

Meeting **Leicestershire Schools' Forum**

Date/Time **Tuesday, 21 June 2016 at 2.00 pm**

Location **Beaumanor Hall, Beaumanor Drive, Woodhouse, Leicestershire**

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AGENDA

<u>Item</u>	<u>Report by</u>	<u>Marked</u>
1. Apologies for absence/Substitutions.		
2. Minutes of the Meeting held on 22 February 2016 (previously circulated) and matters arising		2
3. 2015/16 Schools Budget Outturn		3
4. School Funding Issues		4
5. School Funding Update		5
6. High Needs Funding		6
7. Charging for VI and HI Services		7
8. Change of Date for September meeting		
9. Any other business.		
10. Date of next meetings		
Monday 19 September 2016		
Monday 5 December 2016		
Thursday 9 February 2017		
Monday 12 June 2017		

All the above from 2.00 – 4.00 pm at Beaumanor Hall.

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Minutes of a meeting of the Leicestershire Schools' Forum held at Beaumanor Hall on Monday 22 February 2016 at 2.00 pm

Present

Nick Goforth	Secondary Academies Headteacher
Mark Mitchley	Secondary Academies Headteacher
Callum Orr	Secondary Academies Headteacher
Sonia Singleton	Secondary Academies Headteacher
Suzanne Uprichard	Secondary Academies Governor / PRU
Steve McDonald	Secondary Academies Governor
David Hedley	Secondary Academies Governor
Bill Nash	Secondary Maintained Governor
Jane McKay	Primary Academy Headteacher
Stephen Cotton	Primary Academy Headteacher
Karen Rixon	Primary Academy Headteacher
Jean Lewis	Primary Academy Governor
David Thomas	Primary Academy Governor
Heather Sewell	Primary Maintained Headteacher
Jo Blackburn	Primary Maintained Headteacher
Karen Allen	Primary Maintained Headteacher
Tony Gelsthorpe	Primary Maintained Governor
Michael Wilson	Primary Maintained Governor
Jason Brooks	Special Maintained Headteacher
George Capland	Post 16 Provider (for Nigel Leigh)
Chris Davies	Roman Catholic Representative
Isabel Lloyd-Jones	Early Years Provider (for Catherine Drury)
Graham Bett	JCC Representative (for Alison Deacon)

In attendance

Lesley Hagger, Director, Children and Family Services
 Jenny Lawrence, Finance Business Partner, Corporate Resources
 Ivan Ould, Lead Member, Children and Family Services
 Chris Bristow, Strategic Lead – Remodelling SEND
 Sue Rath, Primary Maintained Governor (substitute)

		Action
1.	<p>Apologies for absence/Substitutions</p> <p>Apologies for absence were received from Ian Sharpe, Richard Spurr and Catherine Drury.</p>	
2.	<p>Minutes and Matters Arising</p> <p>The minutes of the meeting held on Thursday 14 January 2016 were agreed subject to Stephen Cotton, Primary Academy Headteacher to be added to those present.</p> <p>Matters Arising</p> <p>Chris Davies said that as a Forum member representing primary and secondary schools he was seeking clarification with regard to the Chair's partiality and opinions. Karen Allen took this into account and would remain impartial as possible.</p> <p>Graham Bett asked for it to be noted that the view of the Schools' Forum with regard to trade union facilities time was disappointing.</p> <p>Jenny Lawrence clarified that the 1% reduction in AWPU set out in the School growth report was not a proposal but an illustration of overall financial impact.</p>	
3.	<p>Process for Providing Information/Comment When Absent</p> <p>Jenny Lawrence introduced her report to the meeting which sets out the procedure for School Forum Members to provide comment on Schools' Forum business when unable to attend a meeting.</p> <p>Jenny added that the Schools' Forum need to be clear on recognising when groups have active substitutes that they have the right level of representation on the day. The substitute member should be made known to the groups and the Schools' Forum clerk.</p> <p>Schools' Forum noted headteachers' comments that sometimes unexpected circumstances occur in schools and therefore a substitute may not be able to be arranged.</p> <p>Schools' Forum noted the procedure and would consider any actions that are needed within their specific group</p>	All
4.	<p>Charging for Autism Outreach Services</p> <p>Chris Bristow introduced his report to the meeting which sets out the roll out for charging for Specialist Teaching Services. In the first phase it would be the introduction of charging for certain aspects of the Autism Outreach Service.</p> <p>Chris Bristow set out the reasons behind the roll out of the charging</p>	

policy. Chris brought to the attention of the Schools' Forum paragraph 4.3 which sets out the duty of schools under SEND Reform and the understanding of the issue that in Leicestershire some schools received STS support free of charge which led to some inequity in the system. Chris added that schools are required to fund the first £6,000 of a pupil's additional needs.

Chris highlighted paragraph 4.11 which explains that the roll out of the charging policy would be put in place by a period of time for schools to adjust to this change. The current budget would subsidise the cost for the next few years.

Callum Orr asked if the whole approach and charges had been benchmarked. Chris commented that other authorities were carrying out the same approach to this charging policy. Chris added that the policy was underpinned by SEND reform and therefore that resource had to be included. Callum added that schools could look to other authorities to buy in services. Chris was acceptance of the fact that the Local Authority was not the sole provider.

Jean Lewis asked if autism outreach would include other disabilities. Chris said that at this time for autism outreach to become involved the young person would need a diagnosis of Autism. Jean said that there could be an observational diagnosis. Chris said that in the future as schools were buying in the service then the child 'must have a diagnosis of autism' is an area that could be now reconsidered on a case by case basis. Jean asked about the children who have different needs apart from ADHD which were observational. Chris said this may be considered in the future but the Local Authority had tried to ration the Autism Outreach Service only to those children with a diagnosis of autism.

David Thomas asked what the average charge for primary schools was and what might be the extreme. Chris agreed to publish the figures as part of the minutes, see below.

- Cost for LOW = £360, MED =£600, HIGH = £1,169

Callum Orr asked if there a danger of incurring costs. Chris commented this was an opportunity to work with the Autism Outreach Service to provide a person centred approach.

Suzanne Uprichard asked about the funding for pupils at key stage 1/2 that are referred to Oakfield School and key stage 3/4 for pupils who are referred to behaviour partnerships. Chris said that some work had been carried out with Oakfield School and the behaviour partnerships and if the child is in mainstream school with element 3 funding then the funding would go to Oakfield and the behaviour partnerships. Chris added this was happening now on a case by case service.

Graham Bett asked if this charging policy was going to make a profit and contributions to the high needs block. Chris commented that there was no profit percentage but full cost recovery.

	<p>Karen Allen asked if the autism outreach service had got the capacity to be able to meet demand. Chris stated that lessons had been learnt by the Psychology Service and staffing levels would be adjusted to meet demand and supply.</p> <p>Schools' Forum noted the recommendations in the paper.</p>	
<p>5.</p>	<p>2016/17 Schools Budget</p> <p>Jenny Lawrence introduced the report which presents the 2016/17 Dedicated Schools Grant Settlement for Leicestershire and the 2016/17 Schools Budget.</p> <p>Jenny Lawrence outlined to the meeting that the report brings together the number of reports presented through the 2015/16 financial year and the conversations held.</p> <p>Jenny highlighted paragraph 20 of the report which outlines the purpose and scope of the School Budget. Jenny added that should approval for the items set out in paragraph 20 not be granted by the Schools' Forum, the local authority would seek adjudication from the Secretary of State as the local authority had no alternative funding source for these historic budgets.</p> <p>Jenny said that funding for early years was still an estimate as DSG allocations would not be confirmed until January 2017. The Schools' Block Funding had slightly improved but was still quite low. The consultation to establish the government's proposal on 2017/18 school funding and whether the schools funding formula remains with the local authority has not yet been issued. Jenny outlined the significant financial and other pressures within Schools Budget and the services that the DSG funds.</p> <p>Jenny referred to paragraphs 28 to 41 and in particular paragraph 29. The local authority reconsidered the 1% AWPU reduction which was completed alongside the saving target of £3M in high needs. However the funding gap in SEN budgets was too significant and can only be closed by this action. The formula was required to be submitted to the EFA in January and the EFA has confirmed that the formula EFA appears to comply to the financial regulations.</p> <p>Jenny outlined the high needs funding issues and the concerns being raised sub-regionally after talking to colleagues.</p> <p>The DfE have yet to issue a pupil premium settlement for 2016/17 but this was expected in June but has published the per pupil rates.</p> <p>Jenny highlighted that the DfE have very clearly stated that they expect the ESG general funding rate for both local authorities and academies to be removed over the next 3/4 years.</p> <p>Jenny referred to the estimated dedicated schools grant reserve of</p>	

£5.7M.

Jenny reported that high needs for 2016/17 FE places were not fully funded by the EFA and there had been an increased need for places and in particular demand has risen from other local authorities. Local authorities are required to fund places in FE institutions in their area irrespective of where the student resides.

The Chair invited any questions/comments from the Schools' Forum.

Suzanne Uprichard asked if Leicestershire was obliged to fund these students who reside out of Leicestershire. Jenny commented that this was a change in national funding policy and these costs have to be met within the high needs block.

Tony Gelsthorpe asked whether age range change had increased the number of surplus secondary places and that he felt they had had a negative financial impact for the schools concerned.

Jean Lewis asked if there would be a reduction in the £248,000 for the commissioning budget for maintained schools causing concern, whilst the number of maintained schools has reduced overall the number of schools requiring LA support. Lesley Hagger commented there could possibly be a reduction in time as primary schools go in multi academy trusts.

Jean Lewis referred to the new SEND regulations and if there had been any thoughts or outline investigation into SEN budgeting on a needs base rather than a formula base. Jenny Lawrence commented that there was nothing in mainstream formula that reflects SEN money - element of the basic money – notional calculation that really sets out the boundary school funding and local authority funding. Leicestershire were opposed to this approach - £6K encouragement needs higher.

David Thomas referred to Appendix 2 and noted the deprivation section and the reduction in IDACI band 6 and commented that this was amazingly reduced.

Steve McDonald asked if information was available in respect of out-turn expenditure for 2015/16 in relation to age range costs. Jenny said this could be provided following year end and that the report to the Children and Family Services Overview and Scrutiny Committee on January 18 set out the 2016/17 capital programmes.

Callum Orr shared with the Forum members that LSH had written to the local authority and EFA regarding the 1% AWPU reduction and asking for a collaborative approach to a long term strategy for managing school budgets over the next few years.

Graham Bett asked what alternatives to the 1% were looked at. Jenny Lawrence commented that there was no other alternative to look at and explained the funding issues faced, AWPU is the only universal

	<p>funding in schools. Graham commented that money set aside for schools growth could have been reduced as another alternative.</p> <p>Sonia Singleton referred to alternatives and asked if it would have been possible for 2016/17 to have a differing figure by decreasing in other area areas.</p> <p>Jenny Lawrence said that the formula had to be submitted to the DfE by mid-January. Jenny added that it was not possible to change anything now for 2016/17 and commented that the focus needs to be on working with schools to prepare for 2017/18.</p> <p>Nick Goforth asked why the high needs costs have risen. Jenny said that volume and costs had risen. Chris Bristow stated that details of high needs place numbers are on pages 61 and 62 of the Forum papers.</p> <p>Schools' Forum approved the retention of budgets to meet the prescribed statutory duties of the local authority. (paragraph 20, item 3). There was one abstention.</p> <p>Schools' Forum approved the centrally retained early years funding of £1.649M (paragraph 20, item 4)</p> <p>Schools' Forum noted the 2016/17 school funding rates (paragraph 30)</p> <p>Schools' Forum noted the number and average cost of commissioned places for children and young people with High Needs (paragraph 49).</p> <p>Schools' Forum approved the action to be taken in respect of schools where the Special Educational Needs (SEN) notional budget is insufficient to meet the aggregated value of High Needs Funding Element 2 (paragraph 50). There were two abstentions.</p> <p>Schools' Forum noted the average per pupil funding to be taken into account for recoupment for excluded pupils (paragraph 51).</p> <p>Schools' Forum noted the payment rates for the Early Years Single Funding formula (paragraph 62).</p> <p>Schools' Forum noted the retention of the Dedicated Schools Grant Reserve and the purposes for which it will be used (paragraph 64).</p>	
6.	<p>2017/18 Funding Preparation</p> <p>Jenny asked for this extra agenda item to be discussed which was agreed.</p> <p>Jenny said that whilst waiting for the Government's announcement</p>	

	<p>regarding the 2017/18 schools funding it would be useful to prepare for the possible decisions and suggested that a working group from Schools' Forum representatives be convened. The working group could get underneath the Leicestershire formula and look at how the Schools would like it to look if there are local choices.</p> <p>Jenny said that the working group would ideally need to be set up by end of March comprising of a couple of secondary and primary representatives, a special school representative and some business managers (with a clear balance across age ranges). Additionally phase specific groups would be brought together to look at primary / secondary issues to feed into the main formula review group</p> <p>Schools' Forum agreed that David Thomas was one of the representatives on the working group and other nominations should be forwarded to Jenny Lawrence.</p>	All
7.	<p>Any Other Business</p> <p>Schools' Forum Self-Assessment</p> <p>Jenny apologised that this should have been on the January Schools' Forum agenda. Jenny added that it had been amended from the comments made at the September meeting with recognising point of time and things would change.</p> <p>Comments were fed through to Jenny and these were noted.</p>	JL
8.	<p>Date of Next Meeting</p> <p>Tuesday 21 June, 2.00 – 4.00 pm at Beaumanor Hall.</p> <p>Future dates:</p> <p>Thursday 22 September 2016 Monday 5 December 2016 Thursday 9 February 2017 Monday 12 June 2017</p> <p>All dates from 2.00 – 4.00 pm at Beaumanor Hall.</p>	

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SCHOOLS FORUM

2015/16 SCHOOLS BUDGET OUTTURN

21 JUNE 2016

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	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 2015/16 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 2015/16 Schools Budget (paragraphs 5 - 6).
3. That Schools Forum note the level of DSG reserve and its deployment (paragraphs 9 - 10).

2015/16 Schools Budget Outturn

4. The 2015/16 Outturn position for the Children and Young People's Service 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 overspent by £4.066m (Schools Block -£0.654m, Early Years £0.289m, High Needs £4.431m) 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	1,531	-182	-12%	-2	-5	-18	-157
Safeguarding Assurance	4,255	-268	-6%	-	-	-	-268
Social Care	32,761	3,912	12%	-	-	-	3,912
Targeted Early Help	11,053	-1,117	-10%	-	-	-	-1,117
Education Sufficiency	1,361	-78	-6%	-56	-	7	-29
Education Quality	23,800	482	2%	-	499	-	-17
5 -19 Learning	2,418	-176	-11%	-169	-	-	-107
Education of Vulnerable Groups	6,827	134	2%	-	-	203	-69
SEND	50,242	2,875	6%	-	-	3,191	-316
CFS General	-79,289	1,265	-2%	-215	-205	1,047	638
Commissioning	475	-53	-11%	-	-	-	-53
Transformation	160	72	45%	-	-	-	72
Business Support	2,876	-227	-8%	-212	-	-	-16
Total	58,470	6,539	11%	-654	289	4,430	2,474

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

Service Area	Variance		
	£,000	%	
<u>Early Years Block</u>			
0-5 Learning	500	0.6%	Increased take up of Free Entitlement to Early Education (FEEE) for 2, 3 & 4 year olds partially offset by staff vacancies and increased Dedicated Schools Grant (DSG)
DSG – Early Years Block	-205	-1.2%	Additional grant settlement as a result of increased numbers

			accessing FEEE
High Needs Block			
DSG – High Needs Block	1,048	1.4%	Academy recoupment rules changed after the budget was set resulting in more FE recoupment combined with the requirement to commission places at an FE provider relating to places commissioned by another local authority and being unfunded by the EFA
Specialist Services / Education to Vulnerable groups	202	6.4%	Increased number of pupils being supported autism outreach services, increased numbers as a result of the increase in the participation age partially offset by other savings including staff vacancies
Special Educational Needs	3,192	6.0%	Increased demand at special schools, increased number of ASD pupils requiring independent school places

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. However initial data suggest that maintained school balances have increased. 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 overspend has been met from the DSG reserve, the local authority is unable to support DSG from other resources.

