

# AGENDA SUPPLEMENT (1)

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**Meeting:** Schools Forum  
**Place:** Council Chamber - Council Offices, Browfort, Devizes  
**Date:** Thursday 13 October 2011  
**Time:** 1.30 pm

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**The Agenda for the above meeting indicated that the reports detailed below would be to follow. These are now available and are attached to this Agenda Supplement.**

Please direct any enquiries on this Agenda to Liam Paul, of Democratic Services, County Hall, Bythesea Road, Trowbridge, direct line 01225 718376 or email [liam.paul@wiltshire.gov.uk](mailto:liam.paul@wiltshire.gov.uk)

Press enquiries to Communications on direct lines (01225)713114/713115.

This Agenda and all the documents referred to within it are available on the Council's website at [www.wiltshire.gov.uk](http://www.wiltshire.gov.uk)

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7. **Schools Forum Constitution, Memberships and Arrangements** (Pages 1 - 8)

To clarify the current constitution and membership of Schools Forum.

To review the operation and make-up of Schools Forum in the light of the development of Wiltshire Governor Groups and changes to academy status by a proportion of Wiltshire Schools

10. **Schools Funding Consultations** (Pages 9 - 40)

To summarise the response to the consultations following the seminar on 4<sup>th</sup> October.

14. **SEN Services - Activity Analysis** (Pages 41 - 66)

To receive a presentation from Karina Kulawik, this will include a breakdown of activities undertaken by the Inclusion Service across core, statutory and

discretionary services. Schools Forum to consider which elements of the service should be funded.

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DATE OF PUBLICATION: 12 October 2011

**Wiltshire Council**

**Schools Forum**

**13 October 2011**

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**Subject: Schools Forum Constitution, memberships and arrangements**

## **Purpose of Report**

1. To clarify the current constitution of the Wiltshire Schools Forum, its membership and the composition of its sub-groups.
2. To bring the Schools Forum in line with best practice arrangements as per Department for Education (DfE) guidance.
3. To review the operation and make-up of the Schools Forum in light of the development of Wiltshire governor groups and changes to Academy status by a proportion of Wiltshire Schools.

## **Background**

4. The Schools Forum (England) Regulations 2010 (Statutory Instrument No 344/2010) revokes and replaces the Schools Forum (England) Regulations (2002), as amended, with a few changes principally relating to the membership of Schools Forums.
5. The regulations are made under Section 47A and 138(7) of the School Standards and Framework Act 1998.
6. The Schools Forum constitution was amended by delegated decision in September 2010, following changes approved at the July meeting of the group.
7. A number of Schools Forum members have expressed a wish to re-examine the decision-making processes and composition of the forum in light of the growing number of schools in Wiltshire which have, or intend to convert to Academy status.
8. Wiltshire has 11 academies to date, 10 secondary schools and one primary. Within that 11 there are two traditional academies: Wellington and Sarum. These were part of the previous Government's strategy for raising standards. These two academies have sponsors, Wellington College and Wiltshire Council, the Salisbury Diocese, Bryanston Independent School and Bath Spa University respectively. The others are converter academies. At first these schools could convert if outstanding at their last Ofsted inspection, then if good and now any school providing it has another higher performing school in support. Wiltshire has four further

secondaries, six primaries and one special school actively moving towards academy status in the near future. Most other schools are asking questions about converting and assessing the situation before acting. In total, 22 schools out of 236 in Wiltshire – 9% are currently actively pursuing conversion to an academy. Schools can convert to an academy at the start of any month; they do not have to wait for a new term or academic year.

## Membership and Composition

9. Since the changes to the constitution of the Schools Forum and the regulations governing it, the membership of the Forum has been clarified and stabilised as follows:

Type		Nominated by	Postholder
Schools Members	Teachers	4 x primary headteachers	PHF Mr N Baker (Chairman) Mrs Julia Bird Mrs J Finney Mrs C Williamson
		3 x secondary headteachers	WASSH Mr C Dark Mr M Watson Mrs Carol Grant
		1 x Special school headteacher	WASSH Mrs I Lancaster-Gaye
		1 x Academies Rep.	Academy Schools in Wiltshire Mr David Cowley
	Governors	2 x primary governors	<i>Wiltshire Governors Association</i> John Foster (primary) Ann Ferries (primary) (Vice-Chairman)
		1 x secondary governor	<i>Wiltshire Governors Association</i> Vacancy (secondary)
		1 x governor for special needs	<i>Wiltshire Governors Association</i> Vacancy (SEN)
Non-School Members	Early Years PVI Sector representative	Early Years Development and Childcare Partnership Mr J Proctor	
	Teacher representative	Joint Consultative Committee Mr J Hawkins	
	Diocesan Representative	Dioceses Mrs Anne Davey	

	Representative of maintained schools with nursery classes	Early Years Development and Childcare Partnership	Michael Keeling
	14 – 19 representative	13-19 Strategy group	Tina Pagett
<b>Observers</b>	Parent Partnership representative	Ask	Miss S Lund
	3 x parent governor representatives	Children’s Services Scrutiny Committee	Neal Owen, Rosheen Ryan,
	Cabinet members: Education and Youth Children and Families	Leader of the Council	Cllr Alan Macrae Cllr Lionel Grundy

10. The term of office for members of the Schools Forum shall be three years subject to their remaining eligible. A member may resign at any time and is required to leave if he or she ceases to be eligible in the capacity in which elected/nominated.
11. There is no limit on the number of terms of office to which a member may be elected or re-nominated if still eligible. Where a member is replaced, the new member serves for the remainder of the term of office.
12. The Schools Forum must have at least 15 members
13. In accordance with best practice, where a relevant nominating group such as a headteachers’ association exists, it is used to provide nominations to the panel.
14. The recent development of both the Wiltshire Governors’ Association and the Wiltshire Special Schools Governors Group promises to provide such a nominating group for the governors posts in future.
15. Since 2010 the forum must include at least one representative expressly representing the Academies sector, to be nominated by the Academies within Wiltshire.
16. Currently the representatives nominated by WASSH comprise head teachers from maintained schools and Academies. The good practice document states that the composition of Schools Forum should be constructed in such a way that ensures that any potential schools member holding a single office/position (head teacher or governor) can represent only one group or sub-group. Head teachers of academies nominated by WASSH are therefore representing secondary schools as a whole.
17. Schools Forum may need to consider the balance of membership between academies and maintained schools, particularly within the secondary sector. Currently funding for academies is linked to the local authority funding formula, albeit on a lagged basis, and therefore decisions made by the forum do affect funding received by all schools in Wiltshire. Should the funding regimes for academies and maintained schools become less

closely linked then it may be more difficult for head teachers of academies to be nominated by WASSH to Schools Forum.

### **Working Groups and sub-Groups**

18. There are the following four working groups which feed recommendations to the main meetings of the Forum:

#### SEN Working Group 2011-12

Mark Brotherton	Wiltshire Council
Bruce Douglas	Staverton Church of England Voluntary Controlled Primary School
Phil Cooch	Wiltshire Council
Julia Cramp	Wiltshire Council
John Hawkins	Union Rep
Judith Finney	Dilton Marsh Church of England Primary School
Karina Kulawik	Wiltshire Council
Julie Masurier	Wiltshire Council
Phil Beaumont	Downland School
Sarah O'Donnell	Westwood-with-Iford
Elizabeth Williams	Wiltshire Council

#### Schools Funding Work Group 2011-12

Simon Burke	Wiltshire Council
Carol Grant	Pewsey Vale
Chris Dark	Matravers School
Phil Cooch	Wiltshire Council
Julia Cramp	Wiltshire Council
Mrs C Williamson	Mere School
John Hawkins	Union Rep
John Kimberly	Bitham Brook Primary School
Judith Finney	Dilton Marsh Church of England Primary School
M Watson	Lavington School
Neil Baker	Christchurch Primary School
T Gilson	Malmesbury School
Phil Cooke	Larkrise School
Elizabeth Williams	Wiltshire Council

#### Early Years Reference Group

<b>Name</b>	<b>Position / Provider</b>
Rosemary Collard	Owner, Snapdragons Day Nursery
Mark Cawley	Manager/owner, New Road Nursery, Chippenham
Alan Butler	Learning Curve Day Nursery, Wootton Bassett

Fiona Webb	Director, Sunny Days Children's Nursery, Calne
Mike Fairbeard	Little Fir Tree Nursery, YMCA
Ted Hatala	St Josephs Nursery, Devizes
Lucy Waterman	Curriculum Coordinator, Rub a Dub Preschool, Derry Hill
Andrea Gray	Smiley Faces Amesbury
John Proctor	Owner, South Hills School
<i>Vacancy</i>	
Jane Cross	Springboard DSC, Chippenham
Lorraine Cope	Accredited childminder, Childminders
Michael Keeling	Headteacher, King's Park Primary School, Melksham
Janet Stanford	Clarendon Infant School, Tidworth
Phil Cooch	Wiltshire Council
Simon Burke	Wiltshire Council
Sarah Clover	Wiltshire Council

19. These appointments should be confirmed by the main schools forum, yearly and a full list of working group memberships will be made available and kept updated on a regular basis.
20. The SEN Working Group currently has no representative from the secondary sector. Schools Forum is asked to consider whether this group should continue, and therefore request that WASSH should nominate a representative, or whether the group could be combined with the Schools Funding Working Group.

