

Dear Colleague

LEICESTERSHIRE SCHOOLS' FORUM

I would like to invite you to a meeting of the Leicestershire Schools' Forum to be held on **Thursday, 18 June 2015 at 2.00 pm at Beaumanor Hall, Beaumanor Drive, Woodhouse, Leicestershire** with the room being available from 1.30pm.

Please see below for the agenda for the meeting.

Yours sincerely

Karen Brown / Bryn Emerson (Tel. 0116 305 6432)

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AGENDA

<u>Item</u>	<u>Paper</u>
1. Apologies for absence/Substitutions.	
2. Minutes and Matters Arising	2
3. 2014/15 Schools Budget Outturn	3
4. Schools Forum Membership Update	4
5. Oakfield Outreach Traded Service Offer	5
6. Education Services Update	6
7. Any other business.	
8. Date of next meeting.	

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Leicestershire Schools' Forum
Notes of the Meeting held on Monday 23 February 2015, 2.00 pm
at Beaumanor Hall

Present

Tim Moralee Brian Myatt Sonia Singleton	Secondary Academy Headteacher
Suzanne Uprichard Michael Murphy Bill Nash	Secondary Academy Governors
David Lloyd Heather Sewell	Primary Maintained Headteachers
Jean Lewis	Primary Academy Governor
Tony Gelsthorpe David Thomas	Primary Maintained Governor
Heather Stretton	Trade Union Representative
Suzanne Uprichard	PRU Representative
Chris Davies	RC Representative
Ian Sharpe	CE Representative

In attendance:

Ivan Ould, Lead Member for Children and Family Services

Jenny Lawrence, Finance Business Partner, Corporate Resources

Lesley Hagger, Director, Children and Family Services

Gill Weston, Assistant Director, Education, Learning and Skills

Chris Bristow, Strategic Lead SEND Reform, Children and Family Services

		Action
1.	<p>Apologies</p> <p>Apologies were received from Alex Green, Richard Spurr, Alison Deacon and Nigel Leigh.</p>	
2.	<p>Minutes and Matters Arising</p> <p>The minutes of the meeting held on Thursday 4 December 2014 were agreed as a true record subject to an amendment under Any Other Business. The sentence "fair funding for children in England, money £17M to £25M for next year" should read " ... fair funding for children in England, money £17M to £20.5M.</p>	

		Action
3.	<p>Specialist Teaching Service Review</p> <p>Chris Bristow introduced his report on the Specialist Teaching Service Review which sets out an update on the current position.</p> <p>Chris firstly thanked those people involved in this work including workshops held at Primary Heads' meetings and through informal discussions with special school heads/units and SEN governors.</p> <p>Chris outlined the drivers for change and the progress made to date. From the key focus and feedback from the workshops it was clear what the principles are and the key action points for STS that need to be taken. The Council's principle was to be a strategic commissioner of services and Chris outlined the strategic intentions. Chris explained how the funding model diagram worked to Schools' Forum and commented that schools are not sufficiently informed on which option to choose and therefore a further piece of analysis work would be undertaken.</p> <p>Chris informed the meeting that the STS was due to be reviewed and remodelled from September 2014. However because of the complex nature of the teams' functions the timescale had been extended to September 2016.</p> <p>Brian Myatt asked how those risks are identified for the most vulnerable areas or groups which may be affected by this review and gave examples of the risks. Discussion took place on the local offer work and what schools should be providing under each element. Chris added that a transparent debate about this was required to get a clear position statement.</p> <p>Tony Gelsthorpe asked if any commissioning work had been completed with teaching schools. Chris commented there had been some work done in terms of future models and there was an initial presumption they would take a lead role. The role would possibly be looked at with the option of using other teaching services. Bill Nash asked if private firms would be used. Chris said that this was a possibility.</p> <p>David Lloyd commented that he was pleased to hear that mental health for children would be looked at. Chris commented that it was his intention to have an open debate to do the right things for our children.</p>	
4.	<p>2015/16 Schools' Budget</p> <p>Jenny presented the 2015/16 Schools' Budget paper and explained the purpose of the report was to present the 2015/16 Dedicated Schools Grant Settlement for Leicestershire and proposed 2015/16</p>	

Schools' Budget. The Local Authority was seeking approval for a number of recommendations outlined in the report.

Jenny highlighted the following:

- Paragraph 14, item 2 – Jenny referred to the new school funding regulations which fund new schools on estimated pupil numbers and this would be something that Schools' Forum would need to consider. Jenny said that it was anticipated that significant housing developments currently being planned in Leicestershire by 2020 may deliver 17 new primary and 2 new secondary schools and commented on the work to be carried out to ensure financial sustainability. Tony Gelsthorpe referred to the number of schools and asked if they would all be commissioned as academies. Lesley said that all new schools are academies and there would be competition for the operator of these. Suzanne Uprichard asked if the academies would be part of a multi-academy trust or stand alone. Lesley said it would depend on what the potential operator brings to the table and explained the process for how the final decision was reached.
- Paragraph 14, item 3 - Schools' Forum are asked to approve the funding in order for the Local Authority to meet prescribed statutory duties placed upon it. Jenny commented that new costs do not fall on the Premature Retirement costs.
- Paragraph 14, item 4 – Schools' Forum are asked to approve the centrally retained early years funding of £1.687M
- Paragraph 15 – High Needs Block – still the most complex area within the DSG settlement. The EFA have changed their process again for this financial year. By converting the settlement to a per pupil basis Leicestershire is one of the lowest funded authorities against the national average.
- Paragraph 15 – Early Years – Jenny outlined the two elements to the Early Years funding block. The settlement no longer includes funding for FEEE for 2 year olds and this would not be confirmed until June 2015. Jenny commented that there may be a cost implication for the 2 year olds offer.
- Paragraph 16 - Leicestershire was approached by the DFE to take part in a research project to look at how the current SEN funding system was working and to explore the differences in local authority spending patterns. The outcome of the research project was still unknown and what potential changes to the funding system may arise from it.

