

Central Bedfordshire
Council
Priory House
Monks Walk
Chicksands,
Shefford SG17 5TQ

**This meeting
may be filmed.***



**Central
Bedfordshire**

please ask for Sharon Griffin
direct line 0300 300 5066
date 26 September 2018

NOTICE OF MEETING

SCHOOLS FORUM

Date & Time

Monday, 1 October 2018 3.30 p.m.

Venue at

Room 14, Priory House, Chicksands

Richard Carr
Chief Executive

To: The Chairman and Members of the SCHOOLS FORUM:

School Members:

Ali Brabner, Cranfield Academy
Oliver Button, Queensbury Academy
Pete Cohen, Oak Bank School/Academy of Central Bedfordshire
Leigh Davies, Willow Nursery School
Caren Earp, Henlow Middle Academy
Karen Hayward, Sandy Upper School
Michael Howe, Leighton Middle School
Sue Howley MBE, Fairfield Park Lower School
James Hughes, Beecroft Academy
Lisa Leonard, The Chiltern School
Alexia Moyle, Greenleas Lower School
Joanna New, Flitwick Lower School
David Penfold, Cranfield CofE Academy
Joe Selmes, Weatherfield Academy
Sue Teague, Caddington and Slip End Lower School
Stephen Tiktin, Beaudesert Lower School
Sally Wells, St Andrew's Lower School

Non School Members	Paul Burrett, Church of England Diocese Representative Ali Challis, Early Years Private, Voluntary and Independent (PVI) Provider Representative Martin Foster, Trade Union Representative Mary Morris, Catholic Diocese Representative Sarah Mortimer, Post 16 Education Representative Cllr Ken Ferguson, Chairman of Children's Services Overview and Scrutiny Committee	
Observer:	Cllr Steven Dixon, Executive Member for Education and Skills	
Current Vacancies	Secondary maintained head teacher Secondary maintained school governor	
Officers	Mr P Ball	Senior Finance Manager- Children's Services
	Ms L Bartos	Head of Service for SEND
	Mr P Fraser	Assistant Director, Education
	Ms S Griffin	Committee Services Officer
	Mrs S Harrison	Director of Children's Services
	Mr C Kiernan	Interim Head of School Improvement

Please note that there will be a pre-meeting starting **half an hour before** the Forum meeting to enable technical aspects of the reports to be discussed with officers before the Forum meeting begins.

***Please note that phones and other equipment may be used to film, audio record, tweet or blog from this meeting. No part of the meeting room is exempt from public filming.**

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AGENDA

1. **Apologies for absence**

To receive apologies for absence and notification of substitute Members.

2. **Minutes of the previous meeting and matters arising**

To approve the minutes of the previous meeting held on 11 June 2018 (copy attached) and to receive an update on any matters arising from these.

3. **Chairman's Announcements and Communications**

To receive any announcements from the Chairman and any matters of communication.

4. **Schools Forum powers and responsibilities**

To note the Schools Forum powers and responsibilities summary document issued by the Education Funding Agency (copy attached).

5. **Sub-Groups of Schools Forum**

To receive an update from the Sub-Groups of Schools Forum on the work being undertaken.

Sub Group	Meetings held since last meeting of the Forum	Lead Officer	Update report attached
Early Years	25.09.2018	Sue Tyler	-
High Needs	12.09.2018		-
Growth Fund	N/A	Victor Wan	-
School Block	N/A	Phil Ball	-

Proposals

Item Subject

6 **Special School Banding (Single Value Top Up)**

To receive a report on the proposed changes to the top-up element of the funding formula for Central Bedfordshire to Special Schools.

7 **Early Years Funding**

To consider Early Years Funding for 2019/20 and to agree a consultation based on the proposals outlined in the report.

8 **High Needs Block - Dedicated Schools Grant**

To receive an update on the spend in regard to the High Needs Block (HNB) to date, potential spend pressures for 2018/19 and the 0.5% investment into the HNB for this financial year.

Information

Item Subject

9 **Schools Forum New Constitution and Appointments**

To receive an update on progress made in the second phase of the reconstitution and appointments to the Schools Forum.

10 **Schools Forum Budget**

To note the spend for year to 31 August 2018.

11 **School Finance update**

To receive an update on the school surplus balances at 31 March 2018 and current RAG rating.

12 **Dedicated Schools Grant Contingency Budgets**

To receive an update on the current position of Dedicated Schools Grant Contingency Budgets. **Please note that a revised table has been attached at Appendix A.**

13 **Dedicated Schools Grant 2018/19**

To receive an update on the Dedicated Schools Grant 2018/19. **Please note that items 13 and 14 have been combined into one report as attached to this item.**

14 **Dedicated Schools Grant 2019/20**

To receive an update on the Dedicated Schools Grant 2019/20. **Please note that this item has been combined with item 13.**

15 **Work Programme**

To consider the work programme for the Central Bedfordshire Schools Forum.

16 **Date of the Next Meeting**

Monday 19 November 2018.

CENTRAL BEDFORDSHIRE COUNCIL

At a meeting of the **SCHOOLS FORUM** held at Room 15, Priory House, Chicksands on Monday, 11 June 2018

PRESENT

Miss K Hayward (Chairman)
Mrs S Howley MBE (Vice-Chairman)

School Members:	Mr P Burrett	Headteacher
	Mr O Button	Principal, Queensbury Academy
	Mr P Cohen	Executive Headteacher
	Mrs L Davies	Headteacher
	Mrs C Earp	Academy Secondary Head Teacher
	Ms A Moyle	School Business Manager
	Mrs J New	Head Teacher
	Mr D Penfold	Academy Governor
	Mr J Selmes	Academy Special School Head Teacher
	Mr J Street	Academy Middle School Representative
	Mrs S Teague	Executive Head Teacher
	Mr S Tiktin	Governor, Beadesert Lower School
Non-School Members:	Cllr K Ferguson	Chairman of Children's Services Overview and Scrutiny Committee
Apologies for Absence:	Mrs A Brabner	
	Cllr S Dixon	
	Mr M Foster	
	Mrs L Leonard	
	Mrs S Wells	
Officers in Attendance:	Mr P Ball	Senior Finance Manager, Children's Services
	Ms L Bartos	Head of Service for SEND
	Mr P Fraser	Assistant Director Education
	Mrs S Harrison	Director of Children's Services
	Ms D Hill	Head of Financial Support
	Mr C Kiernan	Interim Head of School Improvement
	Mr L Manning	Committee Services Officer
	Mrs S Tyler	Head of Child Poverty and Early Intervention
	Mr V Wan	Senior Education Officer (Planning)

CBSF/18/1. Election of Chairman and Vice-Chairman for the municipal year 2018-19

The Forum was invited to appoint the Chairman and Vice-Chairman of the Central Bedfordshire Schools Forum for the municipal year 2018-19.

Miss K Hayward was the only candidate nominated and seconded for the position of Chairman.

Mrs S Howley MBE was the only candidate nominated and seconded for the position of Vice-Chairman.

RESOLVED

- 1. that Miss K Hayward be elected Chairman of the Central Bedfordshire Schools Forum for the municipal year 2018-19.**
- 2. that Mrs S Howley MBE be elected Vice-Chairman of the Central Bedfordshire Schools Forum for the municipal year 2018-19.**

CBSF/18/2. **Minutes of the previous meeting and matters arising**

RESOLVED

that the minutes of the meeting of the Central Bedfordshire Schools Forum held on 12 March 2018 be confirmed and signed by the Chairman as a correct record.

Matters Arising/Actions from Schools Forum

CBSF/17/27 High Needs Block 2018/19 Budget and Investment Proposals Resolution 3. - The costs for the proposed 0.5% investment would be considered under item 9 of the current agenda.

Resolution 4. – the April meeting of the High Needs Technical Sub-Group did not take place. Any issues would be considered under item 9 of the current agenda.

CBSF/18/3. **Chairman's Announcements and Communications**

The Chairman had no announcements or matters of communication.

CBSF/18/4. **Schools Forum powers and responsibilities**

NOTED

the Schools Forum powers and responsibilities summary document issued by the Education Funding Agency in September 2017.

CBSF/18/5. **Sub-Groups of Schools Forum**

The Forum received an update on any meetings of its Sub-Groups.

Points and comments included:

- Early Years – the Sub-Group had met on 16 May 2018. Issues for discussion were within the report attached at item 7 of the agenda.
- High Needs – there had been no meetings. There had been a large number of staff changes and work on a report was in progress. The Sub-Group would meet soon.
- Growth Fund – the Sub-Group had met on 19 April 2018. Issues for discussion were within the report attached at item 7 of the agenda.
- School Block – there had been no meetings.

CBSF/18/6. **Growth Fund update**

The Schools Forum considered a report which sought approval for the award of additional Growth Fund payments made under the exceptional claims clause as recommended by the Growth Fund Sub Technical Group.

The meeting was reminded that only School Members could vote on this matter.

RESOLVED

- 1. that the additional payments claimed under ‘exceptional circumstances’ by Clipstone Brook Lower School, Fairfield Park Lower School and Leighton Middle School, and recommended for agreement by the Growth Fund Sub Technical Group, be approved;**
- 2. That the additional payments claimed under ‘exceptional circumstances’ by Cranfield Academy and Henlow Academy, and recommended for rejection by the Growth Fund Sub Technical Group, be refused.**

CBSF/18/7. **Membership of Schools Forum and Sub - Groups**

The Schools Forum considered a report which provided an update on the progress made in the first phase of its reconstitution in line with the requirements of the Local Government Act 2002, subsequent regulations and statutory guidance.

Points and comments included:

- The need to hold elections for all posts accept with regard to the Vice-Chairman. The Interim Head of School Improvement asked that any information relating to appointments be passed to him
- The Chairman and Vice-Chairman would remain in post until April 2019.
- The Chairman stated that, to date, elections had only been held to fill the vacancies on the Schools Forum. The existing members of the

Forum were legitimate participants until the outcome of the additional elections outlined in the preamble above.

- The status and membership of the Schools Forum's sub-groups was provided as follows:
 - Early Years: An explanation of what the Sub-Group did was provided. The membership was Paul Burrett, Leigh Davies, Sue Tyler, Alexia Moyle and Stephen Tiktin.
 - High Needs: A meeting would be held before the end of the summer term. The membership was Peter Cohen, Oliver Button, Sue Howley MBE, Joe Selmes, John Street, Sue Teague, Joanna New and Lisa Leonard.
 - Growth Fund: The membership was Victor Wan, Karen Hayward, Phil Ball, Ali Brabner, Sue Howley MBE, Paul Burrett, David Penfold, Jessica Mortimer-Wabel and Caren Earp.
 - School Block: If a meeting was required then one would be held.
- The Vice-Chairman asked that action be taken to ensure the dates of the Sub-Groups were arranged for a year in advance.

NOTED

- 1. The new appointments to the Schools Forum made under the first phase of its reconstitution;**
- 2. The arrangements for the second stage of the appointments process.**

CBSF/18/8. High Needs Block of the Dedicated School Grant (DSG)

The Schools Forum considered a report which outlined the full year outturn spend with regard to the High Needs Block (HNB) for 2017/18, highlighted potential spend pressures for 2018/19 and the proposed use of the 0.5% investment into the Block for the current financial year. In addition a supplement had been circulated setting out Appendix 1, which had been omitted from the report, and two additional papers setting out statements of SEN and EHC Plans: England, 2017 (SFR 22/2017).

Points and comments included:

- Reference was made by a member to the potential shortfall in the High Needs Block of approximately £1.4m in 2018/19 as a result of the demand arising from increasing numbers. The Head of Child Poverty and Early Intervention stressed that action was being taken to keep spending under control.
- The Director of Children's Services stated that the overspend would continue until the demand from the increasing number of children was better managed, hence the projects. She advised that a meeting of Special School head teachers would consider how support could be

given to their mainstream colleagues. She emphasised that it was necessary to work together in a different way.

- A member referred to Appendix A in item 14 (School Finance Update) and the 2017/18 balance for the Special Schools which stood at approximately £1.2m. It was noted that schools could retain capital that was not used within the current financial year if justified, for example if capital works were planned. Special Schools had not been considered in this context.

NOTED

- 1. The 2017/18 outturn position of the High Needs Block.**
- 2. The potential pressures and the actions to mitigate such pressures for 2018-19 against budgets.**

RESOLVED

That consideration be given to the retention, if any, of unused funding by Special Schools.

CBSF/18/9. Early Years Block

The Schools Forum considered a report which provided an update on the final spend of Early Years Block allocation for 2017/18, updated information for 2018/19 including Early Years SEND, a range of draft proposals for 2019/20 and additional information regarding aspects of Early Years funding which were not part of the Dedicated School Grant (DSG).

