

Schools Forum
Wednesday, 19 September 2018 at 8.00 am
VENUE: Ernest Saville Room - 2nd Floor, City Hall,
Bradford

PLEASE NOTE

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

The taking of photographs, filming and sound recording of the meeting is allowed except if Councillors 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 - 01274 432280 who will provide guidance and ensure that any necessary arrangements are in place. Those present who are invited to make spoken contributions should be aware that they may be filmed or sound recorded

1. APOLOGIES FOR ABSENCE

The City Solicitor 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 11 JULY 2018 AND MATTERS ARISING

1 - 12

Recommended –

That the minutes of the meeting held on 11 July 2018 be signed as a correct record (previously circulated).

4. MATTERS RAISED BY SCHOOLS

13 - 14

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

Recommended –

The Schools Forum is asked to agree the proposed application to the ESFA for a ‘disapplication’ related to the lump sum allocated to Silsden Primary School in 2019/20.

5. STANDING ITEM - DSG GROWTH FUND ALLOCATIONS (a)

There are no new allocations for consideration at this meeting. Proposed allocation to the secondary phase will be presented at the next meeting.

(Andrew Redding – 01274 432678)

6. STRATEGIC SEMH & SEND REVIEWS (i)

15 - 38

A progress update will be provided on the Authority’s strategic reviews of SEND and Alternative Provision, **Document JB**. This update includes continued discussion on matters presented to the Schools Forum on 11 July as well as the Authority’s consultation on the District’s SEND Strategy.

Recommended –

Members are asked to consider and to note the update.

(Lynn Donohue – 01274 439606)

7. NATIONAL FUNDING FORMULA - UPDATE (i)

39 - 62

The Business Advisor (Schools) will present a report, **Document JC**, which provides an update on the implementation of the National Funding Formula. This report follows from the information presented to the Schools Forum on 11 July, which was based on our initial assessment of the announcements made by DfE in June and early July on the National Funding Formula future policy direction and 2019/20 DSG arrangements.

Recommended –

The Schools Forum is asked to note the information presented and to begin to consider the implications for the 2019/20 DSG budget planning round.

(Andrew Redding – 01274 432678)

8. OUTLINE - FORMULA FUNDING ARRANGEMENTS & CONSULTATIONS 2019/2020 (i)

63 - 68

The Business Advisor (Schools) will present a report, **Document JD**, which outlines the working principles that are being considered in the development of Bradford’s formula funding arrangements for 2019/20. The Authority will



present formal consultation reports, for the Schools Block, Early Years Block and High Needs Block, to the Schools Forum at the next meeting, with these consultations being published immediately after. Following this timetable, responses to these consultations will be considered by the Forum at its December meeting. The Schools Forum will be required to make its final recommendations on 2019/20 DSG and formula funding arrangements at its January 2019 meeting.

Forum Members are invited to attend a 'Formula Funding Working Group' session, on Monday 1 October (8am) or Tuesday 2 October (8am) or Thursday 4 October (8am). These sessions will enable Forum Members to consider in more detail the impact of formula funding decisions and to explore and guide the proposals for 2019/20 that will be set out for consultation in October.

Recommended –

- (1) The Schools Forum is asked to consider the working principles.**
- (2) Members are invited to attend a 'Formula Funding Working Group' session.**
- (3) Members asked to discuss how best to communicate as early as possible this term with schools and other providers, and collect feedback, about arrangements for 2019/20 (in advance of more formal consultation beginning in October).**

(Andrew Redding – 01274 432678)

9. DISCUSSION ON UNDER-SUBSCRIPTION & STRATEGIC SCHOOL ORGANISATION (i) 69 - 126

The Business Advisor (Schools) will present a report, **Document JE**, which enables the Schools Forum to more closely consider the Authority's school organisation strategy and the impact that falling rolls (under-subscription) is having on some schools in the District and the options that may be available to support these schools.

Recommended –

The Forum is asked to consider the information presented in Document JE and to provide an initial steer to the Authority on whether / how schools facing under-subscription could be supported financially from the DSG.

(Andrew Redding – 01274 432678)

10. WORK PROGRAMME AND SCHEDULE OF MEETINGS 2018/19 ACADEMIC YEAR (i) 127 - 128

The Business Advisor (Schools) will present a report, **Document JF**, which outlines the School Forum's 2018/19 Academic Year work programme.



Recommended –

The Forum is asked to note the proposed programme and to consider whether any additional items should be added at this stage.

(Andrew Redding – 01274 432678)

11. EXCLUSION OF THE PUBLIC

The Schools Forum will be asked to consider if the agenda item relating to PFI / Building Schools for the Future (BSF) contractual matters should be considered in the absence of the public and, if so, to approve the following recommendation:

Recommended –

That the public be excluded from the meeting during the discussion of the following item (item *12) on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if they were present exempt information within Paragraph 3 (Financial or Business Affairs) of Schedule 12A of the Local Government Act 1972 (as amended) would be disclosed and it is considered that, in all the circumstances, the public interest in allowing the public to remain is outweighed by the public interest in excluding public access to the relevant part of the proceedings for the following reason: commercial confidentiality."

(Andrew Redding – 01274 432678)

12. PFI / BSF CONTRACTUAL MATTERS (i)

The Schools Forum will be asked to consider the information presented. This agenda item follows from considerations in recent meetings and the request made at the last meeting for more detailed discussion.

****Note: The Schools Forum will have previously considered excluding the public from consideration of this matter under item 11 above.***

(Andrew Redding – 01274 432678)

13. SCHOOLS FORUM STANDING ITEMS

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

- Update from the Schools Financial Performance Group (SFPG)
- Update from High Needs Block Steering Group (HNBSG)
- Update on School / Academy Budgets
- 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 432678)

14. AOB / FUTURE AGENDA ITEMS

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

15. DATE OF NEXT MEETING

Please see the published schedule of meetings – the next Forum meeting is scheduled for Wednesday 17 October 2018.

(a) Denotes an item for action

(i) Denotes an item for information



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MINUTES OF THE MEETING OF THE SCHOOLS FORUM HELD ON WEDNESDAY 11 JULY 2018 AT CITY HALL, BRADFORD

Commenced 0810
Concluded 0955

PRESENT

SCHOOL & ACADEMIES MEMBERS

Ashley Reed, Brent Fitzpatrick, Bryan Harrison, Deborah Haworth, Dianne Richardson, Dominic Wall, Emma Hamer, Gill Holland, Emma Hamer, Gill Holland, Graham Swinbourne, Helen Williams, Ian Morrel, Kevin Holland, Nicky Kilvington, Nigel Cooper, Sue Haithwaite, Trevor Loft and Wahid Zaman.

NON SCHOOL MEMBERS

Vivienne Robinson

NOMINATE SUBSTITUTE

Alison Kaye and Irene Docherty

LOCAL AUTHORITY (LA) OFFICERS

Andrew Redding	Business Advisor (Schools)
Andrew Crookham	Assistant Director - Finance and Procurement
Asad Shah	Committee Services Officer
Dawn Haigh	Principal Finance Officer (Schools)
Michael Jameson	Strategic Director, Children's Services
Yasmin Umarji	Strategic Relationship Manager
Lynn Donohue	Early Years Strategic Manager
Raj Singh	

APOLOGIES

MEMBERS – Helen Williams, Mary Copeland, Sir Nick Weller, Ray Tate, Sally Stoker, Tahir Jamil, Ian Murch, Donna Willoughby. Councillor Khan, Deputy Leader of Council.

DIANNE RICHARDSON IN THE CHAIR

At the start of the meeting the Chair welcomed the 2 new maintained primary Headteacher members (Bryan Harrison and Graham Swinbourne). The Chair also asked thanked Mary Copland (retiring member) for her many years as member of the Forum and asked that the minutes of the meeting record the Forum's thanks.

316. DISCLOSURES OF INTEREST

A declaration was received from Dominic Wall, Sue Haithwaite, Emma Hamer, Ian Morrel and Trevor Loft for agenda item 6 "SEND and SEMH Reviews", (minute 320).

317. MINUTES OF 23 MAY 2018 & MATTERS ARISING

a) To agree the minutes as a correct record.

b) The Business Advisor (Schools) reported on progress made on “Action” items:

- **Item 322 SEND and SEMH Reviews:** The Business Advisor reported that a report on the SEND and SEMH reviews is presented to the Schools Forum under agenda item 6. With regard to the Forum’s resolution supporting the development of a primary phase local agreement – a presentation was made to BPIP on 24 May and the Authority sent at the beginning of June a letter to all primary schools and academies asking them to sign up to a local agreement to enable a ‘support charge’ to be made of £8,000 for a permanent exclusion for this money to follow the child. With regard to the referrals to the HNB Steering Group (on HNB trajectory modelling and PRU balances), these matters were initially discussed by the Group at the meeting 9 July. Recommendations from the HNB Steering Group will come back to the Forum in autumn.
- **Item 325 Schools Outturn Revenue Balances:** The Business Advisor reminded Forum Members of their requests for statements from the Local Authority on 2 matters – BSF utilities dispute settlement and Hanson School deficit. He referred Members to the statements that have been tabled. See the record of further discussion below.
- **Item 327 AOB:** The Business Advisor reminded Members that the Vice Chair made a request at the last meeting for clarification on the financing of Bradford New College specifically with reference to the source of funding of the College’s recent promotional event. He explained that, although we are still checking with City Hall about this specific promotional event, and will confirm for the Forum in autumn, we have confirmation that the costs of a promotional event organised in September 2017 was charged to New College.

BSF / PFI Utilities Dispute

In response to the tabled statement, the Vice Chair expressed concern that Forum Members remain unaware of the complexity of the position, of how and when the disputes will be resolved, and the potential financial impact that resolution may have both on the budgets of the schools affected and on the DSG Schools Block. He expressed his view, as the Headteacher of a BSF school, that the Authority has not engaged to a satisfactory extent recently with BSF schools on the status of the negotiations. The concerns expressed by the Vice Chair were supported by an academies member, who is also the CEO of a MAT with BSF schools. Referring to the option considered at the last meeting, the academies member suggested that a confidential agenda item is now added to the Forum’s September meeting so that the Forum can receive a full update on this matter, including the progress of negotiations over the summer, and can more closely consider the financial impact that a resolution may have on schools and on the DSG. This suggestion was welcomed by Forum members.



Hanson School

The Strategic Director, Children's Services, presented the written statement. He explained in particular that the statement sets out the positive progress that the school is making under the support of Gorse Academies Trust. This progress has been acknowledged by Ofsted. The statement sets out the scale of the financial challenge now faced, which has an historic element as well as a recurrent problem. The Strategic Director confirmed that the Schools Forum is not asked to make additional contribution from the DSG above the provision that is already agreed. He stated that the financial, and contractual, issues need to be resolved between the Authority, the school, the DfE and the RSC and that conversations to this end are on-going. He added that he has commissioned an education audit of the school, the purpose of which is to ensure that the school is offering value for money.

In response to the statement, an academies member welcomed the Authority's confirmation that no more commitment was being asked for from the DSG. A schools member, responding to the Strategic Director's statement that the Authority needs to better understand the contracts held by the school, commented that the Authority should by now already understand these.

Resolved –

- (1) That progress made on "Matters Arising" be noted.**
- (2) That the minutes of the meeting held on 23 May 2018 be signed as a correct record.**
- (3) That the Authority contacts the schools and academies affected by the PFI benchmarks dispute to ensure that they understand the current position and timescale for resolution.**
- (4) That a 'closed to the public' item is added to the end of the September Schools Forum meeting to enable the Schools Forum to more closely consider matters relating to the PFI contract and the benchmarks dispute and the impact that these may have on individual schools and on the DSG.**

ACTION: *City Solicitor*
Business Advisor (Schools)

318. MATTERS RAISED BY SCHOOLS

The Chair and the Business advisor (Schools) reported that no matters have been raised with the Schools Forum.

No resolution was passed on this item.



319. STANDING ITEM – DSG SCHOOLS BLOCK GROWTH FUND ALLOCATIONS

The Business Advisor (Schools) reported that there are no new allocations for approval presented to this meeting. Proposed allocations for growth in the secondary phase will be presented to the Forum in October.

The Business Advisor explained that a report is being planned to be tabled to the Schools Forum's September meeting on the impact of 'under-subscription' in schools and the options that may be available for supporting this. He advised, following the Authority's round of discussions with maintained schools on their 2018-2021 budgets, that a number of schools are being significantly affected by reducing / fluctuating / lower than PAN pupil numbers, and that there are different causes of this. The Business Advisor explained that he would like the Schools Forum to give the Authority a steer about how / whether schools facing under-subscription can be supported financially from the DSG.

Members responded to welcome further consideration of under-subscription as a financial issue. The Vice Chair requested that September's report includes information on Bradford's holistic places-planning strategy so that the Forum can understand, support and contribute to this.

Resolved –

That a report is presented to a meeting in the autumn term, which enables the Schools Forum to more closely consider the Authority's places planning strategy and the impact that falling rolls is having in certain areas of the District and the options that may be available to support schools.

ACTION: *Business Advisor (Schools)*

320. SEMH AND SEND REVIEWS AND STRATEGY

The Chair of the Forum introduced this item by reminding the Forum of the discussion at the last meeting and the request made by members that the Authority pulls together its reviews into a strategic 'outcomes' document. The Interim Strategic Lead, SEND and Behaviour, added that the Authority's draft SEND strategy was being presented to the SEND Strategic Board this week and will be published for consultation in September and shared with the Forum at this point.

The Interim Strategic Lead, SEND and Behaviour and the SEND Planning and Project manager, with input from the Strategic Director, Children's Services, presented **Document IV**. The presentation summarised the development of the reviews in key areas: of additional interim SEND and SEMH places, the status of the national free schools programme, the position of the re-advertising / brokering of the agreed new SEMH free school, the re-designation of PRU provision, the development of the behaviour continuum, local agreements and alternative provision and the Authority's transport review.

The presentation emphasised the very significant issues the lack of basic needs capital is creating alongside the uncertainties of the national free school programme. The Strategic



Director, Children's Services explained that a letter is being sent from the Leader of the Council to Lord Agnew specifically on the issue of lack of SEND capital.

The Chair thanked the Strategic Director and officers for their detailed presentation. She stated that this information appears to very clearly confirm the outline view of members, given at the last meeting, that a 'plan B' is needed if sufficient places for high needs pupils are to be provided. She noted that the number of planned places needing to be delivered has crept up since initial consideration 3 years ago (400 increased from 300). The Chair welcomed the Authority's action to raise the issue of the lack of SEND capital funds directly with Ministers and suggested that the Schools Forum also writes to Lord Agnew to support the Leader's correspondence.

Forum members supported the Chair's comments and added to these. An academies member stated that Bradford's complex position is a 'litmus test' for what is now happening nationally. As such we are not an outlier and we have a right to lobby Government hard about the financial and provision issues that we face and where the Government's response is not adequate. This view was supported by members. The SEND Planning and Project manager added that EBD OG is currently lobbying Government about the omission of SEND planning data in SCAP returns. The Business Advisor (Schools) also added that, as well as significant issues with a lack of capital funding, the Forum should not lose sight of the very significant High Needs Block revenue issues that the Authority will face in coming years should the damping in national funding formula not be released.

Resolved –

- (1) That the information provided in Document IV is welcomed and be noted.**
- (2) That a letter is sent from the Schools Forum to the Department for Education (Lord Agnew), which sets out Bradford's position on High Needs revenue and capital funding and places sufficiency and which supports the correspondence from the Local Authority to Lord Agnew on these matters.**

ACTION: *Business Advisor (Schools)*

321. SCHOOLS FORUM MEMBERSHIP – CHAIR AND VICE CHAIR

The Business Advisor (Schools) reported that, as per the Forum's agreed management procedures, the terms of office of the Chair and Vice Chair are for 1 year and both positions are now up for renewal. Members were asked to approve the proposed approach (by email) for the collection of nominations and for the election of the Chair and Vice Chair of the Schools Forum for 2018.

Both the Chair and the Vice Chair stated that they would like to stand for re-election.

Resolved –

That the established approach (email) be followed for the collection of nominations and for the election of the Chair and Vice Chair of the Schools Forum for 2018/19.



ACTION: Business Advisor (Schools)

322. SCHOOLS FORUM MEMBERSHIP

The Business Advisor (Schools) presented a report, **Document IW**, which provided an update for information on the Forum's membership composition. He explained that the Authority's latest calculation confirms that our Schools and Academy members composition should not be adjusted further at this time as the split of maintained and academies membership is in line with pupil numbers, where the calculation of pupil numbers incorporates a forecast of academy conversions to take place during 2018.

The Business Advisor reminded the Forum that an academy vacancy is currently being held to be filled by a representative of alternative provision as we expect the conversion of maintained alternative provision in the next 12 months. He also explained that the announcements by the DfE in July may include directed changes to the composition of School Forums nationally. A report will be presented to the Schools Forum in September if this is the case (if we required to adjust our composition).

Resolved –

- (1) That the information presented on the School Forum's membership be noted.**
- (2) That the Authority's proposal that the Forum's membership composition as it currently stands be retained for 2018/19 be supported.**

Action: Business Advisor (Schools)

323. UPDATE ON NATIONAL FUNDING FORMULA AND DEDICATED SCHOOLS GRANT 2019/20

The Business Advisor (Schools) presented a report, **Document IX**, which provided an update for information on matters relating to the future development of National Funding Formula (NFF) and the 2019/20 Dedicated Schools Grant. He explained that this update is provided following attendance at a DfE policy briefing session held on 18 June and is written in advance of the publication of more detailed operational guidance on DSG management for the 2019/20 financial year, which is expected later in July. As such, 2019/20 arrangements and NFF will be a significant agenda item at the Forum's September meeting.

Referring to discussions that took place at the last meeting, the Business Advisor emphasised how uncertain the direction of travel and speed of progress to NFF currently is. The DfE appears to be indicating that the move to a 'hard' NFF in the Schools Block will not take place at April 2020, as previously expected. The DfE also appears keen to assert that decisions on NFF, and on other important matters, including the position of the funding of nursery schools, will not be taken until after the autumn 2019 spending review. The Business Advisor explained that this level of uncertainty will be difficult for the Authority and the Forum to manage and it may inevitably influence 'cautious' decision making on the allocation of the 2019/20 DSG.



Forum Members did not have any questions and did not make any comments.

Resolved –

- (1) That the information provided in Document IX be noted.**
- (2) That Forum Members be invited to attend a ‘Formula Funding Working Group’ session, on Monday 1 October (8am) or Tuesday 2 October (8am) or Thursday 4 October (8am).**

ACTION: Business Advisor (Schools)

324. AMENDMENTS TO THE SCHEME FOR FINANCING SCHOOLS AND LINKED DOCUMENTS (FINANCIAL REGULATIONS FOR MAINTAINED SCHOOLS AND SCHOOL CONTRACT STANDING ORDERS)

The Business Advisor (Schools) presented a report, **Document IY**, which asked the Forum to consider proposals for, and to agree for a consultation to take place with maintained schools on, the amendment of the Council’s Financial Regulations for Maintained Schools and School Contract Standing Orders, and subsequent amendments to the Scheme for Financing Schools. He explained that the Forum has decisions making authority over the Scheme and, if agreed, the outcomes of consultation would be presented back to the Schools Forum on 19 September. The Authority intended to implement the agreed amendments as soon as possible following the completion of the consultation and decision making processes.

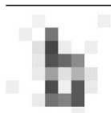
The Business Advisor summarised the headline proposed changes, which includes the proposal to uplift the requirement in the CSOs for schools to request written quotations for spending from above £4,000 to above £10,000.

A Member responded to request that the time period of the consultation is extended to enable maintained school governing bodies to properly consider the proposed amendments in their early autumn term meetings. It was agreed that the time period would be extended, with a report coming back to the Forum on 17 October. Forum Members did not have any further questions and did not make any further comments.

Resolved –

- (1) That a consultation takes place with maintained schools on proposed revision and re-issue of the Documents set out in Document IY.**
- (2) That the period of consultation is extended to close in October rather than in September, to better enable schools to consider the proposed amendments. That the outcomes of the consultation be presented to the Schools Forum’s October meeting.**

ACTION: Business Advisor (Schools)



325. SCHOOLS' FINANCIAL VALUE STANDARD

The Business Advisor (Schools) presented the Authority's annual report, **Document IZ**, which provided the Forum with an update on the compliance of maintained schools with the Schools' Financial Value Standard (the SFVS) at 31 March 2018.

The Business Advisor stated that the DfE intends to adjust the requirements of the SFVS for schools from April 2019 to include a comparative 'dashboard'. Further information on this was expected to be published in the autumn and will be discussed with schools. He also explained that the DfE expects to publish a voluntary standard for academies in the autumn.

Forum Members did not have any questions and did not make any comments.

Resolved – That the information provided in Document IZ be noted.

326. FINANCIAL CLASSIFICATION OF MAINTAINED SCHOOLS 2018/19

The Business Advisor (Schools) presented the Authority's annual report, **Document JA**, which provided the Forum with a summary of the categorisation of maintained schools within the Local Authority's Financial Classification of Schools for the 2018/19 academic year. He explained how this classification (the increased number of schools placed in category C) evidences the challenging financial climate for schools. Forum Members did not have any questions and did not make any comments.

Resolved – That the information provided in Document JA be noted.

327. SCHOOLS FORUM STANDING ITEMS

The Business Advisor reported that all updates on standing items have been covered in earlier agenda items and therefore, there was nothing further to report.

No resolution was passed on this item.

328. AOB / FUTURE AGENDA ITEMS

No resolution was passed on this item.

329. DATES OF NEXT MEETINGS

The next Forum meeting is scheduled for Wednesday 19 September 2018.

In closing the meeting, the Chair thanked all Forum Members for their input into the Forum's work over the last year. The Chair also thanked Committee Secretariat and the other supporting officers for their contributions and advice.



Resolved –

That the Schools Forum meetings for the 2018/19 academic year be approved as scheduled, as follows:

- **Wednesday 19 September 2018, 8am**
- **Wednesday 17 October 2018, 8am**
- **Wednesday 5 December 2018, 8am**
- **Wednesday 9 January 2019, 8am**
- *Wednesday 16 January 2019, 8am (provisional meeting)*
- **Wednesday 13 March 2019, 8am**
- **Wednesday 22 May 2019, 8am**
- **Wednesday 10 July 2019, 8am**

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

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Matters Arising Schools Forum 19 September 2018

Confirmation of DSG Balances held at 31 March 2018

Now inclusive of final Early Years Block allocation for 2017/18, which was confirmed by the DfE on 16 July 2018.

	Schools Block	High Needs Block	Early Years Block	Total DSG
Forecast (presented Dec 2017 & Jan 2018)	£4.775m	£1.631m	£1.523m	£7.930m
Actual reported to Forum 23 May 2018	£5.672m	£2.943m	£1.925m	£10.541m
Final including EYB confirmation 16 July 18	£5.672m	£2.943m	£2.748m	£11.363m
Difference Between Final and Forecast	+ £0.897m	+ £1.312m	+ £1.225m	+ £3.433m
Difference as a % of DSG Block Value	0.2%	2.2%	2.8%	0.6%

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ESFA Disapplication Request - Silsden Primary School 2019/20 Lump Sum

At 1 September 2017, Aireview Infant School and Hothfield Junior School merged to form Silsden Primary School.

Following a disapplication request, we funded the newly amalgamated school so that it retained in 2018/19 the equivalent of 85% of the predecessor schools' lump sums. This meant that the school received a lump sum of £187,000 rather than £110,000. This adjustment in the first financial year post amalgamation is a requirement of the Regulations. Its purpose is to support financial stability in the immediate aftermath, recognising that the new school may very well still operate across 2 sites and have additional fixed costs, as well as staffing and leadership costs, related to this.

In 2018/19 therefore, Silsden Primary School received an additional £105,000 in total to support its financial position and transition:

- Protected amalgamated lump sum at 85% (an additional £77k on the value of lump sum for a single school).
- Split site funding £28k.

Silsden Primary School will continue to operate over the 2 old school sites until September 2020, when it is expected the school will move onto a new single site. Recognising this, but also recognising that the school will have additional costs associated with the move to a new site, which it aims to retain its carry forward balance to support, following recent discussion with the school, we propose to submit a disapplication request to provide in 2019/20 a 2nd year of lump sum amalgamation protection, at 70% of the combined value of lump sums the predecessor schools would have received. This will be $((£110,018 \times 2) \times 70\%) = £154,025$. This is an additional cost the Schools Block of £44k.

This is the maximum additional support that can / will be offered in 2019/20. In 2020/21, only split site funding will be available.

On this basis however, the school would receive in 2019/20 additional £82,000 to support its financial position and transition:

- Protected amalgamated lump sum at 70% (an additional £44k on the value of lump sum for a single school).
- Split site funding £28k.

For the Forum's reference, the school held a surplus revenue carry forward balance of £127k at March 2018 (5% of funding) and is forecasting, without additional lump sum support in 2019/20, that this balance will reduce to £22k (1% of funding at March 2021).

Recommended – The Schools Forum is asked to agree the application to the ESFA proposed for a 'disapplication' related to the lump sum allocated to Silsden Primary School in 2019/20as set out in this report.

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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 a progress update on the Authority's strategic reviews of SEND and Alternative Provision. This update includes continued discussion on matters presented to the Schools Forum on 11 July as well as the Authority's consultation on the District's SEND Strategy.

Date (s) of any Previous Discussion at the Forum

The Schools Forum has received regular updates on SEND and SEMH strategic reviews, most recently on 11 July 2018.

Background / Context

Forum Members are referred to the minutes of the 11 July 2018 meeting, which summarise the update provided in Document IV and the discussion that took place from this, which focused on places sufficiency. Documents JC and JD presented to this meeting provide an update on High Needs Block funding matters.

Details of the Item for Consideration

Bradford District SEND Strategy Consultation

It was agreed by the SEND Strategic Partnership Board in July 2018 that the draft SEND Strategy 2018 – 2020 will go out for consultation and comments in September. This draft strategy document has now been released for consultation until 7 October. The consultation document is attached at Appendix 1. The document can also be found on Bradford Schools online and on the Authority's Local Offer website. The email address for comments and responses is Send.Strategy.Feedback@bradford.gov.uk

The vision for Bradford District's children and young people with SEND and additional support needs is:

As multi-agency partners we will make sure we improve the outcomes and reduce inequalities for all children and young people with SEND in Bradford District, so that they flourish and reach their potential.

The draft strategy includes 7 priorities for the district:

- 1. Engagement, co-production and consultation**
Communications with children and young people, parents and carers will ensure they have access to information on education, health and social care in one place and feel they can help shape plans and that their views are listened to and acted upon.
- 2. Embed the SEND code of practice**
Early identification of needs will lead to high quality, personalised provision which is planned, delivered and evaluated at all levels.
- 3. Development of provision and services**
Sufficiency of services and quality provision will be in place to enable children and their families to feel supported and included within the community.
- 4. Quality and effectiveness of provision**
Effective evaluation and impact measures will ensure a service which leads to positive outcomes for children, young people and their families.
- 5. Smooth and effective transitions**
All transitions including those from pre-school into primary, primary to secondary and preparation for adulthood, will be well planned to ensure a smooth and fulfilling pathway through a child's life.
- 6. Leadership, governance and accountability**
Strategic leadership at all levels across the local area, will produce a fully integrated process aligning all strategies across the district and driven by an agreed, accountable, multi-agency approach.
- 7. Joint commissioning**
A Joint Commissioning Strategy will be established that delivers greater alignment of provision for SEND across the Local Authority and CCGs

Details of the Item for Consideration

Sufficiency of Specialist Places – SEMH Free School

Further to the Council Executive report of 3 April, which detailed the additional places required, and the report presented to Schools Forum in July, we have since been successful with the opening of a second bidding round for applications for the LA commissioned 72 place SEMH Free School.

The four month bidding window opened on 9 July and closes 9 November 2018. The first stakeholder engagement event took place on 12 July and a further event is scheduled for 26 September.

The DfE schedule is to identify a successful sponsor by early December 2018 and begin work with the LA from early January 2019. The anticipated date for the opening the new free school is still September 2020. A site has already been identified and plans have been drawn up with architects and DfE officers. Because there were no successful bids from the first round, it has been agreed with Children's Services that if no applicants wish to take on the 12 place residential element of the new school, the Local Authority will run this. The residential element will be housed in a separate building within the same grounds.

All the information, guidance, information and plans are available here for interested parties:

<https://www.bradford.gov.uk/education-and-skills/special-free-schools/local-authority-commissioned-special-free-school/>

Sufficiency of Specialist Places – 'Wave 13' Free Schools

The DfE [launched a bidding round](#) on 24 July for local authorities wishing to set up SEND or Alternative Provision (AP) Free schools.

There is no 'Expression of Interest' phase in place for these bids and so the DfE has requested that Local Authorities pre-register their interest if they are considering submitting a bid. As a result, we have pre-registered our interest in bids for generic special schools, and for the primary need of Autism, as well as a bid for Alternative Provision focusing on the secondary age range.

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

This is an item for information. The matters in this report will have direct implications on the DSG. The financial position of the High Needs Block will dominate discussions on the management of the 2019/20 DSG.

Recommendations

Members are asked to consider and to note the update.

List of Supporting Appendices / Papers (where applicable)

Appendix 1 – Consultation on SEND Strategy

Contact Officer (name, telephone number and email address)

Lynn Donohue, SEND and Behaviour Strategic Manager

01274 439606

lynn.donohue@bradford.gov.uk



Bradford district's strategy for Children and Young People with Special Educational Needs and Disabilities

2018-2022

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Foreword

This strategy sets out the vision and strategic priorities for the Bradford Local Area for the period 2018-2022.

The key partners who are working to develop, implement and review our Strategy are:

- **Children and young people (CYP) with SEND**
- **Parents/carers of CYP with SEND**
- **Health commissioners and providers – NHS Bradford Districts, NHS Bradford City & NHS Airedale, Wharfedale & Craven CCGs**
- **Mainstream and specialist education settings**
- **Voluntary and community sector organisations**
- **Children’s Services and Adult Community Services - Bradford Council**

Our vision sets out our ambition for the children and young people with SEND in Bradford and their families.

The Strategy outlines the principles, approaches and key actions we will take to deliver our vision.

We are committed to reviewing the strategy annually so we can continue to drive the improvements needed and to make the strategy a ‘live’ document that responds to the needs of children and their families.

Yours sincerely

<hr/>	Cllr Susan Hinchcliffe	Leader of Bradford Council
<hr/>	Cllr Imran Khan	Portfolio holder - education, employment and skills
<hr/>	Michael Jameson	Strategic Director, Children’s Services
<hr/>	Bev Maybury	Strategic Director, Health and Well Being
<hr/>	Helen Hirst	Chief Officer, NHS Bradford Districts and City CCGs
<hr/>	Dr Akram Khan	Clinical Chair NHS Bradford City CCG
<hr/>	Dr Andy Withers	Clinical Chair NHS Bradford Districts CCG
<hr/>	Dr James Thomas	Clinical Chair NHS Airedale, Wharfedale & Craven CCG
<hr/>	Sam Jepson	Chair, The Parents’ Forum for Bradford And Airedale

Our Vision

Our vision for Bradford District's children and young people with SEND and additional support needs is...



As multi-agency partners we will make sure we improve the outcomes and reduce inequalities for all children and young people with SEND in Bradford District, so that they flourish and reach their potential.

By using our collective energy, experiences, resources and drawing on the strength and efforts of all involved, we will work to promote a great start in life and improved life chances for every child and young person with SEND.

This strategy demonstrates our collective approach to the development and implementation of SEND services and provision in the Bradford local area through co-production with parent/carers and children and young people. We will continue to work closely as multi-agency partners to identify areas where more services can be jointly commissioned across education, health and social care. New services and provision will be co-designed with service users and will be based on accurate data which predicts future needs and demands across the district.



The current economic climate challenges public services to achieve ever improving outcomes for children against a backdrop of fixed or even diminishing resources. Funding will be utilised as effectively as possible and resources will be deployed to deliver positive outcomes for children and support sustainable provision and services.

