

Papers for meeting of Surrey Schools Forum 11 July 2018

Item 4
Schools Forum
11 July 2018

SEND sustainability

Summary

1. SEND services in Surrey require profound and rapid improvements so that all children in the county receive the right help at the right time to enable them and their families to live healthy, safe, independent and fulfilling lives in their communities. Transformation of this scale must be a priority for the whole partnership and it will require whole system change. Schools working closely with the council and other partners will be crucial to achieve this ambition for children.

Background

2. At its May 2018 meeting, the Schools Forum considered the significant changes to the system and landscape of education and the corresponding challenges of increasing demand with static government funding. The consequence of this in Surrey is increasing numbers of schools struggling financially and a significant lack of resources for children with additional needs. The Schools Forum agreed to consider a substantive item on how we can transform SEND to meet the needs of children and achieve sustainability. The cost pressure is estimated at £30m in 2018/19.
3. The headline proposals are set out in this paper, with further details provided for discussion at the Schools Forum meeting on 11 July 2018.

SEND transformation proposals

4. The SEND Transformation Programme is proposed to span across the 0-25 age group and Education, Health and Social Care services. It will incorporate all children and young people with additional needs, including those without an EHC plan and those with unidentified needs who may later require a service. Taking a whole system approach, the programme will implement a series of changes which will impact on:
 - Earlier identification and support, a graduated response and prevention of escalation to more complex needs;
 - Ensuring the most appropriate and cost effective local provision;
 - Processes and practice to enable timely whole system assessment and decision-making.

5. The outcomes for the transformation programme must be ambitious in order to deliver the change required, including:
 - children and young people helped to become resilient and independent;
 - the majority of children's needs met without statutory intervention through inclusive and well-supported school provision;
 - children's and their families' needs are met by confident child-centred practitioners;
 - the whole system workforce is aligned to meet demand across the levels of need.

6. A full set of design principles for the transformation programme will be shared for discussion at the Schools Forum meeting on 11 July.

Recommendations

7. It is recommended that Schools Forum considers the case for transformation in order to:
 - understand the challenges facing our SEND system and the rationale for transformation;
 - work together to deliver the significant transformation required to deliver better outcomes for Surrey children and young people and sustainability;
 - support plans to provide some stability as we move to transformation.

Item 5
Schools Forum
11 July 2018

STIPS Proposal to Schools Forum

The Specialist Teacher for Inclusive Practice Team is currently divided into a four quadrant delivery model. Each quadrant team is funded from a combination of de delegation from maintained primary schools via a Schools' Forum decision and core funding from the high needs block of the DSG

The STIPS service currently delivers behaviour, language and learning support to LA maintained primary schools in core hour allocations per school, according to a formula. The services fall within different categories of the school funding regulations and thus different funding arrangements apply. Behaviour support is a function which the LA can only provide centrally if the Forum agrees de-delegation. The service can trade services to any phase academy and any secondary school (as secondary schools have not de delegated via Schools' Forum to the service)

Learning and language services fall within the high needs block and thus are provided to all schools including academies.

STIPs also deliver exclusions support and prevention, Anti Bullying Accreditation for schools and additional support for schools with identified needs in respect of school improvement and are represented on PRF panels.

Proposal

De delegated funding for the behaviour support provided by this service has been approved until 31st March 2019. This paper proposes to request further de-delegation until March 2020 with a new targeted offer for maintained primary schools. The new offer reflects the current priorities within SEND and need to secure a graduated pathway of support and provision.

Over the past year, analysis regarding service impact has been undertaken and we have recognised that targeted support is needed to provide early identification of required interventions for pupils on the cusp of or in receipt of EHCPs. Therefore, it is requested that de-delegation is extended until the end of March 2020 so that schools can be better supported to meet the needs of a growing complexity of pupils with additional and Special Educational needs.

This would begin by moving the service from a time allocation model to that of targeted support for children in mainstream schools who are on K or on agreed EHCPs. The teams would be delivering the support that schools require to aid earlier intervention, either by brokerage in ensuring the delivery of training, or through direct support, escalation, and one to one learner support. This support would continue to

be provided at quadrant level, with a named STIPs member of staff for each school who would link directly with SENCOs and Head teachers.

In addition, following a full skills audit of all STIPs staff, a menu of available specialist support will now inform planning for each school to ensure pupils and the school community receive the right support at the right time. The aim is to facilitate earlier intervention and put greater depth into transition work between key stages to prevent placement breakdown, including exclusions, wherever possible.

