

Central  
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**TO EACH MEMBER OF THE  
CENTRAL BEDFORDSHIRE SCHOOLS FORUM**

08 March 2010

Dear Colleague

**CENTRAL BEDFORDSHIRE SCHOOLS FORUM - Monday 8 March 2010**

Further to the Agenda and papers for the above meeting, previously circulated, please find attached the following, finalised, reports.

3. SEN Review
5. School Specific Contingency
6. School Forum Budget
16. Good Practice and the Future of School Forum

Please replace the reports circulated on Friday 5 March 2010 with these reports.

Should you have any queries regarding the above please contact Democratic Services on  
Tel: 01525 842033

Yours sincerely

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Temporary Democratic Services Officer  
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**Agenda Item: 3**

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**Meeting:** Schools Forum  
**Date:** 8<sup>th</sup> March 2010  
**Subject:** Review of Special Schools Funding Formula  
**Report of:** Deputy Chief Executive and Director of Children, Families and Learning  
**Summary:** To update the Schools Forum on the review of the Special Schools Funding Formula

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Contact Officer: Helen Redding, Borough Hall, Bedford

Public/Exempt: Public

Wards Affected: All

Function of: Council

Reason for urgency  
(if appropriate)

**RECOMMENDATIONS:**

- 1. To continue with the current arrangements for funding special schools pending the national review of the DSG and Central Bedfordshire's response to this.**

**Background**

1. At the meeting of the Schools Forum on March 2 2009, it was resolved that the proposed changes to the special school revenue funding formula should be implemented for 2009/10 and reviewed in time to agree any further changes for 2010/11.
2. The review that led to these recommendations focussed on how the budget could be better distributed to target pupil needs, and considered comparisons with other Local Authorities, as well as examining models of funding being implemented by those authorities.
3. It was recognised that Central Bedfordshire had more pupils with lower levels of need in its special schools at that time, but that this profile was changing to one that reflected higher levels of need in all of its special schools.
4. Additionally it was recognised that more pupils were having their needs met locally in Central Bedfordshire schools who previously may have gone to more expensive out of county special schools.

5. Four banding descriptors were agreed that described levels of need and the resources required to meet those needs, and levels were identified for each pupil and were moderated by an external moderator. As an activity led model of funding, the value of each of these bands was calculated by analysing the average cost ratio of teacher to teaching assistant, specifying the class size and teaching assistants as set out in the descriptors, and then calculating the weighted unit per pupil
6. It was agreed to fund the same number of places for the full year based on actual pupils in the schools on the PLASC date, and that no budget would be held in reserve for increases in numbers or changes during the year. Enhancement was agreed for Oak Bank school to reflect the higher levels of need of some of their pupils. This was agreed to be funded from outside of the ISB while a further review was carried out.

### **Update**

7. As new pupils have been admitted to special schools, banding levels 1 – 4 have been agreed at provision panel. If a pupil's needs change within a year, special schools head teachers present a case with evidence to the panel to request a change in banding level to take effect the following year. These changes are reflected in the figures and, as agreed, are based on the numbers on PLASC day
8. As agreed by the Schools Forum in March 2009, the special school head teachers have worked with officers to draft banding descriptors for those pupils who have needs beyond those described in Band 4 and who were currently receiving additional funding agreed by panel paid for from recoupment or statementing budgets. Band 5 descriptors describe those pupils who require additional 1:1 TA support to access the curriculum. There are a very small number of pupils, the majority of whom are at Oak Bank School, who, due to their levels of challenging behaviour, require higher staffing ratios for significant parts of the school day. Special schools have additionally looked at those pupils they feel meet the descriptors for the new Bands 5 and 6, based in most cases on additional money received for specific pupils through other sources agreed at panels.

### **Finance**

9. Indicative budgets issued to schools March 2009, were based on indicative pupil numbers for 2010/11. The indicative pupils numbers at this time were 458, however, the actual pupil numbers as at Jan Plasc 2010 are 447. Although this is a reduction of 11 pupils, the needs are more complex and therefore there is an increase in numbers in the higher banding levels. There are a further 20 pupils in band 4 and to continue with the current model requires an additional £76,048 to be funded from within the ISB.

10. This is the last year of the three year settlement to schools. To fund the new Band 5 and 6 pupils through the ISB, even if current additional centrally retained resources were included in this, the additional costs relating to the higher complexity of need would require funds to be directed away from mainstream to special schools. To fund the differential between the current band of each of the pupils and the allocation of pupils to the proposed bands, would cost £494,004, of which £353,951 has been funded this year for pupils in the schools from centrally retained resources.
11. The national review of the DSG being carried out this year will impact on 11/12 and 12/13 budgets, and will have implications for Central Bedfordshire's distribution to schools. As a consequence, the funding of special schools should be considered as part of the overall review of distribution. It may also be an opportunity to review other factors, for example factors relating to school size and split sites.

### **Recommendation**

It is recommended that:

1. The enhancements for bands 5 and 6 are not included in the ISB for 10/11
2. The current model of requesting additional funding for individual pupils with higher levels of need through panel demonstrating how the pupils meet the descriptors continue for 2010/2011. There will also be additional moderation of these judgements. This will continue to be funded from the statementing budget for Central Bedfordshire pupils, or through recoument for out of authority pupils.