There is a strong commitment to building on current inclusive practices. There will be a focus on key transition points in a child's life and on life outside of settings, schools and colleges, recognising that children and young people want to enjoy play and leisure activities and to be as independent and healthy as possible in all areas of their life; be prepared for adulthood and have access to opportunities for work.

Our Six Principles

Our principles have been developed through listening to parents/carers, children and young people, our partners and practitioners.

We will run an efficient and inclusive SEND system where practitioners work with parents/carers, children and young people (CYP) to build trust and confidence and to develop good quality partnerships that are focussed on improving outcomes.

This will be achieved by practitioners from all sectors working collaboratively to deliver the most appropriate provision and support across the Bradford local area. We recognise that local schools, settings and colleges are central to the successful delivery of an inclusive sector for children and young people with SEND.

We will adopt the following six principles which will be embedded in everything we do for CYP with SEND and their families throughout the Bradford local area.

- **Improve Outcomes**
- **Co-production and working collaboratively**
- **Prioritise local solutions**
- **Promote inclusivity**
- **Create trust and confidence**
- **Be efficient**



The principles we have established are inextricably linked to the priorities of the Bradford Children, Young People and Families plan 2017-2020.

- A great start and good schools for all our children
- Safe, clean and active communities
- Better skills, more good jobs and a growing economy
- Better health, better lives
- Decent homes that people can afford to live in

Background and context of SEND in Bradford's district

Bradford District is continuing to implement and embed the requirements arising from the Children and Families Act 2014 and the SEN Code of Practice 2014. Personalisation and co-production are high on the agenda and in partnership with key stakeholders and partners the local authority has implemented a graduated approach¹ to meet a range of educational needs. As an area we work together to ensure that children and young people with special educational needs and disabilities (SEND) receive the right support at the right time to enable them to lead fulfilling lives and achieve their full potential as independently as possible.

We have a growing population of children and young people in Bradford and a proportionally growing population of children and young people with SEND:

- The complexity and number of children with SEND in Bradford is increasing - as a result there is a need for more specialist places. The number of referrals for an Education Health and Care Assessment (EHCA) has risen from 520 in 2014-2015 to 843 in 2016-17, representing an increase of 62.1%
- We are working in a challenging landscape both financially and educationally
- The number of children and young people with EHCPs currently in 2018 stands at 3,530. This has risen from 2,145 in 2014.

Several sources of data and data analysis reports are used to evidence the demographic changes to Bradford's SEND population and inform the projections for future need. These include:

- Joint Strategic Needs Assessment (JSNA)
- School Organisational Plan
- Educational Advice notifications from health (EA1s)
- 11 year analysis of children and young people with EHCPs (January PLASC data)
- Forecasting data for our projected places specialist provision for the District's special schools and Designated Specialist Provisions (DSPs) by primary need
- 2014/15, 2015/16, 2016/17 and 2017/18 in year admissions to special schools
- 2 year comparative analysis of children and young people with EHCPs by primary need, electoral ward and ethnicity
- Regional and national data sets for benchmarking
- The SEND Strategic Review 2016-2020
- Family Needs Assessment

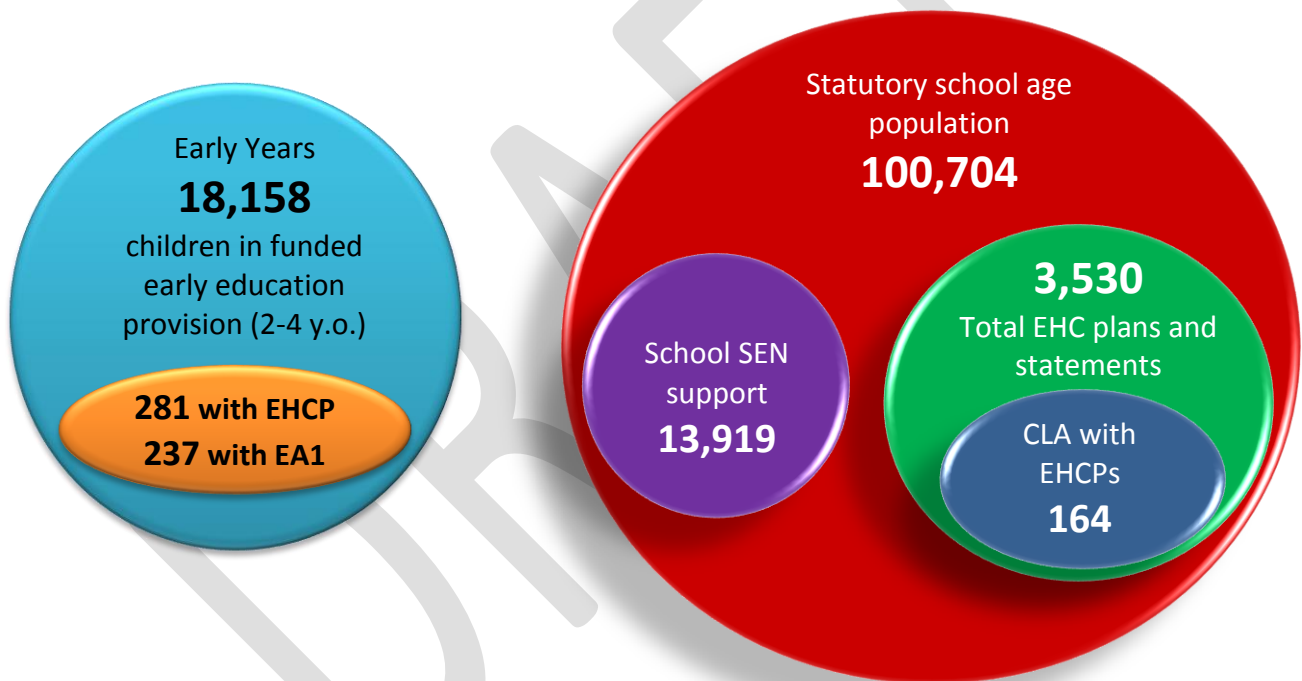
¹ The graduated approach is a four part cycle – Assess, Plan, Do, Review - introduced in the 2014 SEND code of practice

Bradford District has experienced a significant increase in demand for SEND provision in the last ten years. It is projected that the demand for SEND provision will continue to grow and that by 2022 further additional specialist provision in the Bradford District will be required.

In the last ten years Bradford has invested significant resources to develop specialist provision within the District to avoid the need to place young people out of District enabling them to remain part of their local community. It is acknowledged that there are exceptional cases where this is not possible.

In January 2008 the population in the District's Schools and Nurseries was 86,623. This increased in 2016 to 100,495 and in January 2018 the population was 100,704, an increase from 2008 of 14%.

Figure 1
Bradford SEND school age population 2017-18



Bradford has a greater proportion of school age children identified with SEND with an EHC plan than the England national average (3.5% of statutory school aged children in Bradford compared to 2.8% across England). There are also a higher proportion of children identified at SEND Support in Bradford than the national averages (13.8% of statutory school aged children in Bradford compared to 11.6% across England).

Table 1 identifies the child’s primary special educational need. These are the categories of need that are used by Government for all data collection purposes. The percentage refers to the number of children with an EHC plan according to their primary need.

Table 1
Range of SEND categories. Source: All children (0-19) list Bradford Local Authority data (May 2018)²

Primary need	Description	% total primary needs for pupils with EHC plans	19-25 data
ASD	Autistic spectrum disorder	27.1%	23.3%
SLCN	Speech, language & communication needs	9.7%	1.9%
MLD	Moderate learning difficulty	5.4%	11.4%
SEMH	Social, emotional, mental health	18.9%	9.8%
SLD	Severe learning difficulty	17.9%	31.6%
PD	Physical disability	9.5%	9.2%
HI	Hearing impairment	3.4%	6.3%
PMLD	Profound and multiple learning difficulty	4.6%	1.9%
VI	Visual impairment	2.6%	3.5%
SPLD	Specific learning difficulty	0.7%	0.6%
OTH	Other difficulty/disability	0.6%	0.0%
MSI	Multi-sensory impairment	0.2%	0.6%

Bradford supports children and young people with SEND in a range of settings; it has special schools, Designated Specialist Provision (DSP), Additional Resourced Centre (ARC) Pupil Referral Unit (PRU), and Early Years Enhanced Specialist Provision (EYESP) alongside mainstream early year’s settings, schools and colleges.

The number of specialist places is reviewed throughout each year against the forecast and projections to ensure that there is sufficient capacity and the current picture of specialist provision is set out below:

² These are for funded plans only

Figure 2

Provides information on the range of early years settings, schools and colleges

(May 2018 figures)

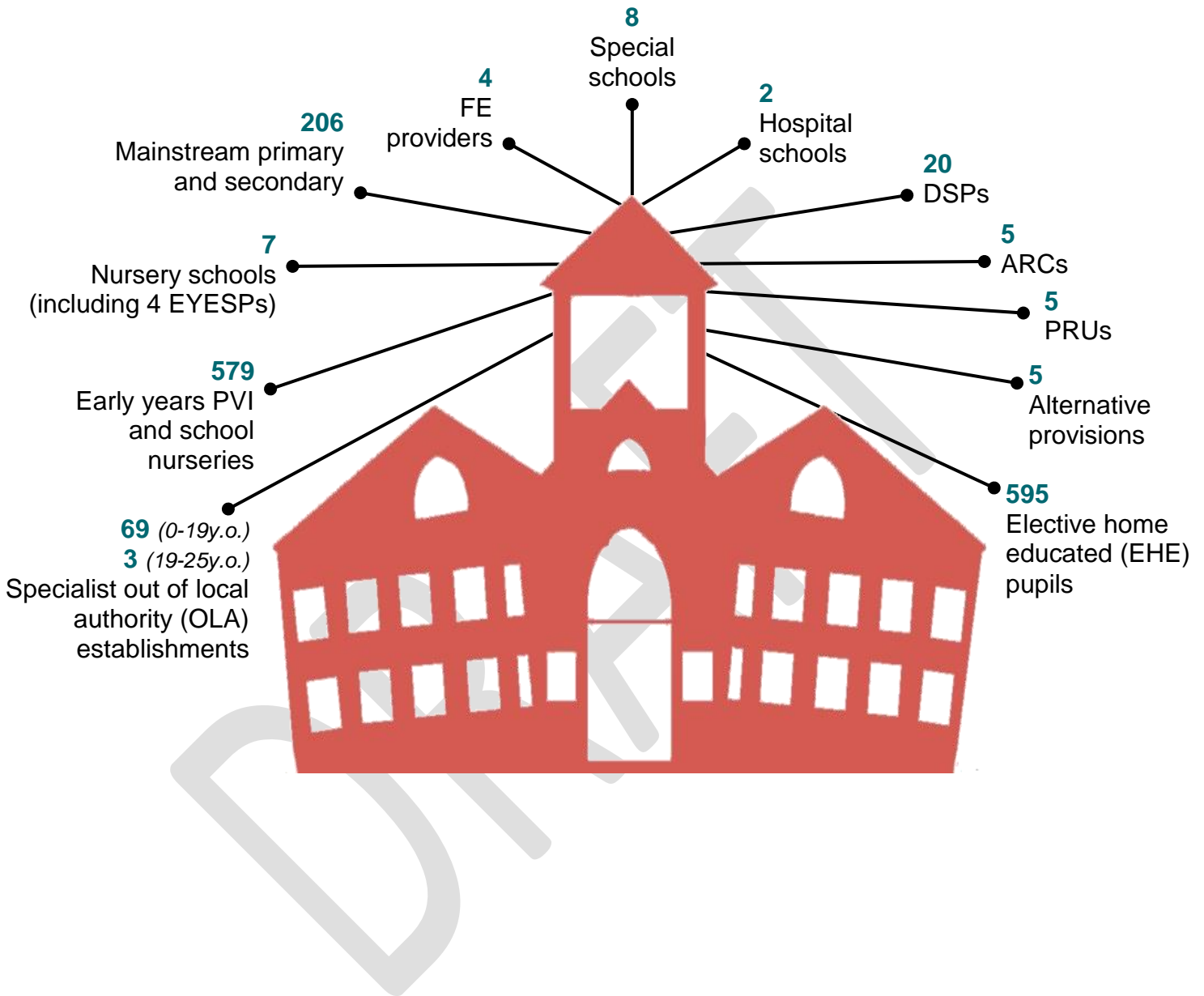


Table 2**Percentage of CYP on EHCPs attending different settings**

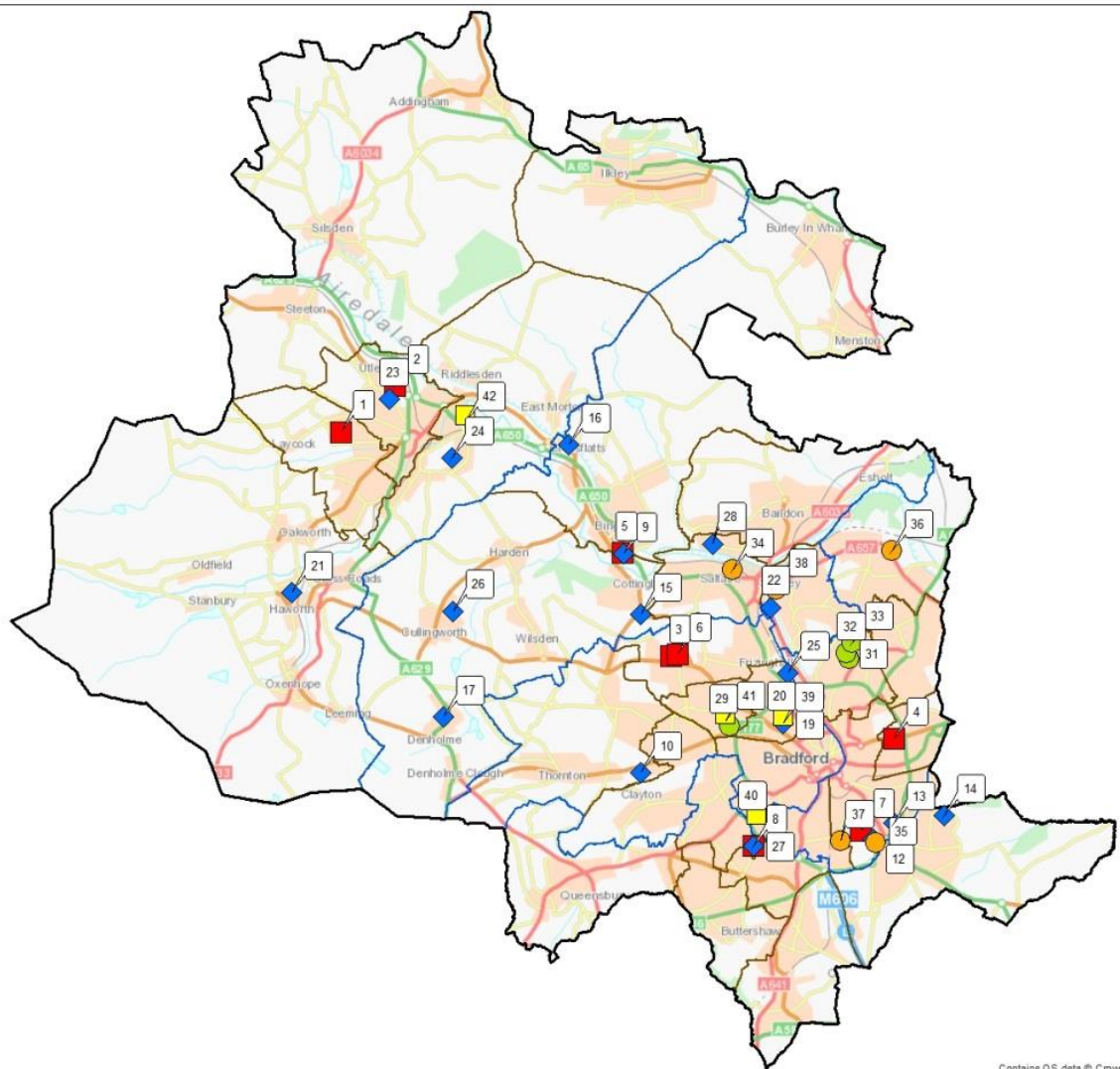
Placement Type	Number of pupils attending	Percentage of total
AP/PRU: Academy	1	0.03%
AP/PRU: LA Maintained	141	4.04%
Gen FE and tertiary college/HE	359	10.30%
Hospital Schools (IFS)	1	0.03%
Mainstream Academy	608	17.44%
Mainstream Academy (RP)	2	0.06%
Mainstream Free Schools	44	1.26%
Mainstream LA School (IFS)	746	21.30%
Other - LEA Arranged (Sect 3)	26	0.75%
Other FE - Special Independent Colleges	35	1.00%
Other Independent School - Independent OLA Mainstream	42	1.20%
Sixth Form College	2	0.06%
Special Independent School - Independent OLA Special	39	1.12%
Special LA School (IFS)	541	15.52%
Special School: Academy/Free	589	16.90%
Special School: Non-maintained - Independent OLA Special	36	1.03%
Units in Mainstream Schools	238	6.83%
Youth Accommodation (RYA)	1	0.03%
Other	35	1.00%

Figure 3

Provides the location of the Special Schools, DSPs, ARCs and PRUs

Key

- Special School
- ◆ Designated Specialist Provision (DSP)
- Early Years Enhanced Specialist Provision (EYESP)
- Additionally Resourced Centre (ARC)
- Pupil Referral Unit (PRU)



Map Ref: MG_Prov_20180709_V1
July 2018

Contains OS data © Crown Copyright and database right 2017

See **Appendix 1** for names of schools and providers

Description of providers

Additional Resourced Centre (ARC): provision in designated mainstream schools specifically meeting the needs of children and young people with severe hearing impairment or vision impairment. Funding for the ARC's is de-delegated to the central Sensory Service, who provide specialist staffing and resources in the host schools. All the pupils are on the roll of the school, and attend both mainstream and ARC lessons. The responsibility for the success of the ARC rests with the Head of the Sensory Service on behalf of the LA, and the Headteachers of the schools

Designated Specialist Provision (DSP): mainstream schools/academies which receive delegated funding to provide DSP places for pupils with defined special educational needs. The responsibility for the success of the DSP rests with the Governing Body/Trust of the school/academy including curriculum delivery, organisation and management of the DSP rests with the Headteacher, they will be accountable to Bradford MDC for reporting on the outcomes of pupil progress for those who are accessing the DSP.

Early Years Enhanced Specialist Provision (EYESP): mainstream schools/academies which receive delegated funding to provide EYESP places for pupils with defined special educational needs. The responsibility for the success of the EYESP rests with the Governing Body/Trust of the school/academy including curriculum delivery, organisation and management of the EYESP rests with the Headteacher, they will be accountable to Bradford MDC for reporting on the outcomes of pupil progress for those who are accessing the EYESP.

Pupil Referral Unit (PRU): is an establishment maintained by the local authority which is specifically organised to provide education for children who are excluded or at risk of exclusion, sick, or otherwise unable to attend a mainstream or special maintained school.

Forecasting

Numbers of children with SEND

Based upon an analysis of the existing school age population and projected figures for future years, it is projected that the number of children and young people requiring an EHCP will continue to increase. This assumption is founded on the significant increase of EHCPs since 2014 to date.

Since 2014, Bradford has experienced a significant increase in the total number of Statements/Education, Health and Care plans:

Local Authority	2014	2015	2016	2017	2018	Increase
Bradford	2145	2225	2334	2805	3299*	1154

Source: DfE Statements of SEN and EHC plans: England 2018

**Bradford is currently funding 3530 Education, Health and Care Plans (an additional 231).*

All available data shows that there will be an on-going need to provide further specialist provision at both primary and secondary level for children and young people with special educational needs throughout Bradford's District.

Projections have been applied to the existing population of the district's resourced provisions and special schools against the 10 year demographic analysis of population growth. This provides an indication of the future demand for places and shows that additional specialist places will be required to support children and young people with special educational needs from 2018 onwards.



In Bradford District and Craven the journey to redesign services for people with autism has just begun and it is recognised that there are a number of reasons why this strategy is required. These include:

- Waiting times for diagnosis and assessment are too long resulting in distress for both the individual being assessed and for their families/carers
- Pathways for supporting children and adults with autism in the District are fragmented across a number of different services
- Reasonable adjustments to open up access to mainstream services for people with Autism and building on the Department of Health's Think Autism strategy are required to ensure that the NHS, criminal justice system and benefits system are better able to support them
- Proactive planning is required to support children and adults through transition points in their life (including school transition, puberty, child to adult services, starting work etc)
- Provision of new protections for those with special educational needs in further education and supportive pathways into employment for young adults is required.

A recent report by Healthwatch has highlighted that more support is required for people within autism in the district, especially if they don't have a learning disability or a current mental health problem. It also highlighted that that people with autism and their families believe that the understanding of autism within public sector services requires further development and especially in primary care services.

An underlying issue for Bradford and Airedale is the recognition that we need to do more to understand the level of need locally, making best use of available data and prioritising the accurate recording of diagnosis to ensure that all instances of autism are diagnosed and recorded and to address areas of under-diagnoses among some groups (e.g. females.) This was highlighted in the recent Autism Self-Assessment Exercise which is currently being analysed by Public Health England. What is known is that the demand for assessment and diagnosis has increased markedly over the last 3-5 years across the full age spectrum and that this has a significant impact on the capacity of services delivering diagnostic assessment to meet this demand.

The distribution of special educational needs is widespread across the District. The Joint Strategic Needs Assessment (JSNA) shows the prevalence of complex health and disability in the Bradford local area.

In addition, the early identification of young children and the outcomes of statutory assessment have identified an increase in numbers for some specific areas of need such as Autism. In terms of population growth, the largest areas of need are ASD, Severe Learning Difficulties (SLD) and SEMH³.

In addition to the projected population growth of the District's special schools there are a number of children and young people who transfer to a special school from other provision (whether resourced provision and/or mainstream schools) within the school year. The SEND Primary pupil forecast currently shows a shortfall of over 200

³ Refers to the Neurodiversity Strategy 2017

specialist places rising to a shortfall of over 300 by 2020. In comparison the SEND Secondary pupil forecast shows a shortfall of 147 specialist places rising to over 200 by 2020.

Requirements for new provision

1093 children and young people were registered as attending a special school in the Bradford District in the May 2017 Census. By 2022/23 the current forecast predicts that it is likely that a total of 1420 places will be needed in special schools. This indicates that there is a severe shortfall of places. Work is currently underway to increase provision to provide additional temporary places to ensure all children requiring a special school place can be allocated to a school.

Phase	Places	Predicted 2022/23	Shortfall
Primary	455	569	114
Secondary	638	851	213
Total	1093	1420	327

The opening of a LA commissioned free school for children and young people with SEMH is proposed for September 2020 and will cater for 72 pupils aged 10-19. This will also incorporate a 12 place residential provision. It is acknowledged that other agencies and support services (Health, Social Care etc.) will be included in any future plans in order to ensure that they contribute to the successful establishment of this school.

The Local Authority continues to assess the current and future need for specialist places against the uncertainty surrounding the delayed announcement of the SEND/AP Free Schools Programme. Nationally 30 new schools will be funded via this free school programme.

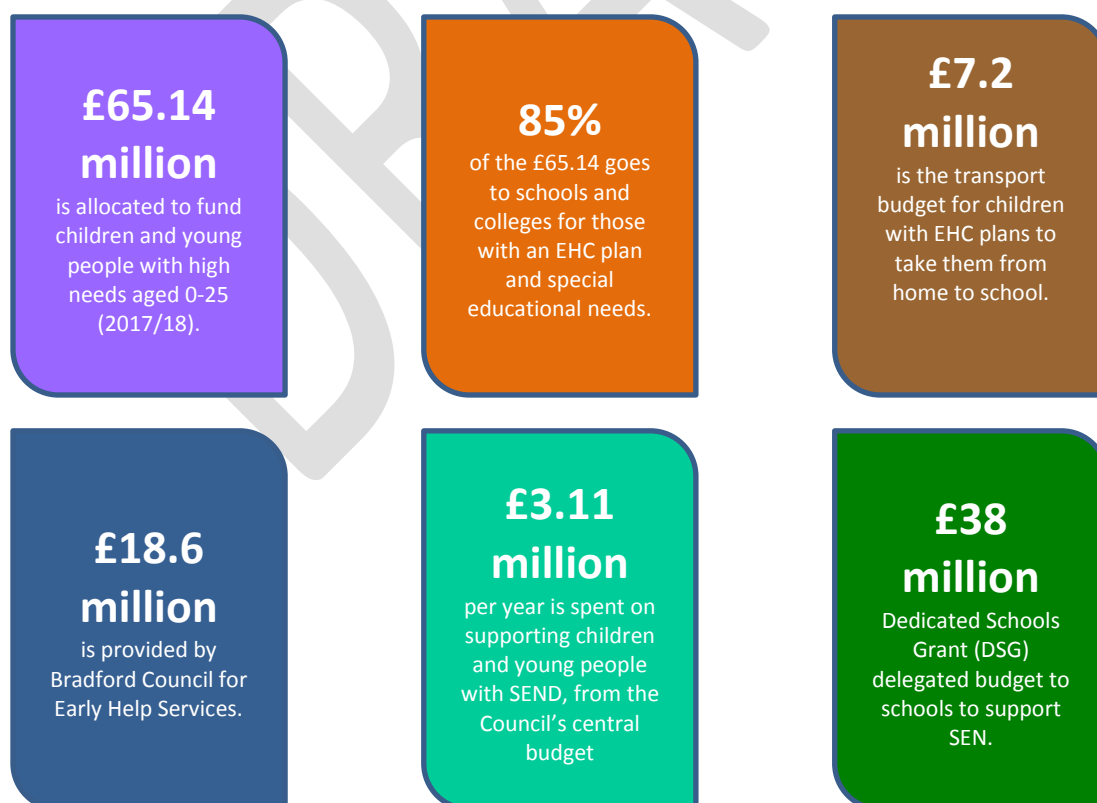
The Local Authority also keeps under review the provision it makes in mainstream schools, including nursery schools, to meet the increasing complexity of needs across the district. As a result we have recently increased the number of DSP and EYESP places available to children and young people with the primary needs of ASD, LD, and SEMH.

Funding

The high needs funding system supports provision for children with special educational needs and disabilities (SEND) from their early years to 25. Local authorities are required to use their high needs budget to provide the most appropriate support package for an individual with SEND in a range of settings, taking account of parental and the child's choice. High needs funding is also intended to support good quality alternative provision for children who cannot receive their education in schools.

Funding for children with SEND is also provided from the Council's social care budgets and the Bradford Clinical Commissioning Groups.

The three local Clinical Commissioning Groups commission a wide range of health services for children with SEND. Relevant health services are commissioned to support the identification of SEND and provide assessment and care planning that is both personalised and integrated with educational and social care needs. These include secondary care, mental health, therapeutic and community based services provided by Airedale NHS Foundation Trust, Bradford District Care NHS Foundation Trust and Bradford Teaching Hospitals NHS Foundation Trust. Hospice services are provided by national and local charities with additional service provision being commissioned from private providers and from the voluntary, community and social enterprise sector. Access to more specialist provision is available through our commissioning arrangements with specialist/tertiary care providers.



As of 1 July 2018

Our Seven Priorities

We will deliver the SEND strategy through the key actions for each of our seven priorities. There are detailed activities linked to each key action which form an action plan for our services to work towards.

1

Engagement, co-production and consultation

Communications with children and young people, parents and carers will ensure they have access to information on education, health and social care in one place and feel they can help shape plans and that their views are listened to and acted upon.

2

Embed the SEND code of practice

Early identification of needs will lead to high quality, personalised provision which is planned, delivered and evaluated at all levels.

3

Development of provision and services

Sufficiency of services and quality provision will be in place to enable children and their families to feel supported and included within the community.

4

Quality and effectiveness of provision

Effective evaluation and impact measures will ensure a service which leads to positive outcomes for children, young people and their families.

5

Smooth and effective transitions

All transitions including those from pre-school into primary, primary to secondary and preparation for adulthood, will be well planned to ensure a smooth and fulfilling pathway through a child's life.

6

Leadership, governance and accountability

Strategic leadership at all levels across the local area, will produce a fully integrated process aligning all strategies across the district and driven by an agreed, accountable, multi-agency approach.

7

Joint commissioning

A Joint Commissioning Strategy will be established that delivers greater alignment of provision for SEND across the Local Authority and CCGs.

Making it happen

The Bradford Clinical Commissioning Groups, The Parents' Forum for Bradford and Airedale, and Bradford Council are all committed to the vision for children with SEND and to providing joint leadership to deliver this strategy.



They will jointly be responsible for the support of all children with SEND in Bradford and will include greater involvement from parents and carers and young people.

The SEND Strategic Partnership Board will ensure the strategy is implemented. Priorities and progress against the key actions and impact will be reported to the SEND Strategic Partnership Board.

MEMBERSHIP OF THE SEND STRATEGIC PARTNERSHIP BOARD

Membership of the Board will be representative of SEND stakeholders including: The Parents' Forum; Headteachers; senior leaders and budget holders in education and social care; public health; CCGs; healthcare professionals and voluntary sector.

The SEND Strategic Partnership Board will report to the Health and Wellbeing Board and the Education Improvement Strategic Board (EISB).

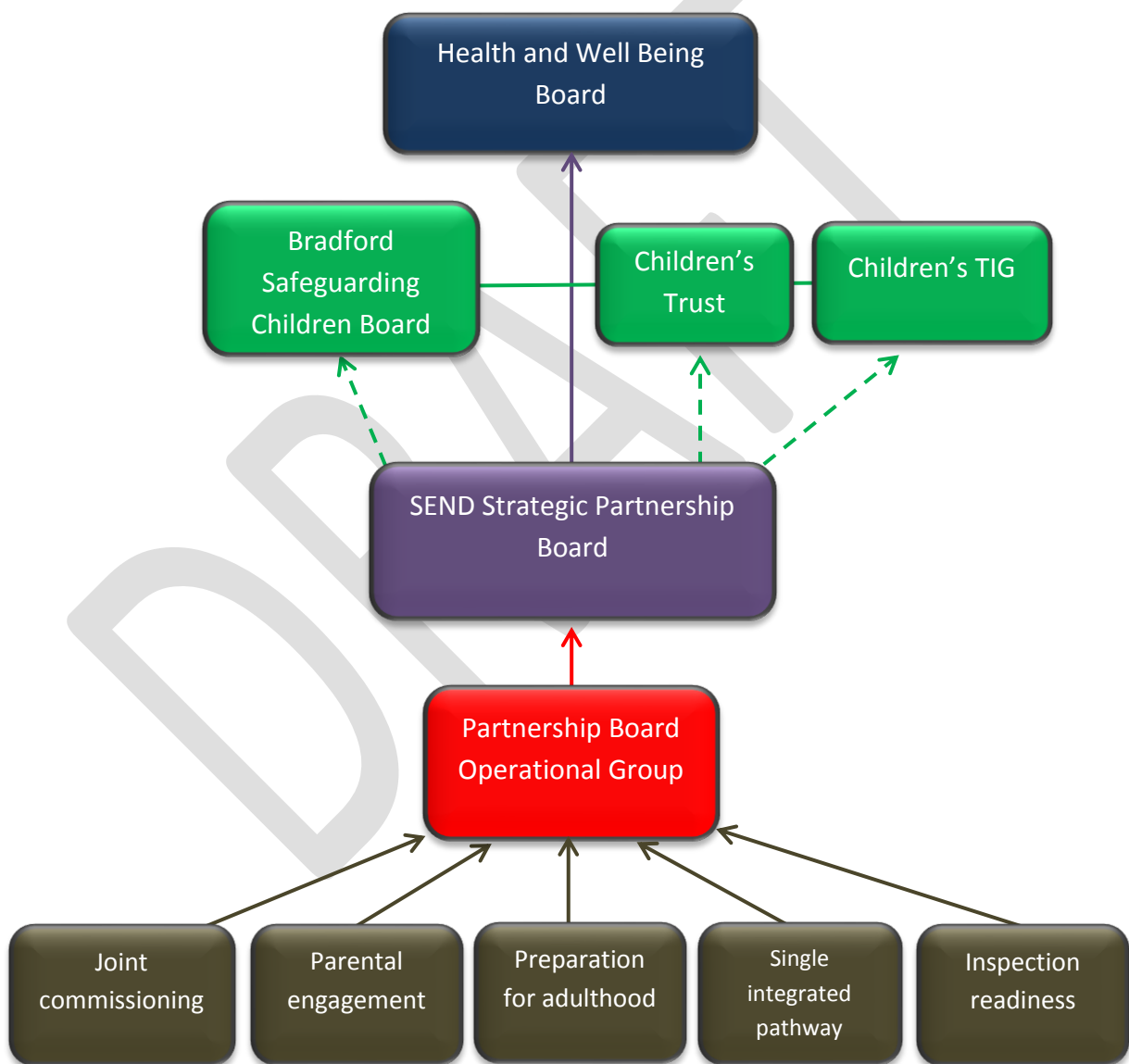
Links with other relevant Boards and Groups need to be established, including a Young People's SEND forum.

