



Schools Forum

**Wednesday, 16 June 2021 4.00 p.m.
To be held remotely, please contact Clerk
for access**

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, 13 October 2021*

**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, 24 February 2021 held remotely

Present: Councillor T. McInerney (Observer)
 A. Jones, Democratic Services, HBC
 A. McIntyre, Education, Inclusion & Provision, HBC
 A. Jones, Financial Management, HBC
 N Shafiq, Financial Management, HBC
 K. Landrum, (Chair) Primary School with a Nursery Representative
 A. Brown, Nursery Schools Representative
 J. O'Connor, PVI Representative
 J. Coughlan, Primary Representative - Infant School
 N. Hunt, Pupil Referral Unit Representative
 E. Haver, Special Academy Representative
 J. McConville, Secondary Academy Representative
 H. Austin, Community Special Schools Representative
 L. Roberts, Small Primary Representative
 T. Nairn, PVI Representative
 E. Hall, All Through School Representative (sub)

Action

SCF19 APOLOGIES FOR ABSENCE

Apologies had been received from Jim Wilson and Thalia Bell.

SCF20 MINUTES

The minutes of the meeting held on 20 January 2021 were agreed as a correct record subject to noting Nigel Hunt had submitted apologies in advance of the meeting.

SCF21 MEMBERSHIP UPDATE

The Forum received an update on the current membership of the Forum, which was noted.

RESOLVED: That the Forum confirms and notes the updated to membership as outlined in the report.

SCF22 DSG FORECAST OUTTURN 2020-21

The Forum received the Dedicated Schools Grant (DSG) forecast outturn for 2020-21.

It was reported that the DSG allocation for 2020-21 was £122,099,358 and was broken down as follows:

Schools Block	£92,581,025
Central School Services Block	£ 665,450
High Needs Block	£19,004,582
Early Years Block	£ 9,848,301

The report provided details on the forecast for each of the above blocks and Appendix A gave a detailed breakdown of the budgets, forecast and variances. It was noted that the DSG as at March 2021 was forecast to be £1,502,421 in deficit, largely due to the pressures on the High Needs block as described in paragraph 3.4.

Representatives were requested to decide on whether to carry over £100k unspent funding and use against the High Needs overspend or add this to the contingency for next year. A vote was cast and the majority voted to carry the amount over to next year as part of the contingency.

The Forum discussed the ongoing matter of promoting inclusion within schools. The processes for addressing challenging behaviour within schools was being revised and relaunched and would be introduced across all schools. There was a need for more flexible packages for children so they could be accommodated within mainstream schools and this would reduce the reliance on costly specialist provision. It was reported that until the Borough had its own SEMH provision, interim arrangements were progressing with an SEMH provider who would use temporary accommodation to deliver this.

RESOLVED: That Schools Forum

- 1) notes the report; and
- 2) agrees that the £100k underspend from this year be carried over to next year's contingency budget.

Financial
Management,
HBC

SCF23 EARLY YEARS BLOCK FUNDING FOR 2021-22

The Forum received the Early Years Block funding for 2021/22.

Officers advised that the Dedicated Schools Grant (DSG) settlement was announced on 17 December 2020, giving an indicative allocation of £9,862,865 for the Early Years Block. Halton was continuing to follow the Early Years funding formula with a universal base rate for all sectors, a deprivation factor using IDACI and the quality

factor for staff across all sectors who were qualified at Level 5 and above.

It was announced that the hourly rate received by Halton from the DfE for the provision of free entitlement to 3 and 4 year olds remained at £5.12 and the rate for the provision of free entitlement to 2 year olds had increased by 0.8p per hour to £5.44.

Since the publication of the agenda, work on the funding formula had started and this was presented to the Forum, together with the proposed centrally retained budgets which the Forum were asked to approve.

The Chair thanked the Finance Department and the Education Department for their support for Early Years providers.

RESOLVED: That Schools Forum

- 1) note the report; and
- 2) agree the centrally retained budgets presented in the appendix.

SCF24 HIGH NEEDS BLOCK FUNDING FOR 2021-22

The Forum received the High Needs Block funding for 2021-22. This was £18,554,788 after recoupment for per place funding in academies and independent special schools.

The details of the allocation of the High Needs Block were attached at appendix A and the Forum was requested to approve the centrally retained budgets.

Representatives noted that for 2021-22 a transfer from the Schools Block to the High Needs Block was not requested. However if a deficit balance from 2020-21 could not be cleared in 2021-22, then there will be no choice but to request a transfer from schools and Schools Forum for 2022-23.

The Forum was advised that the Department for Education had opened a consultation on the National Funding Formula for High Needs for 2022-23 and beyond. All were encouraged to take part and give their opinions.

RESOLVED: That Schools Forum

- 1) note the report; and
- 2) agree the centrally retained budgets as per the appendix.

SCF25 CENTRAL SCHOOL SERVICES BLOCK (CSSB) 2021-22

The Forum received the Central School Services Block funding for 2021-22.

The grant allocation to the CSSB for 2021-22 was £698,973 which was an increase of £33,523 from 2020-21. The proposed budgets to be funded from the CSSB were presented in paragraph 3.2, against the amounts for the previous year.

It was noted that there was an 11.56% increase in the charge for licences for maintained schools, which are purchased by the DfE and recharged to local authorities. Further, there may be a reduction in exclusions income, as these are lower this year due to the Pandemic.

It was proposed that the unallocated balance of £145,536 be set to the DSG contingency until later in the year when it could be decided how best it could be used.

RESOLVED: That Schools Forum

- 1) notes the report; and
- 2) agrees the Central School Services Block budgets.

SCF26 HALTON SCHEME FOR FINANCING SCHOOLS UPDATE

The Forum received the proposed changes and consultation to the Halton Scheme for Financing Schools (SFFS) for March 2021.

It was reported that the Department for Education issues updates to Schemes for Financing Schools on a regular basis, which local authorities are required to consider or implement. A consultation was required with all maintained schools on the proposed changes prior to requesting approval from Schools Forum.

Representatives were advised of the proposed changes in the document attached at Appendix A, where the changes were highlighted in red font. It was noted that the SFFS was sent to all maintained schools on Monday 25 January with a deadline for responses 10 February 2021;

unfortunately, no responses were received.

RESOLVED: That the Forum

- 1) notes the report and consultation; and
- 2) agrees the proposed changes to Halton's Scheme for Financing Schools, effective immediately.

Financial
Management,
HBC

Meeting ended at 5.05 p.m.

REPORT TO: Schools Forum

DATE: 16th June 2021

REPORTING OFFICER: Operational Director - Finance

SUBJECT: School Balances 2020-21

WARDS: Borough wide

1.0 PURPOSE OF THE REPORT

- 1.1 To report to the Schools Forum the level of funding brought forward from 2020-21 by Halton Maintained Schools.

2.0 RECOMMENDATION: That

- 2.1 The report is noted.
- 2.2 That the Schools Forum decides if any schools are to provide further information regarding their high balance.

3.0 SUPPORTING INFORMATION

- 3.1 While balances are still reported to the Schools Forum, no excess surplus balance limits are in place. However, the Schools Forum retains the right to require schools to provide further information as to how their balance will be spent should they so decide.
- 3.2 The Individual School Budget balances for Halton maintained schools at the end of 2020-21 is £7,147,819. This is an increase of £2,601,375 compared to the balances for 2019-20. However, it should be noted that not all schools ended the year with a surplus balance, 2 had a deficit balance and of the other 49 schools, 5 had a lower surplus than last year.
- 3.3 For the maintained nursery schools, balances have increased by £24,169 to £144,598.
- 3.4 For maintained primary schools, balances have increased by £2,603,384 to £6,564,365.
- 3.5 For maintained secondary schools, balances have increased by £11,434 to £193,112.
- 3.6 For maintained special schools, balances have decreased by £37,613 to £245,744.
- 3.7 Appendix A shows the balances for each maintained school, along with their 2019-20 balance for comparison.

3.8 The balances of Devolved Formula Capital grant for maintained schools has increased by £6,815.

3.9 Appendix B shows the balances for each maintained school, along with their 2019-20 balance for comparison.

4.0 FINANCIAL IMPLICATIONS

4.1 It is pleasing to note that overall school balances have increased. The higher school balances are in part due to favourable allocations at the start of the year as well as limited spend on controllable items due to various lockdown periods throughout the year.

5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

5.1 Children & Young People in Halton

It is essential that schools receive sufficient funding to allow them to support all children and young people.

5.2 Employment, Learning & Skills in Halton

None.

5.3 A Healthy Halton

None.

5.4 A Safer Halton

None.

5.5 Halton's Urban Renewal

None.

6.0 RISK ANALYSIS

6.1 Schools continue to face increasing cost pressures although we are now seeing the full NFF funding coming through to Halton. While the Department for Education have set up a financial support package for schools to cover certain additional costs due to the Covid-19 pandemic, it does not cover loss of income. For some schools this is a considerable amount and will only serve to further increase budgetary pressures.

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 None.

Maintained School Balances 2020-21

Appendix A

	2020-21	2019-20
Nursery Schools		
5001 Ditton Nursery School	46,282	35,317
5002 Birchfield Nursery School	14,464	30,014
5003 Warrington Road Nursery School	83,852	55,098
Nursery Total	144,598	120,429
Primary Schools		
5100 St Mary's CE Primary	362,411	266,228
5101 St Edwards Catholic Primary	131,006	68,758
5102 Weston Point Community Primary	244,557	158,410
5105 Victoria Road Primary School	150,101	74,827
5106 Weston Primary School	134,670	80,146
5107 St Clements Catholic Primary School	75,508	45,009
5108 Westfield Primary School	117,287	36,040
5109 Halton Lodge Primary School	130,765	54,110
5110 Castle View Primary School	142,160	91,604
5111 Astmoor Primary School	23,116	32,894
5112 The Brow Community Primary	219,132	66,867
5113 Woodside Primary School	156,092	52,014
5114 The Holy Spirit Catholic Primary	74,604	(4,632)
5116 Pewithall Primary School	71,653	31,443
5118 Hallwood Park Primary School	97,331	12,275
5120 Runcorn All Saints Ce Primary	55,246	8,136
5121 Our Lady Mother of the Saviour Catholic Primary	222,782	172,101
5122 Hillview Primary School	107,655	60,755
5123 Beechwood Primary School	67,844	57,811
5125 Brookvale Primary School	394,374	325,148
5126 St Martins Cath Primary School	30,022	(9,099)
5127 Murdishaw West Comm Primary School	99,160	69,568
5128 Gorsewood Primary School	247,318	131,875
5129 St Berteline's CE Primary	163,494	68,081
5130 Windmill Hill Primary School	293,891	130,536
5132 Moore Primary School	113,233	60,286
5133 Hale CE Vol Contr Primary	94,903	19,295
5134 St Bedes Catholic Junior School	109,959	28,113
5135 St Bedes Catholic Infant School	177,666	164,500
5137 St Michael's Catholic Primary School	169,207	130,514
5138 Farnworth CE Controlled Primary	150,330	49,422
5139 Halebank CE Voluntary Controlled Primary	175,798	164,767
5140 St Gerard's Catholic Primary & Nursery	227,341	174,487
5142 Simms Cross Primary School	48,561	95,512
5144 Oakfield Primary School	143,266	65,631
5146 Moorfield Primary School	72,069	18,336
5148 Our Lady Of Perpetual Succour Primary	121,201	113,207
5149 St Basils Catholic Primary	292,750	184,832
5150 All Saints Upton CE Voluntary Controlled Primary	49,786	14,831
5151 Fairfield Primary	298,901	278,808
5153 Lunts Heath Primary School	191,564	100,027