### **Logistics, Openness and Access**

21. The Schools Forum - Terms of Reference stipulate that the Agenda must be published and circulated a minimum of 3 clear working days before the date of the meeting.
22. However in keeping with the rules for other committees of the council we will endeavour to send the agenda 5 clear working days in advance of the meeting to ensure that members of the committee have sufficient time to read the items and prepare as necessary. In calculating the 5 clear days, we exclude the date of the meeting, date of despatch and any intervening weekend and bank holidays.
23. The agenda, minutes and report papers are publicly accessible through the 'Committees, Meetings, Councillors' area of the Wiltshire website and distributed directly to schools via the WISEnet website.
24. School Forum meetings should start from the presumption that there is no reason not to allow access but certain information can be restricted in line with the current Council procedures.
25. Sensitive information and reports can be restricted as discussions of the school forum can be governed in accordance with the Part 1 and 2 distinctions currently used by Wiltshire Council under Local Government

Act 1972 Schedule 12A), as inserted by Local Government (Access to Information) Act 1985.

26. A briefing takes place in the morning before each Schools Forum. This varies in length and usually begins at 11am or 11:30am. It is closed to the public.

#### **Quorum and voting procedure**

27. The quorum for the Forum is 40% of voting members. A meeting may continue if inquorate, but any advice given to the LA as a result of such a meeting would not have to be taken into account by the authority.
28. Each voting member has one vote and Decisions will be made by a simple majority vote on each proposal. A recorded vote can be undertaken if requested by a simple majority of the Forum.
29. There may be certain instances, for example when considering the configuration of the central services budget, or the implementation of traded services where there may be potential conflicts of interest, arising from the academy status of some Schools Forum members' schools.
30. The forum should consider when and how such cases will occur, and if so whether to set in place a formal procedure for dealing with these issues. This could take the form of a formal process note which sets out the procedure for Academies representatives leaving the room when certain matters are discussed. Alternatively the forum may decide to rely on the existing conventions regarding declarations of interest, and members own judgement to decide when they should withdraw.
31. The Forum may remit matters for discussion and research to sub-committees or working groups. However, any resulting advice formally passed to the LA must be considered and approved by the Forum as a whole.

#### **Environmental and climate change considerations**

32. None.

#### **Equalities Impact of the Proposal**

33. The Forum has an explicit duty to have regard to the duties placed on Local Education Authorities and school governors by the Sex Discrimination Act 1975 and the Race Relations Act 1976. The Forum will note the DfE view that the Human Rights Act 1998 applies.

#### **Financial Implications**

34. None

#### **Legal Implications**

35. This report focuses on the Schools Forum regulations and the associated

## constitution of the Wiltshire Schools Forum.

### Proposals

36. To note the logistical arrangements for the Schools Forum outlined in the report.
37. To note the membership and method of nomination for each Schools Forum sub-group.
38. To adjust the terms of reference and constitution of the Schools Forum to show the Wiltshire Governors' Association as the nominating group for any future vacancies for Primary and Secondary School governors on the forum. These are currently 3 voting positions of this type.
39. To adjust the terms of reference and constitution of the Schools Forum to show the Wiltshire Special Schools' Governors' Group as the nominating group for any future vacancies for SEN Governors on the forum. There is currently one voting position of this type.
40. That Schools Forum considers whether the SEN working group should continue, and therefore request that WASSH should nominate a representative, or whether the group could be combined with the Schools Funding Working Group.
41. That Schools Forum discusses how to deal with any issues arising from the increasing number of schools who are opting to become academies, and determine an agreed procedure for dealing with future conflicts of interest.

### \*Reason for Proposal

42. To bring the Schools Forum in line with best practice arrangements as per Department for Education (DfE) guidance and relevant legislation.
43. To clarify the membership of the Schools Forum and sub-groups, and to adjust as considered necessary.
44. To clarify the future status of Academy representatives on the Schools Forum and ensure the Schools Forum is well prepared for changes that will impact upon its role and function over the next three to four years.

**Carolyn Godfrey**

**Corporate Director  
Children & Education**

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Report Author:

(Liz Williams, Head of Finance, DCE)

(August 2011)

### **Background Papers**

The following unpublished documents have been relied on in the preparation of this report:

None

### **Appendices**

1. Wiltshire Schools Forum - Terms of Reference
  2. Schools Forums: Powers and Responsibilities 2011-12 – DfE 2011
  3. Schools Forums: Operational and Good Practice Guidance
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Wiltshire Council

Schools Forum

13 October 2011

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## **A Consultation on School Funding Reform: Proposals for a fairer system Response from Wiltshire Council and Schools Forum**

### **Purpose of the Paper**

1. To inform members of Schools Forum of the response submitted to the Department for Education (DfE) consultation on schools funding.

### **Background**

2. In July 2011 the DfE issued 3 consultation documents:
  - **Capital Investment** – focusing on the Government's response to the James Review of capital funding for schools.
  - **School Funding Reform** – focusing on the overall system for funding schools
  - Consultation on the **level and basis for the Local Authority Central Spend Equivalent Grant (LACSEG) in 2011/12 and 2012/13**. This consultation was only issued to local authorities and the Local Government Association.
3. This paper outlines the key elements of the consultation on School Funding reform and Wiltshire's response to that consultation. The response date to the consultation was 11<sup>th</sup> October and the response has been formulated through a number of consultation events, including a seminar for members of Schools Forum. The response was submitted as a joint response from Wiltshire Council and Schools Forum.
4. The DfE has confirmed that the current funding system will remain in place for 2012/13 (at least) to give schools and local authorities time to plan however a "shadow" settlement will be issued in 2012/13 showing the potential impact of the reforms.

### **Main considerations**

5. The consultation on schools funding reform is wide ranging, covering all aspects of schools funding including:
  - *The national funding system*
  - *The schools funding block and how it is calculated*
  - *Central services and defining responsibilities*
  - *Future arrangements for LACSEG*
  - *Children & Young People requiring high levels of support*
  - *Early Years*
  - *Pupil Premium*
  - *Timing of implementation*

## **National Funding System**

6. Currently funding within the DSG is grouped together under the Guaranteed Unit of Funding per pupil. The proposal is to move to a system where DSG funds 4 blocks:

<b>Schools</b>	<b>High Needs Pupils</b>	<b>Early Years</b>	<b>Central Services</b>
Delegated budgets of schools for Reception to Year 11, including lower level of SEN Some current centrally retained services for school pupils	High needs SEN including those in mainstream schools and Academies and all special schools Alternative Provision SEN Support Services	Free entitlement to early education for 3 & 4 year olds Current centrally retained services for early years	Central Services within the Schools Budget which cannot be delegated to schools

7. There will also be a 5<sup>th</sup> service block comprising services that are funded through the local authority funding settlement.
8. DSG will continue to be ringfenced but the blocks within it will not and the current restrictions of the minimum funding guarantee for schools and the limit on the increase in centrally retained funding will remain.
9. The DfE is considering allocating the schools block either on a “school level” based on the schools in an area and the pupils within those schools, or at a local authority level based on the pupils within a LA area. Under the school level formula a notional budget would be calculated for each school but the LA and Schools Forum could choose a different allocation.
10. The document contains a list of proposed elements for the national formula and seeks views on whether these are the right ones and whether any other factors should be used at local level.
11. There is a proposal to fix the ratio of primary to secondary funding across the country.
12. Options are discussed for how academies budgets should be calculated – either LAs to calculate or the Education Funding Agency (EFA). The document also discusses how Schools Forum should make decisions about the local formula and what role the EFA should play in achieving accountability at national level (scrutiny of local formulae etc).