It is recognised that from 2020-21 Schools Forum may not be able to fund the service. A development project which links in with the SEND Transformation plan is already considering this offer as part of a wider SEND focussed piece of work to secure a sustainable model of delivery in order to support schools in meeting learners needs.

We are therefore outlining our proposal to request further de delegation and asking Schools Forum to consider this in respect of what additional information detailing this new approach and future design would be helpful in the forthcoming consultation paper on de- delegation of the behaviour aspect of the service.

Item 6
Schools Forum
11 July 2018

Principles for Early Years Funding Proposals 2019/20

Summary

The Forum is asked to consider outline proposals for the distribution of early years block funding in 2019/20, prior to consultation with providers in early autumn alongside the schools funding consultation.

Background

For 2019/20, it is intended that the consultation on changes to early years funding will run alongside that on changes to schools funding. Thus providers will be consulted in September and the outcome reported to Schools Forum on 28 September. The outcome of the consultation, and Schools Forum's recommendations, will then be reported to the Cabinet alongside those from the schools funding consultation. It is hoped that this timetable will allow early years providers to be notified of hourly rates for next year earlier than in previous years. Schools Forum has the right of approval of the level of central expenditure (i.e. funding which is not passed on to providers) but the final decision on the formula is one for Cabinet

The focus from DfE for the year ahead centres around provision for the most disadvantaged 2 year olds, ensuring there is sufficient inclusive provision for children with SEND and a particular focus on social mobility. This mirrors the key priorities in Surrey's developing Early Years Strategy to be launched in early 2019. DfE have also highlighted that 2019/20 will require a higher level of market management to achieve statutory sufficiency of provision.

In 2019/20, the DfE is not expected to increase the hourly rates at which Surrey is funded, either for 2 year olds or for 3-4 year olds. Thus only small changes are possible locally. The following proposals are possible because the level of contingency was set at a high level for 2018/19 in order to mitigate the risks related to the launch of 30 hours funded Early Education and Childcare Entitlement, as the level of take-up of the 30 hours entitlement, and in particular the variation between terms, was unknown. With the benefit of a year's experience, the level of contingency can be reduced, offering the opportunity to focus the balance according to the priorities outlined in this paper. However, until full data is available for the summer term of 2018 it is not realistic to estimate the value of hourly rates for 2019/20.

Proposed principles for Funding Allocation 2019/20

For three and four year olds

- Reduce level of contingency based on first year's experience of change to 30 hours provision;

- Provide small increase to hourly rate to providers as contingency is reduced, alongside proposals below, subject to the level of available resource;
- Increase Early Years inclusion funding to provide greater support for children with SEND in line with priorities for early identification and support and to reflect increases in demand;
- Fund children in SEND resource places at the same hourly rate as other 3-4 year olds, with a corresponding slight reduction in place funding rate (this is consistent with the change made in 2018/19 for SEN centre places in schools)¹.
- Maintain deprivation funding at current level;
- Maintain the approach to distribution of the Maintained Nursery Schools Transitional Grant (i.e. fund existing nursery school specific factors and distribute the remainder equally among the four maintained nursery schools);
- Maintain centrally retained funds at 5% of total 3-4 year old funding to: meet sufficiency requirements for commissioning new provision; improve quality of provision, support SEND and meeting all related statutory requirements; provide full time hours for non-entitled children with additional educational and social needs in maintained nursery schools; and establish new Inclusion Fund for funded 2 year olds. (Note: the actual amount which can be remained centrally will depend on the total grant allocation).

For two year olds

- Maintain free early entitlement funding for disadvantaged two year olds “FEET funding” at current hourly rate (which is the same as the DfE funding rate for Surrey).

The table below provides an overall summary of the Early Years budget allocation for three and four year olds in 2018/19.

**Summary Breakdown of current Early Years Funding for 3-4 year olds 2018/19
(based on original estimate of 2018/19 takeup)**

Early Years funding 2018/19	Allocation
	£000s
Main formula (basic hourly rate)	61,768
Deprivation	1,572
Contingency	1,321
Inclusion fund	1,380
Basic hourly rate funding for Nursery SEN resources	114
Central (amounts subject to 5% limit)	3,397
Total	69,552

¹ Currently the basic hourly rate for children in SEND resource places in nursery schools and nursery classes is lower than the basic hourly rate for other providers and this is offset by place funding.