5154 St John Fisher Catholic Primary	315,649	217,507
Maintained Primary Total	6,564,365	3,960,980
Secondary Schools		
5301 St Chads Catholic High School	(94,723)	(114,239)
5312 St Peter & Paul Catholic High	415,098	278,663
5313 The Bridge School PRU	365,507	189,191
5315 The Bridge - Astmoor Skill Centre	(492,770)	(171,937)
Maintained Secondary Total	193,112	181,678
Special Schools		
5401 Ashley School	38,628	40,593
5402 Chesnut Lodge Special School	207,116	242,764
Maintained Special Total	245,744	283,357
Grand Total	7,147,819	4,546,444

Devolved Formula Capital Grant year end balances 2020-21

Appendix B

2020-21 2019-20

Nursery Schools

5591 Ditton Nursery Non LMS	6,104	9,009
5592 Birchfield Nursery Non LMS	947	3,777
5593 Warrington Road Non LMS	130	13,192
Maintained Nursery DFC Total	7,181	25,978

Primary Schools

5502 Weston Point Non LMS	18,923	19,729
5505 Victoria Road Non LMS	1,152	6,189
5506 Weston Non LMS	9,842	3,716
5508 Westfield Non LMS	779	9,707
5509 Halton Lodge Non LMS	12,039	15,777
5510 Castle View Non LMS	6,594	13,561
5511 Astmoor Non LMS	11,094	5,701
5512 The Brow Non LMS	7,431	4,481
5513 Woodside Non LMS	10,894	8,044
5516 Pewithall Non LMS	370	5,500
5518 Hallwood Park Non LMS	9,817	14,775
5522 Hillview Non LMS	2,981	7,445
5523 Beechwood Non LMS	3,522	3,520
5525 Brookvale Primary Non LMS	9,288	6,079
5527 Murdishaw West Non LMS	379	210
5528 Murdishaw Gorsewood Non LMS	10,009	3,883
5530 Windmill Hill Non LMS	11,363	9,689
5532 Moore Non LMS	6,632	4,482
5533 Hale Non LMS	20,628	16,956
5538 Farnworth Non LMS	23,681	19,455
5539 Halebank Non LMS	7,249	2,236
5542 Simms Cross Non LMS	13,317	15,116
5544 Oakfield Primary Non LMS	781	558
5546 Moorfield Non LMS	974	5,825
5550 All Saints Upton Non LMS	14,681	21,009
5551 Fairfield Junior Non LMS	18,584	8,127
5553 Lunts Heath Non LMS	8,399	0
Maintained Primary DFC Total	241,403	231,770

Secondary Schools

5595 The Bridge School PRU Non-LMS	8,241	2,655
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Special Schools

5581 Ashley School Non LMS	2,965	(4,545)
5582 Chesnut Lodge Non LMS	14,276	11,393
Maintained Special DFC Total	17,241	6,848

Grand Total	274,066	267,251
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REPORT TO: Schools Forum

DATE: 16th June 2021

REPORTING OFFICER: Operational Director - Finance

SUBJECT: DSG Outturn for 2020-21

WARDS: Borough wide

1.0 PURPOSE OF THE REPORT

To report to the Schools Forum the Dedicated Schools Grant Outturn for 2020-21.

2.0 RECOMMENDATION: That

- 2.1 The deficit balance of DSG from 2020-21 of £995,742 is carried forward into the 2021-22 financial year to be noted by Schools Forum.

3.0 SUPPORTING INFORMATION

3.1 Grant settlement

The final amount of DSG allocated to Halton for 2020-21 was £122,099,358 split as follows:

Schools Block	£92,581,025
High Needs Block	£19,004,582
Early Years Block	£9,848,301
Central School Services Block	£665,450

3.2 DSG Expenditure

Schools Block:

As we did not request a transfer to the High Needs Block for 2020-21, the full amount of £92,581,025 was devolved to schools and academies through the funding formula. We are fully following the National Funding Formula and using those cash values except for the Lump Sum factor, which was increased to ensure the whole of the Schools Block, was devolved.

High Needs Block:

The actual overspend for HN block came to £1,599,137 and compared to the forecast outturn for the HN block reported in February which was £1,723,111 forecasted overspend we have a difference of £123,974 reduction. The key areas of overspend include Top up funding which overspent by £1,263,734 and the Independent Special Schools which was overspent by £1,108,429. Overall this has been offset by underspends across various other High Needs central service areas.

Early Years Block:

The actual outturn overspend for EY block came slightly lower at £7,522 than the £8,221, which was reported in February. The Free entitlement provision for 3 & 4 year olds came in £133,893 under budget while the provision for 2 year olds came in £13,623 over budget.

Central School Services Block:

The CSSB was underspent by £458,710 primarily due to adjustments actioned at year-end that effected centrally retained spend items and have been included here.

A breakdown of the 2020-21 outturn position is shown in Appendix A.

3.3 Outturn position

In-year DSG has overspent by £1,132,206 and taking into consideration the carry forward balance of £136,464 from the previous financial year we have a total DSG deficit of £995,742 to be carried forward into 2021-22.

4.0 FINANCIAL IMPLICATIONS

4.1 The Council is required to ensure that DSG funding is allocated in accordance with the regulations attached to each block of DSG. The balance of unspent DSG as at 31st March 2020 will contribute towards budget pressures in 2020-21.

5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

5.1 Children & Young People in Halton

It is essential that schools and education support services receive sufficient funding to allow them to support all children and young people.

5.2 Employment, Learning & Skills in Halton

None.

5.3 A Healthy Halton

None.

5.4 A Safer Halton

None.

5.5 Halton's Urban Renewal

None.

6.0 RISK ANALYSIS

- 6.1 The Council will continue to closely monitor the level of DSG spend throughout the year to mitigate against the risk of overspend 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.

Summary

	Original budget	Current budget	Actual Outturn	Variance
Schools Block	£ 92,581,025	£ 92,581,025	£ 92,581,025	£ -
Central Schools Services Block	£ 665,450	£ 566,230	£ 107,520	£ 458,710
Early Years Block	£ 9,848,301	£ 9,770,773	£ 9,762,552	£ 8,221
High Needs Block	£ 16,059,625	£ 16,155,582	£ 17,754,719	-£ 1,599,137
DSG carry forward (central)	£ 136,464	£ 136,464	£ -	£ 136,464
Total DSG	£ 119,290,865	£ 119,210,074	£ 120,205,816	-£ 995,742

Schools Block

Primary (before de-delegation)	£ 47,869,844	£ 47,869,844	£ 47,869,844	£ -
Secondary (before de-delegation)	£ 44,711,181	£ 44,711,181	£ 44,711,181	£ -
Total Schools Block	£ 92,581,025	£ 92,581,025	£ 92,581,025	£ -

Central Schools Services Block

Safeguarding post contribution	£ 37,680	£ 37,680	£ 27,451	£ 10,229
Licences	£ 104,480	£ 104,480	£ 104,481	-£ 1
Teachers Panel	£ 19,460	£ 19,460	£ -	£ 19,460
Premature Retirement costs	£ 501,930	£ 501,930	£ 469,416	£ 32,514
Transfer to High Needs Block	£ 99,220	£ -	£ -	£ -
Exclusions Income	-£ 149,040	-£ 149,040	-£ 15,054	-£ 133,986
Inter Authority Income	-£ 252,890	-£ 252,890	-£ 265,884	£ 12,994
Staff Responsibilities (de-del)	£ 25,500	£ 25,500	£ 25,564	-£ 64
FSM Eligibility contribution (de-del)	£ 6,510	£ 6,510	£ 6,510	£ -
Dismissals Costs (de-del)	£ 127,150	£ 127,150	£ 159,454	-£ 32,304
Schools Contingency (de-del)	£ 198,780	£ 198,780	£ 198,780	£ -
DSG Contingency	£ -	£ -	-£ 547,517	£ 547,517
De-delegated income	-£ 357,940	-£ 357,940	-£ 357,940	£ -

Former ESG Retained Duties

Revenue budget preparation/Formulation and review of LA schools funding formula	£ 84,450	£ 84,450	£ 84,450	£ -
Director of children's services/Planning for the education service as a whole	£ 89,890	£ 89,890	£ 88,629	£ 1,261
Admissions service contribution	£ 8,910	£ 8,910	£ 8,910	£ -
SACRE	£ 2,970	£ 2,970	£ 2,970	£ -
Investigation of Complaints contribution	£ 8,530	£ 8,530	£ 8,530	£ -
Administrative costs and overheads	£ 109,860	£ 109,860	£ 109,860	£ -

Former ESG General Duties

Budgeting and accounting functions relating to m:	£ 21,970	£ 21,970	£ 21,970	£ -
Asset Management contribution	£ 47,800	£ 47,800	£ 46,740	£ 1,060
Health & Safety contribution	£ 61,230	£ 61,230	£ 61,200	£ 30
De-delegated income	-£ 131,000	-£ 131,000	-£ 131,000	£ -

Total Central Schools Services Block

	£ 665,450	£ 566,230	£ 107,520	£ 458,710
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Early Years Block

Nursery Schools	£ 1,026,746	£ 1,111,969	£ 1,111,969	£ -
Nursery Units	£ 474,630	£ 468,498	£ 468,498	£ -
PVI - 3 & 4 yo provision	£ 6,401,510	£ 6,401,510	£ 6,267,617	£ 133,893
Early Years Pupil Premium	£ 142,773	£ 142,775	£ 142,773	£ 2
Disability Access Fund	£ 53,505	£ 53,505	£ 53,253	£ 252
2 yo provision	£ 1,431,840	£ 1,431,840	£ 1,445,463	-£ 13,623
EYFS Business Rates	£ 24,210	£ 24,210	£ 23,707	£ 503
EY Inclusion Funding	£ 40,000	£ 40,000	£ 40,806	-£ 806
Staffing - 2, 3 & 4 yo provision	£ 169,340	£ 169,340	£ 158,079	£ 11,261
Supplies & Services - 2, 3 & 4 yo provision	£ 7,000	£ 7,000	£ 387	£ 6,613
Contribution to IWIST	£ 50,000	£ 50,000	£ 50,000	£ -
EY contingency	£ 26,745	-£ 129,874	£ -	-£ 129,874
Total Early Years Block	£ 9,848,299	£ 9,770,773	£ 9,762,552	£ 8,221