### **Appendices:**

Banding Descriptors updated to include Band 5 and 6 descriptors

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## Special School Banding Descriptors

### Band 1: Moderate Learning Difficulties (MLD)

Pupils with this type of need have moderate learning difficulties or some developmental delay in learning.

These pupils:

- have attainment significantly below expected levels in most areas of the curriculum, despite appropriate intervention. Their needs will not be able to be met by normal differentiation and the flexibilities of the national curriculum in a mainstream school.
- require additional educational provision to help them to access the curriculum.
- have much greater difficulty than their peers in acquiring basic literacy, numeracy and social skills. Their understanding of concepts is poor. They may also have associated speech and language delay, low self-esteem and low levels of concentration.
- require varying levels of inter-agency co-operation and planning.
- require additional support in many areas of the curriculum to acquire basic learning skills and social competencies. This may be in the form of advice from specialist services and carried out by school staff.

Curriculum Design & Delivery	Context: Staffing Ratio & Setting	Specialist Support, Training & Expertise	Specialist Resources & Equipment
<ul style="list-style-type: none"> <li>• These pupils can access the national curriculum provided that it is significantly differentiated and personalised. As a result they will make progress in small steps. Concepts and abstract ideas have to be taught repeatedly and rehearsed in other contexts. This will help them to generalise skills across a number of different social contexts.</li> <li>• The core curriculum for a pupil with moderate learning difficulties is a key skills approach emphasising literacy, numeracy and PHSCEE across all subject areas to promote the development of communication.</li> <li>• Pupils will benefit from access to community resources in order to support teaching and generalise learning.</li> <li>• Pupils with moderate learning difficulties will attain the lower national curriculum levels. Attainment at key stage 4 will be typically evidenced by Entry Level Certificates, Unit Awards and ASDAN. Some pupils with particular and specific competencies in individual subject areas may</li> </ul>	<ul style="list-style-type: none"> <li>• These pupils will need access to general and subject specialised learning enrichments that take account of size of room, storage, acoustics and lighting.</li> <li>• Individual rooms will need to be available for therapies such as music, SAL etc.</li> <li>• Some pupils may require mentoring and/or counselling, which will require appropriate accommodation.</li> <li>• Significant health and safety measures throughout the site and buildings.</li> <li>• Rooms adapted to provide for additional SEN needs, e.g. for sensory impairment. High risk practical</li> </ul>	<ul style="list-style-type: none"> <li>• Direct teaching by teachers with appropriate specialist experience and SEN qualifications.</li> <li>• A support staff team who have relevant skills, experience and training for meeting SEN.</li> <li>• Support from a range of therapists and/or external agencies will be by means of advice and programmes of support being carried out by a teacher or TA in school.</li> <li>• Staff trained in specific special educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>• An ICT equipped environment and facilities.</li> <li>• Transport in order to access the wider curriculum.</li> <li>• Access to advice and/or short-term intervention from therapists and/or other services.</li> <li>• Adapted play equipment for recreational use.</li> </ul>

## Special School Banding Descriptors

<p>successfully secure accreditation through GCSE examinations.</p> <ul style="list-style-type: none"><li>• Pupils with moderate learning difficulties will require a focus on an holistic approach with an emphasis on practical approaches and programmes of study.</li></ul>	<p>areas may require higher staff to pupil ratios.</p> <ul style="list-style-type: none"><li>• Resource to enable a staff to pupil ratio of up to 1:10.</li></ul>		
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## Special School Banding Descriptors

### Band 2: Moderate Learning Difficulties with Additional Needs (MLDAN)

Pupils with this type of need have a significant and general low level of attainment and progress, but with other significant factors in addition to low cognitive ability, which impact significantly on their ability to learn and make progress. These factors may include one or a combination of the following: social or emotional difficulties, ASD, ADHD, LAC with attachment disorder, physical or sensory difficulties, and/or speech, language and communication difficulties. Some pupils may also have additional difficulties in terms of personal care needs.

These pupils:

- have attainment significantly below expected levels in most areas of the curriculum, despite appropriate intervention. Their needs will not be able to be met by normal differentiation and the flexibilities of the national curriculum in a mainstream school.
- require additional educational provision to help them to access the curriculum.
- have much greater difficulty than their peers in acquiring basic literacy, numeracy and social skills. Their understanding of concepts is poor. They may also have associated speech and language delay, low self-esteem and low levels of concentration.
- require significantly high levels of long-term inter-agency co-operation and planning.
- require additional support (in small groups and even 1:1) in many areas of the curriculum to acquire basic learning skills and social competencies. This will be in the form of long-term adaptive programmes carried out by specialist support staff.

