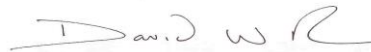




Schools Forum

**Wednesday, 13 June 2018 4.00 p.m.
The Board Room - Municipal Building,
Widnes**

A handwritten signature in black ink, appearing to read 'David W R'.

Chief Executive

*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 Wednesday, 10 October 2018*

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

Part I

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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 Wednesday, 21 March 2018 at Civic Suite, Town Hall, Runcorn

Present: Councillor T. McInerney, Observer
 A. McIntyre, Education, Inclusion & Provision, HBC
 A. Jones, Financial Management, HBC
 A. Jones, Democratic Services, HBC
 N. Middlehurst, Financial Management, HBC
 M. Vasic, Operational Director – People
 T. Bell, 16-19 Provision
 A. Brown, Nursery Schools Representative
 J. O'Connor, PVI Representative
 S. Broxton, Primary Governor Representative
 N. Hunt, Pupil Referral Unit Representative
 J. Wilson, (Vice Chair in the Chair) Secondary Governor Representative
 S. Ainsworth, Special Schools Representative
 A. Sheppard, Observer

Action

SCF30 APOLOGIES FOR ABSENCE

Apologies had been received from Kathryn Albiston, Jackie Coughlan, Karl Landrum and Jeanette Vincent.

SCF31 MINUTES - 17 JANUARY 2018

The minutes of the meeting dated 17 January 2018 were agreed as a correct record.

SCF32 MINUTES - 21 FEBRUARY 2018

The minutes of the meeting dated 21 February 2018 were agreed as a correct record.

SCF33 EARLY YEARS FUNDING FOR 2018-19

The Forum received information on the current position on Early Years funding for 2018-19.

It was reported that an indicative allocation of £9,479,357 had been received for the provision of Early Years support. Halton had continued to follow the Early Years Funding Formula with a universal base rate for all sectors, a deprivation factor using IDACI and the quality factor, as per the autumn consultation for staff across all sectors who were qualified at level 5 and above. It was noted that the level of maintained nursery school

transactional protection had not yet been confirmed so it was assumed to be at the same level as 2017-18.

As commented in the report the cash values had not yet been finalised at the time of writing the report so these were tabled at the meeting. It was reported that there had been a reduction of 27p per hour in funding from the Department for Education (DfE) and extensive calculations were required to ensure hourly rates were set that were affordable to the level of Early Years grant that would be received.

Officers presented the proposals for the centrally retained budgets for 2018-19, showing the comparison to 2017-18 budgets and the Forum was asked to agree to these.

Forum Members were advised that the maximum sum which could be retained centrally was 5%, the proposed retained figure in Halton was 3.07%. Members then debated the proposal and raised concerns on the impact any retention would have on schools and settings and the level of centrally retained funding for 2 year old provision.

They also discussed the future of 2 year old provision in the Borough and its viability for Private Voluntary and Independent (PVI) providers in the future, due to the reduction in funding.

In conclusion and after studying the information presented to them, the Forum agreed to the proposals, albeit reluctantly, and requested that this be noted.

RESOLVED: That the Forum

- 1) Notes the report; and
- 2) Agrees reluctantly to the proposals for the centrally retained budgets.

SCF34 CENTRAL SCHOOLS SERVICES BLOCK 2018-19

The Forum received a report on the Central School Services Block for 2018-19.

It was noted that the Central School Services Block (CSSB) was separated from the Schools Block of the Dedicated Schools Grant for the first time in 2018-19. However, budgets were set as part of the Schools Block for 2017-18 and had been included for comparison.

Forum Members discussed the budgets and supporting commentary on these as set out in paragraph 3.1 of the report and agreed the budgets.

It was requested by one Member to know how much money was retained by the Council from all four budget blocks. This would be presented at the next meeting. Members also made a suggestion regarding the possibility of training for Schools Forum Members. It was agreed this training would be arranged.

RESOLVED: that Schools Forum

- 1) Notes the report; and
- 2) Agrees the highlighted centrally retained budgets.

SCF35 HIGH NEEDS FUNDING 2018-19

The High Needs top up funding rates for 2018-19 were presented to the Forum.

It was previously reported that there was a funding gap between the grant allocated by the Department for Education (DfE) and the High Need budget required for 2018-19. Further to a special meeting of the Forum on 21 February 2018 to discuss this, the shortfall of £2,112,101 had reduced to £220,652, after the transfer from the Schools Budget and a range of savings that had been identified, discussed and agreed. It was noted that further reductions would be needed in 2018-19 to address that year's shortfall and that a further paper would be presented to the Schools Forum on the options for further savings.

The report discussed how the savings made to reduce the funding gap would affect Special Schools; Resource Bases; the Pupil Referral Unit; and enhanced Provision Funding. It also provided the centrally retained budgets from the High Needs Block, with the comparison to 2017-18. As per the report, information was tabled relating to the high needs top-up funding levels for 2018-19, which had been set following discussion with the special schools.

The Special Schools Headteacher representative outlined the steps that had been taken to align funding levels to the original 2017/2018 level. Forum Members expressed concern about the impact that these changes would have on staff and pupils.

Further to the February Schools Forum meeting, it

Operational Director -
Education, Inclusion
and Provision

was reported that the commitments to the top up / enhanced provision budget for mainstream primary and secondary had been reviewed. Members were advised that from the funding available provision would need to be made to meet the costs of current Education, Health and Care Plans (EHCP). There was a discussion on whether school balances should be considered for any future applications for EHCP. It was suggested that this may deter EHCP applications where schools had balances. Taking into consideration Members' views, it was agreed that schools balances would not be considered and provision would be made from within the top up / enhanced provision budget for future EHCP.

Those requests for enhanced provision support already committed would be met, but at a reduced level of 69%. It was reported that regrettably with the funding available from April 2018, funding for any new applications would have to cease as there was insufficient funding available. All schools would be notified of these changes.

RESOLVED: That the report is noted.

SCF36 MEETING DATES FOR 2018-19

The following future meeting dates were noted by Forum Members:

- 13 June 2018;
- 10 October 2018;
- 16 January 2019; and
- 20 March 2019.

Meeting ended at 6.00 p.m.

REPORT TO: Schools Forum

DATE: 13 June 2018

REPORTING OFFICER: Operational Director – Education, Inclusion & Provision

SUBJECT: Halton Schools Forum Membership Update

1.0 PURPOSE OF THE REPORT

To provide Schools Forum with a membership update.

2.0 RECOMMENDATION: That

2.1 Schools Forum confirms and notes the current membership as outlined in the report.

3.0 UPDATE

- 3.1 There continues to be a vacancy for a Primary Representative for Small Schools. There has been a further attempt in May 2018 to recruit to this position; however, no schools have come forward to take up the place.
- 3.2 There is also a vacancy for a Primary Academy Representative. The Schools were also canvassed in May 2018 for a representative to fill this position; however to date no interest has been received.
- 3.3 The Schools Forum representative for Community Primaries, Mr Collings, has submitted his resignation in May 2018. In response to canvassing for his replacement amongst the eligible schools, the Head Teacher from Halton Lodge has submitted a nomination for their Chair of Governors to represent the group; Anne Simmons. The closing date to register interest in the position had passed without further nominations being received, the representation for the group will be offered to this nominee. Colleagues within the Community Primaries group have been advised.
- 3.5 The 'VA Primary School' representative is now Angela Sheppard and Karl Landrum will represent the 'Primary School with a Nursery' group. Mr Landrum agreed to switch his representation to accommodate recruitment into the VA category where we had received a nomination, thus enabling the long term vacancy 'Primary School with a Nursery' to be filled by him.
- 3.6 In response to canvassing the eligible schools to fill the vacancy for a Secondary Academy representative, a nomination was received by The Heath Family of Schools' Chief Executive, for Judith McConville to

represent. As no other nominations were received Mrs McConville will fill this vacancy. Other eligible schools have been advised.

4.0 POLICY IMPLICATIONS

4.1 The pressures on school and education budgets along with the proposed changes to schools and high needs funding means that it is vital that each sector has appropriate representation.

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

Document	Place of Inspection	Contact Officer
EFA - Schools Forum Operational and Good Practice Guide- December 2016	HBC Office	Ann Jones
EFA – Schools Forum Structure	HBC Office	Ann Jones

REPORT TO: Schools Forum

DATE: 13 June 2018

REPORTING OFFICER: Divisional Manager, Revenues and Financial Management Division

SUBJECT: Early Years Funding Review 2018-19

WARD: Borough-wide

1.0 PURPOSE OF THE REPORT

1.1 To report to the School Forum the review of the Early Years Funding position for 2018/19.

2.0 RECOMMENDATION: That

- 1) The review and revised 2018/19 Early Years Funding Formula is noted; and
- 2) The revised basic rate paid to early year providers of £4.41 is noted.

2.0 SUPPORTING INFORMATION

2.1 Schools Forum received a report on 21 March 2018 setting out the Early Years funding position for 2018/19. The report noted a decrease to the early year setting hourly rate as a result of a reduction to the Government funded hourly rate from £5.40 in 2017/18 to £5.13 in 2018/19.

2.2 Following the Schools Forum March 2018 meeting the Council received representation from early year providers querying the level of funding which was proposed to be passed through to providers. The Council is required to pass through 95% of three and four year old funding from Government to early year providers. This pass through requirement ensures that the vast majority of Government funding reaches providers so that they can deliver free entitlements.

2.3 The Council agreed to an immediate review of the pass through rate, this was undertaken by colleagues from another North West Council. The review was taken in line with calculations provided by the Education and Skills Funding Agency, through a February 2018 operational guide titled 'Early Years Entitlements: Local Authority Funding of Providers'.

2.4 The finding of the review was the Council were in marginally in breach of the pass through rate, for Halton this was calculated at 94.6%. The main reason for this wasn't as a result of the amount held back centrally but as a result of the number of hours funding received from Government compared to the

hours Halton had used in the pass through calculation, based on the January 2018 census figure. This has increased by approximately 51,000 (3.4%).

