

Schools Forum

Date: Thursday 3 December 2020
Time: 1.00 pm
Venue: Online

Items on the agenda: -

1. **Apologies**
2. **Voting and Actions from the Last Meeting** 3 - 20
3. **2021-22 Pupil Growth Fund** 21 - 26
4. **2021-22 De-delegation** 27 - 32
5. **SEND & Inclusion Change Programme Update** 33 - 44
6. **Central Schools Services Funding Overview** 45 - 48
7. **Assistant Directors Update** Verbal Report
8. **Forward Plan** 49 - 50
9. **Chair's Business** Verbal Report

Monica Fogarty
Chief Executive
Warwickshire County Council
Shire Hall, Warwick

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- Not participate in any discussion or vote
- Must leave the meeting room until the matter has been dealt with
- Give written notice of any unregistered interest to the Monitoring Officer within 28 days of the meeting

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The public reports referred to are available on the Warwickshire Web

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Any member of the public who is resident or working in Warwickshire, or who is in receipt of services from the Council, may speak at the meeting for up to three minutes on any matter within the remit of the Committee. This can be in the form of a statement or a question. If you wish to speak please notify Democratic Services in writing at least two working days before the meeting. You should give your name and address and the subject upon which you wish to speak. Full details of the public speaking scheme are set out in the Council's Standing Orders.

WARWICKSHIRE SCHOOLS FORUM**Voting and actions of the meeting held on 1st October 2020****Microsoft Teams meeting 14:00 – 17:00****SCHOOL FORUM MEMBERS**

Alison Davies	The Avon Valley School (Maintained)
Angela Fox	Welcombe Hills School (Special Schools representative)
Anthony Dix	Paddox Primary School (Maintained Governor)
Clive Sentence	Alcester Grammar School (Academy)
Faye Padfield	Abbots Farm Infant School (Maintained Governor)
Fergus Durrant	Campion School (Academy Governor)
Joss Andrews	Abbots Farm Junior School (Maintained)
Kevin Griffiths	Coten End Primary School (Maintained Governor)
Larry Granelly	Wellesbourne and Tysoe Federation (Maintained Governor)
Martin Davies	Telford Junior School (Maintained Governor)
Mary Anne Burrows	PVI Representative
Matthew Bown	St. Paul's Church of England Primary School (Maintained)
Michael Morran	Rugby High School (Academy Governor)
Nicci Burton	Atherstone and Bedworth Heath Nursery Schools (Maintained)
Nick Evans	Evergreen School (Special Schools Representative)
Philip Johnson	Whitestone Infant School (Maintained Governor)
Rose Gunn	Arden Forest Infant School (Maintained)
Sarah Bromley	PVI Representative
Sybil Hanson	Coventry Church of England Diocese Representative

OFFICERS/OBSERVERS

Councillor Colin Hayfield	Portfolio Holder – Education & Learning
Andrew Felton	Assistant Director - Finance
Ian Budd	Assistant Director - Education Services
Purnima Sherwood	Service Manager for Finance
Neill Butler	School Funding & Strategy Manager (Clerk to Forum)
Duane Chappell	Strategy & Commissioning Manager (SEND and Inclusion)
Brian Smith	Finance Portfolio Lead - Technical Specialist, Education, Children & Families

1. APOLOGIES

Neill Butler:

- introduced himself and welcomed the new School Forum members
- provided the Teams Meeting etiquette
- asked everyone to introduce themselves when they speak

Apologies were received from the following members:

Rebecca Harrison	Park Hill Thorns Federation (Maintained)
Jane Burrows	Myton School (Academy)
Amy Woodward	North Leamington School (Academy)
Seán Taylor	Representative from a Teacher's Union

The following members did not attend and did not give their apologies:

Adam Hardy	Catholic Church Archdiocese
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Those people who need to leave early:

Allison Davies, Michael Morran, Ian Budd and Clive Sentence

MATTERS FOR DECISION:

2. Introduction of Forum Members and Elections of Chair and Vice Chair (Neill Butler)

Neill Butler:

- asked for a volunteer to be Chair, who must be a Schools Forum member not an officer – no responses received
- asked for a volunteer to be Chair for this meeting only. Phil Johnson agreed to Chair this meeting and introduced himself. He was asked to introduce items and name the person presenting.

3. Minutes of the last meeting

Neill Butler asked for any corrections to the minutes. One had already been received from Martin Davis. No further amendments

4. Update on Matters Arising (Neill Butler)

Neill Butler noted that this is a standing item at Schools Forum to pick up any outstanding items from previous meetings.

b) Admissions

The responsible officer has been asked to bring this back to the December meeting. This is around how academies were charged for admissions, and whether there's the possibility of a rebate to the academies that had bought into that service because it transpired that they were paying a slightly higher rate than are maintained schools.

This action has been delayed and will now be brought back to schools forum in January 2021.

Matter for decision

5. Schools Forum Terms of Reference (Neill Butler)

There were no objections to the proposals so confirmed as approved.

6. Scheme for the Financing of Schools (Neill Butler)

No objections to the proposals so confirmed as approved.

7. 2020/2021 DSG Budget Monitoring (Purnima Sherwood)

Brian Smith deputising for Purnima Sherwood to present the report. Brian introduced himself.

No objections to the proposal so confirmed as approved.

8. 2021/22 De-delegation Consultation Timetable (Neill Butler)

Maintained schools agreed the timetable for the de-delegation consultation.

Change in Agenda item

As Ian Budd needs to leave the meeting at 16:00, the agenda has been changed to allow the Assistant Director for Education Services to provide his update.

15. Assistant Director Education Services Update (Ian Budd)

There were no actions from this agenda item

9. 2021/22 National Funding Formula Update and Timetable (Neill Butler)

There were no actions from this agenda item.

10. DSG – A guide to the Blocks (Neill Butler)

There were no actions from this agenda item.

11. Overview of High Needs (Duane Chappell)

There were no actions from this agenda item.

12. Overview of Early Years (Neill Butler)

There were no actions from this agenda item.

13. SEND and Inclusion Change Programme (Duane Chappell)

There were no actions from this agenda item.

14. Assistant Director Education Services Update (Ian Budd)

This agenda item was moved to before Agenda Item 9.

15. Forward Plan (Chair)

Action - The DSG Recovery Plan monitoring is now on the Forward Plan and that's following advice from the ESFA on how schools forum are kept up to date on how the plan is being delivered.

Phil Johnson concluded business.

Neill Butler reminded Schools Forum of next meeting date of Thursday, 3rd December at 14.00 on Teams

Phil Johnson thanked everyone for attending and contributions.

Neill Butler thanked Phil Johnson for chairing.

If you would like to listen to the full meeting please click [here](#)

WARWICKSHIRE SCHOOLS FORUM

Verbatim minutes of the meeting held on 1st October 2020

Microsoft Teams meeting 14:00 – 17:00

SCHOOL FORUM MEMBERS

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Ian Budd	Assistant Director - Education Services
Purnima Sherwood	Service Manager for Finance
Neill Butler	School Funding & Strategy Manager (Clerk to Forum)
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3. Minutes of the last meeting

Neill Butler asked for any corrections to the minutes. One had already been received from Martin Davis. No further amendments

4. Update on Matters Arising (Neill Butler)

Neill Butler noted that this is a standing item at Schools Forum to pick up any outstanding items from previous meetings.

a) Sparsity Funding

Schools Forum supported the allocation of sparsity funding for this financial year and the local authority agreed that it will be paid to our 14 smallest rural schools for this year and the payments should have been in schools in September.

b) Admissions

The responsible officer has been asked to bring this back to the December meeting. This is around how academies were charged for admissions, and whether there's the possibility of a rebate to the academies that had bought into that service because it transpired that they were paying a slightly higher rate than are maintained schools.

c) Early Years

Early Years c/f of £1.8m – has been ring-fenced. Questions were asked about how this would be allocated; e.g. could it support EY providers through Covid-19. There are uncertainties around EY funding so the EY Working Group would look further at this in the Spring Term.

At the moment and it is within the briefing, is that the SFA have already said that they were actually guaranteeing funding in the October 2020 census based on the October 2019 census so EY providers shouldn't see any significant fall in their funding for this financial year.

Neill Butler asked for questions – no questions forthcoming.

5. Schools Forum Terms of Reference (Neill Butler)

The most significant point is the length of term. This is normally two years but due to delay of elections the proposal is that Schools Forum sits for 30 months and the Chair sits for 18 months

Neill Butler asked for questions – no questions forthcoming.

Martin Davis arrived at the meeting

There were no objections to the proposals so confirmed as approved.

6. Scheme for the Financing of Schools (Neill Butler)

This only relates to maintained schools and is an annual item to review.

DFE now requires each maintained school to:

- submit a three-year budget forecast to the Local Authority by 1 May each year. WCC are one of the few local authorities that have been doing this for a number of years, so already meet that requirement.
- submit a recovery plan to the local authority when their revenue deficit rises above 5%. Again, this is something WCC have been doing for a number of years.

The final change is around insurance - whereby schools can now look to join the Secretary of State's risk protection arrangements.

We will consult on the changes to the scheme with maintained schools and that period of consultation will run for a number of weeks.

Nicci Burton pointed out that on Annex A, page 32 some of the Maintained Nursery Schools were still under their old names of Children's Centre. Neill Butler agreed to make the change before the Annex is circulated to the maintained schools.

