

Blackpool Council

11 June 2019

SCHOOLS FORUM

Tuesday, 18 June 2019 at 9.15 am
in Room A, @the grange, Bathurst Avenue, Blackpool, FY3 7RW

A G E N D A

1 WELCOME, INTRODUCTIONS AND APOLOGIES

2 DECLARATIONS OF INTEREST

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

(1) the type of interest concerned either a

- (a) personal interest
- (b) prejudicial interest
- (c) disclosable pecuniary interest (DPI)

and

(2) the nature of the interest concerned

If any member requires advice on declarations of interests, they are advised to contact the Head of Democratic Governance in advance of the meeting.

3 MINUTES OF THE PREVIOUS MEETING (Pages 1 - 6)

To agree the minutes of the meeting held on 12 March 2019 as an accurate record.

To discuss any matters arising, not discussed elsewhere on the Agenda.

4 CHILDREN'S CENTRE CONSULTATION UPDATE (Pages 7 - 8)

Hilary Wood, Head of Business Support and Resources, Moya Foster, Head of Targeted Intervention Services and Sara McCartan, Service Manager, Targeted Intervention Services, Blackpool Council, to provide an update to the Forum.

5 PUBLIC HEALTH UPDATE (Pages 9 - 14)

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

6 LOCAL AUTHORITY UPDATE (Pages 15 - 18)

Paul Turner, Head of Service for School Standards, Safeguarding and Inclusion, to provide an update on relevant Local Authority developments.

7 INCLUSION (Pages 19 - 28)

Paul Turner, Head of Service for School Standards, Safeguarding and Inclusion, to provide an update to the Forum.

8 HIGH NEEDS UPDATE (Pages 29 - 42)

Hilary Wood, Head of Business Support and Resources, to provide an update to the Forum on relevant High Needs developments including the call for evidence consultation and the review of exceptional circumstances.

9 DEDICATED SCHOOLS GRANT - YEAR END BUDGET MONITORING 2018-19 (Pages 43 - 46)

Mark Golden, Finance Manager, to provide an update to the Forum.

10 DEDICATED SCHOOLS GRANT - BUDGET MONITORING 2019-20 (Pages 47 - 50)

Mark Golden, Finance Manager, to provide an update to the Forum.

11 DEDICATED SCHOOLS GRANT - DEFICIT RECOVERY PLANS (Pages 51 - 54)

Hilary Wood, Head of Business Support and Resources to provide an overview to the Forum.

12 SCHEME FOR FINANCING SCHOOLS (Pages 55 - 56)

Paul Sharples, School Funding and Private Finance Initiative Manager to provide an update to the Forum.

13 SCHOOLS FORUM MEETING DATES 2020

To agree the Schools Forum meeting dates for 2020 as:

Tuesday 14 January 2020

Tuesday 10 March 2020

Tuesday 16 June 2020

Tuesday 13 October 2020

14 DATE OF THE NEXT MEETING

The Forum to note the date of the next meeting as Tuesday 8 October 2019 at 9.15am in the Theatre, @the grange, Bathurst Avenue, Blackpool, FY3 7RW.

Venue information:

Ground floor meeting room, accessible toilets, no-smoking building.

Other information:

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

Copies of the agendas and minutes of the Schools Forum are available on the Council's website at www.blackpool.gov.uk

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Public Document Pack Agenda Item 3

MINUTES OF SCHOOLS FORUM MEETING - TUESDAY, 12 MARCH 2019

Present:

Primary School Head Teachers/Representatives

Ms J Hirst, Bispham Endowed (Chairman)

Primary School Governor Representative

Ms M Lonican, School Governor, Our Lady of the Assumption

Academy School Representatives

Mr S Brennand, Unity

Mr R Farley, Westminster

Ms J Heywood, Devonshire

Mr E Vitalis, Bright Futures

Ms J Carroll, Roseacre (For Dean Logan)

Special School Academy Representative

Ms S Fielder, Park Academy

Special School Maintained Representative

Ms K Haworth, Woodlands

Non-Schools Members

Ms A Baines, Staff/Teacher Associations

Mr N Adams, Staff / Teacher Associations

Mr R Rendell, Early Years Strategic Group

Mr S Hughes, Blackpool and the Fylde College

In Attendance:

Mr P Sharples, School Funding and Private Finance Initiative Manager

Mr P Thompson, Head of SEND

Mr S Thompson, Director of Resources

Mr P Turner, Head of Schools, Safeguarding and Inclusion

Mrs H Wood, Head of Business Support and Resources

Mrs D Bowater, Democratic Governance Adviser (minutes)

1 WELCOME, INTRODUCTIONS AND APOLOGIES

Introductions were made and apologies for absence were received from Elaine Allen, St John Vianney, Tracy Harrison, Thames, Dean Logan, Achievement Through Collaboration, Derek Metcalf, St Georges, Wendy Casson, Educational Diversity, Mark Golden, Finance Manager and Lynn Donkin, Consultant in Public Health.

2 DECLARATIONS OF INTEREST

No declarations of interest were noted.

MINUTES OF SCHOOLS FORUM MEETING - TUESDAY, 12 MARCH 2019

3 MINUTES OF THE PREVIOUS MEETING

The minutes of the Schools Forum held on 15 January 2019 were agreed as a correct record of the meeting pending the correction of Achievement Through Collaboration (ATC) in the attendance list and the removal of a sentence at item 10, paragraph seven.

Matters arising from the minutes were considered:

Item 5: Children's Centre finance, it was noted that a letter had been issued to Schools Forum members from Diane Booth, Director of Children's Services but as no timeline was available, an update would be presented at the June 2019 Schools Forum.

Item 9: Illuminate funding, assurances were provided that backdated payments from September 2018 would be allocated to schools who met the criteria.

Item 10: Dedicated Schools Grant Funding, Jo Hirst would request that the Joint Consultative Group discuss how Special Educational Needs and Disability (SEND) audits could be co-ordinated.

Item 13: Schools Funding Formula, it was reported that the Local Authority maintained the request for the 0.5% transfer in line with discussions at the Schools Forum.

Item 13: High Needs pressures to be raised at the Opportunity Area Board, it was reported that the Board was aware and local MPs continued to lobby to encourage funding to be allocated based on need. An increasing demand from the High Needs block was recognised. It was noted that should the deficit of the Dedicated Schools Block exceed 1%, the Department for Education (DfE) would require a three-year recovery plan to be submitted.

Item 15: De-delegation of Services and retention of funding for education functions, the final figures for insurance for 2019/2020 had not yet been finalised.

4 LOCAL AUTHORITY UPDATE

Paul Turner, Head of School Standards, Safeguarding and Inclusion provided an update. Following the recent Ofsted inspection, the local authority response and plans were underway and the Improvement Board met monthly to monitor progress.

The promotion of partnership engagement was a highlighted inspection outcome and a number of developments were in progress to address this.

Paul Turner reported that extra support would be commissioned targeting maths and an inclusion focus in schools. A dedicated Elective Home Education Officer would be appointed to encourage families to re-engage with the school system. A service provided by a dedicated charity would commence in March 2019 until August 2020 and be available to schools to support those close to exclusion and to elective home education. Furthermore, two posts would be created to support schools with harder to educate young people. It was noted that the moderation plans had been issued for early years and foundation.

MINUTES OF SCHOOLS FORUM MEETING - TUESDAY, 12 MARCH 2019

In relation to safeguarding and exclusions a dedicated advocate now attended the exclusion meetings to support parents through the process. The newly appointed Schools Safeguarding Advisor was supporting schools well.

Buy in from schools for the music service had increased as had the buy in for pupil welfare services provided by the local authority.

Finally, it was highlighted that there was funding available through the local authority for projects to be undertaken in schools through the 'Success for All' initiative. The criteria to gain funding was specific with a requirement to have focussed, cross-phase results and to reach as many young people as possible. Applications for the funding to date had been limited but a positive project had been undertaken at Hawes Side School. Following a question, it was reported that the funding for projects such as the 'Success for All' initiative at Hawes Side School had come from the local authority school improvement budget.

It was requested that the information presented be summarised in a document and circulated to the Schools Forum members.

Resolved:

- **A written overview of the local authority update be circulated to the Schools Forum members for information.**

5 ACADEMY AND FREE SCHOOL UPDATE

Paul Turner, Head of School Standards, Safeguarding and Inclusion provided an update. Devonshire Primary Academy and Highfield Leadership Academy had received Ofsted inspections with Devonshire Primary Academy requiring improvement and Highfield Leadership Academy in special measures. In response to both inspections, the schools were rebuilding processes and trying alternative methods to address the issues identified and improve standards.

The update was noted.

6 INCLUSION UPDATE

6a Inclusion

Paul Turner, Head of School Standards, Safeguarding and Inclusion provided an update. The format of the Blackpool Education Registers and Admissions (BERA) Panel Data Extract had been revised to provide more information and increase transparency. It was also noted that a full review of the Pupil Referral Unit (PRU) had been commissioned.

The information presented on in-year fair access referrals for 2018-2019 illustrated a significant pressure on Educational Diversity places. Consideration was given as to whether short term placements, enabling a greater impact on more children, would be reflected in the review due for completion by June 2019.

It was reported that visits to Warrington and Wigan local authorities to identify good practice relating to their inclusion arrangements were being considered to identify what might be replicated in Blackpool.

MINUTES OF SCHOOLS FORUM MEETING - TUESDAY, 12 MARCH 2019

Finally, it was recognised that Blackpool produced a significant amount of data in comparison to other authorities but evidence of impact data was required.

The update was noted.

6b Illuminate Funding

Paul Turner, Head of School Standards, Safeguarding and Inclusion provided an update. Assurances were made that backdated payments from September 2018 would be allocated to schools who met the criteria for illuminate funding.

It was reported that there may be surplus funds available following the allocation of the illuminate funding requests. A decision would be required as to how to allocate the remaining funds and it was suggested that a specific criteria would be required. It was agreed that a formula and threshold would be discussed by Paul Turner and Hilary Wood.

Resolved:

- **Paul Turner and Hilary Wood to discuss options (including a formula and threshold if required) of how to allocate the remaining Illuminate funding.**

7 DEDICATED SCHOOLS GRANT BUDGET MONITORING 2018-19

Hilary Wood, Head of Business Support and Resources, provided an update. It was highlighted that the main pressures were within the High Needs block with four areas of concern being: the numbers in special schools being higher than planned; the numbers at the Pupil Referral Unit (PRU) being higher than planned but acknowledged that the planned use of the PRU function provided a saving compared to use of the out of area options; the numbers in Post 16 education following the September 2018 intake being higher than planned; and the additional growth of out of borough placements.

It was acknowledged that the additional funding of £296,160 received for children with special educational needs and disabilities for the next two years had offset some pressures however a deficit of £536k was forecast by March 2019. It was noted that a recovery plan from the Department for Education would not be triggered this year, as the trigger point was 1% of the total Dedicated Schools Grant, which equated to approximately £1.9million.

The report was noted.