Action requested of the Forum

To consider the proposals and make any suggestions it feels appropriate for inclusion in the wider consultation.

Item 9
Schools Forum
11 July 2018

Proposed changes to growing schools funding: schools expanding PAN across several year groups simultaneously (Bisley CE Primary School)

Summary

The Forum is asked to consider a proposal to vary growing schools criteria for 2018/19 for Bisley C of E Primary School, where the school PAN has been simultaneously increased across several year groups.

Background

Growing schools funding is intended to fund bulge classes and schools permanently increasing PAN. The normal arrangements approved by Schools Forum for operation in Surrey provide that where a school admits a bulge class or permanently increases its PAN,

- Additional pupils in the entry year over and above the leaving group NOR or above the leaving group PAN (whichever is the higher) will be funded from September for the first three consecutive larger intakes (rather than from the following April),
- the first three consecutive intakes will receive vacancy funding for the first three years if the extra class is still required (but is not full) in each of those three years (eg if the expansion is from year R, the first three larger year R intakes will receive vacancy funding for years R,,1 and 2)

The expectation is that the increased pupil numbers will require the school to run more classes than if the PAN had not changed. Guidance from the DfE is that growing schools funding should not be used to fund the filling of existing vacancies (ie within the old PAN).

School simultaneously increasing PAN in several year groups (Bisley CE Primary)

The normal growing school arrangements were not designed to apply to schools expanding simultaneously in several year groups (a very rare occurrence).

In December 2014, Schools Forum agreed a proposal to fund Bisley CE Primary School for simultaneous growth in several year groups for three years from September 2015 (PAN was to be raised simultaneously from 45 to 60 for all year groups). The proposal was that vacancy funding would be available for specified year groups for three years from that date, and nothing thereafter. In fact the PAN was increased but the anticipated growth did not occur either in 2015/16 or in 2016/17, and therefore vacancy funding was released in 2015/16 for seven months for one year group only

The school is now seeing increased pupil numbers in several year groups, including a significant number of “in year” admissions. We are therefore proposing to vary the normal growing schools criteria for this specific school so that

- we fund actual extra pupils from September for the first three year groups to exceed the old PAN (listed below)
- we maintain the principle that three expanded intakes receive vacancy funding for three years (provided that the pupil numbers after the first year justify the retention of the additional classes and that additional classes are actually in place) but that
- where a school is increasing PAN simultaneously in several year groups, we give the school the option of vacancy funding for the first three expanded year groups for three years, rather than the first three expanded year R intakes. This reflects the fact that it may need to open several additional classes simultaneously in the first few years of such an expansion.

In practice, for Bisley CE Primary School, this would mean funding actual additional pupils above the old PAN of 45, and vacancies up to 60, for the first three years, for each of the following year groups

• September 2017 year 3	NOR 47	Fund 2 extra pupils
• September 2018 year R	NOR 54 (est)	Fund 9 extra pupils
• September 2018 year 1	NOR 46 (est)	Fund 1 extra pupils

The annex illustrates pupil numbers at this school and the impact of the proposals.

Future intakes at year R would not then attract funding for additional pupils from September (because in each future year the PAN of the leaving group was 60).and would not attract vacancy funding.

The likely impact of this proposal is to bring forward the growth funding for this school and to concentrate it into fewer years, although the overall impact will depend on future pupil numbers. The estimated cost in 2018/19 is £110,000 (including retrospective funding for 2017/18).

Action requested of the Forum

The Forum’s views on these proposals are invited

Annex Illustrative proposals for Bisley CE Primary School

Illustrative pupil numbers	sch est				
	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18
YR	34	24	33	39	54
Y1	22	41	26	37	46
Y2	37	24	41	34	42
Y3	38	42	28	47	39
Y4	40	44	41	29	51
Y5	43	42	39	39	33
Y6	31	41	38	40	37
	245	258	246	265	302

Extra pupils to fund from September- March
 2017/18 year 3 (retrospectively for 2017/18) 2 (ie 47-45)
 2018/19 year R 9 (ie 54-45)
 2018/19 year 1 1 (ie 46-45)

All of these year groups would then receive vacancy funding for three years ie

Oct 2017 year 3	For Sept 2017-Aug 2020
Oct 2018 year R	For Sept 2018-Aug 2021
Oct 2018 year 1 1	For Sept 2018-Aug 2021

The estimated cost of this proposal in 2018/19, compared to doing nothing, is £110,000, which is within the margin of error of the growing schools budget.