Decision requested: Do maintained schools agree with the changes and the timetable? No objections to the proposals so confirmed as approved.

7. 2020/2021 DSG Budget Monitoring (Purnima Sherwood)

Brian Smith deputising for Purnima Sherwood to present the report. Brian introduced himself.

Highlights of report

- Table 1 summarises the DSG allocation for 2020/21
- Table 2 DSG allocation after recoupment (net)
- Paragraph 2.1 shows budgeted allocations (net) and forecast
- 3 Blocks underspending; but offset by HN overspend
- Are over 1% threshold so will need to do recovery plan – HNB will be main element
- New recovery plan template released and will be brought back to SF

Tony Dix joined meeting

- Main headlines of each Block explained with focus on HNB
- Explained HNB overspend as being prior year overspend carried forward plus in year overspend
- Phil Johnson asked for confirmation on whether HNB issues are particular to WCC or national issue. Brian Smith confirmed that this is a national issue and we are looking to do further national lobbying on this

Ian Budd noted that:

- at Full Council last week there was a motion which was passed with all party support and it's very much recognising some attentions that we're all working with in terms of the quality of provision, the challenges from increasing need for provision and the challenges there are around adequacy of funding on SEND.
- following that motion a Task and Finish Group of counsellors are working with us on this SEND change program.
- there's also recognition that additional funding has been announced this year by central government, but that can only partly address the pressures that are apparent in the system. We can't be driven by the funding; we have to continue to meet the statutory requirements in terms of support for children with special educational needs and disabilities.

Andrew Felton added:

- funding for next year - at the moment only got certainty for one year, so don't know whether there's an ongoing commitment to that yet.
- there's also a lot of uncertainty with the national financing generally of public sector in terms of the coronavirus response,
- waiting to see and trying to ascertain whether that is ongoing or not, or whether it will be extended or not through softer routes at this point in time.

Martin Davis asked how we compare to other LAs in terms of our overall budget. **Duanne Chappell** answered to say that our cumulative overspend is quite low because WCC has offset until now, when other councils haven't done this. But Council no longer allowed to pay DSG deficits.

Andrew Felton added:

As the council bailed out that overspending over a period of time it meant that maybe we're slightly behind on the transformation. Going forward, we're obviously trying to work out how we accelerate some of that in terms of turning around some of the same provision and issues that we need to deal

with to get it back more onto an even keel.

8. 2021/22 De-delegation Consultation Timetable (Neill Butler)

This item is for maintained schools only to agree the timetable for consultation

Neill Butler noted a couple of errors in the report - 2 of the 3 dates still showing as 2019 should be 2020.

Neill Butler presented report – highlights of which are:

- agree timetable for consultation with schools on de-delegation for 2021/22
- Schools Forum members of Maintained schools are asked to agree the timetable that will go out to schools to see what their views are on de-delegation for next year
- consultation with Head Teachers and Chair of Governors but only expect one response from each school.
- responses will be collated and brought back to Schools Forum in December.
- final decision on whether de-delegation continues in 2021/22 rests with Schools Forum

Neill Butler asked maintained schools if they had any questions on the paper and if they were happy to agree the timetable.

Decision - timetable agreed.

Change in Agenda item

As Ian Budd needs to leave the meeting at 16:00, the agenda has been changed to allow the AD for Education Services to provide his update.

Highlights from update:

- welcomed old and new Schools Forum members to the meeting
 - thanked everyone for their adaptations over the past seven months
 - focus been around Covid response and recovery
 - a lot of work gone into refreshing risk assessments and action plans in Education
 - too many children and young people lost too much of their education in the summer and now in a position where everyone is expected to be back in adjusted environment.
 - seeing the number of children and young people are much safer and supported in terms of their well-being than they would have been in the time they were out of school
 - thinking about the whole school population, attendance in schools is up in the 90s, over 90%
-
- two to three weeks in there was a bit of a blip in secondary, whilst attendance in primary and special schools continued to rise meaning some young people needed to self-isolate. But now the number of those incidents is reducing so back in a position where attendance is very positive. This is down to all the hard work and commitment that we have across the workforce across schools and academies and real commendation to them and the Governors who are supporting and advising them.
 - Very much part of what is very important to us as an education community and to school leaders as well, is that we make the most of technology.

- Every Tuesday we have a massive turnout from school leaders across the system to consider the latest issues, guidance and working through what it can mean for individual schools as a group together, as one of the mantras throughout these seven months has been that nobody should go through these unprecedented times in isolation.
- Why are the number of coronavirus incidents reducing? We think this is down to the vigilance and those detailed plans that every school has got for its home community and the fact that within an hour we can make sure the right people are self-isolating if an incident arises. That's down to rapid notification of anyone who is symptomatic or has a positive test to us in the local support services and specifically our seconded Director of Public Health team.
- There is learning that will make a positive difference for the future in terms of resilience. It can range from the webinars we are doing on wellbeing, anxiety and trauma all the way through to the dedicated case work with families who have challenges returning to the school environment.
- A lot of Government advice was around stability in traded and education support services and that requires careful discernment and working our way through in terms of what governing bodies and schools want to be buying and what we as an authority can afford to provide.
- Overnight stays are banned so there are limits in the type of outdoor education services that children and young people are allowed to have.
- We need to make the most out of the Covid situation continuing to adjust what our services look and feel like sometimes making the use of technology but sometimes making changes to how services will be delivered in the long term.

Ian Budd asked if anyone had any questions.

Two questions were received from Martin Davies

1. Concern about the nature of pupil's behavior returning to schools after this very long gap, firstly are there any broad messages coming through or is it just as far as you know just what happens in individual schools.
2. in terms of "catch up" - we're not going to be there at least until the 2021/22 school year, certainly not fully in 2020/21.

Ian Budd responded

In terms of return to school a lot of thought, planning and attention was around what behavior would be like when children and young people returned and most of those plans included phased bringing people back in so there could be a lot of care and attention in inducting them to new routines in the school environment, plus also paying attention to their pastoral needs and well-being needs before they got on to assessing gaps in learning and what might best meet those gaps. Really hard thing to report back.

Head teachers consistently have been reporting that not only did they and their staff colleagues' welcome children and young people back, clearly being back at school was welcomed by children, young people themselves and by their parents and carers. That's reflected in the attendance percentages being much higher than national, much higher than any of us were anticipating at this point. So, we're talking now how relatively few families need personalised support to encourage them back; so it's a really positive picture. I think it would be really good to send links to some of the YouTube materials that some schools have put together. Voxbox with children, young people, parents and staff in school communities just so happy to be back valuing school after all that disruption which

is going to take some real time to recover. I mentioned Tuesday lunchtime meetings. We have them every week with teachers and actually EY leaders and college representatives. Big focus next week is going to be on practitioners sharing what they think is effective on catch up and we've also got some input there from the Education Endowment Foundation as well, so you know there's going to be an evidence basis to recommendations on how best to stop that gap getting wider.

Phil Johnson – I'd also welcome the monthly meetings that they governor development team are doing because I've found them very useful to. It's good to chat to people on an informal basis and listen to what their concerns are.

Ian Budd – It's good to get feedback on what could be better and those informal meetings on Teams have been really good to get insight on effective practice and how we can best support the education community. The feedback from school leaders and governors participating in the governor services meetings, and actually from our trade union colleagues as well, was actually very practical in people not feeling isolated. It's so important that people feel they can get through this together and that's so important as part of the community of interest.

Phil Johnson - What's your view on external professional visits to schools? I know there's issues around risk assessments etc. but do you see that getting back to a bit of a more normal situation? Because obviously with things like Ed, Psych etc, you get much more out of personal interaction than being able to do it remotely.

Ian Budd, on risk assessments the position is not so different for the support services to schools in that all have worked their way through risk assessments and for many members of staff colleagues, they've done individual risk assessments as well. So there's institutional service risk assessments and there are personalised risk assessments in place. For a number of support services they have now been stood up. Sometimes, depending on the service, the mode of delivery for meetings or consultations is using the Teams technology, or it can be on school visits. But you're right, it's kind of like standing up at the moment because there are some schools who are not yet, for some services, in a position where they are confident to have on site visits. So, we're partway through that now. Some are welcoming on site visits and some support services, and others not quite there yet and that will continue to evolve, and we will work on it. But there isn't a bar to us providing support services.

Matters for Information/Comment

Neill Butler confirmed no decision making required for next agenda items – these are for information/comment

9. 2021/22 National Funding Formula Update and Timetable (Neill Butler)

Neill Butler presented the paper

Highlights are:

- Over the summer DfE actually gave a lot of information around funding next year for Schools, High Needs and Central Services. One of the things we're still waiting for is EY funding, but this paper specifically looks at the National Funding Formula in Warwickshire schools.
- Need to be clear that right at the beginning of the proposal for the National Funding Formula is that both Schools Forum and Councillors agreed that we wanted to move to the hard National Funding Formula as quickly as possible but that was very reliant on

affordability. This financial year is probably the first year we have almost achieved the hard formula for the first time. But the last piece of that jigsaw was managing to get Sparsity funding into our 14 smallest most rural schools and that is a real positive.

- Today is the school census date day whereby next year's funding will be worked out for Warwickshire schools based on their numbers on roll on this day.
- As mentioned under de-delegation paper consultation will be sent to schools on Monday 12th October.
- 20th November 2020 deadline for submission of disapplication to move up to 5% from SB to HNB. Will need to consult with schools.