8 HIGH NEEDS UPDATE

Hilary Wood, Head of Business Support and Resources, provided an update. It was reported that Blackpool was experiencing financial pressures on the High Needs Budget. A three year plan sought to bring expenditure within available funding by 2020/2021. It was recognised that the forecast overspend on the High Needs block in 2018/2019 had worsened from £490k to a predicted £585k, over and above the £800k funding transferred from the Schools Block and Council resources.

A significant area of forecast growth reported was expenditure in special school placements and numbers were anticipated to increase to an unsustainable level both

MINUTES OF SCHOOLS FORUM MEETING - TUESDAY, 12 MARCH 2019

financially and for the physical capacity of the school buildings.

It was suggested that SEND audits in schools could identify provision gaps and also staff training gaps within primary schools and academies. Visits to other local authorities to ascertain how they managed the high needs block were planned as was making use of the good practice in relation to SEND provision existing in Blackpool. Park special school had offered to carry out a review of SEND support in schools to make recommendations as to how practice could be improved.

It was queried whether the projection of spend had been considered for 2024-2025 as the financial need might increase further.

The report was noted.

(Paul Turner left the meeting)

9 DEDICATED SCHOOLS GRANT BUDGET PROPOSAL 2019-20

Hilary Wood, Head of Business Support and Resources, provided an update. Schools Forum was asked to agree the proposal for the future use of the Dedicated Schools Grant as outlined in the report.

As the predicted budget was in deficit of £1.2million by 31 March 2020, it was recognised that the Secretary of State might issue a recovery plan in order to ensure the deficit was closed within a given timeframe. Schools Forum wanted to be confident that all options had been considered to try to address the deficit.

It was suggested that the funding not allocated to schools where children left to become elective home educated should be reinvested back to schools, as this represented a saving to the Department for Education.

It was acknowledged that the Task and Finish Group to look at the high needs pressure continued and had increased in membership to look to a systematic solution for the deficit.

It was recognised that learning from other local authorities was being considered as well as learning from other Blackpool school settings.

It was suggested that investment in Special Educational Needs Co-ordinator (SENCo) training could be considered. This would support new and current SENCos to meet the special educational needs of children.

It was commented that the quality of education provided and finance available within schools needed to be balanced.

Resolved:

- **The Schools Forum agreed to support the Local Authority proposals outlined subject to ongoing efforts to reduce the deficit.**

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10 EARLY YEARS FUNDING FORMULA 2019-20

Paul Sharples, Schools Funding and Private Finance Initiative (PFI) Manager provided an update. Schools Forum was asked to consider the local authority's proposed formula for three and four year old early education as outlined. No increase in funding had been received, so it was proposed that the funding rates to providers remained unchanged. It was highlighted that discussions would continue on a national level to try to increase funding for early years provision.

It was noted that the Early Years Strategy Group had been reconstituted to enable a more focussed attention for birth to five year olds to ensure they were ready for school.

Resolved:

- **The Schools Forum agreed to the local authority's proposed formula for three and four year old early education as well as the value of the Inclusion Fund for 2019-2020 and noted the local authority's funding rate for two years olds at £5.00 per hour but stated that they were extremely concerned by the inadequate funding of early years provision.**

11 SCHEME FOR FINANCING SCHOOLS

Paul Sharples, Schools Funding and Private Finance Initiative (PFI) Manager provided an update. Schools Forum was asked to approve the revisions for incorporation in Blackpool's Scheme for Financing Schools as outlined.

It was requested that the draft document inclusive of the technical changes outlined be circulated to schools for information.

Resolved:

- **The Schools Forum agreed to the revisions for incorporation in Blackpool's Scheme for Financing Schools as outlined.**

12 DATE OF THE NEXT MEETING

The date of the next meeting of the Schools Forum was agreed as Tuesday 18 June 2019 at 9.15am, @the grange.

Chairman

Any queries regarding these minutes, please contact:
Danielle Bowater Democratic Governance Adviser
Tel: 01253 477202
E-mail: danielle.bowater@blackpool.gov.uk

Report to: **SCHOOLS FORUM**

Relevant Officers: Hilary Wood, Head of Business Support and Resources
Moya Foster, Head of Targeted Intervention Services
Sara McCartan, Service Manager, Targeted Intervention Services

Date of Meeting: 18 June 2019

CHILDREN'S CENTRE UPDATE

1.0 Purpose of the report:

1.1 To provide Schools Forum members with an update in relation to the review of School Based Children's Centres.

2.0 Recommendation(s):

2.1 Schools Forum is asked to note the progress of the review which will be formally agreed by the Executive on 8 July 2019.

2.2 Schools Forum is asked to agree that savings made from the Dedicated School Grant resulting from the review of children's centres are used to meet any potential redundancies and pension strain costs relating to the transition to the new model arising in schools, academies and the local authority.

3.0 Background Information

3.1 Under previous school funding regulations, local authorities were able to agree with Schools Forum to allocate part of the Dedicated Schools Grant (DSG) to "combined budgets". These were areas of Children's Services not typically funded by DSG, but where a wider educational benefit could be demonstrated. In Blackpool, a decision was taken to contribute £1 million from DSG towards the cost of running the school-based children's centres in the town.

3.2 With the introduction of the National Funding Formula for schools, these contributions to combined budgets were re-classified as "historic commitments", and are funded outside of the formula, subject to approval by the Department for Education (DfE). Funding for historic commitments is based on the lagged actual cost of the commitment, and will reduce as commitments cease. The DfE has announced that, where local areas have not taken action to reduce the level of expenditure relating to historic commitments, funding will be reduced starting from 2020/21.

3.3 For this reason, the local authority has been working closely with the schools that are commissioned to deliver children's centres in order to unwind the requirement for

the £1 million contribution.

- 3.4 A full commissioning review of school-based children's centres was undertaken between October 2017 and February 2018, followed by an eight-week public consultation between April and June 2018 regarding proposals for a hub locality model. There were 80 responses to the consultation, during which no feasible alternatives surfaced.
- 3.5 In June 2018, an update was provided to Schools Forum, which demonstrated that the anticipated savings from the new model would realise the necessary savings required to offset the future reduction in funding, and would also allow for any redundancy and pension strain costs to be met.
- 3.6 However, concerns were subsequently raised by schools that TUPE should apply, therefore the review will also take into account staff at the local authority-run children's centres. Two designated Children's Centres are directly managed by the local authority and seven are commissioned by the Local Authority and are delivered by schools and academies. The proposed model would see a re-design of service delivery across all nine centres.
- 3.7 Following detailed engagement with schools and academy trusts, a revised proposal has now been developed. The new model would facilitate the majority of the savings (£956,222) required by the unwinding of the Dedicated Schools Grant in year 2 of implementation. The local authority funding contribution to children's centre delivery would remain unchanged but would become the sole source of funding. This would require the service to be delivered centrally.
- 3.8 It is proposed that the new model will be implemented incrementally up to January 2020. Schools Forum is asked to agree that the savings made from the Dedicated School Grant will be used to support the commissioned schools and academies as well as the local authority to respond to any potential redundancies and pension strain costs relating to the transition to the new model. The local authority is working closely with schools and academy trusts to mitigate risk of redundancies by sharing suitable vacancies internally by staff who are affected.

List of acronyms:

DSG – Dedicated Schools Grant

DfE – Department for Education

Report to: **SCHOOLS FORUM**
Relevant Officer: Lynn Donkin, Consultant in Public Health
Date of Meeting: 18 June 2019

PUBLIC HEALTH UPDATE

1.0 Purpose of the report:

1.1 The purpose of the report is to provide an update on the following public health issues:

1. Summer Holiday Activity Programme
2. Schools Health Education Unit (SHEU) Survey
3. Personal, Social and Health Education (PSHE)
4. Give up loving pop (GULP) campaign
5. Digital Healthy Schools launched in March
6. Fluoride in milk scheme
7. Stop Smoking model – children and young people
8. Lancashire Fire and Rescue Service – Teen Safe Module

2.0 Recommendation(s):

2.1 To note the report.

3.0 Background Information

3.1 Summer Holiday Activity Programme

The Opportunity Area Programme have identified funding to support a programme of activities and food provision over the summer holidays. The project aims to support, enrich and add value to planned holiday programmes in five key areas of Blackpool where income, deprivation and child poverty are highest. The programme will be delivered in a co-ordinated approach and will involve targeting children and young people that are disadvantaged, and vulnerable to exclusion and absence. The five areas identified for support are:

- Claremont
- Grange Park
- Mereside
- Revoe
- Talbot and Brunswick

Public Health have agreed to centrally co-ordinate the delivery of the project and work closely with the five areas to deliver a comprehensive programme over the summer holidays.

Due to timescales available the scheme will be a universal offer, however, the five areas are expected to work with schools to identify the most vulnerable children and families who would benefit from accessing the programme. Over the course of the next few weeks it will be important to develop a strong partnership between the delivery organisations, schools and community groups to ensure everyone is aware of the programme and the right children and families are recruited to attend the activities. A range of activities will be on offer from sports, crafts, cooking and life skills. The Opportunity Area also want the scheme to maintain contact with those who are vulnerable of exclusion, absence and NEET throughout the summer so that they are support to return to school in September 2019 (e.g. team around the school, primary to secondary transition and essential life skills).

3.2 Schools Health Education Unit (SHEU) Survey

21 Primary / 3 Secondary / 1 Special and 1 FE college are taking part in the survey. The majority have completed their surveys and we hope the remainder will finish by the end of June. Report should be sent out to schools July/August.

3.3 PSHE

Statutory Relationships and Sex Education (RSE) / Relationships Education (RE) and Health Education due to come into force September 2020.

DfE asked for early adopter volunteers to start in September 2019 – Baines / St Mary's and South Shore have applied.

24 Primary schools have advised that they will be starting Relationships Education in September 2019.

Nicole Ronson (PSHE Primary Support Worker) is working with schools to provide:

- Support with curriculum and policy writing
- Free training for staff delivering PSHE around Emotional Health and Wellbeing, Self Harm, Eating Disorders, Drugs, Toxic Trio, Risk Taking Behaviour, Sexual Health
- Free membership of the PSHE Association which contains accredited resources, documentation and lesson plans
- Free PSHE Association Inset session in June/July 2019 "Getting PSHE Ready for OFSTED"
- Free regular Forums for additional training, sharing good practice and networking (24 Blackpool Primary and 6 Secondary schools are currently engaged with this support)
- Full access to Google Drive Resource area (live document and up-to-date)

If your school would like to up this free assistance and resources, Nicole can be contacted at Nicole.ronson@blackpool.gov.uk .

3.4 Give up loving pop (GULP) campaign

Fit2Go have coordinated this year's campaign in all Year 4, 5 and 6 classes, to encourage all the children and staff to Give Up Loving Pop for 21 days. The class in each year with the most number of days achieved will win a free trip to the High Ropes at Stanley Park. The results of the competition are expected to be announced at the end of June 2019.