The SEND Strategic Partnership Board:

- Monitors outcomes for children and young people with SEND as outlined in the SEND Strategy action plan.
- Challenges and supports the achievement of actions within the SEND strategy action plan.

- Reviews the SEND Strategy priorities as identified and represented in Bradford District's SEND Strategy to ensure it reflects national and local policy.
- Monitors and reviews actions and progress in the Accessibility Strategy
- Reports on progress of implementation and future priorities to the Health and Well Being Board and EISB.
- Maintains clear communication with all SEND stakeholder groups in Bradford's district.

Reporting Structure



Key to arrows

- Direct reporting
- - - - -→ Information only as required

Appendix 1

List of Schools and Provision

Index	Name	Type	Provision
1	Beckfoot Phoenix	Special School	
2	Beechcliffe	Special School	
3	Chellow Heights	Special School	
4	Delius	Special School	
5	Hazelbeck	Special School	
6	High Park	Special School	
7	Oastlers	Special School	
8	Southfield	Special School	
9	Beckfoot	DSP	Physical Difficulties
10	Beckfoot Thornton	DSP	Learning Difficulties
11	Bradford Academy	DSP	Physical Difficulties
12	Bradford Academy	DSP	Autistic Spectrum Disorder
13	Bradford Forster	DSP	Learning Difficulties
14	Carrwood	DSP	Autistic Spectrum Disorder
15	Cottingley	DSP	Social Emotional Mental Health
16	Crossflatts	DSP	Autistic Spectrum Disorder
17	Denholme	DSP	Autistic Spectrum Disorder
18	Grange	DSP	Autistic Spectrum Disorder
19	Green Lane	DSP	Speech Language and Communication Needs
20	Green Lane	DSP	Autistic Spectrum Disorder
21	Haworth	DSP	Autistic Spectrum Disorder
22	High Craggs	DSP	Speech Language and Communication Needs
23	Holy Family	DSP	Autistic Spectrum Disorder
24	Long Lee	DSP	Social Emotional Mental Health
25	Oasis	DSP	Speech Language and Communication Needs
26	Parkside	DSP	Autistic Spectrum Disorder
27	Southfield	DSP	Autistic Spectrum Disorder
28	Titus Salt	DSP	Learning Difficulties
29	Girlington	ARC	Hearing Impairment
30	Grove House	ARC	Visual Impairment
31	Hanson	ARC	Hearing Impairment
32	Hanson	ARC	Visual Impairment
33	Swain House	ARC	Hearing Impairment
34	Bradford Central	PRU	
35	Bradford District	PRU	
36	Ellar Carr	PRU	
37	Park Primary	PRU	
38	TRACKS	PRU	
39	Abbey Green Nursery	EYESP	
40	Canterbury Nursery School	EYESP	
41	St. Edmunds Nursery School	EYESP	
42	Strong Close Nursery School	EYESP	

References



Accessibility Strategy (2018-19)

Children and Families Act (2014)

Family Needs Assessment

Joint Strategic Needs Assessment (JSNA)

PLASC (January 2018)

School Organisational Plan

SEND Code of Practice (2014)

SEND Strategic Review (2016-2020)

Sufficiency Strategy

Transport Policy

Glossary

For types of SEND see *Table 1*

Abbreviation	Description
ARC	Additionally Resourced Centre
ASD	Autistic spectrum disorder
CAMHS	Child and Adolescent Mental Health Services
CBMDC	City of Bradford Metropolitan District Council
CCG	Clinical Commissioning Group
CLA	Children who are Looked After
Cllr	Councillor
CYP	Children and Young People
DfE	Department for Education
DSG	Dedicated Schools Grant
DSP	Designated Specialist Provision
EA1s	Education Advice notifications
EHC (A)	Education, Health and Care (Assessment)
EHC (P)	Education, Health and Care (Plans)
EISB	Education Improvement Strategic Board
EYESP	Early Years Enhanced Specialist Provision
IT	Information Technology
JSNA	Joint Strategic Needs Assessment
LA	Local Authority
LO	Local Offer
MATs	Multi-Academy Trusts
OLA	Out of Local Authority
PFA	Preparation For Adulthood
PLASC	Pupil Level Annual School Census
PRU	Pupil Referral unit
QA	Quality Assurance
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs and Disabilities
Y.O.	Years Old

Document JC Appendix 1

National Funding Formula and DSG 2019/20 – Briefing Note

This briefing note is written following the DfE's announcements made on 24-25 July 2018 on National Funding Formula and 2019/20 DSG arrangements.

- 1) We are one of 41 local authorities that decided locally to replicate the National Funding Formula (NFF) for the calculation of primary and secondary school budget shares in 2018/19.
- 2) The move to a Schools Block 'hard' NFF (central government not local authorities calculating primary & secondary school budget shares) will not take place at April 2020 as previously expected. The DfE does not say that hard NFF transfer will take place at April 2021.
- 3) There continues to be uncertainty about the speed of progress to the NFF 'end product'. The DfE has stated that policy direction and NFF values cannot be set out until after the autumn 2019 spending review and that NFF will be influenced directly by the amount of money available going forward. This level of uncertainty is difficult. In particular we are unclear about:
 - a. When / whether the increase in the Authority's High Needs Block will be fully realised, and
 - b. What the value of minimum funding guarantee (MFG) protection for primary and secondary schools will continue to be. Clarity on MFG protection important for us especially as the majority of our schools and academies are currently funded on the MFG (144 out of 189 (76%) schools and academies in 2018/19; total allocation of £8.87m), and
 - c. The future policy direction of early years funding, including whether nursery schools will be protected after 2019/20.
- 4) As previously set out by the DfE, National Funding Formula has now replaced previous methodologies for the allocation of DSG to local authorities across all 4 Blocks. The key terms of this allocation in 2019/20 are relatively unchanged from what was announced for 2019/20 last year:
 - a. The Schools Block has been calculated (aggregated) to allocate the equivalent of a minimum 1% per pupil increase on 2017/18 school baselines. The new minimum levels of funding (£3,500 primary; £4,800 secondary) are now funded at DSG level. We have effectively received in 2019/20 the full NFF result for all primary and secondary schools i.e. there isn't any growth capping left to be released to the Schools Block in future years. The NFF variables remain unchanged other than for a small reduction to the value of the primary phase low prior attainment variable (reduced to £1,022 from £1,050). So the NFF retains the same dynamic, including its focus on AEN, low prior attainment within AEN, and the reduction in the value of the lump sum, which is the most significant factor in terms of impact on the primary phase formula.
 - b. For reference, our aggregated 2019/20 Schools Block Primary unit of funding (£PUF) is £4,176 (+0.2% on 2018/19). Our Secondary unit of funding (£SUF) is £5,414 (+0.4% on 2018/19). Our current modelling suggests that there isn't much spare headroom within the 2019/20 Schools Block settlement. Within the Schools Block in 2019/20, premises costs (BSF, business rates and split sites) and pupil mobility continue to be funded based on last year's spend.

- c. As in 2018/19, local authorities in 2019/20 have flexibility to set the Schools Block Minimum Funding Guarantee for primary and secondary schools at between minus 1.5% and positive 0.5% and to set their own ceilings to cap gains. Not previously announced, in 2019/20 authorities are permitted to use a new optional factor, which will allocate a 1% per pupil increase on 2017/18 baselines to primary and secondary schools. The relative merit of such a factor, and whether we propose to adopt this, will be further considered with the Schools Forum in early autumn prior to consultation with schools.
 - d. The increase in the High Needs Block allocation is capped, as expected, at 6.09% on 2017/18 baselines. Some of the specific data within the HNB allocation has been updated and there has also been a general update for population growth. We are funded on this 6.09% cap and this means that, in 2019/20, an estimated £4.2m of the growth we now estimate to receive under the damped NFF 'end product' is still to be allocated to us. The HNB damped NFF formula however, also still continues to allocate 50% of the national pot on historic spend rather than the new needs-led formula. As a result of this, a further estimated £8.2m of HNB funding in 2019/20 is also not yet allocated to us. So £12.4m in total is estimated to be 'owed' based on the latest 2019/20 High Needs Block calculations. Unless the caps / damping are released, as data evidencing increasing need is updated annually, the gap between the value of HNB funding we should receive under the final NFF 'end product' and what we actually receive will increase. This will place our High Needs Block greater financial pressure. The DfE however, has stated that the position of the 50% historic protection element of the High Needs Block will not be reviewed for another 3 financial years.
 - e. The Central Schools Block allocation has moved to an amount per pupil formula and we continue to gain from this due to low previous spending albeit our gain is damped. The DfE will continue to fully fund all historic commitments in 2019/20 (we will receive £0.44m). We had expected, based on previous DfE announcements, that historic commitments funding would cease after 2018/19. The DfE now indicates that historic commitments funding will begin to reduce in 2020/21.
 - f. The reduction in our 3&4 year old funding within the Early Years Block as a result of national reform is complete at April 2019. Our DSG funding rate has reduced to £4.57 per hour from £5.19 at April 2016. Maintained nursery school funding continues to be specifically protected but 2019/20 is the final year of this protection under the current policy. Restrictions remain in place for 3&4 year old funding on the use of supplementary factors (no more than 10% of budget) and on spending on centrally managed activities (no more than 5%).
- 5) The DSG settlement for 2019/20, as previously forecasted, will not fully compensate DSG funded provisions for the growth in costs (especially salaries costs) and therefore, there will be further erosion in the value of formula funding in real terms. For clarity, this is not a technical formula issue. It is an issue that is arising as a result of the quantum of education funding falling behind as costs (of salaries and services) increase. The DfE has announced a new separate non-DSG additional Teacher's Pay Grant, to be allocated in 2018/19 and 2019/20, to support the September 2018 pay award. This is expected to fund costs of the award above 1%. Further details of this Grant are to be announced. The longevity of this grant is unclear.
- 6) Tellingly, the DfE's operational guidance includes the statement, "an increasing number of local authorities are now incurring a deficit in their overall DSG account, largely because of overspends on the high needs block." The DfE states that it intends to require a report from any local authority that has a DSG deficit of more than 1% as at 31 March 2019 (1% for us is £5.3m).

- 7) As in 2018/19, the Schools Block in 2019/20 is ring-fenced but there is flexibility to transfer monies to the High Needs Block; up to 0.5% (which is c. £2.1m for us) subject to the School Forum's approval after consultation with all schools, without the need for Secretary of State approval (transfers greater than 0.5% require Secretary of State approval). We did not enact a transfer in 2018/19.
- 8) NFF Schools Block formula development work is currently taking place in some targeted areas with some changes implemented for the 2019/20 DSG round but some taking longer to progress. The DfE has referred to the following areas:
- a. Growth Funding at DSG Schools Block level for expanding schools (a change from historic spending to a lagged formula basis, which is to be implemented in 2019/20; further details to enable modelling are to be provided in September). This change adds risk to our Schools Block value, currently £3.2m, especially as we have implicit growth spending for 2 new free schools from September 2019. We estimate that we may only receive £2.5m in 2019/20. This would reduce Schools Block headroom.
 - b. Education in Hospital funding at DSG High Needs Block level (a possible formula change in 2019/20 replacing the historic spend method, but subject to completion of a consultation in autumn 2018; further details are to be announced; we currently receive £1.6m).
 - c. Pupil Mobility funding at individual schools budget share level (no change in 2019/20, expected adoption of a national formula in 2020/21; further details are to be announced).
 - d. BSF / PFI funding at DSG Schools Block level (no change in 2019/20 on the current previous year spend + RPIX method; uncertain when change may be implemented).
 - e. Refinement of the NFF for primary and secondary schools generally at individual schools budget share level, including looking at weightings within the secondary phase low prior attainment factor (there is no timescale for change announced yet).
- 9) We understand that there is no intention to change current Schools Block de-delegation arrangements in the medium term. There had been a suggestion that de-delegation as a way of financing certain services for maintained schools would not be permitted after 2019/20.
- 10) The DfE's work to better 'describe' SEND needs, responsibilities and costs, replacing the concept of a 'notional SEND budget', is continuing and this work will influence future policy on high needs funding. There is no timescale currently for the release of further information about policy development in this area. There is no response to this work within the 2019/20 arrangements. However, there may be some changes in 2019/20 to the way place-element funding can be managed for post 16 provisions, to provide greater flexibility. These changes will be announced in September.

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Department
for Education

The national funding formulae for schools and high needs

2019 to 2020

July 2018

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Introduction

1. In September 2017, we confirmed the introduction of national funding formulae for schools, high needs and central school services from 2018-19 and set out the details of the formulae for 2018-19 and 2019-20. Resources are now being distributed according to a formula based on the individual needs and characteristics of every school in the country.
2. We also confirmed the investment of an additional £1.3 billion for schools and high needs across 2018-19 and 2019-20, in addition to the schools budget set at Spending Review 2015. This means that real terms per pupil funding will be maintained in 2018-19 and 2019-20, and will be more than 50% higher in 2020 than it was in 2000.
3. As we announced last year, we are updating elements of the formulae for 2019-20. We are also making some small technical improvements: in particular, we have introduced a new approach for allocating funding to local authorities to support schools with significant in-year pupil growth, which brings this funding into the formula rather than allocating it on a historical basis. This document sets out the details of changes in 2019-20.
4. We recognise that the introduction of the national funding formula represents a significant change. To provide stability for local authorities and schools through the transition, we have previously confirmed that in 2018-19 and 2019-20 each local authority will continue to set a local schools formula, in consultation with local schools. These local formulae determine individual schools' budgets in their areas.
5. In 2018-19, we have seen considerable movement in local formulae towards the schools national funding formula. 73 local authorities have moved every one of their factor values in their local formulae closer to the national funding formula, with 41 mirroring the national funding formula factor values almost exactly. 62 local authorities have set their minimum funding guarantee at 0.5%, meaning all schools in that area will gain in cash terms per pupil compared to 2017-18, and 112 local authorities have brought in a minimum per pupil funding factor, mirroring its introduction in the national funding formula. We are pleased to see the significant progress across the system in moving towards the national funding formula in its first year.
6. In light of this progress, and in order to continue to support a smooth transition, we are confirming that local authorities will continue to determine local formulae in 2020-21. Given the steps that local authorities have already taken in their local formulae towards the national funding formula, we are confident that we will continue to see progress towards fairer funding for all schools, in every part of the country.
7. In parallel with this document, we have published illustrative local authority and school level allocations for the schools block, high needs block and central school

services block. These include the actual Primary Units of Funding and Secondary Units of Funding that we will use to calculate local authorities' actual schools block allocations in December 2018. The provisional allocations for the high needs and central school services blocks will be updated in December 2018.

8. Comprehensive policy details on the national funding formulae can be found in the [policy document](#) published in September 2017.

The schools national funding formula in 2019-20

9. The structure of the schools national funding formula in 2019-20 is not changing. Figure 1 shows the 14 factors that comprise the formula. Figure 3 (at the end of this section) shows the unit values, total funding and proportion of spend through each factor in the 2019-20 formula.

Figure 1: Factors in the schools national funding formula

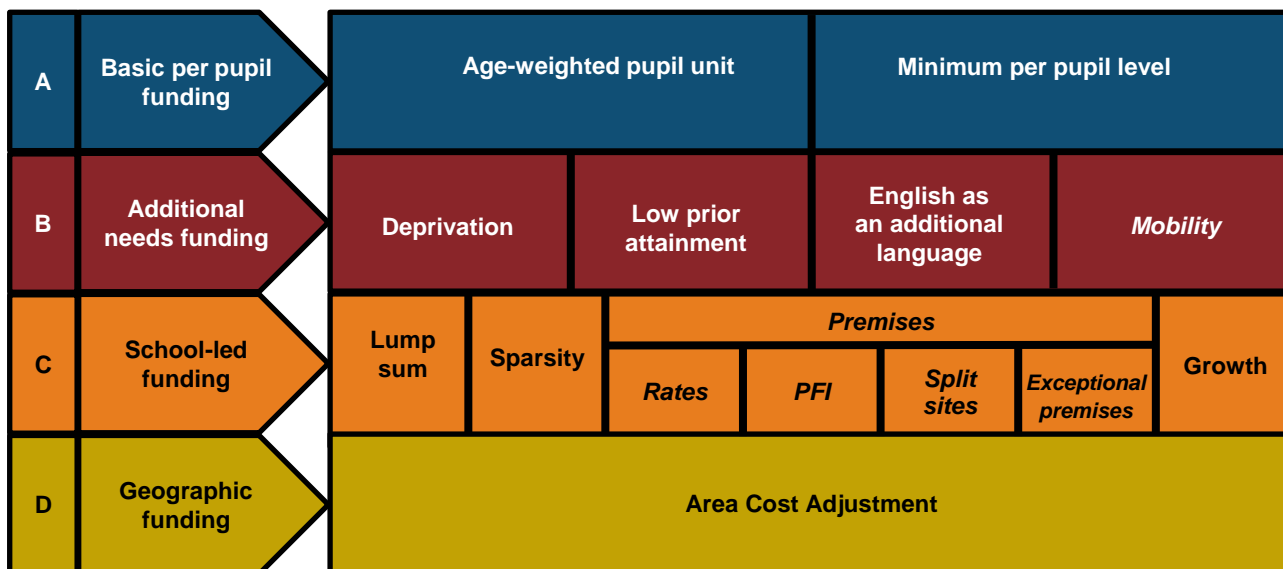


Figure 1: This shows the factors that are used when calculating schools block funding allocations through the national funding formula. It is not to scale. Funding for factors in italics will be allocated to local authorities in 2019-20 on the basis of historic spend (further details below).

Updating the schools national funding formula in 2019-20

10. The updated allocations we have published are based on the latest available pupil characteristics data. By updating the data driving the formula on an annual basis, we are ensuring that the school funding system is responsive to changing levels of need across different areas.
11. We are also updating three key areas of the formula in 2019-20, in line with the approach and commitments set out last year. These are:
- **The minimum per pupil funding levels** – the minimum per pupil funding level for secondary schools will increase to £4,800 and the minimum per pupil funding level for primary schools will increase to £3,500.
 - **The funding floor** – the funding floor will increase to ensure that all schools will attract at least a 1% gain per pupil against their 2017-18 baselines.
 - **The gains cap** – the gains cap will increase to 6.09% per pupil against 2017-18 baselines. We have used a compounded figure so that underfunded schools can gain a further 3% on top of the 3% they gained in 2018-19.

These updates will ensure that the formula continues to deliver rapid gains for the most underfunded while ensuring that all schools will have attracted some gains by 2019-20, compared to 2017-18.

Growth funding from 2019-20

12. Growth funding enables local authorities to support schools with significant in-year pupil growth, which is not otherwise immediately recognised by the lagged funding system. Local authorities may also retain a small fund to support schools with temporarily falling rolls. Local authorities will continue to manage their growth funding locally in 2019-20 as they did in 2018-19.
13. In 2018-19, we allocated £282m of growth funding to local authorities based on what they had planned to spend on growth and falling rolls in 2017-18. Allocating growth funding on the basis of historic spending is not a long-term solution, because it assumes future growth will follow the same pattern as past growth. It also means funding is decided by local authorities' own spending decisions, which vary widely. We committed to introducing a fairer and more consistent method of funding growth when we launched the national funding formulae last September.
14. In 2019-20, we are introducing a formulaic approach to allocating growth funding to local authorities to ensure that this funding is distributed fairly and consistently. The new growth factor is fairer because it will distribute funding based on the actual growth that local authorities experience, rather than the amount they have historically chosen to spend.
15. Growth allocations for 2019-20 will be based on pupil data from the October 2018 census. Therefore, we have not reflected the new growth approach in the updated illustrative allocations published alongside this document. Instead, to give local authorities the best understanding of the impact of the national funding formula in 2019-20 compared to 2018-19, we have included the amount that local authorities were allocated for growth funding in 2018-19 in our illustrative allocations.
16. We will calculate actual growth allocations for 2019-20 after the October census and provide local authorities with the details of their growth allocation as part of their dedicated schools grant (DSG) allocation in December 2018. We will provide local authorities with further information in the autumn to support them in predicting what their growth allocation for 2019-20 is likely to be. Technical details on the new growth methodology are set out in the 2019-20 schools national funding formula technical note, which will be published shortly.

Measuring growth using pupil number data

17. We will allocate funding to local authorities based on the actual growth in pupil numbers they experienced the previous year. This will ensure that over time local

authorities are funded on the basis of the actual growth they experience (albeit on a lagged basis), rather than historic spending decisions.

18. We will be measuring growth within local authorities at middle layer super output area (MSOA)¹ level. We are using MSOAs as these are small enough geographical areas to detect ‘pockets’ of growth within local authorities. We will measure growth by counting the increase in pupil numbers in each MSOA in the local authority between the two most recent October censuses. Only positive increases in pupil numbers will be included, so a local authority with positive growth in one area, and negative growth in another, will not be denied growth funding.

Allocating funding for growth

19. For each local authority, the growth factor will allocate:

- £1,370 for each primary ‘growth’ pupil,
- £2,050 for each secondary ‘growth’ pupil, and
- £65,000 for each brand new school that opened in the previous year (that is, any school not appearing on the October 2017 census but appearing on the October 2018 census)

20. We set these values by looking at the amount spent on growth across all local authorities in 2017-18. We have also listened to feedback from stakeholders about the specific additional costs associated with new schools.

21. We do not expect local authorities to use these rates in their local arrangements for funding growth. Local authorities will generally allocate growth funding for a smaller number of pupils (where additional pupils have required an additional class), and will use higher factor values. The growth factor in the national funding formula is a proxy for overall growth costs at local authority level, and not at the level of individual schools. We are not illustrating allocations of growth at school level and do not expect local authorities to necessarily use this methodology to decide how much growth funding to allocate to individual schools. Local authorities should continue to make decisions about growth funding locally as they do now. We do not anticipate that local authorities’ spending on growth will necessarily match precisely the sum allocated to them for growth, and they will continue to have the ability to ‘top slice’ their overall schools block funding to fund pupil number growth.

¹ MSOAs are areas used by the Office for National Statistics, based on population data. Further details on MSOAs can be found here:

<https://www.ons.gov.uk/methodology/geography/ukgeographies/censusgeography>

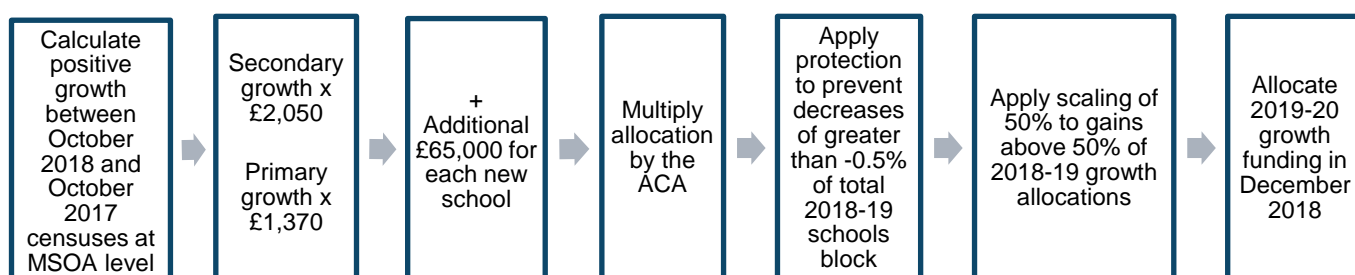
22. In line with other elements of the national funding formula, the hybrid area cost adjustment (ACA) will be applied to growth allocations to reflect the variation in labour market costs across the country.

Protections and gains for growth funding

23. There is currently a very wide variation in per pupil spend on growth. We recognise that some of these costs will take time to change. We will therefore apply protection so that no local authority's growth allocation will fall by more than -0.5% of their overall 2018-19 schools block funding.

24. In order to make this affordable, we will scale growth gains above a threshold. Local authorities will gain in full up to a maximum increase of 50% compared to their 2018-19 growth allocation, with gains above this scaled by a factor of 50%.

Figure 2: Summary of new growth methodology



Minor changes to the 2019-20 schools formula

Protecting new schools

25. The 2019-20 schools national funding formula will contain new schools that were not in the 2018-19 formula. To ensure these schools are funded on a fair basis compared to other schools in the same local authority, we will apply the funding floor to these schools as if they had been open in 2017-18. To achieve this, we have created theoretical 2017-18 baselines for these schools by looking at the average baselines in each local authority. These baselines ensure that new schools are neither advantaged nor disadvantaged by their opening date. Further details on how we have calculated these baselines are set out in the 2019-20 schools block technical note, which will be published shortly.

Adjusting the Primary Low Prior Attainment factor value

26. We have slightly reduced the primary low prior attainment (LPA) factor value from £1,050 in 2018-19 to £1,022. The LPA cohort in primary schools that we measure for school funding purposes has been increasing over the past six years, because

of changes made to the Early Years Foundation Stage Profile in 2013. This increase comes from changes to the assessment, rather than changes to the underlying level of need. Therefore, we are maintaining the total proportion of spend on primary LPA through the formula by balancing the increase in the eligible cohort with a reduction in the factor value.

Changing the minimum per pupil funding levels for middle schools, Key Stage 3-only and Key Stage 4-only schools

27. We have reflected on the minimum per pupil funding levels for schools with some but not all secondary year groups. From 2019-20 we will:

- Introduce a new minimum per pupil level for Key Stage 4-only schools of £5,100;
- Increase the minimum used for the Key Stage 3 year groups in middle schools to £4,600 and use this minimum for Key Stage 3-only schools.

This change responds to feedback from relevant schools, and we believe it is a fairer approach that also maintains the simplicity necessary for the formula.

Premises and mobility factors in 2019-20

28. In 2018-19, we funded premises and mobility factors based on the amount that local authorities planned to spend in 2017-18.

29. Premises factors in 2019-20 will be calculated using the same approach as in 2018-19. This applies to the four premises factors: rates, split-sites, private finance initiative (PFI) and exceptional circumstances. We will use local authorities' spend through their local factors in 2018-19, plus an RPIX uplift for PFI. We are continuing to consider the long-term approach to premises factors in the NFF.

30. The mobility factor in 2019-20 will be calculated using the same approach as in 2018-19. We will use local authorities' spend through their mobility factor in 2018-19. We intend to introduce a consistent, national method for funding mobility in 2020-21, following further discussion with stakeholders.

Figure 3 - The final National Funding Formula

Funding Factors	Unit values	Total Funding (including ACA)	Proportion of core total
Basic per-pupil funding		£24,525m	73.1%
Age Weighted Pupil Unit (AWPU): Primary	£2,747	£12,722m	37.9%
Age Weighted Pupil Unit (AWPU): Secondary - KS3	£3,863	£6,823m	20.3%
Age Weighted Pupil Unit (AWPU): Secondary - KS4	£4,386	£4,793m	14.3%
Minimum per pupil funding level	NA	£187m	0.6%
Additional needs funding		£5,922m	17.6%
Deprivation		£3,022m	9.0%
Current FSM top up (Pupils currently claiming FSM at the last census): Primary	£440	£287m	0.9%
Current FSM top up (Pupils currently claiming FSM at the last census): Secondary	£440	£171m	0.5%
FSM6 (Any pupil that has ever claimed FSM in the past 6 years): Primary	£540	£608m	1.8%
FSM6 (Any pupil that has ever claimed FSM in the past 6 years): Secondary	£785	£646m	1.9%
IDACI band F: Primary	£200	£95m	0.3%
IDACI band F: Secondary	£290	£82m	0.2%
IDACI band E: Primary	£240	£102m	0.3%
IDACI band E: Secondary	£390	£98m	0.3%
IDACI band D: Primary	£360	£131m	0.4%
IDACI band D: Secondary	£515	£110m	0.3%
IDACI band C: Primary	£390	£123m	0.4%
IDACI band C: Secondary	£560	£104m	0.3%
IDACI band B: Primary	£420	£166m	0.5%
IDACI band B: Secondary	£600	£139m	0.4%
IDACI band A: Primary	£575	£89m	0.3%
IDACI band A: Secondary	£810	£70m	0.2%
Low prior attainment		£2,472m	7.4%
Low prior attainment: Primary	£1,022	£1,548m	4.6%
Low prior attainment: Secondary	£1,550	£924m	2.8%
English as an additional language		£407m	1.2%
English as an additional language: Primary	£515	£301m	0.9%
English as an additional language: Secondary	£1,385	£106m	0.3%
Mobility		£21m	0.1%
School led funding		£2,933m	8.8%
Lump sum		£2,266m	6.8%
Lump sum: Primary	£110,000	£1,884m	5.6%
Lump sum: Secondary	£110,000	£383m	1.1%
Sparsity		£25m	0.1%
Sparsity: Primary	£25,000	£21m	0.1%
Sparsity: Secondary	£65,000	£5m	0.0%
Premises		£641m	1.9%
<i>Area Cost Adjustment: A multiplier that is applied to basic per pupil, additional needs and school led funding (ACA is already included in each of the factor subtotals)</i>		£831m	
Core Total (Excluding funding floor)		£33,380m	
Funding Floor		£681m	
Total (including funding floor)		£34,061m	

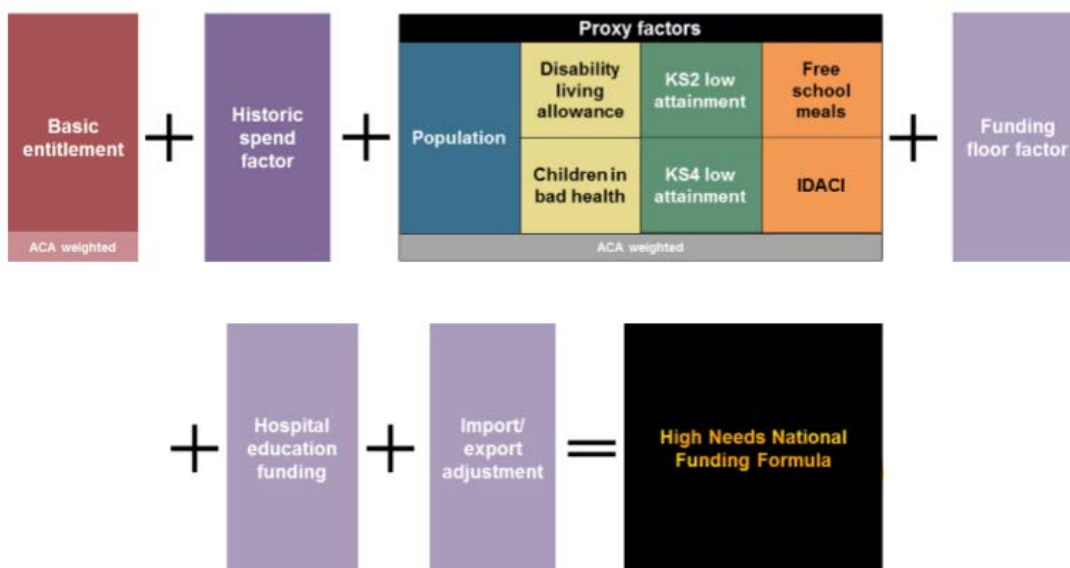
Figure 3: This shows the unit values, total funding and proportion of funding for each factor in the formula. To note, total funding is rounded to the nearest £1m. Proportion of core total funding is rounded to the nearest 0.1%. The total funding and proportion of core total funding columns are based on implementing the formula in full, without transition, using 2018-19 authority proforma tool data and 2017/18 general annual grant data. To note, we have excluded growth funding from this table as we are changing the way we allocate growth funding in 2019-20 and will confirm growth spend in December.