	<ul style="list-style-type: none"> • Paragraph 19 – School Budgets – the additional funding has been incorporated into the 2015/16 funding values • Paragraph 20 – Jenny said that there had been a slight change in the criteria the DfE had used around prior attainment. • Paragraph 22 – Jenny commented that there are 23 schools funded at the Minimum Funding Guarantee. • Paragraph 24 – Jenny commented that a number of schools were unhappy with the arrangement regarding pupil number adjustments for schools undertaking age range changes or affected by age range changes in other schools required by the EFA. Schools said they were not aware of these changes and had limited understanding of the changes despite implementation following extensive consultation in 2013. • Paragraph 26 - Jenny commented that communication of changes continues to be a challenge. Tim added that as a former chair of LSH, Forum members used to communicate information into their representative groups. Tim reiterated that schools should ask heads, governors and business managers to make sure information was coming through. Schools' Forum members gave their view on this issue and suggested ways to improve the situation. • Paragraph 30 – Universal Infant Free School Meals – Jenny reported that there was no information on funding from September 2015. • Paragraph 32 – Pupil Premium – the Primary Free School Meals value has increased for 2015/16. Pupil numbers will be based upon pupil numbers the January census. Confirmed allocations are not expected until June 2015. • Paragraph 33 – High Needs Funding – The EFA has changed the pupil count methodology. For 2015/16 exceptional cases where there was identified pupil growth were submitted and as a result there was some growth for Ashmount Special School. • Paragraph 42 – Early Learning and Childcare – Jenny outlined how the Early Learning and Childcare service was funded from DSG but changes to the way in which local authorities are funded for Free Entitlement to Early Education (FEEE) may affect this position. This is a further funding pressure for the Service in addition to savings already to be made. 	
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- Paragraph 51 – Dedicated Schools Grant Reserve – underspend in SEN and nursery funding, high needs not there for 2015/16. Post-16 remains a concern and costs are increasing.
- Paragraph 51 – Academy Deficits – the meeting expressed concern at the funding earmarked for academy deficits. Jenny commented that not all schools in sponsored arrangements have left deficits. Jenny said that following the issuing of a Notice of Concern, closer working with the financial management of the school is put in place with the aim of reducing that liability. Jenny commented that the deficit reverts back to the Local Authority the day before conversion. Sonia Singleton stated that the LA must know the maintained school was in debt and asked what happened before a notice of concern was issued. Jenny outlined the process that takes place which informs them whether the school is in debt.
- Paragraph 55 – The Local Authority Budget – Jenny outlined the key areas for growth and savings.

Tim thanked Jenny for her report.

AGREED: That Schools' Forum approve the retention of budgets to meet the prescribed statutory duties of the local authority (Paragraph 14, item 3).

AGREED: That Schools' Forum approve the centrally retained early years funding of £1.687M (paragraph 14, Item 4).

AGREED: That Schools' Forum note the 2015/16 school funding rates (Paragraph 20).

AGREED: That Schools' Forum note the average per pupil funding to be taken into account for recoupmnt for excluded pupils (Paragraph 29).

AGREED: That Schools' Forum notes the number and average cost of commissioned places for children and young people with High Needs.

AGREED: That Schools' Forum approve the action to be taken in respect of schools where the SEN notional budget is insufficient to meet the aggregated value of High Needs Funding Element 2 (Paragraph 36).

AGREED: That Schools' Forum note the retention of the Dedicated Schools Grant Reserve and the purposes for which it will be used (Paragraphs 50-53).

	AGREED: That Schools' Forum note the payment rates for the Early Years Single Funding formula (Paragraph 49).	
5.	<p>Any Other Business</p> <p>a) David Lloyd questioned the closing of Sure Start provision and the potential impact on families. Lesley explained that as part of the £13.2M savings across early years, of which £3.5M was Sure Start, work is to be carried out on making sure we are commissioning the right services for the right children. Lesley added that there have not been any Sure Start Centres closed.</p> <p>b) Mr Ould gave a brief summary regarding fairer funding due to be discussed with the F40 delegation and Nick Gibb.</p>	
6.	<p>Date of Next Meetings</p> <p>Thursday 18 June 2015, 2.00 pm Monday 21 September 2015. 2.00 pm</p> <p>Both at Beaumanor Hall.</p>	



SCHOOLS FORUM

2014/15 SCHOOLS BUDGET OUTTURN

18 JUNE 2015

Content Applicable to;		School Phase;	
Maintained Primary and Secondary Schools	x	Pre School	x
Academies	x	Foundation Stage	x
PVI Settings	x	Primary	x
Special Schools / Academies	x	Secondary	x
Local Authority	x	Post 16	
		High Needs	

Purpose of Report

Content Requires;		By;	
Noting	x	Maintained Primary School Members	
Decision		Maintained Secondary School Members	
		Maintained Special School Members	
		Academy Members	
		All Schools Forum	x

1. This report presents the 2014/15 Schools Budget outturn position and confirms the Dedicated Schools Grant (DSG) Reserve and its intended use.

Recommendations

2. That Schools Forum note the financial outturn for the 2014/15 Schools Budget (paragraphs 4 - 8).
3. That Schools Forum note the level of DSG reserve and its deployment (paragraphs 9 - 11).

2014/15 Schools Budget Outturn

4. The 2014/15 Outturn position for the Children and Family Services is summarised in the following table. This table presents both the Local Authority and Schools Budget for completeness but the report presents detail only for the Schools Budget funding blocks.
5. Overall the Schools Budget underspent by £2.994m (Schools Block £0.132m, Early Years £1.415m, High Needs £1.447m) which is summarised in the following table;

	2014/15 Budget	Total (Under) / Over Spend		Variance Schools Block	Variance Early Years Block	Variance High Needs Block	Variance LA Block
	£,000	£,000	%	£,000	£,000	£,000	£,000
Directorate	1,510	-7	-5%	-1	-2	-6	-69
Safeguarding Assurance	2,943	-26	-1%	0	0	0	-26
Social Care	32,084	1,576	5%	0	0	0	1,576
Targeted Early Help	12,600	-839	-7%	0	0	0	-839
Education Sufficiency	1,175	11	1%	-50	0	95	-35
CFS General	-76,453	-1,957	-3%	-2	-1,089	692	-1,558
Education Quality	26,593	-544	-2%	-1	-324	0	-219
Education of Vulnerable Groups	8,070	-113	-1%	0	0	295	-408
Commissioning Transformation	48,329	-2,668	-6%	0	0	-2,524	-144
Business Support	75	0	0%	0	0	0	0
Business Support	4,057	-1,086	-27%	-80	0	0	-1,005
Total	60,983	-5,722	9%	-134	-1,415	-1,448	-2,727

6. The major variances within the School Budget are detailed below;

Service Area	Variance		
	£,000	%	
Early Years Block			
Free Entitlement to Early Education 3 & 4 year olds	-198	-1.1%	Lower than anticipated take up
Dedicated Schools Grant	-1,089	-4.7%	Higher pupil numbers in early years census than 2014/15 DSG settlement
Early Learning and Childcare	-524	-11.1	Demand for the 2 year old offer to early education was lower than estimated, staffing costs were lower than estimated as a result of vacancies

High Needs Block			
Alternative Provision	85	n/a	Transitional costs arising from the transfer of KS3 provision to behaviour partnerships. It was planned to be funded from the DSG reserve but have now been absorbed into the year end position.
Children with Medical Needs	103	21.3%	The overspend relates to additional demand as a result of the national increase to full time provision. The departmental Transformation Programme is considering how this provision should be delivered in the future.
Autism Intensive Support	197	50.5%	The number of children requiring support has increased. The department is actively looking for alternative types of support which may reduce future costs.
Special Educational Needs	-1,832	-3.8%	A high level of contingency has been held in the budget to mitigate risks arising from the change in the participation rate and post 16 provision, additionally the EFA continue to make changes in arrangements to fund post 16 provision. For 2015/16 contingency has been used to fund an increase in the top up rates payable to special schools and units to reflect the increase in mainstream school funding.