3.5 Digital Healthy Schools Launched in March

The local Councils in Lancashire, Blackpool and Blackburn with Darwen have commissioned an exciting new initiative, the Digital Health Schools programme. Including age-appropriate health lesson package for secondary schools and colleges across the area to access and roll out **at no cost** to schools. It gives students the opportunity to learn about the risks of the unregulated digital health space, how to safely find and use Apps to improve their physical and emotional health and well-being in an engaging format.

Secondary school can sign up for this free resource – please contact Lisa Simmons lisa.simmons@orcha.co.uk .

3.6 Fluoride in milk scheme

The Information/Opt-out leaflets to be given to the parents of children starting Year 1 in September was sent out to all Primary schools on 6 June.

3.7 Stop Smoking model – Children and Young People

As previously reported the new model for stop smoking support has been introduced in Blackpool and there is a specific offer for children and young people. Sam Osborne has now started to work with a number of senior schools in Blackpool and conducting 1:1 cessation clinics in these schools. If any school identifies students that would benefit from smoking cessation referral can be made to Sam, using the form attached at Appendix 5a.

If you require any further information Sam can be contacted on samantha.osborne@blackpool.gov.uk

3.8 Lancashire Fire and Rescue Service

The Lancashire Fire and Rescue Service are rolling out a new education package of modules aimed at Year 7 students. Teen safe consists of six modules and each module is approximately 45 minutes in length. The modules have been designed with schools PSHE days in mind.

<https://www.lancsfireandrescue.org.uk/education/secondary/teensafe/>

4.0 **List of Appendices:**

4.1 Appendix 5a: Children and Young People Smoking Cessation postcard

List of Acronyms:

NEET – Not in education, employment or training

PSHE – Personal, Social and Health Education

RSE – Relationships and sex education

RE – Relationships education

SHEU - Schools Health Education Unit

GULP - Give up loving pop

Under 25 Referral for Smoking Cessation

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|----------|--|-----------------------|--|
| Referrer | | Referral Organisation | |
|----------|--|-----------------------|--|

| | | | |
|------|--|---------------|--|
| Name | | Referral Date | |
|------|--|---------------|--|

| | | | | | |
|-------|--|-----|--|-----------|--|
| D.O.B | | Age | | Post Code | |
|-------|--|-----|--|-----------|--|

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| Contact Details | | Preferred contact time/method | |
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Blackpool Council
PUBLIC HEALTH

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Report to: **SCHOOLS FORUM**

Relevant Officer: Paul Turner, Head of Service for School Standards, Safeguarding and Inclusion

Date of Meeting: 18 June 2019

LOCAL AUTHORITY UPDATE

1.0 Purpose of the report:

1.1 To provide a high level overview of recent developments within the Local Authority to the forum.

2.0 Recommendation(s):

2.1 To note the report.

3.0 Background Information

3.1 The Local Authority retains a small school improvement team and a wider team of professionals who work in access and inclusion and safeguarding. A number of these functions are funded completely, or partly through the High Needs Block.

Lauren McCallum (administrator) has moved to Kincaig and the vacancy has been advertised.

Jean Martin is retiring on the 31 August 2019 and recruitment of her replacement is ongoing.

Janet Carroll has been recruited on a 12 month contract to oversee the Opportunity Area "Team around the school" project and will start in September, three days per week.

Jeremy Mannino has successfully completed his probationary period as School Safeguarding Advisor.

An Elective Home Education (EHE) officer, Julie Ellison, has been recruited to increase our oversight of EHE in Blackpool and to monitor and challenge the quality of education. The post is temporary for 2 days per week, initially until Spring 2020. Julie

is a Primary School specialist.

A specialist Maths practitioner who is a former Her Majesty's Inspector (HMI) will begin work for the Local Authority (LA) in September alongside our current consultant who specialises in Foundation subjects, specifically History and Geography, but also literacy across the curriculum.

Four additional classrooms have been added to the Pegasus building, ready for use in September 2019.

Investment has been made in an Admissions Portal for Education Management System (EMS) that will be available in the new school year.

The Virtual School team are now a part of the School Standards, Safeguarding and Inclusion service and staff are working across the areas to support the service. Multi Academy Trust (MAT) Chief Executive Officers (CEOs) and LA are working on a revised In Year Fair Access (IYFA) protocol and agreements related to managed moves and reintegration.

Ofsted inspections this year – 9 this year. 1 inadequate. 1 Outstanding. 3 Requires Improvement (RI), 4 good.

Overall stats – Primary – 2 Outstanding, 2 RI, 2 yet to be inspected, 27 Good.

Secondary – 4 good, 2 RI, 1 inadequate, 1 yet to be inspected. Special – 2

Outstanding, 1 Good. Pupil Referral Unit (PRU) – 1 Good.

3.2 Academies

Angela Holdsworth has been appointed as CEO of Blackpool MAT, overseeing a possible merger between Blackpool MAT and The View Trust in Rossendale. Angela is a National Leader of Education (NLE) and Teaching School Council Representative.

3.3 Statutory assessment and moderation

Key Stage 1 (KS1) and Key Stage 2 (KS2) statutory assessment and moderation has been completed successfully.

A number of moderators at KS1 and KS2 have been trained.

5 at Early Years Foundation Stage (EYFS) and 31 at KS1 and KS2.

All moderators passed the assessment through the Standards and Testing Agency.

3.4 **Appropriate Body**

39 Newly Qualified Teachers (NQTs) have been working towards a successful statutory Induction Year.

Blackpool Council have retained the ownership of a proportion of this function and the rest is owned by the Teaching School alliances.

Blackpool Council will continue to offer Appropriate Body function for 2019-20.

List of acronyms:

EHE – Elective Home Education.

HMI – Her Majesty’s Inspector.

LA – Local Authority.

EMS – Education Management System.

MAT – Multi Academy Trust.

CEO – Chief Executive Officer.

IYFA – In year fair access.

RI – Requires Improvement.

PRU – Pupil Referral Unit.

NLE – National Leader of Education.

EYFS – Early Years Foundation Stage.

NQT – Newly Qualified Teacher.

KS1 – Key Stage 1.

KS2 – Key Stage 2.

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Report to: **SCHOOLS FORUM**

Relevant Officer: Paul Turner, Head of Service for School Standards, Safeguarding and Inclusion

Date of Meeting: 18 June 2019

INCLUSION UPDATE

1.0 Purpose of the report:

1.1 To give a high level overview of Blackpool town-wide inclusion projects, developments and statistics.

2.0 Recommendation(s):

2.1 To note the report.

3.0 Background Information

3.1 Inclusion is a town-wide priority and Blackpool School Improvement Board and the Local Authority have published an Inclusion strategy for Blackpool.

Data correct as of 4 June 2019.

48 Secondary Permanent Exclusions (PEX) – similar to last year, but currently rising.

| | |
|------------------|----|
| Blackpool Aspire | 10 |
| Highfield | 16 |
| Montgomery | 10 |
| St George's | 6 |
| St Mary's | 2 |
| Unity | 0 |
| South Shore | 4 |

Fixed Term Exclusions (FTEs) – Increase from last year. Highest since 2015. However, Highfield FTEs are disproportionately high.

Pupil Referral Unit (PRU) numbers – 283 on 2 May 2019.

A significant proportion of these pupils are dual registered with mainstream schools. We are still having a problem securing prompt admission to some Blackpool schools, including for Our Children or children who are Looked After and are placed in Blackpool.

We are working towards a system of distinct SLAs and specialist provision, procured through the High Needs Block.

3.2 **Virtual School**

The Virtual School team consists of 5 full-time staff.

- 1 x Virtual School Head teacher (full time), SEND case worker
- 1 x Education Officer/PEP Coordinator and Post 16 case worker (term-time only)
- 2 x Pupil Achievement Support Officer (Primary and Secondary)
- 1 x Administration officer

PEP completion rates have risen this year to 97.5% although the quality is variable, with some poor. This is a strategic focus for this year and training will be increased. Pupil Premium plus (PP+) funding will not be released to schools unless the quality is of a sufficient standard. Some PP+ funding is already retained centrally and this may be increased if the quality of PEPs does not increase quickly. Post 16 destinations for Our Children are of variable quality and this is an ongoing concern. Continued work in this area is necessary to ensure that all pupils have a considered and appropriate pathway Post 16.

Attendance is now 93% and rising, but this requires considerable input from the Virtual School staff and ongoing monitoring. FTE and PEX rates are too high. Where PEX is possible, the Virtual School works with all schools to avoid this, but too often it is left to the Virtual School to find an alternative placement.

6.5% of Our Children are still educated in PRUs. This is too high.

An external consultant is working with the Virtual School for the foreseeable future. Tony Gallagher is an ex HMI.

3.3 **Team around the School**

A successful tendering process has been completed and the contract was awarded to the charity School to Home Support. Chris Ibbotson, formerly Deputy Headteacher at St George's, has been leading on the establishment of a cohort of pupils and working with schools and the Blackpool Admissions and Inclusion teams to establish a way of working. Over 60 children are currently working with School to Home Support staff. Inclusion leads have been identified in nearly all of the Secondary Academies.

A number of other projects are ongoing, but are in at the developmental stages or have just begun. A number of schools who have very specific, urgent improvements, have been given funding to develop bespoke school improvement strategies.

4.0 **List of Appendices:**

- 4.1 Appendix 7a - Blackpool Education, Registers and Admissions Panel (BERA) Report

List of Acronyms:

PEX – Permanent Exclusion.
FTE – Fixed Term Exclusion.
PRU – Pupils Referral Unit.
HMI – Her Majesty's Inspector.
PEP – Personal Education Plan.
SLA – Service Level Agreement.
BERA – Blackpool Education, Registers and Admissions.
PP+ - Pupil Premium plus.