The high needs national funding formula in 2019-20

31. The basic structure of the high needs national funding formula in 2019-20 is not changing. Figure 4 sets out the factors and adjustments that comprise the formula.

Figure 4: The factors and calculations in the national funding formula

This diagram shows how the factors are added together to give the formula allocation, with an area cost adjustment applied to the proxy factors and basic entitlement.



Updating the high needs national funding formula in 2019-20

32. Last year, we set out the details of the high needs national funding formula for 2018-19 and 2019-20. We explained that, as well as including relevant data updates, two key aspects of the formula would enable local authorities to see further increases in their high needs funding allocations in 2019-20, subject to changes in pupil and student numbers and their movement between local authorities (captured by the basic entitlement factor update and import/export adjustment). These two elements in the formula are:

- **The funding floor** – the funding floor will increase so all authorities will attract at least a 1% gain against their 2017-18 baselines.
- **Gains under the formula** – the gains cap will increase to 6.09% compared to 2017-18 baselines. We have used compounded figures so that underfunded local authorities can gain a further 3% on top of the 3% they gained in 2018-19.

Further details on the methodology used for the high needs formula are set out in the 2019-20 high needs technical note, which will be published shortly.

Other changes to high needs funding from 2019-20

33. We are taking forward a number of further, technical changes to high needs funding, some of which have implications for the high needs national funding formula. Changes for 2019-20 will be incorporated into the high needs allocations through the formula as part of the updates and adjustments to the provisional high needs allocations. We will share relevant data on the changes in advance so local authorities can understand the impact on their allocations.

Special free schools' place funding

34. We consulted on bringing the handling of place funding for special free schools in line with that for special academies. We will now channel special free schools' funding through the high needs national funding formula rather than holding a central pot of funding for special free schools.

35. The change will bring the funding process for these schools more in line with local authorities' statutory duty to secure provision for pupils with special educational needs (SEN) and those who are disabled, particularly children with education, health and care (EHC) plans. It will also simplify data collections.

36. From 2019-20 onwards, funding for special free school places will be included in local authorities' high needs allocations. We will use the basic entitlement factor, the import/export adjustment and associated adjustments in the national funding formula to make sure that this change will be cost neutral for local authorities.

37. The number of places that a free school receives funding for will be determined as a result of a data collection from local authorities, with the expectation that they will reach agreement with schools². Funding for these places will then be deducted from local authorities' high needs allocations by ESFA, and paid directly to schools. We will provide further details of these changes to the relevant local authorities in the 'High needs funding 2019 to 2020: Operational guide' in September 2018.

38. In our consultations on this change, the main area of concern was how local authorities would be able to fund growth in place numbers at these schools, including at new schools opening in future years. We will use the formula adjustments referred to above to ensure that the relevant local authorities are allocated the costs of significant growth in new and growing special free schools. More detail on this will be provided in September 2018.

² As now with special academies, where a local authority plans to change the number of funded places without the free school's agreement, the ESFA will decide on the number of places, taking account of data on actual pupils on roll.

Hospital education

39. In 2018-19, we have funded local authorities for hospital education on the basis of their planned spending in 2017-18, plus a 0.5% uplift. The provisional high needs allocations for 2019-20 will increase that uplift to 1.0%, over 2017-18 baselines. Although there is a process operated by the ESFA whereby local authorities can report changes in hospital provision (e.g. new hospital wards for children) that also require changes to the education provided to hospital patients, the allocations of funding for this provision are currently otherwise unresponsive to changing circumstances, and are based on outdated spending levels.
40. We have collected updated and more detailed information from local authorities on their planned spend on hospital education in 2018-19. We are also obtaining NHS data on patients in hospital settings. Our intention is to combine local authority spending data with NHS data to develop a new, formulaic hospital education factor in the high needs national funding formula, which better responds to the number of patients needing education. We will consult on options in the autumn and, subject to the outcome of the consultation, could introduce changes to the final high needs allocations for 2019-20. Any changes would not result in local authorities seeing a reduction in the hospital education factor amounts included in the provisional high needs allocations for 2019-20.

Post-16 high needs funding

41. Having reviewed the most recent post-16 high needs allocations cycle that has recently concluded, we are considering the following changes.

Allowing local authorities more flexibility to develop bespoke arrangements with schools and colleges for funding students with special needs

42. Currently all post-16 providers making special provision for students with high needs receive an amount of funding based on the post-16 national formula, and £6,000 per high needs place funded from local authorities' high needs allocation. Some local authorities have asked if they can have more flexibility to allocate the £6,000 per place funding, either more in line with the way their pre-16 schools formula allocates funding for the additional support required by pupils with SEN, or in accordance with an alternative funding approach.
43. Subject to consideration of the implications for the ESFA's operational processes, and the need to make sure that such local flexibility does not unhelpfully reduce the transparency and consistency of the arrangements across the country, we anticipate allowing such flexibility in 2019-20, if the funding mechanism has been agreed locally with schools, colleges and other institutions. We will provide further details of this change in the 'High needs funding 2019 to 2020: Operational guide' in September 2018.

Possible use of a flat rate to replace some elements of post-16 funding

44. We are also considering whether we could simplify the post-16 high needs funding arrangements for some institutions by introducing a flat rate for the element of funding normally calculated through the post-16 national funding formula. This could help to reduce the data collection requirements. We will consult further with the relevant institutions and their representative organisations, in the autumn.

The national funding formula for central school services in 2019-20

45. The central school services block within the DSG will continue to provide funding for local authorities to carry out central functions on behalf of compulsory school age pupils in state-funded and maintained schools and academies in England.
46. The block will continue to cover the two distinct elements of ongoing responsibilities and historic commitments.
47. As previously, funding for ongoing responsibilities to local authorities will be distributed using a simple formula that allocates 90% of funding according to a per-pupil factor and 10% of funding according to a deprivation factor. Both elements will be adjusted for area costs.
48. The 2019-20 ongoing responsibilities element remains broadly the same as 2018-19 with the following differences: the baselines will be updated in line with the 2018-19 DSG allocations published in December 2017 and the permitted gain rate in 2019-20 will be 2.18%, which represents the highest level possible commensurate with ensuring that total central school services funding does not exceed the available budget. The maximum per-pupil reduction will be the same as in 2018-19 (-2.5%).
49. Funding for historic commitments will be allocated at the same level as in 2018-19. Our expectation remains that commitments will unwind over time as contracts reach their end points.
50. Further details on the methodology used for the central school services formula are set out in the 2019-20 central school services technical note, which will be published shortly.

Block movements in 2019-20

51. In 2018-19, we introduced a ring-fence around the schools block of 99.5%. We will be retaining this ring-fence in 2019-20 to ensure that the vast majority of schools block funding allocated to local authorities is passed directly to schools.
52. We will continue to give local authorities some flexibility to transfer funding to other areas, particularly high needs, where there is a strong local rationale for doing so. These transfers will continue to be limited to 0.5% of local authorities' total schools block and will require the agreement of the schools forum and consultation with all local schools. We made it clear that movements approved for 2018-19 were for one year only, so it is important that there are fresh local conversations for any planned movements in 2019-20.
53. It is important that mainstream schools are fully engaged in these discussions, and understand their role in making special provision for children and young people with special educational needs and disabilities, and how their actions can have an impact on the costs that local authorities have to meet from their high needs budget.
54. Similar arrangements will apply to the process for considering reasonable requests for exceptions to these rules. These are set out in the 'Schools revenue funding 2019 to 2020' operational guide, which will be published shortly. Where we have previously approved a request to move more than 0.5%, and where there is continuing schools forum agreement to the transfer, the local authority will not need to submit a further request this year, up to the level previously approved.

Overall deficits on local authorities' DSG accounts

55. With effect from 2019-20, the department intends to tighten the rules governing deficits in local authorities' overall DSG accounts, under which local authorities have to explain to us their plans for bringing DSG account back into balance. We intend to require a report from any local authority that has a DSG deficit of more than 1% as at 31 March 2019. This report will need to be discussed with the schools forum. We will consult local authority representatives during the autumn of 2018 about the detailed implementation of these new rules.

Next steps

56. The formulae set out here will determine allocations in 2019-20. Spending plans beyond 2019-20 for all blocks will be subject to the next spending review.

Next steps on the schools national funding formula

57. Local authorities will continue to determine local formulae in 2020-21.

58. As set out in our original announcement of the national funding formulae in September 2017, we know that there are elements of the formula where data and indicators could be further improved. In particular, we will continue to work with stakeholders and experts to consider technical improvements to the following factors:

- **Growth** – we are making significant progress in 2019-20 in moving to a consistent way of allocating growth across local authorities. However, we recognise the concerns raised by some stakeholders about the lagged nature of this funding. We will continue to explore options for developing our approach to growth in the future including the potential use of projections and in-year adjustments;
- **Mobility** – we will continue working with stakeholders on developing an accurate and robust indicator of mobility to replace the use of historic spending patterns for this factor in 2020-21;
- **Premises including PFI** – we will continue to explore how funding for these factors could be allocated according to a formula in the future;
- **Low prior attainment** – we will consider further longer term changes to improve targeting of funding to need, including the possibility of tiering the secondary low prior attainment factor;
- **Sparsity** – we will continue to consider how the distance measures used in sparsity funding could be refined in the future.

Next steps on high needs funding

59. The high needs section above provides details on our plans for a number of changes to high needs funding that will be taken forward over the coming year. We will continue to engage with local authorities to support them in managing high needs costs.

Next steps on central school services funding

60. We have already confirmed that funding for historic commitments in 2019-20 will be allocated at the same level as in 2018-19, with the expectation that spending on historic commitments will continue to reduce over time.

61. From 2020-21, we expect to start to reduce the historic commitments element of the central school services funding block where authorities' expenditure has not reduced. We do not believe it is fair to maintain significant differences in funding indefinitely between local authorities, where these differences reflect historic decisions.



Department
for Education

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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 outlines the draft working principles that are being considered for the development of Bradford's formula funding arrangements for 2019/20.

Date (s) of any Previous Discussion at the Forum

These principles have not yet been considered specifically for 2019/20 but follow from principles established in the Forum's DSG previous decision making and that have been discussed recently in working groups.

Background / Context

This report follows from Document JC (National Funding Formula).

These principles are considered prior to the finalisation of the Authority's formal proposals for formula funding arrangements for the 2019/20 financial year.

The Authority expects consultation reports, for the Schools Block, Early Years Block and High Needs Block, to be presented to the Schools Forum at the next meeting, with these consultations being published immediately after.

Following this timetable, responses to these consultations will be considered by the Forum at its December meeting. The Schools Forum will be required to make its final recommendations on 2019/20 DSG and formula funding arrangements at its January 2019 meeting.

Details of the Item for Consideration

Each autumn the Local Authority, with the agreement of the Schools Forum, publishes 3 separate consultations on DSG management and formula funding arrangements for the following year:

- Schools Block – this consultation presents proposals for the formulae to be used to calculate budget shares for primary and secondary schools and academies, for the criteria to be applied in the allocation of the Growth Fund and asks for feedback on the position of Schools Block de-delegated funds.
- Early Years Block – this consultation presents proposals for Bradford's Early Years Single Funding Formula, which is used to allocate funding for the delivery of the 2, 3 and 4 year old entitlements to early years education.
- High Needs Block – this consultation presents proposals for Bradford's Place-Plus funding system to be used to allocate High Needs Block funding to schools and other providers.

As shown in Document JC, the development of the National Funding Formula (NFF) for the Schools and High Needs Blocks is critical to our medium to longer term DSG financial planning as well as how we shape formula funding decisions for 2019/20. **The financial position of the High Needs Block however will dominate decisions about DSG Block management in 2019/20.**

The purposes of this report are to set out the principles that are being developed for formula funding and DSG Block management for 2019/20, to check with the Schools Forum that 'we are on the right lines' and to allow Forum members to provide feedback and direction in advance of more formal consultation documents being presented to the next meeting.

Early Years Block & the Early Years Single Funding Formula 2019/20

The principles on which we are developing proposals for 2019/20 were established in our response to the DfE's implementation of Early Years National Funding Formula reform at April 2017. The key guiding principle for 2019/20 is to guard against moving too far away from what we have agreed and set out for providers previously, on the basis that providers have used the information to inform their business planning. We are developing our proposed approach for 2019/20 on the basis that:

Details of the Item for Consideration

- We will continue the policy of ring-fencing of the Early Years Block. Within the Early Years Block however, we will be clearer about the split of funding between the 2 year old and the 3 and 4 year old entitlements. This specifically comes into play when looking at the financing of SEND Early Years Inclusion funding.
- We will continue our current termly headcount methodology (and 2nd headcount for the 2 year old offer). We do not currently plan to revisit the proposals that we made last year to move to a monthly counting methodology.
- We will continue our simplified processes for PVI providers, which include no longer publishing a 'hard copy' pre-calculated Confirmed Indicative Budget in March 2019. Instead, we will begin payments in April 2019 based on the latest confirmed position and we will enable providers to use a ready reckoner to estimate funding. The Authority will continue to develop the Bradford Provider Gateway and will continue to talk to PVI providers about how information submitted through the Gateway can feed into the payments system so that initial payments are made on the latest information.
- Our Early Years Single Funding Formula will continue to pass through to providers 100% of the DSG funding rate for the Early Years Pupil Premium (currently £0.53 per hour) and the Disability Access Fund (currently £615 per year).
- Settings will continue to be funded for the 2 year old entitlement on a single flat rate per hour with no additional supplements. In 2018/19 this rate was £5.20 and we expect this to be the rate funded in 2019/20. Where the decision is taken to continue 2 year old access to SEND Early Years Inclusion funding however, the value of the funding rate passed to settings for the 2 year old entitlement after 2019/20 will be reduced to cover the cost of the inclusion spending. For example, a budget of £100,000, on current numbers, would mean that the £5.20 per hour DSG funding rate in 2020/21 would be reduced by £0.06 to £5.14. To be clear, this reduction will not take place in 2019/20. However, where 2 year olds continue to access inclusion funds after 2019/20, the value of the single flat rate will be reduced to cover the cost.
- We have now established a 'universal base rate' for the 3 & 4 year old entitlement, as required by the DfE, with this overridden in 2019/20 for nursery schools via the allocation of the specific MNS factor. This means that that the total funding rates for each nursery school (both base and deprivation rates) will continue to be retained at their 2016/17 values. We will also continue the nursery school lump sum sustainability supplement, using the current methodology, continuing to bring in the 30 hours extended entitlement into the calculation. On current information, awaiting further announcement from the DfE, 2019/20 is the final year of this MNS protection.
- 2019/20 is the third and final year in the strategy we set out in autumn 2016 for the protection of 3&4 year old base rates for PVI providers and nursery classes. We propose to complete this strategy. Meaning:
 - We will allocate one off reserve monies brought forward within the Early Years Block to uplift the universal base rate for 3 & 4 year olds in 2019/20 to £4.11 per hour. £4.11 is the value in 2019/20 we set out in our autumn 2016 consultation. This will be the base rate for the 3 & 4 year old entitlement allocated for all PVI providers as well as all nursery classes in primary schools and academies.
 - We will continue our current deprivation supplement within the 3&4 year old EYSFF in 2019/20, calculated at 9.5% of EYSFF spending (excluding one off monies). Deprivation rates will reduce slightly in 2019/20 on a general basis because the overall EYSFF funding envelope is reducing due to the impact of national reform (the DSG funded Early Years Block rate is reduced from £4.59 to £4.57).
 - We will not introduce any further supplements into the 3 & 4 year old EYSFF in 2019/20.
- Regarding SEND Inclusion:
 - SEND Early Years Inclusion monies will continue to be 100% funded from within the Early Years Block. A budget of £800,000 has been held in 2018/19. We will consult in more detail with the Schools Forum on the value of budget required for 2019/20.
 - We are seeking to implement for (or during) 2019/20 a more holistic SEND inclusion fund approach for 2, 3&4 year olds, which will apply to all providers.
 - We are seeking to pilot the proposed new holistic model for schools and classes during the autumn 2018 and spring 2019 terms (and possibly summer 2019) and, subject to the outcomes of this consultation, bring PVI providers, schools and classes together under the new model from either April 2019 or September 2019. We will continue to operate the existing 'EYIP' inclusion model for PVI providers until the new model is introduced. Any provisions that have been agreed under the current model that extend beyond the introduction of the new model would be funded until these expire.

Details of the Item for Consideration

- We will have more detailed conversations with the Schools Forum, and the Early Years Working Group, leading up to final decisions to be taken in January 2019, about the Early Years Block increasing its contribution to the cost of support for high needs early years aged children. These conversations focus on the extent to which the costs of centrally managed SEND support services for early years aged children, currently funded by the High Needs Block, are charged to the Early Years Block going forward. Local authorities are required to 'pass through' to providers at least 95% of the 3&4 year old Early Years Block funding. Allowing for the impact of one off monies, our pass through rate in 2017/18 was 99%. Benchmarking based on 2017/18 indicates that the national average pass through rate was 96% and the average of our statistical neighbours was 97%. We know that other local authorities charge their Early Years Blocks for the cost of SEND support services for early years aged children. The outcomes of these conversations will not affect the proposals for the values of provider funding rates in 2019/20. The outcomes however, may / are likely to / will directly affect how our EYSFF develops after 2019/20.
- There is significant further discussion required, and development work to take place, on how our EYSFF, and the values of funding rates, adjust and develop from April 2020. Discussion on this will be set out in the consultation document. There are a number of factors that will influence how our EYSFF develops.

High Needs Block - the Place Plus System

The financial position of the High Needs Block will dominate decisions about DSG Block management in 2019/20 and this will filter into decisions about levels of spending / formula funding especially within the Schools and Central Schools Services Blocks.

As set out above, the Local Authority is minded to propose that the Early Years Block contributes to managing High Needs Block financial pressures by enabling the transfer of High Needs Block spending to this Block. But, this is only 1 of 4 cross-Block actions that are to be proposed.

In terms of our 'Place-Plus' mechanism for the calculation of delegated funding allocations supporting high needs pupils in mainstream and specialist settings in 2019/20:

- The DfE has still to announce the details of possible directed changes in certain aspects of high needs funding, including education in hospital / medical home tuition funding and Post 16. We await the ESFA's High Needs Block operational guidance and some consultation, which will enable us to finalise our proposals. However, the DfE has announced that the national High Needs system in 2019/20, with the exception of these targeted changes, will continue from what is already established. This includes the retention of the £10,000 definition / threshold; this has not been uplifted for inflation.
- The Authority continues to hold the view that, given the extent of discussion that is taking place about the District's SEND model, and the changes that may come from these discussions, continuity generally in the funding model in 2019/20, especially for mainstream settings, will be welcomed. Any change in the funding model should be managed incrementally.
- The Authority is currently working with the District Achievement Partnership (DAP) on a review of the funding of special schools, which incorporates a review of our 7 Ranges Model, and which is anticipated will be introduced in pilot for special schools for 2019/20. The concerns raised by the DAP have previously been reported to the Schools Forum. One of the key aims of the review is to better align the EHCP 'funding result' to the needs of the pupil. This review may mean that we take a different approach to the funding of special schools in 2019/20, which may include applying an adjusted Ranges Model (a model that has more steps and different funding values). If a new model is agreed, and is successful in its pilot period, the Authority would naturally look to implement the revised approach incrementally from April 2020 across all mainstream and specialist settings, including Further Education Colleges, in order to maintain the continuum of funding. This may mean, for example, that there are a greater number of funding steps, at different values, for mainstream pupils assessed at Range 4. However, we would continue to apply the existing Ranges Model in 2019/20.
- We must be clear about the financial implications of any Ranges Model change. Any proposed change that would uplift the rate of funding per capita must be assessed against the priority to ensure sufficient quantity of provision i.e. there is a balance to achieve between the value of funding per pupil and the number of pupils that can be afforded within a limited High Needs Block budget.
- The Authority expects to consolidate the changes already established in 2018/19 in the funding of alternative provision (the cessation of the funding from the High Needs Block of the top-up element for Block of the top-up element for non-EHCP placements) in the context of the development and Block of the top-up element for non-EHCP placements) in the context of the development and refinement.

Details of the Item for Consideration

- Following analysis / benchmarking work, the Authority is minded to propose that we continue to use our existing methodology in the definition of notional SEND funds within the Schools Block funding formulae. The Authority is also minded to continue to protect SEND Floor allocations for maintained primary and secondary schools at 2017/18 levels, subject to the conclusion of the discussions that are to take place on the transfer of Schools Block monies to the High Needs Block in 2019/20.

Central Schools Services Block

Following the strategy employed this year, the Authority is minded to propose to the Schools Forum that the headroom that is forecasted to be present within the Central School Services Block, as a result of the gain from National Funding Formula, continues to be prioritised in 2019/20 to support the financial position of the High Needs Block. We would retain existing allocations at cash flat levels in order to maximise the amount of headroom available, with the exception of the cost of copyright licences, which would be charged at the actual cost set by the DfE.

Schools Block - Primary and Secondary Formula Funding

We set out in our autumn 2017 consultation the changes we proposed to make to Bradford's mainstream primary and secondary funding formula in 2018/19 in preparation for the establishment of the 'hard' NFF. These changes built on those we made in 2017/18, which were influenced by our analysis of the proposals the DfE set out in its December 2016 consultation. It is helpful to summarise briefly what we did for the current 2018/19 financial year:

1. We replaced our local formula with the DfE's NFF, using this as closely as the Regulations and affordability allowed to calculate individual formula allocations for both primary and secondary phases. We were one of 41 authorities nationally that did this. Within this, we adopted a principle for the clearer 'earmarking' of primary-phase and secondary-phase funding within the Schools Block i.e. we sought to spend primary Schools Block resource on the primary phase and secondary on the secondary phase.
2. We retained unchanged our existing local approaches in areas of formula funding that NFF does not yet cover. These are:
 - a. Pupil Mobility.
 - b. Business rates (actual cost).
 - c. Split sites.
 - d. PFI (Building Schools for the Future).
 - e. Growth Funding.
 - f. The definition of Notional SEND.
 - g. The SEND Funding Floor (where we protected each school's 2018/19 allocation at 2017/18 cash levels, funded by the High Needs Block).
3. We did not transfer any monies from the Schools Block to the High Needs Block.
4. We set a Minimum Funding Guarantee (protecting losses for individual schools) at positive 0.4% per pupil. This meant that all schools, regardless of NFF impact, received a minimum 0.4% per pupil formula funding increase.
5. We set a Ceiling (capping gains for individual schools) at positive 3.0% per pupil.
6. We established the DfE's new optional minimum levels of per pupil funding at their full values of £3,500 (primary) and £4,800 (secondary). We matched fairly closely the NFF methodology for the calculation of this funding, so far as the Regulations permitted, but we did not exclude split sites or pupil mobility funding from the calculation of the minimum levels.

The combination of our transfer of £5.7m from the Schools Block to the High Needs Block in 2017/18 and our implementation of the DfE's NFF to calculate individual school budget shares in 2018/19 has created the following formula funding landscape in Bradford:

- Primary phase: in 2018/19, 128 out of 156 schools (82%), including academies, were funded on the 0.4% Minimum Funding Guarantee, at a total value of £7.11m. 4 schools were capped by the 3% ceiling, by a reduction in total of £0.03m. 15 schools were funded at the £3,500 minimum level, receiving £0.80m in total via this factor. All other schools were funded above £3,500 per pupil.

Details of the Item for Consideration

- Secondary phase: in 2018/19, 13 out of 29 schools (45%), including academies, were funded on the 0.4% Minimum Funding Guarantee, at a total value of £1.48m. 3 schools were capped by the 3% ceiling, by a reduction in total of £0.25m. 2 schools were funded at the £4,800 minimum level, receiving £0.52m in total via this factor. All other schools were funded above £4,800 per pupil.
- All through schools: in 2018/19, 3 out of the 4 academies (75%) were funded on the 0.4% Minimum Funding Guarantee, at a total value of £0.28m. None of these academies were capped by the 3% ceiling. All of these academies were funded above the £4,042 minimum level.

There are 7 key decisions we need to take on Bradford's 2019/20 mainstream primary and secondary funding formula arrangements. These are very similar to the decisions that were needed for 2018/19. The proposals against most of these are probably quite simple and non-contentious. Decision 2 is the most significant and knocks onto directly decision 3. From the summary statistics given above, it is quite easy to see how important decisions regarding the Minimum Funding Guarantee will be to the values of budget shares received by our schools and academies in 2019/20.

The 7 key decisions are:

1. Whether we continue to closely mirror NFF by adopting 'directed' change in a) the prior attainment primary variable adjustment and b) the MFL factor to exclude split sites and mobility. *Proposed response – Yes we should adopt these changes so that we continue to mirror NFF as closely as possible.*
2. Whether we transfer funds from Schools Block to the High Needs Block. *Proposed response – Please see below.*
3. Directly influenced by decision 2: *Proposed response – Please see below:*
 - a. The value of Minimum Funding Guarantee we provide. The Government permits this to be set between positive 0.5% and minus 1.5%. 0% would mean, for example, that a school that is funded on the MFG and has the same pupil numbers recorded in October 2018 as in October 2017 would receive the same core formula funding in 2019/20 as they received in 2018/19.
 - b. The value of any uplift to formula variables under NFF.
 - c. Whether we use the new optional factor, which would provide a minimum of a 1% increase on published 17/18 NFF per pupil baselines for each school.
4. The value of the ceiling we adopt, if we adopt one, which will cap increases for schools and academies that may be gaining from the 2019/20 formula funding approach and / or NFF. *Proposed response – As we have suggested previously, we should now remove the ceiling to allow the full NFF to work through.*
5. Whether we are still happy to continue with our local approaches to the factors not yet covered by the NFF. *Proposed response – Yes we should continue to use our existing local approaches unchanged. Pupil mobility is expected to be brought into NFF in 2020/21. There isn't a timescale yet published for the movement to a NFF for PFI / BSF.*
6. Whether we retain our Growth Fund methodology and criteria. *Proposed response – Yes we should continue to use our existing methodology and criteria.*
7. Whether we take any specific funding action in relation to the issue of 'under-subscription'. *Proposed response – this is considered in a separate report to this meeting. The Local Authority asks the Forum for a steer on this issue.*

The financial position of the High Needs Block (the forecasted growth in costs of meeting pupil-led needs) is such that the Authority is strongly minded to propose to the Schools Forum, and to schools, that a transfer is enacted from the Schools Block to the High Needs Block in 2019/20. A detailed report has been written, which sets out the context, the case and the impact. This will shortly be shared with the High Needs Block Steering Group as well as with Forum members that attend one of the scheduled FFWG sessions. The proposal would then be set out in full for the Schools Forum in October and for schools to consider within the Schools Block consultation document.

The Authority's proposal for 2019/20 is likely to be to transfer up to, but not exceeding, 0.5% of the Schools Block. This is c. £2.0m in cash terms. The Authority must have the Schools Forum's approval, following consultation with schools, but, as this transfer would not exceed 0.5%, does not require the approval of the Secretary of State. However, should the Schools Forum not approve the Authority's proposal, the Authority would then need to go to the Secretary of State.

Details of the Item for Consideration

A transfer from the Schools Block should be viewed as a mechanism, which, alongside activities to increase value for money and available funding by restructuring provisions and services, helps to compensate for the lack of release of the damping that is the prominent feature of the High Needs Block national funding formula across 2019-22. A transfer is one of 4 cross-DSG block actions, which are proposed over the period 2019-22 to help address the forecasted High Needs Block financial position.

The rationale for this transfer, if accepted, can be applied to argue for a budget transfer from the Schools Block to the High Needs Block recurrently after 2019/20 until the damping is released from the High Needs Block national funding formula. It may be necessary to consider a transfer of greater than 0.5% after 2019/20.

One of the reasons for growth in cost is the year on year increasing number of pupils in mainstream settings with EHCPs. As such, a large proportion of the 0.5% monies transferred to the High Needs Block at DSG level (c. £1.3m in 2019/20) will effectively be transferred back to primary and secondary schools at individual school level in the form of additional delegated funding for children with EHCPs. This 'direct benefit' of a transfer can also be said of the SEN Funding Floor (£0.48m).

A transfer of 0.5% would mean that the budget available to spend on Schools Block activity, mostly primary and secondary school and academy formula funding allocations, would be reduced by £2m.

The cost difference between a model, which provides for a 0.5% Minimum Funding Guarantee (MFG) with an uplift of 0.5% for all NFF variables, compared with a model which provides for a 0% MFG with no uplifts on NFF variables, is estimated to be £1.87m, based on October 2017 census pupil numbers and data. Therefore, in simple terms, referring to decision 3, the impact of a 0.5% transfer in 2019/20 would be that the MFG would be set at 0% rather than 0.5% and the NFF variables would be retained at 2018/19 values rather than being uplifted by 0.5%. In this context, we would not introduce the DfE's optional 1% 17/18 NFF baseline floor in 2019/20. We have 'in principle' argument for why we would not adopt this. But in any case, we would not have the Schools Block monies to implement it.

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

As set out in the report (this is an item for information)

Recommendations

- (1) The Schools Forum is asked to consider the working principles and proposals.**
- (2) Members are invited to attend a 'Formula Funding Working Group' session, on Monday 1 October (8am) or Tuesday 2 October (8am) or Thursday 4 October (8am). These sessions will enable Forum Members to consider in more detail the impact of formula funding decisions and to explore and guide the proposals for 2019/20 that will be set out for consultation in October**
- (3) Members asked to discuss how best to communicate as early as possible this term with schools and other providers, and collect feedback, about arrangements for 2019/20 (in advance of more formal consultation beginning in October).**

List of Supporting Appendices / Papers (where applicable)

None

Contact Officer (name, telephone number and email address)

Andrew Redding, Business Advisor (Schools)
01274 432678
andrew.redding@bradford.gov.uk

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 enables the Schools Forum to more closely consider the Authority's school organisation strategy and the impact that falling rolls (under-subscription) is having on some schools in the District and the options that may be available to support these schools.

Date (s) of any Previous Discussion at the Forum

The Schools Forum has not recently considered this matter.

Background / Context

This matter is raised with the Schools Forum following the most recent round of budget discussions that the Local Authority has had with our maintained schools. A small number of maintained primary schools have specifically asked whether / what additional support can be provided to help them manage the situation and protect school standards. Schools have typically asked for support a) in helping to control the predictability of admission numbers (via PAN arrangements) and b) in helping to manage the financial impact of unpredictable and / or uneven pupil numbers.

This has so far been presented to the Authority as a primary school issue. This report therefore, is mostly focused on the primary phase. Secondary-phase representatives will wish to consider how this matter affects the secondary phase.

Under-subscription is an issue limited to a small number of schools. It is not a new phenomenon and the Schools Forum has considered the issues raised in this report in the past. The context for the discussion now is perhaps updated due the more challenging financial climate faced generally by schools and also the change in organisational landscape following the growth of academies and MATs in Bradford.

Forum Members are reminded:

- Primary and secondary school formula funding is pre-dominantly pupil led. This is more significant for primary schools as National Funding Formula has now reduced the value of lump sum funding.
- The Minimum Funding Guarantee is only a pupil-led protection; it does not protect a school's budget in total cash terms.
- Primary and secondary schools are funded (Reception to Year 11) on the basis of the pupil numbers recorded annually in the October Census. For maintained schools, there is a 7 month lag before funding catches up with the latest October Census. For academies, there is a 12 month lag. For schools or academies that are reducing in numbers, this lag provides a degree of financial protection for a limited period of time. However, admissions after the October Census are not funded in the following year.
- The Local Authority operates a Growth Fund within the Schools Block, which allocates additional funding to expanding maintained schools and academies.
- The Local Authority has an exceptional circumstances / schools in financial difficulty fund within the Schools Block, for maintained primary schools only, funded via de-delegation. This is set up mainly to provide a route for funding 'abnormal in year pupil growth' not picked up by the Growth Fund. Academies cannot access this funding. The route for academies to access exceptional funding of this nature is through the ESFA.
- The Local Authority directly manages the Published Admission Numbers (PANs) of maintained schools. A consultation is required where proposals are made to change PANs. Decisions are made by the Council's Executive. Changing PANs takes time (approximately 2 years).
- It is requirement that academies that wish increase their PANs obtain the approval of the Local Authority. To reduce its PAN, an academy must complete a full consultation, including with the Local Authority, and must obtain the permission of the Regional Schools Commissioner.