Dedicated Schools Grant Reserve

9. An updated position on the DSG reserve was incorporated into the 2016/17 Schools Budget report presented to Schools Forum on 22 February 2016. This position was based upon the financial forecast at period 9 and identified a balance of £5.736m allocated to meet the deficits of maintained schools entering into sponsored academy arrangements (£2m) and funding school growth (£3.76m), the following table presents the movement from that position;

	Estimate £,000	Actual £,000	Variance £,000
Balance Brought Forward	10,833	10,833	-
Deficits reverting to the local authority on sponsored academy conversion	-1,333	-1,349	-16
2015/16 DSG Overspend	-3,445	-4,066	-621

Rates and other adjustments	0	-97	-97
New School Growth*	-319	0	319
Balance Carried Forward to 2016/17	5,736	5,321	-415

* Fossebrook opens in September 2016 with a budget requirement of £194k which has been funded from the 2016/17 Schools Block and pre-opening costs of £125k were paid in 2015/16 are included in the 2015/16 DSG overspend.

10. It should be noted that the DSG reserve has been accumulated from previous years underspends in the high needs and early years blocks. In all previous years the transfer of funding from the school block to high needs purely reflected the withdrawal of SEN funding from delegation and the need to make direct payments to schools through element 3 top-up funding. 2016/17 is the first year a transfer between blocks is supporting wider high needs provision. The proposed allocation of the reserve is set out below;

	£,000	
Deficits reverting to the local authority on sponsored academy conversion	-1,500	No significant deficits from sponsored academy conversion are expected in 2016/17 and the first call on this funding is expected to be 2017/18. The implications of recent legislation changes regarding costing schools and the Education Excellence Everywhere White Paper will be closely monitored.
New school growth	-1,700	It is estimated that the cost of new school growth will be £0.5m in 2017/18, £0.7m in 2018/19 and £4.3m in 2019/20. No provision has been made for 2019/20 as under school funding reform it is not expected that local authorities will have no further role in school funding at this point resulting in the financial implications reverting to the EFA. This position will be carefully monitored.
SEN Contingency	-2,121	The 2016/17 SEN budget is required to deliver savings of £2.8m and whilst actions are underway to reduce costs it is prudent to make some allowance for further overspends

Impact of Government Policy for 2017/18

11. The County Council's Medium Term Financial Strategy (MTFS) has, and continues to, require 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
12. There are a number of unknowns that could have financial implications for the local authority which will need careful consideration in terms of financial planning and the local authorities approach to the medium Term Financial Strategy;

- a) The introduction of the national funding formula will have an impact on school delegated budgets and also for the local authority in terms of the funding it receives for its delivering its statutory duties. Local authorities also meet a number of costs on behalf of schools such as premature retirement for teachers, school copyright licences, admissions and schools causing concern.
- b) The introduction of a formulaic distribution for high needs funding may change the level of grant received. The local authority raised a number of concerns through its response to the Phase 1 consultation and a number of concerns are being raised regionally and nationally regarding the national level of grant being insufficient to meet need.
- c) Consultation has recently closed on the delivery of the entitlement to 30 hours free childcare, this identifies a number of increased responsibilities for local authorities, additionally the government has said that it will increase the FEEE rates paid to providers. There is no information of what, if any, additional resources will be made available to fund them
- d) The Education Excellence Everywhere White Paper includes a number of items that may have a cost implication for local authorities, the significant are being further academy conversion. Implications from proposal to transfer land to the DfE and the point at which all schools would need to become academies if local authorities are deemed unable to continue to meet the needs of maintained schools are unclear

Conclusions

- 13. 2015/16 is the first year that there has been a DSG overspend since its introduction in 2006 and the introduction of the current system of three blocks in 2013.
- 14. The allocation of the DSG reserve will be monitored throughout 2016/17 in line with the monthly budget monitoring process and against the financial implications from any national changes in funding and responsibilities.
- 14. Whilst reserves remain 2016/17 is a crucial year in terms of planning for the potential cost implications from changes in legislation and meeting all obligations from a fixed pot of funding. Addressing the increasing demand and cost of supporting pupils with SEND is the most significant financial risk

Resource Implications

- 15. All resource implications are contained within the body of the report.

Equal Opportunity Issues

- 16. There are no equality issues arising directly from this report.

Background Papers

Report to Schools Forum 22 February 2016, 2016/17 Schools Budget February 2015
<http://cexmodgov1/ieListDocuments.aspx?CId=1018&MId=4457&Ver=4>

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SCHOOLS FORUM

2016/17 School Funding Issues

21 June 2016

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

- This report aims to clarify for schools and Schools Forum the process behind three 3 aspects of school funding which are the subject of much debate but often based on partial or incorrect information namely;
 - The allocation of the additional £20.5m school funding in 2015/16
 - Funding age range changes
 - The 1% AWPU reduction in 2016/17

Recommendations

- That Schools Forum note the local authority position and process for determining the approach to;
 - The allocation of the additional £20.5m school funding in 2015/16
 - Funding age range changes

- The 1% AWPU reduction in 2016/17

Introduction

3. This information is being brought back to Schools Forum in order to ensure that schools have a full understanding of the action and process undertaken by the local authority to achieve decisions on these three key funding issues and to ensure that the facts rather than perception is recorded.

Background

4. Local authorities are required to consider all schools equally within decisions on school funding, they are not able to differentiate between maintained schools and academies but may differentiate between primary and secondary school phases. Currently school funding decisions taken by Leicestershire County Council impact upon maintained schools, academies and Studio Schools.
5. Funding regulations are different for special schools and units whose funding structure is no longer through the operation of a local authority funding formula but a system of commissioned places and top-up funding. Decisions taken on the local authority funding formula does not therefore affect special schools.
6. Local authorities are required to adhere to the School and Early Years Finance (England) Regulations in all aspects of school funding and also to the operational guidance issued by the Education Funding agency (EFA) both of which are issued on an annual basis.
7. With the restriction of the regulation it is not possible for local authorities to reflect the funding requirements of every school, has a limited number of factors it is able to use within the formula based on Education funding Agency (EFA) data and is required to come to decisions based on the overall position for all Leicestershire maintained schools, academies and studio schools. It is not possible to achieve decisions that will reflect the circumstances of each individual school nor would it be appropriate to do so given the governing bodies ability to affect the cost base of every school though local decision making.
8. There have been, and continue to be, a number of discussions across the local authority, schools and the EFA that have been often based on a failure to set out the full facts and processes.
9. This has included a recent joint letter from Leicestershire Secondary Heads, Leicestershire Primary Heads and Leicestershire Special School Heads, all of which are represented and active in the Schools Forum, to Leicestershire MP's and a subsequent letter from Leicestershire MP's to the Leader of Leicestershire County Council.
10. This report sets out the facts behind the decisions including constraints and the process behind them including the involvement of school representatives. It will also set out the financial position of the High Needs Block since its inception in 2013 which is a further area where mis-information is widely being communicated.

Allocation of Additional £20.5m in 2015/16

11. The allocation methodology was determined by a set of principles supported by Schools Forum and the School Funding Task and Finish Group which were challenged and reconfirmed throughout an open process. Data to inform the methodology was from the publication of all LA formula factors and values for 2014/15. Comparison was with statistical neighbours.
12. The Task and Finish Group challenged the local authority proposals and affirmed agreement with the principles at each of three meetings, i.e.:
 - To address two key areas where the analysis of the Leicestershire school funding formula provided less funding than in similar authorities, namely primary basic entitlement and prior attainment
 - That all education providers across Leicestershire were affected by low funding and should receive an increase in funding.
 - That the formula should not contain any additional factors from those used in 2014/15

Over three meeting attendance was 56% secondary and 36% primary

13. The additional funding delivered overall;
 - AWPU increases of 7% for primary, 1.5% for secondary
 - Low prior attainment increase of 100%
 - Further overall AWPU increase of 1.5% for both primary and secondary
 - Raised the ceiling on formula gains to 15% and reduced the number of schools receiving funding at the Minimum Funding guarantee (MFG)
 - Overall the average per pupil funding increases were 7.9% for primary and 3.6% secondary
14. Consultation on the proposals received 13 responses, 7 primary, 6 secondary. Of the secondary responses 2 were generally supportive, 4 not supportive. However following verbal concerns from secondary schools, which weren't represented in the consultation responses, the local authority put an alternative proposal to the Schools Forum which proposed to target the overall AWPU increase to secondary's which would have raised the increase from 1.5% to 2.75%. Schools Forum rejected the proposal.
15. The decision on the 2015/16 formula was taken by Cabinet in October 2014.

Funding Age Range Changes

16. The local authority has, and continues to, consistently state that it has no funding to support age range changes. The first group of academies undertaking age range changes did so with the knowledge of the 1 year lag in funding.
17. EFA granted revenue support for the first group of age range academies and then changed the operational guidance on school funding to state that unless local authorities varied pupil numbers for affected schools then the EFA would remove funding from the DSG to ensure an appropriate level of funding for expanding schools.
18. The local authority worked with schools and the EFA to establish a system whereby;
 - Expanding schools being funded for estimated September pupils

- Protection of 80% for falls in pupil numbers in the first year of change, funded from headroom in the overall DSG settlement (The Leicestershire school funding formula includes £2.5m remains for this purpose)

No school has ever been, nor ever will be, funded for 100% of its number on roll and this remains the position for schools undertaking age range changes.

19. The local authority sought and has received annual approval from the Secretary of State for a scheme to vary pupil numbers based on estimated pupil numbers from initial and unverified admissions data as required by the Schools and Early Years Finance (England) Regulations.
20. The scheme serves purely to redistribute funding for the September pupil movement and not provide funding for any increase in admission numbers. Schools in general do not receive funding for growth in pupils after the October census date. It is not appropriate, equitable, nor affordable to fund schools for increases in admission numbers aligned or as a result of age range changes. Funding schools for growth in pupil numbers can only be undertaken in accordance with the local authorities policy on funding growth, approved by the Schools Forum at its meeting in January. This policy specifically excluded age range change schools.

2016/17 1% AWPU Reduction

21. The financial risk of moving to a system of needs led top-up funding for high needs was recognised in 2013/14 when the current system was introduced. Leicestershire was required to withdraw SEN funding from delegation to the value of needed top-up at that point, it was set out within local consultations that if the cost of top-up funding increased then a further reduction in delegation would be necessary.
22. In the delegated system schools met costs from budgets based only on SEN proxy indicators, the new system moved additional payments to a hard cost measure where if the cost of additional support was in excess of £6,000 this would be fully funded by the local authority. The cost of top up funding has increased by 32% since 2013/14, the number of the pupils receiving it has decreased by 1%
23. 2015/16 is the first year under the new system the high needs block has overspent. For 2013/14 and 2014/15 underspends were £2.8m and £1.4m respectively and an overspend of £3.4m in 2015/16. The 2015/16 high needs overspend increases to £4.4m largely as a result of the local authority being required to fund places whilst not receiving funding within DSG for them.
24. High needs costs have increased by £7.6m between 2015/16 and the 2016/17 estimate, these increased costs are across all services and in maintained schools and academies, special schools, independent schools and also in SEN support services. Schools have significant influence over demand for these services
25. The local authority closed the funding gap by a) allocation of headroom, b) savings targets set for SEN services and c) a 1% reduction in AWPU together with cost reductions within special school budgets. This approach reflects the shared responsibility that schools and the local authority have in reducing demand and costs.

26. The 2015/16 overspend, together with any subsequent overspend in 2016/17, will be funded from the DSG reserve. This reserve has been generated from previous underspends in the high needs and early years blocks.
27. As discussed previously at Schools Forum 1% overall AWPU decrease was chosen because;
 - AWPU is the only universal funding stream in schools and is moderated by the minimum funding guarantee
 - An AWPU reduction and a LA savings target recognises the shared responsibility to reduce costs in both schools and the LA, both of which have an influence on the budget requirement
28. The time constraints as a result of the requirement to submit the 2016/17 formula in accordance with the EFA's 22 January deadline were discussed at Schools Forum on 14 January, the issues resulting in the overspend were presented to Schools Forum in September 2015.
29. The local authority has given an undertaking that this would be reviewed for 2017/18 in the light of the introduction of the national funding formula and any constraints and opportunities.
30. 2017/18 school funding is expected to be largely based on pupil characteristics in individual schools and attached to nationally set formula values by the EFA and moderated by a nationally set MFG. The expectation is that the level of 2016/17 school funding will only be enacted for moderating and loses and gains from the introduction of the national funding formula.