All the MLD descriptors plus:

<b>Curriculum Design &amp; Delivery</b>	<b>Context: Staffing Ratio &amp; Setting</b>	<b>Specialist Support, Training &amp; Expertise</b>	<b>Specialist Resources &amp; Equipment</b>
<ul style="list-style-type: none"> <li>• Additional developmental programmes to address additional personal difficulties, including behavioural programmes and SAL work. These will often be delivered via 1:1 support.</li> <li>• Opportunities to broaden experience through a wide range of links across and throughout the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Some pupils will require specific specialist mentoring and/or counselling, which will require appropriate accommodation and in extreme cases 1:1 staffing.</li> <li>• A secure and safe environment challenging and supportive of individual and group needs.</li> <li>• Enhanced staffing for out of school activities.</li> <li>• Resource to enable a staff to pupil ratio of up to 1:5 with classes of no more than ten and higher staffing ratios for high risk practical areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Therapeutic support: SALT, physiotherapy, occupational therapy, multi-agency team, medical support, school nurse, social services, educational and clinical psychology, sensory impairment, music therapy, Connexions, EBP etc. These interventions will need to be planned and carried out by specialist support staff. This may include care plans.</li> <li>• Staff trained in specialist approaches, including supporting pupils with additional medical needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to therapies with long-term support programmes carried out by specialist support staff.</li> </ul>

## Special School Banding Descriptors

### Band 3: Autistic Spectrum Disorders with Moderate Learning Difficulties (ASDMLD)

Pupils with this type of need have an autistic spectrum disorder as their primary need. In addition, they have low cognitive ability. Their ASD impacts significantly on how they learn and make progress.

These pupils:

- require a learning environment that reflects their need for a structured approach.
- have much greater difficulty than their peers in acquiring social interaction and social communication skills, and skills in engaging with others. They have associated difficulties with self-image that may challenge the teaching and learning relationship, reflecting their rigidity of thought.
- have attainment significantly below expected levels in most areas of the curriculum, despite appropriate intervention. Their needs will not be able to be met by normal differentiation and the flexibilities of the national curriculum in a mainstream school.
- require additional educational provision to help them to access the curriculum.
- have much greater difficulty than their peers in acquiring basic literacy and numeracy skills. Their understanding of and ability to develop concepts is poor. They need help to generalise all skills across environments.
- require significantly high levels of long-term inter-agency co-operation and planning.
- require additional support (in small groups and even 1:1) in many areas of the curriculum to acquire social competencies and basic learning skills. This will be in the form of long-term adaptive programmes carried out by specialist staff and support agencies.

All the MLD and MLDAN descriptors plus:

Curriculum Design & Delivery	Context: Staffing Ratio & Setting	Specialist Support, Training & Expertise	Specialist Resources & Equipment
<ul style="list-style-type: none"> <li>• A structured teaching approach to deliver the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will require opportunities for whole group, small group, 1:1 teaching and independent work throughout the day.</li> <li>• Pupils need specialist learning environments that provide physical and visual structures.</li> <li>• Resources to enable a staff to pupil ratio of up to 1:2.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct teaching by teachers with appropriate specialist training and experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to sensory facilities, sensory circuits etc.</li> </ul>

## Special School Banding Descriptors

### Band 3: Severe Learning Difficulties (SLD)

Pupils with this type of need have severe cognitive impairments, which have a major effect on their ability to participate in the school curriculum. They are likely to have associated difficulties in mobility and co-ordination, communication, and the acquisition of personal and social independence skills.

These pupils need significant support in all areas of the curriculum. They require an approach to teaching that utilises the national curriculum as a medium through which priority areas of learning needs are met. The approaches to teaching and learning require significant adaptations and additions in as much as the curriculum cannot feasibly be replicated or delivered within the mainstream setting. The teachers working with these pupils require specialist training in order to understand and meet significant learning needs. The effective delivery of service for these pupils and their families requires multi-agency co-operation and planning.

Curriculum Design & Delivery	Context: Staffing Ratio & Setting	Specialist Support, Training & Expertise	Specialist Resources & Equipment
<ul style="list-style-type: none"> <li>• Pupils access a core skill curriculum comprising: communication, language and literacy; problem solving and numeracy; physical development; and personal, social and emotional development.</li> <li>• Concepts and skills must be taught systematically in multiple contexts. There is strong emphasis on pupil transference of skills across real life settings.</li> <li>• Access to community resources (including the sharing of selected and highly differentiated learning experiences with mainstream peers) is required in order to support teaching and generalise functional learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils need specialist learning environments that allow adequate floor space, storage, acoustics and lighting.</li> <li>• Specialist teaching facilities will include: one-to-one teaching areas, music therapy room, therapy rooms (OT/PT/SLT), and secure, stimulating and adapted outdoor play areas.</li> <li>• Significant health and safety measures are required throughout the design and operational use of the site and buildings.</li> <li>• Resources to allow a staff to pupil ratio of up to 1:2.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily one-to-one and small group teaching by teachers with appropriate specialist training, qualifications and experience.</li> <li>• A classroom support staff team with relevant skills, experience and training.</li> <li>• Regular therapy support in order to ensure an integrated education/therapy provision will include: SLT, OT, physiotherapy and music therapy.</li> <li>• Multi-agency support: medical, social worker, community nurse and educational psychology.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapted and specialised classroom teaching and learning resources.</li> <li>• Some pupils will require access to: soft play areas, interactive light and sound rooms, hydrotherapy pool and communication rooms.</li> <li>• Some pupils will require: specialised furniture and communication aids (high and low tech AAC).</li> <li>• ICT equipped environments and facilities, and mobility and fine-motor aids.</li> <li>• Some pupils will require adapted transport in order to access the wider curriculum.</li> </ul>