High Needs Block

Special Schools & Academies	£	5,109,893	£	5,109,893	£	5,109,893	£	-
Resource Bases	£	1,186,633	£	1,186,633	£	1,186,633	£	-
PRU	£	1,500,000	£	1,500,000	£	1,500,000	£	-
Top-up funding	£	1,300,000	£	1,300,000	£	2,563,734	-£	1,263,734
Special Schools Equipment	£	20,000	£	20,000	£	3,198	£	16,802
Specialist Provision:								
Visually Impaired	£	122,970	£	122,970	£	49,598	£	73,372
Cognition & Learning	£	126,540	£	126,540	£	109,450	£	17,090
Communication, Language & ASD	£	107,840	£	107,840	£	93,521	£	14,319
Hearing Impaired	£	210,020	£	210,020	£	190,019	£	20,001
Home Tuition	£	295,260	£	295,260	£	145,011	£	150,249
Education Psychology Service	£	230,470	£	230,470	£	245,840	-£	15,370
Independent Special Schools	£	2,412,450	£	3,172,450	£	4,280,879	-£	1,108,429
Inter-Authority Recoupment	£	175,000	£	375,000	£	560,341	-£	185,341
Post 16 Provision	£	969,000	£	969,000	£	863,730	£	105,270
Behaviour Support Team	£	334,660	£	334,660	£	288,665	£	45,995
HN Contingency	£	1,400,509	£	536,466	£	-	£	536,466
Inclusion Division staffing	£	558,380	£	558,380	£	564,207	-£	5,827
Total High Needs Block	£	16,059,625	£	16,155,582	£	17,754,719	-£	1,599,137

REPORT TO:	School Forum
DATE:	16 June 2021
REPORTING OFFICER:	Headteacher – The Bridge
SUBJECT:	Outreach Provision – The Bridge
WARDS:	Borough wide

1.0 PURPOSE OF THE REPORT

- 1.1 To report to School Forum the current funding requirements for The Bridge School SEMH Outreach and Reintegration Service.

2.0 RECOMMENDATION: That

- 1) the report be noted; and**
- 2) the Board approves the request for an additional £25K contribution to The Bridge School Outreach and Reintegration Service.**

3.0 SUPPORTING INFORMATION

- 3.1 On 26th February 2020 School agreed to release £100K to support the start-up of The Bridge School Outreach Service (now SEMH Outreach and Reintegration Service) and the employment of three staff to cover roles within this service.
- 3.2 The purpose of the service is to:
- Reduce mainstream school exclusions at Key Stage 3
 - Identify cohorts of students within mainstream schools who needed additional external support for their social, emotional and mental health difficulties.
 - Provide a structured equitable pathway to supporting students in the Pupil Referral Unit
 - Promote and ensure high levels of students returning to mainstream schools
 - Support the development and implementation of a graduated approach to SEN identification and support
 - Reduce costs and pressure on the High Needs Block budget
- 3.3 The service is monitored within a Halton Service Level Agreement that evaluates performance against agreed targets. The service evaluation is conducted once per school term by the LA as the commissioning authority. The service to schools commenced on September 1st 2020. The periods of 2020/21 school closures and partial closures due to the Covid pandemic have interrupted aspects of service continuity and availability, and have impacted outcomes. Although a complete set of

successive termly data is not fully available there exists sufficient data to support some evaluations. The evaluations below are a summary provided by the Divisional Manager for Placements. The full report is embedded below alongside the Headline Report by the service Lead Teacher.



SECONDARY SEMH
REINTGRATION SERV



HBC Reintegration
Service headlines.doc

3.4 The KPIs for this agreement are as follows –

- During the re-engagement programme and for 2 terms afterwards young peoples attendance will be above the criteria used to define persistent absence
This information will only become available from July 2021 onwards as first cohort started in September 2020
- No young person will remain on the re-engagement programme for more than 12 weeks
This KPI has been fully met to date (*however this has been impacted by the local lockdowns linked to COVID to enable best practice for reintegration to own schools)
- 100% of the young people entering the re-engagement programme will return to their home school either at the 12 week point or prior to it. In exceptional circumstances only the Panel may consider after evaluation that a student/YPs needs are deemed too significant to return to mainstream schooling. There will then be a review of the initial referral process to identify whether the original referral was appropriate.
From the first cohort who started in September 2020 this KPI was met fully with all 5 students returning to their host school
- In the 2 terms following re-integration back to the home school, there will be an improvement in the young person's behaviour regulation, engagement in their learning and in their academic progress, as evidenced by the home school's tracking systems.
This information will only become available from July 2021 onwards as first cohort started in September 2020
- Following re-integration back to the home school, each young person will have had no further fixed term exclusions for at least 2 terms, and no permanent exclusion for at least 1 academic year.
This information will only become available from September 2021 onwards as first cohort started in September 2020

- All schools will make appropriate and timely use of their Core Inclusion Placements and these young people have all been re-integrated back to the home school within the agreed time frame outlined above.
To date 5 of the 8 schools have made use of at least 1 reintegration placement
- There have been no breaches of the Home School and The Bridge School SLA and the specific stipulations contained within it.
This KPI has continued to be fully met
- For at least 1 academic year following re-integration no young person who has been part of the Core Inclusion programme will have accessed anything other than their home school
- ***This information will only become available from January 2022 onwards as first cohort started in September 2020 and it's a 12 week programme***
- 90% of young people, parents/carers and schools have provided positive feedback as to the impact of the service.
Schools feedback survey January 2021 for cohort one - feedback within 'Headline data'
Parent/Carers feedback survey January 2021 for cohort one - feedback within 'Headline data'
Young peoples feedback December 2020 for cohort one - feedback within 'Headline data'
Young peoples session feedback for cohort on 89% scored across 5 sessions

3.5 Throughout the period since the service started there has been good engagement from the Outreach Mentors as well as the Outreach Lead Teacher with all of the schools
The feedback from the Young People linked to the work completed by the Outreach Mentors has been continually positive
Feedback from the schools have also been positive in terms of the impact the service and the support of it is having with the Young People as well as with the practice and teaching
Attendance during the 12 week placement has also been positive. In Term 1 this was 87.4% and in Term 2, 91%
In summary, from a Commissioning perspective, the service has established itself well as a different type of local offer. Take up of places could be increased within current capacity: In Term 1 this was 31% and subsequently 56%. However this may be linked to the impact of COVID restrictions and the further embedding of the service.

3.6 Headline data, that is not complete due to Covid, also identifies that for the academic year 2019/20 Permanent Exclusions at KS3 numbered 22. So far this year (2020/21) the numbers are 3. There are wider variables than just the implementation of the Reintegration Placements and Outreach Service but the correlation is clear. The SEMH Outreach and Reintegration Service is an opportunity to prevent escalation of High

Needs costs through permanent exclusions and restricted access back into mainstream provisions.

- 3.7 The Bridge School is requesting an additional £25K (additional to the initial £100K) to cover the actual staffing costs and to provide sufficient funds for resourcing work and meeting staff training needs. Staff wages with on-cost total approximately £123K. A further £2K is requested for the supporting costs.

4.0 POLICY IMPLICATIONS

- 4.1 Outreach and Integration provision aims to reduce the number of fixed and permanent exclusions and support schools to successfully reintegrate students with challenging behaviour back to their home school.

5.0 FINANCIAL IMPLICATIONS

£125K to cover staff costs (£123K) and additional resources and training (£2K).

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children and Young People in Halton

To improve outcomes for students with challenging behaviour through the provision of appropriate support that ensures they can continue their education in a mainstream secondary school.

6.2 Employment, Learning and Skills in Halton

Reintegration to mainstream provision reduces the risk of re-integration students becoming NEET.

6.3 A Healthy Halton

N/A

6.4 A Safer Halton

N/A

6.5 Halton's Urban Renewal

N/A

7.0 RISK ANALYSIS

- 7.1 Prior to Covid-19 the PRU was operating over capacity and limited in the support it could provide to schools to prevent exclusion. Lack of reintegration was restricting the places available for preventative work with students. The Reintegration and Outreach Service, allows a more preventative approach to supporting pupils and is aimed at ensuring students needs can be more appropriately met locally earlier.

8.0 EQUALITY AND DIVERSITY ISSUES

- 8.1 The service is aimed at improving the outcomes for students with challenging behaviour.

SECONDARY SEMH REINTEGRATION SERVICE

SERVICE LEVEL AGREEMENT

The service started on 1st September 2020 with £100k agreed by Schools Forum per academic year for 2 years based on the required staffing proposed to deliver the service

Eligibility

- This offer is in relation to the young people who have been allocated one of the 2 Core Offer Inclusion Placements with The Bridge School available to each school each term. These are agreed by at the termly Multi-agency Inclusion meeting.
- There is no cost to schools for the Core Offer Inclusion Placements, however for any other Additional Offer Engagement Placements funding will be required.
- Completion of the Secondary SEMH Re-Integration and Outreach Service Level Agreement between the home school and The Bridge School will be required for each identified young person.
- Permanent exclusion of another pupil will cause the withdrawal of one of the school's Core Offer Inclusion Placements.

Main Purpose

To prioritise for support and re-integrate the young people accessing the 2 Core Offer Inclusion Placements back into their home school at the end of the Engagement Programme with The Bridge School. This will enable the young person to have skills and self-regulation strategies to successfully re-integrate into their home school and their learning.