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Vulnerable Children Report for April 2019
Date of Meeting – Wednesday 8th May 2019
Conference Room 2e, Bickerstaffe House, 12-1pm

BERA
Blackpool Education, Registers and Admissions Panel
Identification, Referral and Tracking of Children and Young People
at risk of Social Exclusion

| OUT OF SCHOOL REGISTER | | | | | | | | | | | | | |
|---|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|
| (Children confirmed as moved to Blackpool but not yet on a school roll) | | | | | | | | | | | | | |
| Month | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | |
| 2016-2017 | 93 | 47 | 38 | 54 | 37 | 43 | 53 | 73 | 82 | 57 | 94 | 169 | |
| 2017-2018 | 72 | 61 | 45 | 54 | 37 | 54 | 78 | 74 | 81 | 57 | 96 | 190 | |
| 2018-2019 | 114 | 81 | 72 | 70 | 66 | 81 | 62 | 77 | | | | | |
| Active* | 23 | 15 | 23 | 35 | 41 | 41 | 38 | 25 | | | | | |
| Av no Days | 2016-17 | 15 | 8 | 13 | 13 | 13 | 11 | 12 | 12 | 14 | 21 | 16 | 11 |
| | 2017-18 | 21 | 17 | 17 | 14 | 16 | 13 | 10 | 15 | 19 | 23 | 15 | 11 |
| | 2018-19 | 18 | 16 | 16 | 22 | 23 | 23 | 26 | 19 | | | | |
| Longest No of days | 2016-17 | 89 | 38 | 52 | 66 | 51 | 58 | 25 | 36 | 51 | 71 | 85 | 87 |
| | 2017-18 | 109 | 123 | 142 | 71 | 63 | 63 | 50 | 63 | 80 | 67 | 81 | 85 |
| | 2018-19 | 105 | 107 | 58 | 72 | 92 | 108 | 109 | 98 | | | | |
| Unresolved 4's | 2 | 1 | 3 | 6 | 9 | 3 | 10 | 6 | | | | | |
| Added Referrals | 114 | 67 | 89 | 32 | 66 | 52 | 54 | 73 | | | | | |
| Resolved Referrals | 190 | 100 | 98 | 34 | 70 | 37 | 35 | 58 | | | | | |
| Total Referrals 2016-17 | 138 | 198 | 257 | 297 | 349 | 396 | 474 | 532 | 598 | 649 | 726 | 803 | |
| Total Referrals 2017-18 | 102 | 159 | 214 | 251 | 311 | 383 | 467 | 536 | 594 | 647 | 714 | 817 | |
| Total Referrals 2018-19 | 114 | 181 | 270 | 302 | 368 | 420 | 474 | 547 | | | | | |

*Active = education provision/start date not yet confirmed

OOSR STATISTICAL BREAKDOWN

| OOSR BREAKDOWN = 77 | | | |
|----------------------------|-----------|----------------|-----------|
| Yr R | 4 | Yr 6 | 7 |
| Yr 1 | 4 | Yr 7 | 3 |
| Yr 2 | 3 | Yr 8 | 7 |
| Yr 3 | 11 | Yr 9 | 14 |
| Yr 4 | 5 | Yr 10 | 8 |
| Yr 5 | 6 | Yr 11 | 5 |
| Level 1 | 46 | Level 3 | 13 |
| Level 2 | 10 | Level 4 | 8 |

Level 1 = 0-14 School Days
Level 2 = 15-29 School Days
Level 3 = 30-39 School Days
Level 4 = 40+ School Days

*Please see attached list for more detailed info on the cases

| Percentage of Children on the OOSR reaching level 3 and level 4 | | | | | | | | | | | | |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Month | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug |
| 2016-17 | 5.05 | 6.29 | 6.93 | 10.96 | 12.5 | 10.26 | 8.62 | 8.26 | 11.94 | 16.54 | 15.04 | 10.53 |
| 2017-18 | 10.25 | 18.6 | 15.93 | 16.46 | 12.73 | 9.52 | 6.15 | 4.2 | 18.4 | 30.3 | 17.6 | 7.04 |
| 2018-19 | 9.9 | 14.53 | 15.48 | 20.39 | 26.47 | 30.43 | 25.95 | 20.80 | | | | |
| Cumulative Figures | Sep-Sep | Sep-Oct | Sep-Nov | Sep-Dec | Sep-Jan | Sep-Feb | Sep-Mar | Sep-Apr | Sep-May | Sep-Jun | Sep-Jul | Sep-Aug |
| 2016-17 | 5.05 | 5.88 | 6.07 | 6.89 | 7.24 | 7.01 | 7.13 | 7.88 | 8.4 | 9.82 | 9.77 | 9.18 |
| 2017-18 | 10.25 | 12.96 | 12.39 | 13.23 | 12.17 | 11.3 | 10.45 | 9.73 | 11.57 | 12.98 | 12.54 | 11.18 |
| 2018-19 | 9.9 | 11.26 | 11.71 | 13.21 | 14.52 | 15.57 | 16.11 | 16.46 | | | | |

In Year Fair Access Referrals Year 2018-19

| | | | | | | | | |
|---|-----------|----|------------------------|----------------|------------------------------|---------------|---|-------------|
| Total Referrals 2016-17 = 69 (including 2 students who did not go on roll until the 2017-18 period) | | | | | | | | |
| Total Referrals 2017-18 = 58 (including 6 students who did not go on roll until the 2018-19 period) | | | | | | | | |
| Current Yearly Total of Referrals = 71 | | | | | | | | |
| Closed Referrals = 48 | | | | | Active Referrals = 16 | | | |
| Provision | KS | | 2018-19 To date | 2017-18 | 2016-17 | Name | Identified Provision | |
| Mainstream | KS1 | 5 | 20 | 31 | 29 | A.W. Yr 10 | St George's | |
| | KS3 | 5 | | | | B.C. Yr 10 | St Mary's | |
| | KS4 | 10 | | | | W.F. Yr 8 EHE | St George's | |
| Ed Diversity | KS2 | - | 15 | 17 | 26 | J.B. Yr 11 | TBC | |
| | KS3 | 5 | | | | C.S. Yr 9 | St George's | |
| | KS4 | 10 | | | | I.H. Yr 7 | Montgomery | |
| Left area/missing out | | | 3 | 4 | 10 | A.H. Yr 9 | Montgomery | |
| LAC Residential | | | - | - | - | C.M. Yr 7 | TBC | |
| EHE | | | - | 2 | 1 | O.A. Yr 9 | St Mary's | |
| Over School Age/CME | | | - | - | 3 | T.D. Yr 9 | TBC | |
| No offer (LCC resident) | | | - | - | - | D.G. Yr 8 | Highfield | |
| Reintegrations | | | 10 | | | I.B.C. Yr 1 | Anchorsholme | |
| | | | | | | | N.M. Yr 11 | Ed Div |
| | | | | | | | C.K. Yr 9 | Ed Div |
| | | | | | | | M.G..Yr 11 | TBC |
| | | | | | | | J.L. Yr 9 | TBC |
| | | | | | | | Reintegration Active Referrals = 7 | |
| | | | | | | | A.H. Yr 9 | St George's |
| | | | | | | | D.W. Yr 9 | South Shore |
| | | | | | | | E.C. Yr 8 | South Shore |
| | | | | | | | L.D. Yr 9 | St Mary's |
| | | | | | | | T.B. Yr 8 | Unity |
| | | | | | | | L.B. Yr 7 | Aspire |
| | | | | | | | L.R. Yr 9 | Aspire |

ELECTIVE HOME EDUCATION

| | | | | | | | | | | | | |
|--|-------------|-------------|------------|-------------|------------|--------------|------------|------------|------------|------------|------------|------------|
| Current Total on Register = 256 | | | | | | | | | | | | |
| Yr R | 1 (1%) | Yr 3 | 11 (4%) | Yr 6 | 25 (10%) | Yr 9 | 34 (13%) | | | | | |
| Yr 1 | 9 (4%) | Yr 4 | 11 (4%) | Yr 7 | 16 (6%) | Yr 10 | 50 (20%) | | | | | |
| Yr 2 | 8 (3%) | Yr 5 | 10 (4%) | Yr 8 | 37 (14%) | Yr 11 | 44 (17%) | | | | | |
| Monthly Analysis on Elective Home Education | | | | | | | | | | | | |
| | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug |
| Register 2016-17 | 121 | 138 | 141 | 144 | 157 | 151 | 172 | 175 | 181 | 158 | 161 | 155 |
| Register 2017-18 | 162 | 166 | 179 | 188 | 195 | 206 | 207 | 204 | 211 | 183 | 185 | 182 |
| Register 2018-19 | 187 | 195 | 212 | 221 | 226 | 233 | 244 | 256 | | | | |
| Visits/ Children seen | 6/7 | 12/12 | 10/11 | 7/7 | 10/9 | 15/17 | 13/14 | 11/12 | | | | |
| Enquiries/ Remained in school | 32/9 | 15/2 | 21/3 | 14/3 | 25/1 | 20/4 | 15/3 | 23/4 | | | | |
| Returned to school | 11 | 4 | 3 | 3 | 11 | 7 | 2 | 9 | | | | |
| Total returned to school 2018/19 | 11 | 15 | 18 | 21 | 32 | 39 | 41 | 50 | | | | |
| Total seen 2016-17 | 1 | 4 | 18 | 26 | 26 | 30 | 48 | 52 | 57 | 68 | 70 | 74 |
| Total seen 2017-18 | 20 | 28 | 39 | 46 | 55 | 70 | 81 | 90 | 97 | 105 | 108 | 109 |
| Total seen in academic year 2018/19 | 7 | 19 | 30 | 37 | 46 | 63 | 77 | 89 | | | | |

| MISSING CHILDREN IN (Children reported as being in Blackpool, but not confirmed as living in the area) | | | | | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug |
| Carried Forward | 20 | 7 | 7 | 9 | 9 | 10 | 8 | 6 | | | | |
| Added | 9 | 7 | 11 | 0 | 6 | 3 | 9 | 2 | | | | |
| Found | 14 | 4 | 9 | 0 | 5 | 5 | 4 | 4 | | | | |
| Closed (not found) | 8 | 3 | 0 | 0 | 0 | 0 | 7 | 0 | | | | |
| Total | 7 | 7 | 9 | 9 | 10 | 8 | 6 | 4 | | | | |

| CHILDREN MISSING EDUCATION (On EHE but provision deemed unsuitable) | | | | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug |
| Carry Forward | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | | | | |
| Added | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | | | | |
| Closed | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| Total | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | | | | |

| MISSING CHILDREN OUT (Children moved out of area) | | | | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Month | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug |
| 2016-17 Total referrals | 91 | 113 | 92 | 91 | 89 | 96 | 90 | 88 | 94 | 99 | 88 | 149 |
| 2017-18 Total referrals | 149 | 122 | 133 | 112 | 88 | 93 | 88 | 91 | 74 | 75 | 70 | 104 |
| Total number of pupils being tracked as Missing Out | 92 | 88 | 84 | 95 | 51 | 80 | 76 | 74 | | | | |
| Total number of new referrals | 48 | 31 | 55 | 22 | 25 | 45 | 26 | 34 | | | | |
| Total number of AMBER cases (open over 3 mths) | 3 | 12 | 8 | 9 | 7 | 5 | 3 | 7 | | | | |
| Total number of RED cases (open over 4 mths) | 16 | 16 | 14 | 14 | 10 | 10 | 9 | 11 | | | | |
| Total number of pupils located | 52 | 31 | 53 | 27 | 49 | 36 | 20 | 33 | | | | |

| LOOKED AFTER CHILDREN ON THE OOSR = 1 | | | |
|--|--|-------|---|
| Yr R | | Yr 6 | |
| Yr 1 | | Yr 7 | |
| Yr 2 | | Yr 8 | |
| Yr 3 | | Yr 9 | |
| Yr 4 | | Yr 10 | |
| Yr 5 | | Yr 11 | 1 |
| Total LAC Letters Issued = 0 | | | |

| STATEMENTED/EHC CHILDREN ON THE OOSR = 4 | | | |
|---|--|-------|---|
| Yr R | | Yr 6 | 1 |
| Yr 1 | | Yr 7 | 1 |
| Yr 2 | | Yr 8 | 2 |
| Yr 3 | | Yr 9 | |
| Yr 4 | | Yr 10 | |
| Yr 5 | | Yr 11 | |
| OOSR SEN Referrals – Apr Total = 1 | | | |
| OOSR SEN Referrals 2018–2019 Total = 23 | | | |