## **National Formula**

13. It is proposed that the national formula should consist of the following elements:
- A basic per pupil entitlement
  - Additional funding for deprived pupils
  - Protection for small schools
  - Area Cost Adjustment
14. The consultation seeks views on whether these are the right factors and specifically seeks views on the methodology for allocating deprivation and area

cost adjustment funding. There is also a question as to whether English as an additional language should be included as a factor.

### ***Future Arrangements for Local Authority Central Spend Equivalent Grant (LACSEG)***

15. The document makes it clear that the DfE want to move away from having a LACSEG formula based on the Section 251 return and instead want to distribute funding to academies on a formulaic basis. It is proposed that elements of the formula that would be included in LACSEG would be delegated in the national formula, Schools Forums could then opt to de-delegate for maintained schools.
16. It is also proposed that the LA funded element of LACSEG should be allocated to academies on a formulaic basis which would mean that the LA would not receive funding for the element of those services applicable to academies.

### ***Children & Young People requiring high levels of support***

17. The principles for funding children & young people with high needs are summarised as:
  - Funding should meet the needs of the child as well as being used efficiently and to best effect;
  - Where possible the parents' preferences should be followed when placing the child/young person, with some protection offered to institutions where not all places are filled;
  - Funding will be reviewed and will change with need;
  - Contributions should also be made from other services where the child/young person has social care or health needs, but the commissioning body (LA) should meet the cost of the education provision;
  - The system of allocating resources should be open and transparent and the outcomes should be monitored for effectiveness;
  - Pupil Premium and post 16 disadvantage funding is additional to all other sums allocated.
18. It is the government's aim that the role of LAs will switch from provider to commissioner of high need services.
19. The funding system will make a distinction at the national level between mainstream funding for schools and the High Needs Pupils block. In doing this the DfE will make a general assumption about the notional funding for low cost SEN within mainstream funding blocks. It is proposed that this level is set at £10,000 ie., £4,000 for basic pupil amount and £6,000 for additional needs. It is then proposed that all special schools and alternative provision (possibly including PRUs) would receive the basic £10,000 and funding above that level would be determined on a basis of pupil needs and paid to the institution providing the place. This is a significant change in the way special schools are funded.
20. Other proposals are also laid out in the document to consider whether special schools should be funded on the basis of planned places or actual pupil numbers.
21. There are also proposals for the funding of Special Academies although the document recognises that for the short term special academy budgets will be based on the LA budget they currently receive. In the longer term the DfE favour an option where the EFA pay the basic £10,000 per pupil and the commissioner pays the top up according to need.

## **Early Years**

22. The DfE would like to simplify the Early Years Single Funding Formula (EYSFF) and is consulting on how this could be achieved along with options to refine the formula so it better supports disadvantaged children.

## **Pupil Premium**

23. It is proposed that the pupil premium will remain and the DfE is consulting on whether to move towards FSM Ever 3 or FSM Ever 6 as the basis for determining eligibility.

## **Timing of Implementation**

24. The new funding system could come in to place in 2013-14 or could wait until the next spending review period in 2015-16. If the latter date is adopted then the DfE will need to consider what to do in the short term.

## **Wiltshire's Response**

25. A joint response from Wiltshire Council and Schools Forum is attached at Appendix 1. This response is based on the outputs from a number of individual meetings and consultation events, including a seminar for members of Schools Forum on 4<sup>th</sup> October 2011.
26. A key theme for members of Schools Forum was that funding for deprived children in Wiltshire should be equal overall to funding for deprived children in other areas of the country. Particular consideration was also given during the schools forum seminar to the issues surrounding small schools and the impact of a national formula with more restrictions on local flexibility on the particular circumstances experienced by our service schools.
27. Also stressed in the response is the view that Wiltshire's Schools Forum works well collaboratively and that additional restrictions requiring each of the main groups on the Forum to separately approve a formula would be a backwards step.

## **Recommendations**

28. Schools Forum is asked to note the response submitted to the DfE document "A consultation on school funding reform: Proposals for a fairer system".

CAROLYN GODFREY  
Director, Department for Children & Education

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Unpublished documents relied upon in the production of this Report: NONE  
Environmental impact of the recommendations contained in this Report: NONE KNOWN

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## **Appendices**

Appendix 1 – A consultation on school funding reform: Proposals for a fairer system, consultation response

# **A consultation on school funding reform: Proposals for a fairer system**

Consultation Response Form

The closing date for this consultation is:

11 October 2011

Your comments must reach us by that date.

**THIS FORM IS NOT INTERACTIVE. If you wish to respond electronically please use the online response facility available on the Department for Education e-consultation website (<http://www.education.gov.uk/consultations>).**

The information you provide in your response will be subject to the Freedom of Information Act 2000 and Environmental Information Regulations, which allow public access to information held by the Department. This does not necessarily mean that your response can be made available to the public as there are exemptions relating to information provided in confidence and information to which the Data Protection Act 1998 applies. You may request confidentiality by ticking the box provided, but you should note that neither this, nor an automatically-generated e-mail confidentiality statement, will necessarily exclude the public right of access.

**Please tick if you want us to keep your response confidential.**

Name Elizabeth Williams

Organisation (if applicable) Wiltshire Council & Schools Forum

Address: Finance Department  
Wiltshire Council  
East Wing County Hall  
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BA14 8DQ

If you have an enquiry related to the policy content of the consultation you can contact either

Ian McVicar on: Telephone: 020 7340 7980 e-mail: [ian.mcvicar@education.gsi.gov.uk](mailto:ian.mcvicar@education.gsi.gov.uk)  
or

Juliet Yates on: Telephone: 020 7340 8313 e-mail: [juliet.yates@education.gsi.gov.uk](mailto:juliet.yates@education.gsi.gov.uk),

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the Consultation Unit by e-mail: [consultation.unit@education.gsi.gov.uk](mailto:consultation.unit@education.gsi.gov.uk), by Fax: 01928 794 311, or by telephone: 0870 000 2288.



Please tick the box that best describes you as a respondent.

<input type="checkbox"/> Maintained School	<input type="checkbox"/> Academy	<input type="checkbox"/> Teacher
<input checked="" type="checkbox"/> Individual Local Authority	<input checked="" type="checkbox"/> Schools Forum	<input type="checkbox"/> Local Authority Group
<input type="checkbox"/> Teacher Association	<input type="checkbox"/> Other Trade Union / Professional Body	<input type="checkbox"/> Early Years Setting
<input type="checkbox"/> Governor Association	<input type="checkbox"/> Parent / Carer	<input type="checkbox"/> Other

If 'Other' Please Specify:

This is a joint response by the LA and Schools Forum in Wiltshire

## Chapter 1 - The National Funding System

In paragraphs 1.8 to 1.14 we discuss two ways we are considering using to calculate the schools block:

- a) A formula based on the schools within the area and the pupils within those schools (“School-level”);
- b) A formula based solely on the pupils within the area (“local authority-level”).

**Question 1: Would you prefer the formula to be based on**

**a) a notional budget for every school; or**

**b) the pupils in each local authority area?**

School level

LA level

Neither

Not Sure

Comments:

The view of Wiltshire Schools Forum is that in principle budgets should be allocated at a school level. However, a concern would be that, as there will be local flexibility to vary the formula, Schools Forums and LAs would need to develop clear communication strategies to ensure schools understand the difference between any notional allocation and the final allocation for each school under the local formula.

## Chapter 2 - The Schools Block - system

### Local flexibility

In paragraphs 2.6 to 2.9 we discuss local funding formulae and propose reducing the number of formula factors which local authorities can apply. We suggest that the local formula factors could cover:

- a. Basic entitlement per pupil (currently Age-Weighted Pupil Units)
- b. Funding for additional educational needs (e.g. deprivation, SEN)
- c. Rates
- d. Exceptional site factors (e.g. split site, PFI and rent)
- e. Lump sums for schools

**Question 2: Do you agree that these are the right formula factors to retain at a local level?**

All

Some

None

Not Sure

Comments:

We agree these are the right factors however Schools Forum has a concern that there is a potential for double funding with the deprivation and the pupil premium being based on the same driver data – see response to question 46 in this document. A clear principle needs to be that a deprived pupil in one area is funded at the same level overall as a deprived pupil in another.