Resource Implications

31. Resource implications are considered throughout this report. Local authorities have a fixed pot of funding within the DSG to meet school, high needs and early years financial commitments commitments. The County Council is not in a position to provide any additional funding to supplement DSG funded services.
32. With no future possibility of balancing school and high needs funding blocks it will be necessary to adjust service levels to meet growing service demand

Equal Opportunity Issues

33. None arising directly from this report.

Background Papers

Schools Forum Report 22 February 2016 – 2016/17 Schools Budget
<http://cexmodgov1/ieListDocuments.aspx?CId=1018&MId=4457&Ver=4>

Schools Forum Report 14 January 2016 – School Funding 2016/17
<http://cexmodgov1/ieListDocuments.aspx?CId=1018&MId=4562&Ver=4>

Schools Forum Report 21 September 2015 – SEN Overspend
[http://cexmodgov1/Published/C00001018/M00004358/AI00045289/\\$FinalschoolforumpaperHNoverspend.docA.ps.pdf](http://cexmodgov1/Published/C00001018/M00004358/AI00045289/$FinalschoolforumpaperHNoverspend.docA.ps.pdf)

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SCHOOLS FORUM

School Funding Update

21 June 2016

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	X
Local Authority	X	Post 16	
		High Needs	

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

Purpose of the Report

1. This report sets out;
 - The outcome of the financial survey undertaken with primary schools and academies
 - Sets out the current situation for funding age range changes
 - Provides an update on 2017/18 school funding

Recommendations

2. That Schools Forum notes the content of this report
3. That Schools Forum notes and supports the local authorities preferred option for the 2017/18 school funding formula (paragraph 8) subject to the expected phase 2 consultation on school funding 2017/18

Background

4. A financial survey was undertaken across secondary academies in the autumn term and reported to Schools Forum on 14 January. At the request of primary headteachers a further survey was undertaken across maintained primary schools and academies. This report presents the findings of that survey and any high level conclusions that may be drawn from it.
5. The Phase 1 consultation on 2017/18 school funding concluded in April and a Phase 2 consultation is expected. At the time of writing the Department for Education (DfE) have not issued any consultation outcome or any time line for the issue of Phase 2 which is expected will provide exemplifications of the impact of the new system for both local authorities and individual schools. An update will be tabled at the meeting should that be received prior to the meeting.
6. Previous analysis of the Leicestershire school funding formula has been undertaken using the funding factors and values used by every local authority from data published by the EFA and whilst this only gives a snapshot of relative funding positions does allow benchmarking. The EFA have not issued this data for 2016/17 school funding formulae.
7. Whilst baselines for the 2017/18 schools and high needs funding settlements have been taken by the Education Funding Agency (EFA) from levels of 2016/17 expenditure it is expected that this will be used as the baseline for both the Minimum Funding Guarantee (MFG) and any ceiling on gains. The expectation for the pupil driven element of the formula is that it will be to be based on nationally set values for the formula factors and pupil characteristics as recorded on the October 2016 school census and not be based on actual 2016/17 school funding.
8. Without these two crucial elements of information any review of the formula would be of exceptionally limited value, the review must link into the national funding formula implementation to reduce turbulence in school funding as much as practically possible. Should the Phase 2 consultation confirm the expectation of the national formula the local authority has three options for the two years of the 'soft' national formula;
 - a) Implement a new formula taking account of the comments currently being made by schools. Any movement this way could result in something out of line with the national formula and could result in turbulence for 2017/18, possibly increasing the cost of the MFG and again in 2019/20 when the DfE implement the hard formula.
 - b) Maintain the current formula and make funding adjustments within it i.e. rebalance AWPU funding across key stages. The impact of this would be similar to that in a). This again would be redistribution that would be moderated by the MFG and ceiling and ultimately may not deliver any significant change.
 - c) Replicate the school level formula set out by the EFA for all schools and apply the same factors to the school level data as for 2016/17, both of which may need to be moderated by the MFG and ceiling. This is the local authorities preferred option. However this is subject to confirmation following phase 2 consultation

10. The DfE and the EFA however have consistently stated that there will be some turbulence as a result of the national funding formula and that Ministers see this as an acceptable and inevitable position. Again the phase 2 consultation is expected to exemplify what level of turbulence is acceptable, as discussed previously the speed at which the changes are implemented has a significant impact. The quicker the change, in the absence of significant additional funding, will result in more turbulence.
11. The local authority has established a working group with membership selected by LSH to consider the mechanism for funding age range changes, specifically the isolation and removal of pupil number growth. It is envisaged that this will result in a tight definition of the term 'estimate' currently used within the scheme rather than any change in its operation. It is abundantly clear that whatever the scheme in place it is not possible to find a single solution that will be acceptable to all affected schools. Further updates will be provided to Schools Forum at the appropriate time.

Primary School Financial Survey

12. 48 (21.4%) schools responded to the survey, 37 maintained and 11 academy. The full survey results are shown at Appendix 1.
13. The following table sets out schools own expectation on balances. It should be noted that there is no direct academy comparator with the revenue balances held by maintained schools and there are different accounting periods for maintained schools and academies;

	2016	2017
Expecting Decreased Revenue Balance	48%	54%
Expecting Increased Revenue Balance	23%	4%
Expecting Revenue balance to Stay the Same	29%	42%

It isn't possible to determine whether there is any difference in position between maintained and academy. 58% of schools report a revenue reserve between 1% and 10% of the budget with 5% being typical the most common reason given for its retention being to prevent future deficits. This doesn't correlate with the initial information on maintained school balances which appears to be showing increased revenue balances.

14. No schools reported having made teaching redundancies in two previous years with two reporting non-teaching staff redundancies. However when looking at the current financial year three schools reported teaching staff redundancies and two non-teaching. However looking forward 30% of schools expect to make redundancies in the next three years.
15. The main financial issues reported very the last two years were;
- Increasing staff costs
 - Planning for changes in pupil numbers
 - Lack of devolved capital funding
 - The change to IDACI
 - Delivering universal infant free meals
 - Meeting the first £6,000 for SEND children

- Extra costs associated with academies combined with a reduced Education Services Grant

When setting out the expected financial challenges over the next three years the main issues reported were;

- The effect of the national funding formula especially on small and rural schools
- The 1% AWPU reduction
- The lack of capital investment
- Increasing staff costs, particularly the increase in the minimum wage
- Removal of the Education Support Grant for academies
- Lagged funding for increases in pupil numbers

16. It is difficult to form any hard conclusions from the survey although it can be seen that primaries are not experiencing the same financial pressures as secondaries. There are possibly three key factors that either combined or in isolation may contribute to this position;
- 1) Growth in pupil numbers is currently in the primary sector but age range changes have resulted in increased surplus places in secondary schools. For secondary's, either increasing or reducing in roll, the financial cost has been significant.
 - 2) The additional funding in 2015 maybe a contributing factor, why primary schools have not invested this into provision isn't clear especially given that when a balance control mechanism was in place for maintained schools the reasons for retaining balances were largely the same.
 - 3) A lack of certainty over the level of school funding has commonly been sighted as a reason to retain larger revenue balances. However whilst there has been a lack of multi-year funding settlements there has been a consistent message that school funding is held on a flat cash basis.
17. There does however appear to be a question over effective medium to long term financial planning, for primaries in terms of using the resources available to invest at the earlier stages of a child's education and in secondary's in planning for the financial consequences of age range changes.

Resource Implications

18. There are no direct resource implications arising from this report.
19. Schools may wish to engage their business managers and their network groups to consider the mechanisms and processes for strategic financial management for the purpose of delivering a firm framework for medium to long term financial planning and also to identify the best and worst practice.
20. Past announcements by the DfE and the EFA have often referred to the introduction of a national funding formula at a time when there would be more certainty about future funding levels. The most recent announcement in the Chancellor's March budget referred to an additional £500m for its implementation, there have been

mixed messages however whether this is one off or recurrent funding and no further references to multi-year budgets.

Equal Opportunity Issues

19. There are no specific equal opportunities issues arising from this report.

Background Papers

Report to Schools Forum 14 January 2016 – Academy Funding Survey

<http://cexmodgov1/ieListDocuments.aspx?CId=1018&MId=4562&Ver=4>

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Q1 Name of School

Answered: 47 Skipped: 1

Answer Choices	Responses
	100.00% 47

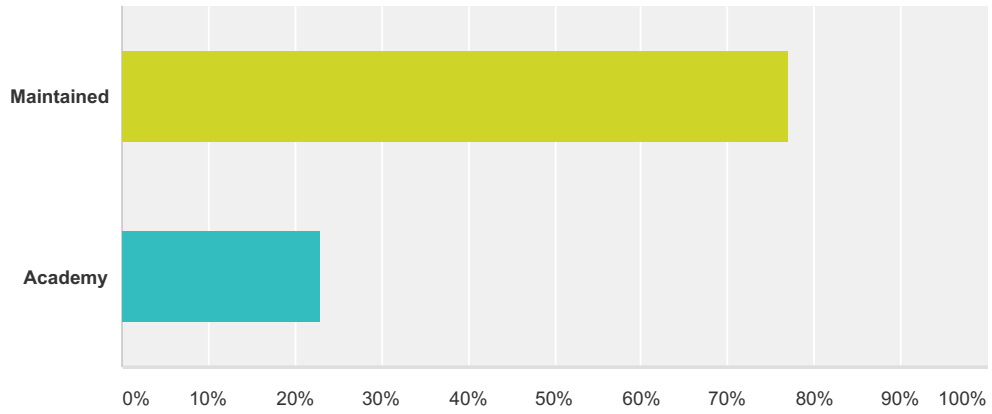
#	
1	Congerstone Primary School
2	The Pastures Primary School
3	Woodcote Primary School
4	Billesdon Primary School
5	Sharnford C E Primary School
6	Hose Church of England Primary School
7	Bottesford C E Primary
8	Hathern CE Primary
9	Highgate Primary
10	Holywell Primary School
11	Fleckney CE Primary School
12	Martinshaw Primary School
13	STATHERN PRIMARY
14	Newtown Linford Primary School
15	Ellistown Primary
16	Griffydham
17	Church Langton Primary School
18	Richmond Primary
19	The Pochin School
20	Woodland Grange Primary
21	Long Whatton CE Primary School
22	Albert Village Community Primary School
23	St Margaret's CE Primary
24	Burbage CE Infant School
25	Hugglescote Primary School
26	Somerby
27	Swinford Church of England Primary School
28	Oakthorpe Primary School
29	Oxley Primary School
30	Newcroft Primary School
31	St Francis Catholic Primary School
32	Lubenham All Saints CE Primary
33	Scalford CE Primary School
34	ASFORDBY HILL PRIMARY SCHOOL
35	Snarestone C of E (A) Primary School
36	Red hill field primary School

30
Primary School Financial Survey

37	Hallbrook Primary School
38	Langmoor Primary School
39	Thurlaston CE (Aided) Primary School
40	Houghton on the Hill CE Primary School
41	New Swannington Primary School
42	Kegworth Primary School
43	Croft C of E Primary
44	Ridgeway Primary Academy
45	Primary
46	Tugby Primary School
47	Whitwick St John the Baptist CE Primary School

Q2 Is your school maintained or an academy?

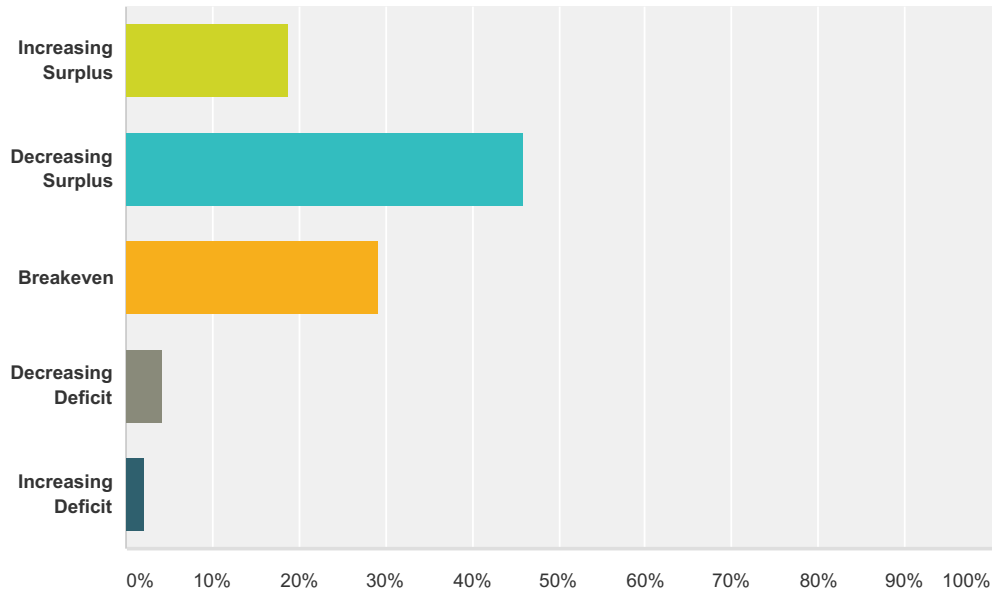
Answered: 48 Skipped: 0



Answer Choices	Responses
Maintained	77.08% 37
Academy	22.92% 11
Total	48

Q3 What is your expected financial position for the 2015/16 financial Year compared to the previous financial year?

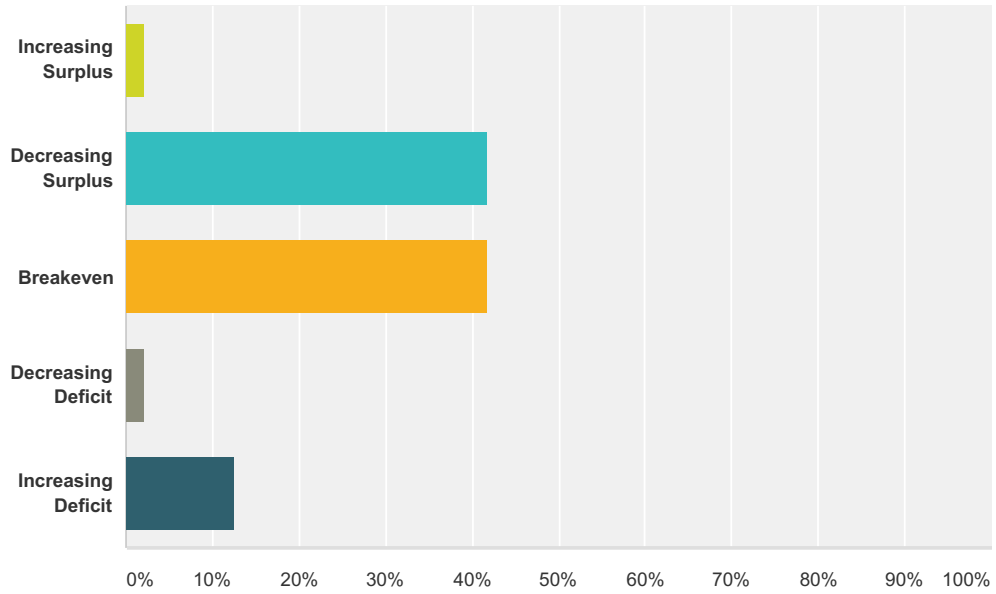
Answered: 48 Skipped: 0



Answer Choices	Responses	Count
Increasing Surplus	18.75%	9
Decreasing Surplus	45.83%	22
Breakeven	29.17%	14
Decreasing Deficit	4.17%	2
Increasing Deficit	2.08%	1
Total		48

Q4 What do you project your 2016/17 financial position to be?

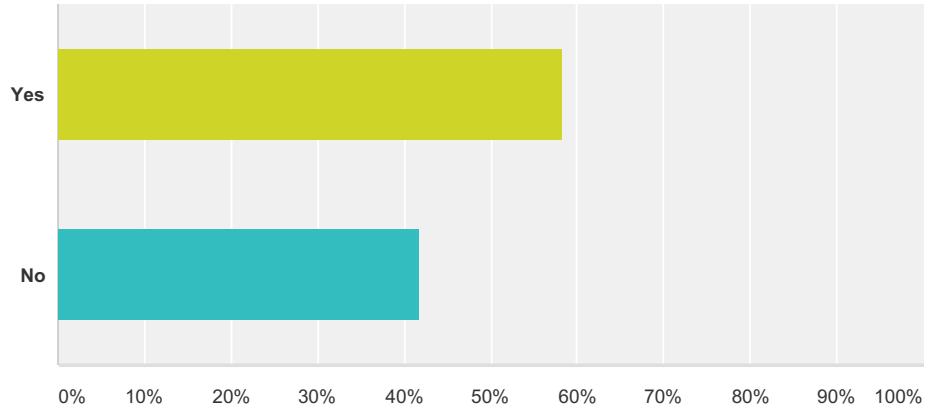
Answered: 48 Skipped: 0



Answer Choices	Responses	Count
Increasing Surplus	2.08%	1
Decreasing Surplus	41.67%	20
Breakeven	41.67%	20
Decreasing Deficit	2.08%	1
Increasing Deficit	12.50%	6
Total		48

Q5 Does your school have revenue reserves?

Answered: 48 Skipped: 0



Answer Choices	Responses	
Yes	58.33%	28
No	41.67%	20
Total		48

Q6 If you have revenue reserves please give your reasons for holding them.