7. It is not possible to present headline data on the level of school balances until the return of the Consistent Financial Reporting returns due to the Local Authority in mid-June and the subsequent isolation of balances that may be held on behalf of academies where the financial closedown of the former maintained school accounts has yet to be completed. Whilst school balances may be seen as an indicator of financial health, given the number of schools that have converted to academy status it is not possible to gain an overview of all schools. Schools Forum will receive the full detail of maintained school balances at its meeting in September.
8. The full underspend of £2.994m is carried forward to the DSG reserve.

Dedicated Schools Grant Reserve

9. An updated position on the DSG reserve was incorporated into the 2015/16 Schools Budget report presented to Schools Forum on 23 February 2015. This position was based upon the financial forecast at period 9 and identified a balance (after 2015/16 allocations to services) of £1.323m, the following table presents the movement from that position;

	£,000	Narrative
Balance as at 23 February 2015	1,323	Projected balance per period 9 budget monitoring and after allocations to 2014/15 budget per report to Schools Forum 13/2/14 – 2014/15 Schools Budget
Post February movements;		
Reduction in allocation to 2014/15 budget	705	Budgeted allocation reduced from £1.25m to £0.545m
KS3 Transition	197	Reserves were set aside to meet the transitional costs arising from KS3 transfer from Oakfield to Behaviour Partnerships, the cost was absorbed into the 2015/16 underspend
Rates Adjustment	253	Funding was set aside to meet rate revaluation costs from academies which related to pre conversion, costs were not as high as anticipated.
Primary Behaviour Partnerships	31	Funding has been committed to meet the administration costs arising from the development of a traded offer for primary behaviour support from Oakfield. Schools are being consulted and take up will be assessed prior to determining what offer will be available from September.
Increase in underspend	373	The 2015/16 Schools Budget was set on the forecast underspend at the end of December, the final three months of the financial year saw an increase over that reported
Revised Unallocated DSG Balance 31st March 2015	2,882	To be held in reserves and allocated to meet the revenue costs of commissioning places in new schools

10. The annual movement and allocation of the 2014/15 DSG reserve is shown in the following table;

	£,000
Balance as at April 1 2014	9,595
Allocated to 2014/15 Schools Budget	(545)
Allocation to 2015/16 School Budget	(715)
Maintained School Deficit Write Offs on Sponsored Academy Conversion	(964)
Academy Pre Conversion Rate Revaluations	(248)
2014/15 Underspend	2,994
Provision held for Maintained School Deficit Write Offs on Sponsored Academy Conversion*	(3,536)

Provision for Commissioning Places in New Schools	(3,700)
Unallocated Balance 31/3/15	2,882
<i>To be held to meet future costs of commissioning places in new schools – total provision £6.582m</i>	<i>0.7% Total DSG 3.7% Non-Schools DSG</i>

* It is estimated that maintained schools that were required to enter into sponsored academy arrangements on 1 April 2015 will result in a further deficit write off of £1.2m reducing this provision to £2.3m.

11. The County Council's Medium Term Financial Strategy (MTFS) has required the Schools Budget to be set at the level of DSG with no financial contribution from the Council. This requires the Local Authority to consider future issues that may give rise to a call on DSG and plan accordingly. The following sections of this report sets out a number of those issues which identify a need to retain.

New Schools

12. Significant housing development is planned across Leicestershire over the medium term and that that this will require 18 new schools, 16 primary and 2 secondary totalling that 7,830 new places and a 9% increase over the October 2014 school population. Additionally over this same period of time general demographic growth is estimated to be in the region of 2% - 3%.
13. Under the current financial regulations local authorities are required to fund opening schools based upon estimated pupil numbers from the point at which they open until all year groups are full. As with schools the Local Authority is funded by the October census preceding the financial year, this results in a 7 month period during which additional school places must be funded but no DSG is received for the additional pupil. It is not possible to be precise over the financial implications as that will be dependent upon actual pupil numbers and the manner in which schools expand, current estimates suggest a total unfunded cost in the region of £19m over the period 2016-2024.
14. Commissioning places in new schools is the most significant financial pressure DSG has experienced and the Local Authority will determine what actions need to be taken and at what point as information becomes more certain. The first of those actions is to retain the DSG underspend for this purpose.
15. The expected increase in the school population, both in terms of housing and demographic growth, is likely to have a future impact on other DSG funded services such as special educational needs and early years.

Impact of New Government Policy

16. There is no indication as yet on what impact any new education policy will have on funding, uncertainty exists in a number of areas;
- 16.1 The coalition government declared its intention to move towards a national funding formula schools '*... when the time is right*' and '*.....when the government has set spending plans over a longer period of time*'. Given the

timing of the election and uncertainty over the timing of a Comprehensive Spending Review it would appear unlikely that school funding will change for 2016/17. This leaves uncertainty about what a national formula would look like and how it would be funded

- 16.2 The Conservative Manifesto declared an intention to include the additional 2015/16 school funding into baseline allocations, this has as yet to be formally confirmed.
- 16.3 The Department for Education (DfE) commissioned a research project and launched a call for evidence with the objective of finding new and improved formula factors for distributing funding for SEND. The outcome of this research and any recommended changes has yet to be announced. Leicestershire was a participant in this research which appeared to focus on proxy indicators of need and how this would link to commissioned places rather than the wider High Needs distribution which was a concern officers raised. Currently Leicestershire spends £2.9m in excess of the DSG settlement in this area, any change in distribution needs to be carefully assessed.
- 16.4 Changes in the manner in which the two year old offer of the early entitlement to free education resulted in a significant reduction in the funding available to fund the early learning and childcare service and a future long term funding strategy need to align with the review of service provision currently taking place within the departments transformation programme. The Government has pledged to double the offer for 3 and 4 year olds, any change in policy in this area will be a concern if not fully funded currently the cost of the entitlement is £21.6m against a DSG allocation of £22.6m.

Local Factors

17. The allocation of the additional 2015/16 school funding was based upon an analysis of the Leicestershire school funding formula when compared to statistical neighbours, yet despite the supporting evidence base there remains a view that the outcome penalised secondary schools although no school saw decreased funding as a result of the change. The formula has been reviewed in each of the last two years, however until the Government's intention on the future of school funding.
18. Age range change is expected to continue across a number of schools in the medium term and there is little to suggest that funding policy and regulations will change in this area. There are no plans to review the operation of the scheme currently in place.
19. Developing school funding strategy has become more difficult as local discretion has been removed, any move to a national funding formula may further erode the ability of local authorities to reflect local circumstances in funding allocations. Little data is available on the financial performance of academies and the challenges they face. This is a particular challenge given that almost all secondary schools are now academies. The Local Authority has and continues to have, difficulties in engaging schools in developing funding solutions. The finance service held finance briefings for schools in March which were well attended by business managers, volunteers were sought to work with the Local Authority in modelling future changes in school funding. Despite c200 attendees only two volunteers came forward.