Operational Framework

- Attendance at termly Multi-agency Inclusion Planning meetings with other LA colleagues and school Inclusion Lead to identify young people who will be accessing the 2 Core Offer Inclusion Placements at The Bridge School. (Lead Teacher)
- Prioritise, develop and implement plans for the effective transition prior to the young person accessing the Core Offer Inclusion Placement at The Bridge School. This will include observations of the pupil whilst in school, developing an individual behaviour profile and liaising with key school staff and other colleagues to identify barriers to positive behaviour management and possible strategies. (Lead Teacher and Learning Mentor)
- Once accessing a Core Offer Inclusion Placement monitor the young person's progress, undertake observations and evaluate and update the young person's behaviour profile to reflect their changes in behaviour and effective behaviour management strategies. (Lead Teacher and Learning Mentor)
- Liaise with both The Bridge staff and the home school Inclusion Lead to identify the young person's re-integration date back to the home school. (Lead Teacher)
- Develop a comprehensive re-integration plan for the young person which is regularly reviewed with the young person, parent/carer and home school.
- Provide support for the young person during the re-integration into their home school based on the needs of individual young person. (Learning mentor)
- Provide a link between the home school, the young person, parent/carer and The Bridge School throughout the Core Offer Inclusion Placement and re-integration period. (Lead Teacher and Learning Mentor)
- Work alongside staff in order to support the implementation of positive behaviour strategies for the young person and model outstanding practice. (Lead Teacher and Learning Mentor)
- Develop and provide programmes of work delivered directly to the individual young person. (Lead Teacher and Learning Mentor)
- Provide challenge to the home school if the re-integration plan and agreed behaviour profile and strategies are not being implemented robustly. (Lead Teacher)

- Provide professional reports that can be used by the home school, parents, and as supporting evidence for formal and/or statutory assessments. (Lead Teacher)

Provide summary reports to the LA and Schools Forum on the impact of the Secondary SEMH Re-integration and Outreach team

The KPIs for this agreement are as follows –

- During the re-engagement programme and for 2 terms afterwards young peoples attendance will be above the criteria used to define persistent absence
This information will only become available from July 2021 onwards as first cohort started in September 2020
- No young person will remain on the re-engagement programme for more than 12 weeks
This KPI has been fully met to date (*however this has been impacted by the local lockdowns linked to COVID to enable best practice for reintegration to own schools)
- 100% of the young people entering the re-engagement programme will return to their home school either at the 12 week point or prior to it . In exceptional circumstances only the Panel may consider after evaluation that a student/YPs needs are deemed too significant to return to mainstream schooling. There will then be a review of the initial referral process to identify whether the original referral was appropriate.
From the first cohort who started in September 2020 this KPI was met fully with all 5 students returning to their host school
- In the 2 terms following re-integration back to the home school, there will be an improvement in the young person's behaviour regulation, engagement in their learning and in their academic progress, as evidenced by the home school's tracking systems.
This information will only become available from July 2021 onwards as first cohort started in September 2020
- Following re-integration back to the home school, each young person will have had no further fixed term exclusions for at least 2 terms, and no permanent exclusion for at least 1 academic year.
This information will only become available from September 2021 onwards as first cohort started in September 2020
- All schools will make appropriate and timely use of their Core Inclusion Placements and these young people have all been re-integrated back to the home school within the agreed time frame outlined above.
To date 5 of the 8 schools have made use of at least 1 reintegration placement
- There have been no breaches of the Home School and The Bridge School SLA and the specific stipulations contained with it.
This KPI has continued to be fully met
- For at least 1 academic year following re-integration no young person who has been part of the Core Inclusion programme will have accessed anything other than their home school
This information will only become available from January 2022 onwards as first cohort started in September 2020 and it's a 12 week programme
- 90% of young people, parents/carers and schools have provided positive feedback as to the impact of the service.
Schools feedback survey January 2021 for cohort one ??feedback
Parent/Carers feedback survey January 2021 for cohort one ?? feedback
Young peoples feedback December 2020 for cohort one ?? feedback
Young peoples session feedback for cohort on 89% scored across 5 sessions

Since the implementation and ongoing delivery of the SLA the panel overseeing adherence with the agreement , made up of Head Teacher for Virtual School / Strategic Lead Behaviour , Divisional Manager Placements , Divisional Manager Inclusion , have met with The Bridge Headteacher and Lead Teacher for the service on a termly basis (5th October 2020 , 11th December 2020 , 3rd February 2021 and a planned meeting for May 2021)

There is an agreed reporting format in place that outlines all the required details of the service as well as collating any areas of best practice as well as challenges and how these are planned to be or have been addressed

Throughout the period since the service started there has been good engagement from the Outreach Mentors as well as the Outreach Lead Teacher with all of the schools

The feedback from the Young People linked to the work completed by the Outreach Mentors has been continually positive

Feedback from the schools have also been positive in terms of the impact the service and the support of it is having with the Young People as well as with the practice and teaching

Attendance during the 12 week placement has also been positive , in term 1 this was 87.4% and in term 2 91%

In summary , from a Commissioning perspective , the service has established itself well as a different type of local offer , take up of places could be increased within current capacity , in term 1 this was 31% and subsequently 56% , however this may be linked to the impact of COVID restrictions and the further embedding of the service .

The service has delivered information into the schools in a variety of different manners to outline the specific details of their offer

HBC Reintegration Service: 2020-21 KPI Headlines

KPI	Headlines
Learners' attendance above persistent absence criteria (-10% or more)	<p>Complete data not due until Easter 2022. However, current data is as follows:</p> <ul style="list-style-type: none"> • Term 1: Data incomplete due to learner moving into borough and second learner only attending St Chad's for two weeks before moving to Bridge School. • Term 2/3: Before joining the Reintegration programme, 7 out of 9 learners' attendance was below the threshold (between 34.3% and 86.3%). After 1 half-term on the programme, 6/9 had attendance above 90%. The three that fell below threshold had attendance of between 72.3% and 88.8%.
All learners to complete programme within 12 weeks	<p>Term 1: 100% Term 2/3: Data due July 2021</p>
Improvement in behaviour, learning and engagement.	<p>Current data: Term 1: 80% of learners showed improved scores (four learners), 20% remained the same (one learner). Term 2/3: Data due July 2021</p>
No further fixed term exclusions/ PX	<p>Term 1: 40% success rate (2/5). One child was CLA. Two of the other children were from the same setting, evidence followed that the school hadn't followed any of the reintegration service's recommendations or strategies, which appeared to directly result in an incident, which led to a PX for one of the learners. Consequently, emails were exchanged and meetings arranged with the school's new Head. PX was consequently rescinded. (It's worth noting that the last annual PX data for KS3 showed that there were 22 cases of PX across Halton schools. So far this academic year, there have been 3.) Term 2/3: Data due July 2021</p>
Learners reintegrated within the time frame (12 weeks / 1 term)	<p>Term 1: 100% success Term 2/3: Data due July 2021</p>
No breaches of the Service Level Agreement.	<p>Term 1: 100% success. Term 2: Data due July 2021</p>
No alternate provision accessed.	<p>Terms 1&2/3: Data due July 2022</p>
90% positive feedback	<p>Term 1: 100%* Term 2/3: Data due July 2021 (*No negative feedback received from schools, learners or parents- However in order to increase the efficacy of this data, we need to reconsider the use of survey monkey as a formal final assessment tool, as responses from families, in this format, were poor.)</p>
Contribution to 10% drop in FTE and PX across borough	<p>Terms 1/2/3: Initial data due July 2021. National data due July 2022</p>

REPORT TO: Schools Forum

DATE: 16th June 2021

REPORTING OFFICER: Operational Director - Finance

SUBJECT: DSG Management Plan

WARDS: Borough wide

1.0 PURPOSE OF THE REPORT

1.1 To report on, and summarise, the requirement on the local authority, to produce and consult on a DSG Management Plan.

2.0 RECOMMENDATION: That

2.1 School Forum members note the requirement for a DSG Management Plan and agree to hold an additional meeting to consider the completed template.

3.0 SUPPORTING INFORMATION

- 3.1 The DSG: conditions of grant 2020 to 2021 paragraph 5.2, requires that any LA with an overall deficit on its DSG account at the end of the 2019 to 2020 financial year, or whose DSG surplus has substantially reduced during the year, must be able to present a plan to the Department for Education (DfE) for managing their future DSG spend.
- 3.2 The outturn position for Halton for 2020/2021 shows a deficit on the High Needs budget of £1,599,137. In-year DSG overspent by £1,132,206 and taking into consideration the carry forward balance of £136,464 from the previous financial year this has produced a total DSG deficit of £995,742 which has been carried forward into 2021-22.
- 3.3 As there is a requirement for LAs to share this information with local stakeholders including School Forum, parent and carer forum and local Headteacher groups, the DfE have produced guidance and management plan template. (Please see further guidance details in the appendix).
- 3.3 The focus of the management plan will be on the high needs provision and spend.
- 3.4 It is expected that the plan will be updated and presented to School Forum at each of its meeting. Work has commenced on completing the detailed template and School Forum are asked to approve a one item agenda special meeting to consider the plan. The Plan will also be shared with the other appropriate stakeholders.

3.5 As it is recognised that work on bringing spending in line with income and repaying deficits will take some time the document has been developed so that it is live and can be updated.

3.6 It is expected that management plans reflect the most current forecast DSG position and are published on the LA local offer website and are signed off by the Leads in Finance and Special Education Needs.

4.0 FINANCIAL IMPLICATIONS

4.1 To set out and share the plans to reduce the current High Needs deficit of £1,599,137.

5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

5.1 Children & Young People in Halton

It is essential that schools and education support services receive sufficient funding to allow them to support all children and young people.

5.2 Employment, Learning & Skills in Halton

None.

5.3 A Healthy Halton

None.

5.4 A Safer Halton

None.

5.5 Halton's Urban Renewal

None.

6.0 RISK ANALYSIS

6.1 The Council will continue to closely monitor the level of DSG spend throughout the year to reduce the risk of overspend 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.



Department
for Education



Education & Skills
Funding Agency

Dedicated schools grant (DSG) management plan template

Guidance for local authorities

September 2020

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1. Summary

1.1 About this guidance

This guidance has been produced by the Education and Skills Funding Agency (ESFA) as a reference tool for all local authorities (LAs). It provides support when completing plans for managing their dedicated schools grant (DSG).

1.2 Review date

This guidance will next be reviewed in 2021.

1.3 Who is this guidance for?

In response to feedback from LAs and other stakeholders, we have designed a management plan template to help LAs to manage their DSG. ESFA has developed and enhanced this template in partnership with over 60 attendees from LAs, their representatives and other stakeholders via user research groups and collated feedback.

This document is a step-by-step guide to help LAs complete the [DSG management template](#). The template is a supportive tool to enable LAs to formulate and present their DSG management plans. It will be particularly useful for LAs when discussing and sharing proposals with internal and external bodies, including schools forum (particularly any high needs working groups), special educational needs and disabilities (SEND) partnership or oversight boards established by the council, parent and carer forums and relevant council committees.

Please note: safety valve funding negotiations are a separate exercise to the DSG management plan template. Guidance on this can be found within the 'High needs safety valve funding' section, page 43 of the '[Schools revenue funding 2021 to 2022 operational guide](#)'.

1.4 Overview of the DSG management plan template

The DSG is a ring-fenced specific grant, provided outside the local government finance settlement. It must be used in support of the schools budget for the purposes defined in regulation 6 and schedule 2 of the [School and Early Years Finance \(England\) Regulations](#).

The [DSG: conditions of grant 2020 to 2021](#) paragraph 5.2, requires that any LA with an overall deficit on its DSG account at the end of the 2019 to 2020 financial year, or whose DSG surplus has substantially reduced during the year, must be able to present a plan to the Department for Education (DfE) for managing their future DSG spend. We also realise that there will be a requirement for LAs to share this information with their stakeholders, such as schools forums, parent and carer forum, local headteacher boards or groups.