Details of the Item for Consideration

Bradford District School Organisation Plan

Forum Members asked at the last meeting for the opportunity to further consider the Local Authority's strategic plan for school places. Attached with this report at Appendix 1 is the District's School Organisation Plan, which is updated annually in September. This document provides useful context to the consideration of the issues outlined in this report.

Details of the Item for Consideration

Introduction & Over-Arching Principles

The purpose of this report is to ask the Forum for an initial steer on whether financial support from the DSG should be offered to maintained schools and academies managing under-subscription.

At this stage, we have sought to avoid getting into too much technical detail. The Local Authority will consider next steps in the light of this steer.

It is helpful for the Forum to consider the following initial questions:

- **Is there a level above which, or are there certain situations where, a school or academy cannot reasonably manage the impact of under-subscription, and protect standards, within its normal budget share?**
- **If there is / are, how could financial support be provided in such a way as not to reward poor performance or to remove the incentive on a school to maximise pupil numbers or to take the action that it can to financially manage the situation itself?**
- **What would be the knock on consequences to the budgets of fully subscribed schools of creating a support mechanism within the Schools Block?**
- **Are there differences between maintained schools and academies in the options that are available to manage under-subscription? Do Academy and Maintained School Forum Members hold the same or different views on the issue of financial support?**
- **What non-DSG support mechanisms are / could be available?**

We would always expect a school to manage its budget by adjusting its spending and class structure to be affordable within its budget share and this may include the use of school reserves to help transition. Certainly we would expect this action of a school where the PAN is being reduced due to surplus places in that area.

We have previously agreed however, that schools sometimes do face exceptional circumstances, where additional financial support can be allocated to maintained schools (only) from the DSG. The purpose of this support has always been to protect standards. The DfE also permits authorities to have a 'Falling Rolls' fund within the Schools Block, which can support both maintained schools and academies in certain circumstances.

Under-subscribed schools roughly split into 2 categories:

1. A reduction in pupil numbers is limited to a single 'blip', which means that the school has to manage roughly the same size of establishment but with reduced funding associated with one or two concurrent year groups until these groups leave the school or are filled by later admissions. Notwithstanding that there is an impact, the size of budget problem created may be more limited and is easier to predict.
2. A reduction in pupil numbers affects multiple year groups, meaning that there is a larger budget impact over more than one key stage. The Authority forecasts that the admissions number will improve back to PAN in the near future (meaning that action would not be taken to permanently reduce PAN) but there is a degree of uncertainty about admission numbers as these are being influenced by more than one factor.

It is the 2nd category of schools that have requested consideration of additional support. 3 common issues have come out in the Authority's discussions with these schools:

- Under-subscription can leave a school with uneven year group sizes (not cleanly divisible by 30), meaning that, even after combining year groups within a key stage, there is either a level of budget inefficiency or the potential for larger class sizes. For example, a 2 FE school that has 54 in year 3 and 51 in year 4 could combine these year groups; into 3 classes, which would be financially more efficient but would mean class sizes of 35, or could run with 4 classes producing smaller class sizes of 26 but with more budget cost.
- An under-subscribed school's actual future intake can be uncertain. This can lead to uncertainty in forward budget planning, which can become more reactive than pro-active. There is a need for strong and responsive leadership at a time when the school's budget may not be able to sustain its leadership capacity.
- A large number of new admission applications could be allocated after the October Census. This means that the school has a difficult position to manage as, for example, a 2FE school may still need to set up its structure on this basis due to the potential for more pupils to be admitted, but the school doesn't receive the formula funding to sustain both the classes structure and the leadership capacity at 2FE level.

Details of the Item for Consideration

Under-subscribed Primary Schools

As stated at the beginning of this report, a small number of maintained primary schools have asked whether / what additional support can be provided to help them manage the situation and protect school standards.

In seeking to give Forum Members a view of the number of schools and academies that could be defined as under-subscribed, we have completed a simple analysis of numbers on roll vs. PAN based on the October 2017 Census.

Where we define an under-subscribed primary school as any school or academy where the total number on roll (reception to year 6) recorded in the October 2017 Census is not at least equal to 90% of the school's or academy's capacity based on its 2017/18 academic year PAN, making an allowance for expanding and newly establishing schools, 24 out of 160 (15%) would be defined as under-subscribed; 13 (54%) maintained schools; 11 (46%) academies.

If we reduced the % from 90% to 80%, only 3 primary schools / academies would be defined as under-subscribed.

Therefore, the vast majority of primary schools and academies that could be said in this way to be under-subscribed have numbers on roll currently between 80% and 90% of their PAN capacities. For additional reference, the reception intakes of a further 23 primary schools and academies at October 2017 were lower than 90% of their PANs. We cannot at this stage make a judgement about their positions going forward. However, this is suggestive that 'under-subscription' may continue to be an issue that some schools and academies raise and so does need to be considered.

There are a number of factors that affect a school's number on roll, including demographic trends, mobility and housing developments in a school's catchment area. These influences are explained in Appendix 1. The popularity of the school, and this in relation to nearby schools, is also a factor. There is a relationship in a number of cases of under-subscription with the school's Ofsted category. For example, 10 of the 24 primary schools that have a number on roll lower than 90% of capacity are in Ofsted categories. However, the picture is somewhat complicated as there are schools where numbers on roll are affected by multiple factors.

Non-Financial Support Mechanisms

The District's School Organisation Plan (paragraph 3.5.2) outlines the following actions where there is a demonstrable surplus of places in an area:

"Where surplus places are identified the Council will work with the appropriate bodies to remove these places. A range of options will be considered including:

- temporary removal of places by re-designation of space within the school where demand is forecast to grow at a later date.
- permanent removal of places and reduction in Published Admission Number following a consultation process.
- merging or federation of schools with reduced overall numbers
- closure of schools. "

Permanent PAN amendment is a solution, which helps the predictability of numbers admitted annually in September and then during the year, and ultimately removes under-subscription. However, this is not an immediate solution and would not be instigated by the Authority where the forecast states that these places will be needed in the near future. The Authority has, in some circumstances, placed a temporary cap on admissions into a school, which has helped the predictability of admissions numbers in these schools.

Financial Support Options from the DSG

There are 2 ways direct financial support could be provided from the DSG:

- The establishment of a Falling Rolls Fund for both maintained schools and academies.
- The use of the existing exceptional circumstances de-delegated fund available only for primary maintained schools.

Under a Falling Rolls Fund, local authorities may set aside Schools Block funding to create a small fund to support good schools with falling rolls, where local planning data shows that the surplus places will be needed within the next three financial years. Compliant criteria would generally contain some of the features set out below:

Details of the Item for Consideration

- support is available only for schools judged good or outstanding at their last Ofsted inspection (this is a mandatory requirement).
- surplus capacity exceeds a minimum number of pupils, or a percentage of the published admission number.
- local planning data shows a requirement for a minimum percentage of the surplus places within the next three years.
- formula funding available to the school will not support provision of an appropriate curriculum for the existing cohort.
- the school will need to make redundancies in order to contain spending within its formula budget.

A Falling Rolls Fund would be a mechanism through which support could be provided to both maintained schools and academies and both would be required to contribute to the cost of the fund. This is the only route through which financial support could be provided locally from Bradford's DSG to under-subscribed academies. The value of a Falling Rolls Fund could be quite limited however, when looking purely at under-subscription. The cost could be quite significant. There is the risk of lack of value for money, as capacity may be protected but not actually filled. One of the big limitations is the mandatory requirement that only good schools are eligible, meaning that a number of schools and academies would currently not be supported. The other big limitation would be a tendency towards the formularisation of support, which may move us away from only funding the actual additional cost to a school in managing its specific situation.

Members should also remember the context of the development of National Funding Formula, where we are uncertain about arrangements after April 2021. We should be cautious about setting up any new system that makes financial commitments to schools or academies after 2020/21.

The Falling Rolls Fund mechanism is not currently widely used by local authorities. From the 2018/19 APT returns, we can identify that 27 out of 152 authorities (18%) have employed this, setting values of funds between £50,000 and £1.79m (median average of £200,000).

Do Forum Members wish us to explore more the options for a Falling Rolls Fund?

Under the existing de-delegated exceptional circumstances fund, we could allocate monies to eligible maintained primary schools. Academies however, would neither contribute to nor access this funding. The cost of the fund would be purely met from maintained primary schools. Unlike the Falling Rolls Fund, we could establish criteria that would enable funding to be allocated to support schools in Ofsted categories and could target funding more closely with the actual cost to the school (rather than basing this on a simple formula or on thresholds). However, funding would cease when a school converts to an academy. The number of schools that are supported would reduce as more schools convert to academy and this also may result in a disproportionate cost to remaining maintained primary schools.

Do Forum Members wish us to explore more the options for allocating exceptional funding to maintained primary schools?

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

The cost of financial support for primary and secondary schools would be charged to the Schools Block.

The cost of a Falling Rolls Fund would be met by contributions from both maintained schools and academies.

The cost of de-delegated exceptional circumstances funding would be met only by maintained schools.

Recommendations

The Forum is asked to consider the information presented and to provide an initial steer to the Authority on whether / how schools facing under-subscription could be supported financially from the DSG.

List of Supporting Appendices / Papers (where applicable)

Appendix 1 – Bradford District School Organisation Plan September 2018

Contact Officer *(name, telephone number and email address)*

Andrew Redding, Business Advisor (Schools)

01274 432678

andrew.redding@bradford.gov.uk

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Bradford District School Organisation Plan

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1 Introduction and purpose

- 1.1 Bradford's Children and Young People's Plan and Bradford's Education Improvement Strategy recognises that all children and young people are entitled to high quality educational provision. Key to this aim is that all schools in Bradford are good schools serving their local communities. Whilst schools have a high degree of autonomy in this regard, the way that schools are organised and the policies that the Council adopts play a fundamental role in this overarching aim.
- 1.2 Bradford Council is responsible for ensuring that:
- Sufficient early education and childcare provision is available which offers the early years free entitlement;
 - Sufficient high-quality, maintained school provision is available to meet the needs of all Bradford District children aged 5-16;
 - Sufficient high-quality, maintained school or college provision is available to meet the needs of all Bradford District young people aged 16-18;
 - At all ages, priority is given to meeting appropriately the needs of all children with special educational needs, learning difficulties and/or disabilities; and that:
 - All maintained nurseries, schools and colleges are able to function as high-quality, viable and financially efficient institutions.
- 1.3 Education in Bradford can be divided into three age-determined phases, although there is some overlap between these, including all through schools that can cater for 3 to 18 year olds. For example, the compulsory school age is 5 but children who are 4 can also start school at this age if their parents wish them to do so. The three main phases can be described as:
- Early Years, in which a range of private, voluntary, independent (PVI) and maintained providers including nurseries, pre-schools and child minders, provide the free entitlement for 2, 3 and 4 year olds;
 - 4-16, "compulsory school age" during which schools are the main providers;
 - 14-25, colleges and schools both offer substantial provision, with colleges as the sole provider for young people aged 19-25.
- 1.4 Whilst there is mention of all phases in this document, the focus is with school provision. Its purpose is to help the Council and other stakeholders to understand the projected need for school places in Bradford in the future. Information relating to the provision of early years education and 14-19 education are covered in other documents which can be found on the Bradford Council website (www.bradford.gov.uk).
- 1.5 Bradford Council has a statutory duty to ensure there are sufficient school places in the District to meet the present and future demand for school places. It is the role of the Council to plan, organise and commission places for all maintained schools in Bradford in a way that raises standards, manages rising and declining pupil numbers and creates a diverse schools community (referred to as 'school organisation' throughout this document). The Council seeks to exercise this function in partnership with Dioceses, governing bodies of schools, head teachers, local communities and other key stakeholders.
- 1.6 The demand for school places changes over time. This document sets out where the Council thinks there will be a need to provide more school places in the future and where there may be a need to provide fewer places. Increases in demand can lead to the creation of a new school or the expansion of schools to add permanent or temporary additional classrooms. Surplus places can

also mean the reduction of school provision in an area through reduced admission arrangements or the rationalisation of school provision. Any reviews of school provision undertaken by the Council (e.g. the closing, federating, amalgamating, expanding or contracting of schools) will in part, be prompted by the methodology for projecting the need for schools places contained in this document.

- 1.7 Predicting school demand is a complex task. Where children go to school involves a range of different factors such as fertility and birth rates, housing growth and inward and outward migration. As a result, planning for school places is based on probabilities not certainties and while projections may be derived from sound calculations they come without guarantees. Furthermore, the practice of school organisation must take into account a number of different, and at times conflicting, factors. This includes the need to respond to local need, to raise standards, to promote diversity of provision and the need to ensure that scarce resources are used efficiently. Previously the opening of free schools, sometimes in areas of low demand, over which the Council had no control, affected area planning, however the DfE and ESFA now consult more widely on Free School locations with the Council.
- 1.8 In order to make sense of these factors, this document provides information on:
 - The current pattern of educational provision across the District.
 - Forecasts of pupil numbers in future years.
 - Information on government regulations, guidance and policies concerned with these issues.
 - Bradford Council policy and strategy with respect to school organisation in Bradford District.
- 1.9 How schools are best organised in a particular area are based on factors that change over time e.g. demographics, school standards/performance, Government policy and school funding (to name a few). These factors are not static and will change on a regular basis. This is, therefore, a document that is updated annually.
- 1.10 When considering school organisation decisions, it is important to be open, transparent and to communicate pressures created by the over or under supply of school places to schools and their communities. However, given that projections often change over time, the Council must manage expectations regarding school organisation proposals that may or may not come to pass. This is not, therefore, a planning document in the sense that it sets out all of the actions the Council intends to take in the future to address the demand for school places over the next few years; rather it provides an overview of the likely supply and demand issues that will arise across Bradford District in the future.
- 1.11 Generally speaking, the Council will only seek to communicate officer recommendations for school organisation proposals to particular schools in this document when there is sufficient confidence that the proposal will be implemented. In practice this means that the issues will have been discussed with schools and other stakeholders first, a proposed solution has been discussed and is in development, any relevant funding has been identified and there is good reason to suggest that the proposal will move forward (e.g. a viability study suggests the proposal is tenable). There will be occasions when longer term planning is required or information is shared regarding future school organisation issues (for example as part of the Community Infrastructure Levy Regulations). Ultimate decisions are made by the Executive Committee of the Council or in the case of Academies/Free schools the Regional Schools Commissioner (RSC).

2 The Bradford Context

- 2.1 The Bradford District stretches from the outskirts of Leeds in the east, through Bradford city and onwards through the towns of Shipley, Bingley, Keighley and Ilkley and close to the boundaries of the Yorkshire Dales National Park. This results in a diverse mix of environments, ranging from inner city areas, through towns and villages and onto high Pennine moorland.
- 2.2 The geography has resulted in most of the industrial, economic and residential development taking place along the valleys and floodplains formed by rivers such as the Aire and Wharfe. Approximately 80% of our population live within the urban areas of Bradford, Keighley and along the Aire Valley.
- 2.3 Recent analysis of the English Index of Deprivation (ID 2015) highlights that Bradford has 101 or 32.6% of Lower Super Output Areas that fall into the most deprived 10% in England. The District is ranked the 19th most deprived Council out of the 326 English Local Authorities and second most deprived in the Yorkshire and Humber region, after the City of Kingston upon Hull. Further evidence of the diversity of Bradford is that some of these deprived neighbourhoods are adjacent to much more affluent areas (5.2% of areas within the Bradford District are in the “most affluent” decile).
Overall the Leeds City Region is ranked the 9th most deprived Local Enterprise Partnership with 16.9% of neighbourhoods in the most deprived 10% of areas nationally. In Education Skills and Training the Leeds City Region is ranked 5th with 19.6% in the 10% most deprived areas.
- 2.4 Just over half a million people (532,500) live in the Bradford District according to the latest population estimates from the Office for National Statistics. During the 1990s, population numbers were relatively stable; however since 2006 the population has increased by approximately 36,500. Most of this gain was due to the rising number of births and the falling number of deaths but the number of new arrivals from other countries also contributed to this growth. The District’s population is expected to increase further and if current patterns of growth continue, the ONS population projections forecast the District’s population will increase to 552,300 by 2041. The overall projection has been revised by the ONS showing a reduction in a previously predicted number of 583,000 down to 552,300 in 2041. *Source: 2016-based Subnational Population Projections, ONS.*
- 2.5 Population growth and ethnic diversity among young people is one of Bradford’s biggest assets. Although much of this growth is expected to be in parts of the district which are relatively deprived, the challenge is to make sure these children have the best possible start in life and the Council must ensure that enough high quality school places are available. It is a great opportunity to have a pool of young workers who, with the right skills and knowledge, will help our businesses to thrive, and increase prosperity across the district.
- 2.6 The population is set to become more ethnically mixed over the next 20 years. In 2007 just under three-quarters (74.1%) of people were of white ethnic origins. The projections suggest that the white ethnic population group’s share of the total population will decline to 56.1% by 2031. It is estimated that there will be an overall increase in population groups defined as being non-white and of mixed ethnicity (19.4%). Amongst Bradford based ethnic groups the largest increase is estimated to be experienced by the South Asian groups with a projected rise from 20.2% of the overall district population in 2006 to 35.3% or 233,235 thousand by 2031. Mixed ethnic groups are estimated to double in size from the current population share of 1.8% in 2006 (8,834 people) to 2.7% or 17,650 people) by 2031 (Source: Leeds University School of Geography, Ethnic Projections Model 2008). The ONS estimate that a quarter of the Districts’ current under 16 population is from a non-white ethnic group. This growth will be mostly due to the birth rate in the district being higher than the death rate, although some will be due to migration.
The 2011 census showed that 67% of the District’s population were of white ethnic origins and 27% from south Asian groups.

2.7 At least 42,100 new dwellings are planned across Bradford District between April 2013 and April 2030. Of these 27,750 are planned for the Regional City of Bradford, 8,450 for Airedale, 2,500 for Wharfedale and 3,400 for the Pennine towns and villages. This demand for housing places pressure on all services and public infrastructure – particularly schools. The ability to meet demand will be of increasing importance to Bradford. Other environmental challenges include pressure for new development and loss of countryside and green belt. Local plans and government policies seek to increase the level of housing that the District should provide which shapes the school organisation challenges that the District will face in the future.

2.8 In January 2018, the Bradford District had a total of 100,704 pupils. This included 59,441 in primary schools, 6,043 in all through school and 32,658 in secondary schools. In August 2017 Hothfield Junior School closed but all children transferred to Aire View Infants School where the age groups changed to enable the school to be transformed into a Primary school, being renamed as Silsden Primary School.

A short breakdown of schools in Bradford is given in the following table, correct as at July 2018:

School Type	Academy	Aided	Community	Controlled	Foundation	Free	Trust	Total
Nursery			7					7
Primary	49	21	64	10	8	2	1	155
All through 3 - 18	3					1		4
Secondary 11 - 16	1							1
Secondary 11 - 18	17	3	2		1	4	1	28
Special	4		4					8
Pupil Referral Unit			7					7
Total	74	24	84	10	9	7	2	210

2.9 The District has a diversity of provision with 74 academies, 84 community schools, 9 foundation schools, 2 trust schools, 7 free schools and 34 Voluntary-Aided / Voluntary-Controlled schools belonging to the Church of England diocese and the Catholic diocese. There are no grammar schools in Bradford other than in the independent sector. Although as of 1st July 2018 there are 74 Academies within Bradford a number of other schools are currently going through the conversion process. Four Free Schools have been approved by the DfE but are not expected to open before September 2019, 2 of which will be Sixth Form Colleges.

2.10 In 2017/18 there were 27 sixth forms in schools and academies, 5 special schools with post-16 provision and 3 General Further Education colleges with significant sites in the District. Two schools have consulted on closing their sixth forms and will not recruit to Year 12 from September 2018 and 2019 respectively. Two further schools are consulting on closing their sixth form and another has ceased offering A Levels.

Two post-16 Free Schools (sponsored by the New Collaborative Learning Trust and Dixons) have been approved for opening in September 2019 in City Centre locations. It is anticipated that this will lead to further consolidation of the post-16 offer.

Post-16 participation is in line with national trends – Bradford’s NEET and Not Known for the Dec – Feb period (this is the national DfE measure) is marginally higher (0.5 percentage points) than the national figure.

- 2.11 There is a good track record of schools working together in Bradford to address the needs of all children in an area.

All primary schools are part of the 14 Local Achievement Partnerships and almost all secondary schools are part of the Bradford Partnership that has developed a strong collaborative model for improving outcomes through shared Continued Professional Development, joint working groups and strategic planning.

As well as the above there are a number of different models of leadership and partnerships that exist at a school level (amalgamation, federation, partnership etc...). School organisation issues rarely affect schools in isolation; therefore school partnerships are important to understanding the impact school organisation decisions may have on education in an area.

3 Duties, responsibilities and the underlying principles to the provision of education places in Bradford

This brings together all of the Council's policies that relate to the way in which education places will be provided in Bradford for all children and young people from 0 to 19 years (or 25 for those with special educational needs). Whilst its primary focus is on the provision of sufficient places and similar resources, it is acknowledged that these will also influence the nature of the possible curriculum provision.

3.1 Duties

The main legislation governing school organisational changes is found in sections 7-32 of the Education and Inspections Act 2006, The School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2013 and the School Organisation (Prescribed Alterations to Mainstream Schools) (England) Regulations 2013. In changing or increasing provision, the Council is required in certain circumstances to seek and consider bids from external providers including trusts and other educational organisations. On such occasions, this document will provide general guidance on what types of provision are most likely to best fit with the existing Bradford arrangements and networks, and thus best promote pupil achievement in the District. The Council values diversity in its school provision. Within these guidelines, individual cases will always be judged on their merits. (The Church of England and Roman Catholic dioceses have long supported voluntary aided schools in Bradford). The Council welcomes approaches from appropriate bodies proposing sponsorship arrangements for new or reorganised schools or academies.

3.1.1 Ages 0-5

Legislation relating to Early Years provision is contained in The Childcare Acts of 2006 and 2016 and the Children and Families Act 2014. Of particular relevance to school organisation planning are the following:

- Councils have a duty to ensure there are sufficient places for two year olds from disadvantaged and low income families to access 15 hours a week of funded early learning from the term after their second birthday
- Councils have a duty to ensure there are sufficient places for all 3&4 year olds to access 15 hours a week of funded early learning from the term after their third birthday until the child reaches statutory school age or joins a Reception class. 3&4 year old children of working parents are also entitled to a further 15 hours a week of childcare until such time as they go to school;
- Councils also have to ensure there are sufficient places for these children.

It should be noted that while Councils have a duty to ensure sufficiency of early education places and promote take up, there is no legal obligation for parents to make sure their children attend pre-statutory school age provision.

3.1.2 Ages 5-16

The law requires that parents and carers make arrangements, and Councils make provision for, the education of children from the first term they begin as a five year old to the end of the academic year in which their sixteenth birthday falls either at school or otherwise. In Bradford children are admitted into reception in the September of the school year in which they reach the age of five. Parents may request that their child's entry to reception is deferred until later in the same school year or that their child attends on a part time basis until they reach statutory school age. Most parents resident in Bradford prefer their children to attend Bradford schools and the Council has a duty to ensure these school places are available either in mainstream schools or in special schools or non-school forms of special education where the special educational needs of the child dictates.

3.1.3 Ages 14-19 (or up to 25 for special educational needs)

Local Authorities are the lead strategic commissioners of 14-19 education and training. This means the Council has a duty to ensure that sufficient and appropriate education and training opportunities are accessible to all young people in the district aged 14-19 and those up to age 25 for young people with SEND who have an Education, Health and Care Plan.

The Council worked closely with schools, colleges, and local businesses to agree a strategy to improve post-16 outcomes – details can be found in '*A Joint Approach to Post-16 Education Improvement in Bradford and the Need for Change*'. This was published in summer 2016. Partners are continuing to work collaboratively to implement the way forward identified in this document, as is evidenced by the two new Free Schools referenced in section 2.10.

3.2 Principles

3.2.1 Principles applying to all ages

The above section sets out the duties of the Council to provide education in Bradford. This section describes the principles that the Council will use to guide decisions in Bradford when deploying its duties to manage the supply and demand for education places.

Bradford at present contains a diverse range of provision and educational organisation arrangements. These have been developed through a variety of different national government policies. The Council has no wish to disrupt unnecessarily what is working well. When new or changed provision is considered however, the Council will seek to influence any proposals in line with this consistent set of principles.

3.3 Standards

The Council works with many Council maintained education institutions to secure high standards ensuring parents have real choice in selecting appropriate provision for their children. Where it is identified that the quality of a Council school's educational provision is declining and there is a risk that standards may fall, the Council will take swift remedial action. Relatively short term concerns regarding standards would not in itself trigger a reduction in provision although continued concern would be taken into account when drafting proposals for provision.

Where the Council has serious concerns about a primary academy or primary free school, the Deputy Director or Primary Strategic Relationship Manager will write to, or meet with, the Principal, Chair of Governors and Chief Executive Officer of the Multi Academy Trust (if the academy or free school is a member of a MAT) to share the concerns and discuss the plans for improvement. If no improvement is observed within the timescale set, the Council will write to Regional Schools Commissioner expressing concerns about the academy or free school.

3.4 Location and transport

3.4.1 Considerations applying to all age groups

The Council will work with schools and other services to support and encourage children to use a sustainable means of transport to their education provision wherever possible. The Council's Transport Planning service assesses walking routes to schools. The Council also provides school crossing patrol services in line with national government guidelines. The Council will also assess walking routes to identify if a route is deemed to be unsafe to be walked accompanied by an adult. Where this is identified remedial action will be taken if practicable.

Where the nearest suitable school with a place available is over the statutory walking distance from a child's home, assistance with travel will be made by the Council. Details of the eligibility criteria for assistance with travel can be found in the Home to School Travel and Transport Policy for Children of Compulsory School Age and the Post 16 Transport Policy Statement on the Council website www.bradford.gov.uk

Wherever possible, the Council would look to ensure that good education provision is available locally.

3.4.2 Ages 0-5

For children 0-5, early education provision should ideally be within "pram pushing" distance of 0.5 miles from home. This is not, however, a statutory requirement and the Council does not provide travel assistance to children of nursery age. Free early education places are available at a range of early years settings including nursery schools and classes, day nurseries, pre-schools and childminders.

3.4.3 For ages 5-11

For children 5-11 or primary school provision, parents generally apply for their children to attend local schools. Government figures show that 97% of children of primary school age that walk to primary school walk up to 1.5 miles. The Council will strive to ensure there is a good primary school place for all children within a 1.5 mile walking distance of their home address where practicably possible to promote sustainable travel to school. For assistance with travel statutory walking distances will apply.

3.4.4 For ages 11-16

For children aged 11-16 or secondary school provision, the tendency for parents to apply for a place in a school local to their home address is less well defined. Government figures show that 96% of children of secondary school age that walk to school walk up to 2 miles. The Council will strive to ensure there is a good secondary school place for all children within a 2 mile walking distance of their home address where practicably possible to promote sustainable travel to school. For assistance with travel statutory walking distances will apply.

The Council in partnership with West Yorkshire Combined Authority will continue to support the provision of a network of sustainable transport to enable children to attend a school where it is in excess of the above distances to support parental choice and diversity of provision.

3.4.5 For ages 16 and above

There is a duty to ensure sufficient places. In determining the sufficiency of post-16 educational places the Council is required to consider the location, level and quality of these places and how they address local economic demand for skills.

The post-16 partnership that has been developed in response to '*A Joint Approach to Post-16 Education Improvement in Bradford and the Need for Change*' and other key stakeholders have shared goals around the attainment, progression, and of our young people, ultimately ensuring that their talent, creativity and ingenuity can flourish in the local labour market. Partners have committed themselves to providing a sustainable, responsive and co-ordinated post-16 system that offers a broad range of high quality pathways that evolve based on evidence and best practice, leading to successful outcomes for our young people, employers, and local communities.

3.5 Ensuring there are enough places

Considerations applying to all age groups

3.5.1 Supporting preference, performance and popularity

Where additional places are required to accommodate growing populations, due consideration should be given to the performance and popularity of existing provision when drafting and consulting on proposals for expansion. However it is recognised that it is not always possible to increase the size of some schools due to other constraints, particularly land availability. Further, increasing capacity of one school in an area where there are places at other schools may have adverse impacts on the schools and so this too must be taken into consideration.

3.5.2 Remediating a surplus or shortage of places

Where surplus places are identified the Council will work with the appropriate bodies to remove these places. A range of options will be considered including:

- temporary removal of places by re-designation of space within the school where demand is forecast to grow at a later date
- permanent removal of places and reduction in Published Admission Number following a consultation process
- merging or federation of schools with reduced overall numbers
- closure of schools

Where a shortage of places is identified the Council will work with existing and potential providers to consider options for addressing this shortage. Options include:

- increasing numbers on existing school sites wherever possible and providing additional accommodation as necessary
- increasing the size of existing schools by providing additional accommodation on new sites
- promoting new schools i.e. Free Schools, Academies, Studio Schools

3.5.3 For ages 0-5

The introduction of a new entitlement to 30 hours childcare for 3&4 year old children of working parents in September 2017 has led to further expansion of provision in predominantly non-disadvantaged areas. Provision is in a mix of schools and private and voluntary sector childcare settings.

Demand for three and four year old early education is subject to seasonal variation caused by most schools operating a single intake into Reception classes in September. Children qualify for the free entitlement from the term after their third birthday. This means that the number of children eligible for nursery education increases 58% during the course of the school year.

- At the start of the autumn term all 4 year olds will be eligible for a Reception class place. In general only 3 year olds remain in nursery provision.
- In the spring term 3 year olds and around 1/3 of 4 year olds will be eligible for a nursery place
- In the summer term the number increases again, to all 3 year olds and around 7/12 of 4 year olds

The Private, Voluntary and Independent (PVI) sector (day care, pre-school playgroups and childminders) provides much of the flexibility needed to support seasonal variation in capacity. The Council monitors sufficiency of provision across both the PVI sector and schools. Council officers provide information regarding the availability and occupancy of places to inform new developments but ultimately cannot restrict formation of new capacity in the PVI sector.

The Council monitors early education capacity termly. Academies are asked to notify the Council of any changes in the number of places. Any such changes must still adhere to the space requirements of the Early Years Foundation Stage, i.e. 2.3m squared for 3 year olds and 2.5m squared for 2 year old. Maintained schools are required to liaise with the Council regarding any proposed changes to the number of places provided within their nursery class space. All sectors are supported in their decision making through the provision of information about capacity and occupancy of places in their local areas.

3.5.4 For ages 5-16

Education institutions operate most efficiently when full or nearly full. To this end the Council seeks to keep the number of places that are unfilled (surplus places) to a minimum. It is generally accepted that schools should not operate at 100% of their capacity, and a small surplus in places does not necessarily equate to there being sufficient capacity within schools. The Audit Commission recommended that Councils should plan for a 95% occupancy rate in schools to allow for volatility in preferences from one year to the next (e.g. year on year changes in the birth rate) and the Council is striving to meet this requirement. Note that the Audit Commission has been replaced by the National Audit Office.

The Council aims over time to increase the educational inclusion for children and young people with special educational needs into mainstream settings with appropriate personal support; this may be in mainstream classes or in specially developed units within mainstream schools. To this end, the Council will give priority to organisational changes that specifically promote this aim. The Council will also seek to develop its special schools so that as few pupils as possible need to attend non-maintained and independent special schools on the basis of their special educational needs.

3.5.5 For ages 16+

Under the funding arrangements for post-16 the number of funded places is determined by the number of students recruited (and retained) in the previous academic year. This 'lagged numbers' funding model is intended to reflect actual demand for places. Although the funding model would therefore theoretically allow an institution to increase its numbers year on year, any increase is limited by the availability of teaching and learning space and the demands of delivering a post-16 curriculum offer.