Conclusions

20. 2014/15 has delivered an underspend on the Schools Budget and allows reserves to be set-aside in order to provide some funds to allow the Local Authority to respond to some extremely challenging issues both in terms of funding requirements and potential changes to education policy.
21. There remains uncertainty around school funding not least the level of protection to be given and future direction. Any review of the school funding formula would need to be cost neutral and would result in a recirculation of current funding which would likely result in schools being supported by the Minimum Funding Guarantee (MFG), one objective of the allocation of the additional funding in 2015/16 was to remove the reliance on this funding. Any review should take place only when the funding policy of the new Government can be assessed.
22. It would not be appropriate to review the policy for funding schools that are undertaking or affected by age range changes, it is clear that there is no solution that will meet the expectations of all schools without a significant cash injection which is not an affordable solution, nor could it be certain that any proposed solution would fit into whatever school funding policy will be in 2016/17.

Resource Implications

23. All resource implications are contained within the body of the report.

Equal Opportunity Issues

24. There are no equality issues arising directly from this report.

Background Papers

2015/16 Schools Budget - Schools Forum, 23 February 2015

Officers to Contact

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SCHOOLS FORUM

Schools Forum Membership Update

18 June 2015

Content Applicable to;		School Phase;	
Maintained Primary and Secondary Schools	X	Pre School	X
Academies	X	Foundation Stage	X
PVI Settings	X	Primary	X
Special Schools / Academies	X	Secondary	X
Local Authority	X	Post 16	X
		High Needs	X

Purpose of Report

Content Requires;		By;	
Noting	X	Maintained Primary School Members	
Decision		Maintained Secondary School Members	
		Maintained Special School Members	
		Academy Members	
		All Schools Forum	X

1. This report presents the current membership of the Schools Forum and sets out some concerns raised by some schools on its operation.

Recommendations

2. That Schools Forum note the 2015/16 membership, changes between membership groups and vacancies.

3. That Schools Forum members consider the methods used to feedback to the groups they represent.

Introduction

4. Local authorities were required to establish Schools Forums to engage schools in school funding in 2003. The constitution for Schools Forums is one for Local Authority decision, taking into account stakeholder views, any changes to the Leicestershire Schools Forum constitution must be approved by the County Council's Cabinet.
5. The operation of the Schools Forum is governed by the Schools Forums (England) Regulations 2012 and certain requirements under the School and Early Years Finance (England) Regulations 2014. The Education Funding Agency (EFA) also issue operational guidance on practical issues such as membership, conduct of members, issue of reports and practical operation of meetings.
6. For School Members the regulations require that membership is proportional to pupil numbers, school phase and type of school i.e. maintained & academy, primary & secondary. The Director of Children and Family Services has delegated powers to amend membership at the commencement of each academic year to ensure that membership reflects the pattern of schools.
7. The 2014/15 membership has been reviewed taking account of expected pupil numbers in maintained schools and academies for the 2015/16 academic year. There is no necessity to change membership significantly, however the movement between maintained schools and academies results in some movement between groups. Schools Forum should note that vacancies exist.
8. There remains a view, largely in secondary schools, that information on school funding is not being effectively communicated despite briefings, emails alerting heads to funding consultations and Schools Forum being an open public meeting for which all reports are issued one week in advance of each meeting and issued on the Leicestershire County Council website. This report reaffirms the operational understanding (the relevant extract from the constitution is set out in Appendix 1) of the Local Authority and Schools Forum Members and asks for Members to consider to what extent these expectations are fulfilled.

2015/16 Membership

9. No changes to the membership numbers are required for 2015/16, the membership will remain as follows;

Primary	10
Maintained School Governor	2
Maintained School Headteacher	3
Academy Governor	2
Academy Headteacher	3
Secondary	9
Maintained Headteacher / Governor *	1
Academy Governor	4
Academy Headteacher	4
Special	2
Maintained Headteacher / Governor *	1
Academy Headteacher / Governor *	1

Where these categories of school exist within the Local Authority these schools must be represented irrespective of pupil numbers.

It is also necessary to ensure that the current details held on members is correct, the membership list has been sent to members under separate cover and will be published following the meeting.

10. Members cease to be eligible if they are no longer able to represent the group they were elected to represent, a match has been undertaken against current membership to determine whether the maintained school/academy split remains valid. This also needs to be balanced against the complexity of the issues that Schools Forum are required to consider where it is accepted that it takes a period of time for new members to acquire the links and the knowledge to allow for an effective discharge of responsibilities. 2 current members were elected to represent one group but their positions are in another but still have a term of office remaining, current vacancies allow for membership to be switched, these are;

David Thomas	Switch from maintained primary governor to academy primary governor
Bill Nash	Switch from academy governor to fill the longstanding vacancy to maintained school governor <i>It should be noted that from the academic year following the conversion of the remaining maintained secondary schools to academy this membership will cease. If academy vacancies are present it may be prudent to make a further switch</i>

11. The following vacancies are present;

2 Primary Academy Heads – In accordance with the constitution LPH have been approached to elect members

1 Maintained Primary Governor – In accordance with the constitution ALG have been approached to elect a member

Academy Special School – In accordance with the constitution LSSH have been approached to elect a member

Early Years - In accordance with the constitution PVI providers have been approached to nominate a member.

12. The length of office for members is 4 years and a number of elections will need to be undertaken by groups in both 2016 and 2017. Length of office is detailed on the membership list which will be forwarded to LPH, LSH and LSSH in order that they consider what actions they may wish to take regarding elections to membership. In considering the action they need to take in relation to elections, membership groups should also consider what approach they wish to take in relation to both succession planning and substitutes. The constitution makes the following provision for substitutes;

Each body electing or nominating representatives will be entitled to maintain one member who is able to act as a substitute for Schools Forum Members

Substitute members may attend meetings of the Leicestershire Schools Forum, Substitutes may attend meeting to accompany their elected member, in this capacity substitutes are not entitled to speak or vote at the meeting. Substitutes, when actively representing their elective group, will be entitled to speak at the meeting and have voting rights.

The effective use of substitutes will allow a greater spread of knowledge, provide succession planning and ensure that all groups will be able to be represented at all meetings.

