

Public Document Pack



Schools Forum

Monday, 17 March 2014 4.00 p.m.
Civic Suite, Town Hall, Runcorn

A handwritten signature in black ink, appearing to read 'David W R', positioned above a grey rectangular stamp.

Chief Executive

COMMITTEE MEMBERSHIP

*Please contact Ann Jones - Tel: 0151 511 8276 or email:
ann.jones@halton.gov.uk for further information.
The next meeting of the Committee is on Monday, 23 June 2014*

**ITEMS TO BE DEALT WITH
IN THE PRESENCE OF THE PRESS AND PUBLIC**

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In accordance with the Health and Safety at Work Act the Council is required to notify those attending meetings of the fire evacuation procedures. A copy has previously been circulated to Members and instructions are located in all rooms within the Civic block.

SCHOOLS FORUM

At a meeting of the Schools Forum on Tuesday, 21 January 2014 at The Board Room - Municipal Building, Widnes

Present: Councillor Philbin, Observer
 J. Rigby, Ormiston Bolingbroke Academy (Chairman)
 E. Cargill, Primary School Governor Representative
 S. Clough, Children & Enterprise
 J. Coughlan, Primary School Representative
 D. Stanley, All Through School Representative
 S. Broxton, Primary Representative
 D. Moran, Primary Academy Representative
 A. McIntyre, Children & Enterprise
 A. Jones, Democratic Services
 J. Wilson, Secondary Governor Representative
 M. Constantine, Special Schools Representative (Vice Chairman)
 L. Feakes, School with Nursery Unit
 A. Jones, Financial Services
 A. Keeley, St Chad's Catholic High
 R. Collings, Primary Representative - Infant School
 K. Landrum, Primary Representative - VA School
 A. Brown, Nursery Schools Representative
 N. Unsworth, Financial Services

Also In attendance: D Burke & A Aleksic (min SCF 36 refers)

Action

SCF22 APOLOGIES FOR ABSENCE

Apologies had been received from Carol Owen, Mark Dennett, Jamie Jardine and Jill Berry.

SCF23 MINUTES & MATTERS ARISING

The minutes from the last meeting held on 15 October 2013 were agreed as a correct record.

SCF24 DEDICATED SCHOOLS GRANT 2014-15

The Forum received a report informing them of the indicative allocation of the Dedicated Schools Grant (DSG) settlement for 2014-15, which was £101,774,000.

It was reported that on 18 December 2013, the Department for Education announced the DSG for 2014-15, which was split between three notional blocks: Schools Block, High Needs Block and Early Years Block. For 2014-15 the Per Pupil Unit of funding for the Schools Block had

remained the same as it was for 2013-14 at £4,857.53. As the number of pupils for 2014-15 had increased to 17,102, the cash value of the schools block was £81,932,000.

The report also advised Members of the following:

- Primary aged pupils had increased by 232 while Secondary aged pupils have decreased by 31;
- The per Pupil Unit of Funding for the Early Years Block also remained the same at £3,363.39, giving a total cash value of £3,865,000;
- The High Needs Block had been allocated at £13,887,000; and
- An amount of £2,901,000 had been received to fund: 2 year old early education places; for the induction of Newly Qualified Teachers (NQTs); and for Carbon Reduction Commitment.

RESOLVED: That the Forum notes the DSG settlement for 2014-15.

SCF25 CENTRAL DSG BUDGETS

The Forum was provided with an update on the Centrally Held Dedicated Schools Grant Budgets for 2014-15 and was requested to note the figures and information in the report.

They were advised that since the introduction of the new funding formula the Centrally Held Dedicated Schools Grants Budgets had been realigned to take account of the new requirements of the funding regulations and needs within the Borough. It was noted that Centrally Held DSG budgets from the Schools Block element were tightly restricted. No such restrictions were in place for centrally held budgets from the High Needs Block or Early Years Block.

The DSG budget proposals were detailed in the report for Schools Block; Early Years Block and High Needs Block. The figures proposed were as follows:

- Schools Block - £1,348,432
- Early years Block - £4,220,834
- High Needs Block - £5,937,653

It was noted that with the proposed Primary and Secondary school budgets plus estimates for special schools, the PRU, special units, nursery schools and nursery units, an under allocation of DSG of £385,651 was

forecasted. However, it was expected that the budget requirements for special schools would increase, and should the under allocation be insufficient, further realignment of High Needs budgets could be considered.

RESOLVED: That Schools Forum notes the report and notes that:

1. The Central DSG budgets from the notional Schools Block are set at £1,348,432;
2. The Central DSG budgets from the notional Early Years Block are set at £4,220,834;
3. The Central DSG budgets from the notional High Needs Block are set at £5,937,653; and
4. Further realignment of Central DSG budgets from the notional High Needs Block be undertaken if required.

SCF26 PUPIL GROWTH FUNDING

The Schools Forum received the options for the Pupil Growth Contingency for 2014-15.

Members were reminded that it was agreed at the last meeting in October that the Pupil Growth Contingency for Primary schools would remain at £300,000 whilst the Secondary schools would remain at £80,000.

It was recommended that for Secondary Pupil Growth Contingency the criteria be kept at an increase of 15 or more pupils at Key Stage 3/4, to be funded at £1,099.16 per pupil, so the same level as 2013-14.

For Primary Pupil Growth Contingency the budget was set at £300,000 whilst expenditure for 2013-14 was currently just under £700,000. It was necessary therefore to look at options for re-working either the criteria or cash value offered.

Officers presented Options 1 to 7 for consideration by the Forum; details of these were presented in the report and discussed in detail. Appended to the report were details on how the different options would affect the individual Primary schools based on 2013-14 numbers.

Forum members gave their opinions on the options presented which varied between members. Due to some disagreement over the option to be implemented the

Chairman moved to a vote. The outcome was:

Option 7 – Nine votes
Option 4 – Two votes
Abstain – Two votes

It was therefore agreed that Option 7 be implemented for the Primary contingency.

Jackie Coughlan wished to record her disagreement with Option 7, stating that Primary Schools Key Stage 1 would be in need of teachers and this option would lead to a duplication of money being given to some schools.

RESOLVED: That

1. The report be noted;
2. The Secondary contingency criteria and funding value remain at the same level as for 2013-14; and
3. It was agreed that Option 7 be implemented for the Primary contingency.

SCF27 SCHOOLS BLOCK BUDGETS

The final funding formula for Primary and Secondary schools for 2014-15 was presented to the Forum.

Members were reminded that at the last meeting decisions were taken on how the funding formula should be adopted for Halton's Primary and Secondary maintained schools, academies and free school. Presently, work was underway to calculate the cash values of each funding factor to be used and subsequently the indicative school budgets from the Schools Block of the Dedicated Schools Grant (DSG).

Officers advised that for Primary and Secondary schools, the DSG notional allocation for Schools Block was £81,825,824 including the top slice for the Carbon Reduction Commitment, they went on to explain how the figure had been calculated.

Officers then tabled information which detailed the cash values of the funding factors, overall budget used and Schools Block budgets for each individual school. However, it was noted that due to the decision made on the Pupil Growth Contingency item, these figures would need to be reworked to include the additional £200,000. Officers would

resend this information to the Schools Forum when it was ready.

With regards to Early Years and High Needs Funding – Nursery Schools and Units, Special Schools and Units and the PRU were funded based on the January 2014 census data which had not yet been released. It was anticipated that schools would not receive this information until March 2014.

One further point to note was that The Grange All Through School would lose its second lump sum in 2014-15. It was suggested that either Schools Forum supports a second lump sum through the DSG or the DfE would be contacted for advice on this.

Anne Jones

RESOLVED: That the report and comments made be noted.

SCF28 HIGH NEEDS STUDENTS ASSESSMENT FRAMEWORK SUPPORT

The Forum received a report which informed of the implementation of the High Needs Students (HNS) Assessment Framework and its success in managing applications from Post 16 institutions and informed of the use of support to implement the HNS Assessment Framework.

It was noted that in April 2013 Halton introduced the High Needs Students Assessment Framework in response to each local authority becoming responsible for managing the funding for education support for high needs students aged 0 – 25, as outlined in the document *School Funding Reform: Next Steps towards a fairer system*, published on 26 March 2012.

The report advised that due to the rigour of the HNS Assessment Framework, the current costs for Post 16 High Needs provision was approximately £850,000 compared to a budget previously funded by the EFA of £1,240,000 in 2011-12. The process of managing this significant change in post 16 provision and funding had required support from the administration, commissioning and 14-19 team. It was reported however that they did not have the capacity to continue the support due to the volume of work involved. This was likely to have a major impact on the Council's ability to review and assess further applications and could lead to delays in funding for establishments and support to vulnerable young people.

Officers proposed therefore that to manage the additional workload the High Needs budget support the costs of additional staffing up to a maximum budget of £14,000 to allow additional support up to August 2014. The level of support required beyond August would then be reviewed as part of the work undertaken to respond to the Children and Families Bill.

The Forum agreed that funding to the amount of £14,000 could be provided to allow additional support as discussed, up to August 2014. Officers would provide further information on plans for the support post August 2014.

RESOLVED: That Schools Forum agree to fund from the High Needs budget additional support to implement the High Needs Assessment process up to £14,000.

The Chairman John Rigby left the meeting (5.15 pm) and handed the Chairmanship to the Vice Chairman Marjorie Constantine.

The Vice Chairman, Marjorie Constantine (in the Chair) declared an interest in the following item as she was the Chair of Governors at Ashley School and therefore abstained from the decision making.

SCF29 ASHLEY POST 16

A report was presented which requested that the transitional funding for staffing costs for the new post 16 provision at Ashley School be approved.

The Forum was advised that following a statutory consultation on 28 March 2013, the Executive Board of the Council agreed that Ashley School be re-designated Ashley as a school for vulnerable pupils with a diagnosis of autism and those with social and communication needs who had moderate to high learning abilities. It was also agreed to extend provision from 16 to 19 years. It was agreed however, not to commence the re-designation until September 2014 to allow development of the facilities.

The Forum was advised that the capital programme to develop the post 16 facilities would be completed in May 2014 and work was currently being finalised on the Ashley offer for post 16. The provision would offer up to 42 post 16 places from 16 – 19 across three year groups.

It was reported that to ensure that the provision was fully operational for September 2014 the school would need

to employ a member of staff paid on TLR1 to manage and coordinate the new provision; three teachers and three teaching assistants. The costs of these staff would come from the schools budget from September 2014 however, as the staff would need to be appointed after Easter 2014, Schools Forum were asked to fund the costs of these posts for one term only, estimated to be in the region of £110,000, from the centrally held underspend contingency.

Members discussed the transition period, the development of the Post 16 offer and the setting up of the provision. Some questioned the need for seven staff during this setting up period. The request went to a vote and resulted as follows:

- For : 9 votes
- Against : 3 votes
- Abstain : 1 vote

Funding for the costs of staffing as requested was therefore approved by Schools Forum.

RESOLVED: That Schools Forum approves the funding of the costs of staffing from April to September 2014 to support the development of post 16 provision at Ashley School.

SCF30 HIGH NEEDS PUPIL NUMBERS

Ann McIntyre advised the Forum that the base funding for this year for High Needs Pupils was the same as last, at £10,000 for schools and £8,000 for the PRU and £6,000 for post-16.

The EFA had requested that the numbers for special schools, resource provision units and placements in other authority and independent provision be submitted by 23 December 2014. A detailed analysis of current and projected place numbers was undertaken. In terms of pre-16 provision the EFA was notified that they had made an error in the numbers allowed for Cavendish by 26 as there had been a decrease overall in the number of places required by 5, a request for 17 extra funded places was made. For post-16 provision based on numbers and taking into consideration the new provision at Ashley School, a request for a further 16 places was made.

RESOLVED: That the information be noted.

SCF31 PUPIL REFERRAL FUNDING

The Forum was provided with the budget arrangements for The Bridge Pupil Referral Unit (PRU) for 2014-15.

It was noted that to comply with new funding regulations Schools Forum agreed in March 2013 to delegate budgets to the PRU Management Committee to give them the powers necessary to run the PRUs.

The Forum was informed that in 2014-15 The Bridge School would receive the same base funding as 2013-14, of £8,000 per pupil for 60 places. In 2013-14 a temporary arrangement was in place with the EFA for early intervention provided at a PRU whilst the pupil remained on the roll of a school. This provision was provided at no cost to the school and was funded by the local authority through a top up from the high needs budget. A review of Alternative provision (AP) was underway that would inform the future funding arrangements for The Bridge School and the top up element from the high needs budget that would be delegated to the schools for early intervention.

The Forum was advised that confirmation had been received that the LA could continue with the arrangement to retain the top up element for early intervention. Schools Forum was therefore requested to agree to an extension to this arrangement for a further financial year. Additionally, they were requested to agree that any underspend on The Bridge School budget be carried forward and used to support the uncertainty over the intervention place requirements in 2014-15. The Forum agreed to both requests.

It was noted that for pupils excluded from mainstream school, the current arrangements would continue with schools paying back the relevant AWPU along with £9,000.

RESOLVED: That Schools Forum:

1. Agree to a continuation of the high needs top up arrangement in place for early intervention; and
2. Approves the carry forward of any unspent PRU balances within the DSG from 2013-14 to 2014-15.

SCF32 NOTIONAL SEN

A report was presented to Schools Forum advising of the Additional Notional SEN funding criteria and allocations for 2013-14. It was now a requirement that Local Authorities submit these to the Education Funding Agency (EFA).

The Forum was advised that the sub-group set up to decide on qualifying criteria for Additional Notional SEN funding and allocations for 2013-14, met on 29 November 2013 and discussed the eligibility criteria and options for funding methods.

Details of this were provided in the report which also gave examples using the criteria adopted. Details of the Schools that had met the qualifying criteria and therefore received allocations for additional notional SEN for 2013-14 were also provided.

It was noted that the sub-group would meet again if any additional requests for funding were made.

RESOLVED: That the report be noted.

SCF33 PUPIL PREMIUM GRANT 2014-15

The Forum received an update on the final levels of Pupil Premium Funding for 2013-14 and the funding announced for 2014-15 as follows:

Funding levels for 2013-14:

Free School Meals Ever 6	-	£900 per pupil
Service Children Ever 3	-	£300 per pupil
Looked After Children	-	£900 per pupil

(On 12 December 2013 funding level for Primary FSM6 pupils was increased to £953 per pupil, the Secondary FSM6 rate remained at £900 per pupil.)

Funding levels for 2014-15:

Free School Meals Ever 6 (Primary)	-	£1,300 per pupil
Free School Meals Ever 6 (Secondary)	-	£935 per pupil
Service Children Ever 3	-	£300 per pupil
Looked After Children	-	£1,900 per pupil

The eligibility criteria for each area were noted:

- Free School Meal Ever 6 pupils would remain unchanged in 2014-15;
- Looked After Children funding would apply to pupils who had been looked after for one day or more, instead of a minimum of 6 months;
- Children adopted from care or leave care under a special guardianship order or residence order would also be eligible for Looked After Children Funding;
- Children with parents in the armed forces would cover pupils previously attracting the premium since April 2011, even where the parent(s) were no longer in the armed forces or where parents had divorced. Schools would also be funded in respect of children of parents who were killed in action.

RESOLVED: That the report be noted.

SCF34 CHANGES TO FREE SCHOOL MEALS

It was reported that unfortunately no information had been received by the Council regarding the changes to Free School Meals, so there was no news to report.

When this becomes available, the Forum would be informed.

Anne Jones

SCF35 DEVELOPMENT OF A SCHOOL FAMILY SUPPORT SERVICE

The Forum received a proposal for a Family Support Service within targeted Primary schools based on a key worker model. The aim was to provide an outreach family support service for families of children of school age (5-19 years) which would support the Inspiring Families programme.

It was reported that this proposal was a result of the Troubled Families programme introduced in 2010 by the Prime Minister, which put in resources to incentivise and encourage local authorities and their partners to develop new ways of working with families identified as 'troubled' (discussed in the report), which would focus on lasting change and a shift in the way we worked with these families in the future, so that costs would be reduced and outcomes improved. This initiative is locally called 'Inspiring Families Halton'.

Officers presented an overview of the Service which

included how it would be managed. Appendix 1 provided Members with a map showing all primary schools in Halton and showed those that fell in areas beneath the 10% level of deprivation. Forum members commented that they thought the information should include secondary schools as well, and that the deprivation statistics were not quite sophisticated enough for the purpose of identifying the most deprived schools, as they just related to the areas the schools were in. It was suggested that using FSM/Adaci or pupil premium data would be more accurate.

