

## SCHOOLS FORUM

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### **MINUTES OF THE SCHOOLS FORUM MEETING HELD ON 12 NOVEMBER 2015 AT COUNCIL CHAMBER - COUNTY HALL, TROWBRIDGE BA14 8JN.**

#### **Present:**

Mr N Baker (Chairman), Mr M Watson (Vice-Chair), Mrs A Bates, Mr A Bridewell, Ms A Burnside, Ms M Chilcott, Mrs J Finney, Mrs R Collard, Miss Tracy Cornelius, Ms J Hatherell, Mr J Hawkins, Mrs S Jiggins, Mrs D Rock, Ms I Sidmouth and Mrs C Williamson

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#### **41 Election of a Chair**

##### **Resolved:**

**The Forum agreed to appoint Mr Neil Baker as Chair of Schools Forum for 2015/16.**

#### **42 Election of a Vice Chair**

##### **Resolved:**

**The Forum agreed to appoint Mr Martin Watson as Vice-Chair of Schools Forum for 2015/16.**

#### **43 Apologies and Changes of Membership**

Apologies were received from:

George Croxford  
John Proctor  
Nigel Roper  
David Whewell

#### **44 Minutes of the previous Meeting**

##### **Resolved:**

**To agree and sign the minutes as a true and correct record of the meeting held on 18 June 2015.**

#### **45 Declaration of Interests**

None.

**46 Chairman's Announcements**

None.

**47 Trust Board Update**

Susan Tanner, Head of Commissioning and Joint Planning, was in attendance to deliver an update.

It was noted that there were no significant updates from the Trust Board meeting. Local changes to the Education Bill were referenced and had been circulated; documents relevant to this are attached to the minutes of this meeting.

**48 Budget Monitoring**

There was no update regarding this.

**49 14-15 Rollovers Report**

Jane Ralph, School Support Accountant, was in attendance to present the report.

The report presented the position of revenue balances of Wiltshire Council maintained schools as of 31st March 2015, and identified those which were in deficit. The analysis of the net revenue balances excluded schools that converted to academy status during the financial year but included those that converted post 31<sup>st</sup> March 2015.

The Schools Forum last considered a report on schools' balances and deficits in November 2014. In that report the value of surpluses was £9.943 million and 15 schools were in deficit with a total value of £1.314 million.

Significant underlying trends were referenced, and note was made to the table in paragraph 5 which displayed the deficit balances. It was noted that the deficit balance for Primary Schools and Secondary Schools had increased over the 2014/15 year.

When considering individual revenue balances it was explained that the underlying factors and causes generating or reducing balances should be taken into consideration. This included the pupil premium which did not have to be spent during the year. Some, or all, of the pupil premium could be carried forward to future financial years.

Appendix 1 provided a breakdown of the balances for the 2014/15 year. There were 24 Primary Schools and 2 Special Schools with balances above the limit. A total of 128 Primary Schools, 4 Secondary Schools, and 2 Special Schools had reasonable balances. There were 13 Primary Schools and 5 Secondary Schools with deficit balances.

Appendix 2 provided an analysis of schools that have had revenue balances in excess of 15% of their total School Budget Share (excluding Pupil Premium funding) for the last 5 years. It was noted that this would not trigger a DfE investigation.

Appendix 3 contained an analysis of schools that had revenue balances in excess of 5% and 8%, for secondary and primary/special schools respectively, within the last 5 years.

Appendix 4 provided an analysis of schools that had been in a deficit position over the last four years (2011/12 to 2014/15). It was noted that three schools had been in a deficit of 2.5%, or more, for each of the last 4 years. This equated to 1.69% of Wiltshire's Local Authority schools, as at 31<sup>st</sup> March 2015. As this was below the 2.5% threshold set by the DfE it was explained that it would not trigger an enquiry.

In answer to a question it was explained that converted academies required reimbursement. Reference was made to paragraph 17 of the report. This stated that for converter academies the local authority was reimbursed the value of the deficit, with the money being recovered through the abatement of the academy's General Annual Grant. In the case of sponsored academies, the deficit remained with the local authority to be funded from the core budget.

A question was asked regarding the schools which had experienced the biggest growth in their deficits. One of the schools was being dealt with by Michael Hudson, Associate Director of Finance, to look at options. The other school was looking at becoming an academy.

