of cash receipts.

5.6 Purposes for which income may be used

Income from sale of assets which were originally purchased with delegated funds may only be spent for the purposes of the school.

SECTION 6: THE CHARGING OF SCHOOL BUDGET SHARES

6.1 General provision

- A. The budget share of a school can be charged by the Local Authority without the consent of the Governing Body only in circumstances expressly permitted by the scheme. The Local Authority must consult schools as to the intention to so charge, and notify schools when it has been done.
- B. For each of these circumstances the Local Authority would have to be able to demonstrate that the Authority had necessarily incurred the expenditure now charged to the budget share. This means that where the Authority cannot incur a liability because the statutory responsibility rests elsewhere no charging is possible. Therefore the position on charging will vary between categories of school.
- C. The Local Authority cannot act unreasonably in the exercise of any power given by the scheme, or it may be the subject of a direction under Section 496 of the Education Act 1996.
- D. Governing bodies are reminded that the Local Authority is required to charge salaries of school-based staff to school budget shares at actual cost.

6.2 Circumstances in which charges may be made

- A. Costs incurred by the Local Authority in respect of the premature retirement of any member of the staff of a maintained school shall be met from the school's budget share for one or more financial years except in so far as the Authority shall agree with the Governing Body in writing before the retirement occurs
- B. All expenditure incurred to secure resignations and redundancies where the school had not followed Local Authority advice shall be met from the school's budget share as laid out in section 57 (5) of the School Standards and Framework Act 1998
- C. Awards by courts and industrial tribunals against the Local Authority arising from action or inaction by the Governing Body contrary to the Local Authority's advice. Awards may sometimes be against the Governing Body directly and would fall to be met from the budget share. Where the Local Authority is joined with the Governing Body in the action and has expenditure as a result of the Governing Body not taking Local Authority advice, the charging of the budget share with the Local Authority expenditure protects the Local Authority's position.
- D. Expenditure by the Local Authority in carrying out health and safety work or capital expenditure for which the Local Authority is liable where funds have been delegated to the Governing Body for such work, but the Governing Body has failed to carry out the required work.
- E. Expenditure by the Local Authority incurred in making good defects in building work funded by capital spending from budget shares, where the Local Authority owns the premises or the school has voluntary controlled status.
- F. Expenditure incurred by the Local Authority in insuring its own interests in a school where funding has been delegated but the school has failed to demonstrate that it has arranged cover at least as good as that which would be arranged by the Local Authority.
- G. Recovery of monies due from a school for services provided to the school, where a dispute over the monies due has been referred to a disputes procedure set out in a

service level agreement and the result is that monies are owed by the school to the Local Authority.

- H. Recovery of penalties imposed on the Local Authority by the Board of Inland Revenue, the Contributions Agency, HM Revenue and Customs, Teachers Pensions, the Environment Agency or regulatory authorities as a result of school negligence.
- I. Correction of Local Authority errors in calculating charges to a budget share (e.g. pension deductions). Before applying this provision the Local Authority will consider whether it is reasonable to do so.
- J. Additional transport costs incurred by the Local Authority arising from decisions by the Governing Body on the length of the school day, and failure to notify the Local Authority of non-pupil days resulting in unnecessary transport costs.
- K. Legal costs, which the Local Authority incurs because the Governing Body did not accept the advice of the Local Authority. (See also section 11).
- L. Costs of necessary health and safety training for staff employed by the Local Authority, where funding for training had been delegated but the necessary training not carried out.
- M. Compensation paid to a lender where a school enters into a contract for borrowing beyond its legal powers, and the contract is of no effect.
- N. Cost of work done in respect of teacher pension remittance and records for schools using non-Local Authority payroll contractors, the charge to be the minimum needed to meet the cost of the Authority's compliance with its statutory obligations
- O. Costs incurred by the Local Authority in securing provision specified in a statement of Special Educational Need or an Education, Health and Care Plan (EHCP) where a Governing Body of a school fails to secure such provision despite the delegation of funds in respect of low cost high incidence SEN and/or specific funding for a pupil with High Needs.
- P. Costs incurred by the Local Authority due the submission by the school of incorrect data
- Q. Recovery of amounts spent from specific grants on ineligible purposes.
- R. Costs incurred by the Local Authority as a result of a Governing Body being in breach of the terms of a contract.
- S. Costs incurred by the authority or another school as a result of a school withdrawing from a cluster arrangement, for example where this has funded staff providing services across the cluster.
- T. Costs incurred by the authority in administering admissions appeals, where the local authority is the admissions authority and the funding for admission appeals has been delegated to all schools as part of their formula allocation.

SECTION 7: TAXATION

7.1 VALUE ADDED TAX

- A. VAT incurred by schools when spending funds made available by the Local Authority is treated as being incurred by the Local Authority and qualifies for reclaim by the Local Authority. This includes expenditure incurred by the Local Authority in respect of works at Voluntary Aided schools (for which the Governors are responsible) subject to the Local Authority ordering, receiving, paying and funding the works.
- B. As part of the Authority's VAT registration schools are able to recover (in respect of their own expenditure) the input tax attributable both to their business and non-business activities. Subject to compliance with requirements for possession of valid tax invoices from suppliers, such VAT is charged to and recovered on a central VAT ledger and no input tax falls in the schools' accounts.
- C. Separate detailed guidance on all VAT matters is available from the Section 151 Officer.