Points and comments included:

- With regard to paragraph 9g of the report the Forum noted that, for the sake of clarity, the paragraph should read 'At present there are 15 EHC Plans for children in the Early Years up to the start of year 1'.
- The Head of Child Poverty and Early Intervention referred to evolving risks with regard to the Early Years Funding Formula for 2019 and beyond arising from the requirement to equalise different base rates by April 2019. She sought guidance from the Forum on which of the four options set out in the report were preferred so that more detailed work could be undertaken and a further report submitted.
- A member advised the Forum of discussions which had taken place with the government on nursery school provision and the current research being undertaken by the Department for Education on viability which was to be published in the autumn.

NOTED

- 1. The 2017/18 outturn position of the Early Years Block.**
- 2. The information regarding Early Years SEND funding.**

RESOLVED

- 1. That the request to create an Early Years SEND fund for joint monitoring, as set out in paragraph 9d of the Director of Children's Services' report, be approved.**
- 2. That detailed modelling of options 2 and 3, as set out in paragraph 13 of the Director of Children's Services' report, be undertaken and a full options analysis be submitted to a future meeting of the Schools Forum.**

CBSF/18/10. DSG update

The Schools Forum considered an update on the Dedicated School Grant (DSG) and Growth Fund for the 2017/18 financial year and funding arrangements for 2018/19.

NOTED

The update to the 2017/18 Dedicated School Grant and Growth Fund and the 2018/19 Dedicated School Grant funding arrangements.

CBSF/18/11. Schools Forum Budget

The Schools Forum considered an update on the use of the School Forum budget for 2017/18.

The Forum noted the expenditure to 31 March 2018 and that a balance of £6,852 had been carried forward to 2018/19. The Forum was reminded that it had agreed a budget allocation of £3,000 for 2018/19.

NOTED

The School Forum spend for the year ending 31 March 2018.

CBSF/18/12. Dedicated School Grant Contingency Budgets

The Schools Forum considered an update on the use of the School Contingency budgets for the financial year 2017/18.

The Forum noted the High Needs Contingency overspend.

NOTED

The Dedicated School Grant Contingency spend for the financial year 2017/18.

CBSF/18/13. School Finance Update

The Schools Forum considered an update on the 2017/18 Schools outturn position.

NOTED

The School Finance update.

CBSF/18/14. Any Other Business - Academy Accounts

The Vice-Chairman stated that, whilst the Council was not responsible for Academy budgets, she felt it would be helpful, and for the sake of transparency, to have such information reported to the Schools Forum to provide a wider financial picture.

The Interim Head of School Improvement referred to the opportunity to notify the relevant authority should any financial irregularity be apparent from the information provided.

It was noted that an upper and secondary head teachers meeting was due to be held and Academy heads could be approached at that event regarding the request.

RESOLVED

- 1. That the Academy representatives on the Schools Forum ask their colleagues to seek permission to make particular financial information available so it can be considered by the Schools Forum.**
- 2. That the financial information sought from Academies include revenue, capital balance and yearly outturn.**
- 3. That the information acquired be submitted to the Schools Forum in October.**

CBSF/18/15. Any Other Business - F40 Conference

The Vice-Chairman referred to the f40 conference on the National Funding Formula held in March 2018. It was noted that the Chair of Gloucestershire Schools Forum had provided a schools forum perspective on the Formula at the conference.

RESOLVED

That a report on the contextual information relating to the National Funding Formula raised at the f40 conference be submitted to the meeting of the Forum in October.

CBSF/18/16. Work Programme

The Schools Forum considered its Work Programme.

RESOLVED

- 1. That, in view of the substantial amount of work, the next meeting of the Schools Forum be rescheduled from 17 September 2018 to 1 October 2018.**

- 2. That the proposed Work Programme be approved subject to the following amendments:**
 - October:**
 - Special Schools Banding**
 - Appointments to Schools Forum - Update**
 - Special Schools - Unused Funding**
 - Early Years Block – Options Modelling for Equalising Base Rate**
 - National Funding Formula – Contextual Information arising from f40 Conference**
 - Special Needs Block**
 - High Needs Block Project**
 - Academy Accounts**
 - RAG Ratings for Schools**

CBSF/18/17. Date of the Next Meeting

Rescheduled date: 1 October 2018.

(Note: The meeting commenced at 3.00 p.m. and concluded at 5.00 p.m.)

Chairman

Dated



Addition

Amendment

Schools forum powers and responsibilities

A summary of the powers and responsibilities of schools forums.

Function	Local authority	Schools forum	DfE role
Formula change (including redistributions)	Proposes and decides	Must be consulted (voting restrictions apply). See schools forum structure document that informs the governing bodies of all consultations	Checks for compliance with regulations
Movement of up to 0.5% from the schools block to other blocks	Proposes	Decides	Adjudicates where schools forum does not agree LA proposal
Contracts (where the LA is entering a contract to be funded from the schools budget)	Proposes at least one month prior to invitation to tender, the terms of any proposed contract	Gives a view and informs the governing bodies of all consultations	None

Function	Local authority	Schools forum	DfE role
Financial issues relating to: <ul style="list-style-type: none"> • arrangements for pupils with special educational needs, in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding • arrangements for use of pupil referral units and the education of children otherwise than at school, in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding • arrangements for early years provision • administration arrangements for the allocation of central government grants 	Consults annually	Gives a view and informs the governing bodies of all consultations	None
Minimum funding guarantee (MFG)	Proposes any exclusions from MFG for application to DfE	Gives a view	Approval to application for exclusions
De-delegation for mainstream maintained schools for: <ul style="list-style-type: none"> • contingencies • administration of free school meals 	Proposes	Maintained primary and secondary school member representatives will decide for their phase. Middle schools are treated	Will adjudicate where schools forum does not agree LA proposal

Function	Local authority	Schools forum	DfE role
<ul style="list-style-type: none"> insurance licences/subscriptions staff costs – supply cover support for minority ethnic pupils/underachieving groups behaviour support services library and museum services School improvement 		according to their deemed status	
<p>General Duties for maintained schools</p> <ul style="list-style-type: none"> Contribution to responsibilities that local authorities hold for maintained schools (please see operational guide for more information) 	Proposes	Would be decided by the relevant maintained school members (primary, secondary, special and PRU).	Adjudicates where schools forum does not agree LA proposal
<p>Central spend on and the criteria for allocating funding from:</p> <ul style="list-style-type: none"> funding for significant pre-16 pupil growth, including new schools set up to meet basic need, whether maintained or academy 	Proposes	Decides	Adjudicates where schools forum does not agree LA proposal

Function	Local authority	Schools forum	DfE role
<ul style="list-style-type: none"> • funding for good or outstanding schools with falling rolls where growth in pupil numbers is expected within three years 			
<p>Central spend on:</p> <ul style="list-style-type: none"> • early years block provision • funding to enable all schools to meet the infant class size requirement • back-pay for equal pay claims • remission of boarding fees at maintained schools and academies • places in independent schools for non-SEN pupils • admissions • servicing of schools forum • Contribution to responsibilities that local authorities hold for all schools 	Proposes	Decides	Adjudicates where schools forum does not agree LA proposal
<p>Central spend on:</p> <ul style="list-style-type: none"> • capital expenditure funded from revenue: projects must have been planned and decided 	Proposes up to the value committed in the previous financial year and where expenditure has already been committed.	Decides for each line	Adjudicates where schools forum does not agree LA proposal

Function	Local authority	Schools forum	DfE role
<p>on prior to April 2013 so no new projects can be charged</p> <ul style="list-style-type: none"> contribution to combined budgets: this is where the schools forum agreed prior to April 2013 a contribution from the schools budget to services which would otherwise be funded from other sources existing termination of employment costs (costs for specific individuals must have been approved prior to April 2013 so no new redundancy costs can be charged) prudential borrowing costs – the commitment must have been approved prior to April 2013 	<p>See table four page 31 to 35 for Information on historic commitments. Read establishing local authority DSG baselines for more information.</p>		
<p>Central spend on:</p> <ul style="list-style-type: none"> high needs block provision central licences negotiated by the Secretary of State 	<p>Decides</p>	<p>None, but good practice to inform forum</p>	<p>None</p>
<p>Carry forward a deficit on central expenditure to the next year to be funded from the schools budget</p>	<p>Proposes</p>	<p>Decides</p>	<p>Adjudicates where schools forum does not agree LA proposal</p>

Function	Local authority	Schools forum	DfE role
Any brought forward deficit on de-delegated services which is to be met by the overall schools budget.	Proposes	Decides	Adjudicates where schools forum does not agree LA proposal
Scheme of financial management changes	Proposes and consults the governing body and Head of every school	Approves (schools members only)	Adjudicates where schools forum does not agree LA proposal
Membership: length of office of members	Decides	None (but good practice would suggest that they gave a view)	None
Voting procedures	None	Determine voting procedures	None
Chair of schools forum	Facilitates	Elects (may not be an elected member of the Council or officer)	None

Central Bedfordshire Council

Schools Forum

1 October 2018

Special School Banding

Responsible Director(s): Sue Harrison, Sue.harrison@centralbedfordshire.gov.uk

Purpose of this report

1. To propose a change to the top-up element of the funding formula for Central Bedfordshire to Special Schools.
2. The change to be from individual pupil bands funded at different rates for each special school to a Single Value Top-up (SVT) per school from April 2019.

RECOMMENDATIONS

1. **Decide whether to implement an SVT approach for financial year 2019/20.**
2. **If yes to SVT, for the financial year 2019/20, implement the SVT values as shown in Table1 below.**
3. **If SVT in place for each special school will not be reviewed for at least two years unless changes are made to the funding levels of mainstream schools.**
4. **The implementation of the SVT funding of special provision to be carried out in two phases with Phase 1 being specifically for Special Schools. Phase 2 will be structured around a full revision of SEN provision and the application of the SVT model to include special facilities.**

Table 1

Predicted budget for 19/20 using Single Value Top-up (SVT)

School	CBC places	OLA places	CBC places	OLA place funding	From EFA	Plus funding	Cost to CBC	OLA for school	School funding
Chiltern	194	16	3,985,764	160,000	-250,000	0	3,895,74	173,018	4,318,782
Oak Bank	67	40	1,612,024	400,000	-1,070,000	0	942,024	740,779	2,752,803
Ivel Valley	175	13	3,472,269	130,000	-350,000	0	3,252,29	144,372	3,746,641
Weatherfield	118	18	1,430,158	180,000	-1,360,000	0	250,158	54,746	1,664,904
Total	554	87	10,500,215	870,000	-3,030,000	0	8,340,25	1,112,915	12,483,130

School	CBC places	OLA places	CBC places	OLA place funding	From EFA	Plus funding	Cost to CBC	OLA for school	School funding
Chiltern	194	16	3,865,191	160,000	-250,000	90,000	3,865,191	173,018	4,288,209
Oak Bank	67	40	1,660,979	400,000	1,070,000	0	990,979	740,779	2,801,758
Ivel Valley	175	13	3,324,919	130,000	-350,000	132,978	3,237,897	144,372	3,732,269
Weatherfield	118	18	1,432,681	180,000	1,360,000	14,056	266,737	54,746	1,681,483
Total	554	87	10,283,770	870,000	3,030,000	237,034	8,360,804	1,112,915	12,503,719

Difference - SVT less existing Top Up (+ is additional funding, - is reduction to funding)

School	CBC places	OLA places	CBC places	OLA place funding	From EFA	Plus funding	Cost to CBC	OLA for school	School funding
Chiltern	0	0	120,573	0	0	-90,000	30,573	0	30,573
Oak Bank	0	0	-48,955	0	0	0	-48,955	0	-48,955
Ivel Valley	0	0	147,350	0	0	-132,978	14,372	0	14,372
Weatherfield	0	0	-2,523	0	0	-14,056	-16,579	0	-16,579
Total	0	0	216,445	0	0	-237,034	-20,589	0	-20,589

Memo: Total cost to CBC in 2018/19	8,554,533
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Executive Summary

3. The LA commissioned further work on the review of the funding of Special Schools. The previous review was based upon an update of the present banding system and initial modelling indicated that it would have increased expenditure due to the impact of the minimum funding guarantee.
4. In discussions with the special school headteachers the idea of an SVT approach was suggested and this was unanimously supported.
5. The present banded funding framework generates unnecessary administrative activity and is difficult to effectively monitor and evaluate. It also needs to be reviewed in order to bring the descriptors in line with the SEN code of practice and to recalculate the values of each of the bands which are different for each school.
6. The LA's responsibility is to ensure that the funding model is transparent, simple, efficient and effective in deploying resources and achieving quality outcomes. The responsibility for delivering personalised programmes lies with special provision.
7. The funding model aims to support real choice and opportunity for the individual within their own communities. The LA will ensure that appropriate support and resources are

made available to families and professionals in order that the children and young people achieve real and high quality outcomes.