## **Resolved**

### **To note the Schools Revenue Surplus and Deficit Balances Report 2014/15**

#### **50 Membership of the f40 Group**

Grant Davis, Strategic Financial Support Manager, was in attendance to present the report.

The report provided an overview of the work of the f40 group and from a view as to Wiltshire would like to join the f40 group. The f40 group had been established 40 years ago to lobby the government for increase cash allocations for lowest funded education authorities in England. Wiltshire was noted as poorly funded in this area.

It was noted that the group has the support of MPs, councillors, education directors, governors, head teachers, parents and teaching union representatives. The current membership of the f40 comprised of 38 member authorities representing 2,472,620 pupils (31.5% of the total in England) in 7,944 schools (36.2%).

The work of the f40 group was noted as already having secured additional funding for the authorities through the 'fairer funding' allocations which provided Wiltshire with extra funding of £5.7m in 2015-16

Wiltshire was noted as not currently being a member of the f40 group, but was however eligible to be one due to its position as the 7<sup>th</sup> least funded local authority, in England, out of 151 authorities.

The cost of joining the f40 group was explained as £1000 per annum.

### **Resolved**

- 1. To note the content of the report.**
- 2. To support Wiltshire Council joining the f40 group's membership.**
- 3. For Wiltshire Council's Lead Member should to advise local MP's of the decision and for an appropriate press release to be issued to confirm the LA's membership decision.**

## 51 **Clarification of Growth Fund Definition**

Grant Davis presented the report which aimed to seek clarification regarding the funding for Infant Class Size Growth, from the Wiltshire Growth Fund.

Wiltshire Council operates a growth fund and Schools Forum agreed to a number of criteria for the allocation of funding for pupil growth in the 2015-16 financial year. The Growth Fund is compliant with the EFA guidance and is confirmed annually. A revision to the scheme factored for in-year infant pupil growth. This was explained as because funding could only be provided for either growth due to basic need, or to meet infant class size regulations.

It was noted that the historical position, prior to 2014-15 stated that:

*"In Year pupil number increases: Funding for in year pupil growth is allocated is the in year increase in numbers would necessitate provision of an additional class. For primary schools total funded NOR is divided by 30 to arrive at a theoretical class number for the school. Total NOR from the following census is also divided by 30 to arrive at a new class number. If the total increase in NOR is greater than 13 and an extra class would be generated then additional funding is allocated per additional class."*

The above wording had been changed to the following for the 2014-15 financial year was amended due to the changes in the regulations introduced by the Education Funding Agency:

*"**Infant Class Size Increases:** This is payable to a Primary School with infant classes which is required to set up an additional class in the Autumn term as required by the infant class size regulations, and the school cannot accommodate all of its additional Reception and Key Stage 1 pupils in classes of 30 or less, i.e. the total number of pupils in the 3 year groups exceeds a multiple of 30. If the total increase in NOR necessitates that an extra class would be required, then additional funding is allocated per additional class."*

It was explained that the original scheme required a two-pronged approach. This included an increase of at least 13 pupils; and dividing school pupils by 30, which requires an extra class.

The revised wording proposed a single-pronged approach. This involved dividing school pupils by 30, and awarding additional funding where the additional pupil numbers required an extra class

The above change in wording was explained as having been made due to its original non-compliance. It was confirmed that the Education Funding Agency (EFA) would not declare that this change could not be done.

## **Resolved**

- 1. To note the content of the report.**
- 2. To re-establish a two-pronged approach and set a minimum threshold for the increase in pupil numbers.**

### **52 High Needs Additional Place Funding 2016-17**

Grant Davis presented the report which provided the Schools Forum with options and proposals for the funding of additional High Needs places for 2016-17 onwards.

Place funding was explained as providing institutions with a guaranteed budget for the year. Top-up funding was explained as funding required over and above place funding in order to enable a pupil or student with high needs to participate in education and learning.

The report aimed to set out the situation where if a school had more than the planned number of pupils, what needed to be done to fund those extra pupils. Two scenarios were given.

- The first was when a pupil moves from a mainstream school setting to a High Needs School setting, and;
- the second was when a pupil moves from one High Needs School to a new High Needs School.

Within the first scenario a problem was highlighted where the paying of £10,000 per additional place resulted in schools being over funded for the additional High Needs place. If the school is already in receipt of an AWPU for the child, then to receive additional place funding of £10,000 would result in double funding.