3.0 REVISED FUNDING FORMULA

3.1 As a result of not meeting the pass through rate the funding formula has been updated as shown in Table 1. The formula used is as per ESFA guidance, referred to in para 2.3

TABLE 1:

CALC		Funding Formula as per March 2018 School Forum Report (£)	Revised Funding Formula (£)
A	Basic Allocation	6,722,402.73	6,563,470.02
B	Maintained Nursery Schools (MNS) Lump Sum	62,060.00	105,561.72
C	Deprivation Supplement	365,682.75	356,710.33
D	Quality Supplement	219,051.00	214,026.20
E	Enhanced Provision	80,000.00	80,000.00
F	Contingency	59,520.00	180,000.00
G: SUM(A:F)	Sub-Total	7,508,716.48	7,499,768.27
H	Less: MNS Supplementary Funding	-62,060.00	-105,561.72
I: SUM(G-H)	Pass Through Total	7,446,656.48	7,394,206.55
J	Total Base Rate Hours	1,538,307.3	1,487,358
K: SUM(I/J)	Equivalent Average Rate to Providers	4.84	4.97
L	Halton Early Years National Funding Formula Rate	5.13	5.13
M: SUM(K/L)	2018.19 Pass Through Rate	94.4%	96.9%

3.2 The Government allocation for 3 and 4 universal and additional provision is £7.630m, from this the Council have deducted £0.235m for central expenditure (an additional £0.044m is funded from the two year old allocation), £0.080m for enhanced provision and £0.180m for contingency. This leaves an amount of £7.135m for distribution between the basic allocation and deprivation and quality supplements, as per 2017/18 this is apportioned accordingly 92%, 5% and 3%.

3.3 There is no change to central expenditure, this remains as reported to Schools Forum in March 2018.

- 3.4 The increase in the maintained nursery lump sum element is as a result of an increase in confirmed allocations from Government.
- 3.5 The total base rate hours used in the March 2018 funding formula are as per the January 2018 census. This is a notable difference from the hours used in the Government allocation and results in the low pass through rate. In order to show the true picture of the pass through rate the hours used are as per Government figures from the January 2017 census.
- 3.6 The significant increase in contingency reflects the increase in hours from the census position from January 2017 to January 2018. There is no guarantee the Council will receive all the additional funding to cover this increase and subsequently the contingency has been increased. Contingency is set at 2.7% of the basic allocation.
- 3.7 To help understand how both the revised and original funding formula reconcile back to the Council's 2018/19 early years allocation, a calculation is provided in Table 2.

TABLE 2:

	Funding Formula as per March 2018 School Forum Report (£)	Revised Funding Formula (£)
2018.19 Initial Early Years Allocation	9,479,357.14	9,479,357.14
Expenditure		
Pass Through Total	7,446,656.48	7,394,206.55
Maintained Nursery Schools (MNS) Lump Sum	62,060.00	105,561.72
Two Year Old Funding Allocation	1,572,817	1,586,059.20
Early Years Pupil Premium	120,270.00	120,074.68
Disabled Access Fund	43,050.00	37,515.00
Central Expenditure (3& 4 Year Old)	235,940.00	235,940.00
Rounding Balance	-1,436.34	
Expenditure Total	9,479,357.14	9,479,357.15

4.0 PROVIDER RATES

- 4.1 The base rate to be paid to early year providers will be £4.41, an increase from the amount of £4.37 reported in the March 2018 School Forum meeting. This is calculated from the available base rate divided by the number of base rate hours.
- 4.2 Providers will continue to be paid on a monthly basis and adjusted for the actual number of hours provided. If actual number of hours is greater than the

base position the Council may be notified of an increase in funding, although this is currently uncertain. If the Council is notified during the financial year that the grant allocation is increasing for 3 and 4 year olds and the increase is material, we are allowed to apply to the Secretary of State to change the formula during the year.

5.0 NEXT STEPS

5.1 At the time of writing the report we are awaiting a response from the Education and Skills Funding Agency on the formal steps the Council need to take to amend the funding formula. We are proposing to write to the Secretary of State to ask for a disapplication of the original formula.

5.2 It is further proposed the Council retrospectively apply the revised base rate of £4.41 back to 01 April 2018. This will be done with effect to payments for the hours of July 2018 pending approval being given by the Secretary of State to approve the disapplication. This also provides an opportunity for early year providers to respond and provide comments to the revised funding formula before the revised rate is applied.

6.0 FINANCIAL IMPLICATIONS

6.1 The Council are required to pass through 95% of the 3 and 4 year old grant allocations to ensure provision for universal and additional support continues. This is an increase from the rate of 93% which was applied in 2017/18.

7.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

7.1 The Local Authority must discharge its statutory responsibilities in relation to all schools and settings.

8.0 RISK ANALYSIS

8.1 There is a risk if the number of hours provided by settings increases the Council will not be fully funded by Government to meet both the pass through rate and spend held back to fund central services. The Council has reviewed the contingency set aside to cover lack of funding to ensure this risk is mitigated.

9.0 EQUALITY AND DIVERSITY ISSUES

9.1 Funding is available within the 2018/19 Early National Funding Formula to cover both the Disabled Access Fund and Early Years Pupil Premium. Halton has been allocated an amount of £37,515 for the Disabled Access Fund and £120,075 for Early Years Pupil Premium. This amounts will be ring-fenced and allocated accordingly.

**10.0 BACKGROUND PAPERS UNDER SECTION 100D
OF THE LOCAL GOVERNMENT ACT 1972**

Document	Place of Inspection	Contact Officer
Early Years Entitlements: Local Authority Funding of Providers Operational Guide 2018 to 2019	Revenues and Financial Management Division, Kingsway House, Widnes	Steve Baker

REPORT TO: Schools Forum

DATE: 13 June 2018

REPORTING OFFICER: Finance Officer

SUBJECT: School balances 2017-18

WARDS: Borough wide

1.0 PURPOSE OF THE REPORT

1.1.1 To report to the school forum the level of funding brought forward from 2017-18 by Halton schools.

2.0 RECOMMENDATION: That

- 1) The report is noted; and**
- 2) School Forum to decide if any schools are to provide further information regarding high balances.**

3.0 SUPPORTING INFORMATION

3.1 Following discussion at the School Forum meeting in January 2013, the excess surplus balance limits previously imposed on schools were lifted for 2012-13 and has continued up to 2017-18. However the balances were still to be monitored.

3.2 The level of balances in the Individual School Budget held by Halton Schools brought forward into 2018-19 is £3,694,868. This is a decrease of £1,080,964 to the balance carried forward into 2017-18 of £4,775,832.

3.3 It should be noted that the Primary sector balances have decreased by £525,412 from £3,889,678 to £3,364,266 over the year. Out of the 44 maintained primaries, 17 have balances that exceed the former excess surplus balance limit of 8%.

3.4 At the end of 2017-18, Nursery balances increased by £8,767 from £33,369 to £42,136.

3.5 Overall the secondary school sector balance has decreased by £596,558 from £627,020 to £30,462. Please note that at the point of writing this report The Grange conversion figures have not been finalised and are therefore not included.

3.6 For special schools the overall sector balance has increased by £32,240 from £225,765 to £258,005.

3.7 Appendix A details the Individual School Budget balances with comparison to the previous year. Schools which have balances above the former excess surplus balance limit are highlighted.

3.8 A total of £229,545 Non-LMS funds were carried forward into 2017-18 by schools. This balance has increased by £48,986 to give a balance of £278,531 to be carried forward into 2018-19.

3.9 Appendix B details the Non-LMS (Devolved Formula Capital) balances brought forward into 2018-19.

4.0 FINANCIAL IMPLICATIONS

4.1 The overall level of balances is decreasing year on year, more schools need to retain their carry forward in order to balance their budget in the following year. The balances show that there are an increasing number of schools with deficit balances.

4.2 At this point we are only able to report on maintained school balances. The financial year for academies is based on academic years and therefore is not available. A request will be made to each academy to provide their financial information.

5.0 RISK ANALYSIS

5.1 With the reducing balances and increasing cost pressures that schools are facing there is a risk that more schools will find it difficult to balance their budgets going forward. The LA has been advised that in 2019/2020 they will receive additional funding as part of the national funding formula. At the moment increases and losses for schools are capped but under the NFF hard formula Halton should see an increase in the level of school funding.