Background

8. The 2012 school funding reforms stated that one of its aims was to support the introduction of new SEN provisions being introduced by the new Children and Families Act (Part 3).
9. Developing a funding model that is capable of delivering on those ambitions and the expectations of the Children and Families Act 2014 is challenging in the sense that the new arrangements for the Dedicated Schools Grant (DSG) to local authorities redefines the way in which future funding for low incidence high needs will be deployed and managed.
10. Transparency and choice is the centrepiece to the legislation. The emphasis upon outcomes, choice and control has changed the relationship between the local authority and stakeholders (families, children, young people and providers).
11. Any funding model must be able to ensure that the appropriate funding for the individual child and family is made available regardless of the setting and across the full continuum of provision.
12. The deployment of funding has to be transparent and clear in its aim of supporting an inclusive approach to educating children and young people with special needs.
13. The approach to inclusion is not dependent upon a setting but enables and empowers the family, child and young person to have choice and access to appropriate educational provision that maximises opportunities within their own community.
14. The LA needs to ensure that a simple but efficient method of delivering funding underpins a strategy to meet the needs of children and young people with low incidence high needs whilst ensuring that the settings have stable budgets capable of providing a personalised, high quality educational provision.
15. The funding model must be able to ensure that the cost of provision can be met from the agreed budget.
16. At present Central Bedfordshire Special Schools receive £10,000 per commissioned place from the Department for Education (DfE) with the top up element being provided by the LA via a banded funding framework that delivers a top up amount of funding per pupil depending which band is assigned to the child's needs (each special school has different band values).

17. The LA has carried out extensive consultation on the challenges facing the funding of special provision. The LA has decided to implement a funding model that employs SVT for pupils attending special schools with the intention of including special facilities in the new funding model at a later date.

The Challenges in Central Bedfordshire and Rationale for the Introduction of the Single Value Top-up Funding Model

18. All four special schools in Central Bedfordshire have more pupils on role than their commissioned number.

19. All four special schools have stated they are experiencing budget pressures with at least one considering a second round of compulsory redundancies from teaching and support staff.

20. All four special schools are the preferred placement for many pupils from other local authorities.

21. Other local authorities are prepared to pay a full £10,000 for additional places and top-ups at a higher rate per band than Central Bedfordshire.

22. As can be seen in Table 1 pupils placed by other local authorities tend to have a higher level of need than average for the school, and so funding. This skews the average per pupil cost of the school and the SVT calculation has been based on the average cost for Central Bedfordshire pupils at the schools.

23. One of the special schools has been approached by another local authority to consider increasing its pupil capacity by accepting capital funding from them in return for a guaranteed number of places.

24. However, in spite of the financial advantages of accepting pupils from other local authorities and two of the special schools being academies, they have all stated that they wish to retain a close working relationship and partnership with Central Bedfordshire.

25. The way in which the banding funding model has been historically managed has led to schools becoming overly financially reliant on individual and idiosyncratic decisions.

26. Due to this schools have found it difficult to adapt to the much more dynamic financial culture of funding following individual pupils in real time.

27. This approach has also enabled schools to introduce pedagogy dependent upon staffing levels that are not sustainable in the longer term.

28. The SVT funding model enables future planning for low incidence high needs across the full continuum of provision from mainstream to special schools. Both schools and the

local authority will be able to predict budgetary commitments, beyond the annual financial cycle, and ensure a more effective and efficient use of high needs block funding.

29. The SVT model is transparent and easy to understand.
30. The SVT model supports an approach to inclusion that does not depend on a setting but on supporting educational opportunities within a community through strengthening special provision.
31. The model reduces the Local Authority's administrative burden and simplifies the process of delivering funds to special settings whilst supporting those settings in delivering individually tailored educational provision to children and young people with low incidence high needs.
32. The SVT model is cost avoidance rather than a saving and minimises additional expenditure on pupil number increase.
33. The agreed change to a pro-rata payment of £5,000 for additional Central Bedfordshire pupils over the commissioned number represents a saving as previously £10,000 had been paid.

SVT Operation

34. An appropriate number (to include those from other local authorities) of pupil places will be commissioned at the start of the school year at a cost of £10,000 per place.
35. This number will be reviewed on an annual basis.
36. The agreed SVT for the school will be paid on a monthly basis for Central Bedfordshire pupils on role as at 1.4.19.
37. Top-up funding for pupils from other local authorities will be dealt with directly by the school and other local authority.
38. For Central Bedfordshire pupils joining the school after 1.4.19, pro-rata SVT will be paid from the date they join.
39. When a Central Bedfordshire pupil leaves the school at any time after 1.4.19 their SVT will cease being paid at the end of the following month.
40. A monthly census of all pupils on role at the special schools will be undertaken.
41. If a school goes over its commissioned number of places by the placement of a Central Bedfordshire pupil a pro-rata payment of £5,000 will be paid in addition to the pro-rata SVT.

42. Schools will deal directly with other local authorities when they admit a pupil that takes them over their commissioned number.
43. It is expected that the needs of all pupils on role at a school will be met from the SVT payment.
44. Schools will ensure that pupils needs are met as outlined in their Education Health Care Plan.
45. Special Schools have asked for a set of Bands still to be in practice for school base to set the provision support required for the young person and these are being produced with the Special Schools
46. Exceptional payments will only be agreed by the Head of Service when it can be clearly demonstrated that this is in the pupil's best interests and financially expedient.

Options for consideration

47. Continue to fund with the banding system that we currently have in place and review the descriptors of the bands
48. Implement the SVT from April 2019 at the values stated above for the next 2 financial years

Reason/s for decision

49. To have a fair and equal funding mechanism to all special schools
50. Allow the school to have a clear understanding of the money coming in to their budget at the start of the year and then only amended the small amount of pupils starting and finishing through the year.
51. More transparent system
52. Reduce the administration of the funding to the school.

Council Priorities

- Great resident services
- Improving education and skills
- A more efficient and responsive Council.

Corporate Implications

Legal Implications

53. The change of method of calculating the top up funding in the way described has a number of positive practical benefits for the special schools in the county and should

serve to enhance the relationship with the Council, which has statutory obligations to place children and young people within the County into appropriate school settings with the appropriate level of funding. Accordingly, there are no adverse legal implications for the changes proposed. In the event a child or young person is adversely impacted by the changes, then legal challenges are possible, but the intended impact of the changes is a positive one and the risk is low.

Financial and Risk Implications

54. This paper has been reviewed by Finance with no issues raised.

Equalities Implications

55. Central Bedfordshire Council has a statutory duty to promote equality of opportunity, eliminate unlawful discrimination, harassment and victimisation and foster good relations in respect of nine protected characteristics; age disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Single Value Top-up model aims to support real choice and opportunity for the individual within their own communities.

Conclusion and next Steps

56. The Local Authority and Special School Headteachers are in agreement that Single Value Top up is the way forwards and we would like to start to proceed with this from April 2019.

57. Schools Forum to confirm the rate that is stated above is appropriate for each school.

58. Special Schools Bands descriptors for internal use to be produced ready for April 2019.

59. Produce an operational guide for Single Value Top Up for Special Schools and Central Bedfordshire.

Central Bedfordshire Council

Schools Forum

1 October 2018

Early Years Funding 2019/2020

Report of: Sue Tyler (sue.tyler@centralbedfordshire.gov.uk)

Responsible Director(s): Sue Harrison (sue.harrison@centralbedfordshire.gov.uk)

Purpose of this report

1. To consider Early Years Funding for 2019/20
2. To agree a consultation based on proposals

RECOMMENDATIONS

The Schools Forum is asked to:

1. **Consider the modelled options**
2. **Agree to consult on the Extra Option.**

Background

3. The Early Years National Funding Formula, which governs the Early Years Block requires that by April 2019 different base rates are equalised. At present there is a differential base-rate with schools receiving £3.70 per hour and the Private, Voluntary and Independent (PVI) sector £4.05 per hour.
4. The differential rates evolved because under previous sets of regulations PVIs could not be given lump sums e.g. for admin costs or for rates and other building costs, nor for the funding to provide a Headteacher equivalent. As schools received help with all of these via their schools budget a differential rate was evolved in order to assist PVIs with some of these costs.
5. All base rates were last increased in April 2016 and since then all settings have been and continue to be subject to substantial increases in staffing costs, with the changes to the minimum/living wage, and in schools the NJC Local Government Pay Award which allowed for increases up to 5%.

6. At present in Central Bedfordshire there are virtually no settings not participating in either the 2-year-old or the additional 15 hours offer, unlike some neighbouring authorities. However, if funding rates begin to fall behind the real cost of delivery there is a risk that places will be lost, particularly in the PVI sector.
7. A discussion was held at the June meeting of the Schools Forum where the 2019/2020 Early Years funding was discussed, and range of possible options were considered.
8. It was agreed that two options in particular were modelled. It was also noted that there were no 'good' options available.

Current Formula in 2018/19

9. At present there are two base rates, along with the mandatory factor of deprivation. Deprivation Rates are 15p and 40p per child per hour depending on home address and the LSOA deprivation level. (LSOA 0-30% most deprived in England = £0.40 per funded hour and 31 – 60% most deprived in England = £0.15 per funded hour).
10. There is also a discretionary quality factor applied to the PVI sector only by rewarding higher qualification levels. (20p/hr/child for a Qualified Teacher or Early Years Professional, (EYP) 15p/hr/child for a graduate non EYP, 10p/hr/child for a Level 4 qualification – the highest level is paid once at any one time.)
11. The current formula also includes a lump sum to the two Maintained Nursery Schools (MNS) of £100,000 each.

Modelled Options

12. Initially 2 options were modelled as agreed at Schools Forum, and then a third was considered.
13. Table 1 Indicates the levels of base rate and factors used and Table 2 Indicates the overall sums in the different sectors.

Table 1 Base Rate and Factors used

	Base Rate(s) per hour	0-30% Deprivation Factor per hour per child	31-60% Deprivation Factor per hour per child	Quality payments (PVI's only) per hour per child	Lump Sum each for 2 MNSs
Current Model	Schools £3.70 PVI's £4.05	40p	15p	20p/15p/10p	£100,000
Option 2	£4.00	10p	5p	20p/15p/10p	0
Option 3	£3.95	10p	5p	15p/11p/8p	£100,000
Extra Option	£4.05	20p	10p	20p/15p/10p	0

Table 2 Impacts on Sectors

	Total Budget for 2 MNS	Change against current budget	Total Budget for 96 Schools and Academies	Change against current budget	Total Budget for 91 PVI's and 205 Childminders	Change against current budget
Current	657,489		5,148,002		6,912,237	
Option 2	475,847	-181,642	5,464,724	+316,722	6,763,865	-148,372
Option 3	670,203	+12,715	5,396,865	+248,864	6,626,665	-285,572
Extra Option	487,416	-170,072	5,568,636	+420,635	6,872,282	-39,955

Options for consideration

14. As Schools and Academies currently receive a lower base rate, and the requirement is to equalize the rates, it means that all schools with the exception of the two maintained nursery schools will gain in any modelling exercise, and any adjustment.
15. Likewise, any reduction in the current base rate or the Quality Factors will impact on the PVI sector to a greater or lesser degree.
16. The Deprivation Factor will impact on all PVI's that receive it at present, and some schools and academies, but the increase in the base rate will more than compensate so that all schools are gainers in any model.
17. As discussed at the last forum meeting the Maintained Nursery Schools will benefit from the increased base rate – but this would not compensate for the loss of the lump sum.
18. As previously identified there is no good option. However, the extra option maintains the closest level of overall funding to the PVI sector which provides the most stability to settings who have not had any increase since the beginning of 2016, whilst coping with considerable cost increases. Reducing the PVI base rate as modelled in options 2 & 3 poses an enormous risk to places which may lead to settings closing. There is a risk posed to Nursery Schools, and support would be given to them to look at the possible future options for them.

Recommendation

19. It is recommended that the Schools Forum approve a consultation exercise to be carried out with the entire Early Years Sector on the basis of moving forward with the Extra Option in 2019/20.
20. The information shown in Tables 1 & 2 would be provided along with details of the background and statutory duty to equalize the base rate.
It is proposed to ask the following questions:
 - How far do you agree with the base rate level of £4.05 for all settings?
 - How far do you agree with the levels of deprivation funding?
 - How far do you agree with the decision to retain the quality factors for the PVI settings?

- How far do you agree with the proposal to remove the lump sum from the 2 Maintained Nursery Schools?
- Are there any comments you would like to make about the proposals overall?

Council Priorities

21. The proposals support Improving Education and Skills as the funding formula and its implications relate to the earliest years of a child's educational experience.
22. The statutory requirement to manage the early years and childcare market and the consideration of maintaining a strong early year's sector meets the priority of providing great resident services.