Answered: 48 Skipped: 0

#	Responses	Date
1	dwindling budget to sustain school as it is	
2	So that we can survive the next 5 years without going into deficit! Building Maintenance, Projects, ever changing curriculum and material and training costs to support. Increasing costs for services and staffing costs re NI & Pension increases. Not likely to have any reserves in 5 years time according to planning sheet and that is only if we don't have any costly emergency between now and then.	
3	To prevent us from going in to deficit in the 2016/17 financial year. Our budget has been cut significantly this year (just under £80,000).	
4	To support a decline in pupil numbers.	
5	N/A	
6	The school is expected to have an extension built in the near future and funding is being held to develop the school site once the work has been finished.	
7	To support forecasted deficit	
8	Rapidly expanding school, increased numbers and pan increase from 15 to 30 next year. Additional resourcing, staffing and accommodation needs for 2016/17 and 2017/18	
9	As we are expanding through a building programme, as the building will not be completed to be able to provide places I will need to employ additional teachers to team teach.	
10	Building works	
11	Planned expenditure - staffing and infrastructure	
12	We have had four new classrooms built and our PAN has gone up to 45 requiring an additional EYFS teacher from September. Our revenue reserves will pay for this from September - March.	
13	TO PREVENT GOINT INTO DEFICIT DUE TO FORECASTS	
14	To cover projected in year deficit until no on roll covers staffing (extra teacher) 1.9.15	
15	When we had a new head teacher three years ago it eased our budget has her salary was very large at the same time we had staff changes and recruited new and newly qualified teachers. We have managed our budget carefully and with kept below a 10% carry forward.	
16	capital project	
17	N/A	
18	None	
19	Contingency	
20	To provide for unexpected illness for uninsured staff (e.g. LSAs) and to begin to build a fund that will support building improvements	
21	None	
22	N/A	
23	we haven't any	
24	Planned revenue return Surplus has increased this year only because school has undertaken a 9 month executive headship to support another school, and the income has exceeded the cost of the backfill.	
25	Has them currently but will all be lost due to changing of IDACI losing us £75000	
26	N/A	
27	N/A	
28	Originally we had planned to add a building for afterschool provision. this can't happen as we need the carry forward to top up our budget position. We also know we have children coming and with us for EHCPs and top up funding is really slow. We have been funding additional staffing for an autistic boy since he arrived in reception and we still have to do this now.	

36 Primary School Financial Survey

29	None
30	Not applicable
31	0
32	expected falling pupil numbers over next 12 months due to large outgoing year 6 cohort
33	Proposed expansion project to increase the space in school.
34	CONTINGENCY FUND
35	If any major building works - we have to pay 10% as we are an Aided School under the Diocese.
36	For emergency work As a buffer for falling numbers and increasing costs
37	N/A
38	N/A
39	We run a tight budget but do need an amount of money in contingency. We budget to hold about £20K at initial budget.
40	Capital funding due to delay on decisions and additional funding for projects from County
41	DFC Funds held as current level of approximately £5000 per year is too small to tackle the jobs that need to be done. School therefore has to save over a period of time.
42	none
43	To help finance the cost of adding a Year 6 to our school in 17/18
44	N/a
45	None
46	N/a
47	No
48	N/A

Q7 Do you plan to maintain a revenue reserve, if so how much is this as a % of your budget?

Answered: 39 Skipped: 9

#	Responses
1	Would like to keep 10-15% of budget if possible
2	No, the revenue reserve is preventing us from entering a deficit in 2016/17, where we will be able to breakeven.
3	Yes, if possible. 6%
4	N/A
5	Yes how much depends on the building work.
6	For 2016/17 - 6% approx
7	Around 10%
8	4.2%
9	5%
10	Revenue reserve is expected to increasingly diminish. Into 17/18 predicted to be at 5% of budget.
11	It is unlikely we will have a revenue reserve in 16/17
12	15/16 C/F IS 20.83 % 16/17 C/F 16.62% 17/18 C/F 9.84%
13	3.5%
14	This year I have estimated a carry forward of approx. 75K. However even with this carry forward we need to make staff cuts to ensure that we do not have to set a deficit budget this year. This is due to staff progression and pay rises. We are worried about 17/18 as we currently cannot see our way out of setting a deficit budget.
15	N/A
16	No
17	2%
18	4%
19	No plans at present - need all our budget to meet current provision costs.
20	N/A
21	Yes. 5%. Always plan for at least 4%
22	The revenue reserve will go in the next 2 years. We also need to look at staffing changes to massively reduce our over budget position.
23	N/A
24	No
25	reserves policy states ideal reserves of £20,000, approx 5%
26	We will carry forward our reserve into 2016/17 but plan to use it during 16/17 financial year.
27	7%
28	2%
29	5%
30	No
31	No
32	We have not finalised our budget yet as we are not sure of the income. However the governors tend to like about 5%.
33	It will be decreasing
34	Small revenue reserve, TBD.

38
Primary School Financial Survey

35	n/a	
36	Yes about 5%	
37	No	
38	Would like to if possible approx 1% - 2%	
39	No, we need to spend our budget on essential teaching and learning including support for an increasing proportion of SEN pupils who are coming to this rural school	

Q8 Have you undertaken redundancies in the last two financial years? If so please indicate the number of FTE for teaching / non teaching staff.

Answered: 30 Skipped: 18

Answer Choices	Responses	
Teaching (2013/14)	93.33%	28
Non-teaching (2013/14)	93.33%	28
Teaching (2014/15)	90.00%	27
Non-teaching (2014/15)	93.33%	28

#	Teaching (2013/14)
1	0
2	no
3	0
4	N/A
5	No
6	no
7	No
8	X
9	-
10	0
11	0
12	No
13	No
14	No
15	No
16	No
17	0
18	0
19	No
20	0
21	n/a
22	No
23	0
24	No
25	0
26	0
27	No
28	0
#	Non-teaching (2013/14)
1	0

40 Primary School Financial Survey

2	no
3	0
4	N/A
5	No
6	no
7	2
8	No
9	X
10	-
11	0
12	0
13	No
14	No
15	No
16	No
17	No
18	0
19	0
20	No
21	0
22	n/a
23	No
24	0
25	No
26	0
27	No
28	0
#	Teaching (2014/15)
1	0
2	no
3	0
4	N/A
5	No
6	no
7	No
8	X
9	-
10	0
11	0
12	No
13	No
14	No
15	No
16	No

41
Primary School Financial Survey

17	0
18	0
19	No
20	0
21	n/a
22	No
23	0
24	No
25	0
26	No
27	0
#	Non-teaching (2014/15)
1	0
2	no
3	0
4	N/A
5	No
6	no
7	No
8	X
9	-
10	0
11	0
12	No
13	1
14	No
15	No
16	NO
17	No
18	0
19	0
20	No
21	0
22	n/a
23	No
24	0
25	No
26	0
27	No
28	0

Q9 Have you undertaken redundancies in the current financial year (2015/16)? If so please indicate the number of FTE for teaching / non-teaching staff.

Answered: 29 Skipped: 19

Answer Choices	Responses
Teaching	100.00% 29
Non-teaching	96.55% 28

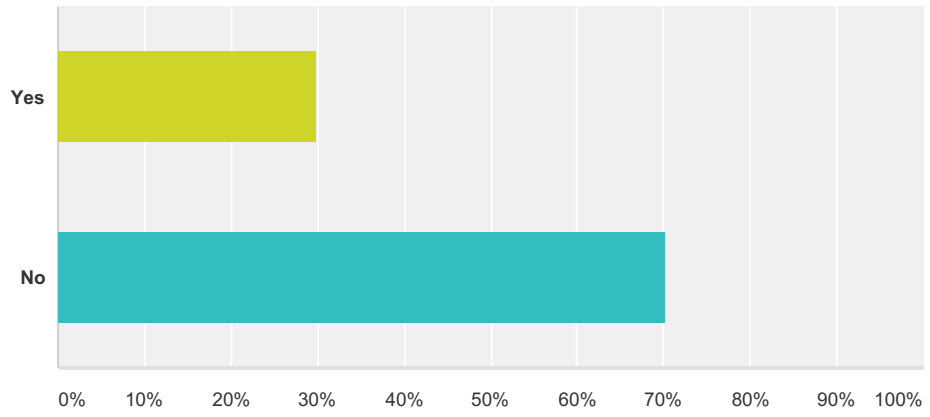
#	Teaching
1	0
2	no
3	0
4	N/A
5	No
6	no
7	No
8	1teacher
9	NO
10	-
11	0
12	No
13	No
14	No
15	NO
16	No
17	0
18	0
19	No
20	0
21	n/a
22	-1.0
23	No
24	0
25	No
26	0
27	1
28	No
29	0
#	Non-teaching
1	0
2	no

43
Primary School Financial Survey

3	0
4	N/A
5	No
6	no
7	No
8	NO
9	-
10	0
11	No
12	NO
13	No
14	NO
15	No
16	0
17	0
18	No
19	0
20	n/a
21	-2.8655
22	No
23	0
24	No
25	0
26	1
27	No
28	0

Q10 Do you expect to undertake redundancies in the next three financial years?

Answered: 47 Skipped: 1



Answer Choices	Responses	
Yes	29.79%	14
No	70.21%	33
Total		47

Q11 Please describe the financial challenges and issues that have affected your financial position in the past two financial years. Please state the financial impact of each issue where possible.

Answered: 41 Skipped: 7

#	Responses
1	rural location - difficulty in broadband provision (12K now reduced to 8K) big % -finding cleaners/mid day supervisors - have to pay over the going rate- contract cleaning increased costs -low pupil premium, SEN attainment % top ups- feel penalized all round - reaching a tipping point -very high % of staffing from the budget hard to make collective savings in school our size increased pension and contributions costs from a dwindling budget wide spread out catchment
2	Since converting to Academy the cost of services has increased significantly especially accountants costs. The children could have £10,000 worth of additional resources if we didn't have to pay that one bill alone. It was better when the LA dealt with it all.
3	2015/6 we had £40,000 cut from our budget. We were expecting to lose more during the next financial year and so saved a large carry forward in preparation. We had previously saved to replace old, single glazed windows as our energy bills are escalating, however this is now on hold. Maternity leave and staff returning part-time has had an impact on our budget. Recruitment difficulties has meant that 2 maternity covers have come from agencies meaning a large financial impact (£5000 cost to allow us to take on one teacher, whilst the other is being paid through the agency for 1.5 terms). Paying for services, which were previously provided, has had an impact on the budget, i.e. Educational Psychologist assessments.
4	No issues.
5	Change of funding to numbers on role plus reduced numbers. £40,000 reduction in 2013/14
6	Uncertainty regarding planning consent for school building and getting a decision from the LA regarding when/if an extension will be built.
7	Decreasing ESG; decreased insurance payment per pupil; increasing costs; Impact is facing future deficit - and overall last two years increasing costs not balanced with decreasing income.
8	Increasing number on roll requiring additional teaching and support staff. One teacher plus support equates to around £50k. As a school we have had to increase the number of classes from 4 to 5 to 6. This has reflected the growth in pupil numbers but funding is at a lag and of course, reducing. Pupils requiring additional learning support (emotional and behaviour issues) have been a draw on resources. Pupils requiring 1-2-1 support in order to avoid permanent exclusion have increased with support from outside agencies diminishing. Funding for support has been met through the school budget. School meals - as a small village primary, we have meals shipped in from another local primary through the LA. We pay transport costs as well as a contribution to staffing meaning we have to subsidise school meals. Approximately £6500 cost to the school per year.
9	I am new to the school as a head. Prior to 2014 I know the budget was close to deficit.
10	Staffing costs due to increase in pay and employer NI costs
11	Increased cost to staffing - due to increase to FTE to cover supply/ release time (£30k) and more support for children with SEN coming to the school both on entry and transfer due to our Ofsted status. (£15k over and above high needs funding and notional SEN) Ageing building - some repairs aren't eligible for buyback scheme - end of life mobile classrooms. (£5k)
12	Lack of movement within staff, resulting in lots of highly paid staff who stay, often due to fear of moving up to higher positions in the current educational climate
13	Number on roll increasing but staffing(teacher) needed to be employed in previous budget
14	Staff progression and pay increases. Income per pupil as not increased and this year has done down.
15	Rising staffing costs and contributions increased number of services we now have to buy Increase in cost of resources

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16	* Finding the first £6000 for around 15 high needs funded SEND children for the last 3 years - resulted in a deficit budget for 2 years and impacted on the resources available to all pupils in the school *Additional children starting school after the census date - so not funded until a year later; insufficient funds for the year that they start impacting on quality of education *Impact of increased National Insurance contributions and the Living Wage - potential deficit budget and redundancies *Paying for drains to be unblocked due to inadequate drainage system *Due to a deficit budget not able to appoint or release senior staff resulting in Ofsted stating Head teacher not sufficiently supported by the SLT and as a consequence standards were negatively impacted on *6 Maternity covers to provide during 15/16 impacting on budget despite insurance *Long Term sickness of teacher and support staff that needed to be covered impacting on budget	
17	Dramatically reduced capital funding has led us to use our revenue budget and school raised money to fund, for example, the creation of a Pre School. Our reserves would be higher but for this. We have not been able to carry out refurbishments to much needed areas of the school (e.g. staff and pupil toilets) due to a lack of capital funds/remaining revenue funds	
18	Devolved capital is almost non-existent for us. We have £4600 per year to maintain a Victorian building and to finance ICT hardware. This is impossible. We used to get over £18,000. The school looks shabby in places and we are having to do the work ourselves and ask parents to help. In terms of the rest of the budget we have just about managed, but there has been underinvestment in updating and maintaining classroom/curriculum resources at a time when we need to be addressing a more demanding curriculum. We spend every penny on the children with no opportunity to build in any reserves.	
19	Moving from 6 to 7 classrooms a year earlier than expected. Additional costs for 1-1 support for EHCP / Statements. A number of maternities over the last four years.	
20	rising cost of staffing a very experienced/outstanding staff rising NI and Superannuation living wage	
21	- Uncertainty over real cost of universal FSM. As an infant school this has a large impact. -Oversubscription. Class sizes regularly exceed our PAN of 30, and Infant Class Size legislation means this incurs additional costs. Final class sizes are often only known very late, making planning impossible. -Increase in number of children with EHCP etc, and the need to pay first 6K - We have always managed to maintain our planned reserves, but this is only as a result of very careful planning and monitoring, and this is becoming increasingly challenging. - Last year the school had a number of long term staff absences that were very costly	
22	Having a reduction in budget of almost £90000 due to changes to IDACI funding and lower pupil numbers.	
23	We need additional leadership capacity for more support work and to retain good staff. Additional costs for SEND support as detailed above means higher staffing costs and other plans for grounds/renovations have had to change as we simply can't afford to do what we had planned.	
24	Rising costs of salaries has meant we have not been able to create an additional class to alleviate current pressures on class sizes. A plan to create an additional KS2 class for the 2015-16 academic year had to be scrapped at the last minute as it became increasingly apparent that it was unaffordable. Budgets for furniture, school maintenance, resources, have had to be pared back to a minimum and expenditure monitored very carefully. This means we are having to manage with poor quality furniture, decor which impacts negatively on the learning environment.	
25	We always have to farm out the services of the Head teacher and for the Head teacher to teach, thus saving or bringing in an additional £30,000 each year; merely to break even. This can't be right for a school of 240 children. Redundancies are treated as a very last resort and are avoided at all costs. We also have to rely on natural wastage to save up to £15,000 per year. One of the biggest problems is the popularity of the school which is attracting far more in year starters, for which we have to wait for up to 18 months. We have a significant number of extra children who require 1:1 support and this costs us £6,000 each time (that's another £18,000). We have a member of staff who has had a significant amount of time off school (with operations and subsequent cancer) and the outrageous insurance rules mean that, in effect, we end up paying for the entire absence. Insurers lump additional premiums after absence such that they accept no risk at all. It's appalling. All in all, we're up to £100,000 short of funding in order for us to do the job without the Head (and others) being forced to do two or more jobs (and working 80 or more hours per week)	
26	Increasing costs versus decreasing budget	
27	Headteacher recruitment - very costly, three rounds of recruitment before appointment. High costs for a small school of services such as accountants, HR, software licences; although charges may be scaled they are often not aligned with actual pupil numbers.	
28	Our financial position remains stable - we are a small popular school with good healthy pupil numbers. We budget extremely carefully and are good at looking at value for money and 'making ends meet' - this includes staffing and moving staff around to get the best out of our most precious resource, the staff. We have had a few changes of staff in the last 2 years which has meant a reduction in salaries e.g. employing NQT in place of a UPS teacher and have not replaced all of the retired support staff hours, which has again made savings.	
29	INCREASING PUPIL NUMBERS ON ROLL AND MAINTAINING APPROPRIATE STAFFING LEVELS VERSUS BUDGET	