Neill Butler asked if Duane Chappell or Ian Budd had any views on this

- Duane Chappell commented that one of the things we would be looking at as one of the measures is to apply to the Secretary State for 0.5% transfer between the Blocks. This will need to be brought back to Schools Forum so that they can approve us doing that or recommend that we go ahead with that application to the Secretary of State.
- Ian Budd commented that we need to see that it is Schools Forum considering SEND change programming. Not going to be an on the spot decision. Far from it; it needs to be a very informed decision.
- Information around next year's funding will be brought to the 3rd December Schools Forum meeting for decision.
- Mid December the SFA actually tell us tell us what our funding is going to be, and we have to model it.
- If there's any significant changes at that stage we do hold back a meeting, which is the 14th January next year, in case any further decisions have to be made by Schools Forum because of any changes in funding between those two periods.
- Cabinet are due to meet on the 19th January when the final decisions will be made on funding for next year.
- By the end of January, hopefully SFA will confirm all our funding assumptions and what the funding should be within schools. Full Council will then agree the final budgets at their meeting on 4th February.
- Hope to get budgets out to schools, including three-year indicative budgets, by within the first two weeks of February.

Questions asked – none. Confirmed format is same as previous years

10. DSG – A guide to the Blocks (Neill Butler)

Neill Butler presented paper – purpose is for Schools Forum to compare and understand funding for the Blocks.

Highlights are:

- Within SB there is a £2.4m surplus that's currently being held over for future growth fund. If looking at a 0.5% disapplication between the Schools Block and the HNB that is about £1.7m so sufficient money in growth fund to cover off the disapplication
- Background on EY figures. Big issue is maintained nursery schools because they get supplementary funding that is ring fence for those schools and at the moment, they've only been guaranteed that funding to the end of this academic year; unsure what happens after then. There is £1.8m EY underspend which is ring fenced for EY.

11. Overview of High Needs (Duane Chappell)

Duane Chappell presented paper

Highlights are

- Schools are funded in 3 parts of Blocks:
 - Element 1 – every pupil has Element 1 funding (AWPU)
 - Element 2 – notional £6k is to be used within schools as graduated approach. As needs are exposed this allocation is there to meet the needs. If child's needs are greater than AWPU and Element 2, then have next element
 - Element 3 – drawn down from HNB
- Warwickshire Band C is £3613 and Band D is £8415. Duane Chappell has reviewed funding streams and the funding going into mainstream schools is not significant. Need to invest in schools earlier on to ensure have right level of funding.
- Average funding level from HNB is approximately £9k
- Special schools funded on place-led mechanism. Based on £10k. Can also access HNB for Element 3 for needs above the £10k. In WCC – have more children in special schools than statistical neighbours.
- Top performing LAs and schools – high outcomes and low cost through early support, inclusion and not excluding children
- Resource spaces – current funded at Band E = £10k per learner, +£6k, +£4k
- Special schools, in particular children with social and emotional mental health, are funded at £23k from HNB for element 3 money coupled with the £10k of the place led money
- Duane Chappell made the point that where children have EHCP – means that from that point to when leave (up to 25), they are funded from HNB.

Questions:

Phil Johnson - Paragraph 2.4 please give example. **Duane Chappell** responded by confirming this is about Early Intervention. The arrangements currently almost incentivise schools to not keep the children. So, looking at what our core offer is to ALL schools – what do we offer all schools 'free of charge' so that schools do not feel they need to plan for alternative for the child. We want to address the balance – affordable, top class service for ALL children while still offering traded arm for specialist children.

Nicci Burton – Thanked Duane Chappell for report. **Neill Butler** confirmed that EY will be covered in next paper.

Fay Padfield - How do we link into Neural Developmental Services because that's a significant barrier in schools, the wait times for children who were identified at pre-school age of behavioral issues and families go through years of struggling and being told they're bad parents because they can't get any assessments. How are we working with the other services to ensure this holistic support for children? **Duane Chappell** – it isn't about a diagnosis; if a child is exhibiting a need, it's the need that we meet. Not going to be easy but conversations have been started on keeping medical oversight of child's needs.

Rose Gunn – concerned about what was said earlier. There's a disjuncture between the health and education, which then impacts on both sides and typically head teachers in schools often see various

health teams say schools need to deal with it and schools will say they need answers. The unfortunate long waiting time just aggravates families and staff - you try to apply various strategies but haven't necessarily got the answers.

Larry Granelly – Had some pretty in-depth discussions previously about how we can improve the methods of working with the Health service. It sounds to me as if we haven't really made much progress in that field and I support all the comments that were made before, there's a lot of frustration in schools in these areas. What support are you going to get on this occasion to make sure that we get some benefit from your efforts? I'd like to ask Ian and Neil what their view is on what we're going to do differently this time to make sure your efforts are successful.

Ian Budd - For those programmes to be successful there needs to be lots of engagement and ownership, so in mobilising the SEND change programme we've put a lot of time in with Councillors so as Cabinet Members, Overview and Scrutiny and Backbenchers are aware of where our shortcomings are and what we need to change now in our 31 projects so Council ownership is one part of it. Corporate Board own the change program and all of the teams that they represent. So we have a lot of briefing, engagement and involvement with support services, Andy's finance team being a big part of the modeling and the change process that's ahead for us. Project management capacity within the Council. Now Marcoms our communications capacity within the council is mobilised as part of getting the change program operational. A lot of engagement with our own internal education. SEND and inclusion teams as well to understand why we need to change and how we need to change. We also need to make sure that governors, headteachers, SENCOs, practitioners, are aware of why we need to change and how they can be part of the change to make a difference for children and families. And then there's a lot of work needs to be done to make sure that parents and carers are aware of what's coming ahead and how they can positively engage with it and how it can possibly make a difference for them. Because for some families we know that any change is a major challenge in its own right, and we need to be with them every step of the way in our communications. So deliberately not a short answer because every step of this change journey we need to make sure there is ownership of the next step and understanding of why it needs to happen and the chance for people to input on how they can be part of it and make a difference. Otherwise, if we don't all do that collaboratively it could be the best constructed SEND change program ever. But it won't land. It doesn't land unless it is owned by all the stakeholders. So, it needs the confidence of school community as part of that.

Larry Granelly – change is difficult, but we've got these chimneys of different areas with different priorities and we've had this conversation before and it sounds as if nothing has moved forward. I'd just like to understand what's going to be different this time, but I'd like to see a regular update from Duanne and hear her views on what support she's getting to knock down those chimneys and get an organisation structure in place that the right priorities are being met at the right time. And I'm not underestimating the task that is but we are three or four years down the road, and we haven't moved forward and these plans need to be urgently put in place with the NHS or whoever it is but somebody has to take that responsibility and we need them to back Duanne and yourselves with these programs.

Phil Johnson - we've got a number of new people come into the County and they're obviously working very hard on certain things. Where we have issues is where it comes up against the modelling of Health outside the council, and that's an area where we can only exert influence. We can't necessarily change anything

Ian Budd – We have a duty to continue to work really closely with Health at all levels. We've got lots of collaboration operationally, but where there are changes in the system can make a real difference that needs the ownership of our Boards. We will be working with them at that level as well. It won't

be easy, but actually there was a very specific request just, which I think we can give an absolute assurance on. We will give you an update every cycle on where we are with the programme, what's going well with it, and what is more challenging and needs some focus and attention to actually get it on track. So we'll be really open on that with you because if we're asking you to take a step of faith in the change journey and the same for other parts of the education community, we need to be open with you around what we expect of you, what we expect of ourselves and where something hasn't worked right how we can put it back on track for you all.

Matthew Bown – There is a group on the SEND and Inclusion Board consisting of Heads, NHS, Secondary Heads of special schools, who try and unpick what these issues are and together they try and work with possible solutions to bring together to places like Schools Forum and other places as well. It's not just on the shoulders of Duane or Ian; there's an awful lot of professionals now sitting around that table trying find a solution.

Andrew Felton - There's been some issues from Warwickshire County Council's point of view over the last few years in terms of continuity of leadership and how things have been moved forward so I can understand some frustrations about whether we have got our act together. I think what's different now is that there is a real sense of priority around this within the County Council all the way up to Strategic Board and within the Cabinet as Ian was articulating. I know Monica's sees this alongside Covid as one of our top two priorities to deal with moving forward generally. The education side of things and how we, not just with the SEND, but other aspects as well get a stronger grip, wrap the right corporate resources around Ian and Duane and the team they've got pumping in some extra resources and we've already committed an extra £1m from the investment funds to start to move this forward. There's more work to be done around the business case to see if there's more investment needed to getting to grips with this, but Ian is also right that actually developing those solutions, it's intrinsic that we're working in partnership with you in the right way, and we start to leverage some of the positive relationships we've got with people like Health. Because if I look at the adult side of the world, actually, we've had a really good response to Covid with the NHS through this period and actually we've got national recognition for some of the funding arrangements we have in place in terms of drawing funding down from Health to support the Covid issues.

So, we've got to work out how we tap into those relationships both on the children's and on the adult side of things to get the most of moving some of these issues forward basically. And I don't think we've had the leadership there historically, to move that forward. I think the fact we've got some new people in there's more momentum, and there's more commitment there, both from yourselves and from ourselves and I think this is a much better chance of succeeding, and the County Council's got some significant financial liabilities that we're trying to offset, as a consequence, if we don't get this right. So it's very much in our interest to put the right effort into dealing with this for a number of reasons; both outcomes for these children that currently aren't getting the outcomes they need, as well as the financial situation from the County Council's point of view.