Corporate Implications

Legal Implications

23. The recommendation and planned consultation ensure that legal requirements to manage the early years and childcare market by ensuring adequate and accessible places are available is met, along with the requirement to consult on changes to the Formula.

Financial and Risk Implications

24. The modelling has been carried out by Schools finance and the recommended option is within the funding envelope available.
25. There is a risk that, following the removal of lump sum funding for the two maintained nurseries, should a nursery close the cost of closure and any deficits held at closure would fall on the council.
26. The council receives additional funding for maintained nursery schools (c.£200k) and there is a risk that the closure of a nursery would lead to the loss of this funding.

Equalities Implications

27. The recommendation made is to ensure the widest possible accessibility to all children, whether taking up a universal 3 or 4-year-old service or enhanced hours. By recommending the option which will secure the future of the largest number of settings it will also ensure that places remain available for the more vulnerable children accessing the two-year-old offer.
28. Central Bedfordshire Council has a statutory duty to promote equality of opportunity, eliminate unlawful discrimination, harassment and victimisation and foster good relations in respect of nine protected characteristics; age disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Conclusion and next Steps

29. A 30-day consultation would be carried out across all parts of the early years sector. An interim response will be provided to the Schools Forum meeting of 19th November with the full responses provided to the meeting scheduled for 21st January 2019.

Central Bedfordshire Council

Schools Forum

1 October 2018

High Needs Block of the Dedicated School Grant

Responsible Director(s): Sue Harrison. Sue.Harrison@centralbedfordshire.gov.uk

Purpose of this report

1. The purpose of this report is to outline the spend in regard to the High Needs Block (HNB) to date and to highlight potential spend pressures for 2018/19
2. Agree the actions to mitigate the potential over spend
3. Update on the 0.5% investment into the HNB for this financial year.

RECOMMENDATIONS

The Executive or Committee is asked to:

1. **To note potential pressures against budget and agree actions to mitigate forecast overspends for 2018-2019.**
2. **To approve the use of historic reserves and potential underspends in 2018/19 (as identified in the Recommendations for Meeting the Forecast Overspend section) to meet the potential High Needs Block overspend.**

Background

4. There have been a number of factors that have contributed to pressures on the High Needs Block (HNB) this year and as a result a number of projects have been initiated to manage increased demand alongside schools and other partners such as the Clinical Commissioning Group (CCG).
5. This paper seeks to build upon the previous papers presented to the Schools Forum and in particular to provide an update on the projects developed to mitigate the projected overspend within the HNB.

National context

6. Nationally there are a number of Local Authorities being taken to judicial review regarding cuts or changes to funding for Special Educational Needs more generally. A prominent case which made national news occurred in Bristol and was reported over the summer 2018. A group of Bristol parents initiated a judicial review of Bristol City Council's decision to reduce spend within the HNB. The High Court agreed with the parents, concluding that Bristol's decision-making process around these proposed cuts was legally flawed. Nationally other Local Authorities are having difficulties with HNB overspend and are looking at ways to make savings.

7. Central Bedfordshire Council (CBC) does not plan to make cuts to services for pupils with Special Educational Needs and Disability but is required to look at mitigations that will reduce the overspend.
8. When considering how CBC is going to mitigate against the overspend to the HNB, Schools Forum alongside the Local Authority need to ensure that services are still available for children and young people to meet the needs identified in their Education, Health Care Plan (EHCP). With this in mind, the mitigations outlined in this report focus on achieving value for money and aligning services whilst adding greater early support to help reduce demand.

Local Context

9. As outlined in the previous School's Forum paper submitted for consideration on 12th March 2018, the challenges are:
 - an increase in EHCPs by 20% over a three-year period,
 - an increase in Autism Spectrum Disorder (ASD) diagnosis
 - an increase in social, emotional and mental health (SEMH) difficulties, particularly for older young people in years 10 and 11.

Culture Change

10. Work is underway with partners in health and social care and parent forums to provide training to education settings and parents around SEND services and processes. The aim of this is to be more transparent but also to ensure our partners and service users understand our criteria. Senior SEN Officers are attending SENCO liaison groups to provide advice and support on how to meet pupil needs at SEN Support level. Training is also being provided to SENCOs on the Graduated Approach, EHC Needs Assessments and Annual Review Process.
11. Additionally, there is a programme of work entitled 'The 0.5% HNBF' which is focusing on culture change to embed increased early intervention and to provide resources to schools to help meet pupil SEN support thus reducing demand in the future. This, together with a move towards ensuring that provision of financial support is needs led rather than diagnosis led will reduce demand in the future by focusing on early intervention and more universal provision.

Indicative High Needs Block Budget for 2018/19 as of August 2018

12. When considering the previous paper which outlined the HNB allocations and project areas, within both the national and local context, it should be noted that the mitigating actions will not have an impact on the budget for this financial year. The total HNB allocation for 2018/19 is £27,617,626 and the total HNB forecast spend (without mitigation) is £29,083,032. This leaves a predicted potential shortfall of £1,465,406.

Description	15/16 Outturn	16/17 Outturn	17/18 Outturn	2018/19			
				Budget	June Forecast	July Forecast	Aug Forecast
Therapies	40,789	44,441	34,287	40,000	40,000	40,000	70,132
EHC Plans (funded post April)	468,500	600,923	331,689	500,000	500,000	500,000	400,000
Special School Outreach & High Cost Pupils	661,791	565,049	420,498	388,166	388,166	388,166	388,166
Out of County Placements (Pre-16)	749,895	1,041,072	819,066	887,750	887,750	1,023,277	629,405
SEN & Additional Pupil Support	239,694	257,610	267,129	200,000	200,000	200,000	200,000
High Needs Post 16	1,923,574	2,065,560	2,218,056	1,484,921	2,677,000	2,712,804	2,750,626
Access & Inclusion	81,525	92,459	100,000	100,000	100,000	100,000	100,000
Virtual School	217,000	283,210	273,715	283,210	283,210	283,210	283,210
Other Local Authority SEND Top Up Payments	887,911	908,349	1,269,298	1,055,376	1,055,376	1,117,688	1,239,738
DSG Contribution to Central Overheads	719,280	718,997	719,280	719,280	719,280	719,280	719,280
Commissioned Contracts :							
Hearing Impaired (peripatetic)	185,791	195,000	195,000	195,000	195,000	195,000	195,000
Visual Impairment	252,576	252,576	252,576	252,576	252,576	252,576	252,576
Medical Needs	646,465	643,890	643,890	643,890	643,890	643,890	643,890
Jigsaw Centre	477,331	477,331	423,580	450,000	450,000	450,000	450,000
Academy of Central Bedfordshire	820,772	831,337	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000
ASD Provision - Ardley Hill		156,107					
HN Contingency - Additional special school places/top up			441,528	400,000	400,000	400,000	400,000
HN Contingency	514,500	209,207	146,674	0	0	0	0
Early Years Children with Disability	270,548	270,548	270,548	270,548	270,548	270,548	231,000
Maintained Special Schools (Chiltern and Ivel Valley)	5,676,431	6,047,852	6,327,918	6,676,727	6,849,839	6,849,839	6,849,839
EHCP & Provisions (Maintained Schools)	2,574,868	2,510,160	2,635,813	2,331,434	2,331,434	2,331,434	2,331,434
EHCP Pupils & Provisions (Academy)	2,088,508	2,186,178	2,417,188	3,140,110	3,140,110	3,140,110	3,140,110
Special School Academy (Oakbank and Weatherfield)	1,246,938	1,465,040	1,505,875	1,230,626	1,230,626	1,230,626	1,230,626
Recoupment	3,392,309	3,718,020	4,941,821	5,168,012	5,168,012	5,168,012	5,213,000
Import / Export Adjustment	0	0	0	0	0	63,000	165,000
CRC to Schools Block	34,461						
Early Years SEN Advisory Teachers	170,082	200,000	Tfr Early Y	Tfr Early Y	Tfr Early Y	Tfr Early Y	Tfr Early Y
Early Years SEN Funding	244,357	325,385	Tfr Early Y	Tfr Early Y	Tfr Early Y	Tfr Early Y	Tfr Early Y
Early Years CWD retained Panel and support function	25,228	25,436	Tfr Early Y	Tfr Early Y	Tfr Early Y	Tfr Early Y	Tfr Early Y
TOTAL	24,611,123	26,091,737	27,855,429	27,617,626	28,982,817	29,279,460	29,083,032
April Funding Allocation (as report to School Forum)	25,395,000	25,794,648	27,415,427	27,617,626	27,617,626	27,617,626	27,617,626
InYear surplus / (deficit)	783,877	- 297,089	- 440,002		- 1,365,191	- 1,661,834	- 1,465,406
	Surplus balance Transferred to Capital	Deficit Funded by Early Years Block underspend	Deficit Funded by Growth Fund underspend				

13. The following is a list of additional in-year pressures that have impacted on the projected overspend. A programme of work is in place to mitigate these pressures as outlined in the table below. Where possible we have indicated whether there is a financial impact, where this is unknown or still being calculated, Schools Forum will receive an update in November.

Pressures	Mitigations	Finance
<p>Out of authority (council) placements continue to be made.</p> <p>In September 2017 there were 25 children in out of authority placements in both independent and residential settings. This number has remained static and as of September 2018, the Local Authority (LA) continues to have 25 placements with costs ranging from £37,660 to £242,634 per year. Of these 25 places, only 10 receive a funding contribution from Social Care and/or Health.</p>	<p>Outside Local Authority (OLEA) Recoupment charges</p> <p>It has emerged that some OLEA's are charging CBC the placement cost of £10,000 alongside the top up funds. OLEA's will be advised that there is not a requirement for us to pay the placement charge and therefore we would expect to see a reduction in the charges. This will have an impact on 2018-2019 projections.</p>	<p>Placement arrangements above those agreed with OLEA schools are negotiable and the SEND Service will negotiate on a case by case basis. There will therefore be an impact on the HNB and the expected amount is currently being projected with finance colleagues. The figure will be reported in November.</p>
<p>Other Local Authority Send Top Up Payments</p> <p>In September 2017 CBC were paying EHC Plans and/or statementing funding for 94 CBC children attending schools in other local</p>	<p>Reviewing independent placements</p> <p>During the 2017-2018 academic year the SEND team have worked to bring a number of pupils back into local provision from expensive out of county placements to reduce cost and increase the oversight of the team. Detailed review resulted in 7 coming back to Central Bedfordshire. 6 pupils</p>	<p>This work will impact on the spend to the HNB Post 16 and out of county (pre-16) for the remainder of this year and this has already been adjusted in</p>

authorities at a total cost of £1,119,422. By September 2018 this had risen to 112 children with EHC Plans in other local authority schools with a full year forecast spend of £1,239,738.

returned to education and 1 in to employment. This work has reduced the spend to cases from £521,170 to £119,889 (This is the projected full year cost).

the budget for this year and will be built into next.

The SEND Service will continue to record the pupils that have been brought back into the Authority or negotiate the cost of placement to show the financial impact that these activities have achieved.

If the SEND Services did not do this work this school year the 7 placements would be costing a total of £521,170 for the school year. The saving for the full year cost is £401,281. Therefore, these allocated funds have been removed from the spend for 19/20.

Therapy provision

Within the current financial year, we have had a tribunal which ruled in favour of the parents which has created an additional pressure on the budget. The young person's package is costed at £42,000. This gives an overspend of £70,000

Independent Placements

There has been an increase in SEND Tribunals in which parents are requesting independent out of county placements. A more robust procedure is being put in place to ensure that there is a strong case to defend the use of local facilities, thereby reducing the out of county costs.

This saving is not available at this time and will be reflected in the next update which will be presented to the Schools Forum in November 2018.

Post 16 College Placements

In September 2017, there were 114 high needs funded learners in college/further education placements with a forecast full financial year spend of £1,296,072.53. This has increased to 154 learners at a full financial year cost of £1,283,316 (which includes learners in summer term 2018 who have since left). This year we have ensured that we have removed the first £6,000 (funded by the college before EHC Plan) from the predicted spend will be closer to the actual.

High Needs Post 16

A very recent agreement with Bedfordshire colleges has been made both setting would charge the hours charged to the LA to 2 hours. They have agreed to change their invoices from September 2018 to reflect this from the previous 2-4 hours.

There is a total of 154 Pupils in Post 16 colleges for whom the Council are financially responsible. Proposals are being developed to identify a new way of funding the colleges to ensure that there is a transparent and clear process with regards to top up funding which will result in savings for September 2019.

This saving is not available at this time and will be reflected in the next update which will be presented to the school’s forum in November 2018

Joint Funding

Colleagues across the Local Authority continue to work with Social Care and Health to ensure placements are jointly funded where appropriate. Work has commenced with the CCG to review the funding panel terms of reference to ensure that there are clear

Joint funding

The Joint Allocation Panel (JAP) which considers requests for tri-partite funding is being reviewed to ensure that it includes requests for all funding including placements/provision and equipment.