3.6 Governance

Schools can now be provided through a range of routes e.g. Academy, Free School etc. Each of these school types has different governance arrangements. The Council believes that provision of good, high quality education provision leading to high standards is not dependent on the governance structures of the provider. As such the Council would not seek to disadvantage or support any one specific form of governance arrangement in preference to another.

3.7 Playing Fields for schools

The Education (School Premises) Regulations 2012 states that suitable outdoor space must be provided in order to enable physical education to be provided to pupils in accordance with the school curriculum; and pupils to play outside.

The Council will favourably support applications to provide additional capacity that include access to adequate playing fields. However, where adequate playing fields cannot be provided the Council may still support the application if other appropriate provision for physical activity can be provided and the Council will work closely with Sport England to address any concerns.

3.8 All through schools

All through schools make provision for primary and secondary aged pupils within a single school. The Council supports all through schools although there are a number of factors it would wish to be considered in such a proposal including premises, standards and management capacity and so each proposal will be considered individually.

3.9 Equality and Diversity

In line with the general and specific duty under the Equality Act 2010 the Council seeks to ensure education provision individually and holistically across the District does not disadvantage any groups on the grounds of their protected characteristics and will seek to promote equality of opportunity regardless of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex or
- Sexual orientation

3.10 Faith provision

The District currently has a number of institutions provided and supported by different faiths. It is expected that any changes in faith provision would be initiated by faith groups themselves and either be the result of large scale changes in pupil populations, reflecting the demographics of the population or in response to evidence of demand.

3.11 Social and community cohesion

In considering proposals for any changes in education provision the Council will seek assurances that they promote social and community cohesion, both locally and across the District. The Council will consult those directly and indirectly affected by any proposals in order to identify any concerns and to address them including the Department for Education and the Secretary of State as necessary.

3.12 Planning Principles

3.12.1 Ages 0-5

Delivery of early education follows the statutory framework for the Early Years Foundation Stage. This framework includes legal requirements for space, staffing ratios and staffing qualifications, health and safety and safeguarding.

In considering changes to provision in the early years phase, the Council will plan on the following principles:

- a) Where possible, planned Published Admission Numbers (PANs) for nursery places in maintained schools will be in multiples of 26, where this is not possible multiples of 13 will be preferred.
- b) If two year old places are developed in schools, provision should be developed in multiples of 4 places.
- c) Development of two year old places in schools must have regard for continuity of early education. So where a school nursery offers places for two year olds, the Council expects there will be sufficient capacity within the nursery to accommodate the children when they become eligible for a nursery place.
- d) PVI providers undertake development of early education in accordance with the premises and staffing ratios outlined in the Early Years Foundation Stage. Ultimately such investment decisions are undertaken at the provider's risk, the Council's role is to provide information and advice around quality of provision and sufficiency of places in a planning area.

3.12.2 Ages 4-11

When considering changes to provision in the primary phase (including primary, infant and junior schools) the Council will plan on the following principles.

- a) The Council will work within existing legislation regarding Infant Class Sizes which states that no infant class at a school shall contain more than 30 pupils while an ordinary teaching session is conducted by a single qualified teacher. The Council will seek to plan provision such that no class within a primary school will be greater than 30.
- b) Where possible, planned Published Admission Numbers (PANs) will be multiples of 30 (where this is not possible, multiples of 15 will be preferred). Where multiples of 15 are necessary it is expected that mixed age classes will be necessary.

- c) It is the Council's view that all through primary schools will eliminate potential barriers to learning by providing continuity which in turn leads to an overall higher quality of provision. As a consequence the Council prefers Primary schools, rather than infant and junior schools, as the model for primary phase education in Bradford. Although it is the Council's preference for primary schools, in proposing changes it will take account of existing local provision to avoid leaving infant or junior school without an appropriate infant or junior school to link to.
- d) The Council will consider sympathetically arrangements that manage small local provisions within a single framework under a single governing body and head teacher. This is particularly the case in more rural areas and where such arrangements reduce transport needs for young children.
- e) All present primary school provision is co-educational, and the Council prefers that future arrangements will conform to this pattern.

3.12.3 Ages 11-19

In considering changes to provision in the secondary phase the Council will plan on the following principles:

- a) The Council will seek to plan provision so no class within a secondary school will be greater than 30 where practicably possible.
- b) The great majority of current secondary provision is co-educational and the Council prefers any new provision to conform to this pattern.

3.12.4 Ages 16+

The government has stated that it is the Council's role to be the strategic commissioner of post-16 provision. This role involves working to improve standards and shaping provision across the district by identifying gaps, enabling new provision and developing the market. This is part of the wider leadership of education up to the age of 19 and the broader shaping of place approach and economic development across the District and not about procurement or practical commissioning matters.

To effectively plan and deliver on its strategic commissioning function for 16-19 year olds, the Council will plan on the following principles:

- a) Have in place a strategic commissioning business cycle based upon the collection and analysis of data and other intelligence that will inform the Council's place shaping role.
- b) Undertake on-going dialogue with the government's various funding agencies, the district's education and training providers and employers which will drive our understanding of post-16 provision and where gaps exist. The Council will work with, and on behalf of, all post-16 providers to champion the needs of local young people and ensure that post-16 education and training is one of the keystones on which local regeneration and prosperity can be built.
- c) Produce a Local Commissioning Statement that will better align current and future labour market demands with the post-16 education and training offer across the system.
- d) Work with providers to ensure they deliver high quality education and training provision that offers genuine progression pathways to our young people. The Council takes the position that the interests of the institution cannot be placed above what is right for the young person.

Implementation of the Post-16 Review and continually changing landscape

A key finding from the Review related to the longer-term implications of the post-16 funding formula across schools, academies and colleges. As funding protections from national reforms are removed the result is significant change to both the total funding levels and the rate of funding per learner for the district's sixth form providers and colleges. It is understood that the current pattern of schools' sixth form provision is not sufficient to realise our collective ambitions to improve quality and choice. Evidence suggests that in its current form it is also not financially sustainable and offers a limited curriculum for our young people.

Continued reform to post-16 provision, such as A Level reform, the introduction of new Apprenticeship standards and the Apprenticeship Levy, and the introduction of T Levels and new technical pathways add further complexity and are changing recruitment practices and the offer at age 16, potentially exacerbating the budgetary challenges outlined above.

Therefore, moving forward the Council took the view that we need to work toward a reduction in the number of school sixth forms and the development of a small number of large school sixth form colleges (as Free Schools). The Council's view was that these need to be located in areas of demographic demand: in Bradford City Centre, in the Keighley/Shipley area, and in the north of the District. Progress has already been made with the approval of the two new post-16 free schools to open within reach of the City Centre in September 2019.

FE estate and learners

The latest available information about FE Colleges with significant estates in the District is set out in the table below.

Institution	16-18 Learner numbers
Bradford College	3,956
Shipley College	721
Keighley Campus, Leeds City College Group	734

Learner numbers are taken from the institution's 2016/17 funding allocation, except Keighley Campus, which are taken from data supplied by the Education Funding Agency (which excludes Apprenticeships). In addition, many of our students attend FE provision outside of the District, in particular at Craven College and Calderdale College.

The FE Estate in Bradford has received significant investment and over recent years:

Bradford College opened the flagship David Hockney Building and the Advanced Technology Centre although these were not built with the intent of greatly increasing 16-18 learner numbers.

Shipley College has also opened the new Jonathan Silver building as a specialist facility to address a specific need for a cohort of post-16 learners with particular special educational needs. This is similar to the above in that this development not intended to significantly increase 16-18 learner numbers.

3.12.5 14-19

Flexibilities for FE Colleges to recruit at age 14, the development of Studio Schools and University Technical Colleges (UTCs), such as the one that opened in Leeds in 2016, and the possibility for Free Schools to deliver to this age range mean that the traditional pattern of 14-19 delivery can and will change in the District.

As part of our response to this changing landscape, the Council has worked with a range of employers and education providers to develop “Industrial Centres of Excellence” (ICE), which build on the UTC and Studio school ethos but have been developed into a bespoke, local solution. To date, 2,974 students have accessed an ICE programme but this has been delivered without generating significant movement between institutions for young people under the age of 16, and therefore without implication for school organisation. The Council’s approach to ICEs is set out on our [website](#). The Council and partners are currently looking to expand the sectors covered by the ICE and to facilitate access to the offer for all 14-19 year olds in the District.

Alongside this, following the post-16 review, the Council has worked with partners to support the application for two post-16 Free Schools which have been approved for 2019 opening by the DfE. Concurrently the Council has been talking to providers about the viability of their post-16 provision, one of the Free Schools is predicated on consolidation of provision across a Multi-Academy Trust, and other schools and Trusts are similarly taking steps to ensure any post-16 offer is robust and viable.

3.12.6 For children with Special Educational Needs and Disabilities (SEND)

In planning provision for children and young people with Special Educational Needs and Disabilities the Council will be guided by the following principles:

- a) The Council will ensure that suitable provision is available for all children and young people with special educational needs and disabilities aged 0-25 and will provide appropriate services to encourage, enable and assist relevant young adults aged 19-25 to engage and remain in education and training. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- b) A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - i) Has a significantly greater difficulty in learning than the majority of others of the same age, or
 - ii) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- c) For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
- d) Post-16 institutions often use the term learning difficulties and disabilities (LD). The term SEND across the 0-25 age range includes LD.
- e) The Council will seek to make such provision for those up to the age of 19 through local mainstream nurseries and schools, if necessary with additional resources or equipment. For children whose needs cannot be met in this way, the Council will seek to make appropriate provision through its special schools, Enhanced/Designated Specialist Provision (DSP), Additionally Resourced Centre (ARC) or Early Years Enhanced Specialist Provision (EYESP) where this is possible. For young people aged 16-19 provision may be at a school or college and for young people aged 19-25 provision is likely to be college based.
- f) The Council will aim to increase the proportion and absolute number of children who can be offered effective and appropriate education in mainstream settings, principally by broadening the skills and special arrangements that can be made within the mainstream sector.

- g) When proposing any reorganisation of SEND provision, including that which might lead to some children being displaced through closures or alterations, the Council will take all necessary steps to demonstrate to parents, the local community and decision makers how the proposed alternative arrangements will lead to improvements in the standard, quality and/or range of educational provision for children with special educational needs. This will be demonstrated fully in the relevant SEN Improvement Test and Equality Impact Assessment that will be completed at the proposal stage of any changes to provision.
- h) Unless residential placement is required for care or health reasons the Council will seek to avoid these placements. In such cases agreement to joint placement and support will be sought from the relevant teams within the Council or Health. There should be a very small number of children with exceptional or unique special educational needs that cannot be met by the Council's provision and the Council will need to commission provision elsewhere.
- i) Under the Academies Act 2010 the Council can no longer establish new special schools, although we still have responsibility to ensure there are enough school places locally. The Council is committed to working with the Regional Schools Commissioner (RSC)/DfE Colleagues, sponsors and providers to ensure that there are sufficient SEND places of the highest quality across the District for children and young people with SEND.
- j) The Council aims to increase provision for young people aged 19-25 with special educational needs (learning difficulties and disabilities) in local provision where appropriate. The individual needs of a small number of young people may be such that they are placed in Independent Specialist (FE) Colleges (ISPs) once it has been determined that no suitable non-specialist provision is available locally. In such cases the Council will seek joint placement support from Adult Social Services and/or the Continuing Health Care Team (Bradford and Airedale NHS Trust).

Future planning of provision will seek to support the objectives outlined in the SEND Strategy 2018-2022. The future planning of specialist provision will be underpinned by the SEND Sufficiency Strategy.

Future Projections

The Bradford Joint Strategic Needs Assessment (JSNA) is updated on an annual basis. This identifies considerable higher prevalence of some child disability and/or complex needs in Bradford compared to the national average, particularly in the south Asian population.

The Bradford District has experienced a significant increase in demand for SEND provision in the last 10 years. It is projected that the demand for SEND provision will continue to grow and that by 2020 additional specialist provision in the Bradford District will be required.

In the last 10 years Bradford has invested significant resources to develop specialist provision within the District to avoid the need to place young people out of District enabling them remain part of their local school community. It is acknowledged that there are exceptional cases where this is not possible.

The Bradford District School Organisation Plan takes into account different factors when predicting school demand including fertility and birth rates, housing growth and inward/outward migration. Analysis of the Index of Deprivation and population estimates from the Office for National Statistics are also taken into account.

Projections for changes between 2018 and 2022/23 anticipate that the Districts primary school population, excluding nursery, will decrease by 1.1% and the Districts secondary school population, excluding sixth form, will increase by 8.4%. This is an overall increase of statutory aged pupils in the Districts schools of 2.4%.

In January 2008 the population in the District's Schools and Nurseries was 86,623. This increased in 2016 to 100,495 and in January 2018 the population was 100,704, an increase from 2008 of 14%.

By 2017 the population of the special schools changed. The number of children with moderate learning difficulties dropped significantly. The nature and complexity of the needs of the current children and young people has increased. The number of children and young people on the autism spectrum with other learning difficulties has increased. There have been similar increases for children with profound and multiple learning (PMLD) and social emotional and mental health (SEMH) with additional needs.

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

Two key factors have influenced special school populations;

- a) improvements in medical interventions which has significantly increased life expectancy for those children with life limiting conditions
- b) the overall increase in the pupil population since 2005, particularly within the south Asian community and economically deprived areas.

Provision over the next 4 years

In March 2017 the Council published Bradford's SEND Strategic Review 2016 – 2020 outlining the SEND needs of children and young people across the District.

Since then the Council has worked on an updated SEND strategy 2018-2022 to reflect the changing educational landscape.

Work is on-going in conjunction with all areas of SEND sufficiency and schools to produce a detailed robust SEND pupil forecast. The forecast will take into account the needs of children and young people including current and historic demographic trends.

The Council has recently increased provision in all its special schools and developed additional specialist places in a number of DSPs and EYESPs.

Recent influencing factors/local challenges in relation to demand for specialist places

There is a growing population of children and young people in Bradford and a proportionally growing population of children and young people with SEND:

- The complexity and number of children with SEND in Bradford is increasing - as a result there is a need for more specialist places. The number of referrals for an Education Health and Care Assessment (EHCA) has risen from 520 in 2014-2015 to 843 in 2016-17, representing an increase of 62.1%
- The Council is working in a challenging landscape both financially and educationally.
- The number of children and young people with EHCPs currently in 2018 stands at 3,530. This has risen from 2145 in 2014.

In the last ten years Bradford had invested significant resources to develop specialist provision within the District to avoid the need to place young people out of District enabling them to remain part of their local community. It is acknowledged that there are exceptional cases where this is not possible.

In January 2008 the population in the District's Schools and Nurseries was 86,623. This increased in 2016 to 100,495 and in January 2018 the population was 100,704, an increase from 2008 of 14%.

Bradford has a greater proportion of school aged children identified with SEND with an EHC plan than the England national average (3.5% of statutory school aged children in Bradford compared with 2.8% across England). There are also a higher proportion of children identified at SEND Support in Bradford than the national averages (13.8% of statutory school aged children compared to 11.6% across England).

The projected population growth of the District's special schools shows there are a number of children and young people who transfer to a special school from other provision (whether resourced provision and/or mainstream schools) within the school year. The SEND Primary pupil forecast currently shows a shortfall of 147 specialist places however from 2018/19 there appears to be sufficient primary special school places.

In comparison the SEND Secondary pupil forecast shows a shortfall of 125 specialist places rising to 178 by 2023/24.

In addition, the early identification of young children and the outcomes of statutory assessment have identified an increase in numbers for some specific areas of primary need such as Autism. In terms of population growth, the largest areas of need are ASD, Severe Learning Difficulties (SLD) and SEMH.

- *The capacity of our schools to meet the needs of children and young people with special educational needs*

An 11 year analysis of the January Census data shows that overall the number of pupils with an education health and care plan and a primary need of severe learning difficulties is about the same overall. However there has been a change to where this group of children go to school. The proportion of children and young people who attend our mainstream schools has decreased significantly. The proportion of children and young people who attend our special schools has increased significantly. This is partly influenced by a growing number of children and young people who attend resourced provision as these provisions have been opened in recent years. This is relatively small in number overall. Another influence could be parental preference for specialist provision but these changes could also be linked to the capacity of our schools to meet a range of learning needs balancing the needs of all children and the pressure to improve standards alongside the level of resources that are delegated directly to schools.

All data currently available shows there will be an on-going 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 have been applied to the existing population of the District's resourced provisions and special schools. This provides an indication of the future demand for places. By 2020 this shows that additional places will be required to support children and young people with special educational needs.

The identification of autism spectrum conditions continues to increase. More clinics have been established to enable the diagnosis of ASD earlier. Support documents from the Joint Assessment Clinic show 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 children and young people identified with speech language and communication needs are the largest cohort of notifications received. A significant number of these are likely to receive a diagnosis of autism.

The distribution of special educational needs is widespread across the District.

The projected population increases are applied to the current known special educational needs population. In addition other local data such as the Joint Strategic Needs Assessment (JSNA) is considered such as the prevalence of complex health and disability in the local district. The early identification of young children and the outcome of statutory assessment have identified an

increase in numbers for some areas of need.

1180 children and young people were registered as attending a special school in the Bradford District in the January 2018 Census. By 2022/23 the current forecast predicts that it is likely that a total of 1420 places will be needed in special schools. This indicates that there is a severe shortfall of places. Work is being undertaken to increase provision to provide additional temporary places to ensure all children requiring a special school place can be allocated to a school.

Phase	Places	Predicted 2022/23	Shortfall
Primary	455	569	114
Secondary	638	851	213
Total	1093	1420	327

The opening of a Council commissioned free school for children and young people with SEMH is proposed for September 2020 and will cater for 72 pupils aged 10-19. This will also incorporate a 12 place residential provision.

The Council continues to assess the current and future need of specialist places against the uncertainty surrounding the delayed announcement of the SEND/AP Free Schools Programme. Nationally 30 new schools will be funded via this free school programme.

The Council also keeps under review the provision it makes in mainstream schools, including nursery schools to meet the increasing complexity of needs across the district. As a result we have recently increased the number of DSP and EYESP places available to children and young people with the primary needs of; ASD, LD, and SEMH.

3.12.7 For children who are too ill, excluded or otherwise unable to attend other educational provision

The Council will seek to provide sufficient capacity in Pupil Referral Units (PRU) for children who are excluded, too ill or otherwise unable to attend a mainstream or special maintained school.

It is the Council's view that Pupil Referral Units will not be used as long-term substitutes for mainstream or special school provision for pupils with additional support needs; the council is reviewing the designation of two of the PRU's across the district. This is being reviewed in light of the current cohort of children and young people occupying a primary and secondary PRU who all have EHCP's. In general, the function of a Pupil Referral Unit will be to provide short-term provision while preparing children for a return to mainstream education or, more exceptionally, to support a child through SEND assessment or reassessment prior to eventual placement in a special school. For some children in Key Stage 4 however, Pupil Referral Units will provide support from the point of admission to the conclusion of compulsory education at 16.

The Council believes that in placing a pupil in a PRU consideration should be given to a central, accessible location which minimises daily travel, particularly of primary aged children.

3.13 Triggers for change

The Council keeps all educational provision that it has responsibility for in Bradford under constant review. A variety of factors may lead to the Council making proposals for changes in provision. As the list below indicates, the supply and demand of places is only one of the factors that the Council will consider.

- Rises and falls in the child population and/or the continuing demand for places in an area
- The opportunity to make new and positive educational developments
- The opportunity to regularise local arrangements to accord with general Bradford arrangements
- Action to address institutions that are failing or at risk of failing
- Working with institutions that can be shown to be adding to the educational achievement of pupils
- Findings by Ofsted on the quality of the institution
- The popularity of the institution with local residents and wider user groups
- The prospects for the institution of remaining or becoming viable in terms of numbers of children admitted
- Indicators that the institution has a good understanding of the challenges it faces and the ability and determination to tackle these challenges
- Condition of existing buildings and sites

The Council operates a robust system to monitor schools' standards, achievement and the quality of provision. This is based on a process of school prioritisation which enables the Council's resources, which are available for monitoring, supporting, challenging and, if necessary, intervention, to be directed at those schools at the greatest risk of failing the children and young people educated in them and with the greatest needs. Regular Ofsted inspections of schools provide an external view of the performance of schools. The Council has statutory powers of intervention, that it won't hesitate to use, should any school be delivering an inadequate education and is not taking appropriate steps to rectify this situation.

Proposals to change any provision will conform to the principles stated earlier in this document. However, when considering any such change the long-term interests of the District will take precedence over short term difficulties and disruption.

3.14 How change is managed

The duty to decide on the majority of statutory proposals with respect to school organisation (e.g. closing or expanding schools) falls to the Council. Some decisions are also taken by the Schools Adjudicator or by Schools Governing Bodies. Academy conversions can be instigated by the School Governing Bodies, Trusts or the DfE.

The Council cannot open new schools, applications to open a new (Free) school are made through the DfE, details can be found on their website. A business case to open a school can be made by a sponsor.

4. How the supply of places in the District is managed

The supply of education places required across the District is managed according to the age range of the children. It is therefore important to understand how forecasts or projections (both terms are used synonymously throughout) are created for the supply of education places required over time. Demand for early years and childcare places fluctuate according to employment trends as well as population trends. The difficulty of managing the supply of places is compounded by the fact that the number of children eligible for free nursery education rises by almost 60% over the course of a school year. Private and voluntary sector provision provides much of the flexibility needed to meet demand. The Council seeks to influence market development within the private and voluntary sector by the provision of information which highlights gaps and also areas of possible over-supply across the District. The Childcare Sufficiency Assessment uses current and historic information regarding the availability and take up of places by different age ranges, rather than a forecasting approach.

Post-16 education is planned through a similar needs analysis or Statement of Need. The 2018 Statement will be published in the autumn term on the Council website.

For school aged children (4 to 16) the Council works with schools and governing bodies to address school place supply or demand issues in the shorter and longer term. The information below refers to how we plan places for school age children.

4.1 Overview of Bradford District Forecasting Methodology

The Council collects data on the past and present uptake of places in all schools in the District. This information is used together with other sources of data, principally Health Authority and housing data, to predict the future need for school places across the District. This is what is referred to as pupil 'projections' or pupil 'forecasts'.

The Bradford District covers a large area and is a mixture of rural and urban centres. In order to carry out pupil forecasts effectively it must split up the District into smaller areas. For primary aged children 'primary school planning areas' (26) are used and for secondary aged children where schools usually admit children from a wider area 'secondary school planning areas' (8) are used.

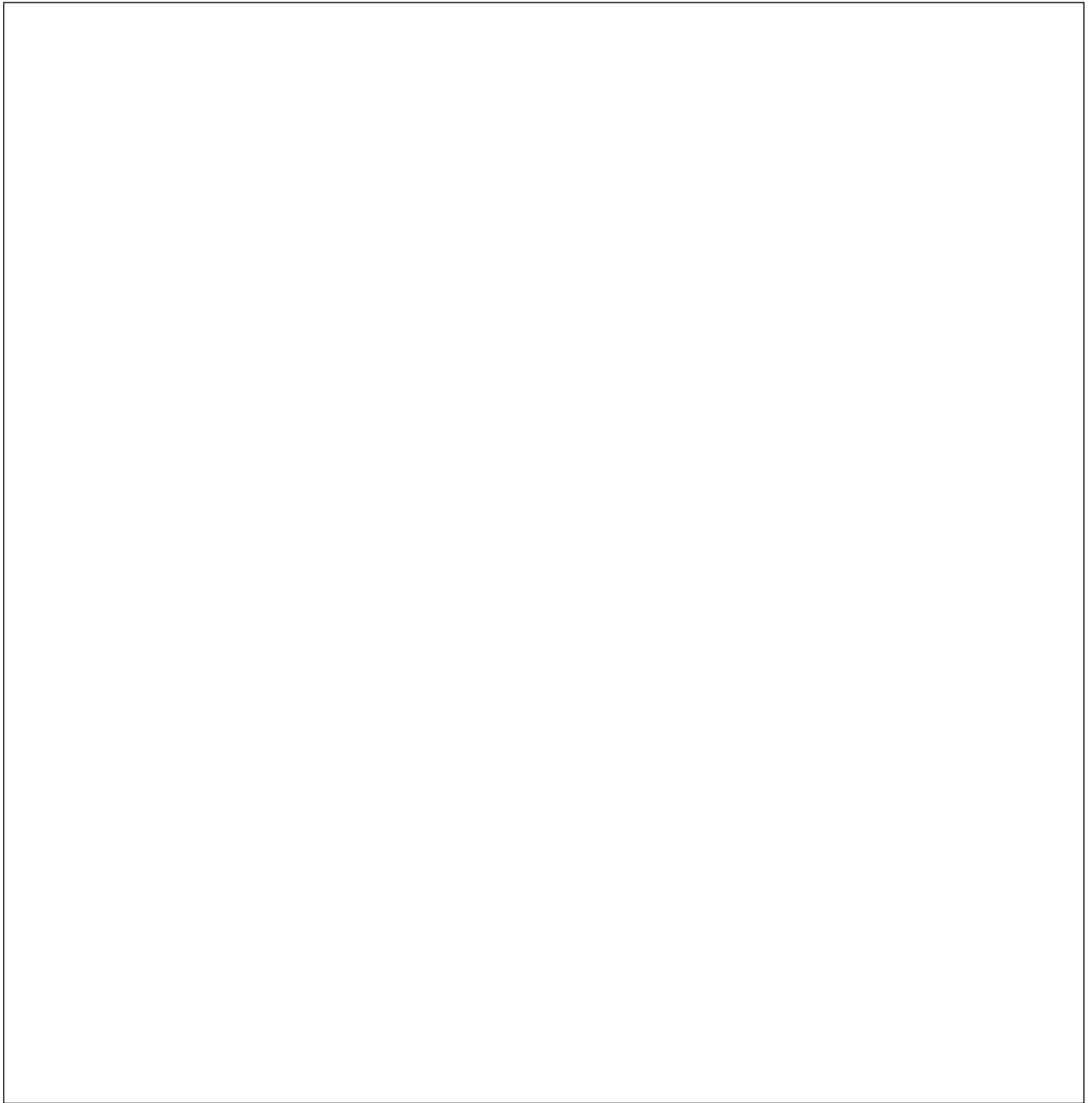
Primary school planning areas are typically made up of between 3 and 10 schools. They vary in size depending on the rural or urban nature of the area with rural areas generally having bigger planning areas. The sizes of the planning areas are also dependent on where children live and where they are likely to attend schools. Other factors are taken into account when determining the areas e.g. major roads which are difficult to cross, adjacent to moor land with little access (natural topography).

Secondary school planning areas are based loosely on geographical areas. They were originally set up as schools that worked together in some cases sharing resources, however this has now changed particularly as some have converted to Academy status or have had new builds through the former Building Schools for the Future (BSF) programme.

Specialist provision is not planned using areas in the same way because they do not correspond as closely to demographic change given the specialised nature of the need. However, since 2017 a new Special School forecast has been produced using knowledge of historic trends, retention rates of pupil movement, taking into account the increase in referrals for assessment. ARCs and DSPs in mainstream schools are also able to offer additional specialist provision.

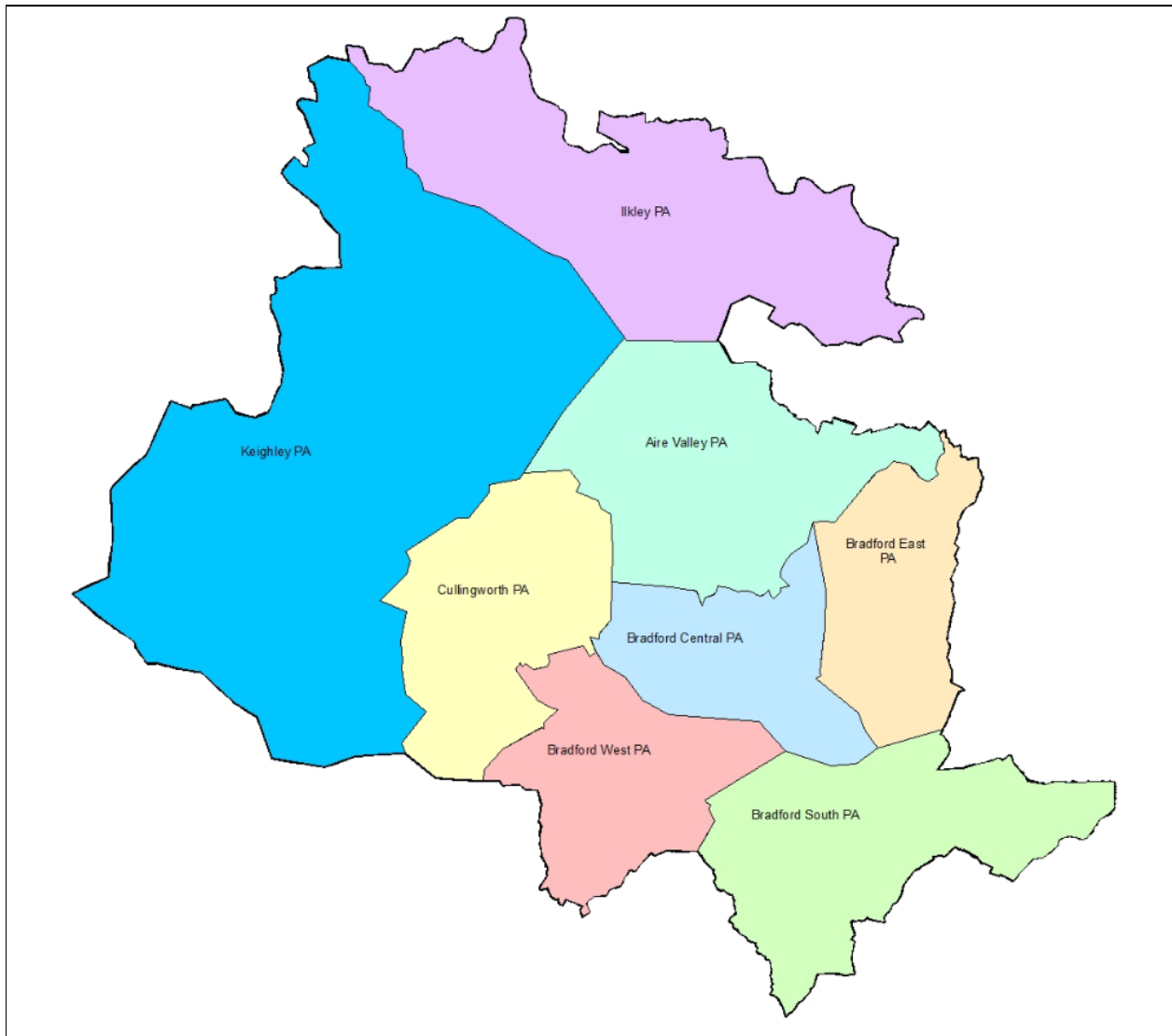
Any decisions on changes to mainstream school provision such as the expansion or contraction of schools are taken within the context of these 'primary school planning areas' or 'secondary school planning areas'. For special schools, following confirmation of an increase in numbers of pupils with additional needs, an interim programme has been implemented to increase the number of places. A Free School has been approved by ESFA which will provide 72 places.