**Question 3: What other factors, if any, should be able to be used at local level or could any of these factors be removed?**

Comments:

Wiltshire currently has a formula factor to recognise the issues of significant pupil movements in schools with a high population of service families reflecting both turbulence in year and a safety net to account for large movements of regiments in and out of an area. Whilst there is now a Pupil Premium Grant for service children this reflects the needs of the pupils in the school but does not reflect the problems in running a school with high fluctuations in numbers. Wiltshire would want local flexibility to retain such a factor.

A factor for new schools would be helpful as this would recognise the particular situation of a new school that is not yet full.

Because of the particular local circumstances in Wiltshire we have incorporated formula factors that support federation and amalgamation of small schools. Some of this can be dealt with through site specific elements within the factors listed in the document but we would want to ensure that the more limited flexibility did not work against this in future.

Paragraphs 2.12 to 2.14 discuss primary/secondary ratios:

**Question 4: Do you think that setting a range of allowable primary / secondary ratios around the national average is the right approach to ensure that there is consistency across the country?**

Yes

No

X Not Sure

Comments:

This may cause practical issues in budget setting – we would need the flexibility of a range of allowable ratios.

Wiltshire's Schools Forum works effectively to ensure the formula reflects agreed local

priorities and would need time to move towards a more formal ratio.

### Arrangements for Academies

Paragraphs 2.17 to 2.22 discuss options for the future of calculating Academies' budgets. Option (i) suggests that local authorities could calculate budgets for all schools in the area and then tell the EFA how much Academies should be paid; and Option (ii) that the EFA could calculate Academies' budgets using a pro-forma provided by local authorities setting out their formula factors.

**Question 5: Do you think we should implement option (i) or (ii) when calculating budgets for Academies?**

X (i)

(ii)

Other

Not Sure

Comments:

This option would reduce duplication and increase the overall efficiency of the system ensuring that all schools budgets are calculated on the same consistent basis.

### Ensuring accountability and fairness

Paragraphs 2.23 to 2.26 discuss options to improve the working of Schools Forums - whether the main groups on the Forum should all separately have to approve a proposed formula and whether the Forum should have more decision making powers.

**Question 6: Do you think these options would help to achieve greater representation and stronger accountability at a local level?**

Yes

X No

Not Sure

Comments:

It is difficult to tick a single box in response to this item because there are two separate questions.

Wiltshire does not agree that the main groups on Schools Forum should be required to separately approve a proposed formula. Wiltshire Schools Forum works well collaboratively and this would be a backwards step and may prove unnecessarily divisive and bureaucratic.

The current system of Schools Forum agreeing the formula and recommending the schools budget to elected Members works well and Wiltshire would want to retain the



- Protection for small schools
- An Area Cost Adjustment (ACA)
- English as an Additional Language (EAL)

**Question 9: Are these the right factors to include in a fair funding formula at a national level?**

All                      X Some                       None                       Not Sure

Comments:

Again there is the potential for double funding of deprivation through the formula and the pupil premium grant (see response to Q46).

It may be possible to include an element for service pupils within the national formula. Wiltshire would not benefit significantly from the inclusion of EAL as a national formula factor.

Deprivation

Paragraphs 3.14 to 3.17 discuss possible indicators we could use in a national formula for reflecting deprivation.

**Question 10: Do you agree that we should use Ever FSM to allocate deprivation funding in the national formula? Should this be Ever 3 or Ever 6?**

Ever 3                       Ever 6                      X Neither                       Not Sure

Comments:

This would be less targeted and spread resource more thinly.

Small school protection

Paragraphs. 3.19 to 3.28 discusses funding protection for small schools, suggesting

that a £95,000 lump sum would be sufficient to provide protection, that it should be applicable to primary schools only and should adopt Middle Super Output Areas to derive the sparsity factor. If a local authority formula is used a choice between a lump sum payment and a sparsity measure is offered and there is also discussion on whether the threshold for eligibility should be narrowed so that sparsity funding is focused on the most sparsely populated areas.

**Question 11: If we have a school-level formula, do you agree that £95,000 is an appropriate amount for a primary school lump sum?**

X Yes

No

Not Sure

Comments:

**Question 12: Do you agree that the lump sum should be limited to schools with Year 6 as the highest year-group?**

X Yes

No

Not Sure

Comments:

**Question 13: If we have a local authority-level formula, should we use a primary school lump sum or the sparsity measure?**

Primary  
X School  
lump sum

Sparsity  
Measure

Neither

Not Sure

Comments:

**Question 14: If we have a sparsity measure, do you think we should narrow the sparsity threshold as described above?**

X Yes

No

Not Sure

Comments:

Wiltshire would be in favour of a primary school lump sum however if a sparsity measure is to be used then it needs to be narrowed to ensure that areas with the most small schools are targeted.

#### Area Cost Adjustments

Paragraphs 3.29 to 3.33 (and annex D) discuss approaches to calculating the area cost adjustment.

**Question 15: Which option should we use to calculate the Area Cost Adjustment: the current GLM approach or the combined approach?**

X GLM  
Approach

Combined  
Approach

Other

Not Sure

Comments:

Wiltshire has previously suffered as a result of neighbouring authorities receiving ACA funding whilst Wiltshire did not. The most recent changes which recognised the pressures experienced within the M4 corridor have better reflected the costs in Wiltshire and we would want to see this continued.

#### English as an Additional Language and Underperforming Ethnic Groups

Paragraphs 3.34 to 3.38 considers what further factors of underachievement there might be for school age pupils and proposes the inclusion of an EAL factor in a national formula.

**Question 16: Do you agree that we should use an EAL factor in the national formula?**

Yes

X No

Not Sure

Comments:

Wiltshire's view would be that this is not an effective measure of need or relative cost in a school or LA area. It is our view that the overall number of pupils with EAL is not the best measure of impact as the impact of a small number of pupils in a school with EAL, or a large number of different ethnic groups within a single school, may be more significant.

**Question 17: Do you agree that this should cover the first few years only? How many years would be appropriate?**

X Yes

No

Not Sure

Comments:

### **Transitional Arrangements**

Paragraphs 3.39 to 3.41 discuss transitional arrangements to minimise turbulence.

**Question 18: Do you think we should:**

**(a) Continue with a maximum decrease of -1.5% per pupil each year and accept that this will mean very slow progress towards full system reform; or**

**(b) Continue with a -1.5% per pupil floor in 2013-14 but lower it thereafter so that we can make faster progress?**

(a)

X (b)

Neither

Not Sure

Comments:

In principle Wiltshire would want to move more quickly towards the new system however it is difficult to comment until the degree of change is known.

#### Chapter 4 - Central services and defining responsibilities

Paragraphs 4.1 to 4.7 discuss the development of a funding model, having first defined the respective responsibilities of maintained schools, Academies and local authorities. The model would clarify what elements of funding would be delegated to schools or centrally retained for maintained schools, if there is local discretion.

**Question 19: Do you agree that some of these services could be retained centrally if there is local agreement by maintained schools?**

X Yes

No

Not Sure

Comments:

This is particularly important in an area with a large proportion of small schools who may find it difficult to achieve the economies of scale and access the services they require if funding for all services is delegated. Schools Forum should be able to form a view as to the level of each of these services that is retained centrally in order to meet a core level of need if that is what is required.

Paragraphs 4.8 to 4.13 set out details of the funding blocks which make up the funding model and their functions. Funding blocks for schools, High Needs Pupils, early years, central services and formula grant are proposed.

**Question 20: Do you agree that the split of functions between the blocks is correct? If not, what changes should be made?**

X Completely Correct

Broadly, but some changes required

No

Not Sure

Comments:

## Chapter 5 - Future arrangements for the Local Authority Central Spend Equivalent Grant (LACSEG)

Paragraphs 5.1 to 5.9 discuss the future arrangements for the calculation of LACSEG.