The Forum was advised that with regards to funding, the proposal was on the basis that the costs for the development and initial implementation of the service would be provided through the Troubled Families Financial framework, for the first 12 months. The funds were time limited so to enable sustainability of the service, the Council is asking that each school sign an agreed service level agreement that would outline levels of accountability, responsibility and financial contribution for a further two years.

Once the service was agreed in principle, the financial commitment would be clarified with the aim of implementation in April 2014 and would run until July 2017.

RESOLVED: That Schools Forum notes the information within the report, and:

1. supports the agreed pilot approach for a school family support service by targeting clusters of schools by levels of deprivation;
2. agrees to the proposed criteria for the service; and
3. supports agreement to a financial commitment for the three year programme.

Andrew Keeley declared an interest in the following item as he was the Headteacher at St Chad's School, where the EAL service was based and therefore abstained from debate and decision making.

SCF36 REVIEW OF ENGLISH AS AN ADDITIONAL LANGUAGE SERVICE

The Forum was asked to review the SLA to provide English as an Additional Language (EAL) support to Halton Schools, and was asked to make a decision about sustaining this funding beyond March 2014.

The report informed the Forum that since September 2004 there had been a significant increase in the number of children residing in Halton with English as an Additional Language needs referred for support.

In order to address these issues, Schools Forum was approached in 2007 to seek to fund an EAL service from the Designated Schools Grant. Schools Forum agreed to make available £146,828 which was the estimated cost of running a small service. St Chad's Specialist Language College entered into a Service Level Agreement (SLA) to provide the service after expressing an interest to provide the service. The service had been provided to schools since September 2008.

Debbie Burke, Deputy Headteacher at St Chad's and Anna Aleksic, the EAL Co-ordinator, attended the meeting and presented the key aspects of the support by the EAL service across Halton and provided information on the impacts of the service to date. They requested further funding of £146,828 for the continuation of the service for 2014-15.

It was confirmed that the amount requested allowed capacity for increasing numbers. The Forum agreed to fund the amount requested for the year 2014-15.

RESOLVED: That Schools Forum continue to support the provision of the centrally based EAL service provided by St Chad's at a cost of £146,828.

Meeting ended at 7.43 p.m.

REPORT TO:	School Forum
DATE:	17 th March 2014
REPORTING OFFICER:	Operational Director – Children’s Organisation and Provision
SUBJECT:	High Needs Students Assessment Framework 2014/15
WARD(S)	Borough-wide

1.0 **PURPOSE OF THE REPORT**

- 1.1 This report provides an update on the implementation of the High Needs Students Assessment Framework for 2013/14 and revisions proposed for 2014/15.

2.0 **RECOMMENDED**

- 2.1 **School forum approves the High Needs Students Assessment Framework for 2014/15.**

3.0 **SUPPORTING INFORMATION**

- 3.1 In April 2013 Halton Local Authority introduced the High Needs Students Assessment Framework in response to each local authority becoming responsible for managing the funding for education support for high needs students aged 0-25.
- 3.2 Through the post 16 element of the Assessment Framework a total of 91 applications were received for high needs funding for Post 16 students from colleges and Independent Specialist Providers. These were processed through an assessment panel in summer 2013 and; a total of 74 applications were approved.
- 3.3 Contracts are in place for each of the 74 placements and the success of placements is being reviewed through monitoring arrangements.
- 3.4 In reviewing the High Needs Students Assessment Framework for 2013/14 feedback was sought from the applicants i.e. Future Education Colleges and Independent Specialist Providers, and from Panel Members. Based on this feedback changes have been made to reduce and focus the evidence requirements for new applications and for continuing learners to documentation most beneficial in assessing the suitability of the placement and costs associated.
- 3.5 Changes have also been made to the finance documentation, which

asks applicants to breakdown the cost of the placement further. This will allow us to make future comparisons between costs in institutions e.g. cost of in class support staff. It also allows us to identify costs that relate to social care and/or health elements of the placement, for which we can then discuss a contribution from our colleagues in Health and Social Care. This is a preparatory step towards future Joint Commissioning, which will develop from the introduction of Education, Health and Care Plans as part of the implementation of the SEN reforms.

POLICY IMPLICATIONS

- 4.0 The High Needs Assessment Framework sets out the process by which applications from Further Education Colleges and
- 4.1 Independent Specialist Providers will be assessed and funding agreed. Managing applications is essential to ensure a robust and auditable process is followed.

- 5.0 **LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

- 5.1 NONE



Gerald Meehan

Director of Children and Enterprise

Children and Enterprise Directorate

High Need Students Assessment Framework for 2014-15

Published March 2014

Halton Local Authority

1. Purpose of this document

- 1.1 The purpose of this document is to ensure that Halton has documented procedures to assess the needs of all students with high needs from 0-25 years old for the year 2014-15.
- 1.2 Whilst this document is guidance to ensure all interested parties understand the process in Halton for assessing the 'top up' funding for high needs students; it is not designed to be prescriptive in every individual case.
- 1.3 This document will be reviewed to take account of any policy changes.
- 1.4 This document is for educating institutions who are seeking high needs funding for its students.

2. Introduction and Context

2.1 Local Authority Statutory Duties

2.1.1 SEN Code of Practice

The Code of Practice first introduced in 1994 (amended in 2001) sets out guidance on policies and procedures aimed at enabling early years and school age children and young people with Special Educational Needs (SEN) to reach their full potential. It gives practical guidance to the Local Authority on the discharge of their duties under Part IV of the Education Act 1996.

The fundamental principles include:

- Children and Young People should have their special educational needs met
- The special educational needs of children and young people will be met in the mainstream setting
- The views of the child/young person should be sought and taken into account
- Parents have a vital role to play in their child/young person's education
- Children/young people with special educational needs should be offered full access to a broad, balanced/appropriate curriculum

The Code provides guidance on the following areas:

- Principles and Policies
- Working in Partnership with parents
- Pupil/young person participation
- Identification, assessment and provision
- Statutory assessment of special educational needs

- Statements of special educational needs
- Annual reviews
- Working in partnership with agencies

2.1.2 Securing Education and Training – Post 16

Section 15ZA of the Education Act, 1996, inserted by the Apprenticeship, Skills, Children and Learning Act 2009 (ASCL Act) places on Local Authorities the duty to secure enough suitable education and training to meet the reasonable needs of 16-19 year olds as well as for those aged 19-25 who are subject to a learning difficulty assessment. Responsibility for those learners with learning difficulties and/or disabilities aged 19 or over who do not have a learning difficulty assessment and are accessing mainstream provision will rest with the Skills Funding Agency.

2.1.3 Learning Difficulty Assessments

Sections 139A to 139C of the Learning and Skills Act 2000 (“the 2000 Act”) which were inserted into the Act by section 80 of the Education and Skills Act 2008 places duties and powers upon Local Authorities to undertake Learning Difficulty Assessments (139a) for all persons of whom they maintain a statement of Special Educational Needs and who they expect to leave school at 16-19 to receive post 16 education, training or higher education. Local Authorities also have the power to undertake a Learning Difficulty Assessment for those young people who do not have a statement but appear to have learning difficulties, and are receiving or likely to receive post 16 education.

2.1.4 Residential Accommodation – Post 16

Boarding (Residential) Accommodation - Section 46 of the ASCL Act provides Local Authorities with the power to secure boarding accommodation for persons who are; over compulsory school leaving age but under 25 and subject to a learning difficulty assessment.

2.2 Funding Reforms

The Government announced new arrangements for funding educational provision for pupils and students with high needs. These arrangements were introduced in April 2013.

The details of this new approach were set out in the *School funding reform: Next steps towards a fairer system*, published on 26 March 2012 and in *School funding reform: Arrangements for 2014-15*, published on 4 June 2013. Each Local Authority will become responsible for managing the funding for education support for high needs students aged 0-25. This document will provide the framework in which Halton Local Authority will make decisions on the funding for pupils and students to ensure they receive an appropriate level of funding commensurate with their needs; ensures value for money and does not impose unnecessary bureaucracy upon institutions.

The reforms for High Needs Students seeks to ensure: funding is arranged so that education provision for a high needs pupil is funded in a comparable way whatever the form of institution they attend; that pre-16 and post-16 is brought together to support the

development of an integrated approach to assessment and planning from birth to 25 and; that funding is responsive to individual pupils’ and students’ needs.

Definition of High Needs Student

The Government have defined high needs students as pupils and students who need educational provision that costs more in total, including the basic provision given to all pupils and students than **approximately** £10,000 per year. This threshold defines the level of need that the Government expect to be met through mainstream funding and those for who additional funding is required. Pupils and students with high needs include pupils aged from birth to 19 with high-level special educational needs (SEN) and those aged 16-25 with high-level learning difficulties or disabilities (LDD) including those aged 19-25 who are subject to a learning difficulty assessment (LDA).

Overview of high needs funding

The reformed approach to high needs funding will be on a ‘place-plus’ basis. Funding will comprise of three elements, which can be applied across all provision for high needs students.

	Pre-16 SEN and AP		Post-16 SEN and LDD
	Mainstream settings	Specialist settings	All settings
Element 1: Core education funding	Mainstream per-pupil funding (AWPU)	Base funding of £10,000 for SEN and £8,000 for AP placements, which is roughly equivalent to the level up to which a mainstream provider would have contributed to the additional support provision of a high needs pupil. Base funding is provided on the basis of planned places.	Mainstream per-student funding (as calculated by the national 16-19 funding system)
Element 2: Additional support funding	Contribution of £6,000 to additional support required by a pupil with high needs, from the notional SEN budget		Contribution of £6,000 to additional support required by a student with high needs
Element 3: Top-up funding	“Top-up” funding from the commissioner to meet the needs of each pupil or student placed in the institution		

3. Principles of future funding of Element 3, Top-Up Funding

- The education and training provided supports the pupil or student to achieve the skills required to achieve their goals and aspirations as identified in their School Action Plus Enhanced Action Plan, Statement of Educational Need or Section 139a Learning Difficulty Assessment.
- The educating institution must utilise Element 1 and 2 of the high needs funding allocated to them from the Education Funding Agency or Local Authority Dedicated School Grant before any application for Element 3 ‘Top-Up’ can be considered. The application process is set out in Section 5 of this document.

- It is expected that educating institutions would work with specialist support services and providers to identify the most effective method of delivering the support required.
- If a pupil or student leaves their learning programme the educating institution must inform the Local Authority termly in order for contracts and payments to be amended accordingly.
- All appropriate evidence must be made available for audit by the Local Authority.

4. The Graduated Approach

4.1 The Graduated Approach – High Needs Students - Elements 1 and 2

The graduated approach is prescribed in the Education Act 1996 (amended 2001) for Local Authorities procedures in relation to early years and school age children and young people. By the time young people reach age 16 the vast majority with SEN will already have been identified. Therefore for post 16 institutions the graduated approach has already taken place.

The graduated approach of action and intervention:

Universal Services – Children and Young People have their needs met from within settings/schools own resources.

All teachers should ensure in their planning and teaching:

- Suitable learning challenges for individual children/young people
- Response to pupil's diverse learning needs
- The attempt to overcome potential barriers to learning

Differentiation, per se, is not special educational provision as defined by the Education Act 1996. All work/lessons/activities should be differentiated as needed within normal classroom/session planning. Only children/young people not making adequate progress should be considered as needing additional intervention. In some cases concerns are first raised by parents/carers and other professionals eg Health. Every stage of concern and/or intervention must include consultation with parent/carer and the young person.

Early Years / School Action

When concerns are raised the setting decides through their Teacher assessments and national assessments, that provision 'additional to and different from' normal differentiation is needed. At this stage, an Individual Education Plan (IEP) or pupil programme is developed which sets SMART (Specific, Measurable, Achievable, Relevant and Timed) targets.

These plans are reviewed regularly to assess progress and to revise targets if necessary. The setting uses its own resources and provides support as appropriate:

Primary and Secondary mainstream schools are currently expected to provide funding equivalent to 10 hours additional support by a Teaching Assistant for children and young

people they have prioritised. However the funding can be used flexibly to provide one to one support, small group teaching or equipment to facilitate inclusion in the learning environment.

Early Years / School Action Plus

Following implementation and review of the IEPs, at least over two terms, the setting may wish to seek advice from external agencies, for example an Education and Child Psychologist (ECP) or a Speech and Language Therapist (SALT). The ECP would assess the nature of the barrier to learning and make recommendations for school's practice to accelerate progress and possibly recommend referrals to other services/agencies. The SALT would assess speech and language difficulties and usually provide programmes of work to be implemented within the school, monitored and reviewed by their service. These recommendations would be incorporated into targets and monitored and reviewed.

4.2 Transition into Post 16 Further Education – Elements 1 and 2

Elements 1 and 2 for High Needs Students within Further Education at Post 16 would be utilised in the following way before any application for Element 3 'Top Up' Funding would be sought.

Support within a post 16 environment is usually provided based on the student's current 139a Learning Difficulty Assessment and educational statement. The post 16 educating institution will undertake their own assessment to ensure the student will be suited to its provision and the correct support can be provided.

Additional learning support is provided:

- To ensure that students have every chance to successfully complete their course.
- That a learning difficulty, disability or impairment does not prevent any student from having as equal a chance as their peers to be successful on their chosen course.
- To ensure that students achieve the maximum possible level of independence and activity in their communities and in employment.
- Maximise independent learning skills
- Preparation for next step; leaving college, higher level course, university or employment.
- Promote interaction and friendships with peers.

There are different types of support available;

- Individual tutorials
- In-class support
- 1-1 Support
- Mobility support
- Note takers
- Communication Support Workers

- Specialist resources and equipment
- Adaptation of learning materials
- Personal care
- Exam support
- Specialist teachers
- Counselling
- Welfare support
- Multi agency liaison

Students will have an ILP (Individual Learning Plan) and termly reviews will be used to monitor progress.

Prior to students enrolling any input from specialists (eg Speech and Language) would be taken account as part of the post 16 provider assessment process, to ensure appropriate support was put in place.

Once students have enrolled on their course within Further Education, the provider may seek advice from specialist such as CAHMS, Speech and Language Therapist, Psychologist, Adult Service, Sensory Impaired Services etc. The appropriate specialist would make recommendations and possibly referrals as appropriate. Any recommendations would be incorporated into the monitoring and review of progress.

4.3 Post 16 Specialist Settings

It is recognised that any high needs student placed within a post 16 specialist setting would automatically apply for Element 3 'Top Up' funding due to the nature of the education and support that they will be accessing.

4.4 The Graduated Approach – Element 3 (High Needs Students)

Early Years / School Action Plus Enhanced

The Local Authority will consider awarding additional resources to children and young people who fail to make adequate progress, despite the use of informed intervention, through Action Plus Enhanced Provision. Enhanced provision may be in the form of additional hours over and above setting's resources or, if school age, a placement in a specialist resource base. **Under the School Funding Reforms, using the Government's definition these children and young people will be High Needs Students.**

Statutory Assessment / Statement

For some young people the Local Authority considers whether it is necessary to carry out a statutory assessment as a result of a request made by the setting or parent/carer. Each case is looked at on an individual basis to determine the benefits of carrying out an assessment with the possibility of issuing a statement of SEN. A statutory assessment can help to identify appropriate provision and if a statement is issued it will:

- Describe SEN needs
- Set objectives and interventions to meet needs
- Detail provision which may be support in a mainstream school or a special school place

- Name the educational setting which will be responsible for putting the provision in the statement into place

As with Enhanced Provision, any additional support is additional to the 13 hours in primary and 16 hours in secondary from the setting resources. **Under the School Funding Reforms, using the Government's definition these children and young people will be High Needs Students.**

If a child or young person is to be placed in a special school or specialist college, the law requires that a statement of SEN is in place which names the setting.

4.5 Transition to Post 16 Educating Institutions – Element 3 – High Needs Students

Learning Difficulty Assessment (LDA (139a))

Halton Local Authority has a statutory duty to arrange for a Learning Difficulty Assessments (LDA) to be conducted for all young people who require one at their point of transfer to a post 16 educating institution. It is expected that these young people will fall into: those young people for whom the Local Authority maintains a statement of SEN and whom the Local Authority expects to leave school at 16-19 to receive post 16 education, training or higher education and; those young people who the Local Authority identified as requiring School Action Plus Enhanced. **Under the School Funding Reforms, using the Government's definition these children and young people will be High Needs Students.**

The Learning Difficulty Assessment will:

- Be specific about the level of need required and the support and learning provision required to meet those needs.
- Have a specific focus on the learning programme that is required to enable the young person to progress towards greater independence and, where appropriate, employment.
- Take account of the young person's aspirations and views.
- Build on the views, and where appropriate, expertise of other people who have already supported the person being assessed
- Be shared with the young person and/or their parents or carers
- Be shared with Halton Local Authority and with the educating institution, in sufficient time to ensure provision and support are in place from the outset;
- Provide robust and impartial information, by an appropriately qualified practitioner.