To help LAs to meet this requirement we have provided a DSG management plan template. This template will help LAs:

- comply with paragraph 5.2 of the DSG: conditions of grant 2020 to 2021
- monitor how DSG funding is being spent
- compare data on high needs spend between LAs
- highlight areas where LAs may wish to review spending
- form evidence-based and strategic future plans for the provision of children and young people with SEND
- present complex funding information simply to schools forums and other external stakeholders
- provide a consistent reporting format to help LAs share best practice and initiatives

The template will help LAs to focus attention on comparisons of high needs provision and spend, to produce the required plan. We encourage all LAs to use the template as a planning tool.

We expect the plan to be updated and presented at schools forum meetings and any high needs subgroups regularly and at least on a termly basis. The LA should aim to present the first version of the plan to the schools forum in time for budget planning discussions for 2021 to 2022 and before the deadline for block movement requests, if it is submitting one. We realise that the management of DSG balances, both bringing spend in line with income and repaying deficits, will take time for some LAs. We have developed the template in such a way that it is intended to be a live document.

Management plans should reflect the most current forecast DSG position and be published on the LA local offer website as set out in the [Special educational needs and disability \(SEND\) Code of Practice: 0 to 25 years](#). Relevant leads in the finance and special educational needs (SEN) areas should sign off each version of the management plan (with sign off to be at least at assistant director level).

If you have any questions regarding this guidance or template, please contact the Financial Management mailbox: Financial.management@education.gov.uk.

1.5 Further guidance

These are additional guidance documents you may also find helpful:

- Further guidance on DSG balances can be found on pages 46 to 48 of the '[Schools revenue funding 2021 to 2022 operational guide](#)'.
- Further guidance on benchmarking can be found in the information tab of the '[High Needs Benchmarking Tool v6](#)'.
- Further guidance, allocations and conditions of grant for pre-16 schools funding can be found within the '[Local authorities: pre-16 schools funding](#)' collection page.

2. Glossary

The 'Introduction page' within the [DSG management plan template](#) provides information and reference links to all acronyms that are used throughout this document, for ease of reference.

3. How to complete the management plan template

This document describes how to use and complete the management plan template and has been designed as a reference guide.

Please note that based on user feedback, the template has been created using Microsoft Excel. As such, it is expected that users completing the template will at least have a basic knowledge of this software.

This template relies on calculations running automatically as you select your LA and enter data. To ensure that this is happening correctly please check your settings by clicking on the **Formulas** tab, in the **Calculation** group, click **Calculation Options**, and then click **Automatic**.

On selecting an LA or comparison years, some users may experience issues with errors. Please be patient, as this may take some time to update, this appears to be caused by using older versions of excel.

3.1 Detailed overview

It is recommended that you save a copy of the management plan template locally before you start to edit. In addition, we advise you to continue to save the workbook often so that you do not lose any updates you add.

The guidance has been composed with deliberate repetition between tabs. This is intended so that you are able to jump from section to section within the template dependent on your role and responsibility. Tabs are connected and you are only required to add data once, which then pulls through to other cells within the template.

The template is made up of a number of individual tabs along the bottom of the screen, which are colour coded depending on type:

Tab colour guide
Summary tab - Some user narrative and data input
Introduction – no user input
Narrative tab - user narrative input
Placement type tab - user data input
Data from the High Needs Benchmarking Tool v6

Within each tab, sections are coloured to represent the following:

Cell colour guide

User input cells - Editable - this is where you (the user) will need to enter data

Prepopulated cells - Un-editable/prepopulated

Calculation cells - Automatic calculation outputs/un-editable

To note: we have designed the template so that if you wish to provide any further information on any of the tabs (for example links to further supporting information or evidence), there is blank space to do so.

The option to include additional information is in response to user research. However, we would not expect to see documents inserted in lieu of appropriate narrative being provided on the template. Additional documents should only be added to evidence decisions being taken or statements being made.

The free text boxes within the narrative tabs on the template should provide a brief commentary of a maximum of 2 paragraphs, summarising your plans

4. Cover tab

The 'Cover' tab is a narrative tab which requires some user input.

It is important that the blue cells are updated to show who and when last updated the management plan template.

Row number	User input instructions
7	Drop-down menu to select the relevant local authority name.
9	Drop-down menu to select the relevant year to compare data from within the high needs benchmarking tabs (this will not have an impact on any other tab or other data within the tool).
11	Cell 'D' is a user input cell to input the date the management plan was last modified.
12	Cell 'D' - intended for internal use for local authority (LA) version control.

4.1 Local authority change log

These boxes are for internal use within the LA to record version history as and when amendments to the management plan are made.

We encourage you to update your plan regularly throughout the year to reflect the most recent forecast position and view this as an on-going live document.

We expect all management plan template users to keep this change log updated throughout the year, on a termly basis and in line with presenting to schools forum meetings

5. Management plan introduction tab

The 'Management plan introduction' tab provides information on the purpose of completing a management plan and a glossary of terminology used throughout the management plan template. This tab does not require any user input.

The '[Template contents](#)' section provides hyperlinks which enable speedy navigation through the template. Each tab has a link in cell 'A1' to take you back to the table contents.

The 'Data' section provides details of all published data we have prepopulated throughout the template and hyperlinks to these data sources.

6. Summary: financial/children and young people narrative tab

The 'Summary: financial/children and young people (CYP) narrative' tab comprises 3 separate free text boxes which requires user narrative input.

Please add comments and narrative within the blank free text boxes.

6.1 Financial plan narrative

This narrative should be no more than one concise paragraph which provides a high-level summary of proposed strategies for managing the pressures on the dedicated schools grant (DSG) budget.

Please do not refer to further documentation.

This free text box should provide a short narrative detailing how you are managing pressures on the DSG and your strategy for doing so. When completing this box, consideration should be given to:

- how pressures will be prioritised in order to be addressed
- an assessment of how the management plan addresses these pressures
- proposals put in to place to help alleviate these pressures

6.2 High needs trends

Narrative provided in both 'High Needs trends' and 'Outcomes' free text boxes should be no more than one concise paragraph which provides a high level summary of the strategies for managing the funding of CYP from the high needs block and how the management plan proposals will ensure positive outcomes for CYP.

Please do not refer to further documentation.

This free text box should provide a short review of high needs trends and the strategy proposals for managing the number of CYP receiving individual funding from the high needs block. When completing this section, consideration should be given to the following:

- managing demand, top ups and alternative provision (AP) within the LA
- measures to ensure these issues are being addressed
- how the management plan aligns with the special educational needs and disabilities (SEND) Strategic Plan alongside the LA's priorities

6.3 Outcomes

This free text box should provide a brief description of outcomes. For example:

- greater support for early intervention
- improvements in the capacity of mainstream schools to meet needs without the need for EHCPs
- opportunities to attend schools closer to home

Where proposals may pose a risk to outcomes, this section should briefly describe what is being done to mitigate this risk.

7. Financial summary tab

The 'Financial summary' tab requires some user narrative and data input.

7.1 Summary of 2020 to 2021 position

	£ ,000s
Carry forward from 2019 to 2020	£0
Mitigated budget	£0
Unmitigated budget	£0
Saving	£0
Projected carry forward to 2021 to 2022	£0

This summary table provides the 2020 to 2021 key figures at a glance. It contains calculation cells which pull through dedicated schools grant (DSG) and user input data taken from cells D51, G23, H23 and G51 of the 'Financial plan per funding block' table.

The savings row shows the difference between the mitigated (forecast after accounting for the cost reductions and/or invest to save measures in place) and unmitigated (forecast prior to accounting for any cost reduction and/or invest to save measures in place) budgets.

7.2 Financial plan per funding block

In relation to the ['DSG: conditions of grant 2020 to 2021'](#) any local authority (LA) required to provide information to the department will be expected to complete this level of financial detail, as laid out in this table and share this with schools forum and other stakeholders.

This table enables you to input the overall DSG position (pre-recoupment total) financial data for both actual and forecast spend. Actual spend will be 2018 to 2019 financial year and 2019 to 2020 financial year. Forecast spend will be 2020 to 2021 financial year, going up to and including 2024 to 2025 financial year (if you wish to forecast this far). We expect your actual spend to match the section 251 budget and outturn return data.

Supporting narrative for any data discrepancies can be included in the additional comments table to the right-hand side of this tab.

All data input in the 'Overall DSG position (pre recoupment total)' table should match the budget on which you are reporting and should reconcile with the latest published DSG allocations.

All expenditure should be input as a positive figure and all income should be input as a negative figure. This will show a surplus as a negative and a deficit as a positive figure.

When completing the 'Overall DSG position (pre recoupment total)' table, users should note the following:

'Outturn': We would not expect LAs to complete future years' outturn positions in advance. The outturn position for each year should be added as soon as it is known.

'Mitigated forecast': forecast after accounting for the cost reduction and/or invest to save measures in place. This is gross funding and you must ensure that you include recoupment amounts in your expenditure.

'Unmitigated forecast': forecast prior to accounting for any cost reduction and/or invest to save measures in place; a 'do nothing' forecast. This is gross funding and you must ensure that you include recoupment amounts in your expenditure.

To note: income should reconcile to the latest DSG allocation announcement for 2020 to 2021 with a clear assumption for any in year early years (EY) adjustments (the adjustment based on January 2021 census).

Row number and column	Row description	User input instructions
14 F	Date outturn last updated	Populate this cell with the date the outturn position is updated.

7.2.1 Expenditure (Positive figures)

The cells within this section for each funding block should be input as positive figures.

Row number and column	Row description	User input instructions
18 to 22 C and E	Schools block	<ul style="list-style-type: none"> • actual spend for 2018 to 2019 financial year • actual spend for 2019 to 2020 financial year

	<p>Central school services block</p> <p>Early years block</p> <p>High needs block</p> <p>Planned spend from DSG reserves</p>	<p>To note: row 21 requires no user input. This is a calculation row which pulls through prepopulated total expenditure data for each placement type in the high needs block – both historic and planned spend as per s251 rows table.</p> <p>This row is the sum of rows:</p> <p>$83 + 88 + 93 + 98 + 103 + 108 + 113 + 118 = \text{row 21}$</p>
<p>18 to 22</p> <p>D and F</p>	<p>Schools block</p> <p>Central school services block</p> <p>Early years block</p> <p>High needs block</p> <p>Planned spend from DSG reserves</p>	<ul style="list-style-type: none"> • actual budget for 2019 to 2020 financial year • outturn for 2020 to 2021
<p>18 to 22</p> <p>G to P</p>	<p>Schools block</p> <p>Central school services block</p> <p>Early years block</p> <p>High needs block</p> <p>Planned spend from DSG reserves</p>	<ul style="list-style-type: none"> • forecast spend for 2020 to 2021 financial year and going up to and including 2024 to 2025 financial year (if you wish to forecast this far) <p>To note: row 21 requires no user input. This is a calculation row which pulls through prepopulated total expenditure data from the high needs block – both historic and planned spend as per s251 rows table.</p> <p>This row is the sum of rows:</p> <p>$83 + 88 + 93 + 98 + 103 + 108 + 113 + 118 = \text{row 21}$</p> <p>To note: The unmitigated forecast for the schools block and central schools services block are calculated cells based on user input from the mitigated budget.</p>
<p>23</p> <p>C to P</p>	<p>Total expenditure</p>	<p>This is a calculation row which is the sum of rows 18 to 22 for each column C to P.</p>

7.2.2 DSG income (negative figures)

The cells within this section should be input as negative figures and used to input estimated income before any block transfers. You should include any assumptions on additional future funding.