**Question 21: Do you think the funding for local authority LACSEG should be moved to a national formula basis rather than using individual LA section 251 returns?**

Yes

X No

Not Sure

Comments:

We believe that the funding for the LA LACSEG should still be based on the level of expenditure within that LA area although we recognise the limitation of the current methodology based on a Section 251 return that does not identify the split of expenditure between education and other children's services.

**Question 22: Do you think the distribution mechanism should be changed to one that more accurately reflects the actual pattern of where Academies are located?**

X Yes

No

Not Sure

Comments:

This would be the fair approach.

## Chapter 6 - Children and Young People requiring high levels of support

Principles

Paragraph. 6.7 sets out the high level principles behind the proposals for funding children and young people with high levels of need.

**Question 23: Is this the right set of principles for funding children and young people with high needs?**

X Yes

No

Not Sure

Comments:

We agree that these are the right funding principles however other documents and approaches that are being taken appear to work at cross purposes with these principles, for example there is a lack of clarity around the role of the LA as commissioner across different documents.

#### A Base Level of Funding for High Needs SEN

Paragraphs 6.11 to 6.18 discuss proposals to set a base level of funding to reflect high needs SEN.

**Question 24: Would it be appropriate to provide a base level of funding per pupil or place to all specialist SEN and LD/D settings, with individualised top up above that?**

Yes

No

X Not Sure

Comments:

There would need to be clear criteria around the base level. We would have a concern that £10,000 does not equate to a particularly high level of need and so expectations may be raised around the base level without clarity on the types of need it is expected to fund – need to link with banding criteria.

**Question 25: Is £10,000 an appropriate level for this funding?**

Yes

No – too high

No – too low

X Not Sure

Comments:

It depends on the defined level of need that is to be met with this funding. As stated above this would need to be clearly defined and there is little link between this consultation document and the references in the SEN Green Paper to a funded banding framework

Applying this approach to post-16

Paragraphs 6.19 to 6.21 discuss proposals for funding high needs pupils to post -16 pupils.

**Question 26: Is the idea of a base rate of funding helpful in the post-16 context?**

X Yes

No

Not Sure

Comments:

We are unclear as to how this might impact on the 16+ pathway funding in to adulthood.

**Question 27: Should local authorities be directly responsible for funding high level costs over £10,000 for young people in post-16 provision in line with their commissioning responsibilities?**

X Yes

No

Not Sure

Comments:

Wiltshire would agree with this principle however there are a high number of post 16 learners in Wiltshire with special needs and funding would need to reflect the level of need.

**Question 28: Do the proposed funding arrangements create risks to any parts of the post-16 sector?**

Yes                       No                       Not Sure

Comments:  
Financial risk to the LA of needs being higher than funding available, with the potential knock on effect of young people's need not being met.  
Risk of increase in NEET if schools/colleges can't provide for £10,000 and the LA cannot/will not pay top up – again links to need for clarity on what needs are to be met within levels of funding and the need for a national banding framework.

### Funding by Places or Pupil Numbers

Paras 6.22 to 6.26 discuss whether institutions providing for high needs children and young people should be funded on the basis of planned places or pupil numbers. It also sets out four options for doing so.

**Question 29: Should institutions providing for high needs children and young people be funded on the basis of places or pupil numbers?**

Places                       Pupil Numbers                       Not Sure

Comments:  
The LA needs to retain a level of planned places to enable strategic planning as a commissioner. A properly managed system of planned places should not result in significant funding of empty places in a special school as this would be taken in to account in the commissioning strategy.

**Question 30: Are any of options (a)-(d) desirable?**

(a)                       (b)                       (c)                       (d)                       None                       Not Sure

Comments:

Option b is the preferred option as it would clearly link to the commissioning strategy of the LA and the level of planned places. Planned places would be increased or decreased according to need. Wiltshire has a successful moderation process which ensures special schools are funded for the appropriate number of places each year and that pupils are funded for the appropriate level of need.

### **Funding Special and AP Academies and Free Schools**

Paragraphs 6.27 to 6.39 discuss how funding for special and AP Academies and Free Schools should be managed in the short term and, in the longer term, whether funding should be routed through the Education Funding Agency (EFA) or the commissioner.

**Question 31: For the longer term, should we fund Special and AP Academies and Free Schools:**

- a) with all funding coming direct from the commissioner?
- b) with all funding coming through the EFA and recouped from the commissioner?
- c) through a combination of basic funding from the EFA and top-up funding for individual pupils direct from the commissioner?

(a)

(b)

X

(c)

Neither

Not  
Sure

Comments:

A recoupment methodology is too complicated with potential for duplication and bureaucracy.

As stated in the response to previous questions it will be necessary to have a clear banding framework within which to work otherwise LAs will be competing for places with the Academy able to take the highest bidder for a particular need. Currently different LAs operate quite different banding mechanisms so a level of consistency will be required.

**Question 32: If we go for the combination funding approach, should we pass all funding through the EFA for a limited period while the school is establishing itself before moving to this approach?**

Yes

X No

Not Sure

Comments:

### Constructing the High Needs Block for local authorities

Paragraphs 6.40 to 6.47 propose a new formula for determining the High Needs Block building on the research carried out for the Department by PricewaterhouseCoopers in 2009.

**Question 33: Given there is no absolute method of determining which pupils have high needs, and given local variation in policy and recording, is this approach to determining proxy variables acceptable?**

X Yes

No

Not Sure

Comments:

The comment in paragraph 6.43 that the link between deprivation and SEN is no longer valid supports work carried out in Wiltshire to identify proxy measures for the delegation of SEN funding to mainstream schools. We would also agree that deprivation and youth population are appropriate measures for alternative provision.

**Question 34: Do you agree that deprivation is linked more to AP rather than the wider SEN needs?**

X Yes

No

Not Sure

Comments:

Yes we would agree that deprivation is linked more to AP and are reflecting this in our proposed formula for devolving funding to schools as part of the pilot project for giving schools financial responsibility for excluded pupils.

Paragraphs 6.48 to 6.49 suggest the need for substantial transitional arrangements in moving to a new formula as the formula will fail to reflect the spend of local authorities on high need pupils.

**Question 35: Do you agree that in the short term we should base allocations to local authorities for the high needs block largely on historic spend?**

X Yes

No

Not Sure

Comments:

We agree with this as a short term measure however if we are to use a formulaic allocation then it makes sense towards using that as a funding mechanism rather than continuing to protect LAs against the change as a formula should be more reflective of the needs in the area.

*Post-16*

Paragraph 6.50 proposes aligning pre- and post-16 funding for high needs pupils over time.

**Question 36: Do you agree that post-16 funding should also become part of the local authority's high needs block over time, but that there might be a particular need for transitional arrangements?**

Yes

No

x Not Sure

Comments:

This would be in line with the increase in age range in the SEN Green Paper but there would need to be a transitional arrangement and funding would need to reflect need in an area. We would have a concern that post 16 needs have not been adequately resourced and this would result in cost pressures on the overall schools budget in Wiltshire.

**Question 37: What data should ideally underpin the funding allocations both initially and for a potential high needs block arrangement?**

Comments:

### Issues Specific to Alternative Provision

Paragraphs 6.51 to 6.56 highlight issues specific to AP provision but suggest that AP should continue to be treated alongside SEN for funding purposes.

NB: Questions 38 is displayed together with question 39 in the document.

**Question 38: Should AP continue to be treated alongside high needs SEN for funding purposes?**

X Yes

No

Not Sure

Comments:

**Question 39: What differences between them need to be taken into account?**

Comments:

Differences described above in identifying appropriate proxy indicators of need.

## Early Years

Paragraphs 7.5 to 7.8 set out current arrangements for early years funding and discuss whether the Early Years Single Funding Formula could be made simpler:

### Question 40: Do you agree we should aim for a simpler EYSFF? If so, how?

X Yes

No

Not Sure

#### Comments:

We agree that the formula should be simplified subject to deprivation and rurality factors being retained as these factors have particular relevance in a large rural county such as Wiltshire with pockets of deprivation throughout the county.

Wiltshire would prefer that banded rates should be removed as these cause confusion however rates to reflect different types of provider should remain. Wiltshire has a higher rate for Childminders which reflects the different Adult:Child ratios.

