

SCHOOLS FORUM MEETING**WEDNESDAY 11 MARCH 2015 at 0800****VENUE: Committee Room 1, City Hall, Bradford****PLEASE NOTE**

All meetings will be held in public; the agenda, reports, decision list and minutes will be publicly available on the Council's website and in Committee Secretariat, Room 112, City Hall, Bradford.

The taking of photographs, filming and sound recording of the meeting is allowed except if the Forum Members vote to exclude the public to discuss confidential matters covered by Schedule 12A of the Local Government Act 1972. Recording activity should be respectful to the conduct of the meeting and behaviour that disrupts the meeting (such as oral commentary) will not be permitted. Anyone attending the meeting who wishes to record or film the meeting's proceedings is advised to liaise with the Forum Clerk (asad.shah@bradford.gov.uk, 01274 432280) who will provide guidance and ensure that any necessary arrangements are in place. Those present who are invited to make spoken contributions to the meeting should be aware that they may be filmed or sound recorded.

1. APOLOGIES FOR ABSENCE

The Senior School Funding Officer will report the names of alternate Members who are attending the meeting in place of appointed Members.

2. DISCLOSURES OF INTEREST

To receive disclosures of interests from Members on matters to be considered at the meeting. The disclosure must include the nature of the interest.

An interest must also be disclosed in the meeting when it only becomes apparent to the member during the meeting.

3. MINUTES OF 7 JANUARY 2015 & MATTERS ARISING***Minutes*****4. MATTERS RAISED BY SCHOOLS**

Members will be asked to consider any issues raised by schools.

5. STANDING ITEM – DSG GROWTH FUND ALLOCATIONS (i)

An updated will be provided verbally. There are no new allocations for consideration at this meeting.

Recommended –

The Forum is asked to note and consider the information provided.

(Andrew Redding – 01274 385702)

6. SCHOOLS FORUM MEMBERS – VICE CHAIR (a)

Members will be asked to approve the proposed approach to the election of the Vice Chair of the Schools Forum for 2015.

(Andrew Redding – 01274 385702)

7. COST PRESSURES WITHIN SCHOOL & ACADEMY BUDGETS 2015-17 (i)

The Senior School Finance Officer will present a report, **Document EH**, which alerts the Schools Forum to the cost pressures that are forecasted to impact on school and academy delegated budget shares over the next 2 financial years. The report also asks Members for their view on the extent to which the funds held within the DSG should support schools facing financial difficulty.

Recommended –

The Forum is asked to discuss the information provided in the report and to consider the role of the DSG in supporting schools that face financial difficulty.

(Andrew Redding – 01274 385702)

8. ASD PROVISION STRATEGIC REVIEW (i)

A report will be presented, **Document EI**, which provides the Schools Forum with an update on the development of the District's strategy in response to the current and forecasted future growth in children presenting with ASD needs. This item follows from the record of the minutes of the Forum's meeting held on 22 October 2014.

Recommended –

The Forum is asked to consider the information provided in the update.

(Jennie Leary – 01274 385520)

9. UPDATE ON DSG MATTERS FROM 7 JANUARY 2015 MEETING (a)

The Senior School Finance Officer will present a report, **Document EJ**, which provides an update on matters relating to the School Forum's recommendations on the 2015/16 Schools Budget made on 7 January 2015. The matters that require a further decision or recommendation from the Schools Forum are highlighted in the report.

Recommended –

The Forum is asked to consider the information provided and to make recommendations / decisions as outlined in the report.

(Andrew Redding – 01274 385702)

10. UPDATE ON THE BRADFORD LEARNING NETWORK (a)

A report will be presented, **Document EK**, which provides the Schools Forum with an update on the Bradford Learning Network and details of the procurement process to be undertaken following the end of the current 3 year contract.

Recommended –

The Forum is asked to endorse the collaborative approach to re-procuring the Bradford Learning Network (BLN) internet and learning provision.

(Jo Dean – 01274 385844)

11. OTHER SCHOOLS FORUM STANDING ITEMS (i)

Updates on the following Forum standing items will be provided verbally where these have not been covered within other agenda items:

- Update on Single Status
- Update from the Schools Financial Performance Group (SFPG)
- Update from the Early Years Working Group (EYWG)
- Update from the Formula Funding Working Group (FFWG)
- Update on Primary School Places
- Update on Academies & Free Schools

Recommended –

The Forum is asked to note the information provided.

(Andrew Redding – 01274 385702)

12. AOB

Members will be asked for any additional items of business, for consideration at a future meeting.

13. DATE OF NEXT MEETING

Please see the published schedule of meetings – Wednesday 20 May 2015.

(a) Denotes an item for action

(i) Denotes an item for information

**MINUTES OF THE MEETING OF THE SCHOOLS FORUM HELD ON
WEDNESDAY 7 JANUARY 2015 AT CITY HALL, BRADFORD**

Commenced 0800
Adjourned 1000
Reconvened 1020
Concluded 1230

PRESENT

School Members:

Irene Docherty, Bev George, Brent Fitzpatrick, Chris Quinn, Dianne Rowbotham, Dwayne Saxton, Emma Ockerby, Gareth Dawkins, Hugh Lorimer, Ian Morrel, Kevin Holland, Nick Weller, Nigel Cooper, Paul Burluraux, Sara Rawnsley and Sue Haithwaite

Non School Members:

Ian Murch, Donna Willoughby and Michael Walsh

Local Authority Officers:

| | |
|-----------------------|--|
| Andrew Redding | Senior School Finance Officer |
| Cindy Peek | Assistant Director, Children's Services |
| Dawn Haigh | Principal Finance Officer - Schools |
| Linda Mason | Interim Assistant Director, Access and Inclusion |
| Michael Jameson | Strategic Director, Children's Services |
| Raj Singh | Business Advisor |
| Stuart McKinnon-Evans | Finance Director |
| Yusuf Patel | Committee Services Officer |

Observers:

| | |
|------------------|--|
| Councillor Berry | Portfolio Holder, Children and Young People's Services |
| Councillor Sykes | Children's Services Overview and Scrutiny Committee, Chair |
| Lynn Murphy | Business Manager, Feversham College |

Apologies:

Rob Freeth, Trevor Loft, Michele Robinson, Vivienne Robinson, Phillip Travis and Dominic Wall.

PAUL BURLURAUX IN THE CHAIR



32. CHAIRS OPENING REMARKS

The Chair reminded Members that the decisions and recommendations required at this meeting have developed from the Forum's considerations, and those of the working groups, since September 2014. Decisions on funding should be taken with a full awareness of the issues and choices that are presented in the papers, and with a clear view about the financial pressures facing both the DSG and the Council.

33. DISCLOSURES OF INTEREST

There were no disclosures of interest in matters under consideration.

34. MINUTES OF 10 DECEMBER 2014 & MATTERS ARISING

Resolved –

That the minutes of the meeting held on 10 December 2014 be approved as a correct record.

The Senior School Finance Officer reported on the following Matters Arising and also tabled additional papers in respect of the following items.

(i) Pupil Premium Looked After Children (LAC)

The Interim Assistant Director Access and Inclusion presented further information (matters arising document 1) that had been requested by Members at the last meeting relating to the proposal from the Local Authority for the alternative use of the Pupil Premium Grant for Looked After Children from April 2015. The report responded to the request for consideration of an alternative hybrid model (which would not affect the Grant allocations for schools / academies with higher numbers of LAC), concerns regarding the future sustainability of the funding of a central team, and whether the proposal could be implemented for a year and funded from DSG one off monies.

The Assistant Director referred to the tables in the report, which showed the distribution and concentration of LAC in schools / academies and also gave an overview of the impact and costs associated with two alternative hybrid options. The Assistant Director stated that the original proposal as presented at the last meeting was still the Authority's preferred approach, stressing that, in adopting either alternative option, the original proposals would be scaled back accordingly through reconsideration of posts and planned activities. The Assistant Director also explained that 5 to 6 terms (rather than 1 year) would be needed before impact could be properly evaluated.

For clarity, the Chair confirmed that, although this proposal has been put to Members for consultation, the final decision on the allocation of the Pupil Premium for LAC is the Local Authority's. In the discussion that followed, the following main comments were made and questions asked:

- That the responsibility for outcomes for LAC sits with schools.
- A Member stated that, instead of putting in place a new 'old fashioned' Authority-led centralised strategy, some schools are already performing well in this area and the

Authority should be looking to build on this best practice and use existing school-led infrastructures. Another Member added that they were not sure that a centralised service could effectively replicate sophisticated school-based support systems and that there is a danger that the support a school would receive would be diluted to the extent that its value is reduced. The Assistant Director acknowledged that there is good practice in schools and that it was the Authority's intention to work closely with schools to capture this. However, as well as building on good practice, a robust system must be implemented that supports raising the attainment of LAC now in schools that are not performing well. A Member added that there is a moral duty to support LAC.

- A Member expressed concerns that the paper submitted did not adequately reflect the discussion that had taken place at the last meeting. In particular it did not address the issue of the increasing numbers of cross -authority LAC in the district's schools. A more detailed analysis / sophisticated model is required. It was confirmed that the figures shown in the tables were Bradford Authority children only and that this may explain why the numbers are lower than initially expected.
- The Portfolio Holder stressed that this was an area, which required close working arrangements to be put in place and a sustained effort, as the Council has an important role as the 'Corporate Parent'. He added that the population of Looked After Children are dispersed and this proposal is not about reinventing the wheel, but about building on good practice.
- In response to a question on what a central team would do, the Interim Assistant Director explained that the LAC team would undertake more regular / systematic intensive care work, especially focusing on early years, and provide wider family support in conjunction with schools. The clear aim is to achieve significantly better outcomes for Looked After Children.
- The Vice Chair stated that, in her view, the paper did accurately reflect the discussion that took place at the last meeting and she welcomed the central team approach. Similar to the SEN Team, schools will still have responsibility but will also be able to rely on the central team for support and advice.
- A Member asked whether the DSG would become responsible for any redundancy costs associated with a central team, should redundancies be needed in the future. The Senior School Finance Officer advised that, following the already established principle that the budget from which the staffing have been employed is responsible for any exit strategy, where the LAC central team is not funded by the DSG, the DSG should not have any automatic financial responsibility for redundancies.

The Chair concluded the discussion and asked that the Authority takes a decision in light of Members' comments.

(ii) Financial Support for Belle Vue Boys School

The Senior School Finance Officer presented further information (matters arising document 2) that had been requested by Members at the last meeting on the proposed financial support model for Belle Vue Boys School.

In considering the additional information, Members asked the following main questions and made the following comments:

- A Member, although expressing support for this proposal, raised concerns about setting a precedent in that schools that have previously converted may come back

to the Forum with their arguments for financial support. We need to be clear about why we are proposing funding support here that was not previously available. A key line of discussion from this was why the circumstances of Belle Vue Boys School warrant such an approach and why these circumstances are unique (circumstances that are outlined in the report). It was clarified in later discussion that a rationale for support is not that the school is increasing its PAN. The Senior School Finance Officer clarified however, that the School is currently significantly undersubscribed and that the full capacity of the School is needed to meet future places pressures.

- A Member confirmed their understanding from the additional information that it would be more costly not to go ahead with what is being proposed.
- The Strategic Director Children's Services urged the Forum to appreciate the exceptional circumstances facing the School and that the Government is also keen to see Belle Vue Boys School achieve Academy Status, and that these proposals therefore, offered the most viable solution.
- A Member suggested that, if the Local Authority had offered such a support fund at the start, then a number of sponsors would have come forward. In this, the Authority needs to be careful to avoid the impression of 'favouritism'. In response, a Member expressed concern that sponsors would only come forward where there is financial incentive to do so, as we should all here for the education of children. Another Member commented that they found it odd that no representative of Beckfoot Academy Trust has attended the Schools Forum whilst this matter is being considered.
- A question was asked about how much capital funding the Authority would lose was Belle Vue Boys to close. It was stated that the Authority would lose the funding to rebuild a new 4 FE school.
- The Portfolio Holder stressed that the proposal has growing support in the local community and that there was a need to build on this partnership in order to see improvements at the School.

In summary, a number of Forum Members expressed nervousness about the proposal. However, a number of Members also expressed their support for this, stating that this is not just a funding issue, but about securing benefit for children in the longer term. Please note that further discussion took place on this matter, recorded under item 11.

(iii) Pupil Referral Unit / Primary Behaviour Centre Occupancy

The Senior School Finance Officer reported back to Members the information requested at the last meeting on the actual occupancy of places at the PRUs and Behaviour Centres since September 2013 (matters arising document 3). It was explained that this information is presented to inform the Forum's recommendation on what to do with the unspent sums of one off monies that were earmarked this financial year (£105,000 Primary Behaviour Centres and £600,000 District PRU places). The Vice Chair expressed concern about the low levels of occupancy of the Behaviour Centres and said that she would be taking this forward with the established review group and with BPIP.