The aim is to ensure that there is equal commitment from Health, Social Care and Education partners where appropriate and anticipated to have a saving to the HNB.

The funding allocated from our revised JAP will be reported to School Forum. At this time, we cannot forecast an amount, but we expect expenditure from the HNB to reduce

<p>parameters around timelines for withdrawal of funding.</p> <p>There have been instances of this happening which has left the entire cost being met from the HNB. For example, Pupil A placement cost to the HNB was £94,565, but the team successfully negotiated tripartite funding, and this has now reduced to £36,565</p>		
<p>Maintained Special Schools and Special Schools Academy</p> <p>There is a need to be more robust with the way in which we fund special schools.</p>	<p>Special School Banding</p> <p>Currently there is a review of Special School Banding and the proposed arrangements will be presented to Schools Forum separately on the 1st October. If agreed the new funding arrangements will be put in place from April 2019. This will impact on the special school outreach and high cost pupils budget of additional fees as this will no longer be an option in the new way of working.</p> <p>Special School outreach and high cost pupils budget</p> <p>In the summer term 2018 it Special Schools were advised that the additional tops ups (Band 2B, 4B etc.) will not be paid automatically. This is additional funding that is for one term only and should be reviewed and requested if the schools want it to continue to meet needs of pupil. These requests will be considered at the special school panel where check and challenge will occur from both the Local Authority and school representatives.</p>	<p>Please refer to Special School panel paper presented today.</p> <p>At this time, we cannot provide the effect this will have on the budget, but it will have an impact on the Maintained Special Schools and Special Schools Academy budgets for the remainder of this year.</p> <p>From April 2019 if the Special School Single Value Top Up is agreed then the Special School outreach and high cost pupils budget will be reduced as exceptional banding will not be in place as freely as now. MFG will apply.</p>

14. Alongside the mitigation measures identified to manage the demand on the system, the SEND team, alongside colleagues from across the council, continue to work on projects and initiatives to continue to manage demand and to innovate. Early thinking on additional projects includes;

Robust Financial Management

15. This year, the SEND team have improved the invoicing process and are ensuring payment is made in the appropriate time frame. This also ensures more accurate forecasting to ensure finance are aware of individual pupil spend as actuals to build into the budget.

16. Robust processes are in place to ensure financial monitoring and management are accurate and efficient however, it should be noted that many of these budget lines remain complex with changes in small numbers of children's EHC packages potentially resulting in significant changes in spend

Equipment

17. SEND and Commissioners have launched a joint programme of work with health colleagues to review areas including equipment for pupils with SEND. This financial year we have agreed joint funding for equipment which will reduce pressure on the HNB.

Single Pupil Record

18. The SEND Service is in the process of transferring all pupil's with EHC Plans to Mosaic, the social care system by end of September 2018. The creation of this single record will allow the SEND team to have increased awareness of services accessed by children/young people and will further aid identification of packages that should be jointly funded with health and social care.

Additional Special School Places

19. The SEND team has worked with schools to reduce the payment for places over and above those agreed to £5,000 per place for the relevant part of the year rather than a flat rate of £10,000. This will impact the HNB from September 2018 and is showing an indicative saving of £40,000 for this financial year. Please see appendix A that details the arrangements that have been agreed with special school headteachers.

Alternative Education Review

20. A programme of work has been identified to review alternative education provision within Central Bedfordshire and to ensure that there are clear pathways for children and young people aligned to a more strategic vision which will be co-developed with partners including schools.

21. It is anticipated that these actions will achieve efficiency savings through increased co-ordination to contribute towards the overspend in the HNB of the Dedicated Schools Grant as several services currently funded through the HNB are in scope for this review.

Joint Commissioning with the CCG

22. As part of a clear plan to work in collaboration with the CCG and to jointly commission services a programme of work is underway to review arrangements for therapy services, provision for children and young people with ASD, CAMH services and equipment in the context of the wider changes and opportunities within the CCG including the Transforming Care Partnership. As part of this, a review is underway to develop aligned commissioning arrangements for equipment to achieve economies of scale and to make joint decision-making processes easier to navigate across agencies. There will be a clear protocol for how equipment is provided. It is anticipated that we will start to see a saving against the spend on equipment. Currently a large amount of health equipment is being funded from the HNB rather than by Health.
23. Additionally, a placements review is underway to complete a needs assessment and to complete an out-of-home accommodation placements strategy for children and young people in Central Bedfordshire.

ASD Partnership Work

24. There has been a significant growth in the number of children subject to Education, Health and Care Plans locally over the last 2 years – a 20% increase. A review of the data has shown that the biggest age cohort for EHCP's is aged 5 or under. Analysis of the needs of SEND children with EHCP's has shown the highest need category is that of Autistic Spectrum Disorder (ASD). Further analysis shows that 37% of children with ASD are aged 8 and under.
25. The outcome of this is;
- Case reviews were undertaken with a multi-agency group and feedback to attendees was completed on 19th September 2018. The case reviews will be mapped against a pathway review to identify gaps and service improvements – this will be achieved through a workshop with practitioners, pre-diagnosis and then combined with post diagnosis (the ELFT pathway).
 - Commissioning or service improvement proposals will be co-designed with service users and overseen by a joint working group which will report into the SEND Improvement Board.

Schools for the Future

26. The SEND Service has joined the Schools for the Future corporate project to ensure that specialist provision is considered and developed in line with demographic growth. Consideration will be given to both supporting pupils in mainstream schools with additional resources provision and the need of a new special school. A data forecast is being worked on from September to December 2018. Meetings with Special School head teachers will also take place.

Development of a Dynamic Risk Register with the CCG

27. The CCG is working with colleagues in SEND and in the Children with Disabilities Team to develop a dynamic risk register to identify children and young people with complex needs at risk of tier four admission. This process will be jointly owned by the

Local Authorities and CCG and will manage escalating needs and have a financial impact due to the principles of early intervention.

Transparent Decision Making

28. An additional panel has been established for 'Special School/ Additional Resource' requests and support required to meet the need of children and young people. This will ensure greater transparency and challenge of placement. This panel will comprise of special school and mainstream school headteachers.

HNB Project

29. There are 7 Early Intervention Projects that have been developed using the transfer of 0.5% from the Schools to the HNB. Appendix B details the projects and the aims of each one. The overall targets for the projects are:

- Children whose needs escalate resulting in them going on to require a statutory education, health and care plan; it is hoped to stop this escalation by intervening early
- Support mainstream schools better to reduce the number of children who transfer from mainstream to special school
- Reduce the additional costs of specialist provision and wrap around support
- Reduce fixed term and permanent exclusions and associated costs; and
- Reduce out of area independent placements

30. A number of 'guiding principles' around the HNB investment have been agreed. The investment should:

- Help to **build resilience** in and across schools
- Provide **training for SENDCOs, teachers and support staff**
- Support the **development of early intervention** in and outside schools to support children with high levels of need in maintained settings; and
- Enable **good practice elsewhere to be examined**, and appropriate research to be undertaken, with a view to rolling this out in Central Bedfordshire

Research Project

31. Finally, Central Bedfordshire Council is one of nine local authorities taking part in a Local Government Association project focusing on understanding rising demand for local authority SEND support and the implications for the High needs budget. The research will better understand the factors driving increased demand for local authority support for children and young people with SEND in England, and what this means for the funding and commissioning of these services. It also wishes to identify the current national high needs funding gap (the gap between funding and need) facing all upper-tier councils in England and project how reforms to High Needs and the introduction of the National Funding Formula for schools will further impact on council budgets. As part of this the research will aim to produce a robust figure to show how much funding

councils have transferred to the high needs block since 2014 from the schools' block, the early years block or other funding sources.

Recommendations for Meeting the Forecast Overspend

32. To meet the in-year (18/19) HN Block Deficit currently forecast as £1.6M as at September 2018 the proposal is to cover this by the following:

School Block

£140k School Contingency Balance as at August 2018

Impact – Not available for distribution through Schools ISB 19/20

£421k Growth Fund carry forward from 17/18

£349k In-year unspent 18/19 Growth Fund

Impact - Possible risk with new methodology for 19/20 being introduced, currently indicative allocation based on 17/18 that will be updated to take account of October pupil census. Updated allocation of Growth Fund may not be sufficient to cover planned expenditure

£97k Central Services (funded by DSG) carry forward from 17/18

Impact – N/A

Total School Block £1M

Early Years Block

£341k Early Years Contingency carry forward from 17/18

£391k Early Intervention and Prevention Childcare and Quality carry forward from 18/19

Impact – Possible risk that in-year funding for 18/19 may not be sufficient to cover planned spend. The October census which will inform the additional funding to be paid for universal and additional 15hrs is not yet known. Consultation on the EY equalisation of the base rate for 19/20 may cause a pressure for future years

Total Early Years Block £732k

HN Block

£200k Balance remaining of 0.5% transfer from School Block to HN Block for intervention work

Total £1.932M

33. Without this agreement to use the reserves to offset the spend, Central Bedfordshire will need to find the money from other school services.

Council Priorities

- Improving education and skills
- A more efficient and responsive Council.

Corporate Implications

Legal Implications

34. The proposed measures to mitigate the pressure on the HNF are to be welcomed, as this important block of funding needs to be utilized as efficiently as possible, as it provides the support package for an individual with special educational needs (SEN), as it applies to children and young people from age 0 to 25. Efficient use of HNF could lead to fewer legal challenges in the SEN Tribunal.

Financial and Risk Implications

35. Finance are aware of the funding pressures facing the High Needs Block and the mitigating actions proposed. This needs careful monitoring throughout the year and the necessary agreements sought to ensure that any residual overspend does not fall on Council General Fund (and therefore the Council Tax payers of Central Bedfordshire).

Equalities Implications

36. Central Bedfordshire Council has a statutory duty to promote equality of opportunity, eliminate unlawful discrimination, harassment and victimisation and foster good relations in respect of nine protected characteristics; age disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Where proposals include an alteration to the level of support or type of placement, senior SEN officers will be part of the assessment process and will discuss provision with parents and young people and ensure that there is health and care provisions in Central Bedfordshire to meet needs. Senior SEN Officers are also attending SENCO liaison groups to provide advice and support on how to meet pupil needs at SEN Support. The development of a Market Position Statement will help to stimulate the range of provision in the local area.

Conclusion and next Steps

37. The Schools Forum is requested to note the spend of historic reserves as listed above and the use of the anticipated underspend in other areas of the DSG 2018/19 to mitigate this projected overspend.
38. The Schools Forum is requested to note the mitigating measures already in place alongside those in development to manage demand and financial management of the High Needs Block.

Appendices

Appendix A: Over Number in Special Schools

Appendix B: 0.5% HNBF Projects

Appendix A

10th July 2018 (v3)

Proposed arrangements for Central Bedfordshire Special Schools when additional places are required.

1. In paragraph 62 of High needs funding 2018 to 2019 Operational guide it states:-
2. “Where a local authority wants to commission further places at an institution which has filled all the places it has been funded for (irrespective of which local authority has filled them), agreement needs to be reached with the institution on the level of top-up funding required. Local authorities shouldn’t automatically be charged an extra £6,000 or £10,000 per head if it’s agreed that the institution can provide the support package for additional pupils and students at marginal additional cost. Local authorities and institutions will need to agree an acceptable approach that represents best value and the local authority will need to fund this from its high needs budget.”
3. All pupils placed at special schools are funded at the appropriate top-up for the agreed banding they are allocated to. For pupils placed at a school within the school year this will be on a pro-rata basis.
4. From April 2019 the school will received a Single Value Top-up (SVT) for each pupil placed at the school and this will be the basis for additional pro-rata top-ups when pupils are placed at the school in excess of the commissioned number.
5. The number of agreed commissioned places funded at £10,000 is designed to enable each school to maintain the central management and services essential for the school to operate. Therefore, as per P62 above, additional pupils do not necessarily indicate extra expenditure on the central functions of the school and any additional staffing and/or resources required will be met by the additional top-up funding.
6. However, it is recognised that there may need to be extra expenditure when a high number of additional places is requested. Therefore, from September it is proposed that a pro-rata payment based on a maximum of £5,000 will be paid for every pupil placed at the school above the commissioned number.
7. Where a school has received additional top-up and place funding and a pupil leaves lowering overall pupil numbers there will be no claw back of the additional funding the school has received. However, the amount of over-funding will be off-set against any additional sums subsequently triggered.
8. Where schools receive requests for additional places from other local authorities it is for the school to negotiate on an individual basis with the placing local authority the funding per additional pupil payable, including both top-up and place funding.