7.2 CIS (Construction Industry Taxation Scheme)

- A. The CIS Scheme relates to construction and maintenance work as defined in the Inland Revenue Construction Industry Tax Deduction Scheme booklet IR14/15.
- B. Where a contractor or sub-contractor does not hold a current '714' Tax Exemption Certificate the Authority must make a deduction from all payments for the labour element of the work. Invoices requiring a deduction of CIS. must be forwarded to the Central Payments Section for processing.

7.3 Employee payments

No payments to employees should be made without reference to payroll procedures to ensure that all necessary adjustments for taxation and National Insurance have been made. This also applies to the reimbursement of travel expenses, casual employment payments and other ad hoc payments.

SECTION 8: THE PROVISION OF SERVICES AND FACILITIES BY THE

AUTHORITY

8.1 Provision of services from centrally retained budgets

- A. It is for the Local Authority to determine on what basis services from centrally retained funds will be provided to schools, including services such as Premature Retirement Costs and Redundancy Costs. The Authority will not discriminate in its provision of services on the basis of categories of schools except where:
- funding has been delegated to some schools only; or
 - such discrimination is justified by differences in statutory duties.

8.2 Timescales for the provision of services bought back from the Authority using delegated budgets

- A. The term of any arrangement with a school to buy services or facilities from the Local Authority is limited to a maximum of three years from the inception of the scheme or the date of the agreement, whichever is the later, and limited to periods not exceeding five years for any subsequent agreement relating to the same services.
- B. When the Local Authority provides a service for which expenditure is not retainable centrally, it must be offered at prices which are intended to generate income which is no less than the cost of providing those services. The total cost of the service must be met by the total income, even if schools are charged differentially.

8.3 Packaging

- A. The Authority will offer to provide services on a buyback basis in a way which does not unreasonably restrict schools' freedom of choice among services available.
- B. Where appropriate, the Authority will provide services for which funding has been delegated on a buy-back basis, or will otherwise make arrangements for the provision of the service through alternative providers.
- C. The Authority may offer packages singly or in combinations and may offer a discount for those schools that take up a wide range of services.

8.4 Service level agreements

- A. Services or facilities (with the exception of catering) that are provided under a service level agreement on a buyback basis will be reviewed at least every three years if the agreement lasts longer than that.
- B. Service Level Agreements relating to catering may be for a period of up to seven years with a review date of at least every five years.
- C. Where services are provided on an ad hoc basis they may be charged for at a different rate than if provided on the basis of an extended agreement.
- D. In relation to 8.3 B and C, centrally arranged premises and liability insurance are specifically excluded from these requirements, as the limitations envisaged may be impracticable for insurance purposes.
- E. A list of those services that are available on a buy-back basis for the financial year commencing 1st April is notified to all schools and that schools will be given at least one

month to consider the terms of agreement. The Authority will revise this list in line with changes to centrally retained items as appropriate.

- F. The Local Authority may provide services for buy back by schools at a cost which at least covers all costs relating to the provision of that service. The Local Authority is not permitted to subsidise a buy back service over the life of a buy back arrangement.

8.5 Teachers Pensions

In order to ensure that the performance of the duty on the Authority to supply Teachers Pensions with information under the Teachers' Pensions Regulations 1997, the following conditions are imposed on the Authority and governing bodies of all maintained schools covered by this Scheme in relation to their budget shares.

The conditions only apply to governing bodies of maintained schools that have not entered into an arrangement with the Authority to provide payroll services.

A Governing Body of any maintained school, whether or not the employer of the teachers at such a school, which has entered into any arrangement or agreement with a person other than the Authority to provide payroll services, shall ensure that any such arrangement or agreement is varied to require that person to supply salary, service and pensions data to the Authority which the Authority requires to submit its annual return of salary and service to Teachers' Pensions and to produce its audited contributions certificate. The Authority will advise schools each year of the timing, format and specification of the information required. A Governing Body shall also ensure that any such arrangement or agreement is varied to require that Additional Voluntary Contributions (AVCs) are passed to the Authority within the time limit specified in the AVC scheme. The Governing Body shall meet any consequential costs from the school's budget share.

A Governing Body of any maintained school which directly administers its payroll shall supply salary, service and pensions data to the Authority which the Authority requires to submit its annual return of salary and service to Teachers' Pensions and to produce its audited contributions certificate. The Authority will advise schools each year of the timing, format and specification of the information required from each school. A Governing Body shall also ensure that Additional Voluntary Contributions (AVCs) are passed to the Authority within the time limit specified in the AVC scheme. The Governing Body shall meet any consequential costs from the school's budget share.

SECTION 9: PRIVATE FINANCE INITIATIVE / PUBLIC PRIVATE PARTNERSHIP

Schools wishing to enter into a Private Finance Initiative or a Public / Private Partnership should consult with the Director of Children's Services and the Section 151 Officer at the earliest opportunity.

The Authority will agree with each Governing Body the basis of charges relating to PFI/PPP and the treatment of monies withheld from contractors due to poor performance.

The Authority may charge a school's budget share amounts agreed under a PFI/PPP agreement entered into by the Governing Body of the school.