5. Assessment Process for Element 3 'Top-Up' Funding for High Needs Students

The assessment process for agreeing the Element 3 'Top-Up' funding for High Needs has been divided into two areas; the first is for those children and young people who are in a school/specialist setting and are applying for funding associated with School Action Plus Enhanced provision or a statutory assessment for a statement of SEN through the graduated approach. The second is at the point of transition from a school/specialist

setting to further education, training provider or a specialist college placement, or to apply for a student with high needs to continue their studies in further education, training provider or a specialist college placement. A flowchart is attached at Appendix 1 which outlines the process.

5.1 High Needs Students – School Action Plus Enhanced and Statement of SEN

The Local Authority will consider an application for Element 3 ‘Top-Up’ funding if a pupil/student is unable to make sufficient progress towards their Individual Education/Learning Plan and by following the Graduated approach of actions and interventions. These pupils and students will be those that ‘school action plus’ has not been sufficient to meet their needs and they are applying for school action plus enhanced status or applying for a statutory assessment for a statement of SEN.

5.2 High Needs Students - Transition to Further Education or a Specialist College

The Local Authority would consider an application for Element 3 ‘Top-Up’ funding if students who are transferring to Further Education, a Training Provider or an Independent Specialist Provider have a 139a Learning Difficulty Assessment which clearly identifies the student requires high levels of education and support needs.

Applications for an Independent Specialist Provider would require the Learning Difficulty Assessment (139a) to state why local provision cannot meet the student’s needs.

Applications will need to be completed for high needs students in Further Education and Independent Specialist Providers to support their studies continuing into a second or third year.

Application for High Needs Students Element 3 ‘Top Up’ Funding

Application for Enhanced Provision and Statutory Assessment - the application (attached at Appendix 2a) should be completed and sent to the Divisional Manager for Inclusion providing evidence of:

- The graduated approach thus far
- Up to date assessment/information from the institution and specialist services involved
- Implementation of advice provided by specialist services
- Details of progress so far and any assessments used
- Views of pupils/students and parents (where appropriate)
- If the request is for an assessment or permanent place in a resource base the application gives details as to why a place in a mainstream class is no longer appropriate (only applies to pre 16)
- Confirmation of funding from health and/or social care.

Application for Further Education and Independent Specialist Providers - the application (attached at Appendix 2b) should be completed and sent to the Post 16 Development and 14 - 19 Entitlement Divisional Manager, Halton Borough Council, 2nd Floor Rutland House, Halton Lea, Runcorn, WA7 2GW providing evidence of:

For **New Students** to Further Education or Independent Specialist College

- Most recent Care Plan or other relevant Social Services documentation
- Assessment by local provider on whether the young person's need can be met locally (ISP applicants only)
- Confirmation of place at Independent Specialist Provider
- Most recent medical report
- Applicant's assessment documentation and rationale of support
- Person Centred Plan if relevant
- Confirmation of funding from Social Services and/or Health

In addition to this evidence the Local Authority will source the section 139a Learning Difficulty Assessment.

For **Continuing Students** in Further Education or Independent Specialist College

- Section 139a Learning Difficulty Assessment if less than 2 years old
- Most recent student's Individual Learning Plan
- Most recent diagnostic assessment by the educating institution
- Completed form to demonstrate actual spend in the last academic year.

6. High Needs Students Funding Panels

All applications and supporting evidence for Element 3 'Top Up' funding will be considered by the appropriate funding panel. There are a number of High Needs Students Funding Panels depending on the nature and type of the application. Full Terms of Reference of the panels are attached as appendices to this document. It will also consider all applications for students making a transition to a further year of study within Further Education or Independent Specialist Provider. An outline of the funding panels is provided below:

The Early Years Enhanced Provision Panel

The overall aim of the Private and Voluntary Settings (PVS) Early Years Enhanced Provision Panel is to consider requests for enhanced provision for young children supported within the foundation stage of Private and Voluntary settings and the Child minding provision of Halton Borough Council. The Panel will also monitor the number of requests and ensure that the process is clear and transparent and that provision for pupils' transition into statutory education is monitored and appropriate to need. Full Terms of Reference can be found at Appendix 3.

Provision and Placement Panel

The Provision & Placement Panel consider and moderate:

- Requests for alternative educational provision when an existing school placement is deemed to have broken down irrevocably
- Where there are issues relating to permanent exclusion.
- Some of the applications will involve possible placement in out-of-borough schools, where the needs of the individual cannot be met within the existing educational provision within Halton.

Full Terms of Reference can be found at Appendix 4.

The Statutory Assessment and Moderating Panel (STAMP)

The Statutory Assessment and Moderating Panel consider and moderates requests for statutory assessment. The Panel also considers requests from schools for Enhanced Provision for pupils at School Action Plus and requests for Early Years Enhanced Provision from maintained Nursery schools. Full Terms of Reference can be found at Appendix 5.

Post 16 Transition to Further Education and Independent Specialist Providers Panel

The Post 16 Transition to Further Education and Independent Specialist Providers Panel will consider all applications for young people who are making the transition into further education or independent specialist provider and have been identified in their 139a Learning Difficulty Assessment as having high levels of needs and students who are continuing into a further year or study in Further Education or Independent Specialist Provision. Full Terms of Reference can be found at Appendix 6.

Criteria for approving High Needs Students Element 3 'Top Up' Funding

The Local Authority must be satisfied that the application meets the following criteria:

Enhanced Provision and Statutory Assessment

- Detailed records to show that all reasonable steps have been taken through the Graduated Approach to meet the pupil's needs using the schools own delegated resources
- There is account of the co-ordinated involvement of appropriate support services and implementation of their recommendations
- The documentation provides evidence that the child/young person's needs cannot be met by a combination of the school's own resources and the menu of services available at school action plus, for example:
 - Advice from the Education and Child Psychology Service
 - Advice from Specialist Teachers
 - Training from SEN Service
 - SEN Training
 - SENCO Network Meetings
 - Therapy Services
 - Outreach Services from Specialist Provision accessed through SEN Service

- Behaviour and Attendance support
- Blocks of specialist teaching
- The documentation demonstrates that the pupil's needs are 'exceptional' ie significantly greater than the other pupils of the same age.
- Banding and level of need – full details of banding and descriptors can be found in Appendix 7

Criteria for applying additional funding

Criteria adopted for Primary and Secondary Schools and Academies

- The Notional SEN budget for each school would be calculated at the agreed rate of 5% of total budget.
- The required Notional SEN budget would be calculated by counting the number of pupils in each school that receive enhanced provision support/statement support funded by the Local Authority and multiplying by £6,000 – the Notional SEN per pupil budget set by the EFA.
- Where a school has a Notional SEN budget that exceeds the required Notional SEN budget, no additional funding would be given.
- Where a school has a required Notional SEN budget exceeding the 5% Notional SEN budget the difference between the two figures would be funded.

Example:

School A has a total budget of £600,000

The Notional SEN budget is therefore £30,000

The school has 4 pupils receiving enhanced provision funding from the Local Authority so requires 4 x £6,000 of Notional SEN = £24,000

As the school has a Notional SEN Budget higher than the required Notional SEN budget (£30,000 compared to £24,000) then no further funding will be given.

School B has a total budget of £600,000

The Notional SEN budget is therefore £30,000

The school has 6 pupils receiving enhanced provision funding from the Local Authority so required 6 x £6,000 of Notional SEN = £36,000

As the school has a Notional SEN budget lower than the required Notional SEN budget (£30,000 compared to £36,000) then the school will receive an additional £6,000 of funding.

Timescale

This calculation will take place during the Autumn Term each year. Any additional bids from schools for further funding will be taken to the sub group which aims to meet before the main School Forum meetings. Therefore, requests for additional funding will need to be submitted no later than three weeks before School Forum to allow time to assess eligibility and calculate funding before the meeting.

Transition to Further Education

The Local Authority will need to be satisfied that the criteria below has been met:

- Appropriateness of independent specialist provider or further education institution
- Programme proposed for the young person, including progression pathways matches the aspirations of the learner
- Hours of support for education and care
- Banding and level of need – full details of banding and descriptors can be found in Appendix 7
- For students continuing into a further year of study there must be evidence the student is making sufficient progress against the identified outcomes
- Level of spend appropriate to level of support identified

All supporting evidence must be provided along with the Application Form to the Post 16 Development and 14 - 19 Entitlement Divisional Manager at least 10 working days prior to the Post 16 Transition to Further Education and Independent Specialist Provider Panel.

Transition to an Independent Specialist Placement

The criteria for considering residential placements will focus on establishing that residential provision is necessary in order for the learner to be provided with education and training that meet his or her assessed needs.

The Local Authority will need to be satisfied, on the basis of available evidence, that at least one of the criteria below is met. It is essential, therefore that the evidence provided in support of any placement request is up to date and appropriate to the request being made. Evidence will need to demonstrate that the match between the aspirations of the learner, the education and training needs and the learning programme is only available through an independent specialist provider.

At least one of the following criteria for funding a placement at an independent specialist provider must be met:

- No suitable local provision that meet the reasonable needs of learner's education or learning needs is available.
- The assessment of the learner's education and training needs demonstrates that an essential element can only be provided in a residential setting; or
- Evidence that the learner has medical or care needs that cannot be addressed by local providers and that would prevent the learner from accessing suitable education or training.
- For students continuing into a further year of study there must be evidence the student is making sufficient progress against the identified outcomes
- Level of spend appropriate to level of support identified

While the Local Authority will endeavour to take account of the wishes of learners and their parents/carers, it does not have a legal duty to fund the independent specialist provision of their choice, if it is satisfied that it can secure adequate provision locally.

For all placement requests the Local Authority will require evidence demonstrating that the proposal for a placement has been made as a result of appropriate assessment and

guidance involving collaboration between agencies. Evidence must show that the learner's educational, training needs can only be met in a residential setting, and that other provision or packages of provision cannot meet those needs. All supporting evidence must be provided along with the Application Form to the Post 16 Development and 14 - 19 Entitlement Divisional Manager at least 10 working days prior to the Post 16 Transition to Further Education and Independent Specialist Provider Panel.

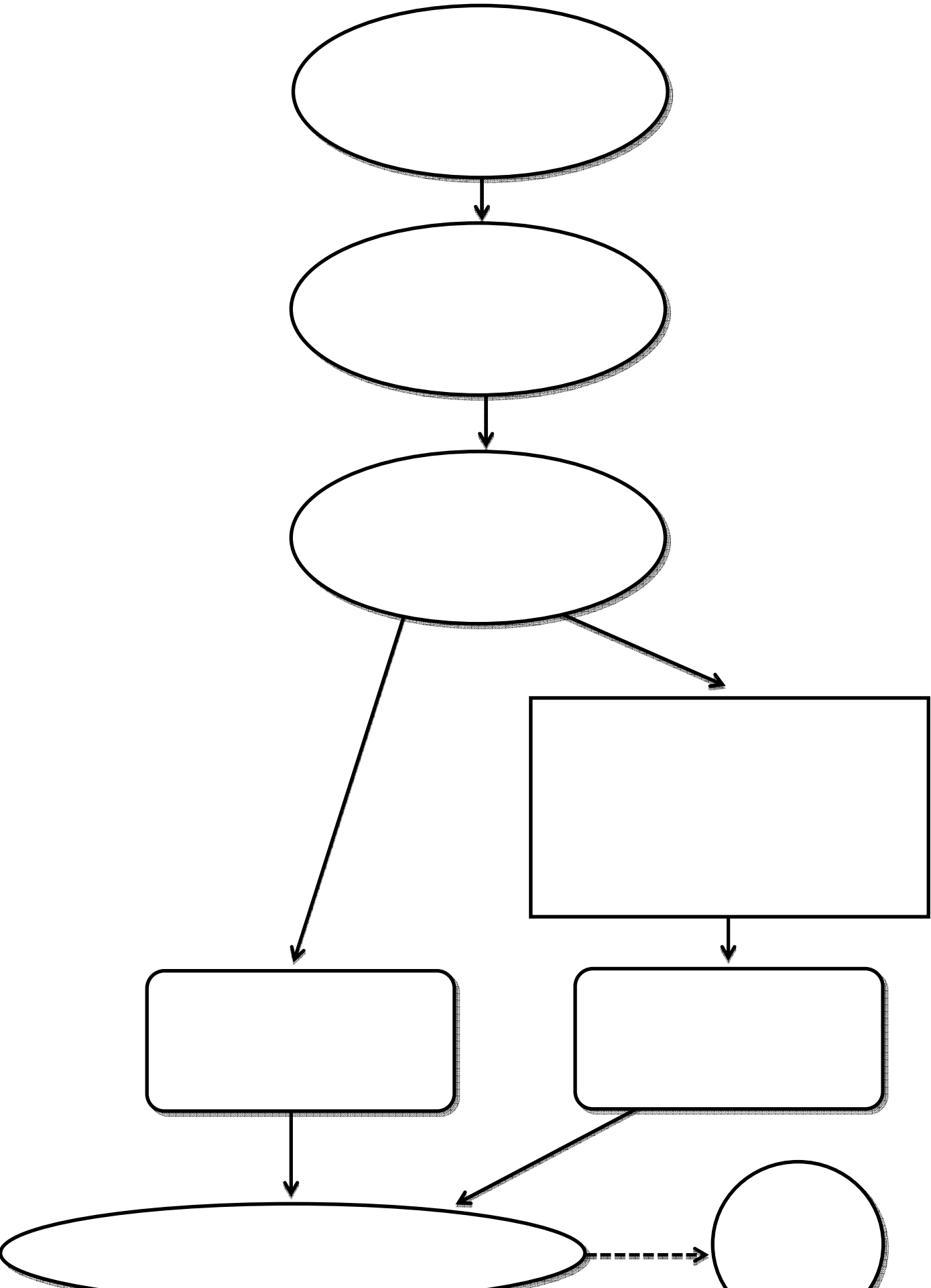
7. Monitoring and Review

The monitoring and review schedule will form part of the contract with each educating institution.

8. Appeals

Any appeals will be considered by the appropriate body.

Halton Local Authority High Need Student (HNS) Assessment Process 2014/15





REQUEST FOR STATUTORY ASSESSMENT or
REQUEST FOR SCHOOL ACTION PLUS ENHANCED PROVISION

APPENDIX 2A

(Please delete as appropriate)

The information on this form is confidential to the pupil, individuals with parental responsibility and those people professionally involved. This form should be signed by the parent / main carer, Head teacher and SENCo and returned to the SEN Assessment Team

Parental / Main Carers' Consent

I / We agree that this information can be sent to the Operational Director, Learning and Achievement so that a Panel of professionals can consider whether:

Statutory Assessment or **Enhanced Provision** is appropriate.

(Please delete one of the above to indicate the provision for which consent is given)

If this request is successful we give consent for information to be shared with other relevant agencies for assessment purposes.

Parents are advised that there may also be exceptional circumstances where information may be shared with other agencies in line with the Data Protection Act 1998.

Parents/ Main Carers.....Date.....

Parents/ Main Carers.....Date.....

1. Pupil's Details

Name:

Date of Birth:

Age:

NCY:

Gender:

Home address:

Telephone Number

Post Code:

Home language:

CAF:

Yes/No

Interpreter Needed?

Yes/No

Child in Care:

Yes/No

		Child in Need: Yes/No
2. Persons with parental responsibility		
Name:	Relationship to pupil:	Address:
Post Code	Telephone Number	
Name:	Relationship to pupil:	Address:
Post Code	Telephone Number:	
3. School Details		
Present school:		
Start date:		
Nursery Only – Sessions/days		
Attendance over last 12 months:		
Previous schools, with dates attended:		
1.		
2.		
3.		
4. Pupil's Views (<i>Your own format can be attached for pupil views.</i>)		

5. Parent / Carer Views *(Your own format or letter can be attached).*

6. Pen Portrait

Key Pupil strengths and participation in school life

Key Areas of school life that are challenging

7. Primary & Additional Needs

Please indicate primary identified need, 1 area only (see guidance notes)

Primary Need		Tick 1 only
Cognition and Learning	Specific Learning Difficulty (SpLD)	
	Moderate Learning Difficulty (MLD)	

	Severe Learning Difficulty (SLD)	
	Profound and Multiple Learning Difficulty (PMLD)	
Behaviour, Emotional and Social Development Needs	Behaviour, Emotional and Social Difficulty (BESD)	
Communication and Interactive Needs	Speech, Language and Communication Needs (SLCN)	
	Autistic Spectrum Disorder (ASD)	
Sensory and / or Physical Needs	Visual Impairment (VI)	
	Hearing Impairment (HI)	
	Multi-Sensory Impairment (MSI)	
	Physical Disability	
Other	(Specify)	

In order to give the panel a full picture of complex needs please identify all other areas of need.