Under the second scenario a principle of enabling the High Needs funding to follow the child in order to meet their individual needs was noted as being needed. In the situation where a child transferred from one secondary school with ELP provision to another secondary school with ELP provision, which then exceeds its number of planned places, then the £10,000 (pro-rata) funding would follow the child.

It was noted that care would also be required to ensure that funding was in place for new year 7's starting with ELP.

## **Resolved**

- 1. To note the content of the report.**
- 2. To revise the methodology and include within the first scenario that it does not include new Y7 ELPs.**
- 3. To include that when school is already in receipt of AWPU it will receive a reduced top up (£10,000 – AWPU), when it is not in receipt of AWPU then it will receive the full £10,000.**

### **53 High Needs Recoupment 2016-17**

Grant Davis was in attendance to present the report which provided an update regarding the recoupment from schools in relation to High Needs place funding.

At the March 2015 Schools Forum meeting it was agreed to implement a number of measures to help address the overspend within the High Needs block. One of these measures was to recoup place funding from schools from unfilled places within both Resource Bases and ELP provision.

It was noted that a number of schools within Wiltshire had unfilled places within their High Needs provision and some others had exceeded their number of High Needs places.

A total of 12 Resource Base schools had been invoiced a total of £115,833, and 11 ELP schools had been invoiced a total of £207,500.

Some members from the Schools Funding Working Group had been contacted to help deal with queries from schools once they had received their invoices.

The EFA opinion was a suggestion that the LA use the top ups mechanism as a tool to make any adjustments to an individual school's funding, through either not paying, or paying reduced top ups to schools which are operating with unfilled places.

It was noted that top-ups for October 2015 had already been performed, and as such they could only be recouped from November/December 2015 to March 2016.

The total anticipated recoupment funding for 2015-16, using the original approach was estimated to save the LA through unfilled place funding a total of £776,000. However, the fully compliant recoupment was estimated to save £186,190 or £239,927. This would be a result of only recouping from top-ups and taking back what had already been paid to schools.

Appendix 2 was noted as displaying information on what amounts could be recouped from schools under both scenarios.

The methodology for the recoupment needed to be endorsed by the Schools Forum. This was proposed as recouping from top-ups rather than place funding.

The top-ups considered for recoupment were used for specific resource base places and ELP's. Named Pupil Allowances were also noted as an area that could be recouped.

The Forum discussed the recoupment situation and it was noted as partly being a result of the financial crisis, which had resulted in looking into funding areas which had previously not been looked at.

#### **Resolved**

- 1. To note the contents of the report.**
- 2. To continue to recoup through top-ups as near to what has been overpaid for the rest of the 2015/16 financial year.**
- 3. To note that the definition of top-ups includes Resource Bases/ELP's/NPA's/and any other top-up as a part of SEN.**
- 4. To recoup using the NPA allowances as well as the top ups.**

Grant Davis presented the report which provided an update regarding the recent document issued by the Education Funding Agency (EFA) entitled “High Needs funding 2016 to 2017” and “High needs: place change request process – Technical Note for 2016 to 2017”.

The EFA issued the guidance in September 2015 which allowed local authorities the flexibility to make changes to the number of pre-16 places funded in maintained schools. It was noted that the changes can apply from April 2016; however the expectation was that the number of places would be amended from the start of the 2016-17 academic year.

It was noted that with academies the agreement must be more formalised, but with maintained schools they could be by LA agreement. Any changes to the place numbers for academies needed to be agreed between the local authority and the academy and would form the basis of the EFA funding.

The Wiltshire Schools Forum approach was noted. The approach had always supported the principle of ‘the money following the child’. The principle aimed to enable the High Needs funding to follow the child in order to meet their individual needs.

Five options had been provided as a part of the EFA guidance:

**Option 1**

Retain the status quo.

**Option 2**

Revise the ‘place’ numbers at each school, to the actual number of pupils within the Resource Base or ELP provision in the 2015-16 year.

**Option 3**

Agree a core number of funded places with each school and then fund each additional place, above the core number.

**Option 4**

Agree zero places at each school and simply pay for place funding monthly, based upon the actual number of High Needs pupils.

**Option 5**

Revise the number of ‘places’ agreed to mirror a certain point in time in the 2015-16 year to maximise the number of filled places to be funded, but retain the mechanism to recoup from top ups.