## Special School Banding Descriptors

### Band 3: Behaviour, Emotional and Social Difficulties (BESD)

This level of behaviour, emotional and social difficulties covers a wide range of SEN. It can include children and young people with emotional disorders, conduct disorders, hyperkinetic disorders, including attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), and children and young people whose behavioural difficulties may be less obvious, for example, those with anxiety who self-harm, have school phobia or depression, and those whose behaviour or emotional well-being are seen to be deteriorating.

There need not be a medical diagnosis for a child or young person to be identified as having BESD, though a diagnosis may provide pointers for the appropriate strategies to manage and minimize the impact of the condition. Learning difficulties can arise for children and young people with BESD, because their difficulties can affect their ability to cope with school routines and relationships. Pupils with BESD cover the full range of ability. However, their difficulties are likely to be a barrier to learning and to persist, despite the implementation of an effective school behaviour policy, and personal and social curriculum.

BESD is a learning difficulty where children and young people demonstrate features of emotional and behavioural difficulties such as: being withdrawn or isolated, disruptive and disturbing; being hyperactive and lacking concentration; having immature social skills; or presenting challenging behaviours arising from other complex special needs. Learning difficulties can arise for children and young people with BESD, because their difficulties can affect their ability to cope with school routines and relationships. Pupils may be defiant, wandering into corridors and attracting other pupils to join them.

These pupils require:

- additional support (small group and even 1:1) in many areas of the curriculum to acquire basic learning skills and social competencies. This will be in the form of long-term adaptive programmes carried out by specialist support.
- significantly higher levels of long-term inter-agency co-operation and planning.

<b>Curriculum Design &amp; Delivery</b>	<b>Context: Staffing Ratio &amp; Setting</b>	<b>Specialist Support, Training &amp; Expertise</b>	<b>Specialist Resources &amp; Equipment</b>
<ul style="list-style-type: none"> <li>• Pupils require a curriculum that covers a large ability range with significant elements of individual planning, which requires frequent individual support to engage in learning.</li> <li>• Attainment may be age appropriate, so access to examination courses will be required, if necessary. This will be supported by opportunities to develop vocational skills.</li> <li>• Pupils require additional development</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils need specialist learning environments that take account of size of room, storage, acoustics and lighting.</li> <li>• Pupils require the continuous individual input of an adult for around 40%-50% of their time in school for planning, teaching, learning resourcing, management or care.</li> <li>• Resources to allow a staff to pupil ratio of up to 1:3.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct teaching by teachers with appropriate specialist experience and qualifications. This must be highly practicable in routine and timetable with facilities for withdrawal, if necessary, for flexible periods of time.</li> <li>• A support staff team with relevant skills, experience and training in a multi-agency team.</li> <li>• Staff must be trained to react appropriately to emergency situations, including</li> </ul>	<ul style="list-style-type: none"> <li>• Some pupils will require specialised furniture.</li> <li>• Opportunities to develop vocational skills.</li> </ul>

## Special School Banding Descriptors

programmes to address personal difficulties, including behavioural programmes and SEAL work.		physical interventions. <ul style="list-style-type: none"><li>• Some therapeutic support.</li><li>• Support for parent programmes.</li></ul>	
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## Special School Banding Descriptors

### Band 4: Severe Learning Difficulties with Additional Needs (SLDAN)

Pupils with this type of need have severe cognitive, sensory and/or physical impairments, which have a major effect on their ability to engage in the process of learning. They are highly likely to have associated difficulties in the development of communicative competence and may display behaviours that become secondary barriers to learning. (This sector of pupils will include groups such as those with a clinical diagnosis of MSI or ASD with SLD.)

These pupils need significant support in all areas of the curriculum. They require an approach to teaching that utilises the national curriculum as a medium through which priority areas of learning needs are met. The approaches to teaching and learning require significant adaptations and additions in as much as the curriculum cannot be effectively delivered within the mainstream setting. The teachers working with these pupils require highly specialist and some mandatory training in order to understand and meet significantly complex learning needs. The effective delivery of service for these pupils and their families requires a high level of multi-agency co-operation and planning.