Additional Need		
Cognition and Learning	Specific Learning Difficulty (SpLD)	
	Moderate Learning Difficulty (MLD)	
	Severe Learning Difficulty (SLD)	
	Profound and Multiple Learning Difficulty (PMLD)	
Behaviour, Emotional and Social Development Needs	Behaviour, Emotional and Social Difficulty (BESD)	
Communication and Interactive Needs	Speech, Language and Communication Needs (SLCN)	
	Autistic Spectrum Disorder (ASD)	
Sensory and / or Physical Needs	Visual Impairment (VI)	
	Hearing Impairment (HI)	
	Multi-Sensory Impairment (MSI)	
	Physical Disability	
Other	(Specify)	

8. Details of **CURRENT** targeted support.

SUPPORT	No of hours	Who	Rationale	Context: Impact on Human Resources
In class				
Individual				
Break time				
Lunchtime				
Before school (on premises)				
After school (on premises)				
Assistive Technology				

9. Basic Skills Achievements

9a. EYFS Profile (Score 1-9)

Area	Attainment on Entry	Attainment Mid-Year	Attainment End of Year
P S E & D			
CL LD			
PSRN			
KUW			
CD			
PD			

9b. P / National Curriculum levels (please use EYFS box to reflect previous levels if applicable)

	2 years ago		1 year ago		Current	
	Yr Group	P/NC Level	Yr Group	P/NC Level	Term	P/NC Level
Reading						
Writing						
Number						
Science						

9c. Standardised test results *It is your results that we are interested in here and they only need to be included if this type of testing is part of your usual practice and the scores are not evidenced elsewhere in external agency reports. Please use the last two scores available it is not necessary to retest for the purpose of this submission.*

Skill tested	Test Used	Date tested	St Sc	Date tested	St Sc
Reading accuracy					
Reading comprehension					

Reading fluency					
Spelling					
Number					
Other					

* St Sc = Standardised Score

10. Delegated Budget	
Number of pupils on school roll	
Number of pupils at School Action	
Number of pupils at School Action Plus	
Number of pupils at School Action Plus Enhanced Provision	
Number of pupils with statements	

11. Evidence of intervention in line with DDA, CoP and Graduated Approach:		
Date placed at EYA/SA	Date placed at EYA+/SA+	
Strategies and interventions already undertaken to promote Presence, Participation & Achievement:		
<p>Supporting Documents:</p> <p>Please check that you have included all documentation relevant to this submission, and that they are:</p> <ul style="list-style-type: none"> • less than last twelve months old • numbered as below <p>Submission must be supported by:</p>		
1	Early Years/previous schools where appropriate	
2	Behaviour Assessment Reports e.g. Boxall Profile, SDQ, Connors, ELS	
3	IEPs (last 2 reviewed and current)	
4	IBP (last 2 reviewed and current)	
5	Behaviour Diary – (last 4 weeks)	
6	Pastoral Support Plan PSP	
7	Risk Assessment (physical/medical needs)	
8	Personal Education Plan PEP (Child in Care)	
9	Other	
10	SEN Service	
11	Educational and Child Psychology Service	

12	Medical Information	
13	Speech and Language Service	
14	Physiotherapy Service / Occupational Therapy	
15	Education Welfare Service	
16	CAMHS	
17	CDC/Portage	
18	Other (e.g. Social Care)	

12. Having completed this form is there any additional information you feel is relevant and that you have not been able to incorporate.

13 Details of **PROPOSED** targeted support if funding is agreed

SUPPORT	No of hours	Who	Rationale	Context: Impact on Human Resources
In class				
Individual				
Break time				
Lunchtime				
Before school (on premises)				
After school (on premises)				
Assistive Technology				

14.

Please Tick:

Evidence of the graduated approach is available in school if required.

Head teacher's Signature: Date.....

SENCo's Signature:..... Date.....

OFFICE USE ONLY	
Date Received:	Moderation Date:
Decision:	



APPENDIX 2B

Application for High Needs Funding for Further Education and Independent Specialist Providers

1. Learner Details

Learner Name:

Date of Birth:

Address & Post Code:

Nature of Disability and/or Learning Difficulty:

New Learner _____ Continuing Learner _____

Number of previous years attended: _____

2. Assessment Details

Provider Name:

Name and position of person(s) undertaking the assessment for support:

Contact Number:

Email:

Date of Assessment:

For new learners, was the learner's S139a used to inform this assessment?

Yes No

For learners continuing into a further year was the learner's Individual Learning Plan used to inform this assessment Yes No

3. Learner Background/Support Needs

The learner's Special Educational Needs and Disabilities (SEND) and the impact this has on learning is detailed in the S139a. Please explain below how you will meet those needs.

Does the learner have any support needs in terms of communication skills? Yes No

If yes, please explain how you will meet these needs: *(i.e. any specialist communication equipment used, signing support for deaf learners, speech and language therapy, social communication/interaction support, other strategies to support communication)*

Are there any concerns/issues to address in relation to the learner's social skills, relationships or behaviour? Yes No

If yes, please explain how you will meet these needs:

Does the learner have any known medical, mental health or therapeutic support needs? Yes No

If yes, please explain how you will meet these needs:

Does the learner require Learning and Tuition Support? (i.e. TA, small class size, large text, scribe, specific packages for computer etc) Yes No

If yes, please explain how you will meet these needs:

Does the learner require any support with Personal Care? (toileting, meals etc) Yes No

If yes, please explain how you will meet these needs:

Are additional assessments required from agencies outside your organisation that relate to the learner's learning needs in a new environment? Yes No

If yes, please explain how you will meet these needs:

4. Student Objectives and provision to meet needs

For new learners, reflecting the learner's S139a, and for continuing learners their individual learning plan; please explain what the key learning outcomes are relating to the objectives below that you would recommend to enable this learner to progress towards their aspirations/goals? *Please detail main qualifications to be worked towards and progression route)*

Objectives related to	Provision to meet objectives	Expected outcome (at the end of the year)	Local Offer support ¹	Additional Support required ²
Education & Learning ³ •				
Work Skills •				
Communication •				
Personal, Social & Emotional •				
Skills for Independent Living •				
Other •				

¹ This should describe what is available as part of the standard offer from the Institution by way of support, facilities and equipment; over and above the core programme costs of that course. Element 1 programme funding includes the national funding rate per student, retention factor, programme cost weighting and disadvantage funding which includes uplifts for economic deprivation, care leavers and prior attainment – this covers the cost of extra learning support for students who have not achieved grade C in Maths and English. Further details on disadvantage

Please state:

£6,000	£
--------	---

Total length of programme offered:

Day

Residential

Has this placement been formally offered to the learner?

Yes No

Please give details of the number of hours and days you can offer the young person, specifying the activity of the programme: *(It is recognised that timetables may not be set when offers are made, so please give as much information as possible, including the main activities and attendance pattern as far as you can or attach a timetable if held)*

Sessions	Length of Session (hrs)	Frequency
TOTAL		

6. HNS Banding Criteria

Please complete using the banding framework included at Appendix 7 of the High Needs Assessment Framework for 2013-14.

and low cost learning difficulties and disabilities (LDD) are provided in the attached guidance.

² To include ratios and equivalent 1:1 support, specialist teaching, facilities etc which are **not** included as part of the standard offer from the Institution; must be relevant to the individual's needs. Further details must be provided at part 3.

³ This must include information about achievement levels and targets to allow for the achievements / attainment level to be discussed at annual review.

		BAND			
		1	2	3	4
		Universal / Mild	Moderate	Moderate / Severe	Severe
SOCIAL, EMOTIONAL & BEHAVIOURAL NEEDS	Participation in learning culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Responses to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Social relationships and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Impact on self and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Emotional health & wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COGNITION AND LEARNING NEEDS	Participation in the learning culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Responses to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Cognitive development and progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Social Relationships and Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Adaptive Behaviours: Motor skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Adaptive Behaviours: Self-help skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMUNICATION AND INTERACTION NEEDS	Participation in the Learning Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Social relationships and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Developmental profile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Communication and participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Flexibility of thought	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Response to sensory stimuli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SENSORY/ PHYSICAL AND	Participation in the Learning Culture/Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MEDICAL NEEDS	Access				
	Care Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Social interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Language and/or written/oral communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For Independent Specialist Providers Only.

Are you on the EFA Independent Specialist Provider approved list? Yes No

Please indicate the funding band you are requesting: _____

Where independent specialist providers believe that a learner’s support needs are exceptional, and beyond those accommodated in support Band H, they should approach the Local Authority prior to offering a place to the learner, to discuss the case. Evidence will be required to demonstrate the learner’s exceptional support needs, rather than simply being a justification based on cost.

Use of High Needs for 2014-15

Further Education and Independent Specialist Providers

Description of staff type :Support Details (inc Safety & Equip)	Type Please specify	Staff Student Ratio	Equivalent no. of hours per week 1:1	Period of Support (no. of weeks)	Estimated Cost (hourly rate)	Cost			Total:
						Element: 1 £_____	Element:2 £6,000	Element:3 Requested from L.A.	
Teaching/ Education delivery									
In class support, including: Teaching Assistant, Learning Mentor, Note taker, Communication Support Worker, Exam Support, assistive technology/other									
Specialist Education Equipment									
Therapy, including: Hydrotherapy, Physiotherapy, Occupational Therapy, Speech & Language Therapy/other									
Personal Support, including: Mentor, Counselling, Personal Care, Emotional or Behavioural Support, Break & lunchtime support. Employment coach, transfer welfare support.									
Medical Support, including: Nursing Support, Specialist									

Medical equipment/other									
Specialist Support, including: Mobility/travel Support/other									
Residential Support, including: Family Support Worker/other									
Any Other Needs									
Total Cost						£	£	£	£
Total Care cost				£0.00					
Total Education (teaching, in class or on programme support) cost				£0.00					
Total Equipment cost									
Equipment for care				£0.00					
Equipment for education				£0.00					
Total Medical cost				£0.00					
Total Therapy (e.g. Speech and language/Physiotherapy) cost				£0.00					
Grand Total				£0.00					

I confirm this is an accurate record of the assessment undertaken:

Name of Assessor:

Signature:

Date:

**Please submit form to the Post 16 Development and 14 - 19 Entitlement
Divisional Manager, Halton Borough Council, 2nd Floor Rutland House,
Halton Lea, Runcorn, WA7 2GW**

Office Use Only

Date Received:

Panel Agrees Element 3 'Top Up' Funding

Yes

No

APPENDIX 3**EARLY YEARS ENHANCED PROVISION PANEL****TERMS OF REFERENCE****1. Overall Aims**

The overall aim of the Private and Voluntary Setting (PVS) Early Years Enhanced Provision Panel is to consider requests for enhanced provision for young children supported within the foundation stage of Private and Voluntary settings and the Local Authority Daycare and the Child minding provision of Halton Borough Council. The Panel will also monitor the number of requests and ensure that the process is clear and transparent and that provision for pupils' transition into statutory education is monitored and appropriate to need.

2. Key Objectives

- The development of measures for improving local outcomes for children and young people
- Providing a forum for decision making regarding enhanced provision for pupils with significant additional needs in early years
- Providing a forum for tracking of progress of these young pupils against identified need and providing appropriate resources to ensure smooth transition into formal education
- Providing a forum to meet and receive updated progress reports on pupil outcomes.

3. Membership

A wide range of local statutory, voluntary, community and private sector agencies will be represented on the Panel.

- Children & Young People Directorate -Social Care
- Children & Young People Directorate - Education
- Bridgewater
- Health Services
- Children's Services Providers - Voluntary and Private sector

There will be an agreed deputy representative from each organisation who can attend meetings in place of the main representative where necessary and will be kept informed about developments where necessary.

Panel Members

- Chair – Divisional Manager 0-19
- Bridgewater representative
- Children with Complex Needs representative

- Early Years Consultant Teacher (QTS) representative
- Educational Psychologist
- SEN Service representative
- Statutory Assessment Team representative
- Private and Voluntary representative.

Admin Duties

- Collate and distribute submission papers to Panel members and prepare agenda
- Notify settings of Panel dates and deadline for submissions.
- Will minute meetings
- Send written confirmation of the Panel decision/recommendation to parents and settings.
- Financial administration of allocated funding.

Process and preparation for PVS Early Years Panel

- Panel meetings will be held three times per year. Dates will be submitted in September along with the closing dates for submissions
 - Panel members will receive papers 7 working days before the date of the meeting
 - Panel members will be asked to read the papers during that 7 day period and come to some conclusion in advance of the meeting
 - The Chair will request each member votes upon the request, i.e. yes/no to additional support, or further discussion required.
 - a) If the decision is to agree additional support, resources are allocated.
 - b) If the decision is not to agree additional support then the panel will collectively decide what written advice is returned to the setting.
 - c) If further discussion is required, then further discussion will take place and a vote taken at the end of the discussion.
 - There will be a written response made within 7 working days of the meeting
 - Funds will be allocated directly into the setting's budget
 - The enhanced support will be reviewed against progress, termly by the Panel
 - The Panel will consider the written advice submitted and any additional information presented by panel members
-

- The Panel will consider requests presented by the SENCO or representative of the setting
- Parents will not be permitted to present a request, as knowledge of each setting will be an essential requirement that may include an understanding of the setting's personnel and/or financial circumstances.

February 2013

APPENDIX 4

TERMS OF REFERENCE FOR PROVISION AND PLACEMENT PANEL

- 1) The Provision & Placement Panel will include consideration and moderation of:
 - Requests for alternative educational provision when an existing school placement is deemed to have broken down irrevocably
 - Where there are issues relating to permanent exclusion.
 - Some of the applications will involve possible placement in out-of-borough schools, where the needs of the individual cannot be met within the existing educational provision within Halton.
 - Written approval from the Operational Director, Learning and Achievement, is required for placement in an out of Borough school and it must be placed in section 8 of pupil file

 - 2) The submission to Panel should follow an Annual Review or Enhanced Provision review or an early review meeting if there are exceptional circumstances

 - 3) The panel will comprise:- the Divisional Manager (Inclusion 0-25), the Principal Officer SEN Assessment Team, the Development Officer SEN Assessment Team, Members of the SEN Service, The Principal Educational and Child Psychologist, The Principal Education Welfare Officer, Case workers as appropriate.

 - 4) The dates are agreed and circulated to all relevant parties on an annual basis.

 - 5) Summaries of the cases are made on the dated template found on the 'f' share under Special Needs- STAMP agenda and minutes.

 - 6) The Panel will advise the most appropriate course of action for the Caseworker to follow, which may involve approaching other suitable providers/ schools for places. Minutes and actions will be formally recorded onto the template and a copy on the appropriate individual file.

 - 7) Individual cases may require further follow-up at later panels prior to any formal acceptance of places for pupils in out-of-borough schools.
-

February 2013

TERMS OF REFERENCE**STATUTORY ASSESSMENT AND MODERATING PANEL (STAMP)**

- (i) The Statutory Assessment and Moderating Panel considers and moderates requests for statutory assessment. The Panel also considers requests from schools for Enhanced Provision for pupils at School Action Plus and requests for Early Years Enhanced Provision from maintained Nursery schools. Papers are circulated before the meeting and Panel members are requested to read them in advance of the meeting in order to form a view of the submission.
- N.B. Requests for Early Years Enhanced provision from private and voluntary settings (PVS) are referred to a separate Panel (PVS Early Years Panel).*
- (ii) STAMP is a multi-agency panel with representatives from the Primary Care Trust, Inclusion Division, School Improvement Service, Head teachers, Primary and Secondary SEN Co-ordinators. Volunteer representatives from schools are sought on an annual basis. The Parent Partnership Coordinator is invited as an observer.
 - (iii) The Divisional Manager (Inclusion 0-25) chairs the meetings or delegates to another senior officer in the Inclusion division.
 - (iv) As a pilot The Panel currently meets six times per term, two to consider requests for statutory assessment and four to consider requests for Enhanced Provision at School Action Plus or Early Years Action Plus. (Previously the Panel met 3 times per term)
 - (v) If the Panel's decision is to decline statutory assessment, reasons are detailed for feedback to schools and parents. If the Panel declines Enhanced Provision, reasons are detailed and recommendations made to school/setting.
 - (vi) The LA Finance department report back to The Schools' Forum on decisions made to allocate enhanced provision to schools.
 - (vii) The dates for STAMP meetings are published on a full academic year basis with the closing date for submissions clearly identified.
-

- (viii) For those pupils with existing Enhanced Provision a STAMP sub-group, the Enhanced Provision Review Panel, reviews the provision and makes decisions on the continuation of Enhanced Provision after two or three terms. The sub group meets termly.