(iv) Health and Well-Being Traded Service

The Senior School Finance Officer reported back to Members the further information requested at the last meeting on what traded services packages will be offered by the

Health and Wellbeing Team and the sustainability of these services (matters arising document 4). It was explained that this information is presented to inform the Forum's recommendation on the request for £80,000 one off transitional funding from the DSG. The representative for Post 16 providers asked whether these services are available to Further Education settings and it was stated that these could be. A Member asked whether Children's Services' planned move out of Future House would affect traded services delivery (e.g. because of a loss of training space). The Deputy Director, Children's Services, explained that there will be no negative impact - the new accommodation will include meeting and conference spaces. The Interim Assistant Director, Access and Improvement, emphasised the strength of the current traded services model and that transition funding will enable the Team to move forward successfully.

(v) Outdoor Education Centres

The Senior School Finance Officer reported back to Members the further information requested at the last meeting on previous and forecasted future occupancy rates for the 3 Outdoor Education Centres from autumn 2013 to confirmed spring and summer 2015 bookings (matters arising document 5). Members were reminded that this information had been requested at the last meeting with reference to the bid for £500,000 from the DSG to support the redevelopment of the outdoor education centres (and specifically the redevelopment of Nell Bank). It was explained that, as refurbishment has only just taken place at Ingleborough Hall and is still to take place at the other 2 centres, the occupancy figures do not yet really show conclusively the impact of refurbishment, but that the figures for Ingleborough Hall are encouraging. Members recognised this and also that the planned increase at Nell Bank to 2 form of entry through refurbishment is a very positive move. Members however, also identified that occupancy at Ingleborough Hall could be improved and stated that further work needs to be done to boost marketing and booking management. It was explained that there was now in place clearer oversight of the 3 centres by the Local Authority and that the development of Trust arrangements is progressing quickly. These will enable changes to be made to booking systems to grow occupancy.

35. MATTERS RAISED BY SCHOOLS

There were no issues raised by schools to report.

36. STANDING ITEM – DSG GROWTH FUND ALLOCATIONS

There were no new allocations for consideration at this meeting

37. UPDATE ON THE 2015/16 DSG FUNDING POSITION

The Senior School Finance Officer presented a report, **Document EB**, which updated members on the position of the Dedicated Schools Grant for the 2015/16 financial year.

He stated that, subject to confirmation of some technical adjustments, we are now clear on the value of DSG funding available across the Schools, High Needs and Early Years Blocks for the 2015/16 financial year. He also explained the individual positions of the 3 Blocks and stressed that it was essential that the Forum balances the budget in making final decisions under item 11.

Referring to the extent to which the Schools and Early Years Blocks are contributing to High Needs Block expenditure, a member asked whether this position is similar to that in other local authorities. The Senior School Finance Officer responded by explaining that comparisons were complicated and limited by how information is reported, and that more work is being done on this, but that it is our understanding that our overspending of the High Needs Block against our notional DSG High Needs allocation is not unique. Members were reminded of the benchmarking information that was presented in the autumn term on our rates of High Needs funding. The Senior School Finance Officer also explained that the DfE has indicated its awareness, in recent publications and in a 'call for evidence', of the pressure currently within DSG budgets relating to High Needs provision. We expect the DfE's review of SEND funding arrangements (to take place during 2015) to address this pressure.

Resolved –

That the information contained in Document EB be noted.

38. UPDATE 2014/15 CENTRALLY MANAGED FUNDS SPENDING POSITION

The Senior School Finance Officer re-presented the analysis, **Document EC Appendix 1**, showing the position of 2014/15 funds and the value of one off funding available. It was explained that the position of these funds was the same as presented previously, but with the schedule now including at the bottom the additional possible items that had been discussed at the last meeting.

It was clarified that, subject to the Forum's view on the £1.205m of items in section 2 of the schedule, that further sums may be available for re-allocation. The Finance Director asked that, should the Forum wish to retain the £1.205m funding for these items (including where further work may be needed to determine their allocation) that the minutes of the meeting should clearly record the process and timeline for decision making. This will help the Executive to be clear on how these sums are to be used.

A Member clarified that the use of one off monies for Looked After Children was suggested as a way of implementing the Authority's proposal (discussed under matters arising 1) without reducing the Pupil Premium allocations for schools / academies.

The Strategic Director Children's Services reiterated that the money that is proposed to be earmarked for the Joint Improvement Investment Fund would be allocated to drive up educational standards in Bradford, supporting the development of co-commissioning, sector-led improvement and cross phase-partnership work.

Following the presentation of the main schedule, the Senior School Finance Officer

presented Appendix 2, which provided more information on how the primary to secondary funding ratio is being affected by the 2015/16 DSG allocation process. It was explained that this information is being presented to inform the Forum's discussions, recognising that, with the proposed funding of the post opening budget for Bradford Forster Academy and the financial support for Belle Vue Boys, the allocation of one off monies is being heavily weighted towards the secondary phase. Members representing the primary phase would have expected a greater proportion of one off monies to be allocated towards primary, as in 2014/15. It was explained that, although no deliberate adjustment has been made to move funding between phases in the figures presented so far, the relative phase funding positions are being affected by changes, especially in the data used to calculate delegated formula funding allocations, where £580,000 is being removed from the secondary funding formula. The effect of these changes in total is that the gap between primary and secondary funding per pupil is being reduced. The Chair however, highlighted the impact of the £580,000 reduction in formula variable values (especially relating to deprivation and low attainment) on secondary schools / academies, and asked that options for the amelioration of this be considered further by Members when making final recommendations under item 11.

Resolved –

That the information contained in Document EC be noted.

39. CENTRALLY MANAGED AND DE-DELEGATED FUNDS 2015/16

The Senior School Finance Officer presented the report, **Document ED**, which asked the Schools Forum to consider the full recommendations from the Working Group, established to review the future approach to the funding of Early Years and Schools Block central items and de-delegated funds from the DSG. This item followed the Forum's consideration on 22 October 2014 of the Working Group's initial recommendations.

The additional recommendations that have been made by the Group but not yet considered by the full Schools Forum were highlighted - Admissions, the DSG's Matched Funding for School Improvement and Trade Union Facilities Time (negotiator time and health and safety time).

It was suggested that, subject to the Forum's agreement on the proposals for 2015/16, further work on admissions (the use of the £151,000) and on trade union health and safety facilities time (a new agreement funded by a smaller budget) could be delegated to an expanded De-Delegated and Centrally Managed Working Group, for recommendations to be made back to the Forum. Members identified that it is important that schools and academies are clear about their respective responsibilities both for health and safety and for admissions.

The Senior School Finance Officer explained that the Group had not made a recommendation on the continuation of the DSG's contribution to Early Childhood Services and that a separate report (Appendix 2) is presented to the Forum at this meeting. In discussing the continuation of this contribution, Members felt that evidence for the impact of this funding and of ECS services on outcomes for children needs to be clearer.

Members also commented that the Council already appears to have formed a view about the impact of ECS services in proposing reductions in its consultation on its 2015/16 budget. As Members held different views on whether the contribution to ECS should continue at the same value, the Chair asked Members to vote. The majority view (against the view of the representative for Maintained Nursery Schools) was to reduce the DSG's contribution to ECS by 25% in 2015/16, which is a reduction of £220,000.

Resolved –

That the information contained in Document ED be noted.

40. **DSG REVIEWS SUMMARY 2014**

The Senior School Finance Officer presented a report, **Document EE**, which summarised the conclusions and action points from the DSG reviews conducted in 2014. It was emphasised that the themes of these reviews would continue to feature prominently in School Forum meetings. Due to time pressure, this item was only quickly considered. Members agreed that the report gives an accurate assessment of the current position.

Resolved –

That the information contained in Document EE be noted.

41. **INDICATIVE DELEGATED BUDGETS 2015/16**

The Senior School Finance Officer presented a report, **Document EF**, which showed the indicative delegated allocations for individual schools, academies and other settings for the 2015/16 financial year, and which also presented the draft Primary and Secondary and Early Years Pro-formas.

Resolved –

That the information contained in Document EF be noted.

42. **FINAL RECOMMENDATIONS AND DECISIONS 2015/16 DSG**

The Senior School Finance Officer presented **Document EG**, which summarised the decisions and recommendations the Schools Forum is asked to make in setting the allocation of the DSG and formula funding arrangements for the 2015/16 financial year. The resolutions of the Schools Forum are recorded individually below. In addition, the minutes record:

- That the Schools Forum must continue to keep a close eye on the relationship of levels of funding by phase (the primary to secondary funding ratio). Members should not lose sight of this in future discussions about the use of resources.

- That the Joint Improvement Investment Fund must remain specific and targeted. Issues relating to other funding allocations e.g. the allocation of the £1.205m of one off monies, should be dealt with separately.
- A Member asked whether the Secretary of State will be likely to agree to the request for the use of £500,000 to support the outdoor education centres. The Senior School Finance Officer stated that it is difficult to know as he is not aware of any precedent for the Secretary of State approving such a contribution in other authorities. However, we have been successful in using DSG for capital purposes in the development of 2 year old places. Cllr Sykes (Chair of the Children's Services Scrutiny Committee) added that the Committee will continue to monitor the position of the outdoor education centres.
- Members expressed concern that, if one off monies are used to fund the proposals relating to LAC (matters arising document 1), the DSG will become responsible for redundancy costs in the future. Following a vote, Members determined not to further consider the proposed use of one off monies in support of this.
- Members engaged in further discussion about the proposed financial support model for Belle Vue Boys School and the rationale for supporting this school in this way (when other conversions previously have not been supported). It was clarified that Belle Vue Boys is undersubscribed but that the financial model is not based on the school increasing its PAN. It was also clarified that changes in the Finance Regulations around funding responsibilities mean that the financial circumstances of the conversion of Belle Vue Boys to academy are different from the conversions of schools previously. Members focused on the management of risk and the necessity to ensure continuity in the processes that will now affect the school and its staffing. Having asked for the Bradford Partnership's view on the proposal, the Chair of the Partnership responded that this was a place planning issue and, as such, was a Local Authority matter. Following a question on whether the DSG will be asked to contribute more for Belle Vue Boys than is presented here, it was explained that the expectation is that funding will be allocated according to the proposed formula, so although the total cost to the DSG would be influenced by pupil numbers at the School, the formula will set the parameters of the total cost to the DSG over the support period.

Resolved -

Schools & Early Years Block Central and De-Delegated Items 2015/16

Funds for 2015/16 agreed by Schools and Academies members on a relevant phase-specific basis (Early Years, Primary and Secondary):

- (1) **Schools Forum Costs – agreed to continue in 2015/16 the fund of £10,000.**
- (2) **School Admissions – agreed to continue in 2015/16 a total DSG contribution of £577,586. That an expanded Centrally Managed and De-Delegated Funds Working Group be asked to further discuss how the £151,000 element of this contribution can be most effectively utilised. This Group to make recommendations back to the Schools Forum.**
- (3) **Copyright Licences – agreed to continue the DSG's contribution at the value of charge to set by the DfE for 2015/16, which is to be confirmed.**

- (4) **DSG Matched Contribution to School Improvement–**
- a. **Agreed to continue in 2015/16 a contribution of £1,976,403, which incorporates a) a reduction of £220,000 in the DSG’s contribution to Early Childhood Services (agreed by vote) and b) the 3 other elements of this contribution (to the Bradford Achievement Service and Strategic Support, School Governor Services and School Organisation and Place Planning) remaining at their existing 2014/15 values.**
 - b. **Agreed that the released £220,000 be re-allocated on an on-going basis back to delegated primary and secondary budgets to offset the adjustments required to formula funding variables as a result of increases in data recorded in the October 2014 Census.**
 - c. **Agreed to accept the Working Group’s additional recommendations on how decisions on the continuation of these contributions after 2015/16 are to be taken, as outlined in Document ED.**
- (5) **Early Years Single Formula Adjustments – agreed a fund of £200,000 to be held to meet the costs of in year adjustments relating to the termly re-calculation of Early Years Single Formula allocations during 2015/16.**

Funds for 2015/16 agreed by Schools members (maintained schools only) on a relevant phase-specific basis (Early Years, Primary and Secondary):