13. It will also be necessary to elect a Chair and Vice-Chair for 2015/16 at the September meeting of Schools Forum.

Communication

14. LSH has raised a number of concerns related to communication and consultation, the latter relates largely to timescales set out for changes in school funding which are outside the control of the Local Authority and there is no expectation that the timetable set by the Education Funding Agency (EFA) will change.
15. Schools Forum meetings are open to the public and publicised on the Leicestershire County Council website in the same manner as all other Council meetings. Forward dates are also published and any member of the public, including schools, can access that information 1 week in advance of each meeting. The website also sets out names of members who can be contacted through the clerk. Information is therefore widely available and as the Local Authority has a responsibility to ensure that it is there and is understandable, schools also have a responsibility to ensure that they are aware of the issues and make their views known.
16. The Local Authority has clearly set out its expectations of Schools Forum members and its own commitment to ensuring the business taken through Schools Forum is clearly articulated, open and transparent through the operational understanding within the constitution which is shown at Appendix 1.
17. To ensure the voice of schools is taken into account in Schools Forum business working groups are set up to consider specific issues, these are often required to work through the school summer break as a result of the timescales set by the Department for Education and the EFA. This allows for the direction of the Local Authority to be validated, or not, and model proposals before taken to consultation and processed for approval. These groups include governors, headteachers and business managers across school phases but are dependent upon a willingness to work with the Local Authority over this time period.
18. A number of business managers have approached the Local Authority to lobby for membership on the Schools Forum. Maintaining membership across three school phases (primary, secondary, special) and across two school types (maintained and academies) whilst maintaining membership proportional to pupil numbers is a significant challenge and one that would un necessarily increase complexity if a third group of stakeholders were to become members. There is no evidence to show that communication systems are any more robust in business managers groups than those currently in place through LPH, LSH and LSSH. The Local Authority currently engages business managers on working groups when formulating school funding proposals and this approach will continue. At recent finance briefings the attendees were asked whether they would be willing to work with the Local Authority on formulating solutions to funding issues, to date only three have volunteered.

19. Whilst there is no national data upon which the performance of Schools Forums can be evaluated, discussions with colleagues in other authorities suggest that the Leicestershire Forum operates well, it is well attended, recognises the complexity of the national funding system and its constraints, it works with the Local Authority to develop solutions best for Leicestershire and provides significant challenge to it in doing so.
20. In terms of consultations, these have been issued through email alerts to all headteachers either as a specific item or through the Director's termly update and are issued on the County Council website. Schools Forum members are asked to consider alongside the groups they represent what methods of communication are best placed to ensure that the business conducted through the Schools Forum is disseminated to those groups.

Background Papers

<https://www.gov.uk/government/publications/schools-forums-england-regulations-2012>

<https://www.gov.uk/government/publications/schools-forums-operational-and-good-practice-guide-2013>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/341924/The_School_and_Early_Years_Finance_England_Regulations_2014.pdf

<http://politics.leics.gov.uk/mgCommitteeDetails.aspx?ID=1018>

Officers to Contact

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LEICESTERSHIRE SCHOOLS FORUM**OPERATIONAL UNDERSTANDING**

The purpose of the operational understanding is to define the expectations of, and responsibilities of the Local Authority and Schools Forum Members in undertaking the business of the Schools Forum.

Local Authority

The Local Authority will:-

- 1) Ensure that reports and other documents to be discussed at Forum meetings to be published 1 week in advance of meetings and minutes within 1 week of the meeting.
- 2) Ensure that all Forum meetings will be supported by appropriate senior officers relevant to the items to be discussed at the meeting.
- 3) Provide a pre meeting briefing for the Forum Chair and Vice Chair in the week preceding the meeting.
- 4) Publish reports, other relevant documents and minutes of meetings on the County Councils' intranet
- 5) Ensure that Forum is informed of any proposed changes in legislation that will impact upon the work of the Forum.
- 6) Provide appropriate training and induction to new Forum Members and provide appropriate on-going training to Forum Members to ensure they are able to effectively discharge their responsibilities.
- 7) Ensure that in presenting formal budget proposals for approval that the meeting is a single agenda to ensure sufficient time for discussion of proposals.
- 8) Keep Forum informed of strategic developments and service issues which may result in a request for additional funding where the financial impact would fall to be met from the Schools Budget.
- 9) Facilitate and support workshops and working groups necessary to support both the consultative and decision making responsibilities of Forum.

Schools Forum Members

Schools Forum members will:-

- 1) Follow the principles as set down in the Members' Code of Conduct.
- 2) Ensure that any personal interest in any item for discussion at Forum meetings is declared at the beginning of all meetings. Personal interest is deemed to be a discussion or decision that affects an individual school, and not a decision that has an equal application for all or specific group(s) of schools.
- 3) Ensure that they are representative of, and present the views, of their elective / nominating group at meetings.
- 4) Ensure that all reports and other papers tabled at meetings are reviewed prior to each individual meeting.
- 5) Consider the needs of the whole educational community rather than advancing issues pertaining to a particular school phase or an individual school.
- 6) Gather views and provide feedback to individual elective / nominated groups in advance of and after School Forum meetings.
- 7) Are responsible to their elective groups for the feedback of items discussed at, and decisions taken, by School Forum.
- 8) Identify any training requirements to the Local Authority to inform the Forum induction and training programme.
- 9) Ensure, through the use of substitutes, that each elective / nominating group is represented at all meetings.
- 10) Within their representative group, consider nominations for the Chair and Vice-Chair prior to the elections to this position held annually at the first meeting of the Forum at the commencement of the academic year.

LEICESTERSHIRE SCHOOLS' FORUM

Area	Name	Position	School	Email	Appointed
Academy - Primary	Vacancy	Headteacher			
	Vacancy	Headteacher			
	Jean Lewis	Governor	Mountfields Lodge Primary School		September 2012
	Ed McGovern	Headteacher	Stafford Leys Primary School		November 2013
	David Thomas	Governor	Kirby Muxloe PS		September 2012
Academy - Secondary	Tim Moralee (Chair)	Headteacher	Thomas Estley CC		September 2012
	Brian Myatt	Headteacher	Countesthorpe Community College		September 2012
	Alex Green	Headteacher	Abington Academy		September 2012
	Sonia Singleton	Headteacher	Gartree High School		September 2012
	Suzanne Uprichard	Governor	Countesthorpe Community College		January 2014
	Richard Spurr	Governor	Ibstock College		January 2014
	Michael Murphy	Governor	Lutterworth High School		January 2014
Maintained - Primary	Vacancy	Governor			
	Heather Sewell	Headteacher	All Saint's C of E Primary School		September 2012
	David Lloyd	Headteacher	Warren Hills		September 2012
	Karen Allen	Headteacher	Burbage Infants		September 2012
	Tony Gelsthorpe (Vice Chair)	Governor	Hallbrook Primary School		September 2012
Maintained - Secondary	Bill Nash	Governor	Shepshed High/Hind Leys		January 2014
Academy - Special	Vacancy				
Maintained - Special	Jason Brooks	Headteacher	Maplewell Hall School		September 2013
PRU Representative	Suzanne Uprichard		PRU		December 2012
PVI Early Years Representative	Vacancy	EY Provider			
Post 16 Provider	Nigel Leigh	Principal	Stephenson College, Coalville		October 2013
CE Representative	Ian Sharpe	Bus Manager	Leicestershire Diocesan Board		September 2012
RC Representative	Chris Davies	Headteacher	De Lisle Catholic School		September 2014
JCC Representative	Alison Deacon	Unions	Leicestershire Secretary for ATL		March 2014