Please use indicative allocations if these are available. If not available, please detail assumptions made at rows 25 to 28. Supporting narrative for assumptions should be recorded in the assumptions free text box on the 'Local Authority (LA) specific' tab in the [management plan template](#).

Row number and column	Row description	User input instructions
25 to 28 C to E	Schools block Central school services block Early years block High needs block	<ul style="list-style-type: none"> • actual income for 2018 to 2019 financial year • actual budget for 2019 to 2020 financial year • actual income for 2019 to 2020 financial year
25 to 28 F to P	Schools block Central school services block Early years block High needs block	<ul style="list-style-type: none"> • income for 2020 to 2021 financial year and going up to 2024 to 2025 financial year (if you wish to forecast this far). <p>The outturn for 2020 to 2021 and unmitigated forecast columns are calculated cells which will show the same data as the mitigated budget data</p> <p>To note: income should reconcile to the latest DSG allocation. It should take into account of the provisional allocations for 2020 to 2021 that were announced in July, with a clear assumption for any in-year early years adjustments (the adjustment based on the January 2021 census).</p>
29 C to P	Total income	This is a calculation row which is the sum of rows 25 to 28 for each column C to P.

7.2.3 High needs block- other income (negative figures)

The cells within this section for each funding block should be input as negative figures and used to input any other income within the high needs block (HNB).

Clinical commissioning groups (CCG's) contributions could include:

- the CCG's contribution to the health component of high cost placements that are initially paid for by the HNB
- the CCG's contribution to jointly funded services that are initially funded from the HNB

Row 33: 'Other (please specify)' is a row requested by LAs to record any other HNB income. Supporting narrative for this data can be input in the 'additional comments', column R table to the right-hand side of the table.

Row number and column	Row description	User input instructions
31 to 32 C to E	CCG contribution Other	<ul style="list-style-type: none"> • actual other income you received for 2018 to 2019 financial year • actual budget for 2019 to 2020 financial year • actual other income you received for 2019 to 2020 financial year
31 to 32 F to P	CCG contribution Other	<ul style="list-style-type: none"> • forecast of any other income you may receive for 2020 to 2021 financial year and going up to and including 2024 to 2025 financial year (if you wish to forecast this far). <p>Include any narrative of assumptions made in column R 'Additional comments' table to the right-hand side of the 'Financial plan per funding block' table.</p>
33 C to P	Total other income	This is a calculation row which is the sum of rows 31 to 32 for each column C to P.

7.2.4 Block transfers (income/block moved to as a negative, outgoing/block moved from as positive. Should net to 0)

The cells within this section for each funding block should be entered as negative figures and used to input previously agreed block transfers for financial years 2018 to 2019, 2019 to 2020 and 2020 to 2021.

You should also record any proposed future years block transfers. Please note that we have not announced arrangements beyond 2021 to 2022. Therefore, you will need to have a fall-back position if what you are proposing is not allowed either in the DSG: conditions of grant or through the outcome of a disapplication request.

Supporting narrative for any proposed future years block transfers should be recorded in the 'Block movements and disapplications' free text box on the 'Local authority (LA) specific' tab in the template. Further guidance on block transfers can be found in the 'Movement between blocks' section, pages 39 to 43 of the ['Schools revenue funding 2021 to 2022 operational guide'](#).

Income (block moved to) should be shown as a negative figure. Outgoing block movement (block moved from) should be shown as a positive figure. The total should net to zero.

Row number and column	Row description	User input instructions
35 to 38 C to E	Schools block Central school services block Early years block High needs block	<ul style="list-style-type: none"> previously agreed block transfer amount for 2018 to 2019 financial year actual budget for 2019 to 2020 financial year actual block transfer amount for 2019 to 2020 financial year
35 to 38 F to P	Schools block Central school services block Early years block High needs block	forecast block transfer amounts for 2020 to 2021 financial year and going up to and including 2024 to 2025 financial year (if you wish to forecast this far).

39 C to P	Total block transfers	This is a calculation row which is the sum of rows 35 to 38 for each column C to P. To note: this row should net to zero.
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7.2.5 In year net position – deficit/(surplus)

The cells within this section are auto calculated and provide the overall in year net position for each funding block and require no user input. The overall in year calculation is the sum of the following rows:

Expenditure + 2. DSG income + 4. Block transfers = 5. In year net position deficit/surplus.

Row number and column	Row description	User input instructions
41 C to P	Schools block	No user input required. This is a calculation cell which is the total schools block sum of: 1. Expenditure (row 18) + 2. DSG income (row 25) + 4. Block transfers (row 35) = 5. In year net position deficit/surplus (row 41)
42 C to P	Central school services block	No user input required. This is a calculation cell which is the total central school services block sum of: 1. Expenditure (row 19) + 2. DSG income (row 26) + 4. Block transfers (row 36) = 5. In year net position deficit/surplus (row 42)
43 C to P	Early years block	No user input required. This is a calculation cell which is the total early years block sum of:

		1. Expenditure (row 20) + 2. DSG income (row 27) + 4. Block transfers (row 37) = 5. In year net position deficit/surplus (row 43)
44 C to P	High needs block	<p>No user input required.</p> <p>This is a calculation cell which is the total high needs block sum of:</p> <p>1. Expenditure (row 21) + 2. DSG income (row 28) + 3. High needs block other income (row 33) + 4. Block transfers (row 38) = 5. In year net position deficit/surplus (row 44)</p>
45 C to P	Total net	This is a calculation row which is the sum of rows 41 to 44 for each column C to P.

7.2.6 Other

The cells within this section for row 47: 'Council contribution' should be input as a negative figure and used to input both previously agreed transfers of funds and proposed requests to transfer funds.

Row number and column	Row description	User input instructions
Row 47 C to P	Council contribution (negative)	<p>This row should be used to input both previously agreed and proposed future years transfers from your general fund account.</p> <p>To note: from the 2020 to 2021 financial year all council contributions require approval from the secretary of state if the local authority had a DSG deficit at the end of the previous financial year.</p> <p>Further guidance on making this type of request can be found in the 'High needs safety valve funding' section, page 43 of the Schools revenue funding 2021 to 2022 operational guide.</p>

		The disapplication proformas can be found within the ‘Pre-16 schools funding: local authority guidance for 2021 to 2022’ .
Row 48 C	Add brought forward deficit/(surplus) (net)	This is a user input cell. You will need to input the actual brought forward deficit/(surplus) (net) position at the end of 2018 to 2019 financial year.
Row 48 D to P	Add brought forward deficit/(surplus) (net)	This is a calculation cell which pulls data through from row 51: ‘Planned year end position’.
Row 49 C to P	Brought forward earmarked amounts in other blocks	This is a user input cell. To note: this is an optional memorandum item and is not used in the planned year end position calculation.
Row 51 C to P	Planned year end position	This is a calculation cell and is the sum of: ‘Total net’ (row 45) + ‘Council contribution’ (row 47) + ‘Add brought forward deficit/(surplus) (net)’ (row 48) = ‘Planned year end position’ (row 51)

7.2.7 Other spend—historic and planned spend as per s251 lines

Data tables within this section contain both prepopulated and user input cells.

The yellow prepopulated cells contain published data taken from the [s251 budget and outturn returns for 2017 to 2018](#) financial year and the [s251 budget and outturn returns for 2018 to 2019](#) financial year.

The blue user input cells require data for the 2020 to 2021 financial year and onwards up to and including 2024 to 2025 financial year (if you wish to forecast this far).

Column	User input instructions
C and D	No user input required. These columns contain prepopulated published data which is pulling through from published s251 data.

E	This column requires input of the outturn position reported as at the end of 2019 to 2020 financial year.
F to J	These columns require input of the total projected mitigated expenditure (forecast accounting for savings and invest to save measures).
L to P	These columns require input of the total projected unmitigated expenditure (do-nothing forecast).

7.2.8 High needs block—historic and planned spend as per s251 lines (populated from data in each tab)

All data within this section is prepopulated.

The total expenditure rows for each placement type pulls through data from the 'Total expenditure' row, which is a sum of prepopulated and user input data on each of the placement tabs elsewhere within the template.

'Year on year change' cells are calculation cells and require no user input. These calculate the difference between the current year's total and the previous year's total.

Placement total % change year on year' cells are calculation cells and require no user input. These calculate the percentage difference between the current year's total and the previous year's total.

8. Children and young people summary tab

The 'Children and young people (CYP) summary' tab requires no user input.

8.1 Data tables

The data tables within the 'CYP' tab contain prepopulated data from published sources and calculation cells which pull through data from the placement type tabs elsewhere in the template.

Row number and column	Data table name	Data table information source
9 to 13 C to J	Total number of EHCPs by age group (with estimated future projections).	<p>This data table contains both prepopulated and calculation cells:</p> <ul style="list-style-type: none"> • Columns C to E uses prepopulated data taken from the Special educational needs survey 2020 (SEN2) which provides the amalgamated total figure for 2018, 2019 and 2020 in column E. • Columns F to J are calculation cells which pull through data from the total numbers in the corresponding tables entered within each placement type tab elsewhere in the template.
19 to 23 C to J	<p>Total number of CYP receiving individual top ups with no EHCP by age group (with estimated future projections).</p> <p>To note: for CYP under 5 this includes those supported by the early years block (EYB) as well as the EYB as a source of top up.</p>	<p>This data box contains calculation cells:</p> <ul style="list-style-type: none"> • Columns C to J are calculation cells which pull through data from the total numbers in the corresponding tables entered within each placement type tab elsewhere in the template.