- (6) **ESBD School Support Team – agreed to continue de-delegation at the 2014/15 per pupil value (Primary only). To accept the Working Group’s recommendation that how this fund is deployed be considered further within the review of primary-aged behaviour support services.**
- (7) **Minority Ethnic School Support Team – agreed to continue de-delegation at the 2014/15 per pupil values (Primary and Secondary). To accept the Working Group’s recommendation that how this fund is deployed be considered by the New Arrivals Group within its review.**
- (8) **Costs of FSM Eligibility Assessments – agreed to continue de-delegation at the 2014/15 per FSM values, with contribution taken from FSM Ever 6 allocations (Primary and Secondary).**
- (9) **Fisher Family Trust – agreed to continue de-delegation to meet the cost of licences (Primary and Secondary).**
- (10) **School Maternity/Paternity ‘insurance’ fund – agreed to continue de-delegation at the same per pupil values as 2014/15 (Early Years, Primary and Secondary).**
- (11) **Trade Union Facilities Time (negotiator time) – agreed to continue de-delegation at the 2014/15 per pupil values (Early Years, Primary and Secondary). To accept the Working Group’s recommendations on the expectations / direction of this fund as outlined in Document ED.**

- (12) **Trade Union Facilities Time (Health & Safety Representative Time) – agreed to continue de-delegation with the values of per pupil contributions reduced to provide an initial planned budget of £47,000 for 2015/16 on the basis of the recommendations made by the Working Group. That an expanded Centrally Managed and De-Delegated Funds Working Group be asked to further discuss with the Trades Unions a Service Level Agreement for the deployment of this fund in 2015/16. To accept the Working Group’s recommendations on the direction / annual review of this fund as outlined in Document ED.**
- (13) **School Staff Public Duties and Suspensions Fund: agreed to continue de-delegation at the 2014/15 per pupil values (Early Years, Primary and Secondary).**
- (14) **School Re-Organisation Costs (Safeguarded Salaries): agreed for contributions in 2015/16 to be taken to meet the actual cost of continuing safeguarded salaries (Primary and Secondary only).**
- (15) **Exceptional Costs & Schools in Financial Difficulty: agreed to continue de-delegation to provide planned budgets of £150,000 (Primary) and £50,000 (Secondary) in 2015/16. Please note that the Secondary sum is prior to the inclusion of financial support for Belle Vue Boys School, which is considered separately.**

Other Recommendations relating to Schools & Early Years Block Central and De-Delegated Items 2015/16

- (16) **That the principles behind the management of these funds, as set out in Document EG paragraph 1.3 be agreed.**
- (17) **That the Working Group be thanked for their detailed consideration of these funds on the Forum’s behalf. That the Trades Unions also be thanked for their engagement in the review work.**

Growth Fund Allocations 2015/16

Agreed by Schools and Academies members on a relevant phase-specific basis (Early Years, Primary and Secondary):

- (18) **That the allocations from the Growth Fund for existing & known expansions and bulge classes in 2015/16, as per Document EG Appendix 1 be agreed.**
- (19) **That an additional planned budget of £350,000 to be held for in year new allocations – Primary schools and academies only be agreed. All further in year allocations from the Growth Fund will be agreed by the Forum prior to confirmation with the receiving school / academy. Growth Fund allocations will continue as a standing Forum agenda item to enable this.**

The High Needs Block 2015/16

Agreed by Schools Forum members:

- (20) Agreed to extend the formulaic approach to the calculation of Top Up funding for non-statemented pupils placed in all Pupil Referral Units from 1 April 2015, whereby all such placements are funded 50% at Range 4D and 50% at Range 5 unless it is agreed, following Authority moderation, that another Range is more appropriate.**
- (21) Agreed, in setting the DSG's High Needs Block planned spending for 2015/16, to initially ring-fence the planned spending on the Primary Behaviour Centres at £1.070m, which includes the full year effect of the additional 10 places that were agreed by the Forum from September 2014, so that this sum is available in the re-development of primary-aged behaviour support strategies. The Forum will be kept up to date with how this review work further develops over the next few months.**
- (22) That the reduction of £210,900 in the DSG's High Needs Block spending on the planned budgets for the Early Years Children Centre Plus provisions, to remove the place-led funding element that is currently duplicated, be implemented from April 2015.**
- (23) That the proposal to finance the additional £200,000 planned budget for the Early Years Inclusion Panel (EYIP) in 2015/16, to allocate in support of SEND needs of 2 year olds taking the new free entitlement, from the balance of the under spending of the DSG's 2 year old resources be agreed.**
- (24) Agreed, in setting the DSG's High Needs Block planned budget for 2015/16, to initially ring-fence spending on specific Early Years SEND budgets at £2.793m. The outcomes of the current review work in this area (to enable budgets to be deployed flexibly between different provisions in response to need) will be presented to the Forum in March for further consideration.**
- (25) Agreed that the principles to be established for Early Years SEND, that will enable the flexible allocation of budgets in year between place-led and centrally managed support services, are also established for support for visually and hearing impaired pupils. Therefore, in setting the DSG's High Needs Block planned budget for 2015/16, it is agreed to initially ring-fence spending on the ARCs and central outreach services for visually and hearing impaired children at £4.09m (£2.60m on Place-Plus (123 places) and £1.49m on central support services), pending further discussions with the Forum in March.**
- (26) Agreed to hold a sum of £400,000 within the High Needs Block planned budget to support meeting any unexpected costs associated with the placement of children in specialist settings and to meet the expected increase in the cost of statements in mainstream provision. This budget may also be used to support costs associated with the establishment of new resourced provisions, to be further discussed in March.**

The Allocation of Available One Off Monies

Agreed by Schools Forum members:

- (27) That the following sums not yet spent be retained for these purposes at this time with the actual allocation of these sums to be reviewed by the Forum at the earliest opportunity (as outlined below):
- d. Additional 10 places at the Primary Behaviour Centres September 2014 – March 2015 (£105,000). To be reviewed by the Forum within its consideration of the recommendations of the working group that is looking at the effective deployment of DSG resources for behaviour support for primary-aged pupils (expected March 2015).
 - e. Secondary proportion of agreed one-off monies for District PRU places (£600,000). To be reviewed by the Forum following presentation of further detail from the BACs Strategic Group on how this funding is recommended to be spent (expected March 2015).
 - f. Balance remaining from the £1m set aside for 2 year old places capital schemes (£500,000). To be reviewed following the Forum's consideration of a report on the position of existing / planned capital schemes (expected March 2015).
- (28) Agreed to retain £2.650m of the forecasted £4.213m under spend in the DSG's 2 year old resources at 31 March 2015 to be allocated in support of the further development of 2 year old places capacity. A sum of £2.063m therefore, will be released back to the DSG on a one off basis from funds the Forum has earmarked for the 2 year old offer.
- (29) Agreed to continue to retain the following sums in reserve:
- a. £2,000,000 DSG resilience reserve, available to be used to support unexpected additional costs.
 - b. £1,000,000 DSG reserve from which to finance capital loans.
- (30) Agreed the allocation of £80,000 to the Health and Wellbeing Team as a one off sum.
- (31) Agreed to the allocation of a one off sum of £500,000 as a revenue contribution to capital for the redevelopment of the Outdoor Education Centres in 2015/16. That an application is made to the Secretary of State for the approval of the use of DSG monies for this purpose.
- (32) Agreed not to retain £320,000 of DSG one-off monies to fund the Authority's planned changes in the infrastructure for supporting the acceleration of the improvement in outcomes of Children Looked After as outlined in Matters Arising Document 1. These planned changes therefore, would be funded by retaining a proportion of the Pupil Premium Grant for Children Looked After. Agreed by vote (with one vote to retain this sum, against the majority).
- (33) Agreed to retain £1,017,388 from existing one off monies for the financing of the post-opening diseconomies of scale budget for Bradford Forster Academy (Growth Fund). This sum covers the first 2 years of the indicative

£1.769m 5 year cost, meaning that a further £751,982 must be funded from DSG allocations in future years. The 2015/16 allocation is confirmed at £412,853. Allocations for 2016/17 onwards are subject to an annual review of the funding model.

- (34) Recommendations relating to the provision of financial support from the DSG for Belle Vue Boys School:
- a. That the financial support model proposed in Matters Arising Document 2 be accepted and be funded from the DSG.
 - b. Agreed to retain £2,041,475 from existing one off monies. This sum covers 80% of the total cost of the upside model, meaning that a further £402,053 must be funded from DSG allocations in future years to cover the cost of the upside model / a further £1,696,513 will need to be funded to cover the cost of the downside model.
- (35) Agreed to retain the remaining £1.246m of unallocated one-off monies to establish a Joint Improvement Investment Fund. The key purpose of this fund will be to provide a budget that can be used for new strategies, for engineering changes in policies and infrastructures (including co-commissioning), and for interventions, that will have a demonstrable whole systems impact on improving education outcomes for children and young people and on the delivery of the targets set out in the District's Education Improvement Strategy. Agreed that further discussions now take place with relevant parties (including the Chair of the Schools Forum), to be led by the Strategic Director, Children's Services, on governance and decision making processes for the allocation of this fund. The use of DSG monies in this way is subject to Secretary of State approval.

New On-Going Costs to the DSG in 2015/16

Agreed by Schools Forum members:

- (36) High Needs Block: agreed to expand the DSG's budget for specialist equipment to early years settings, at an annual cost of £25,000.
- (37) High Needs Block: agreed to increase the value of the SEN Funding Floor for Primary schools / academies, at an estimated annual cost of £195,000.
- (38) High Needs Block: agreed to fund a Specialist Teacher for early years within the Authority's ASD team, at an annual cost of £53,000, and an ASD Specialist Practitioner with the remit to support the work of the lead for early years, at an annual cost of £15,000.
- (39) Schools Block: agreed to increase the value of the pupil mobility factor for primary schools / academies at a total estimated annual cost in 2015/16 of £181,221.

Early Years Funding and Pro-Forma 2015/16

Agreed by Phase Specific Schools and Academy members:

- (40) For the funding of the 2, 3 and 4 year old free entitlement via the Early Years Single Funding Formula:
- a) Agreed to continue the principle that any over or under spend against the estimated budgets, resulting from termly adjustments and from the re-calculation of the DSG for January 2015 & January 2016 pupil numbers, be written off from, or added back to, the DSG budget in 2016/17.
 - b) Agreed the setting base rate values for the 2015/16 EYSFF for Nursery Schools, Nursery Classes and PVI Providers as:
 - 2 year olds (all settings) £4.85 per hour
 - 3 / 4 year olds Maintained Nursery Schools £5.71 per hour
 - 3 / 4 year olds Nursery Classes (primary schools / academies) £4.13 per hour
 - 3 / 4 year olds Private, Voluntary and Independent providers £4.63 per hour
- (41) Agreed the Early Years Pro-Forma for 2015/16 outlined in Document EF Appendix 2.

Primary and Secondary Funding and Pro-Forma 2015/16

Agreed by Phase Specific Schools and Academy members:

- (42) Agreed the value of the DSG's contribution to the Building Schools for the Future affordability gap for 2015/16 at £6,289,922, which is the 2014/15 value plus an estimated 2.5% RPIX (an increase of £153,400).
- (43) Agreed the Primary and Secondary Pro-forma for 2015/16, shown in in Document EF Appendix 3, subject to changes in the values of variables for the agreed the re-allocation of the £220,000 (released from the reduction in the DSG's contribution to Early Childhood Services – recommendation 4b) back to delegated budgets.
- (44) That all Working Groups be thanked for their detailed work across a number of key DSG budget areas.

ACTION: Senior School Finance Officer

43. AOB / FUTURE AGENDA ITEMS

No additional items of business for consideration were tabled.

No resolution was passed on this item.

44. DATE OF NEXT MEETING

The next meeting of the Schools Forum is Wednesday 11 March 2015.

Note: These minutes are subject to approval as a correct record at the next meeting of the Forum.

minutes\SF 7 Jan

THESE MINUTES HAVE BEEN PRODUCED, WHEREVER POSSIBLE, ON RECYCLED PAPER

SCHOOLS FORUM AGENDA ITEM

For Action

For Information



Brief Description of Item (including the purpose / reason for presenting this for consideration by the Forum)

This report alerts the Schools Forum to the cost pressures that are forecasted to impact on school and academy delegated budget shares over the next 2 financial years. The report also asks Members for their views on the extent to which the funds held within the DSG should support schools facing financial difficulty. The Forum is asked to discuss the information provided in the report and to consider the role of the DSG.

Date (s) of any Previous Discussion at the Forum

The Forum set the 2015/16 DSG allocation on 7 January 2015. Members agreed the criteria for the allocation of Schools in Financial Difficulty funding in 2015/16, following consultation, on 22 October 2014. Although Members have not specifically considered the content of this report, the Forum has previously engaged in discussions on the cost pressures facing schools e.g. with the reduction of the Minimum Funding Guarantee (May 2014).