Consolidation of the deprivation and hourly rate elements of the formula should be avoided as this reduces transparency in the formula.

Paragraphs 7.9 to 7.11 sets out options for improving the focus on tackling disadvantage and improving consistency in the support offered to disadvantaged children.

### Question 41: How could we refine the EYSFF so that it better supports disadvantaged children?

#### Comments:

Disadvantage funding should be decided locally and should not be based on settings. Wiltshire feels strongly that this funding should be driven by pupil deprivation data as this reflects the needs of the pupils within the setting at any time.

Within the formula the DfE could set a minimum or set amount for deprivation

### Bringing more consistency to free early education funding

Paragraphs 7.12 to 7.15 consider two options for continuing to fund local authorities for free early education: on the basis of their current spend or on the basis of a formula.

### Question 42: Do you agree we should allocate funding to local authorities on the basis of a formula?

X Yes

No

Not Sure

Comments:

We agree that the current spend plus methodology is unfair and is not sensitive to changing needs over time. We therefore agree that a formulaic approach needs to be taken and that any formula should include a sparsity factor to recognise the needs of rural counties.

Paragraphs 7.16 to 7.18 discuss how a formula to local authorities for funding early years would operate.

**Question 43: Do you agree a formula should be introduced based largely on the same factors as the schools formula?**

X Yes

No

Not Sure

Comments:

We would suggest that the formula should be pupil based and not setting based, and must include elements for deprivation and sparsity.

Bringing greater transparency to free early education funding

Paragraphs 7.19 to 7.20 discuss what has been done so far to improve transparency and our plans for the future.

**Question 44: We would be grateful for views on whether anything else can be done to improve transparency.**

Comments:

The simplification of the formula will assist in bringing greater transparency as providers find the current formula difficult to understand in some cases.

We would agree with the proposal to develop a proforma to describe the formula in the same way as proposed for schools.

## Pupil Premium

Paragraphs 8.1 to 8.8 set out two options for extending the coverage of the pupil premium to include pupils previously eligible for Free School Meals: an 'ever 3' measure or an 'ever 6' measure which extend cover to those eligible for FSM at some point in the last three or six years.

**Question 45: What is your preferred option for determining eligibility for the Pupil Premium from 2012-13? Should it be based on the Ever 3 or Ever 6 measure?**

X Ever 3

Ever 6

Neither

Not Sure

Comments:

The figures presented in the consultation document indicate that the use of FSM Ever 3 will increase the coverage of the pupil premium within Wiltshire. Wiltshire is concerned that use of FSM Ever 6 does not significantly increase coverage for a County such as Wiltshire but may limit the government's ability to increase the amount of funding per pupil.

There is no mention in the document regarding the amount of the pupil premium for service children. Wiltshire would want to see that this increases in line with the increase to the amount to the main pupil premium grant.

Paragraphs 8.9 to 8.10 seek views on other issues for calculating the pupil premium, such as whether to reflect differences in funding already in the system.

**Question 46: What is your preferred approach for calculating the Pupil Premium?**

Comments:

Wiltshire would want the pupil premium grant to compensate for differences in funding by providing higher funding for deprived pupils in areas that currently receive lower

levels of funding.

### Timing for implementation

Paragraphs 9.1 to 9.4 consider the issue of when to begin the process of moving to a new funding formula.

**Question 47: Do you think we should implement the proposed reforms in 2013-14 or during the next spending period?**

X 2013-14

Next  
Spending  
Period

Neither

Not Sure

Comments:

**Question 48: Have you any further comments?**

Comments:

An important principle needs to be that a pupil from a deprived background in one authority should receive the same funding overall as a deprived pupil in another authority.

This response is a joint response from the LA and Schools Forum in Wiltshire. The response has the support of representatives from maintained schools and academies on Schools Forum.

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

Please acknowledge this reply

Here at the Department for Education we carry out our research on many different topics and consultations. As your views are valuable to us, would it be alright if we were to contact you again from time to time either for research or to send through consultation documents?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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All DfE public consultations are required to conform to the following criteria within the Government Code of Practice on Consultation:

Criterion 1: Formal consultation should take place at a stage when there is scope to influence the policy outcome.

Criterion 2: Consultations should normally last for at least 12 weeks with consideration given to longer timescales where feasible and sensible.

Criterion 3: Consultation documents should be clear about the consultation process, what is being proposed, the scope to influence and the expected costs and benefits of the proposals.

Criterion 4: Consultation exercises should be designed to be accessible to, and clearly targeted at, those people the exercise is intended to reach.

Criterion 5: Keeping the burden of consultation to a minimum is essential if consultations are to be effective and if consultees' buy-in to the process is to be obtained.

Criterion 6: Consultation responses should be analysed carefully and clear feedback should be provided to participants following the consultation.

Criterion 7: Officials running consultations should seek guidance in how to run an effective consultation exercise and share what they have learned from the experience.

If you have any comments on how DfE consultations are conducted, please contact Carole Edge, DfE Consultation Co-ordinator, tel: 01928 738060 / email: [carole.edge@education.gsi.gov.uk](mailto:carole.edge@education.gsi.gov.uk)

**Thank you for taking time to respond to this consultation.**

Completed questionnaires and other responses should be sent to the address shown below by 11 October 2011

Send by e-mail to: [schoolfunding.consultation@education.gsi.gov.uk](mailto:schoolfunding.consultation@education.gsi.gov.uk)

Send by post to:

Consultation Unit  
Area 1C  
Castle View House  
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Cheshire  
WA7 2GJ

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**Wiltshire Council**

**Schools Forum**

**13<sup>th</sup> October 2011**

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## **Support Services – activity analysis**

### Background and purpose

Traditionally, a full range of support services have been provided by the Local Authority to all schools and settings free of charge at point of delivery. Although in the past there have been some isolated examples of a more commercial relationship between services and schools this is not a dominant model of working at present.

In the changing national landscape and with increasing numbers of schools converting to academy status it is crucial to consider how services in Wiltshire should be delivered and funded in the future.

Wiltshire LA is particularly interested in establishing a model which will ensure:

- Equity of provision across all educational settings
- Consistency of approach in order to reduce the potential for a 'post code lottery' for the most vulnerable learners with complex needs
- Good quality information for parents and young people about the availability of services (reference local offer, Green Paper Support and aspiration )

The review, and a potential for reconfiguration of support services, was initially agreed as one of the recommendations of the SEN Review which concluded in 2010. In April 2001 an increased level of delegation of SEN funding was introduced, in September 2011 changes to the structure of our Resource Bases (previously known as Specialist Learning Centres) and some redesignation of special schools in Wiltshire have been implemented. The review of support services should therefore be considered as a natural, next stage of the wider SEN review in Wiltshire.

### List of Services included in this analysis

Statutory SEN Service (previously known as Central SEN Service)

Educational Psychology Service

Specialist SEN Service (previously known as PI, ICT, LSS, autism services)

Sensory Service (previously known as VI and HI Services)

Primary Behaviour Support Service

Ethnic Minority Achievement Service

Traveller Education Service

## Education Welfare Service

### Timeline

Stage 1 – to define activities for each service area (May, June 2011)

Stage 2 – to consult with schools (June, July 2011- PHF and WASSH, October 2011 – Schools Forum)

Stage 3 – to implement changes (April 2012)

#### Stage 1

Stage one was completed in individual service teams and cross moderated between services. As a result a full analysis of activities has been identified across four areas of work for each service:

- Statutory activity – activities carried out on behalf of the LA directly linked to the relevant legislation or regulations
- Critical school or pupil activity - activities linked to schools or pupils which if not undertaken are likely to significantly impact on statutory work and therefore increase risk of legal challenge and more expensive statutory activities
- Essential capacity building activity – activities linked to preventative work focused on building capacity within schools and settings. This also includes crucial work around strategic training and support for the network of school staff working in SEN
- Trading activity – this is a mixture of examples of existing and potential trading activity.

See attached tables

#### Stage 2

Stage two is a consultation with schools and Schools' Forum in order to establish the future level of provision to be provided by the LA and to secure funding of the level of activity which should be delivered without trading.

See attached appendix showing the questionnaire for clusters to assist them in looking at the cost implications and risk analysis for each element of the service.