Sybil Hanson - I am so encouraged by what is going on, I think you're doing a wonderful job. I just hope that it will all come, but really, it's the first time I think it's been grasped and proceeded well done.

12. Overview of Early Years (Neill Butler)

Neill Butler presented the report.

This is an item for information to bring all Schools Forum members, not just the new members up to speed on how EY funding block works.

Highlights:

- there are four different providers. The biggest provider of EY provision is with private and voluntary independent sector whereby there's nearly 4/5ths of the provision in this area.
- Second - infant and primary schools, nursery classes and then maintained nursery schools and childminders.
- five very distinct areas of funding: first one is 2 year old provision. This is only for children of eligible working parents. This year, the funding for EY is £33.1m. The 2 year old provision represents £3m of that funding, so less than a 10th.
- Second bit is the 3 and 4 year olds. This is the vast majority of funding, and that equates for £29m of the £33m. The main issue for us with this is that from the 3 to 4 year old funding, the local authority can top slice 5% of this funding. It's the only bit of EY funding that we can top slice and we do do this, but the money does go back into EY providers by supporting that provision. The view is that within the remaining 95% that is passported to schools, a maximum 10% can be done through supplements. There are a number of supplements, but the only mandatory one is deprivation. Lots of talk within the EY working group, about what is the best split for funding in 3 and 4 year olds and it has been agreed that deprivation will be the only factor that will be used, and we're unlikely to support any review of that.
- Then we have two lesser funding streams. EY per pupil premium - that just comes to £160,000 a year and the disability access fund £119,000. So that £119,000 actually supports less than 200 children in EY.
- Last funding is for the maintained nursery school supplementary funding, which recognises that those schools are maintained schools but are not included in the national funding formula, so they are recognised that they do have additional costs above some other providers.
- Section 7 quite important, because this is the only Block whereby its adjusted in year. For the SB we allocate the money on the 1st of April for maintained schools and the 1st of September for Academy schools, that funding does not change. Once we announce what the fund is for the schools, that is it.
- For the EY there are adjustments, so we could actually have a claw back of money if we have less pupils, but contrary to that is we will get more money if there were more pupils within the system during the January census points. The issue is if you have a lot more children than the average in the autumn term, that gives us some funding issues because we won't have the funding for them until the January, whereby it may be more stable. But that's just an issue that we're trying to work through at the moment and one of the reasons why we're keeping the EY ringfence reserve at this stage

Questions:

What has been Covid-19 impact on EY providers. Neill Butler asked the two PVI reps to respond. **Mary-Ann Burrows:** huge impact: drop in fees and income; impact on staffing; bubbles closing and reopening; sector is worried. If close bubbles – means further reduction in funding/income.

Nicci Burton clarified that is clear criteria for 2 year old funding. For 3-4 year olds is top slice. Question about whether that might happen for 2 year olds? Still don't have EY funding for next year – so not clear if there will be top slice but doubt it.

13. SEND and Inclusion Change Programme (Duane Chappell)

Highlights

- WCC is behind the curve and high number of specialist schools, etc
- Children have right to go to local schools and we must support schools to meet their needs
- Warwickshire needs to change practices and be more inclusive and WCC needs to support schools and EY setting
- Needs to be joint approach across whole local area
- DSG recovery plan has been compiled as has DSG sustainability plan – started on the journey and now working with SLT in Wiltshire
- Important that also looks at own service area to review what we are charging for and what outcomes are being achieved. EY outcomes are below what they should and KS4 is on downward trajectory
- Have 126 areas – brought down to 31 projects in SEND and Inclusion Change Programme. All decisions made need to be fair, transparent and equitable
- EY sector – if get this right from start; outcomes are positive

Questions:

Fay Padfield - How ensure outcomes don't deteriorate as changes are being made? **Duane Chappell** – need to define good. Here to ensure money goes to right places at right time. Need to make changes in system e.g. invest to save; invest earlier. So likely that will spend more initially before getting the longer-term benefits which will create support to parents and schools so that families don't get to crisis point. Need to also upskill families.

- Projects address system and behaviour change
- The picture and the trajectory aren't positive when you look at the finances
- Projects – some of them are system, some are behavioral, and some are reviewing the services Full business case approved and full project plan and resources. Council fully support.
- Further 11 projects in draft
- Recruitment of three additional project managers.
- Have set out a communications strategy.
- We're looking at the financial modelling approach so how we're measuring where we're going with our finances.
- Set in place performance dashboards so at SLT, School Improvement Boards and Education Partnership Boards we are constantly questioning and challenging
- Set up a Programme Board
- Set up new school which is moving on well
- Working with colleagues around appointing another Trust to run one of our other schools
- Looking at resource bases. Written in the last six months a strategy around our primary resource based provision. Working with colleagues to do secondary strategy about the pathways.
- When setting up resource bases, we provide reviewing cycle to ensure staff that are operating are well skilled and are up to date with new legislation and practice and that we offer common theme across the whole of Warwickshire.

Questions:

Tony Dix – Concerned not seeing any information regarding social services and things like ACE and Adoption Services in general, where there are children who are getting specialist help but they have to get funding through the Adoption Services as opposed through schools. How do you align with John Coleman? **Duane Chappell** – Children with Disability team sits within my line management. Vast

majority of children would have an EHCP. Team are all working together on writing Service Plans. Looking at children within these there is certainly a reviewing cycle and over the last couple of months an enormous amount of time has been spent getting the single assessment rate down so support can be in place early. Not working in isolation – meet with John Coleman regularly as part of the SLT and we're working on this together.

Tony Dix – So does that include children that have attachment disorder? **Duane Chappell** – asked EP service to do, is say for example trauma attachment – do we roll out a model within all schools, especially primary schools about how we can deliver training around that. Through Covid set up Webinars. Had 900 parent, carers and professionals attend last webinars. Also work closely with ACE.

Tony Dix – In the school setting not seeing that joined up working happening. **Duane Chappell** – not going to happen overnight. Will take forward and see what needs to be done. Happy to have conversation outside of Schools Forum.

Faye Padfield - how we are ensuring that the training that we are putting into schools at all levels - so you know attachment for all schools. Recently it was a Warwickshire priority for autism awareness for all schools and all teachers would have had this and still practitioners don't understand. So how will we actually hold into account this money we're spending and it's not having the desired impact? **Duane Chappell** – Again this is a traded part. Can't promise anything until done all the cost analysis and the impact. Let's audit what schools need and want as opposed to this is what we're offering. If we did a whole school SEND audit, we will do that free of charge but we would want that commitment from you.

14. Assistant Director Education Services Update (Ian Budd)

This agenda item was moved to before Agenda Item 9.

15. Forward Plan (Chair)

The DSG Recovery Plan monitoring is now on the Forward Plan and that's following advice from the SFA on how Schools Forum are kept up to date on how the Plan is being delivered. Phil Johnson concluded business.

Neill Butler reminded Schools Forum of next meeting date of Thursday, 3rd December at 14.00 on Teams

Phil Johnson thanked everyone for attending and contributions.

Neill Butler thanked Phil Johnson for chairing.

If you would like to listen to the full meeting please click [here](#)

Schools Forum

3 December 2020

Pupil Growth Fund 2021/22

This report relates to all representatives and is for decision

Recommendations

Funding from the Schools Block DSG is allocated to the Pupil Growth Fund to support the requirements outlined in this report:

- a. Proposed revision to the pupil growth funding criteria;
- b. Estimated growth funding required for 2021/22 to support pupil growth in existing provision and the opening of new provision as set out in section 5;
- c. Where there is insufficient funding to support allocations described in this report, the level of protection funding for schools will be scaled back accordingly.

1. Introduction

- 1.1. The Warwickshire Education Strategy (2018-2023) sets out the County Council's aspirations and priorities for Education in Warwickshire. Within this strategy Priority WE3 aims to ensure all learners enjoy a high quality learning experience.
- 1.2. In this context, the [Education Sufficiency Strategy \(2018-2023\)](#) accompanied by the [Annual Sufficiency Update](#) aims to help schools, parents, council officers, local partners and stakeholders understand how Warwickshire County Council plans for and anticipates the growth in demand for places ensuring that all children and young people thrive in sustainably good or outstanding schools and settings throughout their education, wherever they live in Warwickshire.
- 1.3. The Local Authority is responsible for providing sufficient school places.
- 1.4. Warwickshire is entering a period of significant growth, with larger primary cohorts now entering secondary provision and large scale housing development proposed across the county over the next 15 years and beyond. As development progresses across the county there will be the need for the delivery of new provision and the expansion of existing provision during the next 5 years and effective planning for further new provision beyond that period.

- 1.5. The growth fund is used to support schools which are required to provide extra places in order to meet basic need within the authority, including the pre-opening and post opening costs of new schools and reorganisation costs.