<p>29 to 33</p> <p>C to J</p>	<p>Total number of CYP supported by the high needs block with no EHCP or individual top up (with estimated future projections).</p>	<p>This data box contains calculation cells:</p> <ul style="list-style-type: none"> Columns C to J are calculation cells which pull through data from the total numbers in the corresponding tables entered within each placement type tab elsewhere in the template.
<p>39 to 51</p> <p>C to J</p>	<p>Total number of EHCPs by primary need (with estimated future projections).</p>	<p>This data box contains calculation cells:</p> <ul style="list-style-type: none"> Columns C to J are calculation cells which pull through data from the total numbers in the corresponding tables entered within each placement type tab elsewhere in the template.
<p>39 to 51</p> <p>L to N</p>	<p>Published census data – prepopulated</p> <p>Total number of EHCPs by primary need.</p>	<p>This data box contains prepopulated cells:</p> <ul style="list-style-type: none"> Columns L to N uses prepopulated data taken from the school census which provides the amalgamated total figure for 2018, 2019 and 2020 in column N. <p>To note: We have included this data for your reference only. It is recognised that the school census information provides data according to where a pupil attends school and not where they live. The data LAs hold on the numbers of EHCPs they maintain and are responsible for funding may differ from the school census particularly where there are significant movement of pupils across local authority boundaries.</p> <p>There is a caveat that the census data only collects school aged pupils therefore does not include further education (FE) and</p>

		<p>'other' groups such as work based placements and young people not in education, employment or training (NEETS) with EHCPs.</p> <p>For reference SEN2 data includes information on the following cohorts:</p> <ul style="list-style-type: none"> • post 16 • FE colleges • other FE • sixth forms • special establishment • educated elsewhere • not in education, employment, or training • other apprenticeships • traineeships • supported internships
<p>57 to 63</p> <p>C to J</p>	<p>Total number of EHCPs by provision type (with estimated future projections).</p>	<p>This data box contains calculation cells:</p> <ul style="list-style-type: none"> • Columns C to J are calculation cells which pull through data from the total numbers in the corresponding tables entered within each placement type tab elsewhere in the template.

The data used within 'Total number of EHCPs by age group (with estimated future projection)' in columns C to E is the actual position for historical EHCP numbers as taken from the [SEN2](#). These published figures can be found within the 'Download associated files' dropdown on the Education, health and care plans page. Future template versions will be updated as and when future published data becomes available.

The data used within 'Published census data – prepopulated total number of EHCPs by primary need' in columns L to N is the actual position for historical EHCP numbers as taken from the [school census](#). These published figures can be found within the 'Download associated files' dropdown on the 'Special educational needs in England' page. Future template versions will be updated as and when future published data becomes available.

Your forecast EHCP numbers should take into account the CYP currently receiving support as will be reported on the high needs census and projected numbers rather than an annual average.

We recognise this may not be the number used for budget planning but is an indicator of the likely pressures on the high needs block over time and should be viewed in this context.

8.2 Graphs

The information displayed within the graphs is representative of the prepopulated and user input data entered in the 'CYP' tab. The graphs show historic and projected years total numbers broken down by each table's information.

9. Governance and management tab

The 'Governance and management' tab is a narrative tab which requires user input. The tab comprises of 2 separate free text boxes to complete.

Please add comments and narrative within the blank free text boxes.

9.1 Sign off and review of the management plan

This text box is for all relevant contributing parties to sign off the management plan.

We expect the management plan to be signed off by the Director of Children's Services and the s151 officer within your local authority (LA) and across other areas which have also contributed.

The management plan should be taken to your schools forum meetings and discussed by members.

9.2 Workstream log

This is an optional tool enabling you to record internal management plan workflow activity. None of the input here feeds into any other cells and can be completed or left blank at the discretion of the user.

10. Stakeholder engagement, co-production and consultation tab

The 'Stakeholder engagement, co-production and consultation' tab requires user narrative input. It comprises 6 separate free text boxes to provide details on how you ensure engagement with your various stakeholders.

Please add comments and narrative within the blank free text boxes.

When completing these narrative boxes, consideration should be given to the impact of the engagement with your stakeholders regarding your plans. For example, recommendations for improving service planning and delivery should be made in conjunction with engagement with key stakeholders. Please provide detail of the consultation processes you have already carried out and plans for further engagement to address gaps.

This tab comprises the following stakeholder categories:

10.1 Schools forum

This free text box should detail evidence of consultation with your schools forum regarding your DSG management plans including any feedback or comments. Evidence could include minutes detailing conversations regarding planned proposals (links to this evidence may be attached within this free text box). In completing this section, you may wish to include narrative and evidence of:

- details of consultation with the schools forum regarding proposals and their views on these
- how engaged the schools forum is and plans for further engagement

10.2 Education institutions

This free text box should provide a comprehensive summary evidencing how local early years settings, schools and colleges and other providers are likely to support and implement any proposals that relate to them.

Consideration should be given as to how the LA has engaged with different education institutions or groups, such as headteacher groups, governors, special educational needs coordinators (SENCOs) and alternative provision (AP) representatives. In completing this section, you may wish to include narrative and evidence of:

- details of consultation with schools and the wider sector on proposals and their views on these
- how engaged local schools and the wider sector are and plans for further engagement, including their responsibilities in the management plan proposals

10.3 Parents and carers

The '[SEND Code of Practice](#)' states that every LA must ensure that children and young people (CYP) and their parents/carers are involved in discussions and decisions about their individual support and about local provision.

When completing this section, it is important to consider the following:

- consultations take place when proposals are at a formative stage and early enough to make a difference
- adequate time has been given to consultees to respond
- consultees have been given sufficient information about the proposals to make a response
- there is a conscientious consideration of the responses
-

This free text box should provide a summary of any such consultations. We welcome and encourage you to work together with your parent and carer forum before completing this template and include their feedback and suggestions in this free text box.

This template should be available to the public with key proposals presented in a format that provides evidence of dialogue between you and the parent and carer forum.

10.4 Children and young people

This free text box should provide details of how you have engaged with CYP regarding your plans, such as the Youth Participation Forum and how likely CYP will support any management plan proposals that relate to them. In completing this section, you may wish to include information on:

- how far consideration is given to the views of CYP
- plans to ensure positive engagement with the CYP sector

As with parent and carer forums, we welcome and encourage you to work together with your CYP or formulate plans to do so before completing this template.

This template should be available to the public, with key proposals presented in a format that encourages dialogue between you and CYP.

10.5 Elected members (councillors, mayors)

This free text box should confirm that the management plan has been completed in conjunction with the council. You may also use this text box to provide summaries or links to relevant minutes of council meetings and agenda papers.

10.6 Health partners

This free text box should provide a comprehensive summary detailing how health partners are likely to support and implement any management plan proposals and how you have engaged with them so far. In completing this section, you may wish to include information on:

- how far consideration is given to the views of your health partners
- plans to ensure positive engagement with your health partners going forward

11. Local authority (LA) specific narrative tab

The 'Local authority (LA) specific narrative' tab requires user narrative input. The tab comprises 15 separate free text boxes to provide details regarding strategies and plans which relate specifically to your authority.

If you wish to provide further information of these there is space at the bottom of this tab to include links to this evidence, however it is imperative these text boxes are completed and that further evidence is to provide detail of the decisions made, rather than in lieu of completing the box.

Please add comments and narrative within the blank free text boxes.

The tab comprises the following LA specific categories:

11.1 Key risks and mitigations

This free text box is to set out key risks which could have an impact on the success of your management plan and the mitigations you will put in place to manage these. You should provide an overall high-level summary of your plan; consideration should be given to both financial and service delivery risks.

It may be helpful to bullet point each risk with its own mitigation so that it is clearly shown and where a risk is identified, you are able to clearly set out the actions you will take to address these. These could be further broken down into short, medium, or long-term.

11.2 Management plan support

This free text box is for you to detail how the department and your stakeholders can provide support to help you devise and deliver an effective management plan. In completing this section, consideration should be given to:

- support from the Department for Education (DfE) and Education and Skills Funding Agency (ESFA). Examples such as, sharing the initiatives other LAs are currently using, what you would find most helpful from the LA workshops or the provision of informative webinars
- looking at good practice within neighbouring LAs
- support from stakeholders
- support within your authority

- how you are planning to achieve this

11.3 Overall EHCP data and projected trends

This free text box should provide a concise commentary of the key pressures (2 to 3 of the most pressing concerns) for any significant trends regarding your education, health and care plan (EHCP) numbers. You should include analysis of the data you have input within the children and young people (CYP) tab on the [management plan template](#) comparable with national and statistical neighbours.

11.4 Strategy and approach to workforce

This free text box should detail what you are doing to support education establishments to meet the needs of CYP with special educational needs (SEN) and to ensure the promotion of inclusive practice. We expect this to be a concise paragraph or bullet points to detail 2 to 3 of your most important actions. In completing this section consideration should be given to:

- assessing whether you have a skilled workforce with sufficient staff to undertake their duties. For example, the services to support mainstream schools such as specialist support teams/outreach from non-maintained special schools or independent schools
- if there is a requirement for improvement, your plans for recruitment and retention, including proposals to develop and sustain the high needs workforce (including those directly employed in delivery and administrative capacities, those indirectly employed in other organisations within the delivery chain, and your approach to retention and development)

11.5 Strategy and approach to EHCP rates

This free text box should detail how you are ensuring there is provision in place for all CYP with different needs, including strategy proposals going forward. We expect this to be a concise paragraph or bullet points to detail 2 to 3 of your identified key strategies. In completing this section consideration should be given to:

- the quality of the places available
- the sharing of expertise and good practice across your providers
- how providers are encouraged to work together
- how robust panel experts make decisions on EHCPs

- how working in partnership with other LAs ensures EHCPs are given out at the appropriate level
- evidence of the quality of high needs provision
- the provision in place will ensure CYP with different needs are able to access the most suitable places for their needs
- how external placements are commissioned, the arrangements in place, including how value is measured and how it is ensured
- relationships concerning tribunal cases.
- the support in place to enable CYP to be provided for adequately in other schools and colleges
- SEN placement planning and the process for reviewing additional support above the core offer (in mainstream and independent)

11.6 Managing demand pressures

This free text box should provide details of your plans to manage demand pressures within EHCP rates, including how the threshold for EHCP numbers is assessed and the overall increase in numbers requiring support from the high needs block (HNB). This should include demand pressures within EHCP rates for the 20-25 cohort of young people within your authority.

In completing this section, consideration should be given to:

- the overall increase in numbers requiring support from the HNB and the demand for places across all placement settings
- managing demand pressures at the key pressure points and how associated risks are managed alongside proposed actions
- how sufficiency strategies are used to inform placement practice and measures taken when gaps are identified
- managing cost and spend per capita and any risk associated with any actions which will be taken
- organisational arrangements in place to support the effective management of high needs resources

11.7 Sharing best practice and effective practices

This free text box should provide details on how you have been engaging with other LAs and sharing both best practice and effective practice. In completing this section, consideration should be given to:

- sharing cost reduction strategies such as better commissioning, scrutiny and review of costs. For example, review of post 16 commissioning or review of alternative provision (AP) providers
- comparisons of top up rates against neighbouring LAs
- investing in local provision strategies used by neighbouring LAs to reduce reliance on more expensive out of authority placements
- demand management strategies around key spending thresholds. For example, improving the effectiveness of moderation panels or training and support for mainstream providers to meet the needs of CYP with special educational needs and disabilities (SEND)
- effective early intervention practices. For example, the provision of short-term preventative funding to avoid the need for EHCPs and longer term top up funding

11.8 Assumptions

This free text box should provide details of future years' assumptions including how you have arrived at projected numbers, such as any future funding or growth assumptions or any other calculations which are not explained elsewhere within the document. When completing this section consideration should be given to:

- the formula used to arrive at the calculations and assumptions made
- why these assumptions have been made
- strategies to reduce costs

Particular thought should be given to calculations made in the financial tab regarding spend, including all s251 budget and outturn return lines, numbers of CYP for future years detailed in each placement type tab and also how any population growth may affect these numbers

11.9 Block movements and disapplications

This free text box should detail plans for proposed block movements and disapplications for future years as detailed on the financial tab.