Background / Context

The 2015/16 per pupil financial settlement for schools and academies is essentially 'cash flat'. There is no provision for meeting the cost of pay awards and other annual increases in costs. This means that the amount of funding (per pupil) in schools and academies is reducing in real terms. The DSG settlement has been cash flat since 2011/12, although schools and academies have seen quite significant increases in the values of Pupil Premium (especially primary).

The Financial Regulations changed at 1 April 2013, so that the DSG is no longer able to directly fund the cost of staffing redundancies in schools. The Regulations do allow financial support to be allocated to schools causing concern / schools in financial difficulty and the Schools Forum does have provision for this (£200,000) under specific agreed criteria. This provision is funded by de-delegation from maintained schools and is therefore, not available to academies.

A number of schools and academies are currently managing significant levels of change in their funding allocations, the result of growth or reduction in pupil numbers. The cost pressures on schools and academies that are reducing in pupil numbers are magnified. In addition, a number of schools and academies are (or have been) in receipt of the Minimum Funding Guarantee protection, and other protections, including transitional protection within the EFA's Post 16 funding formula, which are reducing year on year.

Devolved Formula Capital allocations in 2015/16 remain at the current reduced level, meaning that schools and academies must look to their revenue allocations to support capital works.

Only 1 maintained school held a cumulative revenue deficit balance at the end of the 2013/14 financial year. The Authority currently predicts that approximately half a dozen schools are at risk of holding a deficit budget at the end of this current financial year. The Authority has also already been working closely with a number of schools regarding their 2015/16 budget positions. The Authority continues to maintain a Deficit Budget Protocol and monitors the position of schools closely. The majority of maintained schools also continue to use the HCSS Budgeting Software. However, with reduced capacity, School Funding Team cannot support all schools to the extent that it has previously. The EFA, rather than the Authority, has oversight of the positions of academies.

Details of the Item for Consideration

We expect that schools and academies will find their 2015-18 budget setting process to be challenging. The natural first step for a school in setting expenditure in a new revenue budget is to continue resources at existing levels; continuing current levels of staffing, curriculum resources, service contracts etc. The financial climate for schools is such that we anticipate that, after doing this, the majority of schools will not 'balance' their budgets i.e. their expenditure in year will exceed their income in year (excluding any brought forward balances). This may be the case in 2015/16, but will almost certainly be so in 2016/17 and beyond. It is very

Details of the Item for Consideration (continued)

possible that, in their initial drafts, schools will predict significant levels of in year deficit, even to the extent that the school's forecasted cumulative position is a deficit at 31 March 2016 or 2017. This is because the levels of per pupil funding that go into schools via formula, confirmed for 2015/16 and anticipated for future years, is at best broadly 'cash flat' whilst costs are increasing, especially the cost of salaries:

- Annual incremental drift in salary costs (vary depending on school staffing positions)
- An estimated (at least) 1% annual pay award on teaching salaries
- An estimated (at least) 1% annual pay award on non-teaching salaries, following the 2.2% increase for 2015/16
- Significantly increased employer on-costs:
 - + 2.38% increase in the employer's contribution to teacher pensions from 1 September 2015
 - + 3.40% increase in the employer's National Insurance contribution for teaching and non-teaching staff in pension schemes ('contracted out') from 1 April 2016
- An estimated 2% annual increase in non-staffing costs (price of goods / contracts)

The Authority's analysis indicates (based on averages) that the gap between income and expenditure in maintained schools in Bradford, expressed as a % of funding, taking account of only changes in expenditure not in income, is approximately 3.00% in 2015/16 and a further 4.50% in 2016/17 across all types of school.

Illustratively, based on averages, 3.00% equates to a budget gap in 2015/16 of:

- £20,000 for a nursery school; £26,000 for a PRU; £60,000 for a special school;
- £35,000 for a 1 Form of Entry primary school (excluding nursery); £60,000 for a 2 FE primary school (excluding nursery); £95,000 for a 3 FE primary school (excluding nursery)
- £140,000 for a 5 Form of Entry secondary school (excluding Post 16); £210,000 for an 8 FE secondary school (excluding Post 16); £270,000 for a 10 FE secondary school (excluding Post 16)

Illustratively, based on averages, 4.50% equates to a further budget gap in 2016/17 of:

- £36,000 for a nursery school; £37,000 for a PRU; £105,000 for a special school
- £50,000 for a 1 FE primary school (excluding nursery); £85,000 for a 2 FE primary school (excluding nursery); £135,000 for a 3 FE primary school (excluding nursery)
- £210,000 for a 5 FE secondary school (excluding Post 16); £315,000 for an 8 FE secondary school (excluding Post 16); £405,000 for a 10 FE secondary school (excluding Post 16)

Using these averages, 'real terms' expenditure in maintained schools only, incorporating early years and high needs providers, will be required to reduce by £10.7m in 2015/16 and by £17.0m in 2016/17 in order for budgets to remain balanced. These figures are illustrative only and are quoted to highlight the financial landscape and the challenges that all schools will face. The position for individual schools will vary.

There are a number of implications from this, including the impact on stability, standards in schools and meeting the (increasing) needs of pupils. Concentrating on the financial implications, in these circumstances, more than ever, it is very important that schools consider their budgets over more than one year. 2016/17 is the year in which the significant increases in on-costs have full year impact and this will give first sight of the school's on-going cost of salaries. Schools may feel that they have adequate carry forward balances to ride the increases in 2015/16. However, schools, where their drafts forecast a large in year deficit in 2016/17, must consider now what action they will take to remain financially secure. In these circumstances, schools will only be able to balance their budgets by taking deliberate action to reduce their spending. If this action includes staffing restructure, processes take time to develop, consult on and implement.

Forum members are asked to consider this position and its implications. The Forum should also then consider what role the DSG has in supporting schools and academies (to provide a steer for the Authority its contact with schools) taking account of the following information.

School Funding Team has been approached by schools asking for additional financial support, including for the cost of redundancies / staffing restructure that come from schools taking action to address budget deficits. We expect that requests from schools will increase in the current climate. This has always been a sensitive area. Prior to April 2013, when the DSG held a fund for supporting schools with the cost of redundancies, the Forum regularly expressed concern about the level of cost to the DSG and the issues of 'fairness and transparency' that are part of this e.g. does a school have to be in deficit to qualify for funding? What about the school that takes early action to avoid deficit and does not ask for support? Notwithstanding that the challenges being faced by some schools that have asked for support are significant, the Schools Forum should consider the role of the DSG with the following in mind:

- The Finance Regulations do not permit the cost of new redundancies (post April 2013) to be charged to the central DSG. The Scheme for Financing Schools makes provision for where redundancy costs should be charged. Although the Scheme states that the cost of redundancies relating to deficit budgets in maintained schools should normally be charged to the Local Authority (with criteria allowing the costs to be instead charged to school delegated budget shares), the reality is that the Local Authority cannot and will not meet the cost of these as it does not have a budget to do so.

Details of the Item for Consideration (continued)

- Although the Finance Regulations do not permit direct charging of redundancy costs to the central DSG, financial support can be provided 'indirectly' to maintained schools through use of the 'Schools in Financial Difficulty / Exceptional Funding' provisions i.e. the DSG would provide support for the overall financial position of the school, rather than directly fund the cost of redundancies. No maintained school in Bradford has yet been allocated indirect support for its redundancies via this route.
- This provision would only be available for maintained schools, funded through de-delegation. This means that the funding of all maintained schools would be reduced to provide a budget. Academies would continue to be responsible for their own financial positions.
- It is difficult to develop criteria on which schools in Financial Difficulty Funding could be allocated fairly for this purpose, and to avoid 'perverse incentives'. As all schools are likely to have to take some form of action over the next 2 financial years, how would we distinguish between those that qualify and those that do not?
- The Forum needs to be careful to avoid establishing a support mechanism, the bill for which could become very significant.

For reference, the agreed criteria for the allocation of Schools in Financial Difficulty Funding / Exceptional Circumstances Funding in 2015/16 are:

Consideration may be given to maintained schools in the following circumstances:

- Exceptional growth in pupil numbers, not picked up within the terms of the 'Growth Fund'
- 1 Form of Entry (or smaller) primary schools, where the cost of external HR investigations places the school in financial difficulty i.e. would reduce the forecasted carry forward balance below £20,000 *
- Priority 1 schools, where additional intervention / support is required as recommended by SIG / SSMG and where the school's budget cannot meet the costs without placing the school in financial difficulty i.e. would reduce the forecasted carry forward balance below £20,000 *
- Local Authority Statutory interventions in schools e.g. costs of an IEB
- Any other circumstance, where the exceptional nature of this is agreed by the Schools Forum and where to not provide financial support would place the school in a financially difficult position that it is likely to have a detrimental impact on outcomes for children *

* £20,000 is a reasonable safety net to apply for all schools i.e. a school with £20,000 holds adequate reserve to meet additional unexpected costs

The Forum will be very aware of the link between financial stability and raising standards, and that Priority 1 schools with budget issues are likely to benefit from additional support in some form. Members are also reminded that, where a maintained school holds a deficit budget at the point of conversion to academy status, this deficit must be written off by the DSG (so whether funding is deliberately allocated from the DSG or not, the cost still comes back to the DSG).

There is clearly then the imperative for continued support and challenge to minimise the financial risk both to individual schools and to the DSG. A key question is the extent to which this support comes from additional funding allocated from the DSG and / or takes other forms.

As reported to the Forum in May 2014, School Funding Team operates a Financial Classification, which helps in the early identification of schools facing financial stress. Where a school sets a budget that is cumulatively in deficit (i.e. including the school's carry forward balance) School Funding Team works with this school. If the school cannot redress this position before the end of the financial year, the school will need to agree a 'licensed deficit' with the Authority. Normally, the school is required by the Scheme to return to cumulative surplus within 3 financial years. Bradford's Scheme does allow this period to be extended to 5 financial years in exceptional circumstances (although the DfE's model Scheme states that the period 'should' not exceed 3 years). Providing support for the cost of redundancies will allow a school to return to surplus more quickly than where it also has to meet the cost of redundancies from its own budget. The latter may mean that a deficit cannot be reasonably paid back within 3 years without having a detrimental impact on standards.

Other than allocating additional funding, an alternative way in which the Schools Forum could provide support is to enable more schools to repay deficits over longer than 3 years, or to offer this e.g. to Priority 1 schools where to repay within 3 years would place standards at risk. This may soften the immediate impact on standards and allow the school to plan changes more incrementally. Members should be aware however, that this would increase the potential for the cost of a deficit coming back to the DSG following academy conversion. It would also not quite be in keeping with the DfE's current expectation around the 3 year maximum ('should'), though this may be amended given the current financial climate.

Another alternative would be to enable a school to formally borrow from the DSG's reserves. However, a licensed deficit is effectively a loan already and the Authority would wish to keep the tracking of this as simple as possible.

Implications for the Dedicated Schools Grant (DSG) (if any)

The Governing Bodies of schools are responsible for managing their own delegated budget shares.

Where a maintained school holds a deficit budget at the point of conversion to academy status, this deficit must be written off by the DSG.

The 2015/16 DSG allocation includes a £200,000 provision for a Schools in Financial Difficulty Fund (£150,000 primary; £50,000 secondary). As this budget is established from contributions from maintained schools only, academies cannot access this. If the cost of support in 2015/16 exceeds £200,000, additional contributions must be taken from maintained schools in 2016/17 to repay this.

How does this item support the achievement of the District's Education Priorities

This is an item primarily for the Forum's information, but also to gain a steer on what the DSG's role is to be on supporting schools in managing the expected difficult financial climate over the next 2 financial years. Financial stability for individual schools will be critical in supporting the acceleration of outcomes for children and to meeting the District's key education priority targets.

Recommendations

The Forum is asked to discuss the information provided in the report and to consider the role of the DSG in supporting schools that face financial difficulty.

List of Supporting Appendices / Papers (where applicable)

None.

Contact Officer (name, telephone number and email address)

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SCHOOLS FORUM AGENDA ITEM

For Action

For Information

Brief Description of Item (including the purpose / reason for presenting this for consideration by the Forum)

This report provides the Schools Forum with an update on the development of the District's strategy in response to the current and forecasted future growth in children presenting with ASD needs. This item follows from the record of the minutes of the Forum's meeting held on 22 October 2014.

Date (s) of any Previous Discussion at the Forum

22 October 2014.

Background / Context

Document DN presented to the Forum on 22 October explained that the incidence of children presenting with ASD needs has steadily increased in recent years and the forecast is for further significant annual increase (a lower estimate of 188 new children each year needing support). This level of continued increase will have a significant effect on the capacity of ASD provision and other services and will also require additional resourced places, either within DSPs attached to mainstream settings or in special schools. This is likely to have significant financial implications, for the DSG, including the possibility of the establishment of a new ASD special school by (or at) September 2018.