2. Current criteria in Warwickshire for administering Growth Funding

2.1. Primary School (Reception to Year 6)

- 2.1.1. When a primary school agrees to admit an additional class at the request of the LA they are paid £36,317 for each new class to cover the seven month period before these pupils begin to be funded through the formula based on the October Census. For bulge classes this would be a one off payment, while for expansions the payment would be made for a maximum of seven years depending on the number of new classes opened. In terms of academies, which are funded on academic year, there is a 12 month period before funding for the additional class is received, therefore an additional £23,798 is paid to academies in April and recouped from the ESFA by the LA.
- 2.1.2. Primary schools that are in the process of expansion, or those that have admitted a bulge class at the request of the LA, also receive protection funding for up to seven years from when an additional class is opened (inclusive of the first year of funding). For the first year of funding, the additional protection funding is based on the primary AWPU figure (£3,123 for 2021/22) and is for 5/12 of the year, as the school would have already received the Pupil Growth Funds to support with first 7/12 of the year¹. In second and subsequent years of funding, if the class has 25 pupils or fewer, the school is eligible to receive AWPU for the difference up to 25 pupils, capped at £50,000. Where applicable, this protection funding can also be applied to new free schools opened via the LA presumption route or through the Central Government Free School Programme.
- 2.1.3. The growth fund can also provide support for those schools undergoing reorganisation, for example, an extension of the age range. Costs incurred can vary considerably, and in order to ensure an equitable yet flexible approach, each re-organisation will be assessed and the appropriate method and level of funding agreed follow consultation with the relevant officers.

2.2. Secondary School (Year 7 to Year 11)

- 2.2.1. When a secondary school agrees to admit an additional form of entry at the request of the LA they are paid £38,611 for the seven month period before these pupils begin to be funded through the formula based on the October Census. For bulge classes, this would be a one off payment, while for expansions the payment would be made for a maximum of five years.

¹ Protection funding in the first year not applicable to academies that received full 12 month growth funding payment

For academies, which are funded on academic year, an additional £25,436 is paid to academies in April and recouped from the ESFA by the LA.

3. Proposed change to growth funding criteria

3.1. Revision 1 – removal of protection funding cap

3.1.1. Currently primary schools in the process of permanent expansion or that have admitted a bulge class at the request of the LA are eligible under the current criteria to receive protection funding up to 25 pupils for up to seven years from when the additional class is opened (inclusive of the first year of funding). This funding, based on the AWPU for the difference up to 25 pupils, is capped at £50,000 per class.

3.1.2. It is proposed to remove this funding cap at £50,000 to provide greater reassurance to schools in terms of managing a balanced budget when admitting additional pupils at the request of the LA. However, where the funding required exceeds the budget available there may be a requirement to scale the protection funding back.

4. School Pre-Opening and Post Opening Funding

4.1 Under the free school presumption local authorities are required to meet the capital costs of providing the new school and the revenue costs of opening the new provision.

4.2 In providing the revenue support, provision must be made in the LA's growth funds to finance pre-opening development costs and post-opening funding to reflect the additional costs of establishing and operating a new school during the first few years when pupil-led revenue funding is not sufficient to cover the full running costs.

4.3 Pre-Opening Funding (Project Development Grant)

4.3.1 The pre-opening funding is intended to cover revenue costs up to the opening of the school. This can include project management, staff recruitment, salary costs and office and administration costs. The grant is paid in three instalments during the year prior to opening.

4.3.2 The current pre-opening funding grant follows a similar funding level to the project development grant given to new schools opened through the Central Government Free School Programme.

4.3.3 The Project Development Grant proposed by WCC breaks down as follows:

Primary £195,000 (£125,000 if the trust is opening more than one school in an academic year)

Secondary and all-through £275,000 (£175,000 if the trust is opening more than one school in an academic year)

4.3.4 An ICT grant would also be provided to fund the ICT equipment and expenditure not covered by the Capital Build. A grant of £50,000 is proposed for Primary Schools and £100,000 for a Secondary School.

4.3.5 It should be noted that all LA presumption schools also receive a £25,000 project development grant from the Department for Education.

4.4 Post Opening Funding – New Mainstream Free School

4.4.1 The current approach follows a similar format to the post opening grant paid by the DfE to free schools opened through the Central Government Free School Programme. There are two elements to the post-opening grant: non-staffing resources paid on a per pupil basis and a leadership grant.

4.4.2 The Resources element: Paid each year that the school builds up to capacity for each new pupil expected to be on roll. It is paid at the following rates:

- £250 for each new mainstream pupil in the primary phase (R to 6)
- £500 for each new mainstream pupil in the secondary and 16 to 19 phases (7 to 13)

4.4.3 The Leadership element: Paid annually based on the number of year groups that the school will ultimately have that do not yet have pupils. The amount paid to mainstream schools depends on how many year groups are empty.

Table 1: Leadership element of post opening grant

Phase	Number of empty year groups						Max
	6+	5	4	3	2	1	
Primary	£80,500	£67,500	£54,000	£40,500	£27,000	£13,500	£283,000
Secondary			£125,000	£93,500	£62,500	£31,000	£312,000
All Through	£125,000	£93,500	£62,500	£54,000	£40,500	£27,000	£402,500

NB. Leadership element not affected by school size or whether there is a sixth form

Table 2: Total Cost*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Max. Total
Primary (1FE)	£88,000	£75,000	£61,500	£48,000	£34,500	£21,000	£7,500	£335,500
Secondary 7 to 11 (6FE)	£215,000	£183,500	£152,500	£121,000	£90,000	-	-	£762,000
All Through 11-16 (1FE primary & 6FE Secondary)	£222,500	£222,500	£222,500	£125,000	£97,500	£7,500	£7,500	£905,000

*Maximum cost assuming school growing 1 year group at a time. Cost would be subject to change depending on the timing of year groups being opened. Funding will be adjusted over the opening period in line with the maximum total paid

5. Growth Funding requirements for 2021/22

5.1 For 2021/22 the growth funding requirements to support pupil growth in primary and secondary provision and to support the opening of new provision is estimated at £2,422,827 (including recoupable amounts); of which:

- £2,086,414 is required to support pupil growth in line with the growth funding criteria outlined in this report². £327,392 of this growth funding can be recouped from the ESFA.
- £336,413 is required to support the pre-opening and post opening of new LA presumption schools

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² This also includes an amount to support additional secondary bulge classes in Rugby in the event that planned new provision for September 2021 does not open.

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Schools Forum

3 December 2020

De-Delegation of Schools Block Budgets for 2021/22

This report relates to representatives of maintained schools only and is for decision

Recommendations

1. The representatives of maintained primary schools on the Schools Forum are asked to decide whether to support the continued de-delegation of the following services in 2021/22:
 - Free School Meal Eligibility
 - English as an Additional Language
 - Trade Union Facility Time Funding
 - School Improvement
 - Gypsy and Romany Travellers
 - Behaviour Support Services
 - Medical Referrals for Employees

2. The representative of maintained secondary schools on the Schools Forum is asked to decide whether to support the continued de-delegation of the following services in 2021/22:
 - Free School Meal eligibility
 - English as an additional language
 - Trade Union facility time funding

1. Purpose of the Report

- 1.1. De-delegation is an option that enables some services to maintained schools to be provided centrally and the funding to do so be retained by the local authority. If de-delegation stops then the centrally retained funding would be delegated in the main school budget and the local authority would either stop providing or charge for the service. The purpose of the report is for the Forum to agree whether to continue the de-delegation of a range of services for 2021/22.

- 1.2. De-delegation is a series of decisions which the Schools Forum is required to take on an annual basis.
- 1.3. A consultation with maintained schools seeking their views on the continuation of the de-delegation of funding has been undertaken to provide supporting evidence to the Forum in coming to a decision. The report also provides feedback on the results of the consultation.

2. Consultation

- 2.1. The consultation on de-delegation was sent to all maintained schools on Wednesday 14 October 2020, with a closing date of Friday 13 November 2020. The information presented in the report includes all response received up to Friday 13 November 2020.
- 2.2. As of Friday 13 November 2020, responses had been received from 43 maintained primary schools and 1 secondary schools. This represents 32% of maintained primary schools and 50% of maintained secondary schools eligible to take part.
- 2.3. The following sections take each of the service areas in turn, providing a brief summary of the service provided and the results of the consultation for that particular service. The proportions supporting/opposing the proposals shown in each section relate to primary schools only. The one maintained secondary school responding to the consultation voted to support continued de-delegation across all relevant categories.

3. Free School Meals Eligibility - £0.63 per pupil

Phase	Yes	No
Primary	95.3%	4.7%
Secondary	100.0%	0.0%

This funds the administration process of free school meals. Services are also traded through Warwickshire Education Services. If de-delegation is not continued, as with academy schools where Warwickshire's service is not purchased, schools will need to develop their own systems for receiving applications and checking eligibility. Schools will need to check eligibility on a regular basis and respond to any queries or complaints from parents. Parents will no longer be able to apply for Free School Meals via Warwickshire County Council's Customer Service Centre or website and schools will not have access to real-time eligibility data or the dedicated Department for Work and Pensions helpline (only available to Local Authorities). Should funding

not be de-delegated the Local Authority will offer no guidance or support on Free School Meals eligibility).

4. English as an Additional Language (EAL) - £4.35 per pupil

Phase	Yes	No
Primary	55.8%	44.2%
Secondary	100.0%	0.0%

Support involves capacity building training to skill up key practitioners in schools to carry out EAL assessments, identify learning targets, classroom strategies and provide effective inductions for EAL newly arrived learners from overseas. All assessment resources are provided as part of the training and ongoing advice and guidance for trained schools is available.

Schools with trained practitioners in place can refer EAL learners deemed as complex cases for EAL-SEND assessment, support with EHCPs, multi-agency work (e.g. Early Help), home-school liaison, etc.