SECTION 10: INSURANCE

10.1 Insurance cover

- A. Insurances shall be effected under arrangements made and administered by the Section 151 Officer. Where schools wish to take out insurance in areas not covered by existing Blackpool Council insurance arrangements this may be carried out in consultation with the Section 151 Officer.
- B. Governors shall notify the Section 151 Officer promptly of all new risks, liabilities, properties or vehicles, which require to be insured under the scheme and of any alterations affecting risks or insurances indicating the amount of cover required.
- C. Governors shall immediately notify the Section 151 Officer of any fire, loss, accident or other event which may give rise to a claim under the Authority's insurance arrangements.
- D. Governors may, subject to Financial Regulations, amend or extend the Council's general insurance arrangements in respect of their school, provided that any additional cost arising is borne by their budget share.
- E. Schools may request the delegation of that expenditure relating to the arrangement of insurances for their school. Any school wishing to make its own insurance arrangements in this manner must give a minimum of four months notice to the Section 151 Officer. Any such insurance arrangements are subject to the approval of the Section 151 Officer to ensure adequacy of insurance cover.
- F. In considering the adequacy of insurance cover the Local Authority must have regard to the actual risks which might reasonably be expected to arise at the school in question in operating such a requirement, rather than applying an arbitrary minimum level of cover for all schools.
- G. Where funds for insurance are delegated the Local Authority may require the school to demonstrate that cover relevant to an Authority's insurable interests, under a policy arranged by the Governing Body, is at least as good as the relevant minimum cover arranged by the Authority. (see also 6.2 (F))
- H. It should be noted that there are additional insurance requirements for Voluntary Aided schools.

SECTION 11: MISCELLANEOUS

11.1 Right of access to information

The keeping of accounts and financial records, including supporting systems and procedures, have to be undertaken in a manner approved by the Section 151 Officer, who continues to be responsible for specifying all banking, insurance and payroll arrangements in accordance with the Financial Regulations. School accounts are also subject to regular audit.

Schools are reminded of the requirements of compliance with statutory regulations regarding the maintenance and use of personal data. A summary of relevant data protection principles is provided to all schools.

11.2 Liability of governors

As the Governing Body is a corporate body, and because of the specific terms of Section 50(7) of the School Standards and Framework Act 1998, governors of maintained schools will not incur personal liability in the exercise of their power to spend the delegated budget share or exercise of their duties and responsibilities under this scheme of delegation provided they act in good faith and do not knowingly exceed their statutory or delegated powers.

Where governors have any doubt about the legality of any action that they wish to take, they should seek advice from the Authority for which service there will be no charge. Apart from certain specific responsibilities of governors of Voluntary Aided schools, any claim made against governors will be dealt with by Blackpool Council. There is no need for governing bodies to effect any separate insurance arrangements other than existing arrangements in Voluntary Aided Schools.

11.3 Governors' expenses

The Local Authority may delegate to the Governing Body of a school yet to receive a delegated budget, funds to meet governors' expenses which are set by the Local Authority.

Under section 50(5) of the School Standards and Framework Act 1998, only allowances in respect of purposes specified in regulations may be paid to governors from a school's delegated budget share. No payment of any other allowances should be made. Schools are also barred from payment of expenses duplicating those paid by the Secretary of State to additional governors appointed by him/her to schools under special measures.

11.4 Responsibility for legal costs

Legal costs resulting from legal action incurred by the Governing Body (although the responsibility of the Local Authority as part of the cost of maintaining the school unless they relate to the statutory responsibility of voluntary aided school governors for buildings) may be charged to the school's budget share unless the Governing Body acts in accordance with the advice of the Authority.

In the event of a conflict of interest between the Local Authority and the Governing Body, the Governing Body may seek independent legal advice. In order to ensure the appropriate procurement of legal advice the Governing Body may wish to consult with the National Association of Governors and Managers or the National Governors Council.

11.5 Health and Safety

In expending the school's budget share governing bodies must have due regard to duties placed on the Local Authority in relation to health and safety. The Authority's Corporate Health and Safety Manual on health and safety matters is provided to all schools.

11.6 Right of attendance for Chief Finance Officer

The Section 151 Officer, or his/her representative, shall have the right to attend meetings of governing bodies to give advice or to report on financial matters when (s)he deems it necessary to do so to fulfil his/her statutory responsibilities.

11.7 Delegation to new schools

The Authority is empowered to delegate selectively and optionally to the governing bodies of schools which have yet to receive delegated budgets.

By virtue of section 49 of the Act a new school must receive a delegated budget in the funding period prior to the funding period within which it opens (that is to say, the funding period during which it first admits pupils), unless the Authority has obtained the Secretary of State's approval to make arrangements in place of those in the regulations.

11.8 Optional Delegated funding

~~Where a school exercises an option to receive delegated funding for an item, that option may only be exercised once a year and at least four months prior to the commencement of the next financial year.~~

11.98 Special Educational Needs

A statement of Governors' responsibilities in relation to pupils with Special Educational Needs is provided to all schools. In particular, governing bodies must use their best endeavours in spending the budget share to secure the special educational needs of their pupils.

11.109 'Whistleblowing'

The Local Authority will supply all schools with procedures and guidance to be followed by persons working at a school or school governors who wish to complain about financial management or financial propriety at the school and this guidance will contain information on how such complaints will be dealt with.