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SCHOOLS FORUM

Oakfield Outreach Traded Service Offer

18 June 2015

Content Applicable to;		School Phase;	
Maintained Primary and Secondary Schools	X	Pre School	
Academies	X	Foundation Stage	X
PVI Settings		Primary	X
Special Schools / Academies	X	Secondary	
Local Authority	X	Post 16	
		High Needs	

Purpose of Report

Content Requires;		By;	
Noting	X	Maintained Primary School Members	
Decision		Maintained Secondary School Members	
		Maintained Special School Members	
		Academy Members	
		All Schools Forum	X

1. This report updates Schools' Forum on Oakfield Short Stay School 'Behaviour Outreach Traded Service' developments

Recommendations

2. That Schools Forum is asked to:
 - note the progress made on developing the behaviour support outreach offer;
 - note the outcome of the consultation with schools on the details and costs of the traded outreach service;
 - note that the 'business plan and draft financial model' have been approved by the Traded Services Board on 22nd May 2015 and by the Children and Family Services Departmental Transformation Board on 3rd June 2015;

- note the intention to promote the service to schools as soon as possible to begin trading at the start of the academic year 2015/16;
- note that further modelling will be undertaken in mid-September to provide actual vs forecast financial position for final sign off for trading with ;
- note the further activities required prior to service becoming operational, as detailed in the next steps section.

Introduction

- 3) On 18th September 2014, Schools Forum agreed to use funding from the Dedicated Schools Grant (DSG) reserves to provide the resources to pilot a Behaviour Support Outreach Service from Oakfield Short Stay School. This paper provides an update on the Traded Service that has been developed as a result of the successful pilot project.

Background

4. In December 2014, the Children and Family Services Department Transformation Board gave a mandate that a traded outreach service offer should be developed to address the issues experienced by mainstream schools and Oakfield Short Stay School.
- 5) This proposal has been developed in response to the Transformation Board's request.

Proposal

- 6) The purpose of the traded outreach offer is to develop targeted support for schools alongside an increasingly strong school-to-school support system that reduces the number of children excluded from primary schools and the number of pupils at risk of exclusion requiring dual-registration at Oakfield Short Stay School.
- 7) Through the introduction of the new traded service the outcomes that are intended to be achieved are:
- A reduction in the number of children permanently excluded from primary schools;
 - A reduction in the number of requests from schools for pupils at risk of exclusion to be dual-registered with Oakfield Short Stay School;
 - A structure that empowers schools with the tools required to develop their own strategies, based on sound understanding of behaviour management to meet the needs of children with social, emotional and mental health difficulties;
 - Increased capacity in schools for the early identification of circumstances which can lead to pupils experiencing difficulties that may manifest themselves in challenging behaviour;
 - An increase in the number of schools taking part in school-to-school improvement initiatives to represent 50% of the pupil population.

The objectives of developing such offer are to:

- Reduce the number of permanent exclusions by 10% annually;
- Reduce the number of requests for dual registration at Oakfield Short Stay School by 20% annually;

- Increase the number of schools judged by Ofsted to be good or outstanding for behaviour & safety to 90%;
- Increase the number of schools taking part in school-to-school improvement initiatives to represent 50% of the school population.

Consultation on the Traded Outreach Offer

- 8) The outreach offer was initially scoped at three levels, the differentiating factor being the level of outreach provided to subscribing schools (appendix 1 describes each offer). The intention had been to provide a range of small, medium and large schools with potential options and costs to determine the final offer that will be available on a subscription basis from October 2015. Based on affordability of offer 3, a decision has been made by the senior managers not to consult on offer 3.
- 9) At the beginning of May a s number of Head teachers which included those who had been involved in the pilot scheme this year, were contacted to ascertain their views. This in turn informed a larger consultation around Offers 1 and 2 to the 55 Head teachers attending three Leicestershire Primary Heads' conferences. Affordability was a concern for all schools but especially for small schools who were willing to pay a small amount as insurance, realising that they are unlikely to draw upon the behaviour forum and outreach services; it should be noted that following consultation with schools all funding for behaviour support was delegated to primary schools in 2013. Offer 2 would be most acceptable for medium and large schools both in terms of affordability and also with regard to the depth and breadth of the support provided by Oakfield. It is, therefore, Offer 2 that will form the Outreach Traded Service.
- 10) The Service offer, which is detailed in the business case, includes; advice and support, consultancy, training, observation, assessment, practical strategies and advice. Services are offered at whole school level to relevant staff for the situations identified by the school and could include the Headteacher, SMT, Governors, SEN Coordinators, Inclusion Managers, NQTs, Teachers, Teaching Assistants and Learning Mentors for children with significant and complex needs.

The Traded Service

The service offer entails:

<u>Telephone Contact</u>	Rapid access via telephone and/or email support will be provided for crisis consultation and advice for schools experiencing difficulties in managing young people presenting with challenging behaviour. Following the initial contact a specialist will respond back to the school within 24hrs of the receipt of the request.
<u>Website</u>	A membership based website with tips and strategies will be available for schools to access via a user name and password. The following will be available: <ul style="list-style-type: none"> • teacher strategies and classroom management of learners with social, emotional and mental health issues (SEMH), • support and guidance on developing programmes of behaviour management and behaviour modification for individuals or groups of learners,

	<ul style="list-style-type: none"> • support for classroom management and organisation, • on-line discussion forum also to include the specialist to respond. • online resources and signposting to research and articles.
<u>Fortnightly Forums</u>	Member schools will have the opportunity to attend fortnightly behaviour forums to discuss and address behaviour management needs within individual schools or groups of schools in a group setting. Each school attending will be required to complete a form describing the issues they are facing which will be discussed. At end of the forum meeting short, medium and long term actions will be agreed.
<u>Continuing Outreach</u>	Following attendance at a fortnightly behaviour forum there will be three half-day follow up visits to the subscribing school to meet with staff, observe pupil(s), assess needs, offer recommendations and support the school in implementing recommendations and the agreed medium and long term actions
<u>Training</u>	A termly themed workshop will be available for one member of staff providing opportunity to network, build on skills and share CPD in their own school.
<u>Conference</u>	An annual half day conference on behaviour related matters where one place per school will be allocated. This conference will be delivered by a key note and specialist services speakers and there will be number of workshops related to current issues raised by schools.

Financial Model Development Methodology

- 11) The financial model has been developed by identifying the types of activities and resources required to deliver the service. It uses January census pupil data detailing the number of pupils on roll in each school. The models have used a range of take-up rates to provide a full understanding of the risks and potential benefits and losses.
- 12) All direct and indirect staffing costs and other overheads have been identified for each offer and a set of staff requirement assumptions have been developed to support the rationale for increased resource requirements in differing levels of the offer.