It was noted that if the zero figure is returned to the EFA, would take that as a sign that there were no high needs places at the schools. As a result the future funding from the EFA could be zero if this option were to be taken. Option four was noted as being high risk due to the EFA not confirming what their approach would be.

If there were to be any fluctuation in numbers, as a result of army rebasing for example, it was confirmed that these would be funded. A consultation was expected in spring 2016 on the future of High Needs Funding..

It was emphasised that SEND young people needed to be counted as pupils even if they weren’t in resource bases, so that the EFA knew of their existence in the future.

**Resolved**

- 1. To note the content of the report.**

2. **To accept option five in the report “Revise the number of ‘places’ agreed to mirror a certain point in time in the 2015-16 year to maximise the number of places funded, but retain the mechanism to recoup from top ups” with the following amendment:**
  - a. **That recoupment of places continues up until the introduction of the revised place numbers**
  - b. **To continue recoupment from maintained schools and academies from April 2016**
  - c. **To fund ELP’s based on the number from the table in appendix 1, subject to any Local Authority intelligence regarding actual numbers. If numbers drop below that within the table then recoupment will take place. If it increases then the change will be funded.**

## **55 Reports from Working Groups**

### **School Funding Working Group**

Minutes of the Working Group’s meeting of 20th October 2015, 8:30am were included in the agenda.

### **SEN Working Group**

Minutes of the Working Group’s meeting of 13th October 2015, 9:30am were included in the agenda.

### **Early Year’s Reference Group**

It was agreed to bring these back for consideration at the next Schools Forum meeting.

### **Resolved**

1. **To note the minutes of the School Funding Working Group and the SEN Working Group.**
2. **To bring back the minutes of the Early Year’s Reference Group to the next Schools Forum meeting for consideration.**

## **56 Confirmation of dates for future meetings**

The date of the next meeting was confirmed as Thursday, 14th January, 2016 1.30 pm in the Kennet Room - County Hall, Trowbridge.

### **Resolved**

**To propose that the date of the Thursday, 10th March, 2016 1.30 pm be changed as it clashed with a meeting of WASSH.**

## **57 Urgent Items**

### **Delegation of Central Expenditure 2016-17**



Grant Davis presented Schools Forum with the results from the recent consultation with schools regarding the delegation or de-delegation of central services. A consultation document was sent out to all maintained schools in the middle of September to seek views on the delegation of central budgets.

<b>DfE Heading</b>	<b>Wiltshire Budget</b>	<b>Maintained Primary Schools</b>	<b>Maintained Secondary Schools</b>
Contingencies	Schools Contingency	De-delegate	De-delegate
Free school meals eligibility	Free School Meals Eligibility Service	De-delegate	De-delegate
Licences/subscriptions	Licences (SIMS&HCSS)	De-Delegate	De-Delegate
Staff costs – supply cover	Trade Union Duties	De-Delegate	De-Delegate
	Maternity Costs	De-Delegate	De-Delegate
Support for minority ethnic pupils and underachieving groups	Ethnic Minority Achievement Service (EMAS)	De-Delegate	<b>Delegate</b>
	Traveller Education Service	De-Delegate	<b>Delegate</b>
Behaviour support services	Primary Behaviour Support Service	De-Delegate	Not delivered to secondary schools

The results have been analysed and were presented to Schools Forum. The budgets/services which had been consulted on are as follows:

- Schools contingency
- Free School Meal Eligibility Service
- Licences and Subscriptions (including SIMS, HCSS)
- Trade Union Facilities costs
- Maternity costs
- Ethnic Minority Achievement Service
- Travellers Education Service
- Behaviour Support Service

The responses received from schools had proposed that the services were delegated and de-delegated as per the current situation for 2015-16.

**Resolved:**

**To agree that the Delegation of Central Expenditure 2016-17 as per 2015-16 and the responses received.**

(Duration of meeting: 1.30 - 4.00 pm)

The Officer who has produced these minutes is Adam Brown, of Democratic Services, direct line 01225 718038, e-mail [adam.brown@wiltshire.gov.uk](mailto:adam.brown@wiltshire.gov.uk)

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# Common Inspection Framework

## September 2015

- Inspect the right things in the right way through a standardised inspection framework
- Provide comparable and accurate information for parents, carers, learners and employers to inform their choices
- Deliver timely inspections where there are signs of decline or improvement
- Have a proportionate approach to inspections
- Ensure rigorous quality of all inspections.