#### Stage 3

Stage three will involve implementation of the decision taken as a result of the consultation with the Schools Forum. This may involve changes to the service structures, the way they are delivered and changes to staff employment. It will have to include the necessary consultation with staff and follow the relevant HR procedures.

### Key aspects for consideration

Availability of services in the context of a rural authority such as Wiltshire. These issues could affect high and low incidence needs.

Small school/settings' ability to access services and their reduced purchasing power; this is a particularly high risk for Wiltshire.

Additional management time in schools committed to the research of the market, managing finance, quality assurance and monitoring. Some aspects of quality assurance might be difficult to manage by school staff, for example supervision, support, and professional development within the remit of the relevant professional standards.

Sustainability and continuity of service delivery. This aspect includes some short term risk related to management of sickness or maternity cover and longer term risk related to the ability to sustain high quality of the service standards.

Costs and economies of scale.

### Recommendation

For Schools' Forum to agree/identify for each service a level of activity which should be centrally funded.

Any trading activity in the future is non profit making and will be reinvested back into the relevant services to

- Extend the expertise of staff
- Subsidise funded activities
- Allow innovative projects to be undertaken
- Fund any other activities of the service which ensure delivery of good quality support.

## Statutory SEN Service

Statutory activity	Critical school/ pupil activity	Essential capacity building activity	Trading activity
<p>a. Under the Education Act (1996) conduct and coordinate SEN statutory process for example</p> <ul style="list-style-type: none"> <li>- Statutory assessment</li> <li>- Decision making i.e. placement and provision</li> </ul> <p>b. Respond to the appeals to the first and second tier SEN Tribunal and represent the LA at hearings</p> <p>c. Provision of information to fulfil the SEN Information Regulations (1999)</p> <p>d. Ensure parents can access currently independently provided Parent Partnership Service and Mediation Service</p> <p>e. Make appropriate transport arrangements for eligible pupils in line with national legislation and Wiltshire Council policy</p> <p>f. Contribute to Local Government Ombudsman requests, FOIs and responding to MP letters</p>	<p>a. Coordinate, challenge and enable other services to ensure appropriate engagement with and contribution to statutory SEN processes (e.g. health, social care, EWS)</p> <p>b. Undertake complex casework (negotiations and conflict resolution) with regard to pupils at risk of placement breakdown, hard to place, in need of change of provision, or failing to make of progress</p> <p>c. Attend Annual Reviews for pupils with most complex needs who may be at risk of placement breakdown, in need of change of provision, or making significant lack of progress</p> <p>d. Visit out of county independent providers in order to contribute to monitoring provision, progress, value for money and safeguarding of children and young people</p> <p>e. Prepare for and attend LA's SEN Panel</p> <p>f. Facilitate and report to Schools' Forum on moderation processes for Wiltshire's resource bases, Enhanced Learning Provision and special schools</p>	<p>a. Engage with Wiltshire specialist SEN provisions in order to monitor appropriateness of placements, availability of places and jointly plan provision developments</p> <p>b. Co-ordinate secondary PRISMS (strategic and pupil-focused planning and support for SEN children and young people in the school)</p> <p>c. Contribute to training of schools, parents and services on statutory processes /roles</p> <p>d. Act as a general SEN 'helpline'</p>	<p>a. Provide BTEC/statutory SEN training to other LAs, schools and services</p> <p>b. Undertake statutory assessment process on behalf of other LAs</p> <p>c. Mediate between schools and parents at schools' request</p>

Current activity level – 75%

Current activity level – 20%

Current activity level – 5%

Current activity level – 0%

## Sensory Impairment Service

Statutory Activity	Critical school/ pupil activity	Essential capacity building activity	Trading activity
<p>a. Under the National Assistance Act 1948 and Chronically Sick and Disabled Persons Act 1970</p> <ul style="list-style-type: none"> <li>- register CYP as sight impaired</li> <li>- offer home visit for registration purposes to give and gather information</li> </ul> <p>b. Provide advice for statutory assessment (Appendix F)</p> <p>c. Provide assessment of need, and advice on specialist equipment identified through statement for SEN Provision of support as specified in Part 3 of Statement for SEN</p> <p>e. Provide witness statements and attend SENDIS tribunals</p>	<p>a. Contact families of CYP following diagnoses of HI within 2 days.</p> <p>b. Act on referrals from settings, schools and health professionals to assess the needs of CYP</p> <p>c. Provide specialist advice to schools and settings on meeting and monitoring the needs of CYP</p> <p>d. Attendance at annual reviews for pupils with most complex needs.</p> <p>e. Visit out of county providers in order to contribute to monitoring provision, progress, value for money and safeguarding of CYP.</p> <p>f. Assess the need for specialist equipment and technology for individual CYP.</p> <p>g. Provide technical support for the adjustment of specialist equipment.</p> <p>h. Provide bespoke training for teachers, TAs, SENCOs for support of individual pupils (including provision of Online Inset VI/Hi modules)</p> <p>i. Liaise with other professionals e.g. eye clinic, audiology centre, sight centre, cochlear implant centre, adult services etc)</p> <p>j. Provide training and advice for CYP with VI to enable independence in school, home and local community.</p> <p>k. Provide environmental audit for safety in schools and settings for specific VI pupils</p> <p>l. Provide specialist support for CYP with profound HI/VI impairment, including Braille and BSL support</p> <p>m. Make ear moulds for CYP with HI in order to cut down on wait time for clinics</p>	<p>a. Provide general support for pupils in SLD schools.</p> <p>b. Provide advice on environmental factors impacting upon CYP.</p> <p>c. Provide advice regarding the moving of soundfields within schools.</p> <p>d. Provide training with reference to general awareness of sensory impairment</p>	<p>a. Provide Online Inset for VI/Hi in schools where not related to an individual CYP</p> <p>b. Provide of PDF format texts for VI pupils</p> <p>c. Provide environmental audits for use as part of disability equality scheme/access plan</p> <p>d. Provide test boxes for functional vision assessments for SLD schools</p> <p>e. Provide advice for special exam arrangements for CYP</p> <p>f. Provide advice and support to colleges, independent schools, FE/HE and schools/setting in other LAs</p> <p>g. Provide training in supporting pupils in special schools</p> <p>h. Produce Braille materials for general use in schools and settings</p> <p>i. Provide BSL/deaf awareness training</p> <p>j. Provide BSL levels 1 and 2 training</p> <p>k. Provide GCSE course in BSL</p>