| LAC and placing authority | | |
|----------------------------------|-------------------|---------------------------------|
| Name | Placing Authority | Provision identified |
| J.R. Yr 11 | Lancashire | Preston Vocational Centre |
| | | |
| | | |
| | | |

| YOUTH OFFENDERS ON OOSR = 0 | | | |
|------------------------------------|--|-------|--|
| Yr R | | Yr 6 | |
| Yr 1 | | Yr 7 | |
| Yr 2 | | Yr 8 | |
| Yr 3 | | Yr 9 | |
| Yr 4 | | Yr 10 | |
| Yr 5 | | Yr 11 | |

| SOCIAL CARE ON OOSR = 11 | | | |
|---------------------------------|---|-------|---|
| Yr R | | Yr 6 | 1 |
| Yr 1 | 1 | Yr 7 | 1 |
| Yr 2 | | Yr 8 | 1 |
| Yr 3 | | Yr 9 | 4 |
| Yr 4 | | Yr 10 | 1 |
| Yr 5 | | Yr 11 | 2 |

| PART-TIME TIMETABLES as at January 2019 | | |
|--|---------------------------|---|
| School | Number of Students | Comments |
| Armfield | 0 | N/A |
| Aspire | 3 | All on site – 1 x supported by Educ. Div. |
| Montgomery | N/A | No return received |
| South Shore | 78 | All on site - except 22 x alternative provision (mix of TAS and Educ. Div.) |
| St George's | 29 | Mix of provision – including 7 x Athena; 3 x TAS; 3 x 4TEch |
| St Mary's | 17 | 4 x on site; 3 x TAS; 2 x 4Tech and 8 x Educ. Div. |
| Unity | 5 | 1 x TAS / Unity – 4 x TAS |

| PERMANENT EXCLUSIONS | | | | | | |
|---------------------------------|-----|---|--------|---------------------|------|--------|
| Total for 2016-17 = 45 | | | | April 2019 = 0 | | |
| Total for 2017-18 = 44 | | | | | | |
| Running Total for 2018-19 = 32* | | | | | | |
| School | KS | | Totals | Number dereg to EHE | Name | School |
| Aspire | KS3 | 6 | 9 | 16 | | |
| | KS4 | 3 | | | | |
| Highfield | KS3 | 3 | 7 | 10 | | |
| | KS4 | 4 | | | | |
| Montgomery | KS3 | 8 | 9 | 6 | | |
| | KS4 | 1 | | | | |
| South Shore | KS3 | 3 | 3 | 12 | | |
| | KS4 | - | | | | |
| St George's | KS3 | 1 | 3 | 7 | | |
| | KS4 | 2 | | | | |
| St Mary's | KS3 | 1 | 1 | 5 | | |
| | KS4 | - | | | | |
| Unity | KS2 | - | - | 14 | | |
| | KS3 | - | | | | |
| | KS4 | - | | | | |
| Ed Diversity | KS3 | - | - | 3 | | |
| LCC Schools | | | | 9 | 4 | |

*Includes figures for the current month – does not include LCC schools

| FIXED TERM EXCLUSIONS | | | | | | |
|------------------------|----------------------------|----------------------------|--------------------|--------------------|-----------------------|-----------------------|
| School | Running Total FTEs 2018-19 | Running Total Days 2018-19 | Total FTEs 2017-18 | Total Days 2017-18 | Number of FTEs Apr 19 | Number of Days Apr 19 |
| Aspire | 230 | 303 | 149 | 204 | 37 | 37 |
| Highfield | 433 | 931 | 74 | 227 | 69 | 143 |
| Montgomery | 341 | 474 | 347 | 410 | 39 | 51 |
| South Shore | 140 | 353 | 154 | 417 | 20 | 44 |
| St George's | 60* | 102* | 49 | 114 | Not known | Not known |
| St Mary's | 86 | 360 | 69 | 260 | 18 | 46 |
| Unity | 86 | 239 | 123 | 303 | 3 | 9 |
| Ed Diversity | 138 | 133 | 138 | 150 | 7 | 7 |
| Secondary Total | 1514 | 2894 | 965 | 1943 | 186 | 331 |
| Primary Total | 193 | 411 | 172 | 416 | 18 | 35 |

*St George's April data not known – running total is up to the end of March only

EDUCATIONAL DIVERSITY
Numbers in Centres as at 2nd May 2019

| SERF PROVISION | | | | | |
|-----------------------|---------------------|-----------------|---------------------|---------------------|-----------------|
| | No attending | Capacity | | No attending | Capacity |
| Bispham Smile Centre | 4 | 8 | Mereside – Pathways | 8 | 8 |
| Boundary | 9 | 16 | Pegasus | 16 | 12 |

| On Roll | PEGASUS | ORACLE | SPECIALIST | ATHENA | HHM | TOTAL |
|-----------------|----------------|---------------|-------------------|---------------|------------|--------------|
| Yr 11 | | 21 | 30 (3) | 32 (3) | 10 (2) | 93 (33%) |
| Yr 10 | | 31 | 17 (1) | 23 (3) | 7 (2) | 78 (28%) |
| Yr 9 | 34 (3) | 7 | 1 | 15 (2) | 4 (1) | 57 (20%) |
| Yr 8 | 20 (2) | | | 9 (3) | 1 (1) | 30 (11%) |
| Yr 7 | 3 | | | 2 (1) | | 9 (3%) |
| Yr 6 | 9 (3) | | | | | 9 (3%) |
| Yr 5 | 6 (3) | | | | | 6 (2%) |
| Yr 4 | 1 | | | | | 1 |
| Yr 3 | | | | | | |
| Yr 2 | | | | | | |
| R / Yr 1 | | | | | | |
| TOTAL | 73 | 59 | 48 | 81 | 22 | 283 |
| Capacity | 70 | 50 | 60 | 75 | 15 | 270 |

* Numbers in brackets = children with an EHCP

Pegasus Willows & Oxford
Oracle KS4
Specialist Atlas/VALT

Athena Home & Hospital
HHM Home Tuition

| | Centre | On Roll | | Centre | On Roll | | Centre | On Roll |
|------------|---------------|----------------|------------|---------------|----------------|------------|---------------|----------------|
| KS2 | Pegasus | 16 | KS3 | Pegasus | 57 | KS4 | Pegasus | 0 |
| | HHM | 0 | | Oracle | 7 | | Oracle | 52 |
| | | | | Specialist | 1 | | Specialist | 47 |
| | | | | Athena | 26 | | Athena | 55 |
| | | | | HHM | 5 | | HHM | 17 |
| | | | | | | | | |
| | TOTAL | 16 | | TOTAL | 96 | | TOTAL | 171 |

Report to: **SCHOOLS FORUM**
Relevant Officer: Hilary Wood, Head of Business Support and Resources
Date of Meeting: 18 June 2019

HIGH NEEDS UPDATE

1.0 Purpose of the report:

1.1 To update Schools Forum members on latest developments relevant to the High Needs budget.

2.0 Recommendation(s):

2.1 To note and discuss the contents of this report.

2.2 To agree to the retention of the existing methodology for the calculation of Exceptional Circumstances funding in 2019/20.

3.0 Background Information

High Needs Budget medium-term financial plan

3.1 As reported in previous meetings, Blackpool, along with many other areas around the country, is experiencing financial pressures on its High Needs Budget. In order to better understand Blackpool's financial position, a three-year plan has been developed to monitor forecast expenditure against the High Needs Budget, and factor in predictions of where savings may be achievable. A sub-group of the Forum continues to meet to discuss emerging issues and potential solutions. A half-day workshop is planned for the next meeting of the group on 27th June, where there will be an opportunity to spend some focussed time looking at the financial impacts of shared inclusion plans.

3.2 The medium-term plan has been revised to take account of recent activity and updated forecasts (see Appendix 8a to this report). Since it was last reported at Schools Forum, the forecast overspend on the High Needs Block for 2019/20 has worsened from £1.2 million to a predicted £1.5 million. This is over and above the £431k funding transferred from the Schools Block.

3.3 The updated medium-term plan incorporates more realistic predictions of future expenditure based on an analysis of trends over recent years. This now shows that the in-year deficit is highly likely to continue to increase, reaching over £1.9 million in

2020/21 before starting to reduce as a result of ongoing actions to address the pressures. Using this set of assumptions, the cumulative deficit against DSG would reach over £5 million by the end of 2021/22. The plan makes no assumptions about transfers from other blocks of the DSG or increases in Government funding beyond 2019/20.

Department for Education Call for Evidence

- 3.4 On 3 May, the Department for Education issued a call for evidence on the funding arrangements for young people with Special Educational Needs and Disabilities and those who need Alternative Provision.
- 3.5 The call for evidence does not cover the adequacy of funding, as this will be considered by the forthcoming Spending Review, but instead focuses on how the current available funding is distributed and whether there are aspects of the funding system that are driving up costs without improving outcomes for the young people concerned.
- 3.6 The main focus of the call for evidence is on support within mainstream settings, although there is opportunity to comment on other aspects of the funding and financial arrangements that may not be helping to get the most value from the resources available.
- 3.7 The questions from the call for evidence are reproduced in the Appendix 8b to this report. The full consultation can be found at the following web address:
https://consult.education.gov.uk/funding-policy-unit/funding-for-send-and-those-who-need-ap-call-for-ev/supporting_documents/Call%20for%20evidence%20on%20SENDAP%20Funding.pdf
- 3.8 The deadline for responses to the call for evidence is 31 July, and the local authority will be seeking input from school colleagues to inform their response.

Exceptional circumstances funding

- 3.9 Schools Forum has previously agreed to provide additional funding in circumstances where schools are providing for a disproportionately high number of pupils with high needs relative to the funding available to them.
- 3.10 Exceptional Circumstances funding is determined by comparing the number of high cost pupils multiplied by £6,000 with 20% of the Notional SEN budget, with additional funding allocated where the former is greater. The funding calculation is performed termly, using each school's high needs pupil data.

- 3.11 In order that Exceptional Circumstances 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, Schools Forum agreed to review the methodology each year during the transitional period to a 'hard' national funding formula.
- 3.12 Using the existing methodology, 10 schools would be eligible for Exceptional Circumstances funding for the summer term 2019, which is the same number that received funding during the 2018/19 financial year. Forecast expenditure for the year would remain within the 2019/20 agreed DSG budget allocation. It is therefore proposed to retain the existing methodology for the calculation of Exceptional Circumstances funding.