Initially several options for charging/subscription have been considered;

- per school
- per pupil
- a banded model
- a flat rate plus per pupil charge

- 13) The consultation with LPH was based on a model using a flat rate per school of £350 plus a per pupil charge of £7.50. In order to not run at a loss, at least 50% of schools would be required to buy in to the proposed traded service offer. Looking in detail at the size of schools involved in the pilot scheme this year and using the same proportions of schools buying in, an operating surplus of £31,657 would have been achieved, if this model was implemented.
- 14) A key success factor for realising the outcomes outlined above is the affordability of the offer and the willingness of schools to subscribe to it. The consultations indicated that the charges to schools in the proposed model would be too great. The smallest school would pay £537.50 and the largest school £4857.50. With this in mind, an alternate model has been developed with operating costs being kept to a minimum to determine an affordable unit cost. The financial model presented aims for 'full cost recovery', charges the smallest school £125 and the largest £3505. These costs are within the tolerances suggested at the consultation.
- 15) Assumptions in the initial financial model propose that the staffing requirements need to increase with the proportion of schools that buy in to the service. While this is true to an extent, in reality there will be a limit to the number of pupil-cases referred through this process and lower-level cases will be managed through referral to a number of additional resources including websites, teaching school alliances and other services such as Educational Psychology.
- 16) Further analysis has been completed using a range of take-up rates, comparing income against the cost of delivering the service. It is noted that there may be a small surplus recorded at the end of the first academic year with 63% take-up from schools. In the consultation at LPH, 85% of those present indicated that if the price was right they would buy into this service (55 out of 223 teachers, attended the LPH conferences).
- 17) Based on the modelling done to date and the consultation that took place with LPH, it is proposed that the outreach service, subscription rate is set up at £5 per pupil and a flat rate per school, as outlined below, to commence the promotion of the service from September 2015.

Number of pupils in school	Flat rate per school £	Charge per pupil	Number of schools
<100	0	£5	43
101-199	100	£5	64
200-299	200	£5	53
300-399	300	£5	38
400-499	400	£5	14
500+	500	£5	11

The service will begin to trade from Monday 31st August should there be sufficient take up to make it financially viable. It is also proposed that further financial modelling is completed at the end of September once take up rates are validated for sign off by the Transformation Board and DMT.

- 18) Should a school not buy in to the traded service then request support from Oakfield of the type described in the Outreach Traded Service model, schools will be expected to buy in to the service paying the full-year cost at that point.
- 19) Oakfield Short Stay School staff will charge for their services when providing ad hoc advice to other organisations such as external agencies and alliances with senior leaders charging £450 per day and Subject Leaders £350 per day.

Further conversations around the developing relationship with the behaviour partnerships and secondary schools will take place once the traded service model has been determined.

Strategic risks

Risk	Contingencies
Not enough schools want to buy in to the traded service offer to make it financially viable.	Use LPH meetings to promote the traded service, visit those schools already involved in the service pilot to garner their support and commitment, contact schools with grades 3 or 4 for behaviour to promote the service and highlight the benefits of buying it in.
Teaching staff at Oakfield are absent and unable to offer the traded service outreach element in the quantity required.	The Deputy Head Teacher Outreach post provides additional capacity from September to support this service and provide some cover for absent colleagues. Teaching Assistants are encouraged to develop expertise and provide short term teaching cover to release teachers where needed.
Ofsted changes to the framework make achieving a good behaviour judgement more difficult due to the inclusion of other factors.	Analyse inspection reports where schools have been judged to be less than good to identify specific requirements for behaviour support.
The service is not traded and as a result the number of permanent exclusions rises alongside requests for dual registered placements.	The newly appointed Deputy Head for outreach services works with schools considering exclusions to prevent or overturn permanent exclusions. Placement at Oakfield may then need to be restricted to only those pupils who are permanently excluded; enhance the speed of admissions to specialist provision where possible – this is an expensive model at approximately £60,000 per placement; explore the development of similar provision in localities across the authority – again an expensive option; seek a change

	to the PRU admission number from DfE.
The minimal operating model does not provide enough staff cover to meet school demand who want action for their money.	Develop good website resources and links to other support mechanisms.

Dependencies

The following dependencies have been identified:

- The service will only be provided if there is sufficient take up to make it financially viable.

Assumptions

Following are a set of assumptions made in the development of the traded offer:

- The firm commitment to be sought from schools in June continues when the new term starts;
- Recruitment and availability of staff;
- Schools have budgets available part-way through the year to subscribe to the service;
- Resources required and calculated for 62% take-up (equalling 132 schools) are sufficient to deliver the service;
- Assumptions used for staffing requirement are correct.

Quality Assurance

20) The subscribing schools will be given opportunities to feedback on Oakfield's performance and the support and advice they received. Any feedback received will be analysed by the Service Manager and areas for improvement will be identified; appropriate actions will then be taken to improve the quality and efficiency of the service. The staff responsible for developing content, supporting and advising schools will be competent and supervised by The Service Manager. The learning and development needs of staff will be taken seriously as they will be acting as an ambassador of the organisation and their competence and interaction with schools will be important to the success of the new service.

21) The Service Manager will quality check the advice given and supervise the caseloads of Oakfield staff involved in outreach services. Via regular line management meetings between the Service Manager and the Head of Strategy for the Achievement of Vulnerable Learners, the traded service will be monitored. Half-termly reports on the numbers of schools and cases involved in the outreach work will be analysed and sample case-studies evaluated to monitor the quality and effectiveness of the traded service.

Next Steps

22) Following the approval of the final offer and the subscription rate, the following activities will need to be completed in order for the trading to commence in September:

- Develop a marketing plan including, communication activities, general and targeted campaigns (for schools that have specific behaviour and/or capacity related issues identified);

- Set up financial processes to charge schools and recover costs;
- Set up financial and operational processes to monitor take up to agree strategies to ensure continuing sustainability of the services;
- Develop a service plan (scheduled meetings, CPD events etc);
- Develop a Service Level Agreement;
- Develop the website

The school business manager and the finance manager, supported by specialist local authority staff, will lead on the completion of these activities.

Resource Implications

The traded offer has been developed on the 'full cost recovery' basis. It is essential that the service be traded only if sufficient take up makes it financially sustainable.

In order to fully appraise the sustainability of the offer, further analysis will need to be completed in September when schools confirm their intention to subscribe.

Equal Opportunity Issues

The pupils who are subject to this provision are highly vulnerable therefore their safeguarding will remain a key priority within the planning process.

Background Papers

- Schools Forum, 20 February 2013,
- Schools Forum, 18 September 2014,
- Traded Services Board, 22nd May 2015,
- Transformation Board, 3rd June 2015.