11.110 Child Protection

Schools are required to release staff to attend child protection case conferences and other related events and the cost of any staffing cover shall be met from the school budget share.

11.121 Redundancy/early retirement costs

The 2002 Education Act sets out how premature retirement and redundancy costs should normally be funded:

- A. Costs incurred by the Local Authority in respect of any premature retirement of a member of the staff of a maintained school shall be met from the school's budget share for one or more financial years except in so far as the authority agree with the Governing Body in writing (whether before or after the retirement occurs) that they shall not be so met.

- B. Costs incurred by the Local Authority in respect of the dismissal, or for the purpose of securing the resignation, of any member of the staff of a maintained school shall not be met from the school's budget share for any financial year except in so far as the authority have good reason for deducting those costs, or any part of those costs, from that share.
- C. The fact that the Local Authority have a policy precluding dismissal of their employees by reason of redundancy is not to be regarded as a good reason for the purposes of B. above; and in this subsection the reference to dismissal by reason of redundancy shall be read in accordance with section 139 of the Employment Rights Act 1996 (c. 18).

The default position, therefore, is that premature retirement costs must be charged to the school's delegated budget, while redundancy costs must be charged to the Local Authority's budget. In the former case, the Local Authority has to agree otherwise for costs to be centrally funded, while in the latter case, there has to be a good reason for it not to be centrally funded, and that cannot include having a no redundancy policy.

- D. Where a Local Authority incurs costs in respect of any premature retirement of any member of the staff of a maintained school who is employed for community purposes, or in respect of the dismissal (or for the purpose of securing the resignation) of any member of the staff of a maintained school who is employed for those purposes, they shall recover those costs from the Governing Body except in so far as the Local Authority agree with the Governing Body in writing (whether before or after the retirement, dismissal or resignation occurs) that they shall not be so recoverable.
- E. Any amount payable by virtue of D. above by the Governing Body of a maintained school to the Local Authority shall not be met by the Governing Body out of the school's budget share for any financial year.
- F. Where a person is employed partly for community purposes and partly for other purposes, any payment or costs in respect of that person is to be apportioned between the two purposes; and the preceding provisions of this section shall apply separately to each part of the payment or costs.

For staff employed under the community facilities power, the default position is that any costs must be met by the governing body, and can be funded from the school's delegated budget if the governing body is satisfied that this will not interfere to a significant extent with the performance of any duties imposed on them by the Education Acts, including the requirement to conduct the school with a view to promoting high standards of educational achievement.

Section 37 now states:

- (7) Where a local education authority incur costs—*
- (a) in respect of any premature retirement of any member of the staff of a maintained school who is employed for community purposes, or*
 - (b) in respect of the dismissal, or for the purpose of securing the resignation, of any member of the staff of a maintained school who is employed for those purposes,*
- they shall recover those costs from the governing body except in so far as the authority agree with the governing body in writing (whether before or after the retirement, dismissal or resignation occurs) that they shall not be so recoverable.*

(7A) Any amount payable by virtue of subsection (7) by the governing body of a maintained school in England to the local authority may be met by the governing body out of the school's budget share for any funding period if and to the extent that the condition in subsection (7B) is met.

(7B) The condition is that the governing body are satisfied that meeting the amount out of the school's budget share will not to a significant extent interfere with the performance of any duty imposed on them by section 21(2) or by any other provision of the Education Acts.

(9) Where a person is employed partly for community purposes and partly for other purposes, any payment or costs in respect of that person is to be apportioned between the two purposes; and the preceding provisions of this section shall apply separately to each part of the payment or costs.

SECTION 12: RESPONSIBILITY FOR REPAIRS AND MAINTENANCE

Funding for repairs and maintenance has been delegated to school with only capital expenditure being retained by the Local Authority. For these purposes, expenditure may be treated as capital only if it fits the definition of capital used by the Local Authority for financial accounting purposes in line with the CIPFA Code of Practice on Local Authority accounting. Classification of capital and revenue is in accordance with the Chartered Institute of Public Finance and Accounting (CIPFA) Code of Practice and in line with Blackpool Council's policy there is no de minimis level applied to this classification. Governors are responsible for all aspects of building maintenance of their school premises funded from revenue expenditure.

Illustrative examples of capital expenditure items in line with the DfE interpretation of the CIPFA code of practice are included at Annex B.

For voluntary aided schools, the liability of the Authority for repairs and maintenance (albeit met by delegation of funds through the budget share) is the same as for other maintained schools, and no separate list of responsibilities is necessary for such schools. However, eligibility for capital grant from the Secretary of State for capital works at voluntary aided schools depends on the de minimis limit applied by DfE to categorise such work, not the de minimis limit used by the Authority.

Governors' responsibilities in relation to the management of property matters are set out in Annex B.

SECTION 13: COMMUNITY FACILITIES / EXTENDED SERVICES

13.1 Introduction

Schools which choose to exercise the power conferred by section 27 (1) of the Education Act 2002 to provide community facilities will be subject to a range of controls. First, regulations made under section 28 (2), if made, can specify activities which may not be undertaken at all under the main enabling power. Secondly, the school is obliged to consult its Authority and have regard to advice from the Authority. Thirdly, the Secretary of State issues guidance to governing bodies about a range of issues connected with exercise of the power, and a school must have regard to that.