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Appendix B



Draft

HN BLOCK FUNDING Projects Louise Bartos - Head of SEND

Principles guiding programme expenditure

The LA has agreed a number of 'guiding principles' around the HNB investment

The investment should:

- Help to **build resilience and culture change** in and across schools;
- Provide **training for SENCOs, teachers and support staff**;
- Support the **development of early intervention** in and outside schools to support children with high levels of need in maintained settings; and
- Enable **good practice elsewhere to be examined**, and appropriate research to be undertaken, with a view to rolling this out in Central Bedfordshire

Confirming the project budgets

Project	Cost	Detail
Restorative Practice in Middle Schools	£97,574	
Jigsaw Project focused on years 7 and 8	£96,041	1 specialist teacher £48,290 2 specialist practitioners £47,751
Early Years Intervention Project	£101,121	1 specialist teacher £44,315 2 specialist practitioners £47,751
MINDMAP Project	£17,213	(£2.5k per school)
Increased Special School Outreach	£107,000	
Targeted speech and language support	£90,000	2 Speech and Language Therapist (1 primary and 1 secondary) £80,000 Training £10,000
Theraplay support	£61,875	1 inclusion support worker to backfill £23,875 Training £38,000
Total	£570,824	
Unallocated	£279,176	
Total project allocation	£850,000	

Project: Early Years Intervention Project

Project owner: Barbara Bourn

Objective: To support children in reception who have behavioural and SEND support to prevent them needing an EHCP

Intervention: Additional staff will be employed by the Early Years team, to focus on children in reception classes, primarily in Ivel Valley, to support children who have levels of behavioural & SEND support but who are not yet at the level of an EHCP.

Qualitative outcomes:

- School SENCOs feel more confident in managing SEND in early Years
- Reception staff in target schools have increased skills and confidence in supporting children with SEND

Quantitative outcomes

- Fewer children require more specialist interventions
- There are fewer EHCP's in the Reception age cohort

Milestones:

- Early September – Clarify cohorts for targeting
- Autumn Term meeting with all school SENCOs, new team to be working in schools
- Spring / Summer term toolkit to be created
- Project end by July 2019

Targets:

- Progress made by children with additional needs, identified by SENDCo (number of children who de-escalate to stage 2)
- Increased staff confidence in managing and making a difference for children with SEND
- SENDCo's view is that the additional support has made a positive difference
- Reduction in new EHCP's in the reception year from these schools

Additional resources:

- One additional Early Years SEND Advisory Teacher employed for one year
- Two Specialist SEND Practitioners employed for one year

Financial impact: Reduction in EHCP spend for new cases from Ivel Valley

Expected financial commitment:

1 specialist teacher £44,315
2 specialist practitioners £47,751
Total £101,121

Project: Restorative Practice in Middle Schools

Project owner: Jackie Edwards

Objective: Use restorative practice in schools to have a positive impact on the behaviour and emotional well being of pupils (and staff) and lead to a reduction in exclusions.

Intervention: A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Staff at 12 schools will be trained in restorative practice techniques to be employed systematically through the school in managing behaviour or conflict challenges. Over time, schools will change their behaviour policies to 'relationship policies' with an embedded whole school approach to changing practice in dealing with any behavioural challenges.

Qualitative outcomes:

- A demonstrable change in the culture in schools around how they manage behaviour – so systems are not rules led system, but relationship led
- Changing the leadership style and culture
- Positive impacts on staff and child emotional health and wellbeing
- Supporting Upper school readiness to help reduce exclusions

Quantitative outcomes:

- To reduce fixed term and permanent exclusions in middle schools
- Improving attendance at schools

Milestones:

- September: begin training
- Autumn term Sep 18: schools to start to use
- Summer 2019: fully embedded

Targets:

- Decrease in fixed term and permanent exclusion rates
- Decrease in internal exclusions/ isolation, incidents of disruptive behaviour during sessions, breaks and lunchtimes
- Improved pupil well-being
- Increased attendance levels
- Improvement in other school-based priorities

Additional resources:

Expected financial impact: maintain current AEP spend

Expected financial commitment: £120,000

Project: Jigsaw Project focused on years 7 and 8**Project owner: Jan Reading****Objective:** Increase the reach of the Jigsaw project to year 7 and 8 to provide targeted support for children in this age group, where a rise in exclusions has been seen**Intervention:**

- The Jigsaw project has the ambition of increasing its reach to target years 7 and 8 and to provide individual targeted support for children in specific schools for this age group.
- Following individual assessments of identified children, Jigsaw will provide one to one and group work based on their assessed level of Social, Emotional and Mental Health needs to support them in managing their behaviours and feelings.

Qualitative outcomes:

- Children better understand and are able to deal with their behaviours and feelings
- Children are ready to learn
- Positive impact on pupils as they start year 9

Quantitative outcomes:

There are less behavioural incidents in the school

Milestones:

- Recruiting through the summer
- In place by Christmas
- Agree schools September to target
- Preparatory with schools Autumn Term include SLA and case study process
- Start in January
- Case studies for individual children by end of Spring Term

Targets:

- Reduction in Exclusions for years 7 and 8
- Reductions in referrals to ACB
- Reduction in incidents (behavioural etc) for those schools and individual children targeted through the work
- Improved attendance at schools worked with
- Improved wellbeing of children (through Boxall and SDQ assessments)
- Improved confidence, skills and resilience of schools (through survey)
- Increased confidence of parents

Additional resources:

- 2 specialised inclusion support workers
- Additional teacher

Expected financial impact: Maintain or reduce levels of ACB**Expected financial commitment:**

1 specialist teacher £48,290
 2 specialist practitioners £47,751
Total £96,041

Project: Early Years Intervention Project

Project owner: Barbara Bourn

Objective: To support children in reception who have behavioural and SEND support to prevent them needing an EHCP

Intervention: Additional staff will be employed by the Early Years team, to focus on children in reception classes, primarily in Ivel Valley, to support children who have levels of behavioural & SEND support but who are not yet at the level of an EHCP.

Qualitative outcomes:

- School SENCOs feel more confident in managing SEND in early Years
- Reception staff in target schools have increased skills and confidence in supporting children with SEND

Quantitative outcomes

- Fewer children require more specialist interventions
- There are fewer EHCP's in the Reception age cohort

Milestones:

- Early September – Clarify cohorts for targeting
- Autumn Term meeting with all school SENCOs, new team to be working in schools
- Spring / Summer term toolkit to be created
- Project end by July 2019

Targets:

- Progress made by children with additional needs, identified by SENDCo (number of children who de-escalate to stage 2)
- Increased staff confidence in managing and making a difference for children with SEND
- SENDCo's view is that the additional support has made a positive difference
- Reduction in new EHCP's in the reception year from these schools

Additional resources:

- One additional Early Years SEND Advisory Teacher employed for one year
- Two Specialist SEND Practitioners employed for one year

Financial impact: Reduction in EHCP spend for new cases from Ivel Valley

Expected financial commitment:

1 specialist teacher £44,315
2 specialist practitioners £47,751
Total £101,121

Project: MINDMAP Project**Project owner: Hero Slinn**

Objective: Work with schools to develop a revised behavioural approach focused on reducing focused on reducing behavioural challenges in primary settings

Intervention: Develop a whole school approach that reduces the reliance on targeted support, and possibly, specialist support in schools. The project is aiming to initially work with approximately 6 schools identified through numbers of SEND, high rate of exclusion and progress/attainment data. Two schools in the autumn term, two in spring and two in summer

The project consists of a ten week programme. The aims of the project are:

- Develop staff understanding of behaviour as a form of communication
- Develop skill set for both pupils and staff to promote and establish improved communication and stronger pupil-staff relationship and
- Engage parents in understanding behaviour

Outcomes:

- School staff have increased understanding of behaviour as a form of communication
- Staff have increased confidence and tools to manage challenging behaviour in schools
- Children are ready to learn with fewer behavioural incidents and exclusions
- Parents better understand behaviour and how to manage

Milestones:

- Before summer: Initial meetings with Mindmap and Thomas Johnson Lower School
- September: First two schools (Clipstone Brook and Shefford Lower) attend 10-week training programme
- January: Next 2 schools (Beacroft and Caddington) start training
- Summer term: final 2 schools (tbc)

Targets:

- A reduction in Primary exclusions from these schools
- Increased confidence in approach to behavioural challenges
- Decrease in number of behaviour incidents in school
- Decrease requests for CBET funding
- Decrease requests for EHCP requests

Additional resources:

Financial impact: Reduction in new EHCP's or CBEP funding requests

Expected financial commitment: £15,000 (£2.5k per school)

Project: Increased Special School Outreach

Project owner: Hero Slinn

Objective: to provide more specialist outreach support to mainstream schools, focused on supporting children with autistic spectrum disorder and communication and interaction challenges.

Intervention: Two additional FTE special school outreach teachers (one in each area special school) are being provided with a focus on early intervention, including support for children with ASD, learning needs. The project has two main parts to it – one linked to training for all schools, the other more targeted support for individual children.

Outcomes:

- Training programme will be created that is focused on more specific areas of needs around communication and interaction, including but not exclusively ASD
- The training will be delivered either through the teaching school or local clusters. And will be available to all schools.
- Support will be offered by the specialist teachers for individual children and teachers in the school

Milestones:

- Before summer: recruitment in place
- Summer: SLA to be developed, training programme being developed, referral form to be created
- Late September: first panel, questionnaire to be developed
- September / October: Launch at SENDCO cluster, cluster meeting, HT briefing, new websites from special schools being created to put on

Targets:

- Decrease primary exclusions
- Inclusion type audit – for schools
- Reduction in requests for EHCP's
- Reduction in children progressing to special schools

Additional resources:

Two additional FTE special school outreach teachers (one in each area special school)

Financial impact:

- Reduction of spend on new EHCP's
- Reduction in special school volumes and spend

Expected financial commitment:

£107,000

Project: Theraplay support in agreed targeted schools

Project owner: Sue Salisbury

Objective: Train class teachers in different forms of activities based around the principles of theraplay to have a positive impact on the behaviour and interaction of younger children in the classroom.

Intervention: The principle around this intervention is to 'skill up' class teachers in different forms of activities based around the principles of theraplay. Attachment enhancing activities, based on the principles of theraplay, have been identified as having a positive impact on the behaviour and interaction of younger children in the classroom

Outcomes:

- Theraplay training delivered to reception teachers in identified schools
- Trained teachers implement Theraplay training in classroom
- Approaches rolled out and embedded across school
- Support groups held for teachers who have been trained
- 7 schools in trained in Autumn term, 8 Spring, 8 Summer
- Conference would be held at the end of the year to share local practice and impact

Milestones:

- August / September: confirm schools for different phases
- September – October: Recruitment
- October: Aim to have training start
- After October half term: work in schools to begin
- Before Christmas 2018: Aim to start reflective group discussions across schools
- After Christmas: 1 training session each half term
- 8th March and 22nd March: currently earmarked for phase 2
- From 14th and 28nd June: 3rd phase to take place
- Autumn term 2019: conference in to test progress

Targets:

- Increased teacher confidence in working with children as a whole (use student teacher relationship scale, Boxall and SDQ)
- Reduction in exclusions and reduction in behavioural incidences from that school year group
- Query on the impact on EHCP's

Additional resources:

- A Specialist trainer
- Inclusion Support Worker
- Support from Sue Salisbury, LA officer trained in this work

Financial impact: Contribute to reduction in EHCP's and Exclusions

Expected financial commitment: 1 inclusion support worker to backfill £23,875
Training £38,000

Central Bedfordshire Council

Central Bedfordshire Schools Forum

1 October 2018

Schools Forum – New Constitution and Appointments

Responsible Director(s): Sue Harrison, Director of Children's Services,
(sue.harrison@centralbedfordshire.gov.uk)

Purpose of this report

1. The report updates schools forum on progress made in the second phase of its reconstitution. In summary, seven new school members were elected or appointed (where there was only a single application) in advance of the June meeting of schools forum. A further member – Stephen Tiktin – was elected as a primary maintained school governor in July. There remain two vacancies for schools members (for a secondary maintained head teacher and a secondary academy governor), the need for **three** elections for members whose terms of office have expired and were placed in the third tranche, and **one** for which there were no proposals in the summer term. The new constitution is consistent with the requirements of the Local Government Act, 2002, and subsequent regulations.

RECOMMENDATIONS

Schools Forum is asked to note the:

1. new appointments; and
2. arrangements for the third phase of the appointments process.

Background – roles, duties and responsibilities of all parties

2. Schools forums are required in every upper tier council (except the City of London and the Isles of Scilly). The purpose is to advise the council on matters relating to its schools budget.
3. Representatives from schools and academies make up the membership of the schools forum. There is also some representation from non-school organisations, such as nursery and 16-19 education providers.
4. School forum members agreed at the meeting on 11 March 2018 to reconstitute in line with the requirements of the Local Government Act ,2002 and subsequent regulations and statutory guidance.