- (ix) The Enhanced Provision Review Panel members will be the Specialist Teacher for Enhanced Provision and other members of the SEN Service, ~~Principal Officer SEN Assessment~~, Principal Educational and Child Psychologist. The Divisional Manager (Inclusion 0-25) chairs the meetings.

- (x) Issues arising from Pupils' annual review of statements, or other urgent issues, are dealt with through another sub group of STAMP, the Provision and Placement Panel which meets on a weekly basis.

- (xi) Guidance notes and documentation for applications to STAMP and the Enhanced Provision Review Panel can be accessed from the website www.inclusionhalton.co.uk

February 2013

APPENDIX 6

Panel for High Needs Students Post 16 Transitioning to Further Education or Independent Specialist Providers

TERMS OF REFERENCE**1. Overall Aims**

The overall aim of the Panel for High Needs Students making the transition to Further Education or an Independent Specialist Provider at Post 16 or continuing into a further year of learning in Further Education or Independent Specialist Provision is to consider all applications for Element 3, 'Top Up' funding from Post 16 Further Education institutions and Independent Specialist Providers as identified in the 139a Learning Difficulty Assessment.

2. Key Objectives

- The Local Authority will consider the application along with all available evidence together with any representation that other professionals may wish to make in support of the application. All relevant evidence will be discussed including the criteria to which the request is being made:
 - Appropriateness of independent specialist provider or further education institution
 - Programme proposed for the young person, including progression pathways
 - Hours of support for funding education and care
 - Banding and level of need – full details of banding and descriptors can be found in Appendix 7
 - For students continuing into a further year of study there must be evidence the student is making sufficient progress against the identified outcomes
 - Level of spend appropriate to level of support identified

- Ensure the process is clear and transparent

3. Membership

Representation on the panel will be from key professionals both involved in supporting the young person and from education, health and social care.

- Children & Young People Directorate – 14-19 Division
- Children & Young People Directorate – SEN Division
- Adults & Community - Social Care
- Clinical Commissioning Group - Health/Medical

The Panel will be chaired by Children and Young People Directorate, 14-19 Division. There will be an agreed deputy representative from each organisation who can attend meetings in place of the main representative where necessary and will be kept informed about developments where necessary.

4. Process and preparation for Panel

- Panel meetings will be held monthly from January to May where required
 - Dates will be submitted in September along with the closing dates for submissions.
 - Application must be received 10 working days prior to the Panel meetings.
 - Panel members will receive papers 5 working days before the date of the meeting.
 - Panel members will be asked to read the papers during that 5 day period and come to some conclusion in advance of the meeting.
 - For applications to Independent Specialist Providers, the Local Authority's Information, Advice and Guidance Service Provider will present the case to the Panel with the purpose of considering the request.
 - The Chair will request each member votes upon the request, i.e. yes/no to additional support, or further discussion required.
- a) If the decision is to agree additional support, resources are allocated.
- b) If the decision is not to agree additional support then the panel will collectively decide what written advice is returned to the educating institution.
- c) If it is found that the Local Authority does not have sufficient information on which to make a decision, the panel meeting may be adjourned to take place at a future panel meeting when the required information is made available.
- There will be a written response made within 7 working days of the meeting to the Further Education and/or Independent Specialist Provider.
 - Funds will be allocated directly from Local Authority Finance to the Further Education or Independent Specialist Provider, based on confirmation from Children and Young People Directorate, 14-19 Division
 - The Panel will consider the written advice submitted and any additional information presented by panel members
 - Parents will not be permitted to present a request, as knowledge of each setting will be an essential requirement that may include an understanding of the setting's personnel and/or financial circumstances.

February 2013

APPENDIX 7

BANDING FRAMEWORK**Banding for levels of pre-school aged children**

	Band 1	Band 2	Band 3	Band 4
	Universal/Mild	Moderate	Moderate/Severe	Severe
Cognition & Learning	Pre-school setting	Up to 6 hours	7 – 10 hours	10 – 15 hours
Communication & Interaction	Pre-school setting	Up to 6 hours	7 – 10 hours	10 – 15 hours
Behaviour, Emotional & Social Difficulties	Pre-school setting	Up to 6 hours	7 – 10 hours	10 – 15 hours
Physical/Sensory	Pre-school setting	Up to 6 hours	7 – 10 hours	10 – 15 hours
Medical	Pre-school setting	Up to 6 hours	7 – 10 hours	10 – 15 hours

The agreed enhanced provision for each child is considered on a case by case basis and there are a number of factors, in addition to the specific needs of each child that are considered when a decision is made by the EYFS Panel:

- Age of the child, including whether they are in 'transition' between rooms / settings when change in ratios may be a factor
- Number of hours that the child is attending (up to a maximum of 15 hours / week for 2 / 3 / 4 year old educational entitlement)
- Number of children in the setting for whom enhanced provision has been requested – more holistic approach taken around the totality of resource provided to the setting

In addition to the allocation of funding for enhanced provision, settings will also be offered the support of appropriate professionals, including speech and language therapy services, specialist teachers, Portage and outreach support commissioned through our special schools.

Table to show the total number of hours funding available for a child or young person in mainstream school, in receipt of the notional budget and top up through School Action Plus Enhanced Provision. From April 2013

	BAND 1	BAND 2	BAND 3	BAND 4
	Universal/mild	Moderate	Moderate/Severe	Severe
Cognition & Learning	Educational Institution Resources Primary NB = 13 hrs Secondary NB = 16 hrs	Primary NB of 13 + EP of 7—12 = total 20 – 25 hrs Secondary NB of 16 + EP of 4—9 = total 20 – 25 hrs	Primary NB of 13 + EP of 12—17 = total 25 – 30 hrs Secondary NB of 16 + EP of 9—14 = total 25 - 30 hrs	Primary NB of 13 + EP of 17—22 = total 30 - 35 hrs Secondary NB of 16 + EP of 14—19 = total 30 - 35 hrs
Communication & Learning	Educational Institution Resources Primary NB = 13 hrs Secondary NB = 16 hrs	Primary NB of 13 + EP of 7—12 = total 20 – 25 hrs Secondary NB of 16 + EP of 4—9 = total 20 – 25 hrs	Primary NB of 13 + EP of 12—17 = total 25 - 30 hrs Secondary NB of 16 + EP of 9—14 = total 25 - 30 hrs	Primary NB of 13 + EP of 17—22 = total 30 - 35 hrs Secondary NB of 16 + EP of 14—19 = total 30 - 35 hrs
Behaviour, Emotional & Social Difficulties	Educational Institution Resources Primary NB = 13 hrs Secondary NB = 16 hrs	Primary NB of 13 + EP of 7—12 = total 20 – 25 hrs Secondary NB of 16 + EP of 4—9 = total 20 – 25 hrs	Primary NB of 13 + EP of 12—17 = total 25 - 30 hrs Secondary NB of 16 + EP of 9—14 = total 25 - 30 hrs	Primary NB of 13 + EP of 17—22+ = total 30 - 35 hrs Secondary NB of 16 + EP of 14—19+ = total 30 - 35 hrs
Physical/sensory	Educational Institution Resources Primary NB = 13 hrs Secondary NB = 16 hrs	Primary NB of 13 + EP of 7—12 = total 20 – 25 hrs Secondary NB of 16 + EP of 4—9 = total 20 – 25 hrs	Primary NB of 13 + EP of 12—17 = total 25 - 30 hrs Secondary NB of 16 + EP of 9—14 = total 25 - 30 hrs	Primary NB of 13 + EP of 17—22+ = total 30 - 35 hrs Secondary NB of 16 + EP of 14—19+ = total 30 - 35 hrs
Medical	Educational Institution Resources Primary NB = 13 hrs Secondary NB = 16 hrs	Primary NB of 13 + EP of 7—12 = total 20 – 25 hrs Secondary NB of 16 + EP of 4—9 = total 20 – 25 hrs	Primary NB of 13 + EP of 12—17 = total 25 - 30 hrs Secondary NB of 16 + EP of 9—14 = total 25 - 30 hrs	Primary NB of 13 + EP of 17—22+ = total 30 - 35 hrs Secondary NB of 16 + EP of 14—19+ = total 30 - 35 hrs

Abbreviations: NB = notional budget EP = Enhanced Provision

High Needs Students – Banding for Post 16 - Further Education

	Band 1	Band 2	Band 3	Band 4
	Universal / Mild	Moderate	Moderate / Severe	Severe
Cognition and Learning	Educating Institution resources E1&2 = Up to 16 hours	E1&2 = 16 hrs E3 = up to 10 hrs Total – up to 26hrs	E1&2 = 16 hrs E3 = up to 15 hrs Total – up to 31hrs	E1&2 = 16 hrs E3 = up to 19 hrs Total – up to 35hrs
Communication and Interaction	Educating Institution resources E1&2 = Up to 16 hours	E1&2 = 16 hrs E3 = up to 10 hrs Total – up to 26hrs	E1&2 = 16 hrs E3 = up to 15 hrs Total – up to 31hrs	E1&2 = 16 hrs E3 = up to 19 hrs Total – up to 35hrs
Behaviour, Emotional and Social Difficulties	Educating Institution resources E1&2 = Up to 16 hours	E1&2 = 16 hrs E3 = up to 10 hrs Total – up to 26hrs	E1&2 = 16 hrs E3 = up to 15 hrs Total – up to 31hrs	E1&2 = 16 hrs E3 = up to 19 hrs + Total – up to 35hrs +
Physical / Sensory	Educating Institution resources E1&2 = Up to 16 hours	E1&2 = 16 hrs E3 = up to 10 hrs Total – up to 26hrs	E1&2 = 16 hrs E3 = up to 15 hrs Total – up to 31hrs	E1&2 = 16 hrs E3 = up to 19 hrs + Total – up to 35hrs +
Medical	Educating Institution resources E1&2 = Up to 16 hours	E1&2 = 16 hrs E3 = up to 10 hrs Total – up to 26hrs	E1&2 = 16 hrs E3 = up to 15 hrs Total – up to 31hrs	E1&2 = 16 hrs E3 = up to 19 hrs + Total – up to 35hrs +

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Abbreviations: E1&2 = Elements 1 and 2 E3 = Element 3

High Needs Students – Banding for Post 19 – Independent Specialist Providers

The following information is the **contact hours range** used to date by the Education Funding Agency. There is work being undertaken nationally to further define the criteria to be used in future years.

Day Learners

Band	Education and independent living skills: expected hrs/wk	Care and Therapy: expected hrs/wk	Total Volume (minimum hrs/wrk)
D	4-6	0-1	5
E	6-8	0-1	7
F	8-10	0-2	9
G	11-15	0-3	14
H	11-21	0-13	20 (maximum 30)*

*This is the maximum average weekly hours funded within the band, more hours would ordinarily qualify for exceptional support

Residential Learners

Band	Education and independent living skills: expected hrs/wk	Care and Therapy: expected hrs/wk	Total Volume (minimum hrs/wrk)
D	7-10	4-6	13
E	8-12	5-7	15
F	10-20	5-10	22
G	14-20	10-14	31
H	18-29	14-25	44 (maximum 50)*

*This is the maximum average weekly hours funded within the band, more hours would ordinarily qualify for exceptional support

The following information is the **support bands** used to date by the Education Funding Agency. There is work being undertaken nationally to further define the criteria to be used in future years.

Band	Day	Residential
D	£13,186	£26,689
E	£17,841	£36,29
F	£22,495	£42,303
G	£32,967	£49,069
H	£45,247	£68,829

BANDING DESCRIPTORS

SOCIAL, EMOTIONAL AND BEHAVIOURAL NEEDS

Key Strands	BAND	BAND	BAND	BAND
	1 (Universal)	2	3	4
Participation in the Learning Culture	Mild BESD inhibit participation in and contribution to activities and learning in the classroom and school environment, resulting in limited progress in many areas.	Moderate and frequent BESD inhibit consistent participation in and contribution to activities and learning in the classroom and school environment, resulting in very limited progress in most areas.	Moderate to severe and persistent BESD inhibit most participation in and contribution to activities and learning in the classroom and school environment, resulting in extremely limited progress in all areas.	Severe BESD inhibit any participation in and contribution to activities and learning the classroom and the school environment. BESD are a barrier to all learning.
Responses to Learning	Mild and unpredictable responses to learning tasks, resulting in periods of uncooperative behaviour and/or emotional	Moderate and frequent unpredictable responses to learning tasks, resulting in periods of uncooperative behaviour and/or emotional withdrawal.	Moderate to severe and persistent unpredictable responses to learning tasks, resulting in prolonged periods of uncooperative behaviour and/or emotional withdrawal.	Severe responses, leading to inability to engage with any formal learning situation.

	withdrawal.			
Social Relationships & Development	Mild difficulties in the formation and maintenance of friendships and relationships	Moderate difficulties in the formation and maintenance of appropriate friendships and relationships	Moderate to severe difficulties in the formation and maintenance of appropriate friendships and relationships, resulting in frequent social isolation and vulnerability, with some alienation from the learning culture.	Severe difficulties in the formation and maintenance of appropriate friendships and relationships, resulting in extreme social isolation, vulnerability and alienation from the learning culture.
Impact on self and others	Mild behaviours that may be injurious and/or endanger others	Moderate and frequent behaviours that may be injurious and/or endanger others, resulting in some social isolation and rejection.	Moderate to severe and repeated behaviours that may be injurious and/or endanger others, resulting in high levels of social isolation and rejection.	Severe and extreme behaviours that result in significant risks of harm to self and others despite close adult support, resulting in extreme social isolation, vulnerability and alienation from the learning culture.
Emotional Health and Well-Being	Mild and infrequent periods of disruption to social and emotional well-being resulting in an impact on learning.	Moderate and frequent periods of disruption to social and emotional well-being resulting in a regular impact on learning.	Moderate to severe and persistent disruption to social and emotional well-being resulting in unhappiness/stress. Possible prolonged periods of absence/alienation	Severe disruption to social and emotional well-being, resulting in extreme social isolation and disengagement.

COGNITION AND LEARNING NEEDS

Key Strands	BAND	BAND	BAND	BAND
	1(Universal)	2	3	4
Participation in the Learning Culture	Mild Cognition and Learning needs inhibit some participation in, contribution to, and understanding of activities and learning in the classroom and school environment.	Moderate Cognition and Learning needs inhibit participation in, contribution to, and understanding of activities and learning in the classroom and school environment.	Moderate to Severe Cognition and Learning needs inhibit consistent participation in, contribution to, and understanding of activities and learning in the classroom and school environment.	Severe Cognition and Learning needs significantly inhibit access to activities and learning in the classroom and the school environment.
Responses to Learning	Mild difficulties with concentration and retention despite additional support and curriculum modification. Some limited ability to transfer skills and knowledge.	Moderate difficulties with concentration and retention despite additional support and considerable curriculum modification. Limited ability to transfer skills and knowledge.	Moderate to Severe difficulties with concentration and retention despite additional support and a highly adapted curriculum modification. Many difficulties in transferring skills and knowledge.	Severe difficulties with concentration and retention despite high levels of additional support and an individualised curriculum. Unable to transfer skills and knowledge.