Included in the offer are three EAL Network meetings delivered once a term.

5. Trade Union Facility Time - £2.67 per pupil

Phase	Yes	No
Primary	83.7%	16.3%
Secondary	100.0%	0.0%

The Trade Union and Labour Relations (Consolidation) Act 1992 creates a statutory right for Union Representatives of recognised unions to reasonable paid time off from employment to carry out trade union duties and to undertake trade union training. The County Council recognises the following Unions: NASUWT, NUE, ATL, ASCL, NAHT, VOICE, GMB, Unison and Unite.

In order to comply with these Regulations, WCC operates a county wide "pool" arrangement covering all maintained schools, whereby appointed union representative of each of the recognised unions attend consultative meetings (e.g. policy implementation) on a county basis and are also called upon to represent members in individual schools. This pool arrangement avoids schools needing to establish individual bargaining arrangements for each school.

Where appointed representatives are absent from the classroom to attend to their union duties, the school where they are employed are reimbursed from this centrally held budget, for the cost of a supply/cover teacher.

The implications of this budget being delegated to schools would be that there would be no further reimbursement of supply cover arrangements which would have a disproportionate effect on the schools that employ union representatives leaving these schools financially disadvantaged.

Additionally, if a maintained school were not entering in the pooled facilities funding arrangements it is possible that trades unions might choose not to recognise the consultation undertaken centrally on policies as being applicable for a school that does not de-delegate. This would potentially need an individual school to consult on each employment related policy with the regional officials of the various unions at school level before it can implement thus avoiding unnecessary misunderstandings and disputes. Currently the de-delegated funding ensures this is all undertaken centrally on behalf of those schools.

In summary schools need to be aware of the following if they chose not to de-delegate:

- School-based representatives would be required to be trained to the same level as current county-level union officials in order to be accredited and indemnified from their respective organisations for casework and in order to be mandated to consult and negotiate on pay and conditions of service matters.
- School-based representatives would be required to attend regular update training, requiring time-off.
- School-based representatives are entitled to reasonable paid time off to carry out their duties.
- Although the training is currently provided free of charge, the estimated overall release time costs to a school for fully trained representatives for the three major teaching unions alone working to the required standard is in the region of £7,500 to £10,000. This estimate excludes any time a school representative would need to meet with County or Regional Officials and Health and Safety training or refresher courses. If appropriately trained school-based representatives are not available:
- Case work would need to be managed by regional officials. Regional officials do not have local knowledge nor local working relationships. Such knowledge and relationships can often be helpful in managing a case to a successful resolution. It should also be noted that the involvement of a full-time regional officer prematurely can have the effect of escalating the situation in an unhelpful way
- The resolution of low-level issues requiring negotiation is likely to be prolonged due to the need to wait for availability of a regional officer.
- Regional officials cover the whole of the West Midlands region and their availability will be limited. There may be delays in holding hearings and meetings.

It is proposed to increase the cost of this service by 2.75% in line with teachers pay increases from September 2020. This will increase the cost of the service by 7p to £2.67 for 2021/22.

6. School Improvement - £6.55 per pupil

Phase	Yes	No
Primary	69.8%	30.2%

This funding buys in support from system leaders for schools where some intervention or assistance may be required. It does not support staffing but without the funding, the staff employed by the LA to carry out statutory intervention work would have no resources to offer practical support to schools, such as training and development, support for maintained school inspections or ad hoc advice and assistance.

Whilst there is a risk to vulnerable schools if this funding is delegated, the LA would still be able to carry out its statutory functions.

7. Gypsy and Romany Travellers - £3.63 per pupil

Phase	Yes	No
Primary	67.4%	32.6%

This service provides three locally based, experienced GRT education support officers who work in partnership with schools, families and services to improve outcomes for children from Traveller communities. Nationally, these pupils are the most underperforming group across every key stage.

If this service was not provided centrally, then schools may well see an increase in costs with these children attending less and having lower attainment. Someone from the school would need to contact/visit these families to get the pupil back into school or trace their whereabouts. The service also delivers cultural awareness training that schools would need to provide or source themselves.

8. Specialist SEND Support Services - £1.04 per pupil

Phase	Yes	No
Primary	88.4%	11.6%

This money is paid directly to primary schools for pupils at SEN Support without an Education, Health & Care Plan, who meet the criteria for additional support at the point of transition from Early Years' settings into Reception or following assessment by Specialist Teaching Service are in need of additional support.

Often the pupils concerned are unexpected arrivals with complex home circumstances and it is crucial to ensure the child, school and family receive appropriate support rapidly.

Not having this facility would introduce a detrimental delay that could see placement breakdown at home and school.

9. Medical Referral of Employees - £0.45 per pupil

Phase	Yes	No
Primary	95.3%	4.7%

WCC manages a contract for the provision Occupational Health Services. Schools access this service and a budget is held centrally to which the costs of the medical referral of school-based staff are charged. This relates to both the costs of pre-employment medical checks and the referral for medical advice in the management of short term and long term medically related absences from the workplace. The referral process is accessed by all school-based staff.

Should the budget be delegated then schools would be invoiced separately for their usage of the service.

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Schools Forum

3 December 2020

SEND & Inclusion Change Programme Update

This report is for information

Recommendations

That the Forum comments upon progress of the SEND & Inclusion Change Programme

1. Purpose

- 1.1 The report provides an update on activity on the Special Educational Needs and Disabilities (SEND) & Inclusion Change Programme since previous reports to School Forum in October 2020.

2. SEND & Inclusion Change Programme

- 2.1 The vision for SEND in Warwickshire is that all our children and young people lead a fulfilling life and are part of their community.
- 2.2 In June and July 2020, Cabinet approved the establishment of the SEND & Inclusion Change Programme to bring about required change to delivering statutory duties within allocated resources. There are 31 projects that underpin for the delivery of SEND transformation, financial recovery and sustainability, and the continuation of statutory duties.
- 2.3 Through the SEND & Inclusion Change Programme we will work together to:
 - Improve outcomes for our children and young people with SEND
 - Take decisions in a clear, fair and transparent way
 - Ensure that systems are sustainable, so that we are working within our allocated funding
- 2.4 Of the 31 projects, seven of projects have targets to help close the gap between funding allocation and expenditure. Financial updates are to be provided in January

following the next forecast. Three existing items have savings attached for 2020/21, three more expect reductions in spend in 2021/22.

3. Programme Level update

- 3.1 The programme was launched with school leaders at the Head Teachers' Conference on 21st October 2020, with a keynote speech from Dame Christine Lenehan from Council for Disabled Children.
- 3.2 Programme Board has approved the financial strategy, communications strategy and organisational development approach. The performance dashboard and co-production approach are to be presented in December. In addition, interviews for the SEND business change team are completed and roles are to start in January.
- 3.3 A Task and Finish Group is set up for November to January to provide quality assurance for Elected Members. Other external organisations are also being approached to quality assure the programme.

4. Project level update

- 4.1 The project approach adopted by Warwickshire County Council is:
- Project have initial approval of a Planning Preparation Document (PPD)
 - A business case is then developed including mapping of the 'as-is' position and 'to-be' position, along with the plan to move from one to the other and confirmation of the benefits
 - Projects go live for implementation
- 4.2 Currently, two projects are live, ten are developing full business case and plan.

Project	Outputs / KPIs	Comments
1) New special school (Pears) <i>(DSG Recovery Plan)</i>	Opening of new special school in Sept 2021; cost avoidance from 2021/22 (£1.7m per year by 2023/24)	School still on track to open in September 2021. Further CIF bid to be submitted for additional capital works. Disapplication submitted for initial cohort of high needs places from Council funding.
2) Value for money reviews <i>(DSG Recovery Plan)</i>	Recommendations on service models and value for money	Flex Learning is first team to be reviewed starting in October 2020. As-is mapping still in progress.
3) Trial 2: Needs-focused panels <i>(Transformation / DSG Recovery Plan)</i>	New decision-making procedures and guidance to schools; cost avoidance in 2021/22 through reduced growth rate in EHC plans (Baseline 11.7%)	Multi-agency project. As-is mapping still in progress.

Project	Outputs / KPIs	Comments
4) Reduce the use of alternative provision <i>(DSG Recovery Plan)</i>	New AP framework contract; less learners in AP settings leading to cost avoidance in 2021/22	As-is mapping underway.
5) Expanding and Improving Access to Early Intervention in Early Years (0 to 5) <i>(DSG Recovery Plan)</i>	Increased children aged 0-3 with EHC plans; less children than forecast in special schools in reception year by 2022/23	The project is signed off at 'Planning Preparation Document' stage but is not yet live.
6) Implementation of the SEND finance module in Synergy <i>(DSG Sustainability Plan)</i>	Financial module populated on Synergy; improved forecasting.	Fundamental to ensure quality financial reporting, forecasting and insight. Full business case to be presented in December. 'As-is' mapping completed, with 'to-be' process in development. Commissioning process approved.
7) Redesign of the Local Offer website <i>(Transformation)</i>	Website to mirror service pathways; % of users who found Local Offer helpful. (Baseline 35%)	Approved business case. Events are being set up in December to engage with stakeholders.
8) Trial 1: Changing the conversation <i>(Transformation)</i>	Culture change in working with schools. KPIs to be agreed.	As-is mapping underway. The project will take a term of planning; impact of Covid-19 on school capacity highlighted as a risk.
9) Review of children not receiving their educational entitlement <i>(SEND & Inclusion Strategy)</i>	New processes and protocols; reduction of children not on a school roll (Baseline 26 with EHC plans)	Full business case to be presented in December. 'As-is' mapping completed, with 'to-be' process well advanced. (New procedures drafted in anticipation).
10) Quality Assurance Framework (EHC Plans) <i>(SEND & Inclusion Strategy)</i>	% of parent/carers that felt the draft EHC plan was easy to understand and reflected their child's needs (Baseline 56%)	Multi-agency project. Fundamental for ensuring good quality plans and any move to further develop the use of individual costed plans. As-is mapping underway.
11) Expanding representation on the Parent Carer Forum <i>(SEND & Inclusion Strategy)</i>	To reconstitute the Parent Carer Forum	Contact (lead organisation) hosted workshops in November to invite new parent reps. 8 attended – further opportunities to be made. Interim Group to be formed prior to new forum launching by March 2021.