However, under section 28(1), the main limitations and restrictions on the power will be those contained in the maintaining Authority's scheme for financing schools made under section 48 of the School Standards and Framework Act 1998. Paragraph 2 of Schedule 3 to the Education Act 2002 extends the coverage of schemes to the powers of governing bodies to provide community facilities.

Schools are therefore subject to prohibitions, restrictions and limitations in the scheme for financing schools.

This section of the scheme does not extend to joint-use agreements, transfer of control agreements, or agreements between the Authority and schools to secure the provision of adult and community learning.

The budget share of a school may not be used to fund either the start-up costs or ongoing expenditure related to community facilities, or to meet deficits arising from such activities.

The mismanagement of community facilities funds can be grounds for suspension of the right to a delegated budget.

13.2 Consultation with the Local Authority – financial aspects

Section 28(4) of the Education Act 2002 requires that before exercising the community facilities power, governing bodies must consult the Authority, and have regard to advice given to them by their Authority.

Governing bodies are required to seek the advice of the Local Authority in a timely manner, providing reasonable information in order that the Local Authority may provide a considered response before any action is taken by the Governing Body.

Governing bodies must inform the Local Authority what decision and/or action has been taken following Authority advice.

13.3 Funding agreements – Local Authority powers

The provision of community facilities in many schools may be dependent on the conclusion of a funding agreement with a third party which will either be supplying funding or supplying funding and taking part on the provision. A very wide range of bodies and organisations are potentially involved.

Any proposed funding agreement with third parties should be submitted to the Local Authority for its comments in a timely manner, allowing the Local Authority adequate notice to consider the proposal.

The Local Authority does not have a right of veto on third party funding agreements, either directly or through requiring a right to countersign the agreement. If the third party requires Local Authority consent to the agreement for it to proceed, such a requirement and the method by which Local Authority consent is to be signified is a matter for that third party, not for the scheme.

Governing bodies are reminded that if an agreement has been or is to be concluded against the wishes of the Local Authority, or has been concluded without informing the Local Authority, which in the view of the Local Authority is seriously prejudicial to the interests of the school or the Local Authority, that may constitute grounds for suspension of the right to a delegated budget.

13.4 Other prohibitions, restrictions and limitations

The Local Authority may require that in a specific instance of use of the community facilities power by a Governing Body where it has good reason to believe that the proposed project carries significant financial risks, that the Governing Body concerned shall make arrangements to protect the financial interests of the Authority by either carrying out the activity concerned through the vehicle of a limited company formed for the purpose, or by obtaining indemnity insurance for risks associated with the project in question, as specified by the Authority.

Section 28 provides that the exercise of the community facilities power is subject to prohibitions, restrictions and limitations in the scheme for financing schools. The Scheme may propose further provisions of a similarly restrictive nature which are believed to be necessary in order to safeguard the financial position of the Authority or school, or to protect pupil welfare or education.

13.5 Supply of financial information

Schools which exercise the community facilities power must provide the Local Authority every six months with a summary statement, in a form determined by the Local Authority, showing the income and expenditure for the school arising from the facilities in question for the previous six months and on an estimated basis, for the next six months.

The Local Authority may, on giving notice to the school that it believes there to be cause for concern as to the school's management of the financial consequences of the exercise of the community facilities power, require such financial statements to be supplied every three months and, if the Local Authority sees fit, to require the submission of a recovery plan for the activity in question.

13.6 Audit

Governing bodies are required to grant access to the school's records connected with exercise of the community facilities power, in order to facilitate internal and external audit of relevant income and expenditure.

Governing bodies are required, in concluding funding agreements with other persons pursuant to the exercise of the community facilities power, to ensure that such agreements contain adequate provision for access by the Local Authority to the records and other property of those persons held on the school premises, or held elsewhere insofar as they relate to the activity in question, in order for the Authority to satisfy itself as to the propriety of expenditure on the facilities in question.

13.7 Treatment of income and surpluses

Schools may retain all net income derived from community facilities except where otherwise agreed with a funding provider, whether that be the Local Authority or some other person.

The school may carry such retained net income over from one financial year to the next as a separate community facilities surplus, or, subject to the agreement of the Local Authority at the end of each financial year, transfer all or part of it to the budget share balance.

Where the school is a community or community special school, and the Local Authority ceases to maintain the school, any accumulated retained income obtained from exercise of the community facilities power reverts to the Local Authority unless otherwise agreed with a funding provider.

Where there is a deficit on community facilities and the Local Authority needs to recover funds to meet third party liabilities it may only do so from any accumulated community facilities surplus. If this is insufficient the Local Authority will have to meet the liabilities from its own resources.

13.8 Health and safety matters

The health and safety provisions of the main scheme extend to the community facilities power.

The Governing Body are responsible for the costs of securing Criminal Records Bureau clearance for all adults involved in community activities taking place during the school day. Governing bodies would be free to pass on such costs to a funding partner as part of an agreement with that partner.

13.9 Insurance

The Governing Body are responsible for ensuring adequate arrangements are made for insurance against risks arising from the exercise of the community facilities power, taking professional advice as necessary. Such insurance should not be funded from the school budget share. The school should seek the Local Authority's advice before finalising any insurance arrangement for community facilities.