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30	Teachers on upper pay scale who are 'not moving on'. Costs increasing. As new curriculum changes, had to update and purchase tracking systems, new scheme of works etc.	
31	Increasing costs with no corresponding increase in revenue budgets.	
32	Reduction in pupil numbers. Reduced funding from Local Authority.	
33	We have had to use nearly £100K to replace our mobile classroom, and this is with CIF funding aswell.	
34	UIFSM - break even or very slight surplus mainly due to transitional funding. High needs child with no extra funding -cost £10k. -seeking to put in place paperwork to receive some funding.	
35	Swimming pool	
36	Lack of security and advance knowledge of levels of funding. Increased employer costs. Loss of funded services such as Ed Psych. Insufficient capital money - school building in poor state of repair. Increased need for SEN support for complex cases putting strain on support staff budget.	
37	Wear and tear on the school, without the funds to rectify. Increase. Eg. Our school library	
38	Poor financial management and overuse of supply by previous head has left the school in a vulnerable financial position. Having to finance these mistakes and the pay-off for said Headteacher meant that the school was heading into deficit budget by September. The previous head has signed contracts that we cannot get out of and that will impact for the next 2 years. The staff are mainly on UPS and therefore expensive to maintain.	
39	The reduction of our Education Support Grant being halved. Cost increases but no increase in our funding.	
40	Staff costs are rising as more quality intervention is needed for children, particularly those with SEND and vulnerable children. More and more we are purchasing services from private practitioners such as speech therapy and counselling to ensure children can get the best start in life. Costs on maintaining the building are a constant pressure.	
41	In order to get back to having four classes in a small village school we have needed to maintain momentum in improvements which has resulted in a continued increase in NOR to make this financially possible. The lump sum from the LA has ensured that the school and rural community is supported. Thank you.	

Q12 Please describe the financial challenges and issues that you feel will affect your financial position over the next three - five years. Please state the financial impact of each issue where possible.

Answered: 43 Skipped: 5

#	Responses	
1	will fair funding formula penalise us again for being rural, small, achieving inline with expectations. additional funding from F40 was vital. we are eating into our surplus each year - how long can we do this?	
2	Staffing Costs, Services costs If we have to start thinking about making redundancies then that cost too. Not to mention the impact that less staff would have on the pupils achievements and the staff welfare. Maybe to the extent of staff going off sick due to stress and the cost to cover the absence.	
3	With current staffing and expenditure, our projected 5 year BIF is £813,000 in deficit by 2020/21. We will need to make redundancies next year to reduce this projected deficit which will begin in 2017/18. Teachers returning from maternity leave in the next academic year (three) are requesting part-time hours. With on-costs, and taking into account PPA, this means that the cost for staffing will increase.	
4	Staff salaries - stable staff on UPS and fall in numbers on roll. Threat of academy conversion and costs incurred.	
5	MAINTAINING NUMBERS OF PUPILS IN A SMALL VILLAGE	
6	Conversion to academy status - costs for increased administrative support and supply costs to cover for teaching head.	
7	Increased costs - especially salary (pension/NI contributions) Further decreases in ESG , 1% cut from AWPU; unusual small intake in 2015	
8	Reducing budget (1% this year) Additional staffing requirement reflecting increasing pupil numbers Anticipated increase in traded services for SEND support Increasing employer costs - rising NI contributions, living wage, increased school meal costs	
9	Increases in minimum wage. Rising costs of paying for sharing responsibilities amongst more senior staff.	
10	Reducing budget SEND expenditure	
11	More SEN provision over and above HN funding and notional SEN. Increased oncosts for all staff. Impact of living wage. Building and repair costs, increased costs to LA support services, ICT infrastructure needs major injection after minimum spend over past two years.	
12	As numbers increase each year it will be a challenge to budget as pupil income from increased numbers is always received after the event.	
13	Any reduction in pupil premium - loss/redundancy of support staff. Any reduction in PE Premium/sports grant	
14	Falling budget/rising costs.	
15	If we maintain our current staff and pupil levels we will be unable to recover from setting a deficit budget if the rate per pupil does not increase.	
16	As above + School to school support - this results in staff being out of school, often being replaced with Supply Deterioration of an old building	
17	*SEND and High Needs funding will continue to impact on the budget unless additional funding made available *Main Stream schools having to accommodate children with exceptionally high needs because of lack of places in 'special schools' *Increase in oncosts - NI and Living Wage *Cut in public services funding, including education and social care, that will lead to staffing cuts and impact on standards *Recruitment challenges that result in needing to pay more to recruit and retain the best quality teachers *Needing to fund additional staff when asked to take over PAN in EYFS due to insufficient places in Hinckley - no additional funding provided for going over PAN	
18	As salaries take up the majority of our budgets, and assuming that salary differentials will be reviewed once the living wage increases are in force, this would have a big impact on budgets over the next few years. Increased LGPS pension costs	
19	Complete inability to develop our buildings and refurbish older areas. Age range change will bring greater revenue funding but support from the LA is unlikely to provide the two classrooms we need. If just one classroom is provided in 2017, school will have a distinct lack of space to effectively deliver the curriculum.	

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20	Things should improve for us despite any cuts as numbers are increasing (New Year 6) but we have already taken on staff to meet these needs. The extra children will generate disposable income for us.
21	Increased staffing costs. Maintenance - decoration costs. Reduced budgets - losing an additional 1% 2016/17
22	budgets staying stagnant will affect all of the above!
23	- Reduction in AWPU in an already restricted budget - Additional costs associated with academy conversion and the need to increase capacity particularly for admin team. - The as yet unknown impact of the implementation of the Living Wage
24	Staffing costs. Need to make changes in some way to reduce budget by £60000 so we don't rely on the carry forward which is in effect propping us up. The additional 1% has come as a massive shock - we knew the budget would be lower but we didn't expect it to be as bad as it is. We wanted to have more leadership capacity to undertake all the work that we do with other schools but not sure we can continue this to the extent we would like to. Changes are possible without any redundancies. Oue pupil premium funding has massively reduced as well this has added to the increasing deficit and a direct result of UIFSM we feel. Part of the leadership capacity was linked to leading this area which again will need to change in light of todays budget release.
25	Age-range change: whilst the LA says it will fund the capital expenditure to create additional classroom space, we need to find money to pay for the furniture, IT and staffing. The additional pupils will not bring in enough additional revenue to cover these costs. We will probably have to reduce the number of learning support staff, either through redundancy or by not replacing staff who leave. Increasing salary costs from living wage - this will be borne by the school's budget, resulting in reduction in numbers and working hours of support staff.
26	I can only see this getting worse unless somebody comes to see all of the above in action. It would be great for Jenny or someone else to contact us about this.
27	Increasing costs with a smaller budget means that we will struggle to maintain staff at its current level.
28	Victorian building needs investment, but difficult to secure funding from EFA. To bring up to date for education today, needs investment of at least £100K. Increasing cost of staffing (NICs/pensions), plus reduction in budget due to cut of ESG. Small school of under 100 pupils - relatively small changes in numbers have massive proportional impact in funding.
29	The biggest impact that will affect our financial position is the intake of a looked after child from out of catchment who has special needs. There appears to be little funding available to help support the hours required to support. As our staff gain more experience and their salaries increase, this will also have a big impact on our reducing budgets which will make decisions difficult in how we are able to more school forward.
30	INCREASING PUPIL NUMBERS ON ROLL AND MAINTAINING APPROPRIATE STAFFING LEVELS VERSUS BUDGET
31	Staffing costs - our biggest outlay Increase in costs generally
32	Further reduction in pupil numbers. Proposed reduction in AWPU's by 1%.
33	Year 6 Coming Back to Primary - Additional Staffing and refurbishment to accommodate.
34	Implementation of Living Wage particularly if differentials are maintained. (This could amount to an increase of 20% of the Support Staff budget.) Higher costs but static funding. Costs of becoming an academy. Replacement of secretary (possibly retiring) with School Business Manager. Meal provision - Large amount of our budget but not our core business- Fixed costs include transport and amount to £10K (more than we spend on curriculum resources, consumables, assessment and library in total).
35	Uncertainty over school-funding Continuing increasing expense of the swimming pool
36	Increasing employer costs with budget effectively shrinking. ICT equipment very outdated and sparse - high costs for replacement. Buildings require updating and refurbishing, toilets especially poor, but access to capital funding difficult or minimal. Increasing need for support staff to integrate children with complex medial and educational needs putting strain on learning support for the wider school population. Potential top-slicing of budget if school is academised. Insufficient resources for curriculum delivery and staff development opportunities - potential threat to quality of experience for pupils and less attractive to new staff. Addition of Y6 and associated costs (may be minimal if funding is available in advance).
37	tightening budgets with increasing costs. Including the increase in living wage, and cost of teachers.
38	Adding a Year 6 to school and possibly changing to an academy
39	High cost UPS staff - leaving little money for school supplies. Lack of funding - No spare money for enrichment activities. More SEN children without funding. - Children needing 1:1 support and 20 weeks minimum turnaround on receiving money to support extra adults.
40	Removal of the Education Support Grant and lack of funding from central government.
41	Increasing pupil population and finance lag in receiving funds for those pupils. Number of new housing developments in the locality with limited planning consideration to school places and infrastructure. Impact of living wage increases. Further pressures to accommodate high needs children with limited additional funding.

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42	<p>Our NOR has risen steadily from 39 in 2011 to 91 currently. The NOR for the next 5 years is forecast to be even higher. The school is therefore sustainable with four classes if the LA lump sum remains the same, ie 150 000k which is over one third of our budget. If there is a reduction in this amount then the school is likely to suffer. Thank you again to the LA for supporting this rural school and community for 175 years.</p>	
43	<p>The living wage and increased employer contributions will mean that we will have no choice but to make redundancies as otherwise there will be no funding available for the children! The number of children in school that require 1-1 support is increasing rapidly, but there is little or no funding to support schools with staffing to manage this. Therefore classes are disrupted which ultimately has a knock on affect to individual learning. It makes it very difficult for schools when we still do not have our budgets for the forthcoming year by the middle of February. There has also been no advice about how the differential of pay for support staff will be maintained. Currently the staff with responsibilities on the higher grades are now line managing staff that are continually receiving a higher % of pay increase and the gap is narrowing which is not fair. No updates or advice has been offered to schools.</p>	



SCHOOLS FORUM

High Needs Budget

21 June 2016

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 sets out the position in respect of high needs expenditure and actions that are being taken to address increasing costs

Recommendations

2. That Schools Forum note the report

Background

3. Schools Forum have been made aware of the 2015/16 overspend on the high needs budget through reports during 2015/16. Specifically reports were presented to Schools Forum on 21 September 2015, 14 January 2016 and 22 February 2016 set out the reasons for an increased budget requirement and the actions to be taken to address costs within all aspects of high needs expenditure.

4. This report sets out the transformational approach to achieving reductions in both high needs cost and volume, the actions already undertaken to reduce costs and further actions necessary to ensure expenditure remains in line with the grant allocation.
5. It should be noted that;
 - 2017/18 school funding reform proposes that local authorities will no longer be able to transfer funding from the schools block to high needs
 - The local authority is unable to provide any additional funding for high needs, all costs need to be contained within the high needs grant allocation. Should the cost of services exceed the grant allocation it will be necessary to reduce services and / or funding (including that provided to schools) for them.
6. Whilst it is also expected that the 2017/18 high needs grant will more closely reflect need rather than the historic basis of past allocations, any increased costs will need to be funded from within the grant allocation. This can only be able to be achieved by one or a combination of factors including;
 - Reducing demand for specialist services
 - Provision of early help and intervention services both at schools and local authority level
 - Setting out clear expectations of what schools should be providing through delegated budgets before being able to access specialist services. Schools and FE colleges must begin planning for a greater level of responsibility of identifying and meeting children and young people's SEND independently of the LA
 - Ensuring funding levels are proportionate to need
 - Ensuring value for money from all commissioning decisions
 - Developing lower cost local provision
 - Removal of double funding i.e. for services that provided free of charge to schools such as specialist teaching services
 - Reducing service and or funding levels to ensure that expenditure does not exceed the grant allocation
7. It is important to note that the position is based on the totality of high needs expenditure which includes placements, support for mainstream schools and other SEN related services.
8. Whilst demand for high needs services has increased in terms of top-up funding, special schools, independent school places and other high needs services, the basis for the grant remains based largely on historic costs from 2012/13. The grant however has been required to meet additional costs from a number of national changes including;
 - The impact of continued changes in funding responsibility for 16+ providers (FE colleges and ISP)
 - Increase in the participation age from 16 to 18, this is particularly costly in respect of BESD pupils who would have left school at 16 previously and are now in independent provision or FE colleges with support packages
 - increased SEND responsibilities which have changed from 2 – 19 to 0 – 25 years
 - A general increase in school population

- A national and local increase in ASD population with an over reliance upon provision in the independent sector
9. Additionally a number of other factors have been identified that combine with those above and further contribute to the overspend;
- A disproportionate number of children with EHC plan / statement awarded top-up funding
 - A disproportionate number of children and young people being identified with SEND where there are other factors leading to pupil underachievement
 - Children and young people are under performing at the SEN support stage
 - Lack of parental confidence in local provision leading to parental preference for specialist provision

Funding High Needs Services

10. The high needs element of the grant has never fully met the financial commitment upon it and has been subject to annual transfers from the schools block which is set out in the following table;

Financial Year	High Needs Grant Allocation £m	Budget Requirement £m	Funding Gap %	High Needs Over / (Under) Spend £m	Transfer from Schools Block £m
2013/14	49.0	50.7	-3.5%	(2.8)	2.5
2014/15	51.4	53.0	-1.9%	(1.4)	2.0
2015/16	52.9	55.1	-4.1%	4.4	2.8
2016/17*	53.9	62.0	-15.0%	n/a	10.4

*2016 figures are gross of the savings target of £2.8m set for high needs service

The table above also details that in the current funding regime high needs has been subject to underspends with 2015/16 being the first year of any overspend

10. The rigidity of the basis of the grant settlement and its impact on resources can be demonstrated by events in 2015/16 where this contributed £1m of the overall overspend and consisted of two factors;
- Funding for specialist providers is recouped from the high needs grant, a change in the basis of the calculation was enacted by the Education Funding Agency (EFA) after the budget was set leaving a funding shortfall
 - A number of changes to the funding responsibility for post 16 providers have been made by the EFA on an annual basis, for 2015/16 this resulted in Leicestershire being responsible for funding a growth in places for a provider despite the students being placed by other authorities
 - The new Ashmount school was developed to provide additional places, again the increase in places was unfunded
11. It is exceptionally difficult to find comparative data on SEN expenditure which would provide meaningful benchmarking. The following statistics have been taken from the