4.0 List of Appendices:

Appendix 8a – High Needs Block Medium Term Financial Plan

Appendix 8b – Questions from Department for Education's Call for Evidence

List of Acronyms:

DSG – Dedicated Schools Grant

SEN – Special Educational Needs

IDACI – Income deprivation affecting children index

SENCO – Special Educational Needs Co-ordinator

EHC plan – Education, Health and Care Plan

AP – Alternative Provision

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High Needs Block Medium-Term Financial Plan

| Service | 2018/19 | 2019/20 | 2020/21 | 2021/22 | Notes Current Version |
|---|-----------------|-------------------|-----------------|-----------------|--|
| | Actual £000s | Forecast £000s | Budget £000s | Budget £000s | |
| High Needs Block | | | | | |
| New Free School (opening September 2020 - c£1m pa when full) | - | - | 350 | 863 | Assumes 24 places from September 2020, increasing to 48 from September 2021 |
| Special Schools | | | | | |
| Place Funding | 4,093 | 4,735 | 4,860 | 4,883 | April 2018 to August 2018 234 (P), 63 (HF) and 100 (W); from September 2018 255 (P), 63 (HF) and 100 (W); from April 2019 270 (P), 76 (HF) and 110 (W); from September 2019 290 (P), 76 (HF) and 120 (W); from September 2021 290 (P), 80 (HF) and 120 (W) |
| Top-up Funding | 2,548 | 2,562 | 2,854 | 3,310 | |
| SERFs | | | | | |
| Place Funding | 395 | 320 | 320 | 320 | Highfield and Matron SERFs decommissioned from September 2018 |
| Top-up Funding | 153 | 105 | 105 | 105 | Highfield and Marton SERFs decommissioned from September 2018 |
| Transport | 64 | 77 | 77 | 77 | |
| Pupil Referral Units | | | | | |
| Place Funding | 2,580 | 2,533 | 2,354 | 2,104 | Reduced from 258 places to 250 from September 2019, 225 from September 2020 and 200 from September 2021 |
| Top-up Funding | 1,260 | 1,303 | 1,264 | 1,088 | Forecast numbers:- April to August 2019 280, September 2019 to March 2020 235, April to August 2020 275, September 2020 to March 2021 225, April to August 2021 225, September 2021 to March 2022 200 |
| Mainstream Schools | | | | | |
| Top-up Funding | 984 | 985 | 985 | 985 | |
| Exceptional Circumstances Funding | 64 | 163 | 163 | 163 | |
| Post-16 Education | 2,031 | 2,023 | 2,076 | 2,131 | Increase in placement costs including inflationary increase @ 3% |
| Out of Borough | 4,187 | 4,440 | 3,962 | 2,931 | Based on 16 year-olds leaving, 20 new placements each year @£35k per place and inflationary increase @3%, offset by transfers into new Free School starting in September 2020 |
| Specialist Advisory and Referral Service (SARS) | 1,044 | 1,082 | 1,082 | 1,082 | |
| Access and Inclusion | 232 | 335 | 335 | 335 | |
| Other High Needs Central Services | 767 | 772 | 772 | 772 | |
| (Management, Central Support Costs, Admin Support, Pension Top-slice) | | | | | |
| Total High Needs Block Expenditure | 20,402 | 21,436 | 21,560 | 21,149 | |
| Available High Needs Block funding | 18,957 | 19,496 | 19,636 | 19,876 | Includes additional funding for new Special Free School |
| Additional High Needs Block allocation in-year | 296 | - | - | - | |
| Schools Block Transfer | 400 | 431 | - | - | |
| Council Funding | 400 | - | - | - | |
| (Surplus) / Deficit | 349 | 1,509 | 1,924 | 1,273 | |
| Cumulative (Surplus) / Deficit | 349 | 1,858 | 3,781 | 5,055 | |

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Appendix 8b

Department for Education Call for Evidence on Provision for children and young people with special educational needs and disabilities, and for those who need alternative provision: how the financial arrangements work – summary of questions

Funding for pupils with SEN in mainstream schools

(Paragraphs 3.1 - 3.4 of the call for evidence document)

1. What formula factors are most important in providing schools with enough money to ensure they meet the needs of their pupils with SEN? Please rank the following factors in order of importance with 1 as the most important.
 - Age-weighted pupil unit of funding
 - Low prior attainment
 - IDACI – a measure of area deprivation
 - Eligibility for free school meals – a measure of deprivation relating to individual children
 - Mobility – additional funding for schools that have a high proportion of pupils who start at a school mid-year
 - Standard lump sum – intended to reflect fixed costs of a school, however many pupils and teachers are required
 - Other (please add below any other factors you think are important for ensuring that schools get an annual budget that enables them to provide appropriate SEN support)

Further comments

Funding for SEN through the schools funding formula

(Paragraphs 3.5 - 3.12 of the call for evidence document)

2. Would allocating more funding towards lower attainers within the low prior attainment factor help to better target funding towards the schools that have to make more SEN provision for their pupils?
 - Yes
 - No
 - Unsure
3. What positive distributional impact would this change in approach (e.g. creating tiers of low prior attainment) create for mainstream primary and secondary schools?

Comments

4. Would such a change in approach introduce any negative impact for mainstream primary and secondary schools?

Comments

Targeted funding and support for SEN provision in schools

(Paraphs 3.13 - 3.18 of the call for evidence document)

5. Please indicate whether you agree or disagree with the statements below, and in the comments box give the advantages and disadvantages of your preferred approach.
- Local authorities should retain the flexibility to develop, in consultation with their schools, their own method of targeting extra SEN funding to schools that need it.
 - Central government should provide more guidance for local authorities on how they should target extra SEN funding to schools, but local authorities should remain responsible for determining the amounts in consultation with their schools.
 - Central government should prescribe a consistent national approach to the targeting of additional funding to schools that have a higher proportion of pupils with SEN and/or those with more complex needs.

Comments

Notional SEN Budget

(Paraphs 3.19 - 3.24 of the call for evidence document)

6. Is it helpful for local authorities to continue to calculate a notional SEN budget for each school, and for this information to be published, as now?
- Very helpful
 - Somewhat helpful
 - Neither helpful nor unhelpful
 - Somewhat unhelpful
 - Very unhelpful
7. For those responding from a school, who in your school(s) is involved in decisions about spending from the school's notional SEN budget?
- Governors
 - Head teacher/principal
 - Senior Leadership Team
 - SENCO
 - Teachers
 - Other (please comment)

8. Should the national funding formula for schools include a notional SEN budget, or a way of calculating how much of each school's funding is intended to meet the costs of special provision for pupils with SEN?

Yes

No

Not sure

Do you have any further comments on the Notional SEN Budget?

The £6,000 threshold

(Paragraphs 3.25 - 3.34 of the call for evidence document)

9. Please indicate whether or not you agree with the following statements.
- The level of the threshold makes little or no difference to the system for making special provision: it is the level of funding available to schools and local authorities that is crucial.
 - The £6,000 threshold should be lower, so that schools do not have to make as much provision for pupils with SEN from their annual budgets, before they access top-up funding from the local authority.
 - The £6,000 threshold should be higher, so that schools have to make more provision for pupils with SEN from their annual budgets, before they access top-up funding from the local authority.
 - The operation of the £6,000 threshold should take account of particular circumstances.
10. If you have agreed with the final statement in question 9, please indicate below which circumstances you think would be relevant for a modified threshold or different funding arrangement.
- Schools that are relatively small.
 - Schools that have a disproportionate number of pupils with high needs or EHC plans.
 - When pupils with EHC plans are admitted to a school during the year, which may create unintended consequences.
 - Other (please specify below)

Comments

Provision for pupils with SEN in mainstream schools

(Paragraphs 3.35 - 3.40 of the call for evidence document)

11. If you are responding on behalf of a school, do you have a clear understanding about what provision is “ordinarily available” to meet pupils’ special educational needs in your school?

- Yes
- No

Comments

12. How is this determined?

- On a school-by-school basis
- As part of a multi-academy trust
- Part of a whole-local authority approach
- Part of a cluster of schools

13. How is this offer communicated to parents?

- School’s published SEN information report
- Published local offer
- Discussions between teacher(s) and parents
- Discussions between SENCO and parents
- Other (please specify)

If the offer is publicly available, please provide a web link.

14. Does your local authority make it clear when a child or young person requires an education, health and care (EHC) plan?

- Yes
- No
- Not sure

15. How is this articulated?

- Published local offer
- School’s published SEN information report
- Other publicly available document
- Unpublished local authority policy

If this is publicly available, please provide a web link.

Funding for pupils who need alternative provision (AP) or are at risk of exclusion from school

(Paragraphs 4.1 - 4.9 of the call for evidence document)

16. Please indicate your agreement or disagreement with the following statements.

- The current funding arrangements help schools, local authorities and AP to work together and to intervene early where such action may avoid the need for permanent exclusion later
- The current AP funding arrangements help schools and AP to reintegrate children from AP back into mainstream schooling where this is appropriate

17. How could we encourage more collaboration between local authorities, schools and providers to plan and fund local AP and early intervention support?

Comments

18. What changes could be made to improve the way that the AP budget is spent, to better enable local authorities, schools and providers to use the local AP budget to provide high quality AP, intervene early to support children at risk of exclusion from school, or reintegrate pupils in AP back into mainstream where appropriate?

Comments

19. Please use the box below to share any examples of existing good practice where local authorities, schools and AP settings have worked together effectively to use the AP budget to provide high quality AP, intervene early to support children at risk of exclusion from school, or reintegrate pupils in AP back into mainstream where appropriate.

Comments

Funding for students with SEN in further education

(Paragraphs 5.1 - 5.9 of the call for evidence document)

20. Are there aspects of the operation of the funding system that prevent young people from accessing the support they need to prepare them for adult life?

- Yes
- No
- Not sure

Comments

21. Notwithstanding your views about the sufficiency of funding, please describe any other aspects of the financial and funding arrangements that you think could be amended to improve the delivery of provision for young people with SEN.

Comments

22. If you are able to provide any examples where local authorities and colleges have worked together effectively to plan provision to meet the needs for SEN support and high needs, please describe these below.

Comments

Improving early intervention at each age and stage to prepare young people for adulthood sooner

(Paragraphs 6.1 - 6.7 of the call for evidence document)

23. Are the current funding or financial arrangements making early intervention and prevention more difficult to deliver, causing costs to escalate?

- Yes
- No
- Not sure

Comments

24. If you can you provide examples of invest-to-save approaches with evidence that they can provide value for money by reducing the costs of SEN support, SEN provision or other support costs (e.g. health or social care) later, please describe these below.

Comments

25. If you think there are particular transition points at which it would be more effective to access resources, please indicate below those you believe would be most effective to focus on.

- The transition from early years provision to reception class in primary school
- The transition from Year 6 in primary school to Year 7 in secondary school
- The transition from secondary school to further or other tertiary education

Please indicate below any other transition points that you think we should look at

Effective partnership working to support children and young people with complex needs

(Paragraphs 7.1 - 7.8 of the call for evidence document)

26. Please describe as briefly as possible below changes that you think could be made to the funding system nationally and/or locally that would foster more effective collaborative approaches and partnership arrangements.

Comments

Other aspects of the funding and financial arrangements

(Paragraphs 8.1 - 8.4 of the call for evidence document)

27. Are there any aspects of the funding and financial arrangements, not covered in your previous responses, that are creating perverse incentives?

Comments

28. What aspects of the funding and financial arrangements are helping the right decisions to be made, both in securing good provision for children and young people with additional needs, and in providing good value for money?