Bradford District Primary School Planning Areas



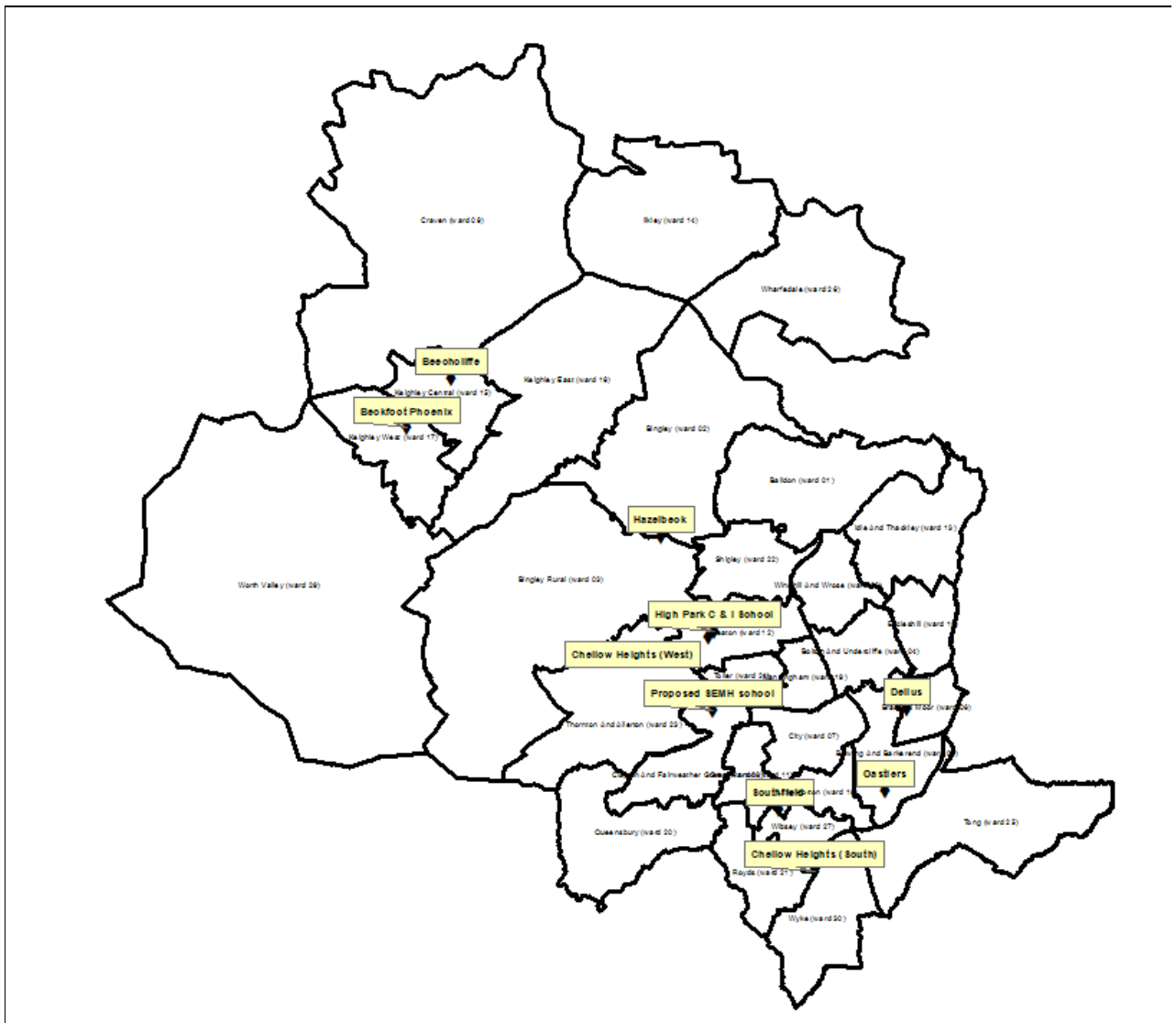
For a list of schools in each of the 'primary school planning areas' please refer to Appendix A

Bradford District Secondary School Planning Areas



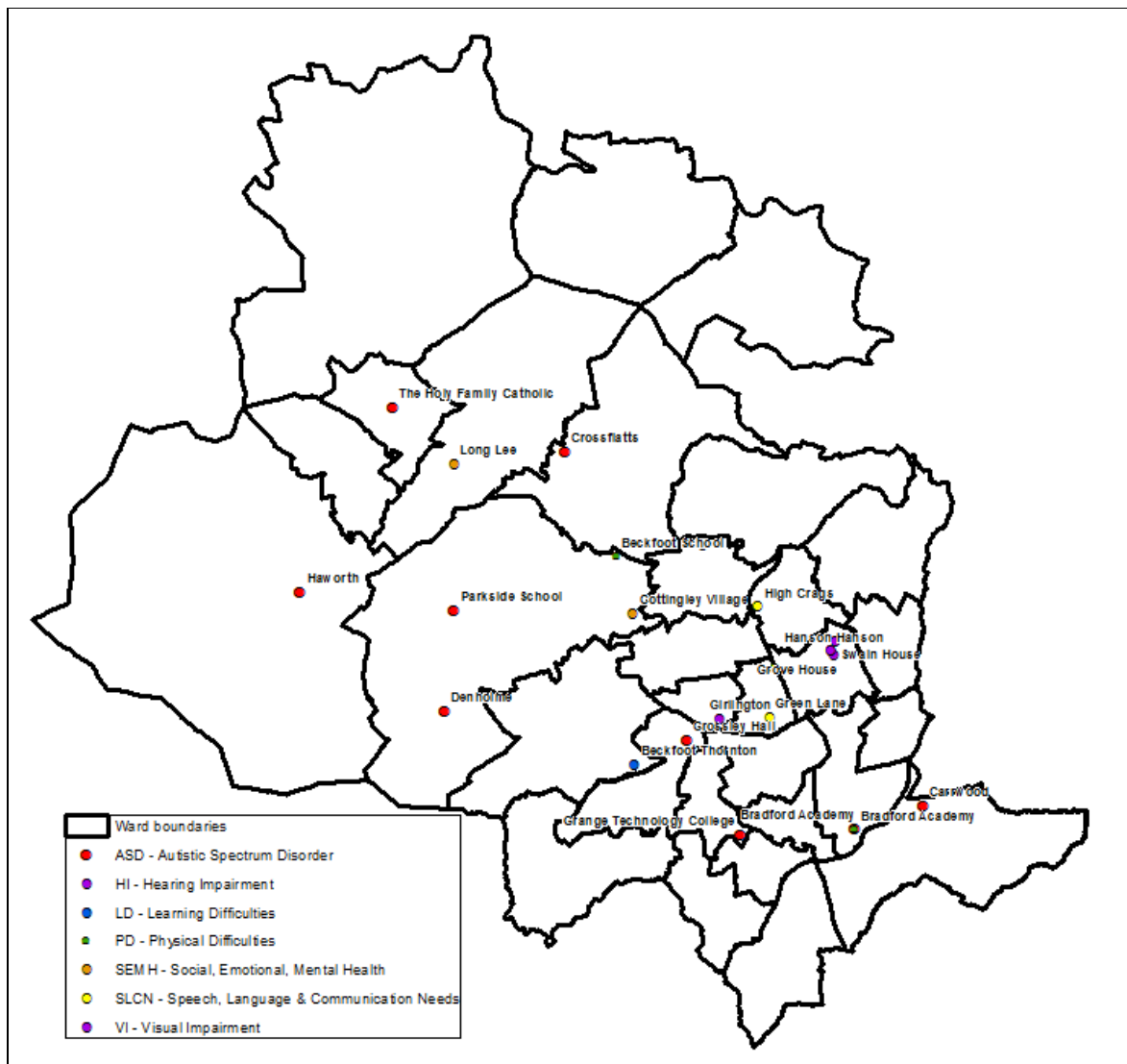
For a list of schools in each of the 'secondary school planning areas' please refer to Appendix B

Bradford District Special Schools



For a list of Special Schools please refer to Appendix C

Bradford District Mainstream Schools with an ARC or DSP



For a list of Mainstream Schools with an ARC or DSP please refer to Appendix D

When it comes to choosing a school for their child, parents/carers are under no obligation to select their closest school and can apply for schools that may not even be in their own District or a faith school in another area. Parents may also choose independent schooling for their child. As a result, there is no direct link between the number of children living in a particular 'primary school planning areas' or 'secondary school planning areas' and school places located there.

Past and present data on the number and addresses of pupils in schools is used to identify historic and current trends in patterns of movement and where children attend school. This analysis is applied to other data to forecast expected future patterns of demand. Nevertheless, most parents/carers of primary aged children will seek local schools for their children.

For secondary aged children parents/carers often seek a school place outside their own immediate area. Historic trends of children moving from primary to secondary school are therefore used to forecast expected future patterns of demand. The average number of children from outside the District that attend secondary schools within the District is also considered over a period of 3 years.

In both primary and secondary school selection parents/carers are required to complete an application and can state up to 5 school preferences which should be realistic in relation to accessing each school as places cannot be guaranteed. Further information is provided in the 'Guide for parents about admission arrangements booklets' which is also on the Council's website.

Much attention within this document is focused on the "starter" years in schools – 'Reception' (YR) for primary schools and 'Year 7' for secondary schools. These are often the largest year groups where there is an increasing school population. Moreover, they are the year groups that best reflect current parental attitudes to schools. Therefore projections or forecasts state how many children are predicted to require a school place in a given 'primary school planning area' or 'secondary school planning area'. This is evaluated against the number of available places there are in the planning areas. Action is then taken if the demand significantly outstrips the supply (or vice versa).

Health Authority registrations underpins all primary school forecasts. This data is now provided to the Council monthly and provides full details of children aged 0-18 in the District registered with the NHS. Only those registered at the time can be included and therefore any movement or new children moving into the District may not be included.

By comparing one year's data to the next any increases or decreases in the size of age groups over time can be identified and provides information on the number of children that may require school places in the future.

Although there are different ways by which the future need for school places can be estimated, the forecast methodology used identifies:

- the pattern of how numbers of children aged under 5 registered with the NHS in a 'primary school planning area' turn into numbers of reception pupils in that area.
- the pattern of how percentages of pupil attending each primary school pupils transfer to individual secondary schools.

There are four key reasons this methodology is used:

- good data in the relevant areas from the NHS;
- good data for those attending primary and secondary schools in each of the areas from national census data submitted by each school;

- the areas used are large enough not to be too influenced by short-term or very local peaks and troughs, but small enough not to rely on wholly inaccessible provision to meet local needs;
- able to make year on year comparisons to avoid discrepancies and make allowances or find reasons for sudden changes by local and central knowledge of each school.

As well as Health data there are a number of different factors that will influence the number of children in an area that turn into numbers of pupils. The level of new housing, inward and outward migration, popularity, Ofsted reports, movement between Councils mainly on the borders and the take up of places at independent schools are all examples. Where possible these factors are accounted for in the methodology.

4.2 The Impact of Housing

New housing developments usually result in an increase in the number of pupils that need to be placed in schools. When projecting pupil numbers data from housing applications is used as it is currently difficult to assess completion dates. Assumptions are made that the new homes will gradually become occupied over a 4 year period beginning in the following academic year.

The effects of new housing are:

- Families that move into housing developments in a new area are likely to wish to enrol their children into a school. This may result in a short-term increase in the numbers of pupils on roll in schools, across all years, provided places are available. Note that in a number of cases where local school places are unavailable children may be allocated to schools some distance away and this may lead to appeals being made.
- Couples often move into new homes to start a family, and are likely to apply for a place in a school once they reach Reception age. This will result in an increase in pupils entering Reception in future years. Planning applications and housing data are closely monitored in all areas across the District. Section 106 requests were previously submitted where it was felt that additional homes would cause a shortfall in available school places.
- The Community Infrastructure Levy (CIL) was introduced in July 2017, the Council are no longer able to request direct contributions however in some areas of the district (see Local Plan) a levy applies for overall infrastructure enhancement. Decisions on the distribution of these funds will be made by the Executive.
- Calculations of the number of additional children requiring school places from new housing developments are dependent on the area. A formula is used to calculate the likely number of additional children who might come to live in these developments. When the developments are completed checks are made to identify the actual number of children and any changes over time are fed back into future calculations.

4.3 Impact of the economy

Economic instability can lead to a reduction in the use of independent education and therefore an increased call for places in local state schools. This appears likely to have the greatest impact where the use of independent education is relatively high e.g. the Ilkley area of the District.

Recession can also influence housing developments. Families may sell their houses to downsize or move into other areas and the birth rates of given areas may change (including inward and outward migration factors). During the recent recession a number of housing developments were delayed or halted and it has therefore been difficult to include numbers of additional places required into the forecast. There now appears to be a change in the building industry, developments have been re-started and there has been an upturn in the number of completions. Information on the sites and potential numbers of children is shown for each planning area in section 6.

4.4 Forecasting Primary age pupils using ‘primary school planning areas’

In the primary sector, forecasts are made for primary school planning areas as identified earlier. Note that Catholic primary schools normally serve a wider area than a primary school planning area.

Although planning areas were established to best fit where children live and are likely to attend school through historical and demographic trends, this is not always the case. Often parental preferences are made for what is perceived as ‘better’ or more popular schools, ease of access or where they are able to make childcare arrangements to fit in with their everyday lives. Part of the forecasting process factors in applications and movement between planning areas.

The January DfE National School Census of pupils in all schools is used for forecasting purposes. Data from Academies and Free schools is also provided. Once available this data provides the Council with an up to date picture of the pupils at each school on the census day. For each primary school planning area the postcodes of reception children attending schools in the planning area are plotted on maps to identify in which planning area they actually reside. Tables are also produced for each planning area by year group showing the number of children attending schools. This data is then weighted and applied to the Child Health data to predict future numbers of places likely to be required in each planning area over a four year period.

Estimates of the likely impact on these numbers due to planned housing developments are then added to these numbers. It is however difficult to assess exactly when homes may be completed, sold and occupied. An assumption is therefore made that the new homes will be occupied over a 4 year period beginning in the following academic year. Assumptions are also made that the ages of the children are spread across the national curriculum age groups, although weighted to the lower year groups.

Within the Bradford District there are large variations in the mobility of children between schools within the District and other Councils. As many of our primary schools are currently mainly full, places that become available are filled by children from waiting lists or moving into the District.

4.5 Forecasting secondary age pupils using ‘secondary school planning areas’

In general, families are more willing for children to travel further for secondary education than for primary education given the choice of schools available which include single gender and faith schools.

Analysis of historic trends of children transferring from primary to secondary school is key to the forecasting of future cohorts seeking year 7 places.

Information on the numbers of children from each primary school transferring to each secondary school is monitored and maintained. This includes children from private, independent schools and from children living across the borders in other Councils.

To estimate the number of children expected to transfer to each secondary school the Council uses a weighted average from each primary school applied to each year group (year 6 downwards). The Council calculates the percentage and number from each school that are likely to transfer to year 7 in each secondary school over a 7 year period using the number in each year group from the January census.

For Private, Independent and out of District children the Council uses a 3 year average, although details from these are changing for a variety of reasons, i.e. the recession and where populations are increasing in other Local Authorities.

The Council also considers the number of children who apply for schools out of the District particularly where this is the normal pattern transfer e.g. primary aged children living in Silsden are traditionally served by South Craven School in North Yorkshire.

4.6 Forecasting places for pupils with Special Educational Needs and Disabilities

Pupils attending Special Schools are those with Education, Health and Care Plans following a referral and assessment to determine the most suitable setting to meet their needs.

Historic trends and actual numbers of pupils attending special schools using Census data is primarily used in addition to information obtained from the SEND Department.

For children starting primary special school, detailed data is provided and many children are identified in Early Years settings as needing specialist provision.

For pupils moving to secondary special school, early assessments are carried out whilst in year 5 and 6 to determine the most suitable placement. This information is used as part of the forecasting process.

For future year forecasts, a formula is used which calculates the expected percentage and number of pupils for each school.

4.7 Impact of Free Schools

Any "suitable sponsor" can apply to the Secretary of State for Education for approval to open a free school including private businesses, academy chains, parents, teachers, other schools, universities and faith groups and do not need Council support to open.

The Council needs to assess the effects of new free schools on existing schools. Any new school will have an impact on which children are able to gain a place in surrounding schools. Free schools are included in planning areas, however the methodology for forecasting the number of pupils for each school changes as additional schools are added and in some cases this results in established schools taking children from a wider or different area.

Some free schools have opened in areas where there are already surplus school places or existing plans for the expansion of established schools. This can create further surplus resulting in schools with unfilled places.

4.8 Understanding the forecasts for school places in your area

The following sections of this document describe the current pupil numbers and school place numbers in each of the primary school planning areas and secondary school planning areas within the Bradford District. They set out projections for how pupil numbers will change and what general changes in school organisation and the Published Admission Numbers (PAN) are needed to meet the changing pupil population.

This information will also be of interest to school governors, head teachers and parents/pupils. The analysis is presented in 26 sections for primary schools and 8 sections for secondary schools. Analysis for Special Schools, ARCs and DSPs is also provided.

Section 5 gives an overview of births and their possible impact on schools places across the whole of the Bradford District, and an overview of the transferring numbers from primary to secondary schools. The remaining sections are split into primary school planning areas, secondary school planning areas and provision for SEND, and cover the key issues with respect to the supply and demand of school places.

When looking at the projections in each of the subsequent sections it is important to understand that these figures are not statements of fact. It is also important to note that whilst the Council will seek to meet parental preferences, projections are primarily concerned with the number of available school places in the District. It may be the case that there are some schools in an area that are consistently oversubscribed due to parental preferences. This may give the impression that there is a shortage of school places in this area. However, parental preferences give a view on where parents would prefer their children to go to school not whether there is a shortage of school places in an area.

It is the number of spare reception places in an area against the number of children that are seeking to start school that is the principal factor that the Council seeks to predict and respond to. The tables in sections 6-39 only give an aggregated assessment of need for places across the District. The actual need for these places may be distributed evenly across all localities in the District or they may be concentrated in a particular area. To enable the Council to meet the demand for places of families moving into the District and the amount of mobility the aim is to have some spare capacity of around 5% to ensure that children are placed into schools as soon as possible. This would ideally be in each primary school planning area and secondary school planning area.

5 Bradford District Overview

5.1 Population in the Bradford District

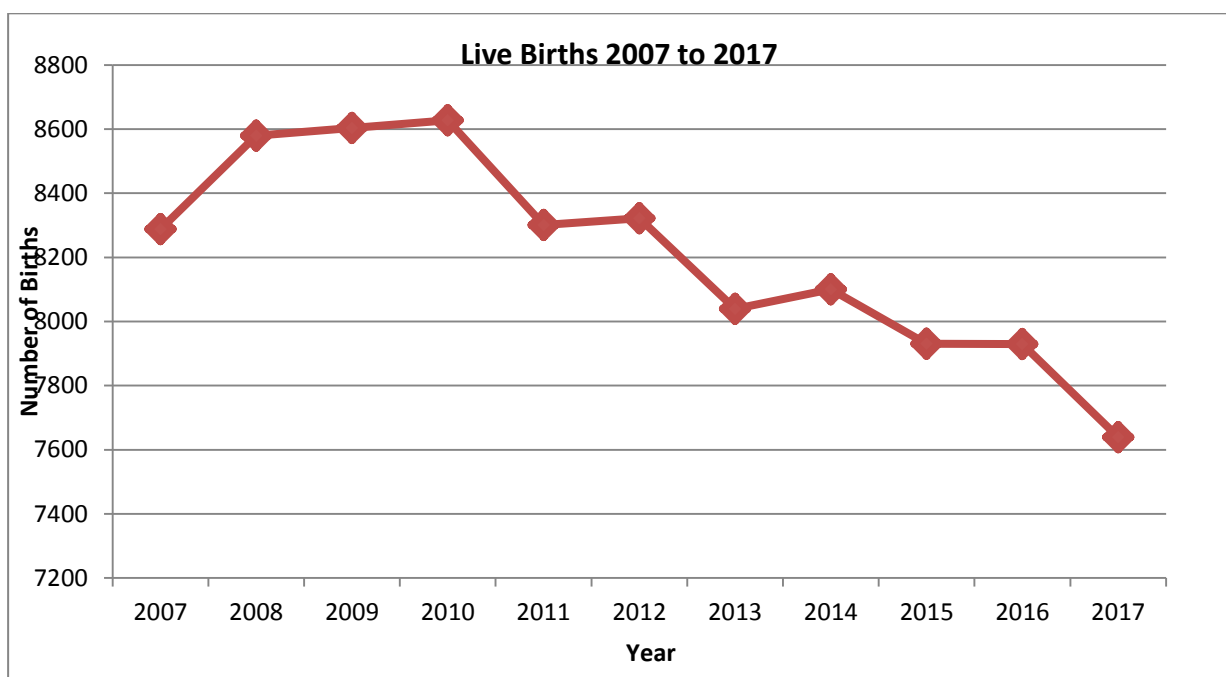
The population of Bradford District has increased from 457,344 in 1991 to approx. 532,539 in mid-2016 , an increase of 75,195 (16.4%). Projections produced by the ONS show they estimate that by 2041 the population will have increased to 552,300, an increase of 20.8% since 1991. The overall projection has been revised by the ONS showing a reduction in a previously predicted number of 598,000 down to 579,000 in 2037. *Source: 2016-based Subnational Population Projections, ONS.*

The District covers a large area and is a mixture of rural and urban centres which includes towns such as Ilkley, Keighley, Bingley, Shipley and Queensbury plus Bradford itself. ONS regional trends show that Bradford has some of the highest levels of deprivation and that infant mortality although reducing is higher than the national average. Life expectancy in Bradford is slightly lower than other parts of the District. The fertility rate for Bradford in 2017 was 2.16 compared to the national average of 1.81 and Leeds 1.72. The general fertility number per 1,000 women aged between 15-44 is 75.2 in Bradford compared with 65.4 for both West Yorkshire and 62.5 for England. *Source: 2016 Birth Summary Tables, ONS.*

5.2 Bradford District Births

Live birth data is provided by the ONS, the latest data currently available is from 2005 to 2015 and shows a steady increase in the number of births up to 2010 across the District as shown in the table and graph below. There appears to have been a significant increase of almost 600 between 2005 and 2009 and peaking at 8627 in 2010. The numbers of births appear to have reduced significantly in 2011 levelling off, reducing further in 2013 but a slight increase in 2014 to 8,100 before reducing again in 2015 to 7931.

Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Live Births	8288	8580	8603	8627	8301	8322	8039	8100	7931	7930	7639



It is not possible to provide births by primary school planning area for previous years as a different process was used prior to 2010 however the number of reception children attending schools within each primary school planning areas over time is shown in the table below:

Planning Area	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Bingley/Keighley	139	144	149	144	147	152	153	146	149	146
Bingley 1	238	259	241	239	271	251	301	285	273	268
Bingley 2	148	142	139	151	160	147	163	165	146	147
Keighley 1	346	350	348	359	361	365	385	372	355	343
Keighley 2	379	391	394	414	409	394	430	410	424	417
North East 1	319	340	258	361	384	364	407	390	413	397
North East 2	327	319	318	322	325	329	411	330	333	335
North East 3	650	675	730	716	716	716	640	780	676	674
North West 1	78	98	105	95	104	105	105	92	104	100
North West 2	210	221	225	223	225	296	284	314	258	256
North West 3	257	282	300	288	297	329	298	339	325	309
North West 4	290	315	322	316	359	317	304	330	273	271
North West 5	473	505	502	499	501	486	473	494	466	456
Queensbury	123	121	123	120	123	123	121	118	120	122
Shipley 1	146	149	168	160	169	165	166	165	160	162
Shipley 2	144	150	151	150	150	165	174	160	167	159
Shipley 3	163	169	164	191	195	192	186	192	197	202
South Craven	136	144	149	146	150	142	164	165	164	155
South East 1	360	410	416	434	415	439	439	455	412	399
South West 1	190	195	209	192	226	203	223	225	201	206
South West 2	306	288	321	305	329	310	285	331	327	321
South West 3	225	243	285	271	275	271	276	298	275	286
South West 4	539	578	605	596	638	700	656	684	639	645
South West 5	345	376	398	423	418	450	424	420	401	408
West 1	122	119	119	123	121	115	122	120	120	116
Wharfe Valley	303	333	316	342	335	337	400	345	317	318
Total	6956	7316	7455	7580	7803	7863	7990	8125	7695	7618

Based on January school census data.

Note some planning areas have been affected by schools moving between area, reorganisation and the establishment of new schools or all through schools. The intake into reception classes in primary schools during this period increased by 1,169 to 2016 but now appears to be reducing with 507 less between 2016 and 2018.

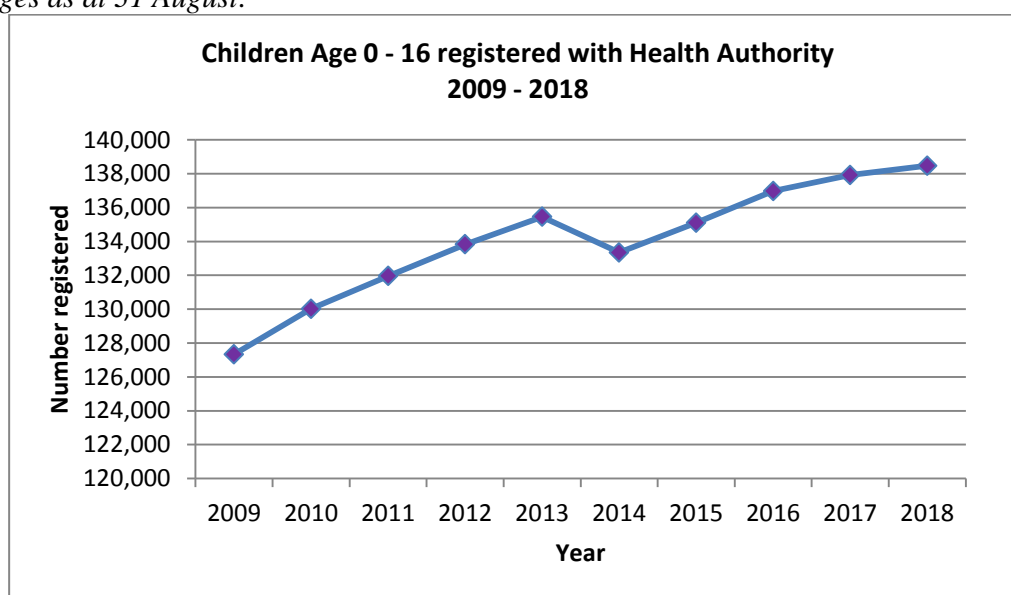
5.3 Children Registered with the Health Authority Living in the Bradford District

Information provided by the Child Health Unit of the NHS identifying all children living within the Bradford District is crucial to primary school forecasting. The data is provided 3 times a year, in September, January and April. This is analysed by age group and compared with the data from previous years.

In the last 8 years the numbers in many cohorts have increased indicating an inward migration of children as well as an increase in the birth rate. Between 2008 and 2017 the number of registered children aged 0 – 16 increased by over 13,000.

Year	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Age 0 - 16	127,337	130,015	131,952	133,828	135,459	133,351	135,106	136,974	137,920	138,470

Ages as at 31 August.



Primary Schools:

The changes in each cohort for children aged 1 – 10 can be seen in the following table, with the change in actual numbers between 2009 and 2018 shown in the final line. Note that for age 0 the figures are not full years until 2014.

	Ages as at 31st August											Total
	0	1	2	3	4	5	6	7	8	9	10	
2009	6745*	8430	8302	8350	8169	7803	7604	7430	7207	7235	7275	77805
2010	7022*	8521	8562	8390	8413	8195	7816	7687	7510	7252	7282	79628
2011	8309*	8540	8535	8445	8338	8278	8071	7762	7663	7430	7218	80280
2012	8084*	8441	8630	8618	8567	8270	8340	8028	7850	7688	7558	81990
2013	8073*	8283	8332	8664	8689	8607	8327	8364	8121	7776	7787	82950
2014	8011	8215	8266	8616	8596	8509	8221	8257	7987	7639	7660	89977
2015	8082	8080	8226	8298	8763	8631	8529	8263	8294	8024	7671	90861
2016	8117	8214	8217	8408	8481	8771	8694	8571	8235	8303	8020	92031
2017	8078	8117	8247	8183	8389	8439	8743	8697	8582	8336	8360	92171
2018	7745	8136	8227	8326	8348	8494	8667	8842	8746	8701	8407	92639
Change since age 1			110	112	268	279	384	401	206	180	-23	-
Number of years			1	2	3	4	5	6	7	8	9	-

* part year only

For example, the cohort of 1 year olds in 2009 was 8430. When the children in this cohort were 2 years old (in 2010) the number had increased to 8562. By the time the children in the cohort were 10 year olds (in 2018) the number had changed to 8407, an overall reduction of 23 with fluctuation over the years.

Secondary Schools:

For Secondary school aged children the total numbers provided by the Health Authority have risen steadily from 2009 with a slight drop recorded in 2011. Further increases until 2013 was followed by a significant reduction of over 1000 pupils in 2014 before a further increase recorded each year since then.

Year	Ages as at 31st August						Total
	11	12	13	14	15	16	
2009	7130	7187	6969	7147	7185	7169	42787
2010	7351	7268	7237	7022	7198	7289	43365
2011	7307	7439	7229	7200	7004	7184	43363
2012	7257	7365	7528	7276	7218	7110	43754
2013	7594	7425	7494	7520	7297	7106	44436
2014	7446	7249	7308	7346	7117	6908	43374
2015	7745	7515	7269	7310	7318	7088	44245
2016	7787	7718	7586	7235	7304	7313	44943
2017	8097	7837	7739	7528	7271	7309	45781
2018	8444	8173	7849	7787	7555	7302	47110
Change since age 11		76	62	42	109	-292	-
Number of years		1	2	3	4	5	-

5.4 Anticipated housing increases

There are many factors which need to be considered when projecting the need for school places. These include the arrival of economic migrants from other countries and other parts of this country, and asylum seekers and young people moving into the District through new housing developments. Through the Local Plan there are plans for a significant number of additional homes across the District which must be factored in to future forecasts. Planning applications for housing developments are routinely monitored, once approved could lead to an increase in the population and the need for additional school places which is built in to the forecasts.

5.5 Current Capacity and forecast numbers for maintained schools to 2022 (September)

Through the analysis of information on births, housing, historic numbers on roll and admissions it is possible to forecast the need for school places in Bradford District in the future. The tables below indicate the current capacity in schools and the projected/forecast number of pupils up to 2022 (with anticipated housing). The capacity data is based on the latest available information provided by school net capacity assessments or funding agreements for academies and free schools.

Whilst this provides a useful insight, the figures mask the demand and supply issues that exist for different age ranges, i.e. in year applications for additional pupils moving into and around the District.

For example, if there is a shortage of reception places but an oversupply of year 4 places, then additional provision will still be required for children entering the schools system. Furthermore, if there is a large oversupply in the north of the District but an under supply in the south, additional provision may still be required even though when aggregated across the district as a whole there is enough capacity. As such the table below is an indicative way of assessing supply and demand. Later sections of this document go into supply and demand issues in more detail for individual primary school planning areas, secondary school planning areas and special school provision.

Primary school planning areas

Planning Areas:							
Planning Areas:	PAN 2018	Capacity 2018	2018/19	2019/20	2020/21	2021/22	2022/23
Bingley 1	285	1995	1883	1878	1885	1868	1873
Bingley 2	165	1152	1055	1064	1073	1055	1021
Bingley/Keighley	150	1023	1005	1003	1003	972	960
Keighley 1	375	2731	2465	2444	2408	2377	2323
Keighley 2	443	3085	2807	2765	2784	2749	2721
NE1	420	2935	2692	2718	2775	2786	2818
NE2	360	2301	2322	2354	2393	2423	2449
NE3	780	5460	5129	5168	5162	5167	5208
NW1	105	733	682	674	673	675	690
NW2	315	2200	1892	1949	1965	1923	1871
NW3	352	2446	2290	2234	2224	2227	2231
NW4	330	2310	2144	2116	2101	2100	2095
NW5	510	3570	3409	3416	3434	3460	3490
Queensbury	120	839	845	834	828	822	819
SE1	470	3191	2920	2940	2883	2823	2760
Shipley 1	168	1176	1144	1178	1213	1262	1302
Shipley 2	180	1256	1180	1183	1189	1201	1203
Shipley 3	195	1364	1300	1292	1307	1305	1304
South Craven	165	1115	1070	1080	1107	1099	1085
SW1	225	1571	1538	1538	1560	1557	1541
SW2	330	2304	2275	2275	2239	2174	2107
SW3	300	2098	1961	1964	1974	1980	1971
SW4	760	5493	4977	4941	4911	4801	4706
SW5	420	2960	2955	2963	2944	2895	2856
West 1	120	825	828	830	831	829	827
Wharfe Valley	360	2550	2424	2425	2368	2340	2347
Total	8403	58683	55192	55226	55233	54870	54578

Based on September intakes.