2015/16 S251 benchmarking data published by the Department for Education and based on comparison with statistical neighbours;

- Leicestershire provided £57 per pupil in top up funding for mainstream schools against an average of £90 per pupil, for academies top up funding was £76 per pupil against an average of £33
- Additional targeted expenditure per pupil in mainstream schools and academies was £13 per pupil against an average of £1
- Expenditure on independent providers was £115 per pupil against an average of £69
- Expenditure on SEN support services at £27 per pupil was 12.6% above that for comparator authorities
- Expenditure on support for school inclusion at £1 per pupil was far less than the average of £9
- At £5 per pupil costs for hospital education services was £4 per pupil above the average for comparator authorities
- Overall the high needs budget increased by 8% against an average of 2.9% when compared to the previous years. Of the group two authorities reduced expenditure and one authority saw an increase of 22%

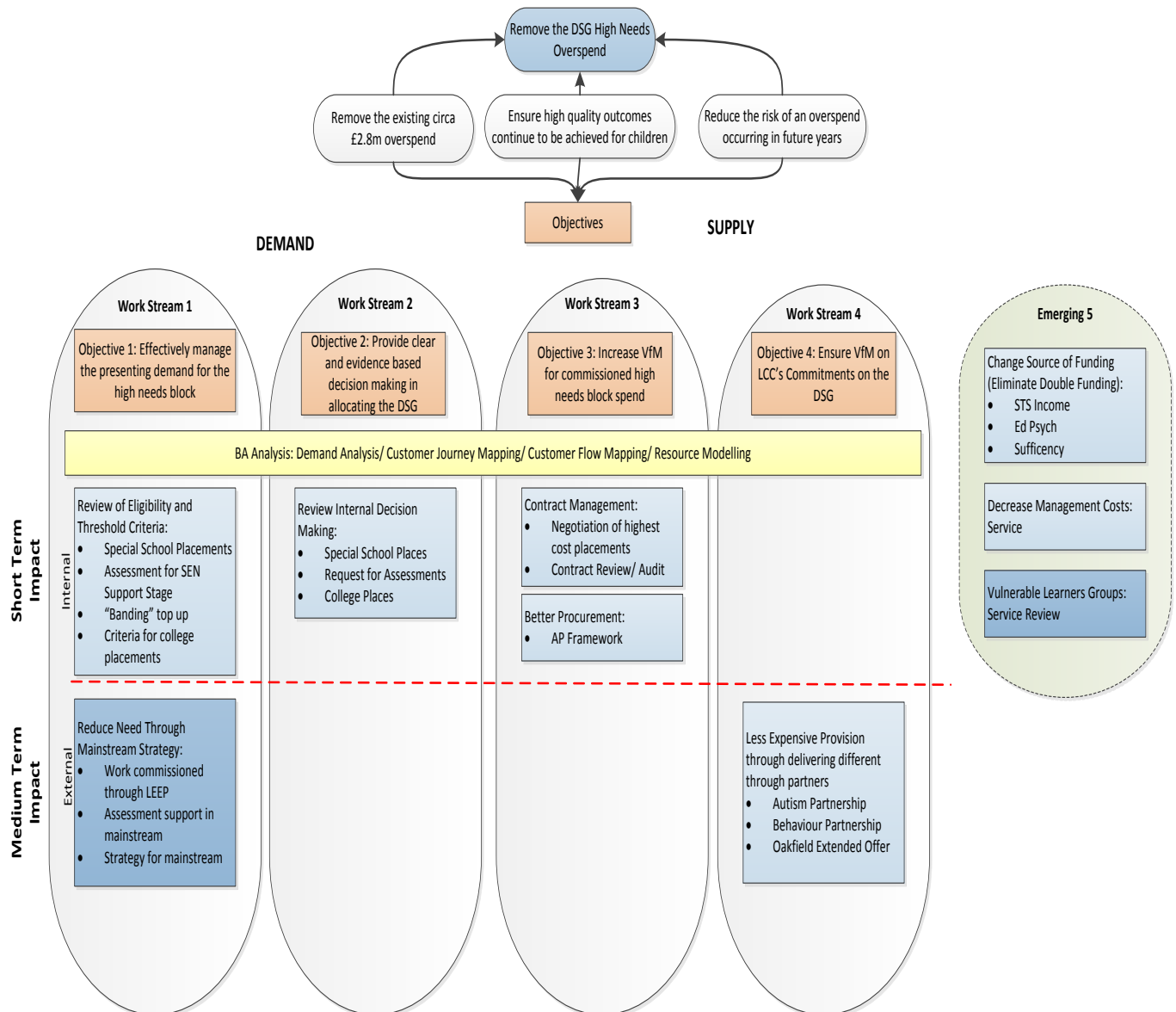
As with any benchmarking data it isn't possible to determine how much of the change in authorities is the result on changes in strategy and provision and that which relates to demand and cost variations.

11. It is therefore evident that in order to reduce expenditure in line with the grant allocation requires a whole system approach rather than a widespread assumption that the overspend is a result of insufficient local capacity for SEN placements.

The Transformational Approach

12. An approach has been developed that will seek to address the system issues in a systematic manner which will be supported within the County Council's transformation programme in order to deliver a financial sustainable model for services both now and in the future.
13. The programme is being developed with multiple work streams that will address both demand and supply across high needs services, namely;
 - Effectively manage the costs for the demand placed on the high needs block
 - Provide clear and evidence based decision making pathways and processes in allocating high needs funding
 - Evidence value for money from the commissioned high needs block spend
 - Ensure that the changes support the delivery of a balanced budget and align to national high needs funding reform
 - Be a responsive and dynamic programme that reviews and identifies activity and products that may need to be included as priorities emerge
14. The programme will be aligned to both the County Council's and Children and Family Services department strategic plans and will initially focus attention and resources on elements which are likely to give the greatest return on investment in the short term.
15. The outline delivery approach is set out in the following diagram;

DSG High Needs Block Overspend Programme



16. The four work streams summary approach details are:

- **Managing Demand:** Focusing on threshold criteria and a banding system internally as well as engaging the LEEP in a longer term strategy to increase capacity to meet needs within the mainstream sector.
- **Review of Decision Making:** Provide a clear and robust decision making pathway and protocol.
- **Increasing Value for Money in our Commissioned Spend:** Focusing on having a structured and evidence based discussion with our all providers across all sectors (including all age ranges) to look for better ways to procure placements and drive down costs. Introduce systems of accountability for additional funding based on outcomes.

- Partnership Working: Empower the whole schools system leadership by creating specific partnerships which will encourage innovative local solutions within a reduced financial envelope.
17. It should be noted that given the severity and risk of the current position work has already been initiated and in some cases concluded. In summary this includes the following:

	Work stream	
1.	Managing Demand	Revised Threshold Criteria Delivered
		New Banding and Top Up System Implemented for all mainstream settings
		Strategy for a more effective approach for mainstream early years, school and FE sector to better identify and meet needs, thereby improving progress.
		New contracts/commissioning arrangements for the following specialist support services: <ul style="list-style-type: none"> 1) Autism outreach 2) Hearing Impairment 3) Visual Impairment 4) Special School Outreach 5) Learning Support service 6) ICT Assessment service 7) Physical difficulties Support
2.	Review of Decision-Making	New Decision Making Process and Protocol Implemented across all decision making points.
3.	Ensuring Value for Money through our Commissioned Spend	Negotiation plan on High Cost Placements and providers
		SEND Placements commissioning support plan (Includes re-design options to deliver the business intelligence function in the context of re modelled service(s))
		Feasibility Report of de-commissioning residential placements and follow up actions as appropriate
4.	Partnership Working	Behaviour Partnerships contract to include specific SEND element and devolution/devolved funding/ decision making as an alternative provider to the independent sector

		Autism Partnership contract to be agreed which includes devolution/devolved funding/ decision making as an alternative provider to the independent sector
		Integrated 0 to 5 early help offer

Work has been initiated to ensure that these workstream can progress as swiftly as possible. In addition there has been some activity that has concluded which is already generating some reduction in cost pressures activity;-

- Renegotiation with special schools and units a reduction in the purchase cost of additional places and the value of top up funding.
- Charging for some activity from the Autism Outreach Service and Autism Outreach Intensive support.
- Extended offer from Maplewell Hall Autism provision as an alternative to to a high cost independent/non maintained special school placements
- Extended offer from Oakfield to enable a more developed graduated response that enables sustainable mainstream placements as an alternative to a high cost independent/non maintained special school placements

There are also pilot cases with behaviour partnerships to meet children's needs without recourse to a placement in an independent special school.

18. The programme will be co-ordinated and governed by a programme board consisting of senior officers within the Children and Family Services Department. Each work stream will be delivered by an accountable office with all workstreams reporting to a Senior Responsible Office for the whole programme

Specialist Teaching Services

19. As set out in the previous Schools Forum reports there is an intended roll out for charging of the Specialist Teaching Services.
20. The proposed role out of charging for Specialist Teaching Services and devolving Specialist Teaching Service activity when specified on an Education Health and Care plan/statement of SEN/ SEND support plan is as follows;
- April 2016; charging for some Autism Outreach and Outreach and Autism Outreach Intensive Support activity.
 - September 2016; charging for some Hearing Support and Vision Support service activity
 - September 2016: provide schools with notional figures for Specialist Teaching Service input as part of element 3 top up funding
 - April 2017; user group established to monitor and evaluate the impact of changes
 - April 2018; Specialist teaching Service in SEND support plan / EHC plan devolved to schools

21. The detail of these proposals are within a separate report on the agenda.

Resource Implications

22. This report considers financial implication throughout. The financial position is critical, at current demand and cost there simply is insufficient DSG to meet expected costs.
23. The programme needs to deliver system change to ensure that demand and cost is sustainable. There is not expected to be any future possibility of movement between funding blocks, this does give a financial incentive to push for specialist provision resulting in further cost increases for the local authority. There is no additional County Council funding that could be used to support services, neither does the DSG reserve provide sustainable funding. Moderating costs for the future must be met from the services funded from high needs. It is therefore imperative that there is collaboration from schools and providers to deliver solutions through collaboration and from within own resources.

Equal Opportunity Issues

24. Equal opportunities issues will be considered within each work stream and for the overall programme

Background Papers

Report to Schools Forum 21 February 2016 – 2016/17 Schools Budget
<http://cexmodgov1/ieListDocuments.aspx?CId=1018&MId=4457&Ver=4>

Report to Schools Forum 14 January 2016 – School Funding 2016/17
<http://cexmodgov1/ieListDocuments.aspx?CId=1018&MId=4562&Ver=4>

Report to Schools Forum 21 September 2015 – SEN Overspend
<http://cexmodgov1/ieListDocuments.aspx?CId=1018&MId=4358&Ver=4>

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SCHOOLS FORUM

CHARGING FOR HEARING AND VISION SUPPORT SERVICES TO SCHOOLS

June 2016

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	X
Local Authority		Post 16	X
		High Needs	X

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

Purpose of Report

1. This report is to set out to Schools Forum the implementation of charging for hearing and vision support services to schools.

Recommendations

2. That Schools note the intention to charge schools for some hearing and vision support services from September 2016.

Introduction

3. Previous reports to Schools Forum have set out the issues surrounding the Dedicated Schools Grant (DSG) overspend within the high needs block and the

actions being taken to address this position. Additionally reports have been received setting out the move to personal budgets as part of SEND reform and the necessity to move to a charging system for accessing support services.

4. At Schools Forum on 22 February a report was presented setting out the intention to charge for Specialist Teaching Services, notably for autism outreach services from April 2016. This report sets out the process and charges for hearing and vision support services from September 2016

BACKGROUND

5. Previous School Forum reports have set out the drivers behind the high needs overspend. In brief these are as follows;-
 - There is a disproportionate number of children with an EHC plan/statement awarded top up funding compared with other LA's
 - There is a disproportionate number of children and young adults being identified with SEND where there are other factors leading to the pupils under achievement compared with other LA's.
 - More children are being placed in the special school sector
 - Children are under performing at the SEN support stage (Projections of these trends are attached as appendices)
 - Increased demand for special school and unit placements and 'top up funding'
 - Increased demand for top up funding from mainstream schools
 - Rigidity in allocating top up funding
 - SEN Alternative provision costs due to increased complexity of need and high costs of providers particularly for pupils with ASD and mainstream ability
 - Increased numbers of pupils where top up funding is required attending general FE colleges
 - Increased demand for specialist college placements
 - Reliance on the independent school sector for children with EBSD and for children with Asperger's/severe Autism
 - Lack of parental confidence in local provision leading to parental preference for specialist provision
 - High cost joint education and social placements for children in care
 - Changing financial structure of the independent school sector
6. Schools receive a notional SEN budget as a sub-set of the delegated budget in order to meet the cost of low cost high incidence SEN. Where the cost of additional SEN support exceeds £6,000 schools are able to access element 3 top up funding. School budgets are based on lagged census pupil numbers; when children are placed in specialist provision the High Needs Block funds the full cost for each child but schools funding is not reduced for these pupils.

Specialist Teaching Services

7. In coming to the decision to move to a charging policy, the following principles applied to the charging for autism outreach services have been applied;
 - Re inforce the requirements under the SEND Code of Practice to develop a self-sustaining school system, able to meet needs at the earliest stages of the graduated response within its own funding

- Maintain and develop equitable high quality provision to meet the needs of children and young people with SEN.
 - A focus on schools developing inclusive practice and removing barriers to learning.
 - The shift in the local authority to no longer being the sole provider of such services and expertise.
 - Address the overspend in the high needs block and that current demand for services is in excess of current resource.
 - Be aligned to the review and remodelling of Specialist Teaching Services as part of SEND reform.
8. Under SEND reform there is a requirement for schools to meet needs at the earliest stages of the graduated response and hence optimise the school's 'offer'. The code of practice sets this out as follows;-
- 'The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. Many aspects of this whole school approach have been piloted by Achievement for All'. Ref. Code of practice 6:4*
- 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.' Ref. Code of practice 6:37*
9. The issue across Leicestershire schools is that there are discrepancies in how far schools have developed and invested into improving and extending their 'universal and targeted offer' from within their own resources. As a consequence, those schools who have invested in their own provision receive a lower level of service from specialist teaching services than a school that has not invested in its own offer, where a child's needs are the same. Therefore it is necessary to create a more equitable system of expectation and fulfil the expectations as set out in the local offer and the SEND Code of Practice.
10. Specialist Teaching Services deliver the local authority's responsibilities in this area but also provide support for teaching and learning in schools. School delegated budget should meet the cost of all teaching and learning for SEN unless the cost of additional support exceeds £6,000. Some services are currently double funded in that schools have delegated budgets yet services are provided free of charge. This position is no longer financially sustainable.
11. The intended roll out for charging of the Specialist Teaching Services and devolving Specialist Teaching Service activity when specified on an Education Health and Care plan/statement of SEN/ SEND support plan is as follows;

- April 2016; charging for some Autism Outreach and Outreach and Autism Outreach Intensive Support activity.
- September 2016; charging for some Hearing Support and Vision Support service activity.
- September 2016; provide schools with notional figure for Specialist Teaching Service input as part of element 3/top up funding.
- April 2017; user group established to monitor and evaluate impact these changes.
- April 2018, Specialist Teaching Service in SEND support plan/EHC plan devolved to schools.