Cognitive Development and Progress	Attainment is at a lower level than the majority of peers despite additional support.	Attainment is at a moderately lower level than the majority of peers, with gaps in comparative attainment levels increasing over time. Progress is slow despite significant and increasing levels of targeted intervention	Attainment is at a moderate to severe lower level than the majority of peers despite high levels of support and intervention.	Progress is minimal or regressive despite high levels of support and intervention
Communication	Mild language and communication difficulties	Moderate language and communication difficulties impacting on participation in the Learning Culture and on Learning Responses	Moderate to severe language and communication difficulties impacting significantly on participation in the Learning Culture and on Learning Responses	Severe language and communication difficulties that preclude participation in the majority of areas of the Learning Culture and Learning Responses.
Social Relationships & Development	Mild difficulties in the formation and maintenance of friendships and relationships	Moderate difficulties in the formation and maintenance of appropriate friendships and relationships	Moderate to severe difficulties in the formation and maintenance of appropriate friendships and relationships, resulting in frequent social isolation and vulnerability, with some alienation from the learning culture.	Severe difficulties in the formation and maintenance of appropriate friendships and relationships, resulting in extreme social isolation, vulnerability and alienation from the learning culture.
Adaptive Behaviours: Motor Skills	Mild delay in gross and fine motor skills	Moderate delay in gross and fine motor skills	Moderate to severe delay in gross and fine motor skills	Severe delay in gross and fine motor skills at levels that prevent access to the curriculum

Adaptive Behaviours: Self-Help Skills	Mild difficulties in developing independence in organisational skills and personal care needs	Moderate difficulties in developing age-appropriate independence in daily living skills and personal care needs	Moderate to severe difficulties in developing age-appropriate independence in daily living skills and personal care needs without support	Severe difficulties in developing age-appropriate daily living skills and personal care skills, resulting in total dependency on an adult
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COMMUNICATION AND INTERACTION NEEDS

Key Strands	BAND	BAND	BAND	BAND
	1 (Universal)	2	3	4
Participation in the Learning Culture	Mild Communication and Language needs inhibit some participation in, contribution to, and understanding of activities and learning in the classroom and school environment as a result of difficulties in following instructions and routines and maintaining attention to task.	Moderate Communication and Language needs inhibit some participation in, contribution to, and understanding of activities and learning in the classroom and school environment as a result of persistent difficulties in following instructions and routines and maintaining attention to task.	Moderate to severe Communication and Language needs inhibit some participation in, contribution to, and understanding of activities and learning in the classroom and school environment as a result of persistent and complex difficulties in following	Severe Communication and Language needs inhibit some participation in, contribution to, and understanding of activities and learning in the classroom and school environment as a result of an inability to follow instructions

			instructions and routines and maintaining attention to task.	
Social Relationships & Development	Mild difficulties in the formation and maintenance of friendships and relationships	Moderate difficulties in the formation and maintenance of appropriate friendships and relationships	Moderate to severe difficulties in the formation and maintenance of appropriate friendships and relationships, resulting in frequent social isolation and vulnerability, with some alienation from the learning culture.	Severe difficulties in the formation and maintenance of appropriate friendships and relationships, resulting in extreme social isolation, vulnerability and alienation from the learning culture.
Developmental Profile	May have an uneven developmental profile	A moderate degree of uneven progress between subject areas due to problems with particular aspects of communication development.	Limited progress across all areas due to moderate to severe problems with particular aspects of communication development, resulting in a significant impact on learning.	Extremely limited progress across all areas due to moderate to severe problems with particular aspects of communication development, resulting in a direct and extreme impact on learning.

<p>Communication & Participation</p>	<p>Mild language and communication difficulties</p>	<p>Moderate communication difficulties inhibit regular participation, understanding and contribution to activities</p>	<p>Moderate to severe communication difficulties seriously inhibit regular participation, understanding and contribution to activities. A pupil has a diagnosis of autism</p>	<p>Severe communication difficulties preclude participation, understanding and contribution to activities</p>
<p>Flexibility of Thought</p>	<p>Evidence of mild inflexible thought</p>	<p>Evidence of a moderate degree of rigidity of thought, resulting in the pupil being inflexible and unlikely to cope with change, leading to signs of stress and anxiety</p>	<p>Evidence of a moderate to severe degree of rigidity of thought, resulting in the pupil being inflexible and unlikely to cope with change, leading to significant responses</p>	<p>Evidence of a severe degree of rigidity of thought, resulting in the pupil being totally inflexible and unlikely to cope with change, leading to extreme responses</p>
<p>Response to sensory stimuli</p>	<p>A mild and unusual response to some sensory stimuli requiring adjustments to the environment.</p>	<p>A moderate and unusual response to sensory stimuli requiring additional adjustments to the environment.</p>	<p>A moderate to severe and unusual response to sensory stimuli at frequent levels, requiring major adjustments to the environment.</p>	<p>A severe and unusual response to sensory stimuli at frequent levels, requiring major adjustments to the environment</p>

SENSORY/PHYSICAL AND MEDICAL NEEDS

Key Profile	BAND	BAND	BAND	BAND
	1(Universal)	2	3	4
Participation in the Learning Culture/Curriculum Access	Experiences a mild degree of difficulty and is able to participate in most classroom and school environment activities and learning tasks independently with some additional support.	Experiences a moderate degree of difficulty and is able to participate in some classroom and school environment activities and learning tasks independently with a degree of additional support. Curricular information requires repetition/rephrasing Classroom information and curriculum materials may require specific adaptation and/or modification to enable access Distance learning (e.g.	Experiences a moderate to severe degree of difficulty and is only able to participate in limited classroom and school environment activities and learning tasks independently with significant additional support. Pupil requires sign support or higher levels of repetition/rephrasing Classroom information and curriculum materials may require significant adaptation and/or modification to enable access Moderate to severe	Experiences a severe degree of difficulty and is unable to participate in classroom and school environment activities and learning tasks without total adult support. Pupil's sole access to the curriculum requires sign language interpretation Classroom information and curriculum materials may require extensive adaptation and/or modification to enable access Severe difficulties result in

		<p>reading/copying from a whiteboard) may be moderately difficult and require flexible arrangements such as additional/modified resources</p> <p>A moderate degree of difficulty may require specialist teaching input to teach/develop specific visual skills.</p> <p>A moderate degree of difficulty may require differentiated arrangements for statutory assessments, examinations and tests.</p> <p>A moderate degree of difficulty requires continued assessment advice, monitoring and direct teaching when</p>	<p>difficulties are in evidence in gaining access to print for reading. Distance learning presents significant and requires adult mediation for learning.</p> <p>A moderate to severe degree of difficulty requires an enhanced level of specialist teaching input to develop visual skills.</p> <p>A moderate to severe degree of difficulty requires enhanced levels of differentiated arrangements for statutory assessments, examinations and tests.</p> <p>A moderate to severe degree of difficulty requires enhanced levels of assessment advice, monitoring and direct teaching when</p>	<p>the pupil being totally dependent on tactile approaches such as Braille or Moon.</p> <p>A severe degree of difficulty requires optimum levels of specialist teaching input to develop visual skills.</p> <p>A severe degree of difficulty requires an optimum level of differentiated arrangements for statutory assessments, examinations and tests.</p> <p>A severe degree of difficulty requires maximum levels of assessment advice, monitoring and direct teaching when necessary from a specialist teacher.</p>
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		necessary from a specialist teacher.	necessary from a specialist teacher.	
Care Needs	Experiences mild care needs requiring some adult intervention	Experiences moderate care needs that may require targeted specialist advice, support and training from a mobility officer to aid participation in activities. Experiences moderate care needs that require adult support.	Experiences moderate to severe care needs and are likely to require specialist advice, support and training from a mobility officer to ensure safe and efficient mobility around provider and wider environment to aid participation in activities. Experiences moderate to severe care needs that require significant adult support. Experiences moderate to severe care needs that are likely to require support to address social needs during unstructured times of the school day.	Experiences severe care needs requiring specialist advice, support and training from a mobility officer to ensure safe and efficient mobility around provider and wider environment to aid participation in activities. Experiences severe care needs, resulting on total dependency on adult to meet all care and/or mobility needs. Experiences severe care needs that require support to address social needs during unstructured times of the school day.

Social Interaction	Mild difficulties in the formation and maintenance of friendships and relationships that may require some adult support.	Moderate difficulties in the formation and maintenance of appropriate friendships and relationships that require are likely to require adult support	Moderate to severe difficulties in the formation and maintenance of appropriate friendships and relationships, resulting in frequent social isolation and vulnerability, with some alienation from the learning culture. Significant adult support is needed	Severe difficulties in the formation and maintenance of appropriate friendships and relationships, resulting in extreme social isolation, vulnerability and alienation from the learning culture. Substantial adult support is needed.
Language and/or written/oral communication	Mild communication/language difficulties requiring some specialist support and approaches	Moderate communication/language difficulties requiring specialist support and approaches	Moderate to severe communication/language difficulties requiring significant specialist support and approaches	Severe communication/language difficulties resulting in total dependent on specialist support and approaches

REPORT TO: School Forum

DATE: 17th March 2014

REPORTING OFFICER: Senior Finance Officer, Financial Management Division

SUBJECT: Top-Up Funding Levels for 2014-15

1.0 **PURPOSE OF REPORT**

1.1 **To report to the School Forum on the Top-Up Funding Rates for 2014-15**

2.0 **RECOMMENDATION**

RECOMMENDED:

- (1) The report be noted.
- (2) That the Top-Up Funding levels be agreed.
- (3) That the SLA Funding levels be agreed.

3.0 **SUPPORTING INFORMATION**

3.1 Special Schools

These are funded at £10,000 per place plus a top-up dependent upon each pupil's category of need and level of support. The details of each pupil's category of need and level of support have yet to be verified so the finalised top-up values will be tabled at the meeting.

Appendix A shows the 2013-14 top-up values.

3.2 Resource Bases

Also funded at £10,000 per place plus a top-up dependent upon the unit. We have continued to use the 2012-13 funding level as the baseline and have re-calculated the top-up values based on pupil numbers as at January 2014. This gives each school funding that is as close as possible to their baseline.

Schools have been asked to confirm the numbers of pupils in each Resource Base. Some schools have yet to confirm the details so the finalised top-up values will be tabled at the meeting.

Appendix B shows the 2013-14 top-up values.

3.3 Resource Base Service Level Agreements

The KS2 and KS3/4 ASD units at Simms Cross, The Grange and

Saints Peter & Paul are funded for Outreach provision at £63,966.65 for 2013-14. For Simms Cross and Saints Peter & Paul we wish to continue the funding at the same level - £63,966.65.

For The Grange however we would look to double the funding value to £127,933.30. As you are aware The Grange has suffered financially with the amalgamation of the four schools into one at the same time as the new funding regulations coming into effect.

For 2013-14 we were able to fund an additional Lump Sum value to The Grange to recognise this financial hardship. While we cannot use the same mechanism for 2014-15 and after discussion with the EFA we are able to look to the SLA values to offer this additional funding.

3.4 The Pupil Referral Unit

PRU's are funded at £8,000 per place plus a top-up per pupil. It is suggested that top-up values remain at the 2013-14 levels as we have no further information to base any revaluation upon. These levels are:

Key Stage 3 £73.73
Key Stage 4 £23.89

As for 2013-14, the top-up will be funded centrally.

3.5

Enhanced Provision funding

Schools are required to fund the first £6,000 of support for each pupil with SEN. It is only if a pupil requires support in excess of this £6,000 of Notional SEN (equivalent to 13 hours support in Primary schools or 16 hours support in Secondary schools) that top-up funding will be paid. The majority of schools receive top-up funding for Enhanced Provision either with or without a Statement.

As for 2013-14, the Financial Management Team will circulate details to Head Teachers of pupils in their schools who we believe are eligible for top-up funding each term. It is very important that these details are checked and the Financial Management Team notified whether they are correct or not. Incorrect details will result in incorrect funding.

3.6

High Needs Block Funding

During week commencing 3rd March we will hear the outcome of our High Needs place number return for 2014-15. This is when we will also hear if we are to have any change to the High Needs Block of Dedicated Schools Grant funding. A verbal update regarding this will be given at Schools Forum.

4.0 **POLICY IMPLICATIONS**

4.1 None

5.0 **OTHER IMPLICATIONS**

5.1 None

Special School Top-up Values

School	Category of need	Banding	2013-14
Ashley	CI	Level 1	£ 8,227.06
	CI	Level 2	£ 29,497.06
	LC	Level 1	£ 3,672.80
	LC	Level 2	£ 24,942.80
	BESD	Level 1	£ 5,898.51
	BESD	Level 2	£ 27,168.51
	SPN	Level 1	£ 6,908.53
	SPN	Level 2	£ 28,178.53
Chesnut Lodge	CI	Level 1	£ 7,823.59
	CI	Level 2	£ 29,093.59
	LC	Level 1	£ 3,492.68
	LC	Level 2	£ 24,762.68
	BESD	Level 1	£ 5,609.24
	BESD	Level 2	£ 26,879.24
	SPN	Level 1	£ 6,569.72
	SPN	Level 2	£ 27,839.72
Brookfields	CI	Level 1	£ 5,932.21
	CI	Level 2	£ 27,202.21
	LC	Level 1	£ 2,648.31
	LC	Level 2	£ 23,918.31
	BESD	Level 1	£ 4,253.18
	BESD	Level 2	£ 25,523.18
	SPN	Level 1	£ 4,981.46
	SPN	Level 2	£ 26,251.46
Cavendish	CI	Level 1	£ 8,916.37
	CI	Level 2	£ 30,186.37
	LC	Level 1	£ 3,980.52
	LC	Level 2	£ 25,250.52
	BESD	Level 1	£ 6,392.72
	BESD	Level 2	£ 27,662.72
	SPN	Level 1	£ 7,487.36
	SPN	Level 2	£ 28,757.36

Special Unit Top-up Values

		2013-14 values	
Primary	Unit	1st pupil	subsequent
The Grange	ASD KS1/2	£ 6,728.99	£ 6,728.99
Simms Cross	ASD KS1/2	£ 5,495.76	£ 5,495.76
The Brow	Assessment	£ 15,000.00	£ 2,639.37
Oakfield	Assessment	£ 4,213.81	£ 4,213.81
Weston Point	EBD	£ 2,969.03	£ 2,969.03
Woodside	EBD	£ 4,202.35	£ 4,202.35
Westfield	HI	£ 4,342.69	£ 4,342.69
The Brow	SPL	£ -	£ -
Palacefields Acad	SPL	£ -	£ -
Oakfield	SPL	£ -	£ -
The Grange	ASD outreach	£ 63,966.65	
Simms Cross	ASD outreach	£ 63,966.65	
Westfield	HI Signer	£ 20,623.00	
Secondary			
The Grange	ASD KS3/4	£ 8,543.25	£ 8,543.25
Sts Peter & Paul	ASD KS3/4	£ 20,000.00	£ 5,576.40
Wade Deacon Acad	HI	£ 20,000.00	£ 5,092.44
The Grange	SLCN	£ 1,444.50	£ 1,444.50
The Bankfield	SLCN	£ 1,829.72	£ 1,829.72
The Grange	ASD outreach	£ 63,966.65	
Sts Peter & Paul	ASD outreach	£ 63,966.65	
Wade Deacon Acad	HI Signer	£ 20,623.00	

March 1, 2014

Request for Financial Support for the Expansion of Fairfield Junior to include Infant Aged Children

School Forum March 2014

Rationale Statement

The aim of this report is to outline the requirements of Fairfield Primary School in order to further support the successful merger of formerly two Schools, Fairfield Infant School and Fairfield Junior School, with two different identities. Throughout the document there will be identified areas of development for the new School and its new identity and vision.

The vision of Halton Local Authority is to “be a thriving and vibrant Borough where people can learn and develop their skills.” – Halton Website. With this in mind, Halton Local Authority initiated formal consultation to expand Fairfield Junior School to include Infant aged children in September 2013. This Local Authority determined action meant that, once consultation had been completed, Fairfield Infant School was closed and Fairfield Junior School expanded its pupils’ age range from 7 to 11 years to include 4-7 years. This was not a School based decision, although all parties were fairly consulted regarding the proposal.

The date for the conversion to a Primary School was January 1st 2014, having completed the process on November 7th 2013. This date, which was part way through the academic and financial year, has meant that preparations have had to take place after the actual conversion instead of beforehand. Two Transition days have been given to enable staff to work together without children being present at School and financial out lay has already taken place.

Although some actions have taken place, other actions are needed to enable the smooth transition for the staff and children in the new Primary School. These actions include:

- Staff restructure
- Re-branding of the School to converge two identities into one
- New website to be created and the closure of two
- Change of Financial systems
- Educational developments to ensure consistency of teaching and learning across both Schools
- Consistency of educational resources across the whole School

- Consistency of Continuous Professional Development opportunities to ensure shared practices.

The support of the Local Authority is a “key success factor for staff and governors” according to Barking and Dagenham Local Authority “Information for the Select Committee 2012 who went on to say: “School Forums will consider whether the amalgamating schools should receive a one-off re-organisation fund to support the transition of merging the two schools”.