The minutes of the Forum's meeting held on 22 October 2014 record,

"The Forum's discussion around cost pressures on the High Needs Block focused, in particular, on two specific funding issues.

Firstly, the Authority's strategic response to the growth in the numbers of children presenting with autism (ASD). Members were referred to Appendix 4, which recommends that the SEND Strategic Partnership establishes a multi-agency group to examine the impact of the increase in diagnosis of autism spectrum conditions on services and settings and to make recommendations back to the SEND on the development of provisions, for the Schools Forum also to consider. Appendix 4 alerts Members that a new Special school may be required by September 2018, which will have financial implications. Members agreed that this Group must be established and this review work progressed as priority, and asked for an update to be provided at the next meeting. Primary members also requested that this Group includes representation from the primary phase.

That, as recommended in Appendix 4 to Document DN, a multi-agency group is established as a matter of priority, to develop the District's strategy in response to the current and forecasted future growth in children presenting with ASD needs and to make recommendations to the Schools Forum on the financial implications."

In its recommendations on the allocation of the 2015/16 DSG, the Forum agreed to increase the budget for ASD early years support services by £68,000.

Details of the Item for Consideration

Please see Appendix 1, which provides an update on the progress on the Authority's development of the response to the growth in children presenting with ASD needs. This update is also being presented to the SEND Strategic Partnership on 12 March.

This report highlights a key message, which is that it is projected that additional 84 specialist provision places for children and young people with communication and interaction needs will be needed by 2018. If new specialist provision is not developed within Bradford there is the risk that an increased number of children and young people will need to be placed out of district, which is likely to be more expensive in the medium to longer term.

The report also highlights the options available.

Implications for the Dedicated Schools Grant (DSG) (if any)

The implications for the DSG (High Needs Block) are likely to be significant. For illustrative purposes, the annual revenue cost of Place-Plus funding for an 80 place special school would be approximately £2.00m (roughly £25,000 per placement). We would expect to receive more HNB funding as part of our DSG settlement to help meet this cost, but we are not yet certain of the future direction of SEND funding. This is subject to review during 2015.

The Schools Forum and the Authority will also likely need to consider costs associated with the establishment of a new school or other new resourced provisions, pre-opening budgets but also capital development costs.

How does this item support the achievement of the District's Education Priorities

Ensuring appropriate resources are available, in the right places, to support the most vulnerable children across the District, must be a key focus for the Forum, building on current good practices. It is also vitally important that, alongside managing increasing cost pressures, that sufficient resources are available to the Local Authority and to schools to meet statutory responsibilities around SEN and meeting pupil need.

Recommendations

The Forum is asked to consider the information provided in the report.

List of Supporting Appendices / Papers (where applicable)

Appendix 1 – Report to the Schools Forum and SEND Strategic Partnership

Contact Officer (name, telephone number and email address)

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**Report for Schools Forum and SEND Strategic Partnership
11th and 12th March 2015**

Future specialist provision for children and young people with communication and interaction needs (including Autistic Spectrum Conditions)

Background

All local authorities have a statutory duty to keep under review the provision they make for pupils with special educational needs. This must be based on the regular review of current and future trends and pupil profiles.

All available data shows there will be an ongoing need to provide specialist provision at both primary and secondary level for children and young people with special educational needs throughout the Bradford District.

Projections for changes between 2014 and 2018 anticipate that the District's primary school population will increase by 4.9% and the Districts secondary school population will increase by 10.4%. This makes an overall increase of 7.1%

Current hypotheses show that an increase in SEN will be 1.5 times the increase in population e.g. a 20% increase in the population represents a 30% increase in demand for specialist provision.

Between 2005 and 2014 the population of the special schools has changed. The number of children with moderate learning difficulties has dropped significantly. The nature and complexity of the needs of the current children has increased. The number of children on the autism spectrum with other learning difficulties has increased. There have been similar increases for children with profound and multiple learning (PMLD) and physical difficulties (PD) with additional needs. The special schools report a much higher proportion of PMLD children in the early years.

Pupils with PMLD and PD require additional floor space because of the equipment that is required to support them.

In September 2013 the Local Authority opened a new enhanced Designated Specialist Provision (DSP) which offers up to 12 places for children and young people with complex autistic spectrum conditions and who are cognitively able to access the mainstream curriculum. This provision will be full in September 2015.

From September 2014 the Local Authority made available 35 additional primary special school places by creating facilities for an existing generic special school to accommodate the additional places that are required to meet current need.

Provision over the next 4 years

Projections have been applied to the existing population of the Districts resourced provision and special schools. This provides an indication of the future demand for places.

More clinics have been established to enable the diagnosis of ASC earlier.. Supporting documents from the Joint Assessment Clinic shows there is likely to be an increase in demand for Autism provision. Health professionals inform the local authority of young children with additional needs. An analysis of these notifications shows that speech language and communication forms the largest proportion of identified need. A significant number of these are likely to receive a diagnosis of autism.

The number of children and young people identified with severe learning difficulties (SLD) is increasing. The data analysis clearly shows that additional specialist provision (DSP) will be required for secondary aged children and young people.

The future requirement for specialist provision for secondary aged children and young people with physical difficulties is more difficult to predict and is affected by the success of medical interventions. However, current data analysis suggests that additional places will not be required in the next 4 years.

At the moment the local authority does not maintain resourced mainstream provision (DSPs) for primary aged children and young people with cognition and learning needs or physical, sensory and medical needs. In the future there may be a requirement for places. More detailed analysis work is being undertaken through an update of the Joint Strategic Needs Assessment (JSNA) to confirm this.

Overall the data analysis shows that there will be a required increase from 2014 to 2018 of 111 places for SEN specialist provision for children and young people with a range of special educational needs.

- The local authority is currently planning an increase in places for a new primary DSP (ASC) – this will provide an additional 12 places.
- The local authority is currently planning an increase in places for a new secondary DSP (SLD) – this will provide an additional 15 places.

The local authority is currently planning to make a prescribed alteration to High Park Special School to increase their pupil numbers from 80 places to 95 places. In addition to the planned changes, outlined above, by 2018, it is projected that an additional 84 places in specialist provision for children and young people with communication and interaction needs will be required.

A review of specialist provision (for children and young people with communication and interaction needs including Autistic Spectrum Conditions)

At the request of the Schools Forum and SEND Strategic Partnership a review has begun to consider the future model of specialist provision for children and young people with communication and interaction needs including Autistic Spectrum Conditions.

The District currently offers a range of provision. The special schools and Designated Specialist Provisions (DSPs) are run at or close to full capacity.

The authority wishes to improve the provision for children with complex autism and average cognitive ability and children with complex autism and moderate learning difficulties. Some of these children and young people display extreme challenging behaviours and as a result are unable to access learning within a mainstream environment.

A working group has evolved to take forward the strategic discussion. Membership of the group comprises local authority officers across education, health and social care, specialist teachers, special school representatives from both the primary and secondary sector and representation from a number of mainstream schools who host a designated specialist provision (DSP). A full list of the group membership is given in Appendix 2.

In order to ensure that all key issues are addressed the group identified the following areas for discussion:

- the detailed proposals for new specialist provision
- the map of provision or offer from the District's Special Schools
- the model of provision for Designated Specialist Provision (DSPs)
- an agreed set of principles across the range of provision which relate to support, networking and roles
- agree what short term provision will look like (whilst long term plans are under development)
- post 16 provision

If new specialist provision is not developed within the Bradford District there is a risk that an increased number of children and young people within the 2 groups identified above will need to be placed out of district. In the long term this is likely to be more expensive to the local authority than developing local provision.

A summary of the working group discussions is attached in Appendix 2.

Proposals for new specialist provision

New provision will need to offer a mainstream curriculum in a building with a highly specialist low arousal environment for children and young people with the most complex autism. The offer will accommodate pupils with communication and interaction difficulties (which will include autism) who have a range of learning needs from a moderate learning difficulty to those who are cognitively able. These pupils cannot access mainstream learning because of their sensory processing difficulties and emotional needs and will often suffer from high anxiety levels or fall into crisis because of this. Challenging behaviour should reduce if pupils have access to an appropriate environment and provision, hopefully allowing mainstream access to develop over time.

In the Bradford District we have enhanced DSP secondary provision that is located on a campus which hosts a special school, resourced mainstream provision and a mainstream school. This is particularly successful because it supports a highly personalised flexible approach across the campus to meet individual pupil needs.

If this is not possible strong partnership arrangements with a special and a mainstream school is essential for any new provision.

All age provision may facilitate easier transition between primary and secondary phases.

Options

New provision must either be registered as a school or as a pupil referral unit. Resourced provision (DSP) is established by making a prescribed alteration to an existing school. To make provision of up to 80 places there are different models that can be considered including:

- 1 District wide provision offering 80 places (a new school)
- Or**
- 2 large enhanced DSPs/resourced provision, 1 based in the north of the District and 1 based in the south of the District each offering 40 places each. These could be attached to either a mainstream or special school or both.
- Or**
- 4 enhanced DSPs/resourced provision, each serving a quarter of the District offering 20 places each. These could be attached to either a mainstream or special school or both.
- Or**
- A combination of the above
- Or**
- Something else

There is an acknowledgement that all of these options carry opportunities and challenges which need to be discussed further.

A discussion has been held with 10 mainstream schools who host resourced provision that is designated for children and young people with communication and interaction needs. There was no clear view to the preferred model for future specialist provision. It was acknowledged that the DSP model is successful for some children and that clear admissions should be developed.

A discussion has been held with the District Achievement Partnership (which represents the District's special schools). There was a shared view that a new school would be the preferred option due to the fact that all the special schools are now full.

Special school Headteachers and Deputy Headteachers asked that in addition to new specialist provision for autism the local authority gives careful consideration to children in special schools, within the early years foundation stages, with autism and also those with profound and multiple learning difficulties that have significant life limited conditions.

The local authority will be required to undertake consultation and statutory processes to implement any proposals.

Map of provision for the special schools

The current map of provision or offer from the District's Special Schools is attached in Appendix 3.

Further consideration to the future map of provision is required.

Model for Resourced Provision (Designated Specialist Provision DSPs)

Work to review the DSP admissions guidance and pupil profiles has started. The following principles have been agreed so far:

Children and young people who are placed in resourced provision will be cognitively

able to access the mainstream curriculum. A DSP place will enable them to have access to specialist teaching, outside professionals, small group work and 1:1 teaching as is required. It is anticipated that individual pupils will be able to spend 75% of their time in mainstream classrooms or at least working towards this by the time they reach the end of key stage 2 once they have access to the right environment and support to enable them to do this.

The enhanced DSP works differently in that it offers a high flexible personalised approach across the campus to meet individual needs through outreach, small group work or 1:1 support from DSP specialist staff, access to classrooms within the special school and access to the mainstream school either at social times or in the classroom. It is anticipated that individual pupils will be able to spend 25% of their time in mainstream classrooms or at least working towards this by the time they reach the end of key stage 4.

The profile of children and young people who are currently placed in the DSPs does not match with these principles for all individuals. This is also reflected in some of the pupils who are placed in special schools and PRUs who could also benefit from a new type of specialist provision.

Principles (Support/Networking/Roles)

There are many opportunities available for the various provisions across the District to offer support and networking for each other to build the capacity of the overall skill set within the District. These include areas such as sharing staff, continued professional development and work shadowing. Consideration should be given to the opportunities for different types of provision to come together to address common issues and the further development of the relationship between special schools, DSP schools and mainstream schools.

Short Term Provision

Proposals are in development to open new primary DSP provision for children and young people with communication and interaction disorders and new secondary DSP provision for children and young people with severe learning difficulties. These proposals will be the subject of consultation and statutory processes and will go some way towards the shortfall in places that are required to meet needs by 2018.

In the meantime the local authority needs to consider how provision will be made for children and young people with the most complex autistic spectrum conditions prior to the new specialist provision being available.

Next Steps

To take forward this area of work it is proposed that 4 smaller time limited focus groups are established to develop the detail

- 1) Detailed Proposals
- 2) Pupil profiles and entry/exit (admissions) guidance for all DSPs and special schools
- 3) Generic Special School Offer
- 4) Support/Networking Model
- 5) Post 16 provision

It is suggested that these groups will convene in the summer term.

Recommendations

Work is underway to establish the membership and programme of dates for the time limited Focus Groups. It is anticipated that the work will be completed by early May. A final recommendation will be shared with the Schools Forum at the meeting scheduled for 20 May 2015.