Hearing and Vision Support Services

12. The proposals for the Vision Support and Hearing Support Services would continue to be funded for a 'core offer' that would include the following activity;
 - Responding to notifications from Health, school and other involved professionals where a child is under investigation or has a confirmed diagnosis of sensory impairment
 - Early Years intervention for early years settings in the private and voluntary sector
 - Out of authority monitoring of placements
 - Provision of aids and equipment
 - Critical incident work where a placement is in crisis or safe guarding issues
 - Expert advice and witness role for SENDist Tribunal appeals, other legal action, SEND panel and LA strategic work for children with a sensory impairment
 - Quality assurance and partnership with other specialist providers and training
 - Educational audiology and associated technician input
 - Joint clinic work with health professionals
 - Mobility, orientation and independent living skill training
 - The provision of select resources in alternative formats including braille, Moon and modified enlarged print and resource production training to schools.
 - Specialist teacher support for children who use tactile literacy mediums of braille and moon.
13. For activity outside of this core offer then there will be charges applied. The attached appendices give an indication of the levels of intervention. These interventions are based on children's sensory needs and are recommended by The National Sensory Impairment Partnership

<https://www.natsip.org.uk/index.php/eligibility-framework/685-natsip-eligibility-framework-2015>

14. The role out of the charging policy will be graduated where by the charges applied will be subsidised by the existing Hearing/Vision Support Services budget over three years until there is full cost recovery;-

Intervention	Charge 16/17	Charge 17/18	Charge 18/19
Teacher hours	£28	£55	£83
Practitioner hours	£12	£23	£35
VI Touch Typist Hours	£16	£31	£47

15. This system incentivizes schools to invest in their own provision to avoid escalating costs. For children at higher levels of need, a personalised package of support within their school setting without recourse to a placement in the independent and non-maintained special school sector can be devised.
16. It is anticipated that for a small number of children, the costs incurred by the school will be in excess of £6,000, i.e. the required contribution from schools to make SEND provision under school funding reform. Consequently, in recognition of this and the likely multi agency approach required to meet the child's needs holistically, then the school may be required to undertake a person centred and multi-agency review with the family and child, to draw up a SEND support plan, thereby accessing element 3 top up funding.

Resource Implications

17. Schools will be required to utilise their notional SEN funding to access some hearing and vision support services from September 2016, the cost of which is set out in this report.
18. Schools will be able to access element 3 top up funding where the cost of additional SEN support exceeds £6,000

Equal Opportunity Issues

19. The proposed changes set out in this paper will address the inequality within the system where children and young adults with SEND are doing less well in terms of outcomes when compared to national comparators. These proposals will also promote more inclusive practice that is in accordance with the legal presumption that all children attend a mainstream school.

Appendices

- Appendix 1 – Hearing Support Services, Pathway to Services
 Appendix 2 – Vision Support Services, Pathway to Services
 Appendix 3 – Hearing Support Services, Levels of Intervention
 Appendix 4 – Vision Support Services, Levels of Intervention

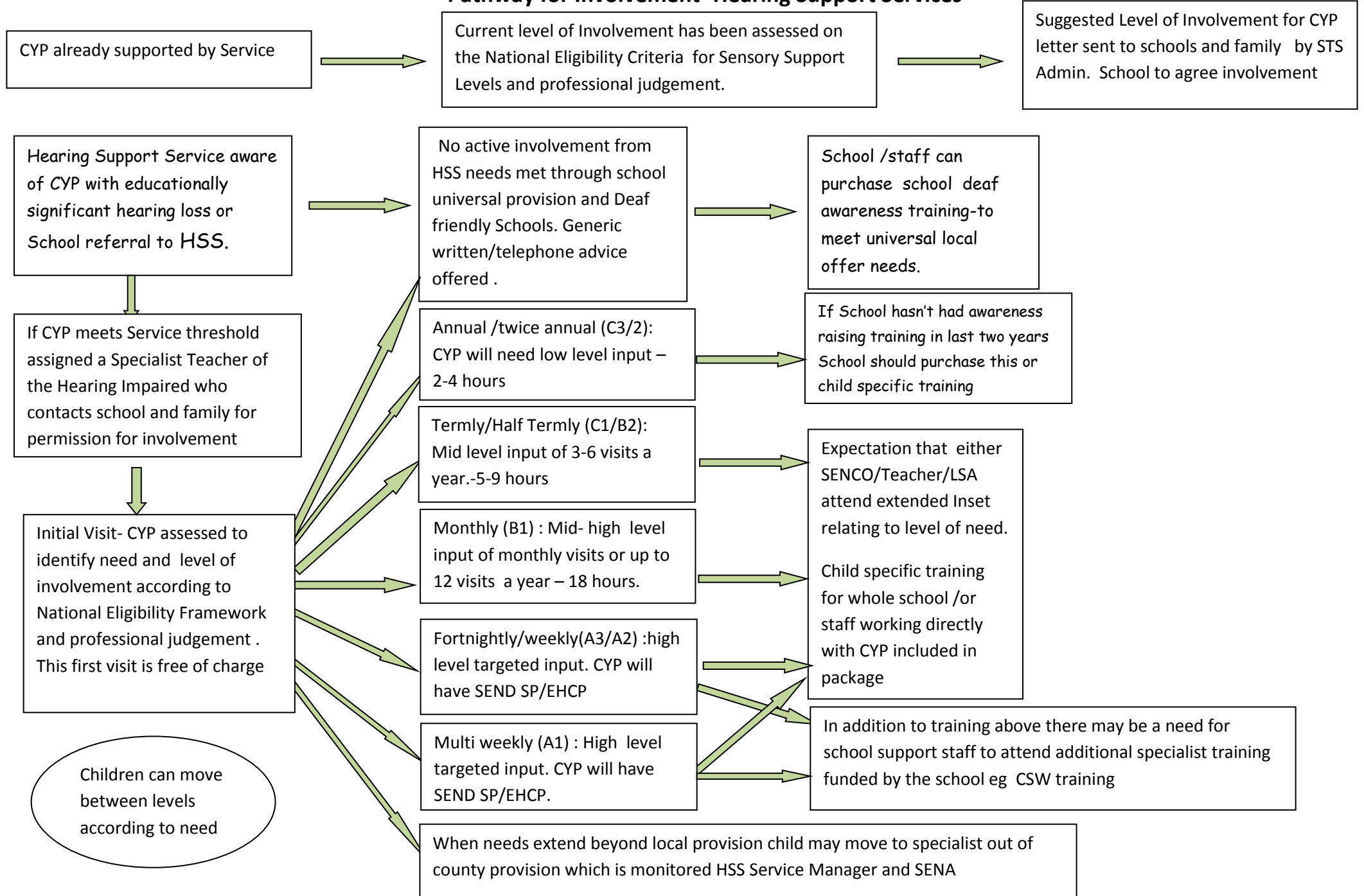
Background Papers

Report to Schools Forum 22 February 2016 – Charging for Autism Outreach Services
<http://cexmodgov1/ieListDocuments.aspx?CId=1018&MId=4457&Ver=4>

Officers to Contact

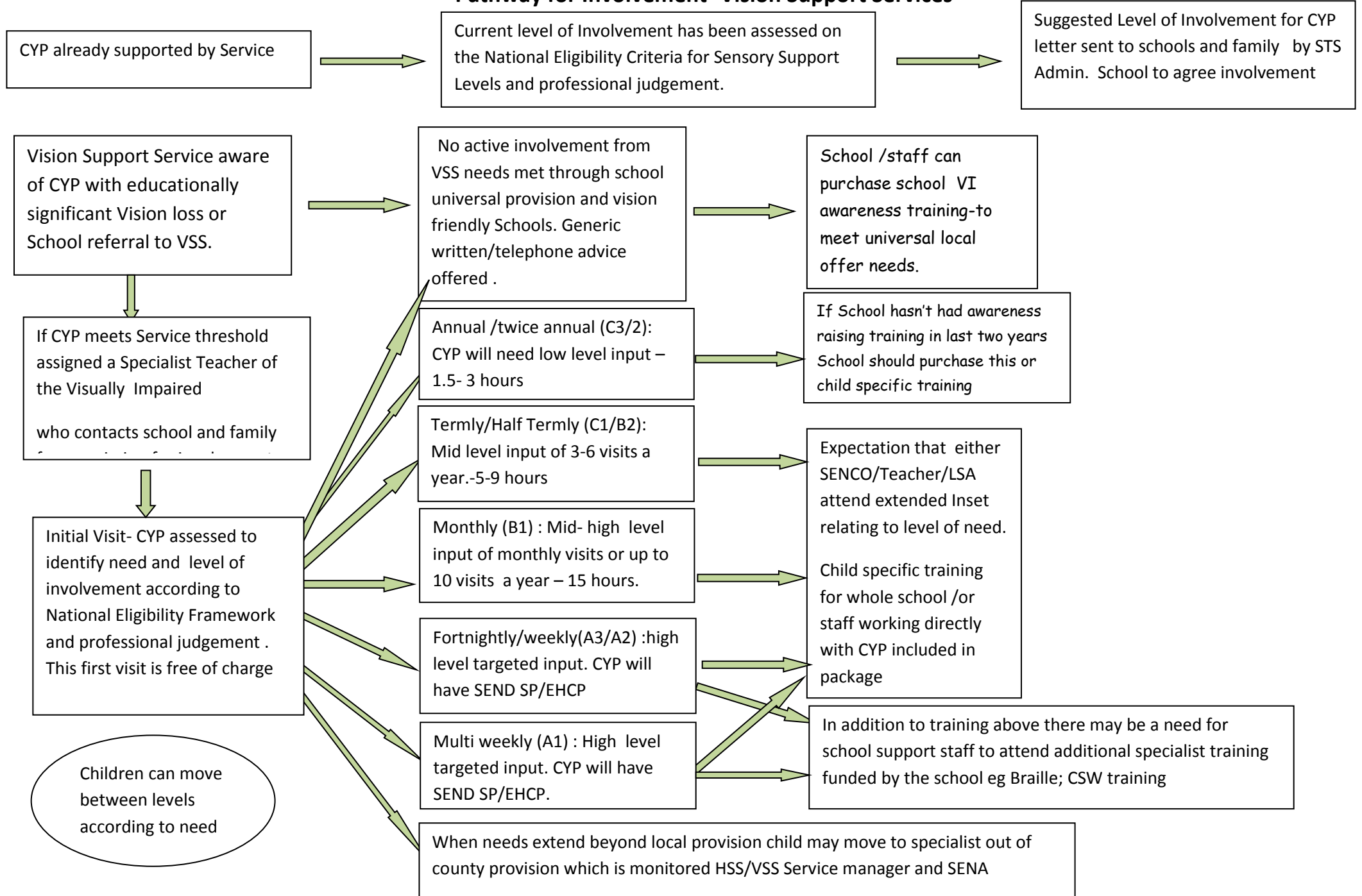
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Pathway for Involvement- Hearing Support Services



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Pathway for Involvement- Vision Support Services



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Level of intervention from Hearing Support Service	Description – to be delivered by Qualified teacher of the hearing impaired/ Educational Audiologist/ Audiological technician	Funding implications
Bank	<p>Schools universal offer and responsibility to develop understanding of SEN and appropriate high quality teaching interventions. ref. C of P 6:26/6:36</p> <p>The child/ young person will not currently require direct involvement from HSS and will offer generic information and telephone advice. An assessment with advice and recommendations to the school may have carried out previously.</p>	<p>School to commission suitable training and whole school development in deaf awareness training</p> <p>HSS cost: £83</p>
	<p>Recommended training</p> <p>Whole school refresher basic deaf awareness training (to meet universal local offer hearing impairment requirements) is recommended to be renewed every two years.</p> <p>SENCO may attend primary/secondary/ special school Hearing impairment INSET as part of their CPD</p>	<p>HSS Cost £83</p> <p>Half day: £27</p> <p>Full Day: £54</p>
REFERRAL	<p>Where HSS has received a referral of hearing loss (Usually from NHS) and it meets Service thresholds, hearing support teacher assigned to the child and conducts a school referral visit. Where it is identified that the needs of the child can be met as part of the schools universal offer advice and recommendations will be submitted to the setting/parents. If the school demonstrates that it has fulfilled the expectations at the universal level OR the assessment indicates a requirement for intervention the child/ young person support levels will be determined using the National Eligibility Framework (for Sensory Impairment) and professional judgement.</p> <p>For children with complex needs where a functional assessment will take in excess of an initial visit this will form part of the subsequent support package will be at a higher level in the initial year.</p>	<p>School visit /Assessment</p> <p>No charge.</p> <p>Usually will write assessment report</p>
	<p>Recommended training</p> <p>Whole school refresher basic deaf</p>	<p>HSS cost: £83</p>

	<p>awareness training (to meet universal local offer hearing impairment requirements) is recommended to be renewed every two years.</p> <p>OR</p> <p>Appropriate training based on the level of need identified.</p>	<p>Either child specific training at setting</p> <p>HSS Cost: £124 per hour</p> <p>Or other specific training price to be confirmed</p>
Statutory Advice	Statutory advice is provided on request across the different levels of involvement	No charge
C3/C2 Annual/occasional	<p>If the decision is C3/C2 the child/school/family will need some low level input of up to two visits a year to child/school and ongoing advice. In addition, phone guidance and collaboration with Paediatric Hearing Services, SALT if involved, written report. (2-3 hours a year)</p> <p>For a child/ young person with an EHC plan (accessing element 3/top up funding), where HI is not the primary need and a low level of input is required this could consist of a visit, a review contribution and/or attendance at annual review.</p> <p>NB Visit eligibility is assessed termly to ensure level of need remains constant</p>	<p>HSS Cost:</p> <p>Annual =£166</p> <p>Year 1 £55</p> <p>Year 2 £110</p> <p>Year 3 £166</p> <p>Occasional =£249</p> <p>Year 1 £83</p> <p>Year 2 £166</p> <p>Year 3 £249</p>
	<p>Recommended Training</p> <p>School will be advised that either SENCO/teacher and LSA if involved should attend training specific to child's needs.</p>	<p>HSS Cost:</p> <p>Half day: £27</p> <p>Or</p> <p>School based training: £124 per hour</p>
C1/B2 Termly/half termly	<p>If the decision of the referral visit is C1/B2 the child/school /family will need some mid level input of 3-6 visits per year. In addition, phone guidance and collaboration with Paediatric Hearing Services, audiological support, multiagency working, specialist assessments, written report. (5-9 hours). We may attend clinic/home in lieu of a visit if there is an identified need.</p> <p>NB Visit eligibility is assessed termly to ensure level of need remains constant</p>	<p>HSS Cost:</p> <p>Termly =£415</p> <p>Year 1 £138</p> <p>Year 2 £276</p> <p>Year 3 £415</p> <p>Half termly =747</p> <p>Year 1 £249</p> <p>Year 2 £498</p> <p>Year 3 £747</p>