All the SLD descriptors plus:

Curriculum Design & Delivery	Context: Staffing Ratio & Setting	Specialist Support, Training & Expertise	Specialist Resources & Equipment
<ul style="list-style-type: none"> <li>• In order to engage actively in learning these pupils require a very high level of daily one-to-one and small group teaching.</li> <li>• For some pupils, access to community resources (including the sharing of selected and highly differentiated learning experiences with mainstream peers) is required in order to support teaching and generalise functional learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils need specialist learning environments that allow adequate and appropriate floor space, storage, acoustics, lighting and colour contrast.</li> <li>• Specialist teaching facilities will include: one-to-one teaching areas, music therapy room, therapy rooms (OT/PT/SLT), medical rooms, and secure, stimulating and adapted outdoor play areas.</li> <li>• Resources to allow a staff to pupil ratio of up to 1:1.5.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct teaching by teachers with appropriate specialist training, mandatory MSI qualifications and relevant experience.</li> <li>• Intensive therapy support in order to ensure an integrated approach will include: SLT, OT, physiotherapy and music therapy.</li> <li>• Multi-agency support: medical; social worker, educational psychology and specialist CAMHS team.</li> </ul>	<ul style="list-style-type: none"> <li>• Soft play areas, interactive light and sound rooms, hydrotherapy pool and communication rooms.</li> <li>• Specialised furniture.</li> <li>• Communication aids (high and low tech AAC).</li> <li>• ICT equipped environments and facilities.</li> <li>• Mobility and fine-motor aids. Most pupils will require adapted transport in order to access the wider curriculum.</li> </ul>

## Special School Banding Descriptors

### Band 4: Severe Behaviour, Emotional and Social Difficulties (SBESD)

For this level of behaviour, emotional and social difficulties, the nature, frequency, persistence, severity and abnormality of the difficulties and their cumulative effect on the child or young person's behaviour and/or emotional well-being are more severe than for BESD. These pupils are some of the most vulnerable in the education system. There is a need to provide a therapeutic environment with access to a multidisciplinary team which has the skills to provide the interventions or therapies as indicated by assessment.

These pupils require:

- additional support (frequently 1:1) in many areas of the curriculum to acquire basic learning skills and social competencies. This will be in the form of long-term adaptive programmes carried out by specialist support.
- significantly higher levels of long-term inter-agency co-operation and planning.
- a specially designed curriculum.

Curriculum Design & Delivery	Context: Staffing Ratio & Setting	Specialist Support, Training & Expertise	Specialist Resources & Equipment
<ul style="list-style-type: none"> <li>• Pupils require a curriculum with significant elements of individual planning, which requires constant individual support to engage in learning.</li> <li>• Pupils require specially adapted programmes to meet individual needs.</li> <li>• The emphasis is on structured help to raise confidence and self-esteem, increase concentration and independence, communicate more effectively, and grasp social/behavioural norms.</li> <li>• Highly predictable routines are essential with specific activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils need very close and constant individual support for care, and health and safety needs, which may require more than one adult.</li> <li>• Access to a multidisciplinary team which has the skills to provide the interventions or therapies as indicated by assessment.</li> <li>• Resources to allow a staff to pupil ratio of 1:1.5</li> </ul>	<ul style="list-style-type: none"> <li>• Staff must be trained to react appropriately to emergency situations, including physical interventions.</li> <li>• Specific interventions in social and problem solving skills with emotional regulation.</li> <li>• Specific interventions or therapies as indicated by assessment.</li> <li>• Parent support programmes that are linked with social skills and problem-solving skills programmes for young people and their families.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilities to withdraw pupils from the classroom to a safe area.</li> <li>• Opportunities to develop vocational skills.</li> </ul>

## Special School Banding Descriptors

### **Band 5: Severe Learning Difficulties with Severe Behavioural, Social and Emotional Needs (SLD/SBSEN)**

Pupils with this type of need have severe cognitive, sensory and/or physical impairments, which have a major effect on their ability to engage in the process of learning. In addition they are likely to have additional social and communication difficulties, frequently displaying behaviours that become significant barriers to learning and may place themselves or others at significant risk of physical or emotional harm (This group of pupils will include individuals with a clinical diagnosis of severe ASD, behavioural difficulties associated with some forms of epilepsy, severe emotional disturbance and/or those with psychotic disorders or other mental health conditions.)

These pupils need very high levels of support in all areas of the curriculum to remain safe in the physical and social environment. They require an approach to teaching that utilises curriculum content as a medium through which priority areas of learning needs are met. The approaches to teaching and learning require highly specialised adaptations and additions in as much as it may not be possible to deliver such an individualised curriculum alongside other learners. These pupils may require a specially adapted learning environment designed to respond to their individual needs. The teachers working with these pupils require highly specialised skills and training in order to understand and meet highly complex learning needs. The effective delivery of services for these pupils and their families requires a very high level of multi-agency co-operation and planning.

All the SLD descriptors plus:

<b>Curriculum Design &amp; Delivery</b>	<b>Context: Staffing Ratio &amp; Setting</b>	<b>Specialist Support, Training &amp; Expertise</b>	<b>Specialist Resources &amp; Equipment</b>
<ul style="list-style-type: none"> <li>In order to engage safely in learning these pupils require a very high level of daily individual and where possible carefully managed small group teaching.</li> <li>For some pupils, access to community resources to support teaching and generalise functional learning (including the sharing of selected and highly differentiated learning experiences with peers) will require careful planning and assessment of potential risks</li> </ul>	<ul style="list-style-type: none"> <li>Pupils require very close and constant individual support, care and supervision to manage their safety, will require more than two adults for a significant proportion of the day.</li> <li>Pupils need individualised learning environments that allow adequate and appropriate floor space, storage, acoustics, lighting and colour contrast.</li> <li>Specialist teaching facilities may include: one-to-one teaching areas, therapy rooms (OT/PT/SLT/music), medical support, and secure, stimulating and adapted individual outdoor play areas.</li> <li>Band 4 staffing ratio with additional resource to enable full time TA support</li> </ul>	<ul style="list-style-type: none"> <li>Staff trained to respond appropriately in emergency situations, including physical interventions</li> <li>Direct teaching by teachers with appropriate specialist training, and experience.</li> <li>Intensive therapy support in order to ensure an integrated approach will include: SLT, OT, physiotherapy and music therapy.</li> <li>Multi-agency support: medical; social worker, educational psychology and specialist CAMHS team.</li> </ul>	<ul style="list-style-type: none"> <li>Adapted learning environment to respond to individual needs</li> <li>Soft play areas, interactive light and sound rooms, hydrotherapy pool and communication rooms.</li> <li>Specialised furniture.</li> <li>Communication aids (high and low tech AAC).</li> <li>ICT equipped environments and facilities.</li> <li>Mobility and fine-motor aids. Most pupils will require adapted or individual transport in order to access the wider curriculum.</li> </ul>



## Special School Banding Descriptors

### **Band 5: Severe Social, Emotional and Behavioural Needs (SSEBD)**

For pupils with this level of need the level of behaviour, emotional and social difficulties, the nature, frequency, persistence, severity and abnormality of the difficulties and their cumulative effect on the child or young person's behaviour and/or emotional well-being have a major effect on their ability to engage in the process of learning. In addition they are likely to have additional social and communication difficulties, frequently displaying behaviours that become significant barriers to learning and may place themselves or others at significant risk of physical or emotional harm.

These pupils need very high levels of support in all areas of the curriculum to remain safe in the physical and social environment. They require an approach to teaching that utilises curriculum content as a medium through which priority areas of learning needs are met. The approaches to teaching and learning require highly specialised adaptations and additions in as much as it may not be possible to deliver such an individualised curriculum alongside other learners. The staff working with these pupils require highly specialised skills and training in order to understand and meet highly complex learning needs. The effective delivery of services for these pupils and their families requires a very high level of multi-agency co-operation and planning.

All the SBESD Band 4 descriptors plus:

<b>Curriculum Design &amp; Delivery</b>	<b>Context: Staffing Ratio &amp; Setting</b>	<b>Specialist Support, Training &amp; Expertise</b>	<b>Specialist Resources &amp; Equipment</b>
<ul style="list-style-type: none"> <li>• Pupils will require an entire curriculum adapted to meet their individual needs. For parts of their learning pupils will need to focus on social and emotional skills.</li> <li>• For some pupils, access to alternative educational opportunities to support their educational interests and needs.</li> <li>• Access to a highly specialised SEAL curriculum supporting the individual identified needs of the learner.</li> <li>• Specialised programme of learning linked to specific activities which are time</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils require very close and constant individual support, care and supervision to manage their safety, which will require more than two adults for a significant proportion of the day.</li> <li>• Referral to, and engagement with, multidisciplinary therapeutic team; resulting in an initial assessment and identified programme of support.</li> <li>• Band 4 staffing ratio with additional resource to enable full time TA support</li> </ul>	<ul style="list-style-type: none"> <li>• Staff trained to respond appropriately in emergency situations, including physical interventions</li> <li>• Direct teaching by teachers with appropriate specialist training, and experience.</li> <li>• Intensive therapy support in order to ensure an integrated approach. Will involve engagement with multi-disciplinary therapeutic team and liaison with other professionals' e.g. YOT, EWS, Police, social worker, and specialist CAMHS team.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapted learning environment to respond to individual needs</li> <li>• Specialised furniture.</li> <li>• ICT equipped environments and facilities.</li> <li>• Resourced curriculum to reflect individual learning needs and styles</li> </ul>

## Special School Banding Descriptors

<p>focused, and monitored on a daily basis, involving the family / carers and a range of professionals with clearly identified outcomes.</p>			
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### Band 6

A small number of pupils require additional TA support to enable them to access all of what is set out in the descriptors for Band 5. Enhanced funding will be provided for these pupils to recognise this and reflect the additional resources currently being allocated to support them. In a very small number of cases a greater level of resource may be required, and this will be allocated on assessed need which will include assessments from the specialist services in Health and Social Care, and agreed through panel as required. This would be difficult to allocate through a formula as the additional support required varies significantly.

**Agenda Item:**

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**Meeting:** Schools Forum  
**Date:** 8<sup>th</sup> March 2010  
**Subject:** Schools Specific Contingency Budget  
**Report of:** Deputy Chief Executive and Director of Children, Families and Learning  
**Summary:** To update the Schools Forum on the use of the Schools Contingency Budget for 2009/10 and recommend the Budget for 2010/11.