4.3 The full list of projects and the timeline for phase 1 is attached at Appendix 1.

4.4 The commissioning of high needs places for 2021/22 is attached at appendix 2 for information, as an example of how systems are being joined up to improve financial forecasting.

- 4.5 Also attached for information at Appendix 3 are the top level performance indicators across SEND & Inclusion.

5. Next steps

- 5.1 The programme team will continue to progress the roll-out of projects within the phase 1 of the programme. The Council is considering a re-prioritisation of some projects based on the impact of Covid-19 and schools capacity to adopt new practices, and the urgency to confirm new methods to direct resources into mainstream settings.

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Appendix 1: Full list of projects & Phase 1 timeline

DSG Recovery & Sustainability

Phase 1

- New special school (Pears) and utilisation of available special school places (Venture Academy and Evergreen secondary)
- Trial 2: Needs-focused panels / Aligning growth with statistical neighbours
- Value for money reviews of integrated SEND and Inclusion services
- Reduce the use of Alternative Provision
- Finance payments and information management / SEND Commissioning of high needs places
- Expanding and Improving Access to Early Intervention in Early Years (birth to 5)

Phase 2

- Supported Internships
- Review special schools funding matrix
- Resourced provision

Transformation

Phase 1

- Redesign of the local offer webpages
- Trial 1: Changing the conversation
- Trial 3: Child centred inclusion pathways
- County wide SEMH campaign

Phase 2

- Development of WCC Transitions Guidance

SEND & Inclusion Strategy

Phase 1

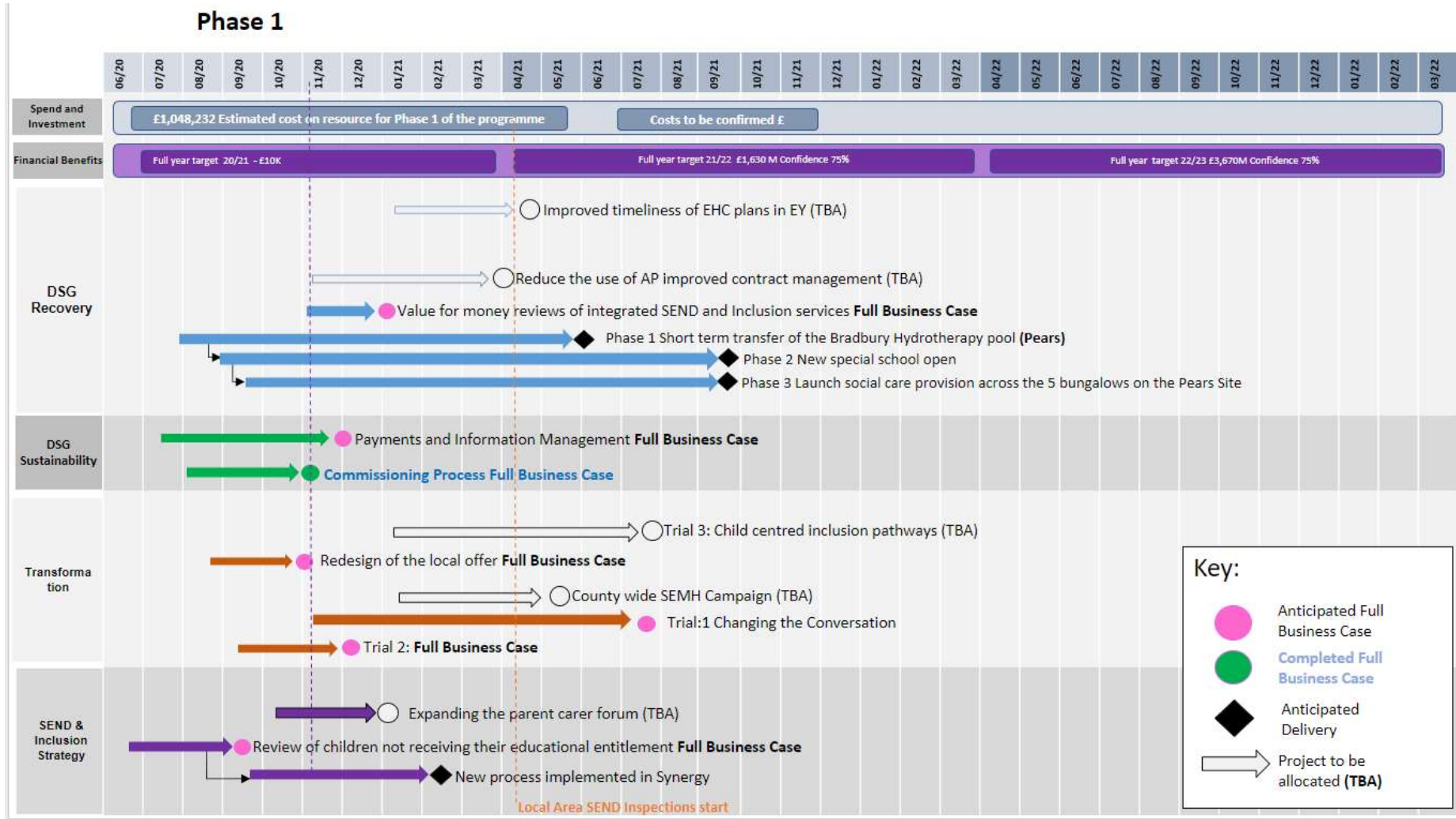
- Quality Assurance Framework (EHC plans)
- Review of children not receiving their educational entitlement (SEND)
- Expanding the Parent Carer Forum

Phase 2

- Working with Schools to develop peer to peer support on SEND
- Improving outcomes for SEND learners at each key stage
- Parenting plan to support families (early help)
- Joint Strategic Needs assessment

Phase 3

- Tribunal Pathway
- Annual reviews
- Implementation of Ready Reckoner
- SEND transport policy review
- Disability Register
- Independent Travel Training



Appendix 2: Commissioning of High Needs Places

Every November the local authority must commission the number of high needs places for:

- Resourced provision in mainstream school academies (place funding of £10k)
- Special school academies and special free schools (place funding of £10k)
- Post 16 places in school academies (element 2 funding)
- Further education colleges (element 2 funding)

The table below shows:

- The number of high needs places commissioned for September 2020 (submitted last November)
- The number of learners on roll at September 2020
- The number of high needs places commissioned for September 2021 (submitted in November)

As part of the new commissioning process, this information is informing forecasting, decision-making and being shared with the Schools Forum.

LA maintained special schools and resourced provisions do not form part of this annual commissioning return.

Commissioning of High Needs Places in Academies (submitted to ESFA November 2020)

School	Type	Total Commissioned Places 20/21	Total Numbers on Roll	Total WCC Commissioned places Sep 21/22	Change
Venture Academy (was Arden Fields)	Special Schools	35	31	42	7
Brooke School	Special Schools	196	205	209	13
Discovery Academy	Special Schools	92	94	93	1
Oak Wood Primary School	Special Schools	140	140	140	0
Oak Wood Secondary School	Special Schools	170	167	170	0
Quest Academy	Special Schools	100	98	100	0
Welcombe Hills School	Special Schools	181	185	187	6
Woodlands School	Special Schools	210	207	216	6
Trinity Catholic School RP*	Resourced Provision (Academy)	N/a	N/a	17	17
Lillington Primary School RP*	Resourced Provision (Academy)	N/a	N/a	8	8
Stockingford Primary Academy RP	Resourced Provision (Academy)	8	7	8	0
Rokeby Primary School RP**	Resourced Provision (Academy)	7	0	8	1
Total Academy High Needs Place Funding		1139	1134	1198	59

* Planned conversion to academy January 2022

** In transition from specialist partnership to resourced provision

Commissioning of Element 2 funding for learners with EHC plans in Post-16 academies and further education settings (submitted to ESFA November 2020)