B1 Monthly	<p>If the decision is B1 the child/school /family will need some high level input of monthly visits or up to 10 per year to include phone guidance, /collaboration with Paediatric Hearing Services, multiagency working, audiological support, specialist assessments and written report. We may attend clinic/home in lieu of a visit if there is an identified need. Up to 15 hours</p> <p>NB Visit eligibility is assessed termly to ensure level of need remains constant</p>	<p>HSS Cost:</p> <p>Monthly =£1245</p> <p>Year 1 £415</p> <p>Year 2 :£830</p> <p>Year 3 : £1245</p>
As part of termly, half-termly, monthly visits	The child may have a clinical need for an additional assisted listening device and associated technical support. Annual clinic appointment with Educational Audiologist for monitoring and assessing impact of additional equipment	Not charged- core offer (fit/repairs/replacement and clinic appointment)
In addition as part of termly, half-termly, monthly visits	There may a further need for an acoustic assessment of the school by the Educational Audiologist- approximately 1.5 hours including report.	Core offer
As part of termly, half-termly, monthly visits	<p>Recommended Training</p> <p>Either SENCO /teacher and LSA if involved will be expected to attend HSS training.</p> <p>In school child specific training offered especially if assisted listening device is required (could be 20 mins /1 hour depending on need)</p>	<p>Half day: £27</p> <p>Full Day: £54</p> <p>To be included as part of the package of visits.</p>
A3/A2 Fortnightly/weekly	If the decision is A3/A2 the child/school /family will need high level input of fortnightly/weekly visits during term time or blocks of high level targeted intervention. To include modelling/ training interventions, targeted interventions based on assessment outcomes, phone guidance,	<p>HSS Cost:</p> <p>Fortnightly = £2324</p> <p>Year 1 £775</p> <p>Year 2 :£1549</p> <p>Year 3 : £2324</p> <p>Weekly = £4731</p>

	/collaboration with Paediatric Hearing Services/ Auditory implant team, multiagency working, audiological support, specialist assessments and written report. We may attend clinic/home in lieu of a visit if there is an identified need. 19-38 visits or 28 - 57 hours	Year 1 £1577 Year 2 :£3154 Year 3 : £4731
A1 Multiple weekly/Unit	If the decision is A1 the child/school /family will need an intensive input of multiple weekly visits during term time or placement within the Hearing Support Service Specialist Unit.. Blocks of high level targeted intervention to include direct teaching/modelling/ training interventions, targeted interventions based on assessment outcomes, phone guidance, /collaboration with Paediatric Hearing Services/ Auditory implant team, multiagency working, audiological support, specialist assessments and written report. We may attend clinic/home in lieu of a visit if there is an identified need.	Weekly = £4731 Year 1 £1577 Year 2 :£3154 Year 3 : £4731 Increased dependant on number of visits
As part of fortnightly, weekly, multi weekly visits	The child would have a clinical need for an additional assisted listening device and associated technical support. Annual clinic appointment with Educational Audiologist for monitoring and assessing impact of additional equipment	Not Charged- Core offer plus technical support (fit/repairs/replacement and clinic appointment)
	There may a further need for an acoustic assessment of the school by the Educational Audiologist- approximately 1.5 hours including report	Core offer
	Statutory Advice for child with hearing loss as the primary need .Review contribution and attendance at Annual review	

	<p>Recommended Training</p> <p>Key staff member(teacher or Senco) must attend HSS training (days course) on an annual basis or with staff change</p>	<p>HSS Cost:</p> <p>Full Day: £54</p>
	<p>In addition HSS offer whole school /child specific should be implemented training</p> <p>All Staff at School with Unit provision should have access to annual training</p>	<p>Included in package</p>
<p>Out of county children</p>	<p>If the child is assessed as needing out of county specialist provision appropriate to all their needs. Where provision is specialist for HI children, placement is monitored by HSS and Sena.</p> <p>For or all other placements not specialising in hearing impairment, HSS would offer training at the point of transition , and monitoring through attendance and contribution to annual reviews</p> <p>.</p> <p>The child may need an additional assisted listening device and associated technical support. Annual clinic appointment with Educational Audiologist for monitoring and assessing impact of additional equipment</p>	
	<p>If a non-specialist out of county HI placement has additional training needs a bespoke programme of training can be offered</p>	

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		Appendix 4
Level of intervention from Vision Support Service	Description – to be delivered by a Qualified Teacher of the Visually Impaired/ practitioner/ resource production team.	Funding implications These figures are based on one child in the school. If there are more than one the costs will be proportionally less.
Advice/ training only involvement	Schools universal offer and responsibility to develop understanding of SEN and appropriate high quality teaching interventions. ref. C of P 6:26/6:36 The child/ young person will not currently require direct involvement from VSS and will offer generic information and telephone advice. An assessment with advice and recommendations to the school may have been carried out previously.	School to commission suitable training and whole school development in visual awareness training. VSS cost:£83 (1 hour)
	Recommended training Whole school refresher basic visual awareness training (to meet universal local offer visual impairment requirements) is recommended to be renewed every two years. SENCO may attend primary/secondary/ special school visual impairment INSET as part of their CPD.	VSS Cost: £83 Half day £27 Full day INSET£54
Referral	Where VSS has received a referral of vision loss and it meets Service thresholds a vision support teacher is assigned to the child and conducts an initial referral visit/ assessment (up to 2 hours).Where it is identified that the needs of the child can be met as part of the schools universal offer advice and recommendations will be submitted to the setting/parents. If the school demonstrates that it has fulfilled the expectations at the universal level OR the assessment indicates a requirement for intervention the child/ young person support levels will be determined using the National Eligibility Framework (for Sensory Impairment) and professional judgement. For children with complex needs where a functional assessment will take in excess of an initial visit this will form part of the subsequent support package and will be at a higher level in the initial year.	School visit /Assessment. Usually will write a report. No charge.
	Recommended training Whole school refresher visual awareness training (to meet universal local offer visual impairment requirements) is recommended if no school training in past two years OR appropriate training based on the level of need identified.	VSS. Cost £83 (1 hour training) Either child specific training at the setting £124 per hour
Statutory Advice	Statutory advice is provided across the levels of involvement.	No charge

<p>Annual/ twice annual visits (C3/C2)</p>	<p>If the decision of the referral visit is C3/C2 the child/ school/family will need some low level input of up to two visits a year to carry out a recommended annual functional vision assessment and to provide ongoing advice. In addition phone guidance and collaboration with Paediatric Vision Services/other professionals and the provision of a written report.(2-3 hours a year)</p> <p>For a child/ young person with an EHC plan (accessing element 3/top up funding), where VI is not the primary need and a low level of input is required this could consist of a visit, review contribution and/ or attendance at annual review.</p> <p>NB Visit eligibility is assessed termly to ensure level of need remains constant</p>	<p>Annual=£166 Year 1 =£55 Year 2 =£110 Year 3= £166</p> <p>Twice annually= £249 Year 1= £83 Year 2= £166 Year 3= £249</p>
	<p>Recommended training</p> <p>School will be advised that SENCO/ staff supporting the child/young person should attend training session specific to child's need.</p> <p>In addition key staff may attend VI INSET.</p>	<p>School based training £125 per hour INSET cost= £54</p>
<p>Termly/Half-termly Visits (C1/B2)</p>	<p>If the decision of the referral visit is C1/B2 the child/school /family will need some mid-level input of 3-6 visits per year from a teacher of the visually impaired (5-9 hours). This will include a functional vision assessment, written report with specific advice, recommendations and strategies to support the child/ school/family. In addition collaboration with Paediatric Vision Services, wider multiagency working and phone guidance. We may conduct a home visit in lieu of a school visit if there is an identified need.</p> <p>NB Visit eligibility is assessed termly to ensure level of need remains constant</p>	<p>Termly cost=£415 Year1=£138 Year2 =£276 Year3=£415</p> <p>Half termly Cost=£747 Year 1=£249 Year 2=£498 Year 3=£747</p>
<p>Monthly Visits (B1)</p>	<p>If the decision of a referral visit is B1 the child/school /family will need some mid/high level input of monthly visits or up to 10 per year. This will include a functional vision assessment, written report and specific advice, recommendations and strategies to support the child/school/family. In addition collaboration with Paediatric Vision Services, wider multiagency working and phone guidance. We may conduct a home visit in lieu of a school visit if there is an identified need (up to 15 hours)</p> <p>NB Visit eligibility is assessed termly to ensure level of need remains constant</p>	<p>Monthly=£1245 Year 1=£415 Year 2=£830 Year 3=£1245</p>
<p>As part of termly, half-termly, monthly visits</p>	<p>Adapted curriculum resources</p> <p>The child may need access to enlarged and/or modified curriculum resources which can't be photo-enlarged. Day to day resources will be the responsibility of the school. A teacher of the visually impaired will assess the child's need for modified/enlarged long form resources and advise on their provision. This may involve recommendations for training to be undertaken by the school.</p> <p>Advice will be provided to the school on accessing</p>	<p>Not charged</p>

	electronic copies of textbooks where appropriate.	
As part of termly, half-termly, monthly visits	<p>Assistive Technology</p> <p>There may be a need for an assistive technology assessment and initial usage training for key school staff in collaboration with the ICT Assessment Service.</p> <p>The provision and maintenance of the equipment will be part of the core offer providing the recommended tuition to enable both staff and the child's and key staff use is purchased.</p>	<p>To be included as part of the package of visits.</p> <p>Not charged</p>
As part of the termly, half-termly, monthly visits	<p>Mobility Training</p> <p>Following an assessment the teacher of the visually impaired may identify the need for the child/young person to be referred for a programme of mobility training. The school will be made aware of any referral and whether the training will take place in school or at the child/young person's home.</p>	Not charged
In addition to termly, half-termly, monthly visits	<p>Specialist Keyboard/ Assistive Technologies Tuition</p> <p>For VI children/young persons for whom ICT will potentially be their normal working practice a specialist touch-typing assessment/ programme of tuition leading to certification/accreditation will be recommended.</p> <p>The child may also require a programme of tuition on the use of speech/ magnification software to enable proficient equipment use.</p>	<p>Cost: £47 (1hour)</p> <p>Half termly/monthly visits= £282/£470</p> <p>Year 1=£94/£157</p> <p>Year 2=£188/£313</p> <p>Year 3=£282/£470</p> <p>An initial programme of fortnightly/weekly visits may be recommended for new referrals.</p>
As part of/ in addition to termly, half-termly, monthly visits	<p>Recommended Training</p> <p>Child specific VI training for staff working directly with the child/young person.</p> <p>Either SENCO /teacher and LSA if involved will be expected to attend VSS training.</p> <p>Resource production training for key staff where equipment/software is provided and recommended by a teacher of the visually impaired.</p>	<p>To be included as part of the package of visits.</p> <p>Cost £54 (1 day)</p> <p>No charge</p>
Fortnightly/weekly visits (A3/A2)	<p>If the decision of the referral visit is A3/A2 the child/school /family will need high level input of fortnightly/weekly visits during term time or blocks of high level targeted intervention. To include functional vision assessments, written reports, direct teaching modelling/ training interventions and targeted interventions based on assessment outcomes and phone guidance. In addition collaboration with Paediatric Vision Services and wider multiagency working. We may attend clinic/home in lieu of a visit if there is an identified need (19-38 visits, 28-57 hours).</p>	<p>Cost= £2324 (1.5)</p> <p>Year 1= £775</p> <p>Year2= £1549</p> <p>Year 3=£2324</p> <p>Weekly Cost= £4731 (1.5)</p> <p>Year 1= £1577</p> <p>Year2= £3154</p> <p>Year 3=£2344</p>

Weekly	<p>Tactile literacy mediums: Braille and Moon</p> <p>Where the child/school requires direct tuition, modelling, targeted training and interventions to support learning through the tactile mediums of pre-braille, braille/tactile diagrams and moon these visits will form part of the core offer.</p>	No charge
A1 Multi-weekly	<p>If the decision of the referral visit is A1 the child/school /family will need intensive input of multiple weekly visits during term time or blocks of high level targeted intervention. To include direct teaching modelling/ training interventions targeted interventions based on assessment outcomes and phone guidance. In addition collaboration with Paediatric Vision Services and wider multiagency working. We may attend clinic/home in lieu of a visit if there is an identified need.</p> <p>Tactile literacy mediums: Braille and Moon</p> <p>Where the child/school requires direct tuition, modelling, targeted training and interventions to support learning through the tactile mediums of pre-braille, braille/tactile diagrams and moon these visits will form part of the core offer.</p>	<p>To be multiplied by the number of visits.</p> <p>Weekly Cost= £4731 (1.5)</p> <p>Year 1= £1577</p> <p>Year2= £3154</p> <p>Year 3=£2344</p> <p>No charge</p>
As part of fortnightly/ weekly/multi weekly visits	<p>Adapted curriculum resources</p> <p>The child may need access to enlarged and/or modified curriculum resources which can't be photo-enlarged. Day to day resources will be the responsibility of the school. A teacher of the visually impaired will assess the child's need for modified/enlarged long form resources and advise on their provision.</p> <p>Resource production training for key staff where equipment/software is provided and recommended by a teacher of the visually impaired.</p> <p>Advice will be provided to the school on accessing electronic copies of textbooks where appropriate.</p>	Not charged
As part of fortnightly/ weekly/multi weekly visits	<p>Assistive Technology</p> <p>Assessment; There may be a need for an assistive technology assessment and initial usage training for key school staff in collaboration with the ICT Assessment Service.</p> <p>The provision and maintenance of the equipment will be part of the core offer providing the recommended tuition to enable both staff and the child's and key staff use is purchased.</p>	<p>To be included as part of the package of visits.</p> <p>No charge</p>
As part of fortnightly/ weekly/multi weekly visits	<p>Mobility Training</p> <p>Following an assessment the teacher of the visually impaired may identify the need for the child/young person to be referred for a programme of mobility training. The school will be made aware of any referral and whether the training will take place in school or at the child/young person's home.</p>	Not charged

<p>As part of/in addition to fortnightly/ weekly/ multi weekly visits</p>	<p>Specialist Keyboard/ Assistive Technologies Tuition</p> <p>For VI children/young persons for whom ICT will potentially be their normal working practice a specialist touch-typing assessment/ programme of tuition leading to certification/accreditation will be recommended.</p> <p>The child may also require a programme of tuition on the use of speech/ magnification software to enable proficient equipment use.</p> <p>(Where a child uses the tactile medium of braille it will form part of the package).</p>	<p>Cost: £47 (1hour)</p> <p>Fortnightly/weekly visits=£893/ £1786</p> <p>Year 1=£298/£593</p> <p>Year 2=£595/£1191</p> <p>Year 3=£893/£1786</p> <p>The child may be assessed to require less frequent visits following an initial programme of tuition.</p>
<p>In addition to fortnightly/ weekly/ multi weekly visits</p>	<p>Recommended Training</p> <p>Child specific VI training should be implemented for staff working directly with the child/young person.</p> <p>Multi-weekly children should have access to annual training.</p> <p>Either SENCO /teacher and LSA involved will be expected to attend whole day training.</p> <p>Resource production training for key staff where equipment/software is provided and recommended by a teacher of the visually impaired.</p>	<p>Included in the visit package.</p> <p>Full day INSET=£54</p> <p>No charge</p>
<p>Out of county children (A1)</p>	<p>If the child is assessed as needing out of county specialist provision appropriate to all their needs. Where provision is specialist for VI children/young people the placement is monitored by VSS and SENA.</p> <p>For placements not specialising in visual impairment, VSS would offer training at the point of transition and monitoring through attendance and contribution to annual reviews.</p> <p>The child may need the ongoing provision and maintenance of assistive technology and associated technical support. This would be reviewed annually by the ICT Assessment Service.</p> <p>There may a further need for a programme of mobility training in the school holidays/ outside of school placement. Existing provision/ a new referral would be made in response to an annual review meeting.</p> <p>Additional training</p> <p>If a non-specialist out of county VI placement has additional training needs a bespoke programme of training can be offered.</p>	<p>No Charge</p>

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