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Contact Officer: Dawn Hill, Borough Hall, Bedford  
Public/Exempt: Public  
Wards Affected: All  
Function of: Council  
Reason for urgency  
(if appropriate)

**RECOMMENDATIONS:**

- 1. To discuss and comment on the position statement as at Period 10.**
- 2. To propose the General Contingency Budget to be set at £500,000 for 2010/11 and the SEN Contingency £480,728.**

**Background**

1. The Schools Specific Contingency Budget falls under Schedule 2 of The School Finance Regulations 2008. 'Classes or descriptions of planned expenditure prescribed for the purposes of the Schools budget of a Local Authority which may be deducted from it to determine the Individual Schools Budget' (top slice Direct Schools Grant – DSG).
2. At the Central Bedfordshire School Forum on 2<sup>nd</sup> March 2009, the following budgets were agreed:
  - £500,000 General Contingency
  - £270,000 SEN Contingency plus £200,840 to finance the shift of funding between the two new authorities arising from the Special Schools Funding Formula review. This will apply to 2009/10 and 2010/11 only, thereafter the new national formula for DSG distribution will be in place. The recurrent budget of £270,000 is the balance of the former allocation to Rainbow School (now closed), where it was agreed that the funding would be retained for SEN provision.
3. Total Budget agreed 2009/10 £970,840

The School Contingency carry forward from Bedfordshire County Council for Central Bedfordshire, as at 31<sup>st</sup> March 2009 is £671,100 which is to be split into General

(£283,260) and SEN Contingency (387,840 of which £218,767 earmarked for the Oakbank building project).

4. The General Contingency budget will be utilised to fund the following:

- Rent and Joint Use equalisation charges;
- Rates adjustments that have arisen from re-valuations or an adjustment to original formula;
- Lease/planning permission associated with curriculum classes;
- Attendance Manager Post;
- Adjustment to Formula i.e. floor area, teacher threshold, NQT, additional pupil numbers;
- DSG shortfall;
- Redundancy / Safeguarding costs;
- Funding of exceptional circumstances, with up to £10,000 delegated to the Director of Children's Services;

### General Contingency Spend to 31<sup>st</sup> January 2010

5. The following table sets out spend against General contingency to date for 2009/10.

	BUDGET £	SPEND £	BALANCE £
Carry Forward from 2008/2009	283,260		
Budget Allocation 2009/10	500,000		
Attendance Manager Post		40,000	
Floor Area Adjustment		11,183	
Lump Sum Adjustment		20,000	
Rates Adjustments		11,941	
Pupil Headcount Adjustment		126,292	
Rent and Joint Use		20,340	
Lease Reviews		550	
DSG Adjustment		4,000	
NQT Adjustment		1,594	
Teacher Threshold Adjustment		-1,187	
LACSEG		444	
Redundancy/Safeguarding costs		-9,494	
<b>Total General Contingency</b>	<b>783,260</b>	<b>225,663</b>	<b>557,597</b>

6. The detail on the spend is as follows -

- As agreed by the School Forum, 2 March 2009, to fund through contingency a further years trial period (2009/10) for an Attendance Manager post to a total cost of £40,000 but to be self funded through the buy back arrangements for 2010/11.
- Floor Area adjustments to the initial allocation of SBS.
- Lump sum adjustment as agreed by School Forum 25<sup>th</sup> January 2010 for St Vincent School
- Rates adjustments have arisen from re-valuations or an adjustment to original formula.
- Adjustment to pupil funding where increase exceeds 4% of school population.
- Equalisation of costs relating to joint use facilities and leased buildings.
- DSG shortfall of £4,000. Final settlement less than budgeted (1 pupil).
- An adjustment to the initial allocation of funding for NQT.
- Refund on the funding of Teacher Threshold.
- Academy costs (LACSEG) £444. Revised estimate of DSG withheld for

- Northfield's Academy.
  - Funding of safeguarding and redundancy costs where budget led.
7. It is anticipated that the balance of £557,597 will be fully committed by year end due to the number of redundancy costs currently in progress. The policy for funding safeguarding and redundancy costs, where budget led through contingency, may become an issue in 2010/11 due to the increased number of schools restructuring as a result of falling pupil numbers and budget difficulties.

### SEN Contingency Spend to 31<sup>st</sup> January 2010

8. The following table sets out spend against SEN contingency to date for 2009/10.

	<b>BUDGET £</b>	<b>SPEND £</b>	<b>BALANCE £</b>
Carry Forward from 2008/2009	387,840		
Budget Allocation 2009/10	470,840		
Special School Review Adjustment		200,840	
Outreach		195,450	
Consultation		4,420	
<b>Total SEN Contingency</b>	<b>858,680</b>	<b>400,710</b>	<b>457,970</b>

9. The detail on the spend is as follows –
- To finance the shift of funding between the two new unitary authorities arising from the Special Schools Funding Formula review.
  - Funding Special School Outreach work.
  - Consultancy on the future of special schooling.
10. It is anticipated that the balance of £457,970 will be fully committed by year end.

### Recommendations:

11. It is recommended that the General Contingency budget should remain at £500,000 for the 2010/11 financial year and the SEN Contingency budget £480,728.

The SEN Contingency is made up of the former allocation to Rainbow School (now closed), where it was agreed that the funding would be retained for SEN provision of £275,670 and the second and final year's payment of £205,058 to finance the shift of funding between the two new authorities arising from the Special Schools Funding Formula review.