Future Tasks

Once the recommendations are agreed the local authority will undertake a series of tasks in order to implement the changes:

- Amend SEN Guidance to reflect the differences between a DSP and Enhanced DSP (in terms of pupil needs and provision)
- Amend Service Level Agreements for DSPs to provide clarity on
 - Profile of pupils (Enhanced DSP v DSP)
 - Assessment places
 - Admissions Guidance
 - Entry and exit guidance
 - Role of DSPs
- The local authority will need to consider:
 - Whether some of the existing DSPs need to become Enhanced DSPs
 - Whether a re-designation of generic special schools is required
 - What short term provision looks like in the meantime
- Discuss the proposed model of provision with Legal Services
- Development and implementation of consultation and statutory processes

Review of Specialist AS Provision - Bradford District

New Specialist Provision

Clear admissions guidance (profile of pupils)
Good cognitive ability (mainstream learning) + complex autism
Moderate learning difficulties + complex autism
Challenging behaviour + complex autism

Co-located provision (special/DSP/mainstream)
Connected to a special school
All age provision –KS2 upwards
Bigger than a DSP

Options

1 District Wide Provision – 80 places – School
or
2 large Enhanced DSPs – 40 places each – DSP
or
4 Enhanced DSPs – 20 places each – DSP

Need primary enhanced DSP for HFA

Map of provision for special schools

No longer a consistent offer across all of the special schools.

Need to map provision.

Principles Support/Networking/Roles

Principles needs to be developed but will include:

Sharing of staff
CPD/Shadowing
Support Staff
Developing a skill set

Needs further discussion

Model for DSPs/Enhanced DSPs

DSPs

75% in mainstream classrooms by the end of Key Stage 2

Assessment needs to take place at primary to determine if access to secondary DSP is appropriate

Enhanced DSPs

75% in DSP

Flexible personalised approach across the campus

- Outreach
- DSP
- Special School
- Mainstream School

Short Term Provision

Interim provision at Haworth Primary School

Develop ASD/MLD provision

Needs further discussion

Next Steps/Actions:

Focus Groups to meet in the summer term:

Develop detail for new specialist provision
Agree the map of provision or offer for generic special schools
Agree the model of provision for DSPs
Agree the principles across the range of provision (support, networking and roles)
Profile of pupils and entry/exit guidance
What does short term provision look like

Consideration to be given as to whether the LA should re-designate existing generic special schools?
Consideration to be given as to whether the LA should re-designate existing DSPs to become enhanced DSPs?
Discuss proposed model of provision with Legal Services.

Amend Service Level Agreements for DSPs

- Profile of pupils (Enhanced DSP v DSP)
- Assessment places
- Role of DSPs
- Admissions Guidance
- Entry and exit criteria

Amend SEN Guidance to reflect differences between DSP and Enhanced DSP (clear statement)

Gather further information on new school at Oldham (Bridge Group – Hollinwood Academy)
Post 16 offer for DSP pupils needs to be further developed beyond special schools and PVC

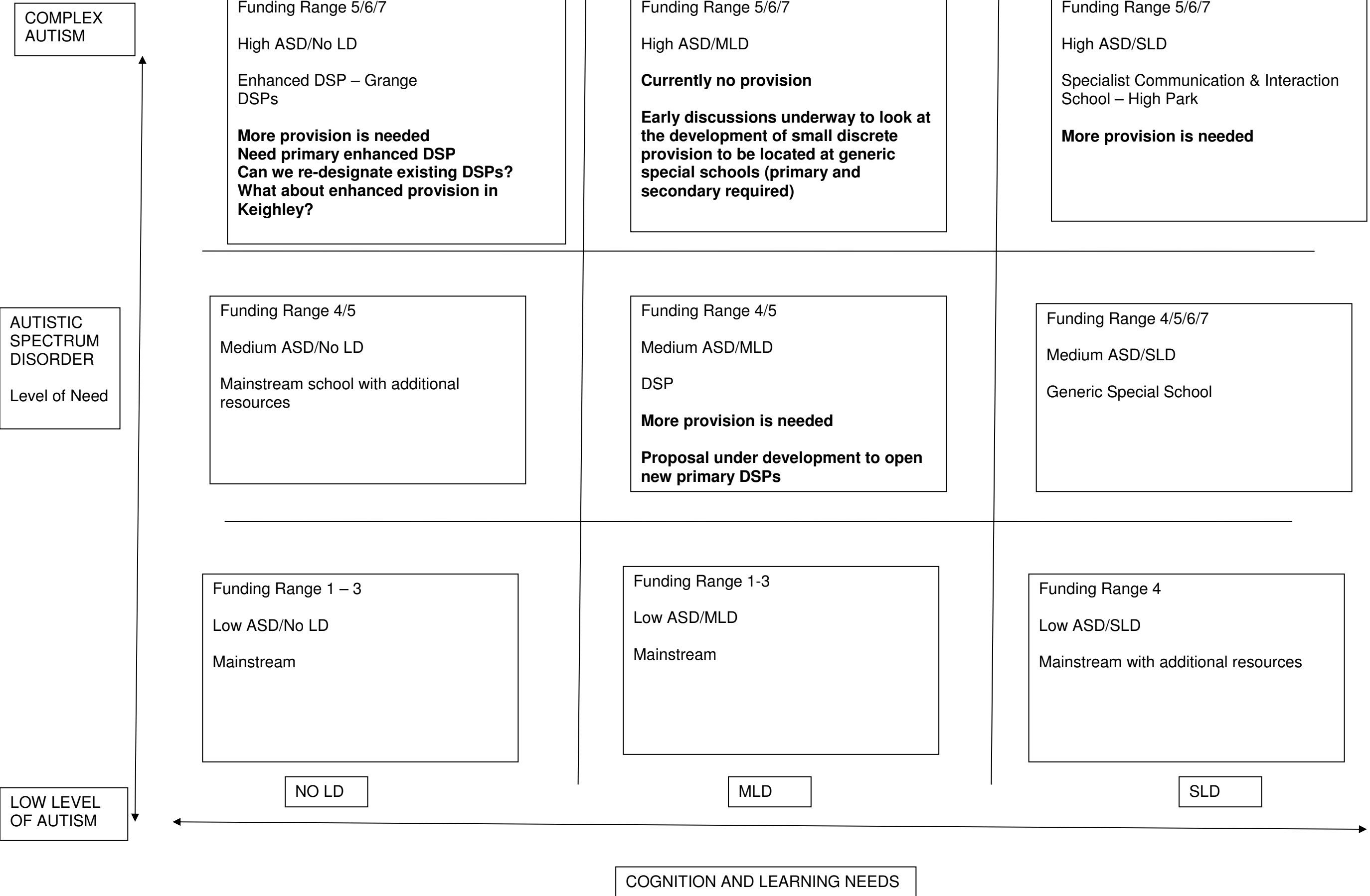
Working Group Membership:

Local Authority

- SEN Places Planning
- Specialist AS Teachers
- Educational Psychologist
- SEN Assessment
- Early Years
- Post 16 (14-19 SEN Lead)
- Children's Social Care

Schools

- High Park School (All Age)
- Chellow Heights (Primary)
- Southfield (Secondary)
- Holy Family DSP (Secondary)
- Denholme DSP (Primary)
- Grange Enhanced DSP (Secondary)
- Crossflatts DSP (Primary)



COMPLEX AUTISM

AUTISTIC SPECTRUM DISORDER

Level of Need

LOW LEVEL OF AUTISM

NO LD

MLD

SLD

COGNITION AND LEARNING NEEDS

Bradford Special Schools – District Achievement Partnership – Local Offer

Links with DSPS

High Park
3-19 years
Communication and Interaction

- Autism
- Complex difficulties (social interaction & communication)

Funding ranges 6-7
SCERTS

Oastlers
11-18 years
Social emotional and behavioural difficulties
Funding ranges 5-7

TRACKS
Hospital Schools

- Airedale
- Bradford

Home Tuition Service

Chellow
2-11 years
Severe and profound learning difficulties and complex needs including autism
Funding in accordance with HNB funding system
Team Teach
Developing ASD/MLD

Delius
3-19 years
Generic
Profound & multiple learning difficulties
Severe learning difficulties
Autistic Spectrum Conditions
Hearing & Visual Impairment (MSI)

Phoenix
2-11 years
Severe learning difficulties
Profound & multiple learning difficulties
Complex medical health needs

Beechcliffe
Generic
11-19 years
Wide spectrum of learning difficulties & complex disabilities
Team Teach

Hazelbeck
11-19 years
Wide range of special educational needs
Team Teach
SCERTS
MSI

Southfield
Generic
11-19 years
Wide spectrum of learning difficulties & complex disabilities
Team Teach
PVC
Project Search
SCERTS

SCHOOLS FORUM AGENDA ITEM

For Action



For Information



Brief Description of Item (including the purpose / reason for presenting this for consideration by the Forum)

This report provides an update on matters relating to the School Forum's recommendations on the 2015/16 Schools Budget made on 7 January 2015. The matters that require a further decision or recommendation from the Schools Forum are highlighted.

Date (s) of any Previous Discussion at the Forum

The Forum set the 2015/16 DSG allocation on 7 January 2015.

Background / Context

These matters relate to the Forum's recommendations on the 2015/16 DSG made at the last meeting. Please refer to the minutes of this meeting.

The Forum's recommendations were agreed unchanged by full Council at its meeting held on 26 February.

Details of the Item for Consideration

Trade Union Health and Safety Facilities Time

The minutes of the 7 January 2015 meeting record:

Trade Union Facilities Time (Health & Safety Representative Time) – agreed to continue de-delegation with the values of per pupil contributions reduced to provide an initial planned budget of £47,000 for 2015/16 on the basis of the recommendations made by the Working Group. That an expanded Centrally Managed and De-Delegated Funds Working Group be asked to further discuss with the Trades Unions a Service Level Agreement for the deployment of this fund in 2015/16. To accept the Working Group's recommendations on the direction / annual review of this fund as outlined in Document ED.

In making their recommendation to the Schools Forum, the Working Group recognised that there may be transitional implications, where staff employed by schools / academies that are currently released (and have been released for some time) from their substantive posts for trade union duties are no longer released or are not released for the same amount of time. The employing school / academy will become responsible for meeting the full cost of the person's salary, though their substantive post may have been filled in another way and / or the person post may have become supernumerary in the school's staffing structure.

Following January's Forum meeting, the Trade Unions were asked to nominate their representatives to deliver the reduced health and safety facilities time from April 2015. The Authority is now clearer about the impact on individuals and therefore, on schools and academies. In the vast majority of cases, there is no impact, as the representative continues to be released for the same amount of time, the representative can be integrated back into the school's staffing structure or the representative is reducing their hours (or retiring) to compensate for the reduction in facilities time. However, for one school, the impact is significant, as the member of staff, who has been released full time for trade union duties for the last 6 years, is no longer allocated facilities time. It is not appropriate to record all the details of this situation in this published report but these have been discussed with the Chair and Vice Chair. The Authority proposes that a transitional safeguarded salary arrangement is funded from the DSG for the period April 2015 to September 2016. The DSG will fund the difference between the person's actual salary and the new post they will occupy at the school, on part time basis. The estimated cost of this is £20,000. If agreed, this will be funded from the de-delegated re-organisation provision and so will be funded by maintained schools only. The Authority views this as a reasonable response, recognising the position of the school, the de-stabilising impact a redundancy process may have, and the time the school has had to respond to the Forum's recommendation. This is in keeping with the Forum's previously established principle, that the DSG is responsible for funding any exit from DSG funded strategies.

The Schools Forum is asked to agree the proposed safeguarded salary arrangement outlined above.

Details of the Item for Consideration (continued)

The 3 'Parked' Items of One Off Monies

The minutes of the 7 January 2015 meeting record:

That the following sums not yet spent be retained for these purposes at this time with the actual allocation of these sums to be reviewed by the Forum at the earliest opportunity (as outlined below):

Additional 10 places at the Primary Behaviour Centres September 2014 – March 2015 (£105,000). To be reviewed by the Forum within its consideration of the recommendations of the working group that is looking at the effective deployment of DSG resources for behaviour support for primary-aged pupils (expected March 2015).

The Primary Behaviour Review Group continues to meet to develop options for the future delivery of behaviour support services. Thus far the following has been agreed:

- Pupil needs are best met within their mainstream school with the input of specialist services to advise, support, guide and train school staff in how to effectively support those children presenting with unmet social, emotional and mental health needs.
- There is a need for long-term specialist provision for children whose social, emotional and mental health needs cannot be met within mainstream. Currently Park Primary PRU offers 42 places (an increase from 36 but with no possibility of further increase due to current accommodation)
- Some children who present with unmet social, emotional and mental health needs require short-term intervention away from their mainstream peers. Discussions so far have been around the continuation of the centre provisions, but a review of the current pupil led funding model which predicated against the emerging strategy of more intensive support in the mainstream setting.