6.0 EQUALITY AND DIVERSITY ISSUES

6.1 Through the NFF in 19/20 there has been an increase in allocation for deprivation and low prior attainment.

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

7.1 None.

LMS budgets

Code	School	2016-17					2017-18					Excess balance
		Approved Budget £	Amount £	Balance £	%	Approved Budget £	Amount £	Balance		%		
								£	%			
5001	Ditton Nursery	289,944	285,922	4,022	1.39%	247,800	247,052	748	0.30%	-		
5002	Birchfield Nursery	395,760	378,815	16,945	4.28%	414,409	384,939	29,470	7.11%	-		
5003	Warrington Road Nursery	407,006	394,604	12,402	3.05%	403,077	391,160	11,917	2.96%	-		
Sub-total Nursery Schools		1,092,710	1,059,341	33,369	3.05%	1,065,286	1,023,150	42,136	3.96%			
5100	St Mary's Primary	1,393,177	1,214,678	178,498	12.81%	1,287,384	1,113,372	174,013	13.52%	71,021.78		
5101	St Edwards Primary	767,278	656,626	110,652	14.42%	772,041	681,234	90,807	11.76%	29,043.81		
5102	Weston Point Community Primary	1,135,360	937,890	197,470	17.39%	1,113,105	955,309	157,796	14.18%	68,747.64		
5105	Victoria Road Primary	1,231,690	1,102,941	128,748	10.45%	1,179,606	1,070,661	108,945	9.24%	14,576.27		
5106	Weston Primary	940,735	921,083	19,651	2.09%	915,220	842,463	72,757	7.95%	-		
5107	St Clements Primary	846,366	770,199	76,167	9.00%	881,614	835,833	45,781	5.19%	-		
5108	Westfield Primary	875,537	865,625	9,911	1.13%	820,304	778,301	42,003	5.12%	-		
5109	Halton Lodge Primary	1,243,745	1,241,283	2,461	0.20%	1,096,691	1,083,912	12,779	1.17%	-		
5110	Castle View Primary	925,951	820,642	105,308	11.37%	915,805	802,311	113,494	12.39%	40,229.97		
5111	Astmoor Primary	932,938	900,107	32,830	3.52%	963,933	929,565	34,368	3.57%	-		
5112	The Brow Community Primary	1,262,722	1,156,146	106,576	8.44%	1,201,562	1,102,884	98,678	8.21%	2,552.88		
5113	Woodside Primary	1,220,034	1,094,129	125,904	10.32%	1,232,483	1,124,576	107,907	8.76%	9,308.12		
5114	The Holy Spirit Primary	718,052	691,133	26,919	3.75%	676,845	656,625	20,220	2.99%	-		
5116	Pewithall Primary	929,682	859,256	70,426	7.58%	897,124	846,122	51,002	5.69%	-		
5118	Hallwood Park Primary	1,093,484	1,003,636	89,848	8.22%	1,025,261	967,500	57,761	5.63%	-		
5119	St Augustine's Primary	0	512	-512	0.00%	0	0	0	0.00%	-		
5120	Runcorn All Saints Primary	658,639	654,302	4,337	0.66%	584,107	612,928	-28,821	-4.93%	-		
5121	Our Lady Mother of the Saviour Primary	1,172,859	1,057,770	115,089	9.81%	1,049,036	919,893	129,143	12.31%	45,219.69		
5122	Hillview Primary	988,748	884,867	103,881	10.51%	944,981	865,053	79,928	8.46%	4,329.73		
5123	Beechwood Primary	719,466	671,750	47,716	6.63%	698,089	657,257	40,832	5.85%	-		
5125	Brookvale Primary	1,705,125	1,467,696	237,429	13.92%	1,701,421	1,444,806	256,615	15.08%	120,500.98		
5126	St Martins Primary	1,046,687	1,038,646	8,040	0.77%	1,001,949	1,006,557	-4,608	-0.46%	-		
5127	Murdishaw West Comm Primary	1,062,398	1,008,901	53,496	5.04%	1,032,933	989,345	43,588	4.22%	-		
5128	Gorsewood Primary	1,281,920	1,123,203	158,716	12.38%	1,276,031	1,113,932	162,099	12.70%	60,016.10		
5129	St Berteline's Primary	1,233,924	1,206,784	27,139	2.20%	1,192,805	1,158,744	34,061	2.86%	-		
5130	Windmill Hill Primary	800,482	779,671	20,810	2.60%	811,269	778,803	32,466	4.00%	-		
5131	Daresbury Academy	631,903	397,732	234,171	0.00%	0	0	0	0.00%	-		
5132	Moore Primary	860,410	824,970	35,439	4.12%	858,712	821,535	37,177	4.33%	-		
5133	Hale Primary	751,451	705,563	45,888	6.11%	737,816	686,722	51,094	6.93%	-		
5134	St Bedes Junior	1,272,449	1,098,865	173,584	13.64%	1,333,908	1,211,168	122,740	9.20%	16,027.13		
5135	St Bedes Infant	1,220,981	1,075,627	145,354	11.90%	1,173,514	1,047,219	126,295	10.76%	32,413.53		
5136	Spinney Avenue Primary	939,981	891,530	48,451	5.15%	925,985	942,520	-16,535	-1.79%	-		
5137	St Michael's Primary	1,214,329	1,123,848	90,481	7.45%	1,163,421	1,105,627	57,794	4.97%	-		
5138	Farnworth Primary	1,481,290	1,463,909	17,381	1.17%	1,456,015	1,448,272	7,743	0.53%	-		

5139	Halebank Primary	614,760	551,772	62,988	10.25%	623,498	551,187	72,311	11.60%
5140	St Gerard's Primary & Nursery	1,407,052	1,228,442	178,610	12.69%	1,420,497	1,203,203	217,294	15.30%
5141	Ditton Primary	1,919,047	1,919,259	-212	-0.01%	1,889,464	1,861,018	28,447	1.51%
5142	Simms Cross Primary	1,648,390	1,478,019	170,371	10.34%	1,784,633	1,628,969	155,664	8.72%
5144	Oakfield Primary	1,789,058	1,709,691	79,367	4.44%	1,844,503	1,758,472	86,031	4.66%
5146	Moorfield Primary	1,176,466	1,107,288	69,177	5.88%	1,202,018	1,162,582	39,436	3.28%
5148	Our Lady Of Perpetual Succour Primary	938,750	878,177	60,573	6.45%	969,625	900,978	68,647	7.08%
5149	St Basils Primary	1,670,648	1,669,580	1,067	0.06%	1,685,963	1,693,780	-7,817	-0.46%
5150	All Saints Upton Primary	1,003,916	1,001,416	2,500	0.25%	1,050,180	1,022,796	27,384	2.61%
5151	Fairfield Primary	2,613,643	2,408,410	205,232	7.85%	2,624,658	2,493,539	131,119	5.00%
5153	Lunts Heath Primary	1,309,522	1,253,330	56,192	4.29%	1,324,776	1,273,351	51,425	3.88%
5154	St John Fisher Primary	1,232,310	1,076,757	155,553	12.62%	1,176,450	1,002,044	174,406	14.82%
Sub-total Primary Schools		51,883,340	47,993,662	3,889,678	7.50%	50,517,235	47,152,970	3,364,266	6.66%
5301	St Chads High	6,358,600	6,189,087	169,513	2.67%	5,989,124	6,090,964	-101,840	-1.70%
5303	The Grange All Through	6,749,724	6,648,165	101,560	1.50%	5,323,400	5,186,999	0	0.00%
5312	St Peter & Paul High	8,447,406	8,295,535	151,871	1.80%	8,486,410	8,413,124	73,286	0.86%
5313	The Bridge PRU	1,575,153	1,371,076	204,077	12.96%	1,725,446	1,666,430	59,016	3.42%
Sub-total Secondary Schools		23,130,883	22,503,863	627,020	2.71%	21,524,380	21,357,517	30,462	0.14%
5401	Ashley	1,931,455	1,922,115	9,340	0.48%	2,031,073	1,972,701	58,372	2.87%
5402	Chesnut Lodge Special	1,677,401	1,553,240	124,161	7.40%	1,669,140	1,471,601	197,539	11.83%
5403	Brookfields	1,919,694	1,827,430	92,264	4.81%	1,775,802	1,773,708	2,094	0.12%
Sub-total Special Schools		5,528,550	5,302,785	225,765	4.08%	5,476,015	5,218,010	258,005	4.71%
Total - All Schools		81,635,483	76,859,651	4,775,832	5.85%	78,582,916	74,751,647	3,694,868	4.70%

22,431.06
103,654.52
-
12,893.57
-
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-
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80,289.75
-
-
-
-
-
-
64,007.33
-
797,263.86

conversion not complete

Appendix B

Non-LMS School Balances 2016-17 to 2017-18 (DFC only)

	2016-17	2017-18
5502 Weston Point Community Primary	13,993.00	11,453.00
5505 Victoria Road Primary	10,279.00	12,077.00
5506 Weston Primary	1,564.00	6,168.00
5508 Westfield Primary	11,690.00	12,744.00
5509 Halton Lodge Primary	0.00	0.00
5510 Castle View Primary	15,429.00	13,572.00
5511 Astmoor Primary	0.00	5,766.00
5512 The Brow Community Primary	0.00	6,048.00
5513 Woodside Primary	11,695.00	4,975.02
5516 Pewithall Primary	11,471.00	3,671.26
5518 Hallwood Park Primary	3,981.00	3,214.81
5522 Hillview Primary	12,343.00	16,958.00
5523 Beechwood Primary	0.00	5,710.00
5525 Brookvale Primary	13,590.00	13,573.10
5527 Murdishaw West Comm Primary	810.00	4,869.97
5528 Gorsewood Primary	11,535.00	14,546.66
5530 Windmill Hill Primary	5,475.00	10,763.00
5531 Daresbury Academy	13,235.00	0.00
5532 Moore Primary	351.00	1,564.50
5533 Hale Primary	6,234.00	11,910.00
5536 Spinney Avenue Primary	(70.00)	6,214.00
5538 Farnworth Primary	197.00	960.12
5539 Halebank Primary	12,429.00	9,852.00
5541 Ditton Primary	0.00	8,534.00
5542 Simms Cross Primary	9,772.00	13,536.87
5544 Oakfield Primary	4,192.00	3,478.58
5546 Moorfield Primary	(375.00)	5,605.00
5550 All Saints Upton Primary	6,070.00	11,751.00
5551 Fairfield Primary	16,617.00	6,675.47
5553 Lunts Heath Primary	(245.00)	(1,467.13)
Sub-total Primary Schools	192,262.00	224,724.23
5591 Ditton Nursery	7,757.00	6,811.55
5592 Birchfield Nursery	8,220.00	2,571.00
5593 Warrington Road Nursery	(663.00)	4,485.00
Sub-total Nursery Schools	15,314.00	13,867.55
5563 The Grange All Through	0.00	4,737.00
5595 The Bridge PRU	8,064.00	12,807.00
Sub-total Secondary Schools	8,064.00	17,544.00
5581 Ashley	2,652.00	3,575.12
5582 Chestnut Lodge Special	2,084.00	7,794.00
5583 Brookfields	9,169.00	11,026.00
Sub-total Special Schools	13,905.00	22,395.12
Total - All Schools	229,545.00	278,530.90

REPORT TO: School Forum

DATE: 13 June 2018

REPORTING OFFICER: Operational Director – Education,
Inclusion and Provision

SUBJECT: High Needs update

WARDS: Borough wide

1.0 PURPOSE OF THE REPORT

1.1 This report seeks to provide an update on the High Needs funding. It sets out a range of further budget reductions required in 2018/2019. It also outlines the proposed new approach to discretionary top up funding (previously known as Enhanced Provision).