### Appendices:

None

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## Agenda Item:

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**Meeting:** Schools Forum

**Date:** 8<sup>th</sup> March 2010

**Subject:** School Forum Budget

**Report of:** Deputy Chief Executive and Director of Children, Families and Learning

**Summary:** To update the Schools Forum on the use of the School Forum Budget for 2009/10 and recommend the Budget for 2010/11.

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Contact Officer: Dawn Hill, Borough Hall, Bedford

Public/Exempt: Public

Wards Affected: All

Function of: Council

Reason for urgency  
(if appropriate)

### RECOMMENDATIONS:

- 1. To discuss and comment on the position statement as at Period 10.**
- 2. To propose the School Forum Budget be set at £5,000 for 2010/11, with the continued membership of the F40 group and £2,000 delegated to the Chair of the School Forum.**

### Background

- Paragraph 13 of the Constitution and Terms of Reference, agreed by the Shadow Executive sets out the following:  
  
‘A budget of £10,000 will be available for each financial year for costs associated with the operation of the Forum e.g. venue hire, expenses and clerking costs’. The level of the budget will be reviewed annually.
- It was resolved at the School Forum meeting of the 2<sup>nd</sup> March 2009 to set a budget for the Schools’ Forum for 2009/10 of £5,000.
- The School Forum Budget falls under Section 2 of The School Finance Regulations 2008. ‘Classes or descriptions of planned expenditure prescribed for the purposes of the Schools budget of a Local Education Authority which may be deducted from it to determine the Individual Schools Budget’ (top slice Direct Schools Grant - DSG) – ‘establishment and maintenance, of and consultation with, schools forums’.

### Expenditure to Date

- It was resolved at the School Forum meeting of the 2<sup>nd</sup> March 2009 that Central Bedfordshire become a member of the F40 Group, representing the lowest funded Local

Authorities and that £2,000 from the Schools Forum budget be utilised for the annual subscription.

5. Travel expenses and refreshments £290.

**Balance Remaining £2,710**

**Recommendations:**

6. It is recommended that the School Forum budget should remain at £5,000 for the financial year 2010/11 and that £2,000 be set aside for continued membership of the F40 Group. A further £2,000 to be delegated to the Chair of the School Forum to fund the commissioning of consultancy and administration support.

**Appendices:**

None



## **Central Bedfordshire School Forum**

Over the last 6 months I have been looking at ways in which other School Forums operate to see what we might be able to do to enhance the effectiveness of the Central Bedfordshire School Forum. In February I made two presentations to Headteachers and Chairs of Governors about the role of the School Forum. I invited comments about how we might be able to better represent our sectors, how we might widen our agenda setting process and on how we should best communicate the work of the Forum to the widest audience.

### **Proposal**

The School Forum should discuss the items listed below to decide if we wish to make changes to the way in which we work.

#### Possible improvements to enhance the effectiveness of the Central Bedfordshire School Forum from looking at the practice of other School Forums.

- Increase the number of meetings that the Forum holds. Three other Local authorities we have spoken to have 5 or 6 meetings per year but with shorter agendas
- Hold the meetings in business hours
- Hold a pre meeting (before the School Forum meeting starts) with Officers available to answer queries from members about the papers to be tabled at the meeting. In this way any technical issues can be resolved leaving the maximum amount of time to discuss the agenda item recommendation rather than spending time understanding the detail behind it.
- Use some of the School Forum budget to employ an administrator who is responsible servicing the Forum
- Hold a pre meeting with the Chair and Officers well before the meeting takes place to agree the agenda and to produce a summary paper of all the agenda items. Circulate the summary paper widely to invite any responses well in advance of the meeting. Publish the detailed papers on an easily accessible part of the website

Feedback from Central Bedfordshire Heads and Chairs of Governors.

At the recent LA briefings for Headteachers and Chairs of Governors I made a short presentation explaining the role of the School Forum. During the presentation I asked for feedback on two key questions. The responses were as follows.

Representation – How do we ensure that members represent their sectors effectively?

- Should membership be drawn from across the Learning Communities?
- Inform schools of who is the representative for their sector and provide contact details of that person so communication is easy
- Ensure cluster representation
- Find ways to improve the knowledge base of Governors, Heads etc about what the Forum does.
- Remind representatives of their role and establish the best way of communicating with their sector.

Communication – How can we gather views and disseminate information effectively?

- Appoint an Admin person who has a role to support the forum and to facilitate communication with schools and governors.
- Ensure that the School Forum section on the website is easily found and contains the minutes and agendas of meetings. The membership list should also be published.
- Could there be an enquiry form on the website that could be used to raise agenda items?
- Local meetings of pyramids, clusters, Learning Communities etc should have School Forum on their agenda.
- Minutes should be sent to each school along with the draft agenda for future meetings.
- Can Central Essentials be emailed directly to Chairs? It could contain School Forum information?
- Can we submit a brief summary of the papers a month in advance of the meeting to ensure we have time to communicate as widely as possible?

Other

- Would it help to have meetings in working hours?
- How often are representatives contacted by schools to raise issues?