The Local Authority is empowered to undertake its own assessment of the insurance arrangements made by a school in respect of community facilities, and if it judges those arrangements to be inadequate, make arrangements itself and charge the resultant cost to the school. Such costs could not be charged to the school's budget share.

13.10 Taxation

The Governing Body should seek the advice of the Local Authority and the local VAT office on any issues relating to the possible imposition of Value Added Tax on expenditure in connection with community facilities, including the use of the local Authority VAT reclaim facility.

Schools are reminded that any member of staff employed by the school or Local Authority in connection with community facilities at the school is paid from funds held in a school's own bank account (whether a separate account is used for community facilities or not), the school is likely to be held liable for payment of income tax and National Insurance, in line with HM Revenue and Customs rules.

Governing bodies are required to follow Local Authority advice in relation to the Construction Industry Scheme where this is relevant to the exercise of the community facilities power.

13.11 Banking

Schools may utilise LA banking arrangements, which would permit adequate separation of such funds from the school budget share and other Authority funds.

If LA banking arrangements are not utilised, schools are required to either maintain separate bank accounts for budget share and community facilities, or have one account but with adequate internal accounting controls to maintain separation of funds.

Arrangements for the administration of bank accounts are the same as those specified for School Bank Accounts (section 3).

Schools must not borrow money without the written consent of the Secretary of State. This requirement does not extend to monies lent to schools by their maintaining Authority.

ANNEX A**SCHOOLS TO WHICH THE SCHEME APPLIES**

	Community Schools	Voluntary Controlled Schools	Voluntary Aided Schools
Primary Schools	Boundary Primary Moor Park Primary Kinncraig Primary Layton Primary Stanley Primary	Bispham Endowed C of E Primary	St Teresa's Catholic Primary Holy Family Catholic Primary Our Lady of the Assumption Catholic Primary St Bernadette's Catholic Primary St Nicholas' CofE Primary St John's CofE Primary St John Vianney Catholic Primary St Kentigern's Catholic Primary
Special Schools	Highfurlong Woodlands		
Pupil Referral Unit	Blackpool PRU		

ANNEX B

LOCAL AUTHORITY CAPITAL /REVENUE SPLIT AND ITEMS WHICH ARE THE SEPARATE RESPONSIBILITY OF GOVERNORS IN VA SCHOOLS

This document sets out the relationship between the Authority and the Governors in relation to the management of land and buildings, and indicates the arrangements, which are appropriate for all schools with delegated budgets.

1. Governors' Responsibility in General

The responsibilities of school governors are set out below and in the attached schedule. Classification is in accordance with the Chartered Institute of Public Finance and Accounting (CIPFA) Code of Practice and in line with Blackpool Council's policy there is no de minimis level applied to this classification. Governors are responsible for all aspects of building maintenance of their school premises funded from revenue expenditure.

The Authority recognises that many of the new responsibilities will be outside Governors' previous experience. Since property matters can involve legal pitfalls, contractual relationships and, health and safety responsibilities, the Authority will make available Health and Safety arrangements and guidance to assist Governors in discharging their responsibilities and these will include :-

- (a) Corporate Health and Safety Manual and its associated arrangements including:
- (b) Managing Electricity at Work;
- (c) Managing Health and Safety in Construction, and the Control of Contractors Arrangements;
- (d) Asbestos Management;
- (e) Controlling Risks from Hazardous Substances Arrangement;
- (f) Control of Legionella Arrangement;
- (g) Work Equipment Arrangement.

Governors would need to consult the Corporate Health and Safety Manual for the full list of arrangements and guidance.

2. Training

Governors should ensure that appropriate training is made available to those staff who may have responsibility for actions involving all policies, procedures or guidance outlined in Paragraph 1.

3. Notification to be given to the Authority

The Governors should provide the Director of Children's Services with copies of all applications, notices, consents, approvals and licences received or made by the school in respect of the land and/or buildings.

4. Repair and Maintenance of Premises

A. The Governors shall:

- (a) obtain the Local Authority's written approval to any proposals to adapt, change, extend or demolish any part of the premises;

- (b) be responsible for all works specified in the attached schedule as being the responsibility of the Governors;
- (c) liaise with the Local Authority over planning of any programmed maintenance work to avoid abortive work;
- (d) comply with Health and Safety legislation and the Local Authority's Managing Electricity at Work arrangement;
- (e) respond promptly to any requirement for emergency work, including notifying the Local Authority where it has responsibility for repair;
- (f) make good any damage, which affects the Local Authority's maintenance obligation as a consequence of a Governors' failure to carry out their responsibilities;
- (g) operate all plant and equipment for, or connected to, the supplies of energy and water in accordance with the Local Authority's or manufacturer's appropriate standards and, where the plant and equipment is the responsibility of the Governors, shall ensure that it is adequately serviced and maintained in proper working condition;
- (h) determine if a contractor has his/her tax deducted by the Section 151 Officer or possesses a Tax Exemption Certificate;
- (i) ensure all works carried out conform to Planning and Building Regulations;
- (j) ensure all works comply with Fire Regulations, particularly the means of escape and Fire Prevention (consult Fire Safety Arrangements);
- (k) ensure that Contractors are insured, i.e.
 - i. Public Liability Policy (£2m single incident);
 - ii. Employers Liability Policy
 The Principal named on the Policy is to be the "School Governors"
- (l) ensure contracts are let in accordance with Codes of Practice.