2.0 RECOMMENDATION: That

- 1) The Forum note the proposed budget reductions outlined in paragraph 3.2; and
- 2) The Forum consider and comment on the **Guidance for Supporting Pupils with SEND to ensure additional support is determined by a Headteacher panel and based on the specific needs of individual children.**

3.0 SUPPORTING INFORMATION

3.1 On 21st March 2018 it was reported that due to the increased demand for support for pupils with special educational needs, the level of complexity of some pupils and reduced flexibility to transfer money between the different funding blocks, Halton was facing a significant budget deficit of over £2.1 million in its High Needs Budget in 2018/2019.

3.2 Although a range of budget reductions were agreed, based on the indicative High Needs budget a shortfall of over £220,652 remained. To address this funding gap the following additional savings have been proposed:

Funding Area	Saving
SEND Commissioner Post	£21,000
Behaviour Support Team	£64,156
Home Tutors	£50,000
Inclusion Staffing and Supply and Services Reductions	£52,971
Reserves	£32,525

Total	£220,652
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- 3.3 It was estimated that, unlike in previous years, where Halton has had a healthy reserve, once commitments had been allowed for, most of the reserves would be accounted for. Final figures for 2018/2019 now show that after commitments, there will be a small balance of £153,754. It was intended to use this funding to contribute towards the funding gap in High Needs and support the discretionary support for schools.
- 3.4 However, on 8th May 2018 the Education and Skills Funding Agency wrote to the LA, advising that in error they had over allocated the High Needs Block by £104,000 and would be looking to recoup this funding in July 2018. The error made was due to change in funding for Resource Provision places in mainstream schools. Representation has been made to the Education and Skills Funding Agency.
- 3.5 This proposed reduction of £104,000, reduces the available balance to £49,754. £32,525 of this sum is required to balance the budget shortfall. It is proposed the remaining balance of £17,229 be used to support discretionary top up funding (enhanced provision).
- 3.6 The budget allocated to provide top up funding for both primary and secondary mainstream schools for 2018/2019 is £1million. This budget covers the costs of Education, Health and Care Plans and Discretionary Top Up Funding (Enhanced Provision). A summary is provided below:

Total Top Up Budget	£1,000,000
Funding allocated in April 2018	£640,866
Additional In-Year Allocations	£42,975
Provision for future EHCP provision	£250,000
Provision for discretionary Support (Enhanced Provision)	£66,159

- 3.7 A total budget has now been identified of £83,388 for Discretionary Top up Funding (Enhanced Provision).
- 3.8 The current arrangements for supporting pupils with SEND have now been reviewed and Guidance on supporting pupils with SEND has been developed. (Appendix A). This documents sets out the roles and responsibilities of the different partners and the criteria for applying for discretionary support previously known as Enhanced Provision.
- 3.9 It is suggested that the ring fenced, cash limited budget for discretionary top up funding is delegated to a Panel of Headteachers or Senior School Staff from both the Primary and Secondary sector. LA Officers will attend the meeting but in an advisory capacity.

3.10 A response to the Disapplication Request submitted in relation to the Special Schools budgets has now been received. The correspondence from the Education Funding and Skills Agency received on 25th May 2018 advises that the Secretary of State considered the case submitted and has granted his approval on condition that the individual schools have agreed to it and that the average reduction in top up funding that schools receive will be around -5%. Special Schools budgets will now need to be re-calculated.

3.11 In May 2018 Peopletoo were commissioned to undertake a review of SEND in Halton. Through this review we want to achieve the following:

- Detailed understanding of our SEND population
- Detailed understanding of our special school population and pupil profile
- Detailed understanding of our future needs and profiles of specialist provision to meet that need
- Detailed understanding of future post 16 needs and opportunities to improve provision and capacity in our local communities
- Detailed understanding of the views of all stakeholders in terms of existing strengths and opportunities to improve high needs provision
- Detailed understanding of perceived barriers to inclusion in mainstream schools and colleges with recommendations for potential solutions
- Detailed understanding of the total level of resources available and how to effectively target these to meet need
- Detailed understanding of potential challenges, sensitivities and conflicts of interest, together with potential solutions to these.

3.12 A final report will be produced by the Peopletoo by the end of September 2018.

4.0 FINANCIAL IMPLICATIONS

4.1 The initial budgets allocated to the four special schools were based on the minimum funding guarantee of minus 1.5%. Each budget will now be recalculated in line with the approved disapplication.

4.2 The contingency provision allocated to fund additional pupils placed in Halton's special schools has now been calculated. Further demand will lead to a budget overspend.

4.3 If the level of demand for placing pupils in independent provision continues to increase the current budget provision will be insufficient.

4.4 There is only limited funding available to support discretionary top up provision.

5.0 RISK ANALYSIS

5.1 The Guidance for supporting pupils with SEND clarifies the role and responsibility of schools, the LA and the criteria for application for additional discretionary funding.

5.2 An independent review of SEND provision in Halton commenced on 24th May 2018 and is expected to conclude by the end of September 2018.

6.0 EQUALITY AND DIVERSITY ISSUES

6.1 Most children and young people with special educational needs and disabilities should receive support within their schools and setting's budget.

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

7.1 None.

SEND Support and Education, Health and Care Plans in Halton

School's Responsibility for Children with SEND

Schools and settings are required under the Equality Act (2010) to make reasonable adjustments to ensure that the needs of disabled pupils are not discriminated against. This includes providing additional support where necessary.

The vast majority of children and young people with SEND go to a mainstream school. Although many children and young people might need some extra help in their school there are only a small number who will have special educational needs that are long term or a disability or a medical condition that significantly affects their learning. In Halton there is a wide variety of mainstream provision including; faith schools, maintained schools, academies, and a free school available who are able to meet the needs of pupils including those with SEND.

The Local Offer

Each school is required to detail the provision they offer in order to meet the needs of pupils with SEND. It is a requirement that this is reviewed and updated annually and placed on the setting website and placed on the Local Offer:

<https://localoffer.haltonchildrenstrust.co.uk/schools/>

In order to support schools with the inclusion of pupils with SEND and to ensure they make good progress, there are a range of support services available which all schools can access. These services include; the Education Psychology Service, Specialist Teachers, Specialist Advisors for; Communication and Interaction, Physical and Medical Needs, Education Welfare Service and Speech and Language Therapy Service. In addition, support and advice is offered through health services such as CAMHS and through Woodview Child Development Centre which includes; Paediatricians, Additional Needs Nursing, Occupational and Physio Therapy Services.

All primary and secondary schools have a notional SEND budget available to them in order to help meet the needs of pupils with special educational needs. The SEND Code of Practice (2015) requires all schools to use their best endeavours to meet the needs of children with special educational needs. In Halton we expect schools to use a Graduated Approach to supporting pupils with SEND.

The Graduated Approach

The first step in this process is to ensure that Quality First teaching targeted at the individual area of need is deployed. Additional support cannot compensate for a lack of quality first teaching (SEN Code of Practice, 2015). Quality First Teaching is; good teaching and learning that is personalised, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of the help provided.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (SEN Code of Practice, 2015). Where a pupil is identified as needing support for SEN (this is called SEND Support), cycles of assess, plan, do, review should be followed with appropriate provision and support made for the pupil using the school's own resources. Schools can also access the support of external agencies where necessary. The details of this support should be included within a SEN Support Plan which should include both the child and the family.

There is a wealth of information on the Local Offer for what support looks like at each stage within the Graduated Approach under the **Graduated Approach and Dimensions for Learning** tab: <https://localoffer.haltonchildrenstrust.co.uk/schools/>

School Support

There is an expectation that from its own resources the school will have:

- Assessed the pupil's learning needs.
- Planned an appropriate curriculum which has been individualised and which sets suitable learning challenges.
- Set outcomes for support in SEN Support Plans and/or Provision Maps.
- Identified teaching methods and strategies and considered grouping for teaching purposes.
- Deployed additional resources which may include staffing.
- Sought the advice from appropriate external agencies
- Monitored the impact of intervention and made adjustments or changes to increase effectiveness.
- Tracked the progress made by the pupil and carried out appropriate assessments.

Applications for an Education Health and Care Plan

A request for an Education, Health and Care (EHC) needs assessment should not be the first step in the process for helping to meet the needs of a child or young person but should build on co-ordinated work that is already happening between families, educational settings and support services, health and social care professionals.

Before considering a request for an EHC needs assessment educational settings must demonstrate that they have used a graduated approach and feel additional help is required to manage long term needs. Children or young people who may require a statutory assessment will have been supported from within the school's provision and with resources already available to them. The support will have been provided on a cyclical basis as outlined above. The length of a cycle should be defined by individual needs and progress towards meeting goals. It is expected that it usually takes about 6 weeks to enable support strategies to be reasonably tried, reviewed and adjusted i.e. one cycle of assess, plan, do and review. It is expected that at least 2 or 3 cycles will have taken place before a decision can be reached about whether or not a request for a statutory EHC needs assessment may be the next step.

There may be exceptions to this rule. For example:

- For a young child where there has been no prior identification of needs or nursery experience, some of whom may require assessment placements in specialist provision
- For a young child with extremely complex medical needs who immediately requires a high level of adult support in order to access an educational placement
- Where a child/young person has recently been diagnosed with a life limiting illness or has been damaged in a serious accident

Discretionary Top-Up Funding (Formerly Enhanced Provision)

We recognise that for some pupils, an urgent response is required before an EHC needs assessment can be made by the school. These exceptional cases may include:

- Pupils who are at serious risk of exclusion and the relevant **At Risk** paperwork including the CARE protocol has been agreed and reviewed at panel. (See Appendix 3 and 4)
- Pupils who have been permanently excluded from another setting and while the pupil is transitioning to their new setting. There must be clear evidence that the pupil would benefit from time limited support while the pupil is assessed in their new provision.
- Pupils who have experienced some form of critical incident which is preventing them or other pupils from accessing their educational entitlement.
- Pupils who have moved into Halton who have previously been identified by their Local Authorities as requiring a level of support beyond SEND Support but may not have an EHC.