Recommendations:

- 1. That the schools hosting the Behaviour Centres receive a continued protection of budgets, at the same level as protected for the 2014/15 financial year, for the Summer Term. This protection, estimated to be £17,000, to be paid for through the one-off £105,000.**
- 2. Decisions regarding the Primary Behaviour Strategy must be determined for a September 2015 implementation.**
- 3. 3. The unspent balance from the £105k, referred to in recommendation 1, to be used as determined in the implementation of the determined strategy in 2 above.**

Secondary proportion of agreed one-off monies for District PRU places (£600,000). To be reviewed by the Forum following presentation of further detail from the BACs Strategic Group on how this funding is recommended to be spent (expected March 2015).

Please see Appendix 1, which is a detailed report on the position of BACs funding and development work. This report recommends that the £600,000 is retained to support the BACs, District PRU and the 6 identified areas of work. It is also recommended that the power to take decisions on the use of this sum is delegated to the 3 headteacher strategic leads, working in partnership with the Authority and the headteacher of District PRU.

The Schools Forum is asked to consider the recommendations in the report and to agree to retain the £600,000 of one off monies for spending against the 6 identified priorities. Members will wish to consider how the delivery of these priorities and their impact, and the spending of the £600,000, is monitored by the Forum during 2015/16. It is recommended that an update on this, and on the development of District PRU and the BACs strategies, is presented to the Forum at the beginning of the autumn term 2015.

Details of the Item for Consideration (continued)

Balance remaining from the £1m set aside for 2 year old places capital schemes (£500,000). To be reviewed following the Forum's consideration of a report on the position of existing / planned capital schemes (expected March 2015).

Please see Appendix 2.

The Schools Forum is asked to consider the recommendation to hold £200,000 for 2 year old capital schemes and to release £300,000 at this stage back to the DSG. The Forum should consider what to do with this released sum, including whether to re-allocate this to another purpose e.g. the Joint Improvement Investment Fund

High Needs Block Budget Flexibility

The minutes of the 7 January 2015 meeting record:

Agreed, in setting the DSG's High Needs Block planned budget for 2015/16, to initially ring-fence spending on specific Early Years SEND budgets at £2.793m. The outcomes of the current review work in this area (to enable budgets to be deployed flexibly between different provisions in response to need) will be presented to the Forum in March for further consideration.

This review is continuing and further information will be presented in May. The Authority's task group (Early Years Children's Centre Plus Managers Group) is currently meeting to work through the re-shaping of service delivery and the allocation of the DSG's resources. An immediate priority currently is to agree the approach to funding for the summer term, to ensure stability of provision for settings as review takes place, but also to begin to establish key new principles. We are currently developing a formula whereby Children's Centre Plus settings can be funded on a number of planned places, more reflective of actual occupancy, with an additional sum to recognise the costs these settings have. This formula will provide a basis for the future funding model. We expect the same basic methodology to be used across all types of providers and to apply for the 2 year old offer as well as the 3-4 year old free entitlement. There are a number of organisational issues that need to be addressed, including ensuring that placements into the Children's Centre Plus provisions are excluded from a setting's Published Admission Number (to avoid complications around settings having to keep places free to the detriment of their budget positions). The Group next meets on 12 March.

Agreed that the principles to be established for Early Years SEND, that will enable the flexible allocation of budgets in year between place-led and centrally managed support services, are also established for support for visually and hearing impaired pupils. Therefore, in setting the DSG's High Needs Block planned budget for 2015/16, it is agreed to initially ring-fence spending on the ARCs and central outreach services for visually and hearing impaired children at £4.09m (£2.60m on Place-Plus (123 places) and £1.49m on central support services), pending further discussions with the Forum in March.

This recommendation relates to the Authority's discussions with the SEN Reference Group and the Forum about the forecasted future change in distribution of children with HI / VI needs between specialist and mainstream settings and the requirement to ensure that the DSG responds quickly to this. Following the Forum's initial recommendation in January, the Authority has carried out further financial planning in this area and the Authority has concluded that the existing distribution of resources remains appropriate for the 2015/16 financial / academic year. We do not expect to see a significant reduction in the numbers of children being placed in the specialist ARC settings and the current value of DSG planned resources for central outreach services will meet anticipated demand. So we do not forecast that we will need to move budget between places at settings and central outreach support services. As such, we do not wish to put a proposal to the Schools Forum on this matter at this time. We will continue to use the normal Place-Plus methodology to calculate DSG allocations in 2015/16. We will need to consider the position again for the 2016/17 financial / academic year.

Agreed, in setting the DSG's High Needs Block planned spending for 2015/16, to initially ring-fence the planned spending on the Primary Behaviour Centres at £1.070m, which includes the full year effect of the additional 10 places that were agreed by the Forum from September 2014, so that this sum is available in the re-development of primary-aged behaviour support strategies. The Forum will be kept up to date with how this review work further develops over the next few months.

As reported above, The Primary Behaviour Review Group continues to meet to develop options for the future delivery of behaviour support services.

Details of the Item for Consideration (continued)

Establishing New High Needs Block Resourced Provisions

The minutes of the 7 January 2015 meeting record:

Agreed to hold a sum of £400,000 within the High Needs Block planned budget to support meeting any unexpected costs associated with the placement of children in specialist settings and to meet the expected increase in the cost of statements in mainstream provision. This budget may also be used to support costs associated with the establishment of new resourced provisions, to be further discussed in March.

In response to the immediate pressure on places and the growth in the number of children presenting with ASD needs, as further discussed in Document EI, the Authority is set to establish, subject to consultation, a new resourced provision at Haworth Primary School from September 2015 and a re-modelled early years ASD provision attached to High Park Special School (known as 'Learn and Play'). Haworth is initially funded for 6 places; Learn and Play for 16 FTE places. Financial provision has been made within the planned 2015/16 DSG allocation for the on-going revenue costs of these provisions. We expect that the place-led funding element will be sufficient to meet revenue pre-opening costs (where we have previously funded a value of £20,000 per new establishment from the DSG), but these establishments require buildings redevelopment and the Authority requests that the Forum agrees for the following sums to be allocated from the DSG so that these schools can make the required revenue contribution to capital from their delegated budgets. These sums would be funded from the £400,000 of provision within the High Needs Block.

- £81,070 for Haworth Primary School
- £60,000 for High Park Learn and Play provision

A total of £141,070 is requested. Linking with Document EI, the allocation of the DSG in support of the establishment of new high needs provision will be an issue that the Forum will need to continue to consider. These 2 allocations will enable provisions to be established this year to meet immediate need.

The Schools Forum is asked to agree the 2 proposed allocations from the DSG outlined above, at a total cost of £141,070.

Implications for the Dedicated Schools Grant (DSG) (if any)

As outlined in the report.

The following additional allocations would be made in 2015/16, at cost to the DSG:

- £20,000 for the proposed trade union health and safety facilities time safeguarded salary arrangement (funded from maintained schools).
- £141,070 for the proposed support for the establishment of 2 resourced provisions, funded from the £400,000 High Needs Block provision.

How does this item support the achievement of the District's Education Priorities

Ensuring appropriate resources are available, in the right places, to support the most vulnerable children across the District, must be a key focus for the Forum, building on current good practices. It is also vitally important that, alongside managing increasing cost pressures, that sufficient resources are available to the Local Authority and to schools to meet statutory responsibilities around SEN and meeting pupil need.

Recommendations

The Forum is asked to consider the information provided and to make recommendations / decisions as outlined in the report.

List of Supporting Appendices / Papers (where applicable)

- Appendix 1 – Report on the £600,000 District PRU places one off monies
- Appendix 2 – Report on the £500,000 2 year old capital one off monies

Contact Officer (name, telephone number and email address)

Andrew Redding, Senior School Finance Officer,
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BACs funding from one-off funding 2014-15

It was requested at the School Forum meeting of 7 January 2015 that a paper is presented on the need for one-off monies (£600,000) to be retained as identified to support the work of the secondary Behaviour and Attendance Collaboratives (BACs).

Over the last two and a half years the secondary BACs and the partnership with Pupil Referral Units (PRUs), especially the District PRU has undergone significant change through funding models and in developmental partnership work.

Ian Morrel was tasked with reviewing funding models of the Central BAC by the Central Confederation Management Board (CCMB) of Headteachers in the autumn of 2012 as at that time there was a sense of "crisis looming" in funding a sustainable model of the BACs and their partnership with PRUs (again especially with District PRU) – a collective partnership within Bradford that is highly effective and unique. Allied with this was a lack of clarity on behalf of BAC representatives of the provision in terms of the availability of the allocation of places and access to places within the District PRU and other PRUs. This was at a time that a new Head of District PRU was appointed and two terms later left the post and an interim Head of District PRU was found through secondment.

In working with George McQueen (then Assistant Director Inclusion) and Andrew Redding, Senior Finance Officer an assessment was made on funding from DSG alongside a previously established system of charging to schools. This was resolved over a period of 18 months with George McQueen, Andrew Redding and the Central Confederation BAC representatives.

The Central Confederation model established that has proved very effective is:

- Behaviour is the responsibility of the BAC and Managed Moves and access to District PRU is managed by the BAC Lead once all other alternatives have been exhausted
- An allocation of a place in the District PRU carries with it a "perverse incentive" of a payment by the school into a centrally held account. This is set as an accumulator so when all Confederation allocated places are taken further places can be purchased through the established commissioning model
- Attendance is the responsibility of the CCMB working in partnership with the Admissions Team

It became clear that a district wide secondary behaviour strategy needed to be developed to encompass the work of each of the three BACs and their partnership work with the PRUs. A headteacher representative from each confederation: Dave Maxwell, 3 Valleys, Steve Curran, South and Ian Morrel, Central have worked together with George McQueen, Jennie Sadowskyj and the BAC leads to agree a Bradford secondary school Behaviour Achievement Collaborative based on the Central Confederation model. This was presented by Dave Maxwell at the Bradford.

Partnership Conference, January 2015 and represents a significant amount of work by the partnership.

The partnership between each organisation can at times become strained especially as a commissioning model was put in place last year and in practice did not prove as successful as anticipated with a great deal of demand being placed on the seconded Head of District PRU. At this time, George McQueen put a proposal to the School Forum for support in funding places based on the commissioning model but it was also based on the much greater clarity that had been given on the provision within District PRU and an understanding that demands from individual BACs indicated the need for the option to purchase more places within the District PRU. At this time the proposal for a sustainable model through the "disincentive payment method" was at an early stage of roll-out across the secondary Bradford Partnership and therefore has no accumulation of funds.

The BACs and District PRU as well as all other PRUs have the opportunity to develop their partnerships through a collaborative and commissioning model which at £55 per student per day is very expensive. However a very effective value for money system that has resulted in significant reduction in Permanent and fixed term exclusions across the district as well as successful case studies for individual students for whom mainstream education is not able to meet their needs.

The proposal George McQueen presented is documented in the notes from two School Form meetings:

It was agreed at the 8 January 2014 meeting based on document CB:

3.3 Secondary Behaviour Support:

a) To fund on the 'high level' basis that the proposed new operating model for the BACS, tabled at the Forum on 11 December, is implemented at September 2014. A further progress report will be considered by the Forum in the new year. Alongside this, the number of places funded directly by the DSG High Needs Block at Ellar Carr and District PRU will be capped at 205 for September 2014 –August 2015.

b) To remove the 5% cap from the Secondary PRU funding calculation from April 2014.

c) To make a recommendation on whether the values of Secondary formula factors are reduced in 2014/15 in order to finance an additional e.g. 30 PRU places for secondary-aged children with behavioural difficulties from September 2014 (in addition to the 205 across District PRU and Ellar Carr). If so, to make a further recommendation on the value of reduction / number of places to be financed. The cost of 30 places would be approximately £639,000 in a full year (£373,000 for a 7/12ths period). The impact on secondary schools and academies not on the Minimum Funding Guarantee (MFG) must be considered within this (currently 8 secondary schools and academies are on the MFG in 2014/15 i.e. the contributions can only be taken from schools not on the MFG already).

d) To make a recommendation on whether to increase the value of funding per place for Ellar Carr and District PRU from £8,000 to £10,000. If so, to make a further recommendation on how this is funded (from secondary delegated budgets). The cost of this would be £470,000 in a full year (£274,000 for a 7/12ths period). The impact on secondary schools and academies not on the MFG must be considered within this.