Comments

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Report to: **SCHOOLS FORUM**
Relevant Officer: Mark Golden, Finance Manager
Date of Meeting: 18 June 2019

DEDICATED SCHOOLS GRANT YEAR END BUDGET MONITORING 2018-2019

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 2019 - Appendix 9(a).
- 1.2 To report the amount of Dedicated Schools Grant reserves as at 31 March 2019 – Appendix 9(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 2020. However, expenditure continues to out strip Department for Education funding in the short term.
- 3.3 The projected High Needs Budget over spend as at 31 January 2019 was £881k. However, a combination of increased income from schools for PRU places, allocation of Looked After Children Pupil Premium Grant against Out of Borough and additional vacancy savings has resulted in an improvement in the position by £236k. The final 2018-19 High Needs Block over spend was £645k.
- 3.4 The Early Years Block position worsened by £114k because January 2018 and January 2019 census numbers were not reflective of actual participation over the full year.
- 3.5 The Schools Block outturn was in line with forecasts.
- 3.6 In January 2019 it was forecast that the deficit on the DSG reserve would be £536k. Given the improving position explained above the final reserve position at the end of the financial year was a deficit of £417k. This will be carried forward to 2019-20.

3.7 Maintained School balances increased from £1.98m to £2.38m over the year to 31 March 2019, no schools are in deficit with an average balance as a percentage of School Budget Share at 12.98%.

4.0 List of Appendices:

- 4.1 Appendix 9(a) - Dedicated Schools Grant 2018-2019 Budget Monitoring Report to 31 March 2019.
Appendix 9(b) - Dedicated Schools Grant Reserves as at 31 March 2019.

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 9(a) - Dedicated Schools Grant 2018-2019 Budget Monitoring Report to 31 March 2019

| 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 | (61,698) | 17,426 | 17,426 | 0 | |
| - Third Party & Public Liability Insurance (de-delegated) | 290 | 0 | 0 | 290 | 286 | (4) | Final year of de-delegation, costs less than forecast |
| - 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 | 149 | 225 | 222 | (3) | |
| | 79,673 | 0 | (61,549) | 18,124 | 18,117 | (7) | |
| Central School Services Block | | | | | | | |
| Servicing of Schools Forum | 15 | 0 | 0 | 15 | 15 | 0 | |
| Licences & Subscriptions | 80 | 0 | 0 | 80 | 82 | 2 | |
| School Admissions | 153 | 0 | 0 | 153 | 149 | (4) | |
| 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 | |
| | 1,586 | 0 | 0 | 1,586 | 1,584 | (2) | |
| Total Schools Block | 81,259 | 0 | (61,549) | 19,710 | 19,701 | (9) | |
| High Needs Block | | | | | | | |
| Special Schools | | | | | | | |
| Place Funding | 4,092 | 0 | (2,340) | 1,752 | 1,752 | 0 | |
| Top-up Funding | 2,453 | 0 | 0 | 2,453 | 2,548 | 95 | Higher numbers in special schools |
| SERFs | | | | | | | |
| Place Funding | 395 | 0 | (155) | 240 | 240 | 0 | |
| Top-up Funding | 140 | 0 | 0 | 140 | 153 | 13 | |
| Transport | 77 | 0 | 0 | 77 | 64 | (13) | |
| Pupil Referral Units | | | | | | | |
| Place Funding | 2,580 | 0 | 0 | 2,580 | 2,580 | 0 | |
| Top-up Funding | 1,107 | 0 | 0 | 1,107 | 1,260 | 153 | Pace of reductions slower than forecast |
| Mainstream Schools | | | | | | | |
| Top-up Funding | 810 | 0 | 0 | 810 | 984 | 174 | Increase in numbers in Autumn and Spring terms |
| Exceptional Circumstances Funding | 119 | 0 | 0 | 119 | 64 | (55) | |
| Post-16 Education | 1,746 | 0 | (762) | 984 | 1,269 | 285 | Higher numbers |
| Out of Borough | 4,039 | 0 | 0 | 4,039 | 4,188 | 149 | Higher numbers partially offset by the use of Pupil Premium |
| Specialist Advisory and Referral Service (SARS) | 1,092 | 0 | 0 | 1,092 | 1,044 | (48) | Supplies and services savings |
| Access and Inclusion | 335 | 0 | 0 | 335 | 232 | (103) | School Safeguarding Advisor vacancy saving plus E61k Illuminate underspend |
| Other High Needs Central Services (Management, Central Support Costs, Admin Support, Pension Top-slice) | 772 | 0 | 0 | 772 | 767 | (5) | |
| Total High Needs Block | 19,757 | 0 | (3,257) | 16,500 | 17,145 | 645 | |
| Early Years Block | | | | | | | |
| 2 Year Old Grants | 1,651 | 102 | 0 | 1,753 | 1,862 | 109 | Jan 18 and Jan 19 census numbers not reflective of actual participation over the full year |
| Early Years Pupil Premium | 98 | 13 | 0 | 111 | 120 | 9 | |
| 3 & 4 Year Old Grants | 5,996 | 698 | 0 | 6,694 | 6,688 | (6) | |
| 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 | 375 | (7) | Supplies and services savings |
| Total Early Years Block | 8,178 | 813 | 0 | 8,991 | 9,096 | 105 | |
| Total Expenditure | 109,194 | 813 | (64,806) | 45,201 | 45,942 | 741 | |
| Dedicated Schools Grant Income | (108,794) | 0 | 64,303 | (44,491) | (44,789) | (298) | Additional £298k SEND grant (16th Dec) |
| Post-16 funding from the EFA | 0 | 0 | (310) | (310) | (310) | 0 | |
| One off use of Reserves as approved at March 16 Forum | (400) | 0 | 0 | (400) | (400) | 0 | |
| Total Income | ##### | 0 | 63,993 | (45,201) | (45,499) | (298) | |
| In year (under)/over spend | 0 | 813 | (813) | 0 | 443 | 443 | |

Appendix 9(b) - Dedicated Schools Grant Reserves as at 31 March 2019

| Description | Brought Forward 01/04/18 | Total Expenditure FY 2018-19 | Surplus / (Deficit) at 31st March 2019 | Comments |
|----------------------------------|-----------------------------|------------------------------------|---|----------|
| DSG Reserve | 25,677 | 443,000 | (417,323) | |
| 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 | 443,000 | (417,323) | |

Report to: **SCHOOLS FORUM**
Relevant Officer: Mark Golden, Finance Manager
Date of Meeting: 18 June 2019

DEDICATED SCHOOLS GRANT BUDGET MONITORING 2019-2020

1.0 Purpose of the report:

- 1.1 To report the budget position of the 2019-20 Dedicated Schools Grant as at 31 May 2019 - Appendix 10(a).
- 1.2 To report the amount of Dedicated Schools Grant reserves as at 31 May 2019 – Appendix 10(b).

2.0 Recommendation:

- 2.1 To note contents of the report.

3.0 Background:

- 3.1 The monitoring report at appendix 10(a) reflects the budgets as approved at the March 2019 Schools Forum.
- 3.2 Since budgets were set expenditure on Mainstream Top-Up Funding has increased and Special School numbers are expected to rise further so the forecast gap on the DSG in 2019-20 has increased from £1.207m to £1.509m.
- 3.3 The forecast DSG deficit now stands at £1.93m by 31 March 2020.

4.0 List of Appendices:

- 4.1 Appendix 10(a) -Dedicated Schools Grant 2019-2020 Budget Monitoring Report to 31 May 2019.
- Appendix 10(b) -Dedicated Schools Grant Reserves as at 31 May 2019.

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 10(a) - Dedicated Schools Grant 2019-2020 Budget Monitoring Report to 31 May 2019

| 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 | 82,313 | 0 | 0 | 82,313 | 82,313 | 0 | |
| - Third Party & Public Liability Insurance (de-delegated) | 0 | 0 | 0 | 0 | 0 | 0 | |
| - Union Duties (de-delegated) | 18 | 0 | 0 | 18 | 18 | 0 | |
| - Free School Meals Eligibility Checks (de-delegated) | 12 | 0 | 0 | 12 | 12 | 0 | |
| - Education Functions (retained) | 158 | 0 | 0 | 158 | 158 | 0 | |
| Pupil Growth Contingency | 77 | 0 | 0 | 77 | 77 | 0 | |
| | 82,578 | 0 | 0 | 82,578 | 82,578 | 0 | |
| Central School Services Block | | | | | | | |
| Servicing of Schools Forum | 15 | 0 | 0 | 15 | 15 | 0 | |
| Licences & Subscriptions | 85 | 0 | 0 | 85 | 85 | 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 | |
| | 1,591 | 0 | 0 | 1,591 | 1,591 | 0 | |
| Total Schools Block | 84,169 | 0 | 0 | 84,169 | 84,169 | 0 | |
| High Needs Block | | | | | | | |
| Special Schools | | | | | | | |
| Place Funding | 4,677 | 0 | 0 | 4,677 | 4,735 | 58 | Increase in numbers |
| Top-up Funding | 2,470 | 0 | 0 | 2,470 | 2,562 | 92 | Increase in numbers |
| SERFs | | | | | | | |
| Place Funding | 320 | 0 | 0 | 320 | 320 | 0 | |
| Top-up Funding | 105 | 0 | 0 | 105 | 105 | 0 | |
| Transport | 77 | 0 | 0 | 77 | 77 | 0 | |
| Pupil Referral Units | | | | | | | |
| Place Funding | 2,533 | 0 | 0 | 2,533 | 2,533 | 0 | |
| Top-up Funding | 1,303 | 0 | 0 | 1,303 | 1,303 | 0 | |
| Mainstream Schools | | | | | | | |
| Top-up Funding | 833 | 0 | 0 | 833 | 985 | 152 | Increased demand in 2018/19 Autumn and Spring Terms |
| Exceptional Circumstances Funding | 163 | 0 | 0 | 163 | 163 | 0 | |
| Post-16 Education | 2,023 | 0 | 0 | 2,023 | 2,023 | 0 | |
| Out of Borough | 4,440 | 0 | 0 | 4,440 | 4,440 | 0 | |
| Specialist Advisory and Referral Service (SARS) | 1,082 | 0 | 0 | 1,082 | 1,082 | 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 | 21,133 | 0 | 0 | 21,133 | 21,435 | 302 | |
| Early Years Block | | | | | | | |
| 2 Year Old Grants | 1,750 | 0 | 0 | 1,750 | 1,750 | 0 | |
| Early Years Pupil Premium | 111 | 0 | 0 | 111 | 111 | 0 | |
| 3 & 4 Year Old Grants | 6,659 | 0 | 0 | 6,659 | 6,659 | 0 | |
| Early Years Inclusion Fund | 10 | 0 | 0 | 10 | 10 | 0 | |
| Disability Access Fund | 47 | 0 | 0 | 47 | 47 | 0 | |
| Early Years Central Services | 421 | 0 | 0 | 421 | 421 | 0 | |
| Total Early Years Block | 8,998 | 0 | 0 | 8,998 | 8,998 | 0 | |
| Total Expenditure | 114,300 | 0 | 0 | 114,300 | 114,602 | 302 | |
| Dedicated Schools Grant Income | (113,093) | 0 | 0 | (113,093) | (113,093) | 0 | |
| Post-16 funding from the EFA | 0 | 0 | 0 | 0 | 0 | 0 | |
| Total Income | (113,093) | 0 | 0 | (113,093) | (113,093) | 0 | |
| In year (under)/over spend | 1,207 | 0 | 0 | 1,207 | 1,509 | 302 | |

Appendix 10(b) - Dedicated Schools Grant Reserves as at 31 May 2019

| Description | Brought Forward 1st April 2019 | Total Forecast Expenditure FY 2019-20 | Forecast Surplus / (Deficit) at 31st March 2020 | Comments |
|----------------------------------|--------------------------------|---------------------------------------|---|----------|
| DSG Reserve | (417,323) | 1,509,000 | (1,926,323) | |
| 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 | |
| | (417,323) | 1,509,000 | (1,926,323) | |

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Report to: **SCHOOLS FORUM**
Relevant Officer: Hilary Wood, Head of Business Support and Resources
Date of Meeting: 18 June 2019

DEDICATED SCHOOLS GRANT DEFICIT RECOVERY PLANS

1.0 Purpose of the report:

1.1 To inform Schools Forum of the Department for Education's guidance relating to the production of recovery plans relating to Dedicated Schools Grant deficits.