Any funding allocated through this discretionary top-up funding will be time limited.

School's Responsibility

It is expected that the school will:

- Include the pupil and their family in any request and be clear about the support is intended for (See Appendix 1)
- Set out in the paper work why they cannot reasonably use their own resources to meet the needs of the pupil.
- Demonstrate in any application that the needs are exceptional.
- Demonstrate how their notional SEND budget has been used to help address the pupil's needs.
- Demonstrate how any funding approved will be used by the setting and the intended outcome of any support (See Appendix 4)
- Be accountable for the additional resource which the Local Authority has provided, providing evidence of the impact of the additional funding on the outcomes of the pupil
- Understand that the funding is time-limited and will not be extended.
- Follow the advice from panel with regards to any requests for outside agency referrals and any suggestions for future EHC needs assessments.

Panel

The current membership of the Panel will be revised with the budget and decision making delegated to a panel of schools with advice and support from members of the Local Authority Inclusion Officers.

Panel's Responsibility

In making any decision about emergency discretionary top-up funding, the expectation of the panel is as follows:

- To ensure that there is adequate representation from schools when making decisions regarding top-up requests.
- To respond to requests in a timely manner
- To be rigorous and consistent when considering any requests to ensure that the process is fair and equitable for all settings.
- To ensure that there is transparency in any decision making and that there is a clear rationale for any decisions made which is shared with the school.
- To share the outcome from any decision made within 5 working days.
- To audit decision making based on the information provided by the setting to ensure there is consistency of any decisions made.

REQUEST FOR DISCRETIONARY TOP-UP FUNDING

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, Headteacher and SENCO and a hard copy returned to the SEN Team at Rutland House or to SENAT@halton.gov.uk

Parent/Main Carers' Consent

I/we agree that this information can be sent to the SEND team so that a Panel can consider requests for:

Discretionary Top-Up Funding.

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. Child/young person's details

Name:		School/Setting:	
Date of Birth:	Age: years months NCY: Year	Gender:	
Home address:			
Telephone Number:		Post Code:	
Home Language:		CAF*:	
Interpreter Needed?		Child in Need:	
		Child Protection:	
		Looked After Child:	
		If Yes, which Authority?	

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/Setting Details

Current school/setting:

Attendance over last 12 months:

Previous schools, with dates attended:

4. Pupil's Aspirations and Views

Guidance: Your own format can be attached for pupil views and numbered as 4. Please submit this in a style which is appropriate to the child/pupil's age and ability eg using photos, symbols, drawings for younger or less able children. Please remember to include your one page profile, which should include the pupil's views and aspirations.

5. Parent/Carer Aspirations and Views

*Guidance: Your own format or letter can be attached and numbered as 5.
You do not need to use these headings – they are there to help you if you wish.*

What are your child's strengths/areas of concern?

What does he/she find difficult in school?

What do you feel he/she needs help with?

Is he/she happy in school?

Does your child enjoy reading/writing with you at home?

What are you child's interests in school?

Is there anything else you would like us to know e.g. Any advice you would like to give us about what works well for your child?

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

6. History of Child/Young Person to date (What was working well- what has changed and over what period of time) from School perspective

History of Child/Young Person to date (What was working well- what has changed and over what period of time) from School perspective

Guidance: This should include the following

- ***Child/Young Person history since starting with you***
- ***Date placed at SEND Support***
- ***Detail of how the Notional SEND budget was used to support the CYP***
- ***Success of those interventions***
- ***Current position that has led to this request being made- this may include comparative progress between CYP and average class progress/attainment***

In order to give the Discretionary Funding Panel a full picture please identify all areas of need

Special Educational Needs

PRIMARY AREA OF NEED:

Primary Need		Tick 1 only
Cognition and Learning	Cognition and Learning Difficulty	
	Specific Learning Difficulty	
Social, Emotional and Mental Health Needs	Social, Emotional and Mental Health Needs (SEMH)	
Communication and Interactive Needs	Speech, Language and Communication Needs (SLCN)	
	Sensory processing difficulty	
	Autistic Spectrum Disorder (ASD)	
Sensory and / or Physical Needs	Visual Impairment (VI)	
	Hearing Impairment (HI)	
	Multi Sensory (Visual/Hearing) Impairment (MSI)	
	Physical Disability	
Other	(Specify)	

Guidance: give further details of all of the needs of the child or young person and how these impact on learning	Identified strengths and needs	Barriers to Learning
Cognition and Learning		
Social, Emotional and Mental Health		
Communication and Interaction		
Physical/sensory		

Appendix 2

THE Primary C.A.R.E Schedule

Pupil Version

Checklist assessing Risk of Exclusion

Name_____

DOB_____FORM/YEAR GROUP_____

School/College_____

Date_____

This schedule is to be completed with a student. It is for you together to rate the number of factors in terms of their influence relating to the risk of exclusion. It is important to document the pupil's voice within this schedule.

Well-being factors	This is really true of me	This is quite true of me	This is only a bit like me	No problem
I often feel too tired for school	3	2	1	0
I don't feel very good about myself	3	2	1	0
I often feel sad or miserable and I can't shake these feelings off	3	2	1	0
I often worry a lot and can't seem to stop worrying	3	2	1	0
I don't have many friends	3	2	1	0
I have been bullied a lot	3	2	1	0
I am growing, changing physically and that sometimes worries or confuses me	3	2	1	0
I don't like to tell people how I feel	3	2	1	0
I guess the problems I have had aren't going to go away.	3	2	1	0

TOTAL /27

Learning	This is really true of me	This is quite true of me	This is only a bit like me	No problem
Not being able to read or write very well makes me behave badly	3	2	1	0
It's hard to say things or to understand things and that makes me behave badly	3	2	1	0
I don't understand much of what we have to do and that makes me behave badly	3	2	1	0
I sometimes behave badly because I am not good at maths	3	2	1	0
I forget books and equipment or what lesson is next and that gets me into trouble with the teachers	3	2	1	0
They go too fast in lessons and that makes me behave badly	3	2	1	0
It's hard to pay attention in class and that gets me in trouble with the teachers	3	2	1	0

TOTAL /21

Social skills and performance	This is really true of me	This is quite true of me	This is only a bit like me	No problem
I don't get on well with the other kids	3	2	1	0
I often do things the other kids tell me to do even if it is wrong	3	2	1	0
Some kids do quite bad things and I often think that is ok or cool	3	2	1	0
I get into a lot of trouble in the playground	3	2	1	0
I guess I don't listen to or talk to people very well	3	2	1	0
I don't have many interests out of school (like sports etc)	3	2	1	0
I have been in trouble with the police	3	2	1	0
TOTAL				/21

General behaviour pattern	This is really true of me	This is quite true of me	This is only a bit like me	No problem
I often act before I think of the consequences	3	2	1	0
I can get really angry and hurt people	3	2	1	0
People think I have got a bad reputation	3	2	1	0
I often just won't do homework	3	2	1	0
I have often bunked off from school	3	2	1	0
I get very angry when I am told off – and I show it	3	2	1	0
A few particular teachers really cause me problems	3	2	1	0
TOTAL				/21

General attitude / coping	This is really true of me	This is quite true of me	This is only a bit like me	No problem
I blame others for things I do	3	2	1	0
I dislike people who tell me what to do in school	3	2	1	0
I don't like it when people praise me	3	2	1	0
I'm not very bothered about school and learning	3	2	1	0
I don't like it when people try to help me with learning	3	2	1	0
I get angry if people tell me off – they pick on me	3	2	1	0
I don't behave better just because people praise me	3	2	1	0
I often don't admit when I have done	3	2	1	0

something wrong /misbehaved				
			TOTAL	/24

Family/ parenting	This is really true of me	This is quite true of me	This is only a bit like me	No problem
My parents can't control me very well	3	2	1	0
There is a lot of stress and problems in my family	3	2	1	0
My parents don't back school up if I have misbehaved	3	2	1	0
We don't have enough money	3	2	1	0
It really bugs me that my real parents are not together	3	2	1	0
			TOTAL	/15

THE C.A.R.E Schedule Primary

Teacher Version Primary

Checklist assessing Risk of Exclusion

Name_____

DOB_____FORM/YEAR GROUP_____

School/College_____

Schedule completed by_____Date_____

This schedule is to be completed by teachers. It is for you to rate the number of factors in terms of their influence relating to the risk of exclusion. It is important to document any evidence you have alongside this schedule.