Therefore, with this in mind, I am putting forward the following request. I am also aware that Wade Deacon High School was successful in its proposals for financial support on the federation of Wade Deacon High School with Fairfield High School. This support included financial assistance regarding the purchase of ICT equipment.

Proposed Action to Enable a Successful Outcome

Recently an HMI has said that there is a document due to be published by OFSTED which highlights the fact that failing Schools have many things in common. One of those factors is that the Schools have once undertaken an amalgamation. As we know that our School will be inspected in around three to four terms from the merger, it is imperative that we have as much support as possible to achieve at least a good standard of education for our children at that point. The following proposals are suggested to help us achieve this aim and these proposals are aligned with Halton Borough Council’s vision for education.

Staffing Structure

The new staffing structure of the School is an important aspect of the development of the Leadership and Administration of the Primary School. In order for there to be a cohesive Leadership Team, consultancy support will be necessary for the new Leadership and CPD opportunities will be necessary to ensure a thorough understanding of all Key Stages of teaching and learning.

Objective	Action	Cost
To improve the quality of leadership for 6 leaders and therefore the quality of teaching and learning	Consultancy for monitoring and moderation of children’s learning across the Key Stages – 6 days School Improvement Partner and consultant – Gloria Birks and Tony Powell	£400 x 6 £2,400
To create a whole School vision and a clear direction for School development	Consultancy support to lead the morning session – Tony Powell	£400
To ensure assessment procedures are aligned across the two key stages	Consultancy support or the use of a Leading Teacher from another School for 7 days	£400x 7 £2,800

Re-branding of the New Primary School

The re-branding will be a necessity to ensure that the Staff, children and Governors relate to the new School and its new identity to create a sense of belonging for all stakeholders and to be compliant to statutory requirements.

Objective	Action	Cost
To replace existing resources to combine two identities into one	To develop a new logo designed	£450
	To have stationery printed	£550
	To have new signage around the School	£1,550
To meet legal requirements	To have a new website designed – new website and non-contact time for staff	£3,000
	To develop a new School prospectus and have printed	£1,864
	Student planners and stationery	£1,300

To Change Financial Systems

The Financial systems from both Schools were completely different with one School having full Cheque-Book Status and one not. The two systems are completely different and the Primary School is now part cheque book and so Office Staff need training and meetings where they can concentrate and focus on School developments.

Objective	Action	Cost
To build a team and create consistent approaches	Supply to allow time together to discuss new systems	Supply cover costs £882
To ensure systems are the same across two sites	Supply for training on Cheques Book School Status	

Consistency of Educational Resources across the two sites

The main area of development has been the cross-curricular plans, mathematics and ICT. The curriculum has had to be reviewed due to overlapping of topics to avoid duplication. Mathematics consultants have worked to staff to develop consistency across the School but this has only partly been established. ICT equipment that is present in the Upper School is not available lower down the School such as Clever Touch technology and netbooks and laptops for staff.

Objective	Action	Cost
To establish a consistent approach to mathematics across the School	Consultant working with year groups to ensure consistency in practice	£4,200 £600x7 days
Cross-curricular developments within the curriculum to ensure new topics are established where there is overlap	Non-contact time for staff to work on the new plans – 10 hours	£2,750
ICT equipment needs to be consistent so that skills are built across the School	New Clever Touch technology and a bank of netbooks	£19,625 £4,500
To ensure fairness in resources	To purchase laptops for teachers in the Upper School as all teachers in the Lower School have a laptop	£400x10 £4,000

Consistency of Continuous Professional Development opportunities to ensure shared practices

There is a need to ensure that there is a consistent approach to learning and there are common practices to ensure high quality learning experiences. Due to the nature of having to work quickly to establish a joint methodology, consultancy has been used to best practice can be adopted.

March 1, 2014

Objective	Action	Cost
To ensure high standards of literacy across the School	Consultant to work with Year groups across the School.	£4,200 £600x7 days
To ensure high quality teaching and learning in core curriculum subjects	Joint CPD opportunities for Year groups across the School and Key Stages Non-contact time to visit other successful Primary Schools to establish methods of cross Key Stage developments and bench mark practice	3 members of staff per year group – 7 year groups £150 x3x7 £3,150 Non-contact time – 10 days £1,500

Total = £59,121

As this cost is unachievable within our budget, our governors are requesting financial support. Our governors are especially concerned because they know that in the Financial Year 2015-2016, there will be a lump sum of £125,000 lost for our School. This has a huge financial implication for our School, especially as we have the impending needs outlined in this report.

I look forward to your support and response.

Irene Hodkinson
Head teacher – Fairfield Primary School

REPORT TO: Halton School Forum

DATE: 17th March 2014

REPORTING OFFICER: Ann McIntyre – Operational Director

SUBJECT: Capital Programme – 2014/2015

WARD(S): Borough-wide

1.0 PURPOSE OF THE REPORT

1.1 This report provides a summary of the capital programmes for 2014/15 for Children & Enterprise Directorate, submitted to the Council's Executive Board on 27th February 2014.

2.0 RECOMMENDATION: That the School Forum note:

- i) The capital funding available for 2014/15,
- ii) The position in respect of Basic Need,
- iii) The proposals to be funded from Universal Infant Free School Meals capital,
- iv) The proposals to be funded from Capital Maintenance and Capital Expenditure Revenue Account,
- v) The proposals for the Halebank Voluntary Controlled Church of England Primary School,
- vi) That full Council will be required to approve the Capital Programme for 2014/15.

3.0 SUPPORTING INFORMATION

3.1 In December 2013 the Department for Education announced the schools capital grant allocations for 2014/15. The table below details the funding received.

GOVERNMENT FUNDING	
Basic Need 3 Year Allocation (2014/15, 2015/16 & 2016/17) according to relative need for new places based on forecast data to address basic need pressures.	£2,429,250

GOVERNMENT FUNDING	
Capital Maintenance – Local Authority maintained schools Allocated to fund condition and suitability projects at Local Authority maintained schools.	£1,366,456
Capital Maintenance – Voluntary Aided maintained schools Allocated to fund condition and suitability projects at Voluntary Aided schools.	£802,726
Universal Infant Free School Meals Capital Allocated to ensure school kitchens and dining rooms can provide free school lunches for reception, year 1 and year 2 pupils. Local Authority maintained schools Voluntary aided schools	£240,710 £125,156
Devolved Formula Capital – Local Authority maintained schools Allocated directly to Local Authority maintained schools for their own use to address school building and Information Communication Technology needs.	£278,180
Devolved Formula Capital – Voluntary Aided maintained schools Allocated directly to Voluntary Aided maintained schools for their own use to address school building and Information Communication Technology needs.	£163,405
LOCAL AUTHORITY FUNDING	
Capital Expenditure Revenue Account funding In addition to the funding outlined above, the Local Authority makes a contribution towards capital works in schools (funding to be confirmed).	£431,330

4.0 Capital Maintenance and Capital Expenditure Revenue Account funding

4.1 The table below details how the Capital Maintenance and Capital Expenditure Revenue Account funding will be allocated.

Description	Estimated costs	Description
Computer Aided Design Plans	£5,000	Used to update plans of school buildings where improvement works have been carried out.
Fire Compartmentation	£20,000	A rolling programme to address fire compartmentation in school buildings.
Asbestos Management	£15,000	Annual update of asbestos surveys and undertaking of resulting remedial works.
Access Initiative Projects	£100,000	Fund that schools can bid for to resolve accessibility issues within school buildings.
School Modernisation Projects	£500,000	Fund that schools can bid for to resolve educational development and curriculum suitability issues within school buildings.
Contingency	£75,000	Used for emergency and health and safety works that arises during the year.
Capital Repairs	£1,006,000	The detailed capital repairs programme for 2014/15 can be found in Appendix 1.
Total	£1,721,000	

5.0 Basic Need Capital Funding

- 5.1 The Basic Need funding is provided to local authorities to provide school places in their area in all categories of tax-payer funded schools. Halton has recently used Basic Need funding to carry out building works to provide additional school places at Lunts Heath, St Bedes Infants and Juniors, Windmill Hill and Weston Primary schools therefore alleviating pressure for the demand for school places in these areas. All works are now complete.
- 5.2 Building works to provide post 16 facilities at Ashley School and increase capacity at Beechwood Primary School are also being funded from Basic Need capital funding – works to commence later this year.
- 5.3 The use of any unallocated balance of Basic Need capital funding will be subject to a further report to the Council's Executive Board later in the year.

6.0 Halebank Church of England Voluntary Controlled Primary School

- 6.1 Halebank Church of England Voluntary Controlled Primary School is included in the Department for Education's Priority School Building Programme – a

national, privately financed programme to address those schools in the worst building condition.

- 6.2 The Education Funding Agency, acting on behalf of the Department for Education, has recently announced its Outline Business Case for the northwest batch of schools in the Programme has been approved. It is anticipated the first schools will be built in 2015 and it is likely Halebank CE VC Primary will be rebuilt sometime between 2016 and 2017.
- 6.3 A voluntary pre-school operates from a mobile classroom on the site. The Education Funding Agency has advised there is no funding available to accommodate the pre-school in the new school building and when the existing school is demolished the building services that serve the pre-school will be terminated.
- 6.4 The pre-school provides vital services for the local community and acts as a feeder for the Halebank School. The provision of the free early year's entitlement for 2, 3 and 4 year olds is a statutory duty on the Local Authority and the demand for places in Ditton ward is high compared to the Widnes average and this will increase further with the expansion of the free entitlement for 2 year olds up to September 2014.
- 6.5 The cost of retaining the gas, electric and water services to the pre-school mobile will be in the region of £20,000 which can be funded from Capital Programme 14/15.
- 6.6 In order to deliver the expansion of the free entitlement for 2 year olds it will be necessary to carry out some repairs and upgrade works to the pre-school mobile. The estimated cost of these works is £25,000 which can be funded from the Early Education for Two Year Old Capital previously allocated to the local authority in 2012/13.

7.0 UNIVERSAL INFANT FREE SCHOOL MEALS

- 7.1 Universal Infant Free School Meals Capital has been provided to local authorities to ensure school kitchen and dining rooms are able to provide every child in reception, year 1 and year 2 with a free school lunch. The works to be carried out from the Local Authority maintained schools allocation (£240,710) have been determined through suitability, condition and pupil projections, in discussion with the Council's School's Catering Service and are detailed in Appendix 2.
- 7.2 The works to be carried out from the Voluntary Aided allocation (£125,156) for Voluntary Aided maintained schools is to be agreed by the Diocese in consultation with their respective Voluntary Aided schools and will similarly be based upon suitability, condition, and pupil projections.

8.0 POLICY IMPLICATIONS

- 8.1 This programme of works will allow the Council to continue to meet its requirement to enhance the environments through capital projects.

9.0 OTHER/FINANCIAL IMPLICATIONS

9.1 Capital repairs programme

This will contribute to Halton's Carbon Management Programme by producing more energy efficient buildings.

10.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

10.1 Children and Young People in Halton.

The Capital Programme will address condition and suitability issues within school buildings and will improve the learning environment for children and young people.

The Early Education for Two Year Old Capital is intended to support the implementation of early education for lower income families.

10.2 Employment, Learning & Skills in Halton

The Early Education for Two Year Old Capital is intended to support the implementation of early education for lower income families.

10.3 A Healthy Halton

The Universal Infant Free School Meals programme will lead to positive improvements to health encouraging positive eating habits helping to improve concentration and performance.

10.4 A Safer Halton

N/A

10.5 Halton's Urban Renewal

N/A

11.0 RISK ANALYSIS

11.1 Capital Repairs

It is current practice for schools to contribute towards the cost of works. This consultation with schools has yet to take place therefore if schools are not willing to contribute these projects will not be carried out in 2014/15. In the event that schools are unable to contribute towards the cost of the works when completed, an element of the contingency budget can be used for this purpose. The school would then be required to make their contribution in the next financial year.

12.0 EQUALITY AND DIVERSITY ISSUES

12.1 The Access Initiative Programme provides funding to improve the accessibility of mainstream schools for pupils with disabilities and the wider community. Consideration to access issues is given in all building projects. The capacity of schools to meet the needs of children with more complex needs and disabilities will be developed further through building works at schools.

13.0 REASON(S) FOR DECISION

13.1 To deliver and implement the capital programmes.

14.0 ALTERNATIVE OPTIONS CONSIDERED AND REJECTED

14.1 Not applicable.

15.0 IMPLEMENTATION DATE

15.1 Capital Programmes for 2014/15 to be implemented with effect from 1 April 2014.

16.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

Document	Place of Inspection	Contact Officer
Schools Capital Announcements – DfE 01/03/2013 & 18/12/2013	Children & Enterprise	Phil Dove

Capital Repairs Programme 2014/15

School	Description	Estimated Costs inc Fees
Various	Retentions from 2013/14 Capital Repairs Programme	£25,000
Gorsewood Primary School	Boiler replacement	£15,000
Daresbury Primary School	Boilers and Hot water heater	£42,000
Daresbury Primary School	Roofing works	£11,000
Moore Primary School	Electrical works to lighting and power (phase 1 of 2)	£59,000
Pewithall Primary School	Roofing	£30,000
Simms Cross Primary School	Roofing	£60,000
Brookvale Primary School	Electrical works to lighting and power (phase 1 of 2)	£60,000
Moorfield Primary School	Window replacement	£30,000
Weston Point Primary School	Radiators and pipework replacement (phase 2 of 2)	£40,000
Chesnut Lodge School	Electrical works to lighting and power (phase 1 of 2)	£115,000
Brookfields School	Air handling plant to swimming pool	£90,000
The Bridge School, Astmoor	Electrical works to lighting and power (phase 1 of 2)	£70,000
Oakfield Primary School	Electrical Works (lighting) (final phase)	£40,000
Ashley School	Electrical works to lighting and power (final phase)	£50,000
Simms Cross Primary School	Electrical upgrade (phase 4)	£60,000
Hallwood Park Primary School and Nursery	Window replacement	£70,000
Astmoor Primary School	Boiler	£62,000
Woodside Primary School	Radiators	£77,000
	Total	£1,006,000

UNIVERSAL INFANT FREE SCHOOL MEAL CAPITAL (COMMUNITY & VOLUNTARY CONTROLLED SCHOOLS)

	Basic Essential	Estimated Costs	School Total
BROOKVALE PRIMARY	Ventilation Canopy	£4,000	£4,000
DARESBUY PRIMARY	Steamer	2,000	
	Ventilation Canopy	3,000	
	Mobile Servery counter	4,000	
	Single Fryer	1,500	
	Dishwasher	4,000	14,500
DITTON PRIMARY	Combinaton Oven	7,000	
	Mobile Servery	3,000	10,000
FAIRFIELD PRIMARY	Convection oven	3,000	3,000
FARNWORTH PRIMARY	Dual Flow Serving counter	7,000	
	Convection Range	3,000	
	Convection oven	3,000	
	Centre island/ventilation canopy/ wall down	5,000	
	Dishwasher	6,000	
	Sico furniture	11,200	35,200
GORSEWOOD PRIMARY	Mobile Servery	4,500	
	Ventilation Canopy	4,000	
	Convection range	3,000	
	Fridge	1,500	13,000
HALE CE PRIMARY	Dishwasher	5,000	5,000
HALEBANK CE PRIMARY	Heated servery counter	5,000	5,000
HILLVIEW PRIMARY	Ventilation Canopy	4,000	
	2 convection ranges	6,000	

UNIVERSAL INFANT FREE SCHOOL MEAL CAPITAL (COMMUNITY & VOLUNTARY CONTROLLED SCHOOLS)

	Basic Essential	Estimated Costs	School Total
	Deep Fat fryer	2,000	
	Fridge	1,500	
	Dishwasher	6,000	19,500
LUNTS HEATH PRIMARY	Complete refurbishment		
	Servery counter	6,000	
	mobile servery	3,000	
	Steamer	2,000	
	2 no convection ranges	6,000	
	convection oven	3,000	
	Dishwasher	6,000	
	Sico furniture	11,200	
	Relocate dishwash area convert to chair store	4,000	41,200
MOORE PRIMARY	Heated Servery counter	7,000	
	Convection range	3,000	
	Deep Fat Fryer	2,000	
	Dishwasher	7,000	
	Fridge	1,500	
	Pan rack	300	
	Stainless steel table	300	
	Chest freezer	600	
	Ventilation Canopy	4,000	25,700
MOORFIELD PRIMARY	Combi oven	7,000	
	Sico furniture	6,400	
	Clearing trollies	800	
	Mobile servery	4,000	18,200
PEWITHALL PRIMARY	Freezer	600	600

UNIVERSAL INFANT FREE SCHOOL MEAL CAPITAL (COMMUNITY & VOLUNTARY CONTROLLED SCHOOLS)

	Basic Essential	Estimated Costs	School Total
SPINNEY AVENUE PRIMARY	Steamer	2,000	
	Convection Range	3,000	
	Deep Fat Fryer	2,000	
	Ventilation canopy	4,000	
	Dishwasher	5,000	16,000
WOODSIDE PRIMARY	Serving counter	5,000	
	Steamer	2,000	
	Deep fat fryer	2,000	9,000
OVERALL ESTIMATED TOTAL		£219,900	£219,900

REPORT TO: Halton School Forum

DATE: 17 March 2014

REPORTING OFFICER: Ann McIntyre

SUBJECT: Shared Service Arrangements Academic Year 2014/15:
Learning Outside the Classroom (LOtC), Visits and
Outdoor Education Advice and Guidance

WARD(S) Borough-wide

PURPOSE OF THE REPORT

1.1 To consider the continuation of the provision from Cheshire West and Chester Council (CWaC) and Edufocus to provide Learning Outside the Classroom, Visits and Outdoor Education advice and guidance to Halton schools, and for Halton School Forum to make a decision about funding this provision from April 2014.