# Key Messages – Section 5



- Emphasis on impact across all key judgements
  - Effectiveness of Leadership and Management
  - Quality of teaching, Learning and Assessment
  - Personal Development, Behaviour and Welfare
  - Outcomes for Pupils
- Three 'golden threads' that run throughout all key judgements
  - Leadership and Management
  - Culture of the school
  - Safeguarding
- The importance of a broad and balanced curriculum
- Judgements on early years and 16-19 study programmes

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## Short Inspections – Section 8

- Short inspections for good schools, academies and FE and skills providers – approximately every three years, for one day (schools) or up to two days (FE&S).
- Two judgements only:
  - Is the school/provider still good?
  - Is safeguarding effective?
- Greater professional dialogue during the inspection; more regular reporting to parents, learners and employers.
- If a judgement change is needed it will be converted to a Section 5 inspection

# Document List



Available now on the OfSTED website:

- The common inspection framework
- The new Section 5 handbook and Section 8 handbook
- New safeguarding guidance - Ref: 150067
- <https://www.gov.uk/changes-to-education-inspection-from-september-2015>

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Materials from the launch events

- PowerPoint slides of CIF and Schools handbook
- Video of key messages from OfSTED Directors
- Video of school leaders who took part in pilots summarising their experience of the CIF and short inspections.
- <https://www.gov.uk/government/publications/future-of-education-inspection-launch-events-presentation-slides>

## **DfE Changes – Update July 2015 to September 2015**

### **Childcare Bill: policy statement**

1. The Childcare Bill is delivering the government's election manifesto commitment to giving families where all parents are working an entitlement to 30 hours of free childcare for their three- and four-year olds. The DfE have released a [policy statement](#)<sup>1</sup> outlining further details on the intention behind the legislation to extend free entitlement to childcare with an additional 15 hours of free childcare per week, to be implemented in September 2017.
2. The conditions for eligibility will include:
  - working parents with children aged three and four;
  - parents working part-time or full-time – each parent must be working the equivalent of 8 hours per week at the national minimum wage;
  - parents who are employed or who are self-employed;
  - and lone parents who are working the equivalent of 8 hours per week at the national minimum wage to support their families.

### **Protecting children from radicalisation: the prevent duty**

3. From 1 July 2015 all schools and childcare providers became subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.
4. New [guidance](#)<sup>2</sup> for schools and childcare providers has been issued. The main points of this advice are to:
  - explain what the Prevent duty means for schools and childcare providers;
  - make clear what schools and childcare providers should do to demonstrate compliance with the duty; and
  - inform schools and childcare providers about other sources of information, advice and support.

### **Keeping children safe in education**

5. The statutory [guidance](#)<sup>3</sup> has been updated to reflect the new prevent duty, to emphasise responsibilities concerning children missing from education, and to provide more content on female genital mutilation.

### **School admissions code**

6. This statutory [guidance](#)<sup>4</sup> has been re-issued and now includes an explanatory note about school places for children of public officials returning from overseas.

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<sup>1</sup> <https://www.gov.uk/government/publications/childcare-bill-policy-statement>

<sup>2</sup> <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

<sup>3</sup> <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

7. School Admissions Code requires that for families of UK service personnel with a confirmed posting to their area or Crown servants returning from overseas to live in that area, admission authorities must allocate a school place in advance of their move, provided their application is accompanied by an official letter declaring a relocation date and unit address or quartering address.
8. If schools are oversubscribed, the admission authority needs to be satisfied that places are allocated lawfully and may expect to have some level of certainty about a family's intended new address, to ensure a place is allocated lawfully.

### **Coasting Schools**

9. 'Coasting' schools were identified as part of the government's three point plan to tackle substandard state education in England. This [publication<sup>5</sup>](#) provides illustrative regulations regarding the proposed definitions of a coasting school to accompany the passage of the Education and Adoption Bill through Parliament. It includes an explanatory statement of how the coasting regulations as proposed would apply to primary schools and secondary schools, and an example of the regulations as they would be drawn up.