Constituting Central Bedfordshire's schools forum

5. Regulations following the Act state that the LA shall:
 - appoint persons to represent the different groups;
 - identify bodies appropriate for representation on schools forum ('non-school members'), seek nominations from, and appoint representatives of, those bodies; and
 - ensure that schools forum is constituted as per the allocations in the annex to this report.
6. The appointment of **head teacher** or representative members shall be determined by the head teachers of all the schools of each category of schools as set out in its constitution.
7. The appointment of **governor** members shall be determined by an elective process, administered by the clerk of schools forum in accordance with membership requirements.
8. In appointing non-school members the authority shall seek nominations from the non schools bodies as listed in the Appendix to this report.
9. The membership structure of school members on schools forum reflects most appropriately the profile of schools across the authority and ensures that there is no in-built bias toward any one group.

Elections for vacant school places

10. There are school member places that are vacant:
 - secondary maintained head teacher or representative 1 vacancy;
 - secondary academy governor 1 vacancy;
11. There are three schools members whose terms of office have expired and where it was determined their positions would be in the third tranche of appointments and one for which there were no applicants in the summer term elections:
 - special school maintained head teacher or representative;
 - primary academy head teacher or representative;
 - PRU / AP academy head teacher or representative; and
 - secondary academy head teacher (no proposals in the summer term).
12. The elections will take place in October, and will be managed by Sandra Hobbs, the Council's Senior Committee Services Officer.

Council priorities

13. The proposed actions supports the following council priorities, listed below:
 - great resident services: schools provide education and other services to their communities and it is the purpose of schools forum to give the authority appropriate advice about the allocation of budgets to schools – this includes all academy schools, which, while directly funded by the Education and Skills

Funding Agency, are allocated this funding according to the formula set by the council following advice received from its schools forum;

- improving education and skills: pre-school settings, and schools (including sixth forms) are funded through formulae agreed by schools forum; and
- protecting the vulnerable: funding for the most vulnerable – including children who are financially disadvantaged through parental poverty, looked after or who have special educational needs, are allocated extra funding via the settings and schools they attend.

Corporate implications

14. The dedicated schools grant is a council budget, and is subject to formal approval by the council's executive. However, schools forum must be consulted about a range of decisions relating to the funding of both maintained and academy schools, and certain decisions could have implications for the council – particularly decisions on the de-delegation and top-slicing of school budgets.

Legal implications

15. School forums are statutory bodies, which have to be constituted in accordance with regulations 4 to 7 of the Schools Forums (England) Regulations 2012. Their purpose is to advise on matters relating to a local authority's school budget. They were enabled by the School Standards and Framework Act 1998, sections 47A and 138(7).

16. On 27 September 2017, the Department for Education published updated guidance for schools forums. The guidance is for local authority officers and schools forum members.

Financial and risk implications

17. The dedicated schools grant is a council budget, and it is the responsibility of the council to set the schools budget annually. Therefore, schools forum must be constituted appropriately, with terms of reference that set out its duties and powers.

18. The recommendations of the report ensure that there is appropriate representation from all relevant sectors, in line with the government's statutory guidance. This helps the local authority mitigate its financial and legal risks.

Governance and delivery implications

19. The local authority, as the convening body for schools forum, must have assurance that appropriate governance arrangements, in particular with regard to the proper constitution and clear terms of reference, are in place.

20. The agreement of current schools forum members to the recommendations will ensure schools forum is convened and operates consistently within the legal framework set out in the relevant legislation, regulations and guidance.

Equalities Implications

21. The public sector equality duty (PSED) requires public bodies to consider all individuals when carrying out their day to day work in shaping policy, in delivering services and in relation to their own employees. It requires public bodies to have due regard to the need to eliminate discrimination, harassment and victimisation, advance equality of

opportunity, and foster good relations between in respect of nine protected characteristics; age disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

22. The constitution proposed will ensure equitable representation of the groups on schools forum, and terms of office that are clear. There will be reconstitution of schools forum on the expiry of members' terms of office.

Implications for work programme

23. There are no implications for the work programme.

Conclusion and next steps

24. The next steps are the completion of the reconstitution of schools forum will be the elections for the primary maintained school governor member currently occupied by the vice chair, and the secondary maintained head teacher member currently occupied by the chair. It has been agreed that these elections should take place after the last schools forum meeting of the 2018/19 financial year.

25. Any vacant posts not filled in the autumn term election process, or vacancies that arise before the end of the spring term 2019, will be placed into the election process will also be subject to an election process.

Appendices

26. The following appendix is attached:

- List of categories and members of schools forum.

Background papers

27. The following background papers, not previously available to the public, were taken into account and are available on the Council's website:

- The Education Act, 2002;
- Schools forums operational guidance and good practice guidance (2015) – DfE;
- Schools forum powers and responsibilities

school members	name	school	TOO start	
primary maintained school head teacher	Alexia Moyle	Greenleas lower	11.2016	
primary maintained school head teacher	Sue Teague	Caddington Village primary	6.2018	
primary maintained school head teacher	Joanna New	Flitwick lower	6.2018	
primary maintained school governor	Stephen Tiktin	Beudesert / St George's lower	7.2018	
primary maintained school governor	Sue Howley MBE	Fairfield Park lower	12.2009	election due spring 2019
primary maintained school governor	Sally Wells	St Andrew's Lower	6.2018	
nursery school head teacher	Leigh Davies	Willow nursery	9.2016	
secondary maintained head teacher	Karen Hayward	Sandy upper	unknown	Election due spring 2019
secondary maintained head teacher	VACANT			Election October 2018
secondary maintained school governor	Michael Howe	Leighton middle school	7.2018	
special school maintained head teacher	Lisa Leonard	The Chiltern	9.2015	Election October 2018
special school academy head teacher	Joe Selmes	Weatherfield academy	6.2018	
primary academy head teacher	Ali Brabner	Cranfield C of E academy	Jun-15	Election October 2018
primary academy head teacher	James Hughes	Beecroft academy	6.2018	
primary academy governor	David Penfold	Cranfield C of E academy	6.2018	
secondary academy head teacher	Oliver Button	Queensbury upper academy	unknown	Election October 2018
secondary academy head teacher	Caren Earp	Henlow C of E academy	6.2018	
secondary academy governor	VACANT			Election October 2018
PRU / AP academy head teacher	Peter Cohen	ACB	9.2015	Election October 2018
non-school members				
Roman Catholic diocese representative	Mary Morris		1.2014	
Church of England diocese representative	Paul Burrett		1.2014	
PVI sector provider representative	Ali Challis	Clever Kidz	11.2016	

LA 14-19 partnership representative	Sarah Mortimer	Central Bedfordshire college	1.2014
trades union representative	Martin Foster	GMB branch secretary	1.2012
CBC scrutiny chair	Cllr. Ken Ferguson		6.2018

Central Bedfordshire Council

School Forum

Date: 1 October 2018

Subject: School Forum Budget

Responsible Director(s): Sue Harrison; sue.harrison@centralbedfordshire.gov.uk)

Purpose of this report

1. To update the School Forum on the current position of School Forum Budget.

RECOMMENDATIONS

The Forum is asked to:

1. **To note the spend for year to 31 August 2018**

Background

2. The School Forum Budget falls under Schedule 2 (Part 2) of The School and Early Years Finance (England) Regulations 2017. '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' – Expenditure in connection with the authority's functions under section 47A of the 1998 Act (establishment and maintenance of, and consultation with, schools forums).
3. A budget of £3,000 for 2018/19 has been set for costs associated with the operation of the Forum, with the continued membership of the F40 group and £2,000 delegated to the Chairman of the Schools Forum to fund the commissioning of consultancy and administration support. The level of the budget will be reviewed annually.

Update

4. The following table sets out the expenditure to 31 August 2018:

	BUDGET	SPEND	BALANCE
	£	£	£
Carry Forward from 2017/18	6,852		
Budget Allocation 2017/18	3,000		
F40 subscription		(500)	
General and Travel Expenses		(225)	
Hospitality		(36)	
Total	9,852	(761)	9,091

The F40 subscription is £500 for 18/19 only (usually £1,000).

Appendices

None

Background Papers

None

Central Bedfordshire Council

Schools Forum

Date: 1 October 2018

Report: School Finance Update

Responsible Director(s): Sue Harrison ,
(sue.harrison@centralbedfordshire.gov.uk)

Purpose of this report

1. To update School Forum on the school surplus balances at 31 March 2018 and current RAG rating.

RECOMMENDATIONS

The Committee is asked to:

1. **Note the Finance RAG rating for schools**
2. **Comment on Schools holding excess surplus balances and agree next steps.**

Background

2. Central Bedfordshire Council's (the LA) Scheme for Financing Schools is based on the legislative provisions in sections 45 – 53 of the School Standards and Framework Act 1998 (the Act) and the School and Early Years Finance (England) Regulations 2017 (the regulations). Under this legislation, the Department for Education (DfE) will determine on an annual basis, the minimum size of the Schools Budget, through the Dedicated Schools Grant (DSG). The Local Authority (LA) will determine the actual level of the Schools Budget and their non –school's education Budget.
3. The LA may centrally retain funding in the Schools Budget for purposes defined in regulations made by the Secretary of State under Section 45A of the Act. The amounts to be retained centrally are decided upon annually by the LA, subject to any limits or conditions prescribed by the Secretary of State and any amounts that have to be agreed by the Schools Forum. The balance of the Schools Budget remaining after deduction of centrally retained funds is termed the Individual Schools Budget (ISB).

4. The LA will not retain any unallocated reserve within the ISB but must distribute the ISB amongst all maintained schools, using a formula which accords with regulations made by the Secretary of State and enables the calculation of a budget share for each maintained school. This budget share is then delegated to the governing body of the school concerned, unless the school is a new school which has not yet received a delegated budget, or the right to a delegated budget has been suspended in accordance with Section 51 of the Act.
5. The financial controls within which delegation works are set out in Central Bedfordshire Council's Financial Regulations for Schools in accordance with Section 48 of the Schools Standards and Framework Act (1998) and approved by the Secretary of State.
6. The LA may suspend a school's right to a delegated budget if the provisions of the authority's financial scheme (or rules applied by the scheme) have been substantially or persistently breached, or if the budget share has not been managed satisfactorily.
7. Schools must satisfy the minimum requirements with regard to financial controls, procedures and systems in operation so far as necessary for the discharge of the S. 151 Officer responsibilities under Section 151 of the Local Government Act 1972. As this involves all financial records being maintained in school, these documents become the prime record and, therefore, are subject to a more rigorous LA and external audit.
8. To assist the Section 151 Officer in exercising his duties under the Act, Schools are categorised into Red, Amber, and Green (RAG) ratings of risk. This process takes place twice a year, in May, following the financial year end and receipt of the current budget plan, and January, following the Schools completion of the year end forecasts outturn. A regular update is held as schools' circumstances change.
9. The Scheme (Section 4.9) permits schools to plan for a deficit budget with the maximum length of time over which schools may recover being three years. Schools' requests for licensed deficits must be supported by a detailed recovery plan. Licensed Deficits shall not normally exceed 10% of a school's budget share. No more than one third of the collective balances held by the LA will be used to back these arrangements.
10. Unlicensed deficits are reported to the Department for Education as part of the School's Consistent Financial Reporting (CFR) return.

Schools excess balances

11. CFR distinguishes Revenue balances between committed (B01), uncommitted (B02) and community focused reserves (B06). The balance control mechanism was reintroduced into the Scheme for Financing Schools for 2016/17, section 4.2 defines excess uncommitted balances as:
10% (Secondary and Special) or 15% (Nursery and Primary) of the current year's individual school budget share.

12. The Schools finance team have reviewed schools returns and examined funds declared as committed (B01) against agreed criteria and challenged as appropriate. There are 15 schools holding excess uncommitted balances (B02), (after the exclusion of two schools whose excess balance was less than £1k); One Nursery, 12 Lowers and two Special Schools (Appendix A). These Schools will be contacted individually requesting details of how the excess balance will be spent.
13. School Forum members are requested to support officers in reviewing these returns and make recommendations with regards clawback of funds. The scheme for financing schools' states that any surplus balances removed from schools will be redistributed to all maintained schools (excluding academies) holding less than the permitted surplus percentages/amount in the following financial year.