The higher the score on each factor the more important the factor is in exclusion risk

Well-being factors	Considerable influence	Important influence	Slight influence	Not an issue
Often seems to be tired	3	2	1	0
Low self esteem	3	2	1	0
Seems somewhat depressed	3	2	1	0
Seems somewhat anxious	3	2	1	0
Has very few friends	3	2	1	0
Is or has been bullied	3	2	1	0
Is in the midst of significant physical development (e.g. puberty, growth spurt, language development)	3	2	1	0
Keeps feelings very much to self	3	2	1	0
Has a pessimistic outlook and resignation that problems are not going to go away.	3	2	1	0

TOTAL /27

Learning	Considerable influence	Important influence	Slight influence	Not an issue
Low literacy	3	2	1	0
Some speech and language issues	3	2	1	0
Curriculum access is an issue due to learning difficulties	3	2	1	0
Number skills are weak	3	2	1	0
Has problems with personal organisation	3	2	1	0
Keeping up in many lessons is a problem	3	2	1	0
Has difficulty paying attention	3	2	1	0

TOTAL /21

Social skills and performance	Considerable influence	Important influence	Slight influence	Not an issue
Does not get on well with peers	3	2	1	0
Is easily led by dominant peers	3	2	1	0
Is subject to undesirable peer influence	3	2	1	0
Has many problems in unstructured times	3	2	1	0
Poor social communication skills	3	2	1	0
Has few leisure interests	3	2	1	0
Has been in trouble with the police	3	2	1	0

TOTAL /21

General behaviour pattern	Considerable influence	Important influence	Slight influence	Not an issue
Has an impulsive nature	3	2	1	0
Can be somewhat aggressive	3	2	1	0
Is developing an established reputation	3	2	1	0
Completing school work is a problem	3	2	1	0
There is some history of truancy	3	2	1	0
Tends to react aggressively when admonished	3	2	1	0
Has problems with particular teachers	3	2	1	0

TOTAL

/21

General attitude / coping	Considerable influence	Important influence	Slight influence	Not and issue
Tends to blame others for his/her actions	3	2	1	0
Generally resents authority	3	2	1	0
Finds it hard to accept praise	3	2	1	0
Is poorly motivated	3	2	1	0
Does not readily accept help	3	2	1	0
Handles criticism badly	3	2	1	0
Praise has little positive impact on behaviour	3	2	1	0
Seldom takes responsibility for actions	3	2	1	0

TOTAL /24

Family/ parenting	Considerable influence	Important influence	Slight influence	Not an issue
Parental control of behaviour seems to be a problem	3	2	1	0
There is a lot of stress in the family	3	2	1	0
Parents do not cooperate well with school	3	2	1	0
Lives in socially disadvantaged family	3	2	1	0
Lives in a re-constructed family (single parent/ step parent)	3	2	1	0

TOTAL /15

THE C.A.R.E Schedule

Pupil Version Secondary

Checklist assessing Risk of Exclusion

Name _____

DOB _____ FORM/YEAR GROUP _____

School/College _____

Date _____

This schedule is to be completed with a student. It is for you together to rate the number of factors in terms of their influence relating to the risk of exclusion. It is important to document the pupil's voice within this schedule.

Well-being factors	This is really true of me	This is quite true of me	This is only a bit like me	No problem
I often feel too tired for school	3	2	1	0
I don't feel very good about myself	3	2	1	0
I often feel sad or miserable and I can't shake these feelings off	3	2	1	0
I often worry a lot and can't seem to stop worrying	3	2	1	0
I don't have many friends	3	2	1	0
I have been bullied a lot	3	2	1	0
I am growing, changing physically and that sometimes worries or confuses me	3	2	1	0
I don't like to tell people how I feel	3	2	1	0
I guess the problems I have had aren't going to go away.	3	2	1	0

TOTAL /27

Learning	This is really true of me	This is quite true of me	This is only a bit like me	No problem
Not being able to read or write very well makes me behave badly	3	2	1	0
It's hard to say things or to understand things and that makes me behave badly	3	2	1	0
I don't understand much of what we have to do and that makes me behave badly	3	2	1	0
I sometimes behave badly because I am not good at maths	3	2	1	0
I forget books and equipment or what lesson is next and that gets me into trouble with the teachers	3	2	1	0
They go too fast in lessons and that makes me behave badly	3	2	1	0
It's hard to pay attention in class and that gets me in trouble with the teachers	3	2	1	0

TOTAL /21

Social skills and performance	This is really true of me	This is quite true of me	This is only a bit like me	No problem
I don't get on well with the other kids	3	2	1	0
I often do things the other kids tell me to do even if it is wrong	3	2	1	0
Some kids do quite bad things and I often think that is ok or cool	3	2	1	0
I get into a lot of trouble in the playground	3	2	1	0
I guess I don't listen to or talk to people very well	3	2	1	0
I don't have many interests out of school (like sports etc)	3	2	1	0
I have been in trouble with the police	3	2	1	0
TOTAL				/21

General behaviour pattern	This is really true of me	This is quite true of me	This is only a bit like me	No problem
I often act before I think of the consequences	3	2	1	0
I can get really angry and hurt people	3	2	1	0
People think I have got a bad reputation	3	2	1	0
I often just won't do homework	3	2	1	0
I have often bunked off from school	3	2	1	0
I get very angry when I am told off – and I show it	3	2	1	0
A few particular teachers really cause me problems	3	2	1	0
TOTAL				/21

/21

General attitude / coping	This is really true of me	This is quite true of me	This is only a bit like me	No problem
I blame others for things I do	3	2	1	0
I dislike people who tell me what to do in school	3	2	1	0
I don't like it when people praise me	3	2	1	0
I'm not very bothered about school and learning	3	2	1	0
I don't like it when people try to help me with learning	3	2	1	0
I get angry if people tell me off – they pick on me	3	2	1	0
I don't behave better just because people praise me	3	2	1	0
I often don't admit when I have done something wrong /misbehaved	3	2	1	0

TOTAL /24

Family/ parenting	This is really true of me	This is quite true of me	This is only a bit like me	No problem
My parents can't control me very well	3	2	1	0
There is a lot of stress and problems in my family	3	2	1	0
My parents don't back school up if I have misbehaved	3	2	1	0
We don't have enough money	3	2	1	0
It really bugs me that my real parents are not together	3	2	1	0

TOTAL /15

THE C.A.R.E Schedule Secondary

Teacher Version Secondary

Checklist assessing Risk of Exclusion

Name _____

DOB _____ FORM/YEAR GROUP _____

School/College _____

Schedule completed by _____ Date _____

This schedule is to be completed by teachers. It is for you to rate the number of factors in terms of their influence relating to the risk of exclusion. It is important to document any evidence you have alongside this schedule.

The higher the score on each factor the more important the factor is in exclusion risk

Well-being factors	Considerable influence	Important influence	Slight influence	Not an issue
Often seems to be tired	3	2	1	0
Low self esteem	3	2	1	0
Seems somewhat depressed	3	2	1	0
Seems somewhat anxious	3	2	1	0
Has very few friends	3	2	1	0
Is or has been bullied	3	2	1	0
Is in the midst of significant physical development (e.g. puberty)	3	2	1	0
Keeps feelings very much to self	3	2	1	0
Has a pessimistic outlook and resignation that problems are not going to go away.	3	2	1	0

TOTAL /27

Learning	Considerable influence	Important influence	Slight influence	Not an issue
Low literacy	3	2	1	0
Some speech and language issues	3	2	1	0
Curriculum access is an issue due to learning difficulties	3	2	1	0
Number skills are weak	3	2	1	0
Has problems with personal organisation	3	2	1	0
Keeping up in many lessons is a problem	3	2	1	0
Has difficulty paying attention	3	2	1	0

Social skills and performance	Considerable influence	Important influence	Slight influence	Not an issue
Does not get on well with peers	3	2	1	0
Is easily led by dominant peers	3	2	1	0
Is subject to undesirable peer influence	3	2	1	0
Has many problems in unstructured times	3	2	1	0
Poor social communication skills	3	2	1	0
Has few leisure interests	3	2	1	0
Has been in trouble with the police	3	2	1	0
TOTAL				/21

General behaviour pattern	Considerable influence	Important influence	Slight influence	Not an issue
Has an impulsive nature	3	2	1	0
Can be somewhat aggressive	3	2	1	0
Has an established reputation from earlier years	3	2	1	0
Completing homework is a problem	3	2	1	0
There is some history of truancy	3	2	1	0
Tends to react aggressively when admonished	3	2	1	0
Has problems with a few particular teachers	3	2	1	0
TOTAL				/21

General attitude / coping	Considerable influence	Important influence	Slight influence	Not and issue
Tends to blame others for his/her actions	3	2	1	0
Generally resents authority	3	2	1	0
Finds it hard to accept praise	3	2	1	0
Is poorly motivated	3	2	1	0
Does not readily accept help	3	2	1	0
Handles criticism badly	3	2	1	0
Praise has little positive impact on behaviour	3	2	1	0
Seldom takes responsibility for actions	3	2	1	0
TOTAL				/24

Family/ parenting	Considerable influence	Important influence	Slight influence	Not an issue
Parental control of behaviour seems to be a problem	3	2	1	0
There is a lot of stress in the family	3	2	1	0
Parents do not cooperate well with school	3	2	1	0
Lives in socially disadvantaged family	3	2	1	0
Lives in a re-constructed family (single parent/ step parent)	3	2	1	0
			TOTAL	/15

Appendix 3

Evidence of action for pupils at risk of exclusion

Name of Pupil:

DOB:

School:

Attendance:

This form should be completed by a member of the school's leadership team with teacher involvement.

Supplementary information can be added to this form such as examples of Support Plans, details and minutes of meetings with parents, Boxall profiles and strategies which have been implemented over time.

<p>Please briefly outline why the pupil is at risk of exclusion:</p>

	Criteria	Supporting evidence	Impact and outcomes from this support and advice
1	Please detail any additional attendance information. <i>i.e. If the pupil has attended different schools. Please include dates</i>		

2	When did this pupil's behaviour first become a concern?		
3	<p>Has the pupil been discussed with the SENCO? What assessment has taken place and what does this show? <i>Give examples. E.g. Have you completed additional observation around the child? Have you completed any assessment around their literacy skills? Have you completed a Boxall profile and implemented strategies?</i></p>		
4	Please outline how you have implemented the school's behaviour policy.		
5	<p>Is this a pupil in care? Have you spoken to the Headteacher of the Virtual School? What support is in place through the PEP to help this pupil? <i>The Headteacher of the Virtual School should be informed of <u>any</u> exclusion of a child in care <u>prior</u> to the exclusion taking place. Please provide details of the actions agreed.</i></p>		
6	<p>Please describe the pupil's SEN status <i>E.g. First identified as SEN support, primary need, date of most recent SEN support plan, current support in place.</i></p>		