**Current activity level – 30%**

**Current activity level – 60%**

**Current activity level – 10%**

**Current activity level – 0%**

**Specialist SEN Service – (previously known as PI, ICT, LSS, autism services)**

Statutory Activity	Critical school/ pupil activity	Essential capacity building activity	Trading activity
<p>a. Provide advice for statutory assessment (Appendix F)</p> <p>b. Provide assessment of need, and advice on specialist equipment identified through statement for SEN (e.g. ICT, mobility)</p> <p>c. Provide support as specified in Part 3 of Statement for SEN</p> <p>d. Provide witness statements and attend SENDIS tribunals</p>	<p>a. Undertake complex casework relating to, cognition and learning, autism spectrum, medical needs, physical disabilities, specific learning difficulties (dyslexia/dyscalculia) and ICT needs</p> <p>b. Provide advice on whole school strategic SEN processes and protocols, (e.g. provision mapping, quality assurance, CYP progress, analysis of data, quality of assessment, moderation of assessment)</p> <p>c. Provide formal monitoring and evaluation of SEN provision (using SEN/D Self Evaluation Tool) for schools, placed in OFSTED category</p> <p>d. Provide advice on provision, strategies and intervention for CYP with very complex needs in mainstream schools with a statement for SEN</p> <p>e. Attend annual reviews and multi-agency meetings for CYPs with most complex needs</p> <p>f. Assess building accessibility for specific CYP and make recommendations for adaptations</p> <p>g. Provide advice with regard to risk assessments and handling plans</p> <p>h. Bespoke training around meeting CYP's specific needs(e.g. handling, specialist equipment, specialist programmes and interventions)</p> <p>i. Prepare for and attend SEN Panel meetings</p> <p>j. Attend banding moderation meetings for Enhanced Learning Provision and Resource Bases</p> <p>a. Provide and facilitate Early Bird+ parenting course</p>	<p>a. Provide bespoke training for school staff, regarding a range of SEN issues e.g. physical disability, autism spectrum, cognition and learning, specific learning difficulties/dyslexia /dyscalculia and ICT</p> <p>b. Provide light touch surgery sessions for class teachers, SENCOs and TAs to advise on support, provision and interventions.</p> <p>c. Organise and facilitate SENCO network meetings (3x per year in community areas covering strategic development issues)</p> <p>d. Organise and facilitate TA networks (developing knowledge, skills and practice)</p> <p>e. Provide and facilitate mandatory National Award for SEN Coordination</p> <p>f. Facilitation of primary PRISSM meetings (strategic and CYP focussed planning and support for SEN CYP)</p> <p>g. Attend Gateway /MAF meetings</p> <p>h. Attend annual review meetings at request of school or parent – for CYPs with less complex needs</p> <p>i. Provide monitoring and evaluation of SEN provision (using SEN/D Self Evaluation Tool) for schools</p> <p>j. Provide scheduled CPD opportunities, E.g. - SENCO training, Using and Understanding Tests/Assessment, Materials, Wave 3 Interventions, Autism, Dyslexia, Manual handling, ICT</p>	<p>a. Coordinate and provide Online Inset regarding a range of SEN</p> <p>b. Undertake individual assessment and testing of CYP for identification of specific learning difficulties including dyslexia and dyscalculia</p> <p>c. Organise and provide annual SENCO conference</p> <p>d. Provide tutors for higher education institutes for post graduate courses</p> <p>e. Act as 'supply' or 'maternity cover' SENCO in schools</p> <p>f. Model teaching sessions for small group interventions, e.g. Wave 3 programmes etc</p> <p>g. Provide additional support from critical and capacity building activity columns.</p> <p>k. Carry out risk assessments for schools.</p>
<p><b>Current activity level – 24%</b></p>	<p><b>Current activity level – 40%</b></p>	<p><b>Current activity level - 35%</b></p>	<p><b>Current activity level – 1%</b></p>

## Educational Psychology Service

Statutory Activity	Critical school/ pupil activity	Essential capacity building activity	Trading activity
<p>a. Provide Psychological Advice (Appendix D) for all Statutory Assessments of Special Educational Need</p> <p>b. Provide witness statements and attend SENDIS Tribunal</p> <p>c. Provide monitoring as specified in Part 3 of a Statement of Special Educational Needs</p>	<p>a. Respond to Critical Incidents</p> <p>b. Provide additional support for Children Looked After</p> <p>c. Undertake complex casework including assessment and reporting on pupils at risk of placement breakdown, in need of change of provision, or making significant lack of progress</p> <p>d. Attend Annual Reviews for pupils with most complex needs who may be at risk of placement breakdown, in need of change of provision, or making significant lack of progress</p> <p>e. Visit out of county independent providers in order to contribute to monitoring provision, progress, value for money and safeguarding of children and young people</p> <p>f. Provide bespoke training / workshops around meeting children and young people’s needs or group within a specific context when essential to placement success</p> <p>g. Prepare for and attend SEN Panel</p> <p>h. Contribute to banding moderation for ELP, Resources Bases and Special Schools</p> <p>i. Undertake assessment of pre-school children identified as having needs which may require additional or specialist provision</p>	<p>a. Undertake complex casework at School Action Plus to avoid escalation to critical level</p> <p>b. Provide joint problem-solving “light touch” surgeries</p> <p>c. Support school-parent mediation (e.g. requests to change chronological year groups, rebuilding communication)</p> <p>d. Attend MAF/Gateway Panel</p> <p>e. Attend PRISSMs (strategic and pupil-focused planning and support for SEN children and young people in the school)</p> <p>a. Attendance at Annual Review meetings at the request of a school or parent</p> <p>b. Provide parent training programmes such as Cygnet</p>	<p>a. Provide scheduled training days based around general themes, e.g. ADHD, Attachment, Mental Health First Aid, Bereavement</p> <p>b. Offer additional EP time bought in beyond the core service for activities in groups 2 or 3</p> <p>c. Provide specific psychological interventions with individuals or groups over time</p> <p>d. Supporting staff to deliver group or individual interventions</p> <p>e. Provide additional support from critical and capacity building activity columns</p>

**Current activity level – 25%**

**Current activity level – 40%**

**Current activity level – 30%**

**Current activity level – 5%**

## Ethnic Minority Achievement Service

Statutory Activity	Critical school/ pupil activity	Essential capacity building activity	Trading activity
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 48</p>	<ul style="list-style-type: none"> <li>a. Support with induction of new arrivals from overseas, including interpretation and family liaison, induction classes, initial assessment of English levels</li> <li>b. Writing Individual Language Plans (similar to IEPs) for individual learners.</li> <li>c. Giving specific advice about the needs of isolated EAL learners and reducing isolation</li> <li>d. Monitoring follow-up visits to ensure the impact of advice and support.</li> <li>e. Review and support packages</li> <li>f. Providing and training first language assessors for Community Language GCSE speaking tests.</li> </ul>	<ul style="list-style-type: none"> <li>a. Advice on whole-school and classroom strategies and provision for new arrivals and other EAL learner</li> <li>b. Audit of school provision and advisory teacher time to address areas for improvement.</li> <li>c. Targeted small group literacy intervention with EAL learners vulnerable to underachievement.</li> <li>d. Maintaining network of school EAL coordinators through email, organising annual meetings, meeting coordinators in school</li> <li>e. Advice to schools at key stage transition (yr 6/7, post 16)</li> <li>f. Provision of up-to-date EAL CPD to individual schools and county-wide, including specific CPD for different groups of staff (e.g. EAL Coordinators, SLTs, Support Staff).</li> </ul>	<ul style="list-style-type: none"> <li>a. Interrogation of data to monitor the progress of EAL learners.</li> <li>b. Provision of bilingual resources.</li> <li>c. Running diversity awareness events in school (e.g. assemblies, lessons, themed days)</li> <li>d. Support for access arrangements for national assessments (e.g. translation of KS2 Maths SATs papers).</li> <li>e. First language support in the classroom</li> <li>g. Ongoing family liaison in first language.</li> <li>f. Advice and help with drafting school EAL and induction policies.</li> <li>g. Provide additional support from critical and capacity building activity columns</li> <li>h. Organising and running conferences for bilingual pupils to enhance self-esteem and raise awareness of learning strategies</li> </ul>

Current activity level - 0%

Current activity level - 40%

Current activity level – 40%

Current activity level – 20%

## Traveller Education Service

Statutory activity	Critical school/ pupil activity	Essential capacity building activity	Trading activity
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 49</p>	<ul style="list-style-type: none"> <li>a. Locating Traveller children within the county. Collating information on past history from other TES services, facilitate access to schools and transport if necessary.</li> <li>b. Provide support to families for pre-school children to access foundation stage curriculum and pre-schools</li> <li>c. Visit sites and provide opportunities to interact and build links with parents.</li> <li>d. Encourage and support good attendance and to raise achievement</li> <li>e. Empower Traveller families to acknowledge and openly celebrate their culture, through Ascription and use of the Gypsy Roma and Traveller Achievement Programme</li> </ul>	<ul style="list-style-type: none"> <li>a. Support and foster positive relationships between families, school &amp; communities for example support families with issues including bullying, exclusions and mediating between family and school.</li> <li>b. Support Initial Assessments of highly mobile GRT pupils attending a new Wiltshire school.</li> <li>c. Attend multiagency meetings and advocate for or with the GRT families.</li> <li>d. Identify and plan support for high priority GRT children with appropriate staff</li> <li>e. Organise bespoke diversity / citizenship days with resources.</li> <li>f. Meeting senior staff and setting school targets for GRT using the Gypsy Roma and Traveller Achievement Programme</li> <li>g. Provide training to schools and external agencies on raising cultural awareness</li> </ul>	<ul style="list-style-type: none"> <li>a. Provision of GRT resources</li> <li>b. Provide TES TA Support for new Gypsy Roma and Traveller pupils and reintegration for previously disengaged pupils.</li> <li>c. Providing educational support for Showmen visiting the county and teaching on Fairs and Circus sites, providing laptop's for Wiltshire's GRT pupils to enable distance learning to take place.</li> <li>d. Specialist 1:1 and group teaching</li> <li>i. Provide additional support from critical and capacity building activity columns</li> </ul