2.0 **RECOMMENDED: that**

2.1 **School Forum supports the provision of the LOtC Service provided by CWaC at a cost of £41,371 for 2014/2015 and £6,437 for Edufocus for the period 17 December 2014 to 31 March 2016.**

3.0 **SUPPORTING INFORMATION**

3.1 Learning outside the classroom and off site activities provide a valuable opportunity for pupils and young people to encounter experiences that are not available to them in the classroom. They are an opportunity to extend the learning of all pupils and can enable young people to learn through new experiences and develop their initiative and independence, and enrich their understanding of themselves, others and the world around them. They can be a catalyst for positive engagement in education, improved personal performance, and promote a lifetime interest and in some cases lead to professional fulfilment.

3.2 Such visits need to be carried out within a robust planning framework that promotes the safety and security of all participants and manages the risk. The Authority has a policy for the Management of Learning Outside the Classroom and has adopted, as its' employer guidance, National Guidance for the Management of Outdoor Learning, Off-site visits and Learning Outside the Classroom produced by the Outdoor Education Advisers' Panel (OEAP) which provides a source of guidance, information and support for schools and establishments organising educational and offsite visits.

3.3 It is a legal expectation that employees must work within the requirements their employer's guidance. The national guidance strongly recommends that all employers appoint or retain the services of a competent and experienced technical adviser to oversee all aspects of their provision of outdoor learning, off-

site visits and LOtC. Employers must understand that they carry full legal responsibility. Choosing not to appoint a technical expert leaves employers in a vulnerable position. In the event of any proven civil negligence, this can result in the payment of heavy damages. In the case of criminal negligence under the Health and Safety at Work etc Act (1974) or under Corporate Manslaughter legislation (2008), the ultimate sanction is a custodial sentence.

- 3.4 For the past 5 years Halton has engaged the services provided by CWaC Quality Learning Partnership Outdoor Education Adviser (QLP OEA) and Edufocus to manage the risks associated with LOtC activities and to operate within the requirements of legal frameworks governing the health, safety and welfare of employees and pupils/young people in the context of LOtC, educational visits and outdoor education. Last year the service supported 95,430 Halton pupils taking part in 4632 visits.
- 3.5 The QLP OEA's service provides independent technical advice, guidance regarding health, safety and current best practice regarding LOtC and educational visits. Through this service Halton maintains representation on the OEAP (the national forum for sharing of good practice relating to LOtC for all Children's Service establishments). The QLP OEA also gives LA approval and support to establishments for visits of a complex nature and routinely monitors visits as part of the Authority wide sampling procedure. The QLP OEA delivers high quality training and development courses for educational visit co-ordinators, visit leaders and governors in all Children's service establishments. Administrative support is also included in the specification.
- 3.6 The QLP OEA service is delivered by a team of professionally qualified teachers with significant experience in delivering LOtC and leading outdoor educational activities and offsite visits. They provide a flexible, proactive and responsive LOtC service that supports statutory and risk management obligations and maintains best practice.
- 3.7 To underpin service delivery Evolve has been commissioned. This is a web-based educational visits notification, approval and database system provided by Edufocus to support schools and establishments in planning any kind of off-site activity. The system facilitates the LA's approval requirements for complex visits and includes reporting tools and access to guidance and resources for establishments. Edufocus is used by over 19,000 schools in England and Wales and has a fully managed and reliable service infrastructure.
- 3.8 The combined service provided by CWaC and Edufocus provides outstanding support for LOtC, offers good value for money and delivers the service in a cost effective way for schools and establishments. The selection of the current providers is based on past performance, their ability to deliver a flexible and responsive service and a proven record of subject knowledge, experience and expertise.

REPORT TO: School Forum

DATE: 17th March 2014

REPORTING OFFICER: Finance Officer, Financial Management Division

SUBJECT: New features in the School and Early Years
finance regulations 2013 and DSG conditions
2014-15

1.0 **PURPOSE OF REPORT**

1.1 **To report to the School Forum an update on the new features in the school and Early Years finance regulations 2013 and the DSG conditions 2014-15.**

2.0 **RECOMMENDATION**

(1) The report be noted.

3.0 **SUPPORTING INFORMATION**

The Education Funding Agency (EFA) issued the summary of new features in the Schools Finance (England) regulations 2013 and Dedicated Schools Grant (DSG) conditions of grant for the financial year 2014-15.

The attention of Schools Forum is drawn to the following new feature in the Schools Finance regulations 2014-15:

Regulation 3 – includes an amendment to the Schools Forum Regulations 2012 to require the election of a representative of providers of 16 to 19 education to the schools forum, and to remove the inclusion of a representative of the local authority's 14 to 19 partnership on the forum. Eligible institutions are those in the further education sector and other post-school institutions that specialise in Special Educational Needs (SEN) and Learning Difficulties and or Disabilities (LDD) provision, Independent Specialist Providers, where 20% or more of their students reside in the authority's area. This change came into force on 1 January 2014.

The summary is attached in full in Appendix A.

4.0 **POLICY IMPLICATIONS**

4.1 None

5.0 **OTHER IMPLICATIONS**

5.1 None

SUMMARY OF NEW FEATURES IN THE SCHOOL AND EARLY YEARS FINANCE (ENGLAND) REGULATIONS 2013 AND THE DSG CONDITIONS OF GRANT FOR THE FINANCIAL YEAR 2014-15

This note does not draw attention to changes made purely to improve the drafting of the regulations.

The consultation version of the regulations included an amendment to the Order made in 1999 that transferred responsibility for school meals from local authorities to schools with delegated budgets, to make it clear that this transfer applies to schools even where the local authority does not provide a specific amount of funding to the school for lunches. This is a clarification of existing policy. Schools already fund lunches from their mainstream budgets rather than from a specific grant. This clarification has gone ahead, but has been made as a separate Order for legal reasons.

Regulation 3 includes an amendment to the Schools Forums (England) Regulations 2012 to require the election of a representative of providers of 16 to 19 education to the schools forum, and to remove the inclusion of a representative of the local authority's 14 to 19 partnership on the forum. Eligible institutions are those in the FE sector (FE and sixth form colleges) and other post-school institutions that specialise in SEN and LDD provision (ISPs), where 20% or more of their students reside in the authority's area. This change comes into force on 1 January 2014. We will update our material on schools forums to reflect this.

Regulation 5 and regulation 11 require local authorities to make an initial determination of their 2014-15 schools budget, individual schools budget and the amount of each school's budget share by 28th February 2014 (except in relation to sixth form funding, and to special schools, pupil referral units and nursery provision). In the previous Regulations the date for doing this was 15th March.

Sixth form funding must be determined within a reasonable period of notification to the authority by the Secretary of State, and funding for special schools, PRUs and nursery provision must be determined by 31st March.

Regulation 8(7) allows local authorities to carry over any unspent money from the 2013-14 growth and infant class size funds to be used for the same purposes in 2014-15. This is a change from the draft regulations, which proposed instead that unspent money should be included in the Individual Schools Budget. The new provision will simplify the procedure for constructing a growth and infant class size fund for 2014-15.

Regulation 8(8) allows local authorities to carry over into 2014-15 unspent de-delegated central expenditure to be used for the same purpose as it was used in 2013-14. In other words, it can be used for de-delegated services without having to allocate through the formula again. This responds to representations that this money

de-delegated by maintained schools should continue to be available for the use of maintained schools.

Regulation 11(3) has been changed to require local authorities, in identifying funding for SEN pupils in individual primary and secondary school budgets (the notional SEN budget), to calculate that sum with reference to a threshold of £6,000. Schools are expected to meet the costs of the additional support required by pupils with SEN up to that cost threshold. The great majority of local authorities implemented the £6,000 threshold in 2013-14.

Regulation 11(8) prevents local authorities from redetermining a school's or early years provider's 2014-15 budget once it has been set, except in specific circumstances. This provision to limit in-year redeterminations was introduced for 2013-14 but there has been some confusion about it so we are clarifying the position.

The definition of "pupils" for **regulation 13 and elsewhere (other than regulations 15 and 16 in so far as they relate to early years)** has been amended to clarify that pupils only count if they are single registered or dual main registered at the school.

Regulation 13(2) provides that reserved SEN places, whether filled or unfilled, do not in general count towards a school's pupil numbers for the purpose of calculating its budget through the mainstream local funding formula. For 2013-14 the regulation provided that pupils in reserved SEN places did not count. The change is to avoid double funding. However, the number of reserved SEN places deducted is to be reduced by any place occupied by a nursery age child or by a child not registered at the school, since these children would not be included in the pupil numbers anyway.

Regulation 13(5) provides that the basic per pupil amount (the age-weighted pupil unit) in a local authority's formula must be at least £2000 for primary and £3000 for secondary pupils.

Regulation 14 has been amended to ensure that, for maintained special schools, the separate calculation of funding for sixth form places ceases with effect from 1st August 2014, and all places (including sixth form places) other than hospital education places will then attract £10,000 per annum. The EFA will also apply this change to special academies and to non-maintained special schools. The purpose is to simplify the arrangements for special schools, who do not in general organise themselves with separate sixth forms.

Regulation 16 has been expanded to include exempt early education providers and community early years provision in maintained schools. The first of these changes reflects the revised Early education and childcare: Statutory guidance to local authorities, which came into effect in September 2013. Section A4 of this guidance makes clear that LAs should fund providers who have exemptions from the Early Years Foundation Stage Learning and Development requirements if a parent wants

their child to attend that provider. The second change brings in provision made by maintained schools for children not registered at the school, under their community provision powers (section 27 of the Education Act 2002). The two changes allow this types of funding to count as part of the individual schools budget.

The provision formerly made in this regulation, enabling LAs to vary funding paid to providers of funded early education if the number of children admitted by a provider was in excess of any number agreed by the LA, has been deleted. This provision, by potentially reducing the funding paid for some children, risked constraining parental choice about where to access their funded early education.

Regulation 18(7) excludes schools that opened in the previous seven financial years and are still adding year groups from the capping and scaling of budgets under regulation 18(4) to pay for the minimum funding guarantee. This is because the capping of budgets for schools in such circumstances on a per pupil basis can produce distorting effects.

Regulation 21 makes revised provisions for new, merged and closing schools.

Where a new school opens after 1 April 2014 as a replacement for two or more maintained schools, its budget for the remainder of the financial year is to be calculated by adding together the budget shares of the predecessor schools.

Where a new school has resulted from the merger of two or more schools in 2013-14 or on 1 April 2014, the local authority must pay the merged school a lump sum equal to 85% of the two lump sums that the schools would have received in 2014-15 if they had not merged.

Any other new school opening in 2014-15 is to have a budget share calculated under the regulations for the appropriate period.

Any school closing during 2014-15 is to have a budget share calculated under the regulations up to the date of closing.

Local authorities may apply to the Secretary of State to alter the operation of any part of this regulation.

Regulation 23(8) provides that the sum to be determined for an excluded pupil in a sixth form is £4,000 on an annual basis. This sum has been brought into line with the base funding for a full-time sixth form pupil in the academic year 2013/14.

Schedule 2, paragraph 9 allows local authorities to retain centrally a falling rolls fund for outstanding or good schools (including academies) if the schools' capacity is likely to be needed within the next three years to meet rising pupil numbers. There is a correction from the draft which mentioned only outstanding academies.

The previous provision in **Schedule 2** allowing local authorities to retain funding for CRC allowances for schools centrally has been deleted since schools will be

excluded from the CRC scheme with effect from 1 April 2014. However, pupil referral units remain within the scheme so there is a new provision at **paragraph 26** allowing the retention of funding for PRUs only.

Schedule 2, paragraph 12 allows authorities to retain funding for licences purchased centrally by the Secretary of State, following the introduction of the new Copyright Licensing Agency and Music Publishers Association licences in 2013-14. The Department is in negotiations with some other licensing bodies.

Schedule 2, paragraph 25 has been extended to cover central retention of PFI and Building Schools for the Future (BSF) costs in relation to special academies, PRUs and alternative provision academies, as well as maintained special schools.

Schedule 3, paragraphs 1 and 2 allows local authorities to set a lump sum of up to £175,000 and set a different lump sum for primary and secondary schools. Lump sums for middle schools are to be calculated as an average of the primary and secondary sums. For 2013-14 the lump sum limit was £200,000 and had to be the same for primary and secondary schools.

Schedule 3, paragraph 3 has been amended to reflect the use of data from the new early years foundation stage profile in deciding whether a pupil attracts prior attainment funding. Because the percentage of pupils qualifying under the new profile across an authority may be much higher than under the old profile, and this could have a distorting effect for some schools (eg infant schools), the paragraph allows local authorities to adjust the figure under the new profile down towards, but no further than, the local percentage under the old profile. This is a change from the consultation.

Schedule 3, paragraph 4 allows pupils who did not achieve level 4 in maths or English to attract prior attainment funding. In 2013-14 the regulations provided that only those who did not achieve a level 4 in both English and maths attracted the funding.

Schedule 3, paragraphs 7 and 8 provides that the allocation of funding through the mobility factors applies only where more than 10% of pupils in a school are mobile. For 2013-14 the factors applied where a school had any number of mobile pupils.

Schedule 3, paragraph 9 provides that pupils who were being looked after on 31st March 2013, regardless of how long they had been looked after, can attract funding through the looked after children factor. In 2013-14 local authorities had a choice of whether to apply the factor to those who had been looked after for at least a day, at least six months or at least 12 months.

Schedule 3, paragraphs 14 and 15 provides for the new sparsity factor. Details were set out in the operational guidance for local authorities in June 2013. The text has been clarified from the consultation version, including a provision that separate

minimum distances may be set for secondary schools, middle deemed secondary schools and all through schools.

DSG Conditions of Grant

New condition (c) requires local authorities to allocate at least 80% of funding through pupil-led factors.

New condition (d) allows local authorities to cap or scale school budgets only to the extent that is required to fund the minimum funding guarantee. The purpose of this is to make the operation of both the formula and the MFG more transparent, so that schools know what they would have received without the operation of the MFG.

Conditions (g) and (h) relating to the operation of top-up funding for high needs pupils have been updated.

REPORT TO: School Forum

DATE: 17th March 2014

REPORTING OFFICER: Senior Finance Officer, Financial Management Division

SUBJECT: Early Years Funding 2014-15

1.0 **PURPOSE OF REPORT**

1.1 **To report to the School Forum the proposals for Early Years Funding for 2014-15**

2.0 **RECOMMENDATION**

RECOMMENDED:

- (1) The report be noted.
- (2) That the funding formula for Maintained Early Years settings is agreed.
- (3) That the funding formula for the PVI settings is agreed.

3.0 **SUPPORTING INFORMATION**

Nursery Schools and Units

It is proposed that we do not change the funding factors used – namely Basic per pupil, Deprivation (using IDACI), Lump Sum and LA Rates (for Nursery Schools only). Calculations are in progress to ascertain the cash values of the funding factors and these will be tabled at the meeting.

Private, Voluntary and Independent Sector Providers

Again it is proposed that we do not change the funding factors used – Basic per pupil, Deprivation (IDACI) and LA Rates. Data for the budget calculations is due to be received in the Financial Management Team week commencing 3rd March 2014 so details of the cash values will be tabled at the meeting.

4.0 **POLICY IMPLICATIONS**

4.1 None

5.0 **OTHER IMPLICATIONS**

5.1 None