7	<p>Please describe how you have involved the parents/carers in the support and planning for this pupil? <i>Please include dates of any structured conversations, planning meetings that has taken place</i></p>		
8	<p>Does this child have enhanced provision? Does the child have an EHC? <i>How much funding is allocated? How long has this been in place? How is this funding used?</i></p>		
9	<p>Has the CARE schedule been completed? <i>Please include dates and how you have addressed the areas identified.</i></p>		
10	<p>Has the pupil been discussed with any Specialist Teacher? <i>Please include dates and detail the strategies and suggestions made and how you have acted on them.</i></p>		
11	<p>Has the pupil been discussed at consultation with an Education Psychologist? <i>Please include dates and detail the strategies and suggestions made and how you have acted on them.</i></p>		
12	<p>Has the pupil received any support from the Attendance and Behaviour Service? <i>Please detail an overview of the help provided.</i></p>		
13	<p>Have all health needs been identified and explored with referrals as appropriate? <i>E.g. Have referrals been sent and advice sought from the Orthoptist Clinic? Speech and Language Therapy Service? Has the child been referred to Woodview? Has the</i></p>		

	<i>child been referred to CAMHS? What has the advice and conclusion been? How have you implemented any strategies?</i>		
14	<i>What support is in place for the wider family? E.g. Has the family's level of need been identified? Is there a CAF? Family Support Worker? Are there any social care needs identified? Please briefly outline involvement.</i>		
15	<i>Has the pupil had any fixed term exclusions? Please include dates and reasons for exclusion and a brief outline of the reintegration plan.</i>		

Name of person completing this form:

Role in school:

Signature:

Headteacher signature:

Appendix 4 Details of PROPOSED Discretionary Funding Being Requested and Identified Outcomes. Date from To

Guidance – Element 3 funding is also known as High Needs Funding. This is the additional funding which can be requested from the Local Authority to provide additional support for a child after the Element 1 and Element 2 funding have been allocated

Area of Need	Costed Provision	Who	Whole class/ group/ individual	Outcomes (should be over a year and must be SMART)	Success Criteria at the end of one year review
Cognition and Learning					
Communication and Interaction					
Social, Emotional and Mental Health					
Sensory and Physical					

REPORT TO: Schools Forum

DATE: 13 June 2018

REPORTING OFFICER: Principal Finance Officer, Financial Management Division

SUBJECT: Dedicated Schools Grant Outturn 2017-18

WARD: Borough wide

1.0 PURPOSE OF THE REPORT

1.1 To report to the School Forum the final Dedicated Schools Grant (DSG) position for 2017-18 and note the amount of DSG carried forward into the 2018-19 financial year.

2.0 RECOMMENDATION: That the amount of unspent DSG from 2017-18 of £466,754 is carried forward into the 2018-19 financial year, be noted by the Schools Forum.

3.0 SUPPORTING INFORMATION

3.1 Each year all local authorities are required to submit a Section 251 Outturn return to the Department for Education. The authority records its total income and expenditure for the previous financial year (2017-18). This includes income and expenditure at individual school level, taken from the Consistent Financial Reporting return plus central local authority income and expenditure.

3.2 The DSG available for distribution in 2017-18 totalled £79.5M as below:

Final allocation of DSG for 2017-18	£77.9M
Plus unspent DSG from 2016-17 carried forward	<u>£ 1.6M</u>
Total DSG available in 2017-18	£79.5M

3.3 The DSG expenditure in 2017-18 totalled £79.0 as below:

Actual DSG School level expenditure	£64.3M
Actual DSG Central expenditure	<u>£14.7M</u>
Total DSG expenditure in 2017-18	£79.0M

3.4 The unspent DSG from 2017-18 brought forward into 2018-19 is therefore £0.5M as below:

Total DSG available in 2017-18	£79.5M
Total DSG expenditure in 2017-18	<u>£79.0M</u>
Total DSG brought forward into 2018-19	£ 0.5M

3.5 The balance of DSG has already been substantially committed and allocated for spend in 2018/19. This includes:

- Pupil Referral Centres - £0.260m
- Wade Deacon SLA - £0.053m
- Education & Skills Funding Agency - £0.104m
- High Needs - £0.050m

3.6 Regular monitoring meetings will continue over the course of the year to identify areas of concern and in order to put in place ways of minimising the risk of overspending against the available allocation.

4.0 FINANCIAL IMPLICATIONS

4.1 The Council are required to ensure that Dedicated Schools Grant funding is allocated towards school expenditure and that an element retained centrally is earmarked towards services supporting schools. The balance of DSG unspent as at 31 March 2018 will contribute towards schools and services achieving a balanced budget position for 2018/19.

5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

5.1 The Local Authority must discharge its statutory responsibilities in relation to all schools and settings.

6.0 RISK ANALYSIS

6.1 Given the level of public spending austerity since 2010 this is resulting in increased pressure on school budgets. Financial support is offered to schools and the Council will continue to monitor the level of DSG spend throughout the year to mitigate against the risk of overspending against available funding.

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 The Local Authority must discharge its statutory responsibilities in relation to all schools and settings.

8.0 LIST OF BACKGROUND PAPES UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

8.1 None.

REPORT TO: Schools Forum

DATE: 13 June 2018

REPORTING OFFICER: Operational Director – Education,
Inclusion and Provision

SUBJECT: Central Budgets

WARD Borough- wide

1.0 PURPOSE OF THE REPORT

1.1 This report seeks to provide a summary of the central budgets for included in the Central School Services Block, Early Years Block and High Needs Block.

2.0 RECOMMENDATION: That the Forum note the report.

3.0 SUPPORTING INFORMATION

3.1 At the School Forum meeting on 21st March 2018 a request was to see the total budgets centrally figure for each of the four blocks. Funding is centrally managed for three of the blocks; the Central School Services Block, Early Years Block and High Needs Block. A summary is provided below for each block.

Central School Services Block	Budget	Comment
Safeguarding	47,100	Contribution to Safeguarding Post
Teachers Panel	19,460	Trade Union Support
Licences	98,550	Paid by the EFSA on behalf of schools & recharged
ESG Retained Duties (all school)		(statutory responsibilities DSG funded)
Staffing and Recharges for Strategic Responsibilities	277,762	0.25 of Strategic Director, 0.3 of Operational Director, 10% of DM Place Planning and Provision, 5% of School Improvement Lead for SACRE and £6440 contribution to the officer dealing with Complaints)
ESG General Duties		(maintained schools only)
Staffing	55,683	Capital Officer plus Finance support of 0.5, 0.5% Finance
Health and Safety	114,000	
De-delegated budgets		(maintained schools only)
Dismissal	127,000	

FSM eligibility	6520	Free School Meal eligibility
Contingency	198,780	
Staff Responsibility	25,470	Public Duties, suspension etc

3.2 It has been agreed that the costs of previously agreed premature retirements be funded from the central carry forward contingency for 2018/2019.

Early Years Centrally Retained Block	Budget	Comment
Staffing and Supplies and Services Costs	153,730	3 early years team members covering Safeguarding and Welfare, Training and Support Finances and sufficiency plus supplies and Services
Premises Costs	24,210	
Transport	3,000	
Contribution to Early Intervention	50,000	contribution to 2 members of staff
Contribution to Capital Support	5,000	
Total	235,940	
Support for 2 Years Old	44,250	1 member of staff plus supplies and services

3.3 No more than 5% can be centrally retained by the Local Authority in terms of Early Years.

High Needs Central Spend Block	Budget	Comment
Assessment and Provision Services	385,960	Divisional Manager Inclusion and Assessment Manager and 6 FTE Assessment Co-ordinators plus resources
Sensory Services	299,990	7 specialist staff covering Visual Impairment & Hearing Impairment plus resources
Cognition and Learning Service	115,720	2 specialist staff plus resources
Communication and Interaction	206,350	3 specialist plus resources plus SLA with Brookfields School
Home Tuition	283,500	1 specialist plus casual home tutors and premises costs and resources
Psychology Service	86,400	Covers 1 FTE from the team plus resources
Commissioning Manager	50,770	approved by School Forum
Independent School Fees	2,412,450	
Inter Authority Fees	175,000	
Post- 16 High Needs	769,000	includes top up funding for Riverside College and other independent post-16 providers
Specialist Equipment	20,000	equipment for specialist equipment in special schools

Top Up Funding	1,000,000	includes top up for EHCP & Discretionary top up
Behaviour Support Team	255,870	
Total	6,061,010	

4.0 FINANCIAL IMPLICATIONS

- 4.1 The carry forward has been used to fund the ongoing costs of the premature retirement of school staff in 2018/2019. The initial estimate of £260,000 continues to decrease annually. It is unlikely there will be sufficient carry forward to meet these costs in future years.
- 4.2 The schools contingency budget is only available for maintained schools. Over the last few years there has been an increase in the number of schools applying for financial support. This places pressure on this budget.
- 4.3 Numbers of children and young people placed in independent and other Local Authority provision remains high and in many cases very expensive.
- 4.4 There is limited funding available for discretionary top up funding.

5.0 RISK ANALYSIS

- 5.1 There is insufficient funding to meet the costs of ongoing premature retirements. A review of funding is undertaken to identify alternative funding sources for 2019 onwards.
- 5.2 Although there has been an increase in schools experiencing financial difficulty in 2018/2019, the DFE have advised that there will be additional funding available to Halton as part of the transition to the National Funding Formula in 2019/2010.
- 5.3 The role of the dedicated SEND Commissioner will be to reduce the costs and the level of independent placements. The independent review of SEND will identify current and future need and how best this need can be met within the resources available.

6.0 EQUALITY AND DIVERSITY ISSUES

- 6.1 The Local Authority must discharge its statutory responsibilities in relation to all schools and settings.

7.0 LIST OF BACKGROUND PAPES UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

- 7.1 None.

REPORT TO: Schools Forum

DATE: 13 June 2018

REPORTING OFFICER: Strategic Director – People

SUBJECT: Schools Capital Update – 2018/19

WARD: Borough-wide

1.0 PURPOSE OF THE REPORT

- 1.1 This report provides an update on the receipt of funding via the Healthy Pupil Capital Fund (HPCF), additional capital works required for 2018/19 at Ashley School and Simms Cross Primary Schools, and the proposals for additional resource base provision at two of Halton's primary schools to accommodate and support children with Social, Emotional and Mental Health needs.
- 1.2 A report is being submitted to the Council's Executive Board on 14th June 2018 asking them to note the Healthy Pupil Capital Funding, approve the proposed works at Ashley School and Simms Cross Primary School, and approve the proposals regarding the Social Emotional and Mental Health resource bases at the two of Halton's primary schools.