2.0 Recommendation(s):

2.1 To note the contents of this report.

3.0 Background Information

3.1 In March 2019, the Department for Education (DfE) published guidance relating to a new requirement for local authorities to produce recovery plans when they are in deficit against their Dedicated Schools Grant (DSG) reserves.

3.2 Under the new rules, all authorities that have a cumulative DSG deficit of 1% or more at the end of a financial year are required to submit a recovery plan outlining how they will bring their deficit back into balance in a three-year time frame. Local authorities that are required to submit a recovery plan should do so by 30 June in the following financial year.

3.3 For 2018/19, the 1% calculation is based on DSG reserves as at the end of March 2019 compared to the latest published total DSG allocations for the 2018/19 financial year, gross of recouplement of academy funding, , and excluding maintained school balances.

3.4 In previous years the DfE has asked authorities with a cumulative deficit of 2% or more to provide plans outlining how they will bring their deficits back into balance. The decision to move the threshold to 1% is in recognition of the increase in local authorities recording a DSG deficit over the last two years.

3.5 It is hoped that by requiring all local authorities with a cumulative deficit of 1% or more to provide a recovery plan, the DfE will have better visibility of deficits and will be able to work with authorities to help bring deficits back into balance.

- 3.6 The DSG is a ring-fenced specific grant, provided outside the local government finance settlement. It should be used in support of the schools budget for the purposes defined in the School and Early Years Finance (England) Regulations. As funding is ring-fenced, there is no requirement for local authorities to top-up the grant from general funding or from non-ring-fenced revenue reserves, but it is open to them to do so.
- 3.7 As a result of feedback from local authorities to a consultation, the DfE has produced a template that may be used for the completion of details relating to the recovery plan. The template can be seen at Appendix 11a to this report.
- 3.8 Recovery plans should detail the steps authorities plan to take to bring deficits back into balance within a three-year timeframe. Plans should be discussed with Schools Forums, and signed off by the local authority's chief financial officer before the plans are submitted to the department.
- 3.9 The DfE recognises that this new requirement may prove difficult for some local authorities. If a local authority feels that a three-year time frame is not realistic, it will be able to submit with its plan evidence that states how this may not be achievable.
- 3.10 Following submission, the DfE will review recovery plans with the intention of giving feedback to local authorities by the end of September 2019. All plans will be reviewed by a panel, which will discuss the viability of the plan as well as establish areas in which the DfE can support local authorities to bring their deficits into balance.
- 3.11 As at March 2019, Blackpool's DSG deficit stood at £443k, which equates to 0.4% of the DSG allocation for 2018/19. The Local Authority is therefore not required to submit a deficit recovery plan on this occasion. The Local Authority is one of 60 local authorities reporting overall DSG deficits at March 2019, which compares to 50 as at March 2018. 29 of the 60 local authorities with DSG deficits this year breach the 1% threshold and will be required to submit deficit recovery plans.
- 3.12 The latest forecast for the 2019/20 expenditure shows a potential deficit of over £1.9 million by March 2020, in which case, the Local Authority would be required to submit a deficit recovery plan.

4.0

List of Appendices:

Appendix 11a – Deficit recovery plan template

List of acronyms:

DfE – Department for Education

DSG – Dedicated Schools Grant



**School and Early Years Finance (England) Regulations
Local Authority Dedicated Schools Grant Deficit Recovery Plan**

Please complete this recovery plan template outlining how you will bring your DSG deficit back into balance within a 3 year time frame. Please complete all relevant fields and return the completed recovery plan to financial.management@education.gov.uk

You may wish to include brief supporting attachments with your request such as forum minutes (if links not available) - these can be added towards the bottom of this page. Spreadsheet calculations should be included on the **Financial Summary** tab.

| | |
|---|--|
| Local Authority | |
| Local Authority number | |
| Does schools forum agree with this recovery plan and when was it presented to them? | |
| If yes, please provide link(s) to the minutes and action plans from the schools forum agreement | |

What plans have you put in place to reduce the deficit in increments over the next 3 years?

Word count: 0

Can you specify how continuous improvement has reduced the deficit/ is going to reduce the deficit? This could include sharing best practice, new contracts, efficiency savings

Word count: 0

Please provide details of any previous movements between blocks, what current cost pressures those movements covered, and why those transfers have not been adequate to counter the new cost pressures

Word count: 0

Please provide details of contributions coming from the health and social care budgets towards the cost of high needs provision

Word count: 0

Please explain how the LA has discharged its duties under section 149 of the Equality Act 2010, C&F 2014 and common law to consult with those affected by the changes proposed.

Word count: 0

Please include a summary of the savings/and or measure you propose to implement over the next three years which will reduce the overspend.

| | |
|--------------------|------|
| S1 | S1 - |
|--------------------|------|

Please discuss the local circumstances that have contributed to your deficit. Please provide a brief summary of the pressures in the box below and transfer the forecast spend in this area on the financial summary tab via the appropriate link. Local authorities should consider providing budget pressures in the following areas:
A) mainstream schools; B) state-funded special schools,
C) further education and sixth form colleges,
D) independent specialist provision; E) alternative provision

| | |
|--------------------|------|
| P1 | P1 - |
|--------------------|------|

Please provide any further detail here if required, including any attachments that support your recovery plan and any disapplication reference number.

| | |
|---------------|--|
| Contact Name | |
| Job Title | |
| Email address | |
| Date | |

For Official use only

| | |
|-------------------------|--|
| Recovery Plan number | |
| ID | |
| DfE Response to Plan | |
| Details of the Decision | |

| | |
|----------------------|--|
| Name | |
| Date | |
| Type of Notification | |

| | |
|---|--|
| Further Information | |
| High Needs Funding Arrangements | Information for local authorities and institutions about high needs funding arrangements for 2019 to 2020. |
| High Needs Benchmarking Tool | Information for local authorities about strategic reviews, funding of high needs provision for children and young people with SEND and the High Needs benchmarking tool. |

DSG Deficit Recovery Plan

| Ref. | Block | Type of provision e.g. special schools | Action e.g. increasing special school places | 2018-19 | Year 1 | Year 2 | Year 3 |
|--|-------|---|--|---------|---------|---------|---------|
| | | | | £ | 2019-20 | 2020-21 | 2021-22 |
| | | | | £ | £ | £ | £ |
| DSG Balance b/f | | | | | 0 | 0 | 0 |
| Savings (figures should be entered as negative values) | | | | | | | |
| S1 | | | | | | | |
| Total savings | | | | 0 | 0 | 0 | 0 |
| Pressures (figures should be entered as positive values) | | | | | | | |
| P1 | | | | | | | |
| Additional Pressures (figures should be entered as positive values) | | | | 0 | 0 | 0 | 0 |
| Cost reductions from impact of recovery plan | | | | 0 | 0 | 0 | 0 |
| Total DSG forecast overspend | | | | | | | |
| Net in year impact on High Needs DSG | | | | 0 | 0 | 0 | 0 |
| Estimated High Needs Block change (additional grant) | | | | | | | |
| Approved transfer of schools block to HN block | | | | | | | |
| Other adjustments | | | | | | | |
| Net in year Forecast Outturn Variance | | | | 0 | 0 | 0 | 0 |
| DSG Balance – show a deficit as a positive value | | | | | 0 | 0 | 0 |
| | | | | SURPLUS | SURPLUS | SURPLUS | SURPLUS |

| |
|---------------------|
| Key |
| User entry required |

Education, Health and Care Plans

| | Number of CYP with Statements/ EHCPs | Total HNB | Outturn | Cumulative |
|------|--------------------------------------|-----------|---------|------------|
| 2016 | | | | |
| 2017 | | | | |
| 2018 | | | | |
| 2019 | | | | |
| 2020 | | | | |
| 2021 | | | | |

| | 2016 | % against total | 2017 | % against total | 2018 | % against total | 2019 | % against total | 2020 | % against total | 2021 | % against total |
|--------------|----------|-----------------|----------|-----------------|----------|-----------------|----------|-----------------|----------|-----------------|----------|-----------------|
| Under Age 5 | | - | | - | | - | | - | | - | | - |
| Aged 5-10 | | - | | - | | - | | - | | - | | - |
| Aged 11-15 | | - | | - | | - | | - | | - | | - |
| Aged 16-19 | | - | | - | | - | | - | | - | | - |
| Aged 20-25 | | - | | - | | - | | - | | - | | - |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

Report to: **SCHOOLS FORUM**

Relevant Officer: Paul Sharples, School Funding and Private Finance Initiative Manager

Date of Meeting: 18 June 2019

PROPOSED REVISION OF SCHEME FOR FINANCING SCHOOLS

1.0 Purpose of the report

1.1 This report updates on changes to Blackpool's Scheme for Financing Schools.

2.0 Recommendation

2.1 To approve the revisions for incorporation in Blackpool's Scheme for Financing Schools (maintained schools representatives), to be effective from 18 June 2019.

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 It has recently been brought to the local authority's attention that the Blackpool scheme contains more restrictive requirements with regards to the audit of voluntary and private funds than those recommended in the most recent Department for Education statutory guidance. The Local Authority has reviewed the latest statutory guidance, updated February 2019, and propose the following change to the Blackpool scheme:

3.3 Current drafting

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.*

3.4 Proposed drafting:

2.8 *Audit of voluntary and private funds*

- A. *Schools must provide the local authority with audit certificates in respect of the voluntary and private funds held by them and of the accounts of any trading organisations controlled by them.*
- B. *A school refusing to provide audit certificates to the authority as required by the scheme is in breach of the scheme and the authority can take action on that basis.*