The continuing expansion programme has to date increased the previous total capacity from 49550 in 2010 to 58683 in 2018. Individual planning areas do however show that there could be a shortfall of places in some planning areas, e.g. North East 2, due to large housing development approvals, and a small shortfall in West 1 although places may be available in adjoining areas.

Secondary school planning areas

Secondary capacity is more difficult to assess due to the number of Academies where the LA no longer has access to full data. Forecasts are produced up to 2023 (September) for secondary schools.

Planning Area	PAN	Capacity	2018	2019	2020	2021	2022	2023	2024
Aire Valley	990	6030	5692	5736	5812	5858	5926	5898	5882
Bradford Central	1318	8334	7999	8279	8513	8745	8887	8853	8659
Bradford East	1215	6984	6606	6641	6810	6969	7047	7038	6981
Bradford South	1655	9723	8323	8594	8757	8898	8935	8926	8850
Bradford West	660	3758	3199	3225	3233	3269	3283	3249	3215
Cullingworth	210	1300	1046	1079	1114	1151	1167	1176	1177
Ilkley	300	1558	1746	1786	1867	1916	1976	1965	1932
Keighley	645	3861	3169	3225	3308	3403	3450	3414	3394
Total	6993	41548	37780	38565	39414	40209	40671	40519	40090

Note that capacity figures for free schools Bradford Forster, Dixons McMillan and Trinity Academies are included. The figures therefore appear to be high although currently school places are not available. Capacity includes all teaching spaces including post 16 provision. As shown in the table the current overall capacity of 41,548 which appears to be sufficient, however this might not be the case for all individual planning areas.

5.6 Current Capacity and Forecast numbers for Special Schools to 2022 (September)

Currently there are 8 special schools across the District these include primary, secondary and all through schools. Some are generic but we also have High Park which caters specifically for pupils with Autism (ASD) and Speech, Language and Communication Needs (SLCN) plus Oastlers which caters for pupils with Social, Emotional and Mental Health needs (SEMH). Due to the increasing demand for places, 2 of the Districts Pupil Referral Units (PRUs) are currently meeting the needs of a significant number of pupils with Special Educational Needs and Disabilities (SEND).

In addition, a number of primary and secondary mainstream schools meet the needs of pupils with SEND in Designated Specialist Provision (DSPs) or Additionally Resourced Centres (ARCs).

Special School pupils including the 2 PRUs

Type	Current pupils	Funded places*	2018	2019	2020	2021	2022
Primary Provision	575	552	534	551	553	533	539
Secondary Provision	745	713	777	815	859	881	889
Total	1320	1265	1311	1366	1412	1414	1428

**The funded places includes the temporary increases approved in April 2018 but does not include PRU places.*

The ESFA has approved the opening of a Free School which will cater for up to 72 pupils with SEMH. This is currently at the competition stage awaiting sponsorship agreement.

5.7 Accuracy of Forecasts

School forecasts are produced using the Health Authority data for each primary school planning area can be compared with actual numbers of children in schools. However not all children registered with the Health Authority within the Bradford District will attend a maintained school or Academy. In general around 96% of the numbers known to the Health Authority are placed in Bradford District Primary Schools, with a slightly lower percentage for Secondary Schools. To ensure the forecast process is as accurate as possible and includes demographic changes and other criteria such as housing changes, comparisons are made year on year.

5.8 Comparing previously forecast figures with actuals:

Primary Schools:

Overall pupil numbers	Predicted numbers in 2016/17	Actual Nos. January 2018 Census	Difference	% Difference
Planning Area	2017/18	2017/18	2017/18	2017/18
Bingley/Keighley	1020	1005	-15	-1.47%
Bingley 1	1867	1853	-14	-0.75%
Bingley 2	1053	1049	-4	-0.38%
Keighley 1	2527	2474	-53	-2.10%
Keighley 2	2850	2825	-25	-0.88%
North East 1	2708	2672	-36	-1.33%
North East 2	2304	2303	-1	-0.04%
North East 3	5076	5118	42	0.83%
North West 1	699	732	33	4.72%
North West 2	1848	1833	-15	-0.81%
North West 3	2266	2306	40	1.77%
North West 4	2149	2135	-14	-0.65%
North West 5	3435	3434	-1	-0.03%
Queensbury	850	846	-4	-0.47%
Shipley 1	1133	1139	6	0.53%
Shipley 2	1153	1165	12	1.04%
Shipley 3	1345	1312	-33	-2.45%
South Craven	1083	1070	-13	-1.20%
South East 1	3007	2937	-70	-2.33%
South West 1	1497	1519	22	1.47%
South West 2	2273	2275	2	0.09%
South West 3	1951	1957	6	0.31%
South West 4	4920	4941	21	0.43%
South West 5	2931	2958	27	0.92%
West 1	844	827	-17	-2.01%
Wharfe Valley	2450	2451	1	0.04%
Total	55239	55136	-103	-0.19%

Include primary pupils in all through schools.

Secondary Schools:

Forecasts for pupils aged 11 – 16 produced using the percentage feeder system from primary schools are also be compared for accuracy in the 8 planning areas

Overall pupil numbers	Predicted numbers in 2016/17	Actual Nos. January 2017 Census	Difference	% Difference
Secondary	2017/18	2017/18	2017/18	2017/18
Aire Valley	4748	4723	-25	-0.53%
Bradford Central	6482	6437	-45	-0.69%
Bradford East	5550	5601	51	0.92%
Bradford South	7245	7175	-70	-0.97%
Bradford West	3074	3022	-52	-1.69%
Cullingworth	901	901	0	0.00%
Ilkley	1308	1298	-10	-0.76%
Keighley	2728	2749	21	0.77%
Total	32036	31906	-130	-0.41%

Based on January 2018 census

Includes secondary aged pupils in all through schools.

The Education and Skills Funding Agency/DfE have approved 4 free school proposals. 2 are for sixth form colleges, one (Bronte Girls') is an 11 to 16 secondary school and the other (Eden Boys') an 11 to 18 faith school.

Bronte Girls' is expected to open on the former Future House site in September 2019, in Bradford Central planning area.

A site has not yet been agreed for Eden Boys'. We have however included both schools in the forecast for 2019 onwards. Once opened these new schools are likely affect the places and capacity in secondary schools across the District.

The review of sixth form provision is impacting on places across the District. A number of schools have already consulted to close the sixth form provision. Some of these schools have already or are likely to increase PAN to take up the spare capacity and try and ensure they are viable.

Special Schools

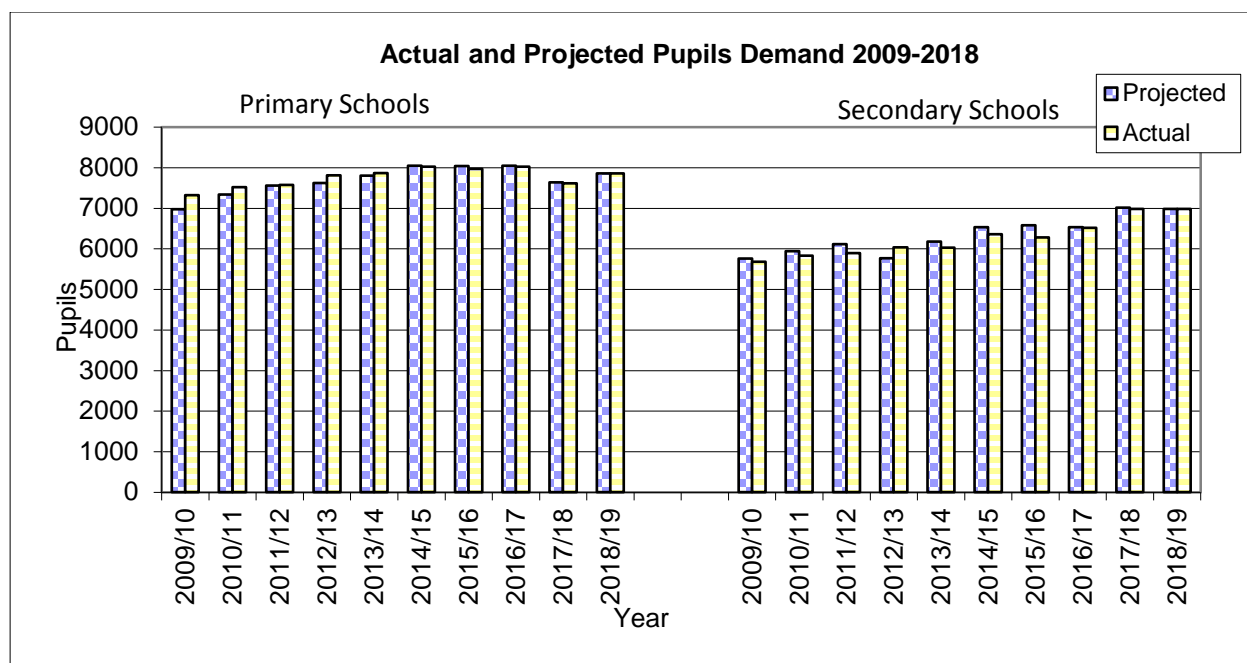
Due to the recent changes in forecast methodology and interim arrangements to provide additional places for SEND pupils, no comparisons are yet available.

5.9 Actual and Projected Pupil Demand

For entry into school we plan for additional reception places in primary schools and year 7 in secondary schools. The overall picture of supply and demand is represented in the table and graph below.

Year	Reception	Year 7
2009/10	7305	5682
2010/11	7504	5826
2011/12	7505	5896
2012/13	7785	6038
2013/14	7864	6029
2014/15	8025	6356
2015/16	7970	6283
2016/17	7757	6512
2017/18	7613	6805
2018/19	7861	6980
2019/20	7923	7063
2020/21	7928	7112
2021/22	7628	7211
2022/23	7626	7161
2023/24	n/a	6779
2024/25	n/a	6620

2018/19 onwards shows projected figures.



Sections 6 to 39 go into more detail of the projections for each primary school planning area, secondary school planning area and specialist provision.

6 Glossary

A glossary of terms used in this document

A Academies

Academies are publicly funded independent schools, for pupils of all abilities. Schools can apply to the Secretary of State to convert to an academy. Some academies will involve sponsors from business, faith or voluntary groups, working with central Government and local education partners.

Additionally Resourced Centre (ARC)

A small number of mainstream schools provide 'Additionally Resourced Centres' (ARC) for pupils with a sensory impairment. These schools have deaf children or children with a visual impairment on their roll but the support is provided by the Service for Deaf Children or the Service for Children with a Visual Impairment. These Services are centrally funded but the staff work full time in the schools. Children are supported in mainstream class or in smaller groups.

Admissions Authority

The admission authority is the authority that determines which criteria will be used if there are more applications than places. For community schools the admitting authority is the Local Education Authority. This accounts for the vast majority of schools. For all other schools the Governing Body is the admitting authority. This includes Voluntary Aided Schools, Voluntary Controlled Schools, Foundation Schools, and Academies.

All-through Schools

All-through schools teach pupils at the same school from the age of 3 up to 19, usually covering two stages of education within one establishment.

C Core Strategy

The Core Strategy is a key Development Plan Document (DPD) that will form part of the Local Plan for the Bradford District. It sets out the broad aims and objectives for sustainable development within the Bradford District for the next 15-20 years.

D Department of Education (DfE)

The government department responsible for schools, school organisation and planning.

Designated Specialist Provision (DSP)

A small number of mainstream schools provide special facilities for children who have SEND, called 'Designated Special Provision' (DSP). These schools employ specialist staff who can meet the needs of specific groups of pupils. The children are supported within the school wherever possible and they also receive intensive support in smaller groups when needed.

E Education and Skills Funding Agency (ESFA)

The Education and Skills Funding Agency and executive agency, sponsored by the DfE, accountable for funding education and training for children, young people and adults. This includes the direct funding of Academies and Free Schools and all 16–19 provision in maintained schools, further education colleges, sixth form colleges and independent provision.

Education Health and Care Plan (EHCP)

An education, health and care plan is for children and young people aged up to 25 who need more support than is available through special education need support. EHCPs identify educational, health and social need and set out the additional support to meet those needs.

Early Years Enhances Specialist Provision (EYESP)

A small number of nursery schools provide integrated early education for mainstream and SEND young children on the same site.

F Free school

A non-profit making independent state school funded directly by the DfE.

G Governing Body

All schools must have a governing body who take strategic responsibility for the school to ensure it delivers the highest possible standards.

I Independent School

A school funded and managed through its own means. These schools normally charge fees.

Industrial Centres of Excellence (ICE)

A 14-19 development based on enterprise skills, a business-led curriculum offer, project working and extended work placements.

L Lagged learner funding model

Funding for the current year will be derived directly from the volume of young people who attended the institution (post-16) the previous year.

LD

A term used to describe those with learning difficulties and/or disabilities which includes: MLD: Moderate Learning Difficulties, PMLD: Profound and Multiple Learning Difficulties, SLD: Severe Learning Difficulties, SpLD: Specific Learning Difficulties

M Mainstream

Schools that are maintained by the Council for the purposes of general admission, rather than special schools which are for children with specific needs.

Maintained Schools

Schools that are funded and supported by the Council. These include foundation schools, community schools, voluntary controlled schools and voluntary aided schools, special schools and some nurseries.

Mandatory

A legal requirement.

N Not in Education, Employment or Training (NEET)

A term used to describe a young person (aged 16-17) who is not in Education, Employment or Training

Non Maintained

A term used to group all education provision that is not part of the maintained sector (see above).

O Ofsted Category

Following an inspection, the Office for Standards in Education (Ofsted), allocates a category to a school. These are 'outstanding', 'good', 'requires improvement' and 'inadequate'.

P Parental Preference/Choice

Parents can state a preference and the admissions authority will try to meet that preference, but if there are more applications than places available it will not always be possible for a place to be obtained at their preferred school. Therefore, parents do not have a 'free choice'.

Pram Pushing Distance

Home is within 0.5 miles of the provision

Pupil Referral Unit (PRU)

A Pupil Referral Unit is an establishment maintained by a local authority which is specifically organised to provide education for children who are excluded, sick, or otherwise unable to attend a mainstream or special maintained school.

Published Admission Numbers (PANs)

The minimum number of school places that must be offered in each relevant age group in a school by the admissions authority.

PVI Settings

Private, voluntary or independent providers of pre-school education and child care

R Regional School's Commissioner (RSC)

Regional School Commissioner appointed in 8 regions preside over academies. Their powers are devolved from the Secretary of State and include:

- allowing schools to convert to academy status
- send out warning notices if academies perform below expectation
- decide on whether schools can expand or reduce their intake

S School Adjudicator

The school adjudicators' legal responsibilities include:

- ruling on objections to schools' or local authorities' admission arrangements, for pupils entering a school in the September of the year following the publication of the contested arrangements
- resolving local disputes regarding statutory proposals for school reorganisation
- making the final decision on building new schools when the local authority is either the sole bidder or part of a multi-bid 'competition' of bidders
- ruling on appeals from schools against a direction from a local authority for the school to admit a particular pupil
- ruling on appeals sought by either a school or local authority regarding the transfer and disposal of non-playing field land and assets when a school changes its status to become its own admissions authority.

Special Educational Needs and Disabilities (SEND)

Refers to pupils having some form of educational need, either as a result of a learning difficulty or disability that makes it harder for that child to learn or access education than for other children of the same age. SEND children receive additional support either from within the school or outside agencies.

Special Schools

Academies, Free Schools or Maintained schools provided by local authorities for children with a high level of special educational need or disability, usually those with an Education, Health and Care Plan.

Statutory Proposals

Signals a proposed change to local school organisation.

Statutory Walking Distances

Distance used to calculate eligibility for travel assistance to a child's nearest school.
2 miles for pupils under 8; 3 miles for those aged 8 plus.

Surplus places

Pupil places in a school, setting or college that is unfilled.

Appendix A

DfE No	School	Planning Area
2173	Addingham	Wharfe Valley
3000	All Saints' CE (Bfd)	South West 4
3026	All Saints' CE (Ilk)	Wharfe Valley
4061	Appleton	South West 1
2150	Ashlands	Wharfe Valley
2184	Atlas Community Primary	North West 4
3360	Baildon CE	Shipley 3
2102	Bankfoot	South West 5
2045	Barkerend	North East 3
2001	Beckfoot Allerton	North West 2
2038	Beckfoot Heaton	North West 5
2115	Beckfoot Priestthorpe	Bingley 1
2166	Ben Rhydding	Wharfe Valley
2062	Blakehill	North East 1
2075	Bowling Park	South West 5
2107	Brackenhill	South West 3
6906	Bradford Academy	South West 5
6102	Bradford Girls Grammar School	North West 3
3031	Burley & Woodhead CE	Wharfe Valley
2203	Burley Oaks	Wharfe Valley
2036	Byron	North East 3
2087	Carrwood	South East 1
2094	Cavendish	North East 1
2013	Christ Church CE Primary Academy	Shipley 1
2037	Clayton St John CE	West 1
2015	Clayton Village Primary	West 1
2186	Copthorne	South West 4
2110	Cottingley Village Primary	Bingley 1
2111	Crossflatts	Bingley / Keighley
2024	Crossley Hall	North West 3
2112	Cullingworth	Bingley 2
2167	Denholme	Bingley 2
6908	Dixons Allerton Academy	North West 2
2025	Dixons Manningham Academy	North West 4
2018	Dixons Marchbank Academy	North East 3
2008	Dixons Music Academy	South West 4
3028	East Morton CE	Bingley / Keighley
2147	Eastburn Junior & Infant	South Craven
2120	Eastwood	Keighley 1
2113	Eldwick	Bingley 1
2103	Fagley	North East 2
2084	Farfield	South West 2
2183	Farnham	South West 4

2065	Fearnville	South East 1
2007	Feversham	North East 3
5201	Foxhill	Queensbury 1
2027	Frizinghall	North West 5
2182	Girlington	North West 3
2157	Glenaire	Shipley 3
2034	Green Lane	North West 4
2033	Greengates	North East 1
2093	Grove House	North East 2
2114	Harden	Bingley 2
2121	Haworth	Keighley 2
3308	Heaton St Barnabas' CE	North West 5
2026	High Craggs	Shipley 1
5203	Hill Top CE	South West 1
5204	Hollingwood	South West 3
2039	Holybrook	North East 1
2123	Holycroft	Keighley 2
3379	Home Farm	South West 3
2029	Horton Grange	South West 4
2180	Horton Park	South West 4
2168	Hoyle Court	Shipley 3
3304	Idle CE	North East 1
2124	Ingrow	Keighley 2
2195	Iqra	North West 4
5207	Keelham	North West 1
3363	Keighley St Andrew's CE	Keighley 1
5200	Killinghall	North East 3
2198	Knowleswood	South East 1
2041	Lapage	North East 3
2126	Laycock	Keighley 1
2127	Lees	Keighley 2
2090	Ley Top	North West 2
2043	Lidget Green	South West 4
2044	Lilycroft	North West 5
2002	Lister	North West 5
2128	Long Lee	Keighley 1
2145	Low Ash	Shipley 1
3023	Low Moor CE	South West 1
2199	Lower Fields	South East 1
2179	Margaret Mcmillan	North West 5
2048	Marshfield	South West 5
2192	Menston Primary	Wharfe Valley
2014	Merlin Top	Keighley 1
2185	Miriam Lord Community	North West 4
5206	Myrtle Park	Bingley 2
2170	Nessfield	Keighley 2

2054	Newby	South West 5
2197	Newhall Park	South East 1
5205	Oakworth	Keighley 2
2130	Oldfield	Keighley 2
3353	Our Lady & St Brendan's Catholic	North East 1
3372	Our Lady Of Victories Catholic	Keighley 1
3375	Oxenhope CE	Keighley 2
2064	Parkland	North East 1
2132	Parkwood	Keighley 1
3377	Peel Park	North East 3
2101	Poplars Farm	North East 2
2086	Princeville	South West 4
2000	Rainbow	South West 4
2031	Reevy Hill	South West 2
3365	Riddlesden St Mary's CE	Bingley / Keighley
5202	Russell Hall	Queensbury 1
2003	Ryecroft	South East 1
2140	Saltaire	Shipley 2
2174	Sandal	Shipley 3
2055	Sandy Lane	North West 2
2178	Shibden Head	Queensbury 1
3366	Shipley CE	Shipley 2
2077	Shirley Manor	South West 1
2146	Silsden Primary	South Craven
2023	Southmere	South West 3
3369	St Anne's Catholic	Keighley 1
3333	St Anthony's Catholic (Clayton)	West 1
3373	St Anthony's Catholic (Shipley)	Shipley 1
3334	St Clare's Catholic	North East 2
3335	St Columba's Catholic	South East 1
3354	St Cuthbert & The First Martyr's Catholic	North West 5
3351	St Francis' Catholic	North East 2
3352	St John The Evangelist Catholic	South West 3
5208	St John's CE	South East 1
3338	St Joseph's Catholic (Bfd)	South West 4
3367	St Joseph's Catholic (Bing)	Bingley 1
3370	St Joseph's Catholic (Kly)	Keighley 2
3021	St Luke's CE	North East 2
3341	St Mary's & St Peter's Catholic (Bfd)	North East 3
3355	St Matthew's Catholic	North West 2
3013	St Matthew's CE	South West 5
2010	St Oswald's CE	South West 4
3301	St Paul's CE	South West 2
2022	St Philip's CE	North West 3
3313	St Stephen's CE	South West 5
3371	St Walburga's Catholic	Shipley 2

3349	St William's Catholic	North West 3
3350	St Winefride's Catholic	South West 2
2134	Stanbury Village School	Keighley 2
2148	Steeton Primary	South Craven
2081	Stocks Lane	South West 3
2057	Swain House	North East 2
2058	Thackley	North East 1
2032	The Academy At St James	North West 2
3368	The Sacred Heart Catholic	Wharfe Valley
2042	Thornbury Primary Leadership Academy	North East 3
2061	Thornton	North West 1
2200	Thorpe	North East 1
3362	Trinity All Saints CE	Bingley 1
2135	Victoria	Keighley 1
2071	Wellington	North East 2
2193	Westbourne	North West 5
2028	Westminster CE	North East 3
2012	Whetley	North West 3
2074	Wibsey	South West 2
2117	Wilsden	Bingley 2
3035	Woodlands CE	South West 1
2035	Woodside	South West 2
2030	Worth Valley	Keighley 2
2100	Worthinghead	South West 1
3036	Wycliffe CE	Shipley 2

Appendix B

DfE No	School	Planning Area
4061	Appleton Academy	Bradford South
4032	Beckfoot Oakbank Academy	Keighley
4064	Beckfoot School	Aire Valley
4040	Beckfoot Thornton Academy	Bradford West
4025	Beckfoot Upper Heaton Academy	Bradford Central
4041	Belle Vue Girls' School	Bradford Central
5400	Bingley Grammar School	Aire Valley
6906	Bradford Academy	Bradford South
4021	Bradford Forster Academy	Bradford South
6102	Bradford Girls' Grammar School	Bradford Central
4029	Buttershaw Business and Enterprise College	Bradford South
4100	Carlton Bolling College	Bradford East
6908	Dixons Allerton Academy	Bradford Central
6905	Dixons City Academy	Bradford South
4004	Dixons Kings Academy	Bradford West
4073	The Samuel Lister Academy	Aire Valley
4024	Dixons McMillan Academy	Bradford Central
4010	Dixons Trinity Academy	Bradford Central
4613	Feversham College	Bradford East
4101	Grange Technology College	Bradford South
5401	Hanson School	Bradford East
4502	Ilkley Grammar School	Ilkley
4616	Immanuel College	Bradford East
4027	Laisterdyke Leadership Academy	Bradford East
4019	Oasis Academy Lister Park	Bradford Central
4013	One In A Million Free School	Bradford East
4112	Parkside School	Cullingworth
4039	Queensbury School	Bradford West
4023	St Bede's & St Joseph's Catholic College	Bradford Central
4610	The Holy Family Catholic School	Keighley
4074	Titus Salt School	Aire Valley
4028	Tong Leadership Academy	Bradford South
6909	University Academy Keighley	Keighley

Special Schools

Phase	School	Ward
All Through	High Park*	Heaton
Primary	Beckfoot Phoenix	Keighley West
Primary	Chellow Heights South	Royds
Primary	Chellow Heights West	Heaton
Primary	Delius	Bradford Moor
Secondary	Beechcliffe	Keighley Central
Secondary	Hazelbeck	Bingley Rural
Secondary	Oastler	Bowling & Barkerend
Secondary	Southfield	Great Horton

Additionally Resourced Centres (ARCs)

Designation	School	Ward
HI	Girlington	Toller
VI	Grove House	Bolton & Undercliffe
HI	Hanson (HI)	Bolton & Undercliffe
VI	Hanson (VI)	Bolton & Undercliffe
HI	Swain House	Bolton & Undercliffe

Designated Specialist Provision (DSPs)

Designation	School	Ward
PD	Beckfoot	Bingley Rural
LD	Beckfoot Thornton	Thornton & Allerton
ASD	Bradford Academy (ASD)	Bowling & Barkerend
PD	Bradford Academy (PD)	Bowling & Barkerend
LD	Bradford Forster	Bowling & Barkerend
ASD	Carrwood Primary	Tong
SEMH	Cottingley Village	Bingley Rural
ASD	Crossflatts	Bingley
ASD	Crossley Hall	Clayton & Fairweather Green
ASD	Denholme	Bingley Rural
ASD	Grange	Great Horton
SLCN	Green Lane	Manningham
ASD	Haworth	Worth Valley
SLCN	High Crag Primary	Windhill & Wrose
SEMH	Long Lee	Keighley East
SLCN	Oasis Lister Park Secondary	Manningham
ASD	Parkside	Bingley Rural
ASD	The Holy Family RC	Keighley Central
LD	Titus Salt	Shipley

Key

ASD	Autism Spectrum Disorders
HI	Hearing Impairment
PD	Physical Difficulties
SLCN	Speech, Language and Communication Needs
LD	Learning Difficulties
VI	Visual Impairment
SEMH	Social, Emotional, Mental Health

List of Multi-Academy Trusts and Sponsors

MAT/Sponsor list	Acronym
Academies Enterprise Trust	AET
Bradford Diocesan Academies Trust	BDAT
Beckfoot Trust/Beckfoot & Hazelbeck Trust	Beckfoot
Bradford College Education Trust	BCET
Blessed Christopher Wharton MAT	BCW
Bronte Academy Trust	Bronte
Co-operative Academies Trust	CAT
Delta Academies Trust	Delta
Dixons Academies Trust	Dixons
Exceed Academies Trust	Exceed
Feversham Education Trust	Feversham
Focus Trust	Focus
Interaction & Communication Academy Trust	ICAT
Leading Learners Trust	LLT
Moorlands MAT	Moorlands
Northern Education Trust	NET
Northern Star Academies Trust	NSAT
Nurture Academies Trust	Nurture
Oasis Community Learning Trust	Oasis
Pennine Academies Yorkshire	Pennine
Priestley Academy Trust	Priestley
Star Academies	Star
The Bishop Wheeler Catholic Academy Trust	BWCAT
The Southfield Grange Trust/Southfield Trust	Southfield

Schools Forum Meetings Schedule & Work Programme for the 2018/19 Academic Year

Schedule of Meetings

- **Wednesday 19 September 2018, 8am**
- **Wednesday 17 October 2018, 8am**
- **Wednesday 5 December 2018, 8am**
- **Wednesday 9 January 2019, 8am**
- **Wednesday 16 January 2019, 8am PROVISIONAL MEETING**
- **Wednesday 13 March 2019, 8am**
- **Wednesday 22 May 2019, 8am**
- **Wednesday 10 July 2019, 8am**

Proposed Work Programme

Autumn Term 2018

Key Dates

- Expected confirmed of National Funding Formula arrangements 2019/20.
- 4 October – Schools’ October Census.
- Mid December – ESFA publication of pupil numbers & other data from October Census on which 2019/20 allocations will be calculated.
- Mid December – DfE to confirm Authority 2019/20 DSG allocation, including High Needs Block funding.
- Announcement of Pupil Premium and other grants for the 2019/20 financial year.

Planned Business

- High Needs Block affordability, strategic development and management (led by the HNB Steering Group).
- National Funding Formula 2019/20 primary & secondary and work streams from this.
- Early Years Single Funding Formula review.
- Bradford District’s Primary, Secondary, Early Years and High Needs funding consultations & consideration of responses. The Schools Forum to agree the funding formulae for the 2019/20 financial year, with discussions separating the ‘structure’ from the ‘values’ of formulae factors.
- Consideration of Early Years places provision and funding matters, including the impact of the 30 hours free entitlement.
- Consideration of Growth Funding, especially in the Secondary sector.
- Consideration of planned commissioning of places and top up arrangements relating to High Needs Block provisions 2019/20.
- The delivery of change in alternative provision financing from September 2018.
- Further information, discussion and consideration of the financial impact of the conversion of maintained schools to academy status.
- Initial discussion on how the DSG is to be allocated from April 2019, including Government directed revisions.
- The review of items to be delegated / centrally managed from April 2019.
- Confirmation 2017/18 DSG final carry forward balances (available one off monies).
- Consideration of wider DSG cost pressures in 2019/20, implications and strategies for supporting these.
- Consideration of the Council’s wider budget position 2019/20.
- Consideration of Forum membership. Response to any further Schools Forum Regulations changes.
- Update on 2018/19 DSG contingencies and central funds spending (view on one off monies available).
- Update on the delivery of the Education Improvement Strategy and attainment results Summer 2018 (impact assessment).
- Update on pupil planning (expansion of provision) and the impact of Academies & Free Schools.

Spring Term 2019

Key Dates

- 17 January – Schools' January Census & Early Years Census.
- 18 January – deadline for the submission of the final formula funding pro-forma to ESFA, with values of the formula factors fixed.
- March publication of final Post 16 allocations for 2019/20.
- 28 February – deadline for publication of 2019/20 budgets for maintained schools (not including Early years Funding).
- 31 March – deadline for publication of 2019/20 EYSFF allocations.
- 30 April – completion of S251 Budget Statement to DfE.

Planned Business

- Final recommendations on all aspects of DSG funding for 2019/20, including school & early years budgets, high needs, contingencies and centrally managed items; Forum exercise of statutory powers.
- Further consideration of the National Funding Formula impact and timing.
- Evaluation of the impact / anticipated impact of 2019/20 DSG recommendations.
- Continued detailed work on the High Needs Block funding and provision matters (strategic planning to meet growing need, affordability and sector-led delivery).
- Review of Scheme for Financing Schools for 2019/20 (and directed revisions).
- Review of Schools Forum membership (review of interim arrangements).
- Further information, discussion and consideration of the financial impact of the conversion of maintained schools to academy status.
- Further consideration of the financial position of schools and academies (responding to tighter financial times).
- Update on pupil planning (expansion of provision) and the impact of Academies & Free Schools.
- Annual report on outcomes for Children Looked After and the impact of our Pupil Premium funding strategy.

Summer Term 2019

Key Dates

- 1 April – closedown of school accounts for the 2018/19 financial year (carry forward balances).
- 15 May – deadline for submission of Governor Approved Budgets (maintained schools) for 2019/20 to the Local Authority.
- 16 May – Schools' May Census.
- Early Years DSG Block updated for January 2019 pupil numbers.

Planned Business

- Consideration of Forum membership & election of the Chair & Vice Chair of the Schools Forum.
- Discussion on review of key Authority protocols relating to the financial management of schools e.g. the Financial Classification.
- Continued consideration of the National Funding Formula. Early discussions on 2020/21 changes (when 'hard' NFF is expected to be introduced).
- Continued detailed work on the High Needs Block funding and provision matters (strategic planning to meet growing need, affordability and sector-led delivery).
- Update on compliance of maintained schools with the Schools Financial Value Standard.
- Further information, discussion and consideration of the financial impact of the conversion of maintained schools to academy status.
- Review of school balances held at 31 March 2019 (maintained schools) and Surplus Balances Protocol.
- Update on pupil planning (expansion of provision) and the impact of Academies & Free Schools.