2.0 RECOMMENDATION: That

- 1) The Healthy Pupil Capital Fund (HPCF) and application procedure for 2018/19 is noted;**
- 2) The proposals for capital works at Ashley School and Simms Cross Primary School, funded from the Basic Need Capital funding are noted; and**
- 3) The proposals regarding the provision of Social, Emotional and Mental Health Resource Bases at Beechwood Primary School and Halton Lodge Primary School, together with the publishing of statutory notices are noted.**

3.0 Healthy Pupil Capital Fund (HPCF)

- 3.1 The Council's Executive Board received a report on 18th January 2018 (minute 89 refers) regarding receipt of The Healthy Pupils Capital Funding for 2018/19 as a result of £100m of revenue generated from the Soft Drinks Industry Levy. In March 2018 the Department for Education confirmed Halton's allocation of £70,362. This funding is for one financial year only and is to be used to improve children's and young people's physical and mental health, by improving and increasing availability to facilities for physical activity, healthy eating, mental health and well-being and medical conditions.

- 3.2 The funding will be distributed equally to Halton's Community and Voluntary Controlled Nursery, Primary and Special Schools. Schools will be required to complete an application form outlining the project confirming how it meets the grant conditions, once the works are completed and copy invoices submitted, the funding will be released to the school. Schools may if they wish make their own financial contribution towards any project.

4.0 Additional capital work requirements

4.1 Ashley School remodelling

Following discussions with the Head Teacher at Ashley School it is recommended that some internal remodelling of the school is undertaken to allow for an enhanced learning environment for the pupils at the school. The proposed works involve re-designation of some of the current areas and provision of equipment to three rooms, together with the proposal to divide a currently large activity space in the 6th form into two separate classrooms divided by a concertina door. These works will allow for a more flexible approach for the school in delivering the curriculum and in supporting the needs of the pupils at the school. The estimated cost of this works is circa £70,000. Funding for these works will come from Basic Need Funding and a school contribution.

4.2 Simms Cross remodelling

The Local Authority has been in discussion with the Head Teacher and Chair of Governors at the School with a view to further improving the suitability and condition of the current accommodation at the school. In discussion with the school it is recommended that works should be undertaken to enhance the school environment including the installation of toilets between the two reception classrooms, the conversion of a shower room to a disabled toilet, remodelling and refurbishment of the nursery area within the school and relocation of the Resource Base.

On the 18th January 2018, the Council's Executive Board approved the capital programme which included capital repairs and also a budget for access initiative works (minute 89 refers). The capital repairs programme included lighting works to the nursery area of Simms Cross primary School. Access funding will be utilised to fund some of the works, along with a contribution from the school.

The estimated cost of the works is £122,000. It is anticipated that there will be sufficient School Condition Allocation (SCA) budget previously approved by Executive Board available to fund this works, however, should there be a shortfall of funding, Basic Need monies will need to be utilised.

4.3 Social Emotional and Mental Health Resource Bases at Beechwood Primary School and Halton Lodge Primary School

- 4.4 Elected Members were advised at the Executive Board meeting on 18th January 2018 that the Department for Education had announced Special Provision Capital Funding for local authorities to invest in provision for children and young people with Special Educational Needs and Disabilities,

with funding for a range of provision types where this would benefit children and young people with Education Health and Care plans. The funding was due to commence in 2018/19, with Halton's allocation over a three year period being £500,000 released in three payments over the three years.

- 4.5** Following widespread consultation it was determined that Halton had a need for specific Social, Emotional and Mental Health provision within borough, and expressions of interest were sought from schools graded Good or better by Ofsted. Five primary schools expressed an interest and following submission of proposals by those schools, and an interview process, it was recommended that two specific resource bases for children in Foundation and Key Stage 1 be proposed at Beechwood Primary School and Halton Lodge Primary School.

The provision will be through additional accommodation at those schools, and this accommodation is being built to specifically support children with Social, Emotional and Mental Health needs and will be funded via the Special Provision Capital Funding, provided by the Department for Education. It is intended that these resource bases will align to the existing Social, Emotional and Mental Health Bases within Key Stage 2 provision.

Attached to this report are the proposed Statutory Notices for both schools which will be subject to Executive Board approval.

5.0 POLICY IMPLICATIONS

- 5.1 The programme of works will allow the Council to continue to meet its requirements to enhance the school environment through capital projects via specifically targeted funding.

6.0 FINANCIAL IMPLICATIONS

- 6.1 Local Authorities receive Basic Need funding from the Department for Education to ensure sufficient pupil places but the funding can also be used to address significant modernisation and suitability issues within schools if there are no forecasted Basic Need issues. The total Basic Need funding available is £270,551. Funding for the Social, Emotional and Mental Health provision, and for the Healthy Pupil capital works is provided direct by the Department for Education. By introducing Foundation Stage and Key Stage 1 Social, Emotional and Mental Health provision within borough, this will help to reduce the need for expenditure at independent provisions.

7.0 OTHER IMPLICATIONS

None.

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

- 8.1 None.

STATUTORY PROPOSAL FOR PRESCRIBED ALTERATIONS TO PROVIDE SPECIAL EDUCATIONAL NEEDS PROVISION IN A MAINSTREAM SCHOOL

1. Proposal relating to:

Beechwood Primary School, Grasmere Drive, Beechwood, Runcorn, Cheshire WA7 2TT

Proposer: Halton Borough Council, Kingsway, Widnes WA8 7QF

2. Description of Proposed Significant Change:

The proposed significant change will be the establishment of a Resource Base for up to six pupils in Foundation/Key Stage 1 with Social, Emotional and Mental Health (SEMH) difficulties at Beechwood Primary School, Grasmere Drive, Beechwood, Runcorn, Cheshire WA7 2TT

3. Evidence of Demand for Places

Following a review of special educational needs provision across Halton, it was determined, through consultation, that there was a requirement for additional provision within Halton for children with Social, Emotional and Mental Health needs. This proposed provision is intended to assist in pupils remaining within borough for their educational provision.

4. Objectives of the Proposal and Educational Standards, and Impact on Parental Choice

The overall objective of the proposal is to establish a Resource Base for Foundation/Key Stage 1 Pupils with Social, Emotional and Mental Health (SEMH) needs. The proposed provision will be appropriately resourced to ensure that the children placed within the base will be supported in achieving their educational outcomes.

This proposed resource base will allow the Council and parents/carers the option to place children within local provision, rather than in independent provision.

5. Effect on other Education Establishments in the Area

There will not be any effect on other educational establishments in the area.

6. Project costs and Value for Money

If the proposal for this provision is agreed, funding for the additional accommodation will be provided directly through Department for Education Grant Funding. Any building works will be subject to the Councils Financial Standing Orders and Procurement processes to ensure value for money.

7. Implementation and any proposed stages for implementation

It is intended that any new provision will be implemented in time for the September 2019 academic year.

8. Procedure for Responding to this Proposal

Within four weeks from the date of publication of this proposal, i.e. by Wednesday 25th July 2018, any person wishing to submit any comments either in support of, or objecting to the proposal may do so by using the online consultation response form for Beechwood Primary School which can be found at www.halton.gov.uk/RBconsultation.

Alternatively, you can request any of the proposal details and respond to this consultation in writing to Mr M Reaney, Operational Director Legal and Democratic Services, Municipal Building, Kingsway, Widnes WA8 7QF.

Applicable legislation: The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013.

STATUTORY PROPOSAL FOR PRESCRIBED ALTERATIONS TO PROVIDE SPECIAL EDUCATIONAL NEEDS PROVISION IN A MAINSTREAM SCHOOL

1. Proposal relating to:

Halton Lodge Primary School, Grangeway, Runcorn, Cheshire WA7 5LU

Proposer: Halton Borough Council, Kingsway, Widnes WA8 7QF

2. Description of Proposed Significant Change:

The proposed significant change will be the establishment of a Resource Base for up to six pupils in Foundation/Key Stage 1 with Social, Emotional and Mental Health (SEMH) difficulties at Halton Lodge Primary School, Grangeway, Runcorn, Cheshire WA7 5LU

3. Evidence of Demand for Places

Following a review of special educational needs provision across Halton, it was determined, through consultation, that there was a requirement for additional provision within Halton for children with Social, Emotional and Mental Health needs. This proposed provision is intended to assist in pupils remaining within borough for their educational provision.

4. Objectives of the Proposal and Educational Standards, and Impact on Parental Choice

The overall objective of the proposal is to establish a Resource Base for Foundation/Key Stage 1 Pupils with Social, Emotional and Mental Health (SEMH) needs. The proposed provision will be appropriately resourced to ensure that the children placed within the base will be supported in achieving their educational outcomes.

This proposed resource base will allow the Council and parents/carers the option to place children within local provision, rather than in independent provision.

5. Effect on other Education Establishments in the Area

There will not be any effect on other educational establishments in the area.

6. Project costs and Value for Money

If the proposal for this provision is agreed, funding for the additional accommodation will be provided directly through Department for Education Grant Funding. Any building works will be subject to the Councils Financial Standing Orders and Procurement processes to ensure value for money.

7. Implementation and any proposed stages for implementation

It is intended that any new provision will be implemented in time for the September 2019 academic year.

8. Procedure for Responding to this Proposal

Within four weeks from the date of publication of this proposal, i.e. by Wednesday 25th July 2018, any person wishing to submit any comments either in support of, or objecting to the proposal may do so by using the online consultation response form for Halton Lodge Primary School which can be found at www.halton.gov.uk/RBconsultation.

Alternatively, you can request any of the proposal details and respond to this consultation in writing to Mr M Reaney, Operational Director Legal and Democratic Services, Municipal Building, Kingsway, Widnes WA8 7QF.

Applicable legislation: The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013.