(2) Schools are responsible for all revenue work as indicated in the attached schedule.

(3) The Authority shall:-

- (a) liaise with the Governors with regard to any planned maintenance work; and
- (b) make good any damage, which affects the Governors' maintenance obligation as a consequence of the Authority's failure to carry out its responsibilities.

5. Land and Buildings

- (a) The Local Authority shall be responsible for conducting all negotiations and legal documentation in connection with any land or buildings to be rented for school purposes;
- (b) The Governors shall not create any Tenancy or Licence in connection with the land or buildings other than for sessional use; and
- (c) The Governors shall not use school buildings in a manner that will adversely affect the Local Authority's insurance cover.

ILLUSTRATIVE EXAMPLES IN LINE WITH DfE INTERPRETATION OF THE CIPFA CODE OF PRACTICE

N.B. ACTUAL INTERPRETATION OF CIPFA CODE OF PRACTICE FOR THESE PURPOSES WILL BE FOR EACH LOCAL AUTHORITY

ELEMENT	CAPITAL: AS CIPFA CODE OF PRACTICE	REVENUE: REPAIRS & MAINTENANCE
Roofs		
<u>Flat</u>	Structure. New (not replacement) structure	Repair/replacement of small parts of an existing structure
	Structure. Replacement of all or substantial part of an existing structure to prevent imminent or correct actual major failure of the structure	Replace small areas of rotten or defective timber, make good minor areas of spalling concrete where reinforcing bars exposed
	Screed / insulation in a new building/extension	Repair/replacement of screed/ insulation where defective.
	Screed / insulation. Replacement/repair of substantially all. Improve effectiveness of insulation	Work to improve insulation standards, during work to repair/ replace small areas of roof.
	Finish on new build. Replacement of all/substantially all on existing roof	Replacement of roof finish on existing building. Re-coating chippings to improve life expectancy
	Edge Trim/ Fascia on new build	Repairs/ replacement. (uPVC) Repainting.
	Edge Trim/ Fascia, Replacement of all/substantially all on existing roof	Repairs/ replacement. (uPVC) Repainting.
	Drainage on new build	Clearing out gutters and downpipes. Replacement/repair/ repainting of/ individual gutters/pipes
	Other e.g. Flashings, Rooflights on new build Replacement of all/substantially all on existing roof	Repair/ Replacement/ cleaning of individual items
<u>Pitched</u>	Structure. New (not replacement) structure	Repair/replacement of small parts of an existing structure
	Structure. Replacement of all or substantial part of an existing structure to prevent imminent or correct actual major failure of the structure	Replace/ repair small areas of rotten/ defective joists, rafters, purlins etc. Not complete trusses

	Insulation in a new building/extension	Repair/replacement/ increasing thickness of insulation in an existing roof
	Insulation. Replacement /repair of substantially all. Improve insulation to current standards	
	Roof finish in a new building/extension, replacement of all/substantially all on existing roof	Replace missing/ damaged small parts
	Bargeboards/ Fascias in a new building/extension, replacement of all/substantially all on existing roof	Repairs/ replacement/ Repainting
	Drainage in a new building/extension	Clearing out gutters and downpipes. Replacement/repairs of individual pipes/gutters
	Drainage. Replacement of all/substantially all on existing roof	
	Other e.g. Flashings, Roof windows in a new building/extension, replacement of all/substantially all on existing roof	Repair/ Replacement /cleaning
<u>Other</u>	Provide new covered link etc. between existing buildings	Minor repairs, maintenance to existing covered link
	Rebuild or substantially repair structure of existing covered link Add porch etc. to existing building	Minor repairs, maintenance to existing structure
	Rebuild or substantially repair structure of existing porch	
Floors		
<u>Ground Floor</u>	Structure and dpc in new building	Repair/replacement of small parts of an existing structure
	Structure and dpc - Replacement of all or substantial part of an existing structure to prevent imminent or correct actual major failure of the structure	
	Screed and finish in new build, replacement of all/substantially all on existing floor - e.g. replacement of most carpets/ tiles in a room	Replacement and repair of screed and finishes/ Replacement of mats/ matwells. Maintenance

		e.g. revarnishing wooden floors.
<u>Upper Floor</u>	Structure - as ground floor	As ground floor
	Screed and Finish - as ground floor	Repairs of finishes/ Replacement - as ground floor
Ceilings		
<u>Top/ only storey</u>	Suspension	Repair/ replacement incl. From water damage, & necessary decoration
	Membrane	
	Fixed	Repair/ replacement inc. from water damage
	Access panels	Repair/ replacement
<u>Lower storeys</u>	Suspension	Repair/ replacement
	Membrane	
	Fixed	Repair/ replacement
<u>All</u>	Specialist removal/ replacement of damaged/ disturbed Asbestos based materials, planned or emergency	Inspection/ air testing Applying sealant coats to asbestos surfaces for protection
External walls		
<u>Masonry/ cladding</u>	Structure Underpinning/ propping for new build External Finish on new build	Repairs Preventive measures e.g. tree removal Repair/replacement of small parts of an existing structure. e.g. repointing/ recladding a proportion of a wall where failure has occurred.
	External Finish on existing builds where needed to prevent imminent or correct actual major failure of the structure. e.g. repointing/recladding work affecting most of a building/replacement build	
<u>Windows and Doors</u>	Framing - new build	Repair/ replacement of individual frames. Repainting frames
	Framing - structural replacement	Repair/ replacement of