When completing this section consideration should be given to how these will fit into your overall strategies and ensure that assumptions are as transparent and realistic as possible.

Further guidance on block transfers and disapplications can be found in the 'Movement between blocks' section, pages 39 to 43 of the ['Schools revenue funding 2021 to 2022 operational guide'](#) alongside the disapplication proformas within the ['Pre-16 schools funding: local authority guidance for 2021 to 2022'](#).

11.10 Population

This free text box should detail your assumptions regarding population growth within the LA and how these calculations have been made. When completing this section consideration should be given to:

- the formula used to arrive at the population forecast
- why these assumptions have been made

11.11 Governance and commissioning arrangements with CCGs

This free text box should detail your approach to jointly commissioning services for CYP with SEND, including how you are using these services and will continue to strengthen these arrangements going forward. In completing this section, consideration should be given to:

- how senior leaders across the LA and clinical commissioning groups (CCGs) work closely together to plan, commission and deliver services for CYP with SEND
- ensuring there is a robust governance structure in place to embed and support a joint working relationship, for example, it may be appropriate to create an improvement board
- how a strong vision cutting across both the LA and CCG on delivering services for CYP is ensured, including the effective use of funding

11.12 Capital

This free text box should be used to explain your plans regarding capital funding. In completing this section, consideration should be given to:

- priorities with regards to capital funding and any challenges that you may be currently facing (such as, any free schools planned locally, plans to develop units in mainstream, reshape of the local offer)
- high-level details on any short, medium and long-term milestones or planned projects
- how you expect planned capital investment to support the wider strategy
- contingency plans if primary plans are delayed or rejected and the impact this might have on any associated pressures or savings

11.13 Early years

This free text box should detail any increases in SEND within the early years (EY) block and to describe key strategies in supporting EY and how any issues will be addressed. In completing this section, consideration should be given to:

- key strategies in providing support early to prevent needs from escalating
- the impact of the SEN inclusion fund being retained centrally
- services that are funded from centrally retained EY funding such as EY speech and language therapy services

11.14 Special educational needs (SEN) transport costs

This free text box should provide a year by year breakdown of your SEN transport costs, including any breakdown of costs charged to the DSG.

Further guidance on SEN transport costs can be found within [SCCHEDULE 2 Regulations 6 and 8 Part 1](#) (historic commitments, paragraphs 1d and 3).

11.15 SEN other costs

This free text box should provide a summary of your other costs charged to the high needs block of the DSG.

12.Placement type narrative tab

Please add comments and narrative within the blank free text boxes.

The 'Placement type narrative' tab requires user narrative input. There are links at the top of this tab which when clicked enable you to be quickly directed to the relevant placement type section within it.

The placement types are as follows:

- mainstream (mainstream schools or academies placements)
- resourced or SEN Units (resourced provision or SEN Units placements)
- special schools (maintained special schools or special academies placements)
- NMSS or independent (non-maintained special schools or independent (NMSS or independent) placements)
- hospital schools or AP (hospital schools or alternative provision (AP) placements)
- post 16 and FE (post 16 and further education (FE) placements)
- health, social care (health, social care, therapy services and care provision)
- other (other placements or direct payments)

Each placement type has 3 separate free text boxes to input narrative. When including a summary of Post 16 placements, consideration should be given to the following:

- post 16 and FE placement type should include young people aged 16+ who are on the roll of mainstream FE, sixth form colleges and special sixth form colleges
- for all other placement types, you should include young people aged 16+ who are on roll with an EHCP

12.1 Key pressures and issues

This free text box should describe the key pressures and issues within each placement type, including the changes in data and projected trends for the next 5 years. In this section consideration should be given to:

- details of what have been and are your current key pressures and issues including the reasons behind the changes in the data and projected trends for the next 5 years
- a brief commentary on the data, providing context or explanation for any significant changes in data and projected trends
- a list of the top 5 key pressures pinpointed for priority

12.2 Summary of strategy and approach to placement type

This free text box should provide a brief commentary of current strategies and approaches to the placement type including your proposals to invest long term to meet a wider range of needs. When completing this section strategic plans might include:

- your approach for managing the demographic demand pressures. For example, managing the growth in EHCPs, managing demand in special schools, AP and out of authority placements
- measures to support mainstream schools in meeting the SEN of a wider range of pupils. For example, through workforce training or clear routes to access specialist expertise
- identification of who currently delivers AP (local authority-maintained school, or a pupil referral unit, academies, independent or un-registered provision) and what percentage of the AP cohort are in each type of establishment
- changes to the focus of existing specialist places, to cater for different or more complex needs
- the creation or expansion of specialist provision attached to mainstream schools (special units or resourced provision)
- the use of AP within mainstream schools (in-school units or resourced provision)
- identification of the need to create or expand social, emotional, mental health in schools rather than AP
- strategic engagement with specialist providers or AP in the NMSS or independent sector, to ensure places offered reflect the changing needs of CYP. The process for places and how appropriate provision is sourced
- expansion of existing specialist places, to cater for CYP in AP with EHCP plans

12.3 Initiatives

This free text box should detail any current initiatives you are trailing in each placement type. You should include how these are going, such as:

- the reasons for choosing these initiatives
- your confidence that overall, your initiatives will be cost effective
- the value these initiatives will add

In completing this section, consideration should also be given to how you are evaluating these initiatives.

12.4 Health, social care, therapy services and care provision

The 3 separate free text boxes in this section should be used to detail future demand of contributions from other services for CYP within the LA.

12.5 Summary of the inputs made by health and social care partners and proportion of current costs

This free text box should provide a detailed summary of the inputs made by these partners and the proportion of current costs which are covered for health and social care needs of CYP within the LA. When completing this section, consideration should be given to:

- provision costs shared with the health authority
- the proportion of cost being met by health and proportion of cost being met by social care
- your relationship with partners and if practice could be improved, how this could be achieved
- contributions made by the health authority in both costs and in writing EHCPs for CYP

12.6 Health and social care contributions

This free text box should provide details of what you are doing to make sure there are appropriate contributions from health and social care services to ensure the needs of CYP are being met. When completing this section, consideration should be given to opportunities to identify health and social care contributions and compare these to statistical neighbouring LAs.

To note: we are aware that LAs may record this information differently.

12.7 Outline of current and future demand for therapy services

This free text box should provide a brief outline of current and future demand for therapy services and arrangements you have with health services.

When completing this section, consideration should be given to proposals to manage and meet this demand, including the authority's input into this service.

13. Placement type tabs

The 'Placement type' tabs detailed below (this is the same placement type list as set out on Page 40 of this guidance document) provide data information for individual placement settings and require user data input.

- mainstream (mainstream schools or academies placements)
- resourced or SEN Units (resourced provision or SEN Units placements)
- special schools (maintained special schools or special academies placements)
- NMSS or independent (non-maintained special schools or independent (NMSS or independent) placements)
- Hospital schools or AP (hospital schools or alternative provision (AP) placements)
- post 16 and FE (post 16 and further education (FE) placements)
- health, social care (health, social care, therapy services and care provision)
- other (other placements or direct payments)

13.1 Data tables

Data tables in placement type tabs contain both prepopulated and user input cells.

Yellow cells: prepopulated cells which contain published data cannot be amended.

Blue cells: user input cells for you to input data.

Purple cells: calculation cells which cannot be amended.

White cells: require no data input. Placement type tabs that include s251 line 1.0.2 (high needs place funding within individual schools' budget) will not have a figure for 2017 to 2018 financial year as this category was introduced from the 2018 to 2019 budget. Previously this category was included in s251 line 1.0.1 Individual Schools Budget (before academy recoupment).

To note:

- for post 16 and FE placement type you should include young people aged 16+ who are on the roll of mainstream FE, sixth form colleges and special sixth form colleges
- for all other placement types, you should include young people aged 16+ who are on roll with an EHCP

13.2 Total projected mitigated expenditure (forecast with savings and invest to save measures) data table

This data table contains both prepopulated and user input cells. The yellow prepopulated cells contain published data which has been taken from:

- [s251 budget and outturn returns for 2017 to 2018](#)
- [s251 budget and outturn returns for 2018 to 2019](#)

To note: the pre-populated s251 data is gross therefore projected data must be input as gross for continuity.

Row number and column	Data table name	Data table information source
Starting from 9 up to 25 (due to variation on each placement type tab) C and D	Published outturn date – prepopulated	Columns C and D use prepopulated data taken from the s251 budget and outturn returns for 2017 to 2018 financial year and 2018 to 2019 financial year.
Starting from 9 to 25 (due to variation on each placement type tab) E	Outturn	Column E requires user input. You will need to input the outturn position at the end of 2019 to 2020 financial year.
Starting from 9 to 25 (due to variation on each placement type tab) F to J	Total projected mitigated expenditure (forecast with savings and invest to save measures	Columns F to J require user input. You will need to input predicted forecast budget data going up to and including 2024 to 2025 financial year (if you wish to forecast this far) which shows the cost reductions if the measures in the management plan are implemented.

13.3 Total projected unmitigated expenditure (forecast based on current trends without mitigating actions) data table

This data table contains blue cells which are user input cells for you to input total projected unmitigated expenditure (forecast based on current trends without mitigating actions) up to a 5-year forecast period.

Row number and column	Data table name	Data table information source
9 to 25 (due to variation on each placement type tab) L to P	Total projected unmitigated expenditure (forecast based on current trends without mitigating actions)	Columns L to P require user input. You will need to input predicted forecast budget data going up to and including 2024 to 2025 financial year (if you wish to forecast this far) which shows no cost reduction and/or invest to save measures in place and therefore will be reporting a 'do nothing' forecast.

13.4 EHCP and CYP data tables

These 4 data tables contain user input cells for you to input both historic and estimated future projections of children and young people (CYP) with or without an education, health and care plan (EHCP) who are supported within the high needs block. These data tables are included in every placement type tab apart from 'Health, Social Care' and the data entered in these tables will pull through to the 'Children and young people summary' tab elsewhere in the template.

13.5 Graphs

The information displayed within the graphs is representative of the data on each tab. These show calculated cells which combine prepopulated and user input data.

14. Data from the High needs benchmarking tool v6 tabs

These 3 tabs within the DSG management plan template are taken from the '[High Needs Benchmarking Tool v6](#)' and are named:

- Compare SEN
- Compare s251
- Compare high needs NNF

Further details of the data within these 3 tabs can be found within the glossary and sources tab in the [management plan template](#).



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