It is recorded in the notes dated 8 January 2014:

Members recognised that the development of behaviour support provision is progressing but that this would be an area of important consideration for the Authority and the Forum during 2014. The current strands of work must be brought together into a coherent strategy. Questions were asked about the viability of District PRU, following the reduction of places from September 2014. It was confirmed that there wouldn't be redundancy costs resulting from this reduction and that the Authority was moving to a new commissioning model. Forum members were asked again to consider whether one off monies could be used to help support the delivery of the review of secondary behaviour support services and additional capacity for the BACs to access from September 2014. Members were also supportive of ensuring that there is equity in funding, relating to the recommendation to cease the 5% funding cap. Primary members stated that they would be happy for individual primary school budgets to pay for any further additional behaviour support places in 2014, on top of those recommended within Document CB.

Given the ongoing work of the secondary Bradford Partnership and its strong working partnership with BACs and PRUs there is a need to secure the funding for:

- 1. Establishing the working model of commissioning for the District PRU following a review of supply and demand with an interim leadership process currently**
- 2. Purchase of any additional places within the commissioning model until the accumulation of the "disincentive payment method" is able to fund additional places**
- 3. Support the establishing of a centralised provision for District PRU**
- 4. Support Behaviour Achievement and Behaviour Attendance with the increased demand of new to area / new to English, in-year admissions that are creating increased pressures in localised areas of the district**
- 5. Support a sustainable model of leadership in establishing partnerships for alternative provision for some of our most vulnerable students**
- 6. Support a single BAC across three secondary confederations in providing accreditation for both District PRU and Alternative provision that is school based**

There is a significant amount of opportunity to create an even more effective Behaviour Achievement Collaborative but the system is not yet embedded across the Bradford Partnership. The funding will provide for the six points above and ensure a sustainable model moving forward.

Update on Capital Expansion for Two Year Olds Early Education Places for Schools Forum – March 2015

Background

The aim of the Two Year Old Capital Plan is to ensure that at least 80% of eligible children are able to access provision across the District. A total of 20 capital projects are now complete and a further 11 projects are progressing. These projects, together with around 30 non-capital developments, have remedied the deficit of places in most areas.

As reported to the Schools Forum in December 2014, the existing 2 year old capital budget is fully committed. In making its recommendations on the 2015/16 DSG and one off monies in January 2015, the Schools Forum agreed to retain (for future targeted spending on the development of this offer) £2.65m of the projected £4.21m cumulative under spending of the DSG's 2 year old resources. The £2.65m includes £0.5m for support for new capital projects. This sum is available in addition to the £0.5m that is left from the £1m budget originally set aside by the Forum in 2014/15.

The key question is whether the £0.5m that is left from the provision made in January 2014 is now needed to support 2 year old capital development works or whether this can be released back to the DSG.

Two Year Old Place Expansion

As reported to the Schools Forum in December 2014, using the Department for Education's eligible children data, the early education place capacity figures from the spring 2015 census and information on the additional places due to open in summer and autumn 2015, the following children's centre reach areas are projected to have a shortfall of greater than 20 places, relative to the number that are needed to accommodate 80% of eligible children.

- Bierley 29 places
- Heaton 43 places
- Farcliffe 30 places
- Owlet 27 places
- Strong Close 22 places

A potential development is currently being considered in the Owlet reach area that will remove this shortfall and that will not require capital funding. However, additional places in the remaining 4 areas are only likely to be developed through the creation of additional physical space, which will require capital spend. The Authority has identified some possible developments, is seeking to progress these, and is also currently working to identify further schemes.

The average cost of recent projects has been approximately £250,000. However, initial work with a setting in Keighley has suggested a cost of £100,000 for this scheme. The Authority estimates that the cost of 4 capital schemes will be in the region of £700,000.

Recommendation on the retention or release of the £0.5m

It is recommended that £200,000 of the £0.5m is retained at this stage in support of capital projects for the development of 2 year old places. This will provide a budget of £700,000 of available resource and will mean a total of £2.85m is held in the DSG at April 2015 in support of the 2 year old offer.

If further assessment work identifies that the £200,000 is not needed or is not needed in full, this will be returned to the DSG.

Following this recommendation, £300,000 is released back to the DSG. The Forum should consider what to do with this sum, including whether to re-allocate this to another purpose.

Susan Moreau
Interim Lead Officer – Early Childhood Services

SCHOOLS FORUM AGENDA ITEM

For Action



For Information



Brief Description of Item (including the purpose / reason for presenting this for consideration by the Forum)

To ask the Schools Forum to endorse the collaborative approach to re-procuring the Bradford Learning Network (BLN) internet and learning provision.

Date (s) of any Previous Discussion at the Forum

The current contract (BLN2) runs from October 2012 – March 2016 and was endorsed and partially funded by School Forum in December 2011.

Background / Context

The Bradford Learning Network (BLN) is the name for the internet and learning resources network used by **84% of Bradford Schools, Academies and Free Schools**. The BLN was initially established in 2001 following a school-led procurement process, aimed at providing all Bradford schools with access to fit for purpose and cost effective broadband connectivity. The BLN provides schools with access to a fast, filtered and secure internet connection. The BLN have also worked with schools to achieve substantial discounts on collaborative purchases relating to online content such as EducationCity, where schools have made a combined saving of £265,000 over the length of the contract.

The cost of the BLN was previously subsidised by Government. This subsidy ceased in March 2012.

The current contract (BLN2) was procured in 2012 through a Government Framework with endorsement and partial funding from Schools Forum - the Schools Forum agreed to allocate a sum of £1,133,000 (on a one off basis) from available DSG balances to support the costs of the renewal. This cost would have normally fallen to school / academy delegated budgets. However, "up front" payment from the DSG for the 3.5 year contract enabled the District to make a £956,000 saving on the total contract cost. At the same time, separately from the BLN, the Forum agreed to make provision from the DSG for the introduction of ESAFE software into all schools and academies across the District, at a cost of £250,000 for a 3.5 year contract.

The BLN2 contract expires in March 2016 and, with the approval of the BLN's **School Reference Group (SRG)** and **Technical Reference Group (TRG)**, the BLN Team have undertaken a re-procurement exercise to allow Bradford schools continued access to the BLN provision through the creation of BLN3.

Details of the Item for Consideration

The BLN is **NOT** requesting any funding for the next contract (BLN3), but seeks the continued endorsement of the Schools Forum to the established collaborative approach for internet and learning provision across Bradford Schools.

Re-procurement of the BLN provision from April 2016

The BLN School Reference Group (SRG) consists of representation of Headteachers, Deputy Heads, Business Managers, School Governors, School Governor Services and two members from the Technical Reference Group (TRG). The TRG consists of network managers from both Primary and Secondary settings. The role of the TRG is to ensure the BLN solution meets the needs of schools from a technical perspective. The SRG provides governance to the BLN to ensure the BLN is delivered in a cost effective way meeting financial and operational objectives outlined in SLAs with third party organisations and contracts with schools. Through feedback from surveys to schools, consultation with TRG and an independent assessment of the current market, SRG approved the initiation of a re-procurement of the BLN in the form of BLN3.

Details of the Item for Consideration (continued)

To maximise the full potential of school funds, the procurement will be run through the Yorkshire & Humber Public Sector Network (YHPSN) Framework. This is a twice competed framework and removes the need for the BLN to run a costly and time consuming procurement through the EU. As the YHPSN framework has been awarded to Virgin Media Business, the current provider of the BLN, there is no requirement for existing schools to fund new installations to BLN3.

As part of BLN2 the SRG and Schools Forum approved the accumulation of earmarked reserves to support the continuation of the BLN2 contract beyond March 2016. The value of this has increased from the projected **£206K to £400K** due to the increased number of schools who have joined the BLN during the current contract and the diligent management of BLN2.

This earmarked reserve is being used to reinvest in the BLN infrastructure to ensure it continues to deliver its objectives for the next 3 year contract. This will include new core firewalls, new DNS solution and a replacement of the schools' edge filtering and firewall devices to those schools who subscribe to BLN3.

The TRG approved the technical design of BLN3 on 25 February 2015 and will continue to support the BLN team with the implementation plan. The BLN3 contracts are designed to enable schools to create a bespoke contract that meets their individual needs and will be designed and priced accordingly.

The SRG will meet on 3 March 2015 to approve the final charging model to schools for BLN3. Under BLN2 this was a lump sum depending on the connection size and £6 per pupil. The proposed BLN3 models are based on the same principle with an anticipated reduction in the lump sum and a continuation of the £6 per pupil annual fee. Whilst all models have some earmarked reserves for the end of the BLN3 contract, the value of this will be dependent on the model approved by SRG. All income and expenditure lines have been scrutinised to ensure they continue to offer value for money for schools.

Full information on the BLN3 offering will be with schools on 20 April 2015. The BLN will also provide information on the current contract including usage statistics and a recommendation for their future provision to assist their decision making.

Schools will be required to sign their new 3 year contracts by 30 June 2015 to enable the City of Bradford Metropolitan District Council (CMBDC) to sign the associated contract with YHPSN for those schools subscribing and to guarantee a smooth transition from BLN2 to BLN3 by March 2016. These contracts will commence 1 April 2016 to 31 March 2019. The School contracts have been approved by SRG and CBMDC legal team to protect both schools and CBMDC. There are no fundamental changes from the contract signed by schools for the current BLN2 provision.

In the unlikely event of a school not wishing to continue with their BLN subscription, these timescales will enable schools to run their own procurement process and arrange for their new service to be installed before the end of the current contract.

Implications for the Dedicated Schools Grant (DSG) (if any)

None

How does this item support the achievement of the District's Education Priorities

BLN3 will provide schools with secure access to the Internet, email and online storage and enable them to quickly and safely access and utilise any online learning content, learning communities and collaborative spaces relevant to their needs. The ability to share and access reliable and quick online content will support schools to improve literacy and teaching and learning across all phases, support effective communication and collaboration, raise achievement in underperforming groups and develop school to school capacity. BLN3 will support schools with their safeguarding agendas to ensure that the use of connected technologies in their school is done safely, reliably and legally making use of suitable filtering / monitoring technology and utilising the South West Grid for Learning (SWGfL) online 360 degree E-safety audit tool enabling schools to identify strengths and areas of development with regard to whole school (e)Safeguarding.

Recommendations

The School Forum is asked to endorse the collaborative approach to the procurement of fast, filtered and safe internet provision for schools enabling equity of access for all students across the District regardless of location or size of school.

List of Supporting Appendices / Papers (where applicable)

Appendix 1 - BLN Statistics 2012 - 2015

Contact Officer (name, telephone number and email address)

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BLN Statistics 2012 - 2015

The BLN currently has 183 schools with an increase of 30 schools since the signing of the contract in June 2012. In addition the BLN delivers "filtering only" to a further 7 schools.

| | | |
|------|--------|--|
| 2012 | 73,025 | BLN pupil number have increased year on year partly due to the national increase of school age children but also due to the increase in schools joining the BLN. |
| 2013 | 78,262 | |
| 2014 | 82,466 | |
| 2015 | 87,817 | |

During the contract 14 schools have increased their bandwidth

| Type of school | Total |
|-------------------|------------|
| Council | 2 |
| Hospital School | 1 |
| Nursery | 1 |
| Primary | 118 |
| Primary Academy | 9 |
| PRU | 5 |
| Secondary | 18 |
| Secondary Academy | 9 |
| Special | 10 |
| Through Academy | 3 |
| Secondary Free | 6 |
| Primary Free | 1 |
| Total | 183 |

| Bandwidth (Mbps) | Total |
|------------------|------------|
| 10 | 97 |
| 20 | 29 |
| 50 | 7 |
| 100 | 40 |
| 200 | 3 |
| 300 | 2 |
| ADSL | 1 |
| Campas* | 4 |
| Total | 183 |

*these schools share connection with host school but contribute per pupil fee

Filtering only schools

| Type of school | Total |
|-----------------|----------|
| Nursery | 1 |
| Primary | 4 |
| Primary Academy | 1 |
| PRU | 1 |
| Total | 7 |

| Form Entry | Total |
|-----------------------|------------|
| 0.5 | 7 |
| 1 | 45 |
| 1.5 | 8 |
| 2 | 51 |
| 2.5 | 3 |
| 3 | 15 |
| Nursery/Secondary/PRU | 54 |
| Total | 183 |

Bradford schools not connected to the BLN

| Phase | Form Entry | | | | | | | Total |
|-----------------|------------|----------|----------|-----------|----------|----------|----------|-----------|
| | 0.5 | 1 | 1.5 | 2 | 2.5 | 3 | Other | |
| Nursery | | | | | | | 5 | 5 |
| Primary | 1 | 8 | 1 | 10 | 1 | 2 | | 23 |
| Hospital School | | | | | | | 1 | 1 |
| Total | 1 | 8 | 1 | 10 | 1 | 2 | 6 | 29 |