School	Type	Total Commissioned Places 20/21	Total WCC Commissioned places Sep 21/22	Change
Warwickshire College	Post 16 FE College	249	300	51
King Edward VI College	Post 16 FE College	9	11	2
North Warwickshire & South Leicestershire College	Post 16 FE College	118	115	-3
Alcester Grammar School	Post 16 School 6th Form	0	2	2
Ash Green School	Post 16 School 6th Form	1	0	-1
Ashlawn School	Post 16 School 6th Form	3	2	-1
Aylesford School and Sixth Form College	Post 16 School 6th Form	2	1	-1
Bilton School	Post 16 School 6th Form	1	2	1
Campion School	Post 16 School 6th Form	3	0	-3
Henley-in-Arden School	Post 16 School 6th Form	1	0	-1
Higham Lane School	Post 16 School 6th Form	0	1	1
Kenilworth School and Sixth Form	Post 16 School 6th Form	0	2	2
Kineton High School	Post 16 School 6th Form	0	3	3
Myton School	Post 16 School 6th Form	3	3	0
North Leamington School	Post 16 School 6th Form	1	4	3
Southam College	Post 16 School 6th Form	0	3	3
St. Benedict's Catholic High School	Post 16 School 6th Form	0	1	1
St. Thomas More Catholic School and Sixth Form College	Post 16 School 6th Form	1	1	0
Stratford-upon-Avon School	Post 16 School 6th Form	0	3	3
The Polesworth School	Post 16 School 6th Form	1	0	-1
Total Post 16 Element 2 Funding		393	454	61

Appendix 3: SEND & Inclusion Performance Data

31st October 2020

(NB: ↑ getting better; ↓ getting worse)

	Description	Measure	Measure Period	Notes	SN Av	Nat Av	Historical data	WCC rating
1	No. of EHC plans	4554	Oct20	School age (SA) 2846	4139 (2019 calendar year)	2583 390109/ 151 (2019 calendar year)	4383 Jun20 (2864 SA) 4352 Apr20 (2837 SA) 4281 Jan20 (2737 SA) 4270 Nov19 (2697 SA)	
2	% school age population with EHC plans	3.4%	2020		tbc	3.3%	3.2% Warks, 3.2% SN, 3.1% National	
3	% of new EHC plans issued within 20 weeks, including exceptions (KPI)	84%	Sep20	89% since January	66%	60%	85% Apr20 87% Jan20	↑
4	No. of new requests for EHC plans	31	Sep20	646 since January			942 2019	
5	% of 'Decision not to Proceed with EHC Needs Assessment'	27%	Aug20	40% since January				
6	% of learners educated in independent specialist provision – school age (KPI)	7.10%	Oct20		4.8% SA (2019)	5.0% SA (2019)	8.05% May20 8.62% Jan20	↑
7	% of learners with EHC plans educated in mainstream provision at school age	44% Prim 51%, Sec 37%	Oct20	All - 1210 of 2864 Pri - 689 of 1415 Sec - 521 of 1449			42% Apr20 (48% Prim & 36% Sec) 42% Jan20 (49% Prim & 36% Sec) 41% Nov19 (46% Prim & 36% Sec)	↑
8	% of learners with EHC plans educated in state funded specialist provision at school age	45% Prim 41%, Sec 49%	Jun20	All - 1271 of 2864 Pri - 575 of 1415 Sec - 696 of 1449			45% Apr20 (42% Prim & 48% Sec) 46% Jan20 (43% Prim & 50% Sec) 47% Nov19 (43% Prim & 50% Sec)	↔

	Description	Measure	Measure Period	Notes	SN Av	Nat Av	Historical data	WCC rating
9	No. of school age learners with EHC plans awaiting provision	16	Oct 20				26 May 20 21 Jan 20 12 Oct 19	↑
10	% of SEN pupils with a statement or EHC plan achieving a 'good level of development' at foundation stage	3%	2018/19			5%	2017/18 Warks 1%	↑
11	Attainment 8 score (pupils with SEN Support)	35.8	2018/19			32.2	2017/18 Warks 37.1	↓
12	Attainment 8 score (pupils with EHC plan)	16.3	2018/19			13.5	2017/18 Warks 14.6	↑
13	Progress 8 score (pupils with SEN Support)	-0.40	2018/19			-0.43	2017/18 Warks -0.25	↓
14	Progress 8 score (pupils with EHC plan)	-1.12	2018/19			-1.09	2017/18 Warks -1.02	↓

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Schools Forum

3 December 2020

Central Schools Services Funding Overview

This report is for information

1. Introduction

- 1.1. This report informs schools forum of how Education and Skills Funding Agency (ESFA) allocates Central Schools Services Block (CSSB) funding to Local Authorities.
- 1.2. The allocation of annual budgets and subsequent financial monitoring of spend against budget will be covered in future reports.
- 1.3. The CSSB covers funding allocated to Local Authorities to carry out central functions on behalf of pupils in maintained schools and academies CSSB funding is split into two elements:
 - funding for ongoing responsibilities;
 - funding for historic commitments.

2. Funding for ongoing responsibilities

- 2.1. The CSSB allocates funding to LAs for ongoing responsibilities using a pupil formula. The formula uses 2 factors:
 - a basic per-pupil factor, through which LAs receive the majority of funding;
 - a deprivation per-pupil factor.
- 2.2. The total provisional national budget for ongoing responsibilities in 2021-22 is c.£257m. 90% of this (c.£231m) forms the budget to be allocated to LAs through the basic factor (the remaining 10% (c.£26m) will be allocated through the deprivation factor.
- 2.3. The provisional 2021-22 ongoing responsibilities allocation for Warwickshire is £2.713 million, although the ESFA do not split this between the 2 factors.

Basic Factor Funding

- 2.4. This funding factor uses, for each LA, a general labour market (GLM) area cost adjustment (ACA). The ACA for Warwickshire in 2021-22 is 1.025307.
- 2.5. Each LA's GLM ACA weighted pupil count is calculated as: the LA's schools block pupil count multiplied by the LA's GLM ACA.

Deprivation Factor Funding

- 2.6. This factor uses the proportion of free school meal ever 6 (FSM6) pupils in mainstream schools as indicated on LAs' authority proforma tool (APT) returns. For each school in an LA, the primary and secondary FSM6 proportions are multiplied by the primary and secondary schools block pupil counts, respectively, and the results summed across all schools in the LA to derive a total FSM6 pupil count. This LA level FSM6 count is divided by the total pupil count for the LA to produce an LA Level FSM6 proportion. This proportion is then applied to the schools block pupil count to produce the CSSB FSM6 count.
- 2.7. In a similar approach to the basic factor, a GLM ACA weighted CSSB FSM6 count is calculated as: the LA's CSSB FSM6 pupil count multiplied by the LA's GLM ACA.

Protection

- 2.8. LAs that are set to face reductions in per-pupil funding for ongoing responsibilities, compared to their 2020-21 baseline, will be protected against large losses year-on-year.
- 2.9. The maximum per-pupil reduction in funding for ongoing responsibilities each LA will receive is -2.5%. Also, any maximum per-pupil gain in funding each LA will receive is +6.45%.

3. Funding for historic factors

- 3.1. In 2021-22 unprotected historic commitments funding will be reduced by 20% compared to their 2020-21 baseline. It is then expected that this will continue into future years until there is no allocation of unprotected commitments.

- 3.2. The small protection against the NFF school's block allocation, implemented in 2020-21, has been removed.
- 3.3. Historic commitments for ongoing prudential borrowing or termination of employment costs funding will be protected from dropping below the total value of the costs as these are time driven historic commitments.
- 3.4. The provisional 2021-22 historic factors allocation for Warwickshire is £1.023 million, giving a total provisional CSSB allocation of 3.736 million in 2021-22.
- 3.5. By comparison the 2020-21 CSSB allocation for Warwickshire was £4.015 million, a drop by £0.279 million in 2021-22.

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Item 8

Schools Forum – Forward Plan 2020-21

The table below contains provisional items for the Schools Forum for the next year. This table will be updated and reported to each meeting of the Forum.

Date	For Decision	For Information / Comment
Thursday 3rd December 2020 2pm to 5pm Microsoft Teams	<ul style="list-style-type: none"> 2021/22 Pupil Growth Fund 2021/22 De-delegation consultation 	<ul style="list-style-type: none"> SEND & Inclusion Change Programme Update Central Schools Services Funding Overview
Thursday 14 January 2021 2pm to 5pm Microsoft Teams	<ul style="list-style-type: none"> 2021/22 National Funding Formula 2021/22 Early Years Funding Formula 	<ul style="list-style-type: none"> DSG 2020/21 Forecast Admissions
Thursday 18th March 2021 2pm to 5pm Venue to be confirmed	<ul style="list-style-type: none"> 2021/22 DSG Budget proposal 	<ul style="list-style-type: none"> DSG 2020/21 Forecast DSG Recover Plan Monitoring Contracts
Thursday 3rd June 2021 2pm to 5pm Venue to be confirmed	<ul style="list-style-type: none"> Section 48 – Scheme for Financing Schools New DSG Recovery Plan 	<ul style="list-style-type: none"> DSG 2020/21 Outturn DSG 2021/22 Forecast
Thursday 30th September 2021 2pm to 5pm Venue to be confirmed	<ul style="list-style-type: none"> 2022/23 National Funding Formula (year 5) Timetable and consultation 	<ul style="list-style-type: none"> DSG 2021/22 Forecast DSG Recover Plan Monitoring
Items where a date is still to be confirmed	<ul style="list-style-type: none"> Schools Sufficiency Strategy 	<ul style="list-style-type: none"> New Free Schools Update on Early Years 30 hours free entitlement to sufficiency of places Impact of Lagged Pupil Numbers on Funding Identification of pupils eligible for free school meals

Note: Officers are meeting on Monday 30 November 2020 to discuss future items and a revised update will be circulated to forum members before the next meeting.

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