Officers to Contact

Chris Connearn
Head of Strategy – Achievement of Vulnerable Learners
Children and Family Services
Telephone: 0116 305 5138



Education Services Update

18 June 2015

Content Applicable to;		School Phase;	
Maintained Primary and Secondary Schools	X	Pre School	X
Academies	X	Foundation Stage	X
PVI Settings	X	Primary	X
Special Schools / Academies	X	Secondary	X
Local Authority	X	Post 16	X
		High Needs	X

Purpose of Report

Content Requires;		By;	
Noting	X	Maintained Primary School Members	
Decision		Maintained Secondary School Members	
		Maintained Special School Members	
		Academy Members	
		All Schools Forum	X

- 1) This report provides Schools Forum with an update on the savings requirement for the Educational Psychology Service required as a response to savings targets set for the Children and Family Services Departments part of the Local Authority's Medium Term Financial Strategy (MTFS).
- 2) Provides some early information on the review of services for vulnerable children being delivered through the Local Authority's transformation programme.

Recommendations

- 3) That Schools Forum note the report.

Educational Psychology Service

- 4) As part of the MTFS Leicestershire Psychology Service is required to save £390,000; £240,000 in 2015/16 and a further £150,000 in 2016/17. The final action plan for the first stage of savings was put in place in March 2015 which, due to staff turnover, meant there were no redundancies of educational psychologists (EPs) but one teacher redundancy. The new service structure comes into place on the 1st July in order to minimise disruption of psychological services to schools. However, there have been a number of consequences from the re structure which have had a negative impact upon service delivery.
- 5) The action plan was contested by the Association of Educational Psychology (AEP) the professional body and Trade Union for educational psychologists, which led to members being balloted leading to industrial action with no end date. The action requires members to;
 - i. Not cover vacant posts
 - ii. Not provide written reports unless for statutory purposes
 - iii. Work solely to contractual hours.
- 6) The AEP have been in dispute with Leicestershire County Council which has meant that we have been unable to advertise vacancies. Trade Union action has also limited the availability of Locum support or other LA psychologists. There has been further correspondence and meetings with the AEP to try and resolve the situation and as of 9th June the industrial action has been suspended for three months.
- 7) The turnover of staff this academic year means that the Service has a number of vacancies. Some of these vacancies are being covered for the remainder of this academic year through temporary contracts and Locum. However, staffing difficulties remain acute.
- 8) Leicestershire Psychology Service (LPS) operates a time allocation system which is published annually. This is intended to provide all schools with a guaranteed and equitable number of EP visits per annum. As a result of the industrial action, there are currently 34 schools/academies without a Link educational psychologist (from April 2015). In addition there are staffing shortfalls within Early Years allocations and sessions allocated to children attending independent/non maintained special schools and the FE sector.
- 9) The recently appointed Service Manager/Principal Educational Psychologist is undertaking recruitment of educational psychologists or assistant psychologists. Further to this, all local and national employment agencies have been contacted as well as EPs who have previously offered Locum support.
- 10) The 34 Schools which do not have a named Link Educational Psychologist (EP) due to staff turnover have been contacted by letter (February 2015) and given the Service Manager's name as the point of contact. The headteachers were also invited to meet the Director and Assistant Director in order to discuss the challenges that the situation presents.

- 11) As a result of the decision by AEP to suspend industrial action we are looking to redeploy EPs to achieve a minimum of 75% delivery of sessions across the County.
- 12) Schools will be contacted again setting out what their link EP allocation will be, it should be anticipated that with a reduced service and vacancies, this will be considerably less than previously but will cover statutory assessment work for education health and care plans and a number of core functions. There will be a 'traded offer' for additional psychology service input; this could be training as well as additional assessment time. The school's link EP will work with schools to determine what this needs to be.
- 13) Schools Forum should note that it is envisaged that the Local Authority will no longer be the sole provider of psychological service input for schools and colleges. In addition to the Local Authority's Psychology Service, the department is working collaboratively with groups of schools who are looking to appoint their own educational psychologist or a joint funded appointment with the LA. Equally, neighbouring local authority psychology services which already extensively trade are looking to offer a service to Leicestershire schools.
- 14) For the additional 2016/17 saving it is intended that this be achieved by additional traded activity with schools and other internal and external partners. The service has produced a service offer from September and is currently engaging with schools to determine their requirements

Transformation of Education Services

- 15) The Local Authority established a programme of Transformation in 2014/15, one element of this programme is considering the approach to delivering education services to vulnerable groups.
- 16) A number of key design principles are underpinning this transformation which are detailed below;
 - The Local Authority is committed to a school-led system with LA as strategic partner – based upon a belief that this is the best strategy for ensuring shared accountability for improving outcomes for all children and young people.
 - The development of a robust commissioning approach focused on enabling funding to be as local as possible – across all teams and services.
 - Embedding school improvement arrangements in a self-improving system with LA monitoring and quality assuring.
 - The introduction of a commissioning framework which will underpin commissioning for school improvement and performance monitoring – with an approved list of providers now in place for September onwards.
- 17) A number of workstreams make up a comprehensive review of a number of services, whilst no MTFs savings target is attached to this work it is essential that the programme delivers effective and streamlined services. Activities are underway to;

- Review all 0-5 services to identify potential efficiencies through bringing a coherent approach to vulnerable families and a clear understanding of the Local Authority's statutory responsibilities with regard to sufficiency and quality. This will include delivering savings from DSG where changes to the allocation for funding the Free Entitlement to Early Education (FEEE) for two year olds has had an impact on the plans for service delivery. In addition, there may be new duties which emerge from the Childcare Bill.
- In Post 16 we must assess and understand the impact of the changes made by the Education Funding Agency (EFA) to the funding formula. This, coupled with the changes to admissions and scope of FE colleges has potential to destabilise the current sixth form provision across the County.
- Pupils missing out on education – this is an area where costs have increased and there is increased scrutiny. A recent project is looking at costs of medical needs provision and how this can be delivered more efficiently and with better outcomes. Further work is needed to identify the impact of double funding i.e. schools are funded through their formula budget for a pupil receiving education on medical grounds but the additional cost of provision is met by the Local Authority. It is also necessary to develop better information management and reporting so increasingly accurate information.
- Elective home education is a priority area – a more robust monitoring mechanism is required and a more integrated approach is required to ensure effective working with other teams, particularly for children at risk of CSE.
- Oakfield – has developed its offer to schools to increase school-led expertise and support which is subject to a separate report on today's agenda.
- Behaviour partnerships – these continue to be successful in reducing exclusions. The service level agreement needs to be reviewed in time for July 2016 when the current one comes to an end.
- Specialist Teaching Services are currently being reviewed which is defining costs, functions and options for future options for service delivery. One objective of the review is to develop a more distinct commissioner/provider approach which will require decision in the future whether the Local Authority continues as the provider or services are directly commissioned. The review has an intention to look at an integrated commissioning approach with other teams, including health, to develop 0-25 SEND services including the Disabled Children Service and the transitions team. STS transformation links directly to the requirement to offer personal budgets through SEND reform.
- A review of the educational contributions drawn from High Needs funding to support the educational needs of children in care.

Resource Implications

18) There are no direct financial implications arising from this report.

Equal Opportunity Issues

19) None arising directly from this report

Background Papers

None

Officers to Contact

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