	programme	individual windows. Repainting frames
	Glazing - new build	Replacing broken glass
	Glazing Upgrading existing glazing	
	Ironmongery Improved security	Repair/ replacement, upgrading locks etc.
	Jointing including mastic joints	
	Internal and external decorations to new build	Internal and external decoration to include cleaning down and preparation.
<u>Masonry chimneys</u>	Structure	
	Jointing including expansion and mortar joints/ pointing/ DPC	Repair/ re-pointing
Internal walls		
<u>Solid</u>	Complete including various internal finishes, linings and decorations	Repairs and redecoration to internal plaster/ linings tiles, pin boards etc.
	Refurbishment and alterations	Minor alterations
<u>Partitions</u>	Complete structure including linings, framing, glazing, decoration etc.	Repairs and redecoration.
	Refurbishment and alterations	Minor alterations
<u>Doors & Screens</u>	Framing/ Screens/ Doors to new buildings including glazing, ironmongery, jointing and internal decorations	Internal maintenance and redecoration. Repair/ replacement of defective doors and screens
<u>All</u>	Glazing to meet statutory Health & Safety requirements	Replacement of broken glass
Sanitary Services		
<u>Lavatories</u>	In new buildings provision of all toilet fittings, waste plumbing and internal drainage.	Repair/ replacement of damaged sanitary ware, fittings, waste plumbing etc.
	Large scale toilet	Small areas of refurbishment

refurbishment

Provision of disabled facilities, and specialist facilities related to pupils with statements or Education, Health and Care Plans

Repair/ replacement of damaged fittings, waste plumbing etc.

Kitchens

Kitchens in new buildings, complete with fittings, equipment, waste plumbing and internal drainage. Internal finishes and decorations.

Maintain kitchen to requirements of LA

Cleaning out drainage systems

Redecoration

General refurbishment

Repairs

Large and costly items of equipment

Repairs/ replacement parts

Mechanical services

Heating/ hot water

Complete heating and hot water systems to new projects, including fuel, storage, controls, distribution, flues etc.

General maintenance of all boiler house plant including replacement of defective parts.
Regular cleaning.
Energy saving projects

Safe removal of old/ damaged asbestos boiler and pipework insulation, where risk to Health & Safety.

Monitoring systems

Health & safety issues

Planned replacement of old boiler/ controls systems past the end of their useful life

Replacement of defective parts

Emergency replacement of boiler plant/ systems

Cold water

Provision of cold water services, storage tanks, distribution, boosters, hose reels etc. in major projects

Maintenance and repair/ replacement of defective parts such as servicing pipes. Annual servicing of cold water tanks.

Gas

Distribution on new and major refurbishment's, terminal units

Repairs, maintenance and gas safety
All servicing

<u>Ventilation</u>	Mechanical ventilation/ air conditioning to major projects	Provision of local ventilation. Repair/ replacement of defective systems and units
<u>Other</u>	Swimming pool plant and its complete installation, including heat recovery systems	Repair/ replacement of parts to plant, pumps and controls. Water treatment equipment and all distribution pipework. Simple heat recovery systems. Solar heating plant and equipment.
Electrical services		
<u>General</u>	Main switchgear and distribution in major projects.	Testing/ replacement of distribution boards. The repair and maintenance of all switchgear and interconnecting cables including that in temporary buildings.
	Replacement of obsolete and dangerous wiring systems, including distribution boards	All testing, earthing and bonding to meet Health & Safety. All servicing.
<u>Power</u>	Control gear, distribution, fixed equipment, protection etc.	All testing, repair and replacement of small items of equipment
<u>Lighting</u>	Provision of luminaires and emergency	Replacement of luminaires, all testing, adjustments and improvements to emergency
<u>Other</u>	Lightning protection in new build Alarm systems, CCTV, lifts/ hoists etc.,	Repair/ replacement Repair and maintenance
	New installation of communication systems, radio/ TV, call, telephone, data transmission, IT etc. and provision in new build.	Repair/ replacement/ maintenance, including all door access systems
External Works		
<u>Pavings</u>	Provision of new roads, car parks, paths, court, terraces, play pitches, steps and handrails, as part of major project, including disabled access	Maintenance and repair Car park and playground markings.
<u>Miscellaneous</u>	Provision of walls, fencing, gates and ancillary buildings as part	Maintenance and repair of all perimeter/ boundary/ retaining walls, fencing and gates.

	of major project	
<u>Drainage</u>	Drains, soakaways, inspection chambers and sewage plant as part of new projects	Maintenance and repair of drains, gullies, grease traps and manholes between buildings and main sewers. Cleaning of the above and unblocking as necessary.
<u>Open air pools</u>	Structure, Hygiene/ safety in new build	Hygiene, cleaning, maintenance and repairs, including replacement parts. Simple energy saving systems.
<u>Services distribution</u>	Heating mains gas mains water mains electricity mains, renewal of any above.	Annual servicing

Notes

This illustrative list is the DfE interpretation of the CIPFA Code of Practice and Local Authorities should refer to the Code when defining capital and revenue.