Schools risk register 2018/19

14. Following the year end returns and confirmation of the 2017/18 balances held by schools, schools have been assessed by the following criteria:

Criteria	Red	Amber	Green
Notice of Concern issued	X		
'No Assurance' audit statement	X		
Application for Licensed Deficit late in financial year (December)	X	X	
Unlicensed Deficit >5k or 2.5% of ISB	X		
Unlicensed Deficit < 5k or 2.5% of ISB		X	
Licensed Deficit for one year > 10% of ISB		X	
Licensed Deficit for one year < 10% of ISB			X
Licensed Deficit for two years > 10% of ISB	X		
Licensed Deficit for two years < 10% of ISB		X	
Budget monitoring concerns	X	X	
No submission of Schools Financial Value Standard	X		
Provisional Licensed Deficit for future year			X
Timeliness and/or accuracy of returns			X
Change of Head teacher and/or Bursar/Finance Officer			X
Schools Causing Concerns		X	
Age Range Changes		X	

15. The table below compares the number of schools in each assigned category for 2018/19 against 2017/18, details included in Appendix B:

Sector	Red		Amber		Green	
	2017/18	Aug-18	2017/18	Aug-18	2017/18	Aug-18
Nursery	0	0	0	0	1	1
Lower / Primary	8	7	18	25	11	15
Middle	0	0	1	3	0	0
Upper	1	1	0	0	0	0
Special	0	0	0	0	2	2
Total	9	8	19	28	14	18

16. The increase in amber and green schools are mainly as a result of budget monitoring concerns.

17. The schools' portal will be updated for schools to view their finance rating. Red and amber schools will receive regular monitoring visits from a member of the Schools Finance team. Those schools coloured green will be closely monitored and if necessary will also receive a school visit.

18. There are currently no schools with a 'notice of concern'

Appendices

Appendix A: School Excess Balances

Appendix B: School Risk Register

Appendix A - School Excess Surplus Balances 2017/18

2017-18 Revenue and Capital Balances						
	School Name	B01 - Committed Revenue Balances	B02 - Uncommitted Revenue Balances	B06 - Community Focused Revenue Balances	B02- Allowable Balance	B02- Excess Balance
1	WILLOW	0	89,211	0	45,225	43,986
2	ASPLEY GUISE LOWER SCHOOL	0	114,247	0	84,170	30,078
3	BEAUDESERT LOWER SCHOOL	47,342	184,561	0	139,166	45,395
4	CHALTON LOWER SCHOOL	0	215,722	0	49,360	166,362
5	CHURCH END LOWER SCHOOL	5,700	319,526	85,585	245,259	74,267
6	HAWTHORN PARK LOWER SCHOOL	11,276	266,106	14,286	258,901	7,204
7	HOUGHTON REGIS LOWER SCHOOL	0	246,183	0	176,930	69,253
8	ICKNIELD LOWER SCHOOL	26,653	208,316	0	187,356	20,960
9	SHILLINGTON LOWER SCHOOL	0	101,688	-13,750	80,491	21,197
10	SOUTHCOTT LOWER SCHOOL	0	173,975	98	161,557	12,418
11	ST GEORGES LOWER SCHOOL	13,000	95,158	24,161	88,860	6,298
12	ST SWITHUNS LOWER SCHOOL	0	162,644	0	125,960	36,684
13	WOBURN LOWER SCHOOL	20,978	54,201	7,605	50,794	3,407
14	CHILTERN SCHOOL	47,427	612,320	0	384,227	228,093
15	IVEL VALLEY SPECIAL SCHOOL	131,955	370,790	24,628	312,565	58,225

TOTAL	823,826
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Appendix B - School RAG Rating August 2018

School Name	Summer Term (Aug 18) Rating
Westfield Nursery School	Green
Willow Nursery School	No category
Ashton St Peter's V A School	Green
Aspley Guise Lower School	No category
Beaudesert Lower School	Amber
Campton Lower School	No category
Chalton Lower School	Green
Church End Lower School	Green
Clipstone Brook Lower School	Red
Derwent Lower School	Amber
Doverly Down Lower School	Green
Dunstable Icknield Lower School	Green
Dunton V.C. Lower School	Green
Fairfield Park Lower School	Amber
Flitwick Lower School	Green
Greenleas School	No category
Hawthorn Park Community Primary School	Red
Haynes Lower School	No category
Heathwood Lower School	Green
Hockliffe Lower School	No category
Houghton Conquest Lower School	Amber
Houghton Regis Primary School	Amber
Husborne Crawley Lower School	Amber
John Donne C of E Lower School	Red
Kingsmoor Lower School	Green
Laburnum Primary School	Amber
Lawnside Lower School	Amber
Leedon Lower School	Amber
Linslade Lower School	No category
Maple Tree Primary School	Red
Maulden Lower School	Amber
Moggerhanger Primary School	Amber
Northill C of E VA Lower School	Amber
Potton Lower School	No category
Pulford VA C of E Lower School	Amber
Ramsey Manor Lower School	No category
Ridgmont Lower School	No category
Robert Peel Lower School	Amber
Roecroft Lower School	No category
Russell Lower School	No category
Shefford Lower School	No category
Shelton Lower School	Red
Shillington Lower School	Amber
Silsoe VC Lower School	No category

Appendix B - School RAG Rating August 2018

School Name	Summer Term (Aug 18) Rating
Slip End Lower School	Amber
Southcott Lower School	Amber
Southill Lower School	Red
St Andrew's Lower School	Amber
St. Georges Lower School	Amber
St Leonards VA Lower School	Green
St Mary's C of E Lower School (VA) (Clophill)	Green
St.Swithuns V.C. Lower School	Amber
Stanbridge Lower School	No category
Stondon Lower School	No category
Studham C of E Lower School	Green
Sutton VA Lower School	No category
Swallowfield Lower School	Amber
Templefield Lower School	Amber
The Mary Bassett Lower School	Amber
Thomas Johnson Lower School	Green
Thornhill Primary School	Amber
Tithe Farm Primary School	Amber
Watling Lower School	Red
Westoning Lower School	Green
Woburn Lower School	Green
Wrestlingworth VC Lower School	No category
Potton Middle School	No category
Caddington Village School	Amber
Edward Peake Middle School	Amber
Leighton Middle School	No category
Parkfields Middle School	Amber
Sandy Secondary School	Red
The Chiltern School	Green
Ivel Valley School	Green

Central Bedfordshire Council

Committee: School Forum

Date: 1 October 2018

Report: Dedicated School Grant Contingency Budgets

Responsible Director(s): Sue Harrison ,
(sue.harrison@centralbedfordshire.gov.uk)

Purpose of this report

1. To update the School Forum on the current position of Dedicated Schools Grant Contingency Budgets.

RECOMMENDATIONS

The Committee is asked to:

1. **To note the position at 31 August 2018**

Background

1. From 2013/14 the Dedicated School Grant is split into three notional blocks; Schools, High Needs and Early Years with each block holding its own contingency budget.

School Block

2. The Schools Specific Contingency Budget falls under Schedule 2 (Part 6) of The School and Early Years Finance (England) Regulations 2017; '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 (ISB)'. Part 6 relates to items that may be removed from Maintained Schools' Budget Shares (Primary and Secondary) by way of de-delegation. De-delegation is not an option for Academies, special schools, nurseries or PRUs.

3. Expenditure on the Schools Specific Contingency is central expenditure deducted for the purpose of ensuring that monies are available to enable an increase in a school's budget share after it has been allocated; and where it

subsequently becomes apparent that a governing body have incurred expenditure which it would be unreasonable to expect them to meet from the school's budget share which may include expenditure in relation to:

- schools in financial difficulty
- the writing off of deficits of schools which are discontinued, excluding any associated costs and overheads
- new, amalgamating or closing schools, or
- other expenditure where the circumstances were unforeseen when initially determining the school's budget share

High Needs Block

4. Contingencies are held centrally to fund unforeseen circumstances and any potential overspends in the centrally retained High Needs Budgets. This includes the funding of additional places and top up payments for those schools accepting pupils above the place funding provided in their initial budget allocation.

Early Years Block

5. Early Years provision is funded based on predicted total number of hours' attendance of registered pupils. The LA must review the budget share when further information on actual hours of attendance is available, in accordance with Part 3 of The School and Early Years Finance (England) Regulations 2017. The Early Years Contingency budget has been set aside to fund the headcount adjustment that is allowable within the regulations.

School Contingency

6. The following table sets out the expenditure to 31 August 2018:

	BUDGET	SPEND	BALANCE
	£	£	£
Carry Forward from 2017/18	220,757		
Unallocated DSG	20,243		
VAT Reimbursement CLA		42,798	
Total School Contingency	241,000	42,798	283,798

7. The balance brought forward to 2018/19 of £220,757 is split £123,776 de-delegated funding for Maintained schools only and £96,981 for all schools.
8. The current unspent balance of £283,798 is ring-fenced de-delegated funding of £123,776 and £139,778 for all schools, which can be distributed in 2019/20 as part of the initial ISB allocation via the Age-Weighted Pupil Unit (AWPU).

High Needs Contingency

9. The following table sets out the expenditure to 31 August 2018

	BUDGET	SPEND	BALANCE
	£	£	£
Carry Forward from 2017/18	0		
Special School additional places / top-up	400,000		
Provision adjustment Toddington St George		(4,281)	
Total HN Contingency	400,000	(4,281)	(395,719)

Early Years Contingency

10 The following table sets out the expenditure to 31 August 2018:

	BUDGET £	SPEND £	BALANCE £
Carry Forward from 2017/18	341,117		
Unallocated Early Years Block 2018/19	2,183,039		
Final 17/18 adjustment		(297,821)	
Jan 2018 census adjustment 18/19		3,482	
Total Early Years Contingency	2,524,156	(294,339)	2,229,817

11 School Forum approval is required for:

- central early years block provision
- any movement of funding out of the schools block
- any deficit from the previous funding period that reduces the amount of the schools budget
- any brought forward deficit on de-delegated services which is to be met by the overall schools budget

Appendices

None

Background Papers

None

Central Bedfordshire Council

Schools Forum

Monday, 1 October 2018

Work Programme

Advising Officer:

Sharon Griffin, Committee Services Officer
(sharon.griffin@centralbedfordshire.gov.uk)

Purpose of this report

The purpose of this report is to assist the Schools Forum in discharging its responsibilities by providing a proposed work programme for consideration.

RECOMMENDATION

That the Panel considers the proposed work programme attached at Appendix A.

1. To assist the Schools Forum Panel a work programme is attached at Appendix A to this report. The work programme contains the known agenda items that the Forum will need to consider.
2. Additional items will be identified as the municipal year progresses. The work programme is therefore subject to change.

Council Priorities

3. The activities of the Schools Forum are crucial to ensuring that the Council effectively discharges its duty to maintain rigorous and transparency through the work of the Forum of the Schools Budgets. By considering, approving and following its work programme, the Forum helps support the Council's priorities as set out in the Council's Five-Year Plan:
<http://www.centralbedfordshire.gov.uk/council/five-year/plan.aspx>

Corporate Implications

Legal Implications

4. There are no legal implications.

Financial and Risk Implications

5. There are no financial and risk implications.

Equalities Implications

6. Central Bedfordshire Council has a statutory duty to promote equality of opportunity, eliminate unlawful discrimination, harassment and victimisation and foster good relations in respect of nine protected characteristics; age disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
7. Report authors will be encouraged to work with the Corporate Policy Advisor (Equality & Diversity) in order to ensure that relevant equality implications are identified.

Conclusion and next Steps

8. This report will assist the Schools Forum Panel in discharging its responsibilities. Any amendments approved by the Forum will be incorporated in the work programme.

Appendices

The following Appendix is attached:

Appendix A – Schools Forum Work Programme

Background Papers

None

Schools Forum Panel Work Programme

18/19 Municipal Year	
2018	
11 June	<ul style="list-style-type: none"> • Early Years Block (Inclusion for High Needs, impact of the potential 15 hours additional places) (ST)
	<ul style="list-style-type: none"> • Special Schools Banding (FN)
1 October	<ul style="list-style-type: none"> • Schools Forum Constitution / Membership (CK) • DSG 2018/19 (PB) • DSG 2019/20 (PB) • School Contingency update (PB) • Schools Risk Rating update (PB) • School Surplus Balances (PB) • Schools Forum Budget update (PB) • Special Schools Banding (single value top up (LB) • Early Years Funding 2019/20 (ST) • High Needs Block Dedicated Schools Grant (LB)
19 November	<ul style="list-style-type: none"> • Annual report on the work delivered by the School Admissions Team, performance nationally and changes in demand volumes.
2019	
21 January	<ul style="list-style-type: none"> • Trade Union Facilities Time Funding (DW)
18 March	<ul style="list-style-type: none"> •

Unscheduled reports:

- Funding for the Academy of Bedfordshire (ACB) (SP)
- Membership of the Schools Block Technical Sub Group (DH)
- Directed changes to the Scheme for Financing Schools (DH)
- Schools Finance update (DH)
- Review of the pilot year of the Growth Fund payment arrangements
- Apprenticeship Levy

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