### **Constitution of governing bodies of maintained schools**

10. This statutory [guidance<sup>6</sup>](#) is about the constitution of governing bodies and their size, membership and skills. It sets out the arrangements for the constitution of school governing bodies of all local-authority-maintained schools formed on or after 1 September 2012, or whose instrument of government changed on or after 1 September 2012.
11. This replaces the May 2014 guidance to revise information on governing bodies; governors; 2007 constitution regulations; and the model instrument of government.

### **Home School agreements**

12. Statutory [guidance<sup>7</sup>](#) for governing bodies and local authorities on home-school agreements has been released. A home-school agreement is a statement explaining:
  - the school's aims and values;
  - the school's responsibilities towards its pupils who are of compulsory school age;
  - the responsibility of each pupil's parents; and
  - what the school expects of its pupils.
13. All maintained schools, academies, city technologies colleges and city colleges for the technology of the arts are required to publish a home-school agreement and associated parental declaration.
14. Schools must take reasonable steps to ensure that all registered parents of pupils sign the parental declaration to indicate that they understand and accept the contents of the home-school agreement. The DfE has reviewed and republished this guidance and confirmed it is up to date.

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<sup>4</sup> <https://www.gov.uk/government/publications/school-admissions-code--2>

<sup>5</sup> <https://www.gov.uk/government/publications/coasting-schools-illustrative-regulations>

<sup>6</sup> <https://www.gov.uk/government/publications/constitution-of-governing-bodies-of-maintained-schools>

<sup>7</sup> <https://www.gov.uk/government/publications/home-school-agreements>



## Behaviour and discipline in schools

15. New statutory [guidance](#)<sup>8</sup> has been issued to explain:
- why all schools must have a behaviour policy
  - what behaviour policies must cover
  - the role of the governing body and headteachers in shaping their school's behaviour policy
16. Additional [documentation](#)<sup>9</sup> has been produced to complement the statutory guidance. This explains the powers members of staff have to discipline pupils. It is for individual schools to develop their own best practice for managing behaviour in their school.

## Academies Update

17. Number in Wiltshire as at end of September 2015:

Sponsored academies	16
Non-sponsored converter academies	54

18. New academies in this period:

The Trinity CofE VA Primary, Devizes
St Dunstan Primary New name: Marden Vale C of E Academy
Seagry C of E (VA) Primary
Somerfords' Walter Powell Primary
Bradon Forest School

## Reviewing Post-16 Institutions

19. This [document](#)<sup>10</sup> contains information about the colleges in scope of area reviews and includes timescales, and roles and responsibilities within the review process.
20. Each review will start by assessing the economic and educational needs of the area, and the implications for post-16 education and training provision, including school sixth forms, sixth form colleges, further education colleges and independent providers. The reviews will then focus on the current structure of further education and sixth form colleges.
21. This approach is designed achieve a transition towards fewer, larger, more resilient and efficient providers, and more effective collaboration across institution types. A critical aspect will be to create greater specialisation, with the establishment of institutions that are genuine centres of expertise, able to support sustained progression in professional and technical disciplines, alongside excellence in other fundamental areas – such as English and maths.

## SEN transfer review

22. The Department for Education has published [legislation](#)<sup>11</sup> to extend the maximum time period local authorities can take to complete a transfer review

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<sup>8</sup> <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies>

<sup>9</sup> <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

<sup>10</sup> <https://www.gov.uk/government/publications/reviewing-post-16-education-and-training-institutions-list-of-area-reviews>

<sup>11</sup> <https://www.gov.uk/government/publications/send-managing-changes-to-legislation-from-september-2014--3>

of a statement of SEN to an EHC plan. For those transfer reviews starting on or after 1 September 2015, the timescale for completion has been extended from 16 to 20 weeks. This represents a minimum two week notification period and a maximum of 18 weeks for the transfer review itself.

**Children Act 1989: care planning, placement and case review**

23. This [document](#)<sup>12</sup> consolidates a number of separate documents that have been previously published, incorporating all supplements published to March 2015 and includes 'Delegation of authority to foster carers'.

CAROLYN GODFREY  
Corporate Director

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Report author: Nicola McCann, EY Information and Co-ordination Manager,  
Children's Services. 30/09/15

Largely taken from the DFE website content 01 July 2015 to 30 September 2015.

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<sup>12</sup> <https://www.gov.uk/government/publications/children-act-1989-care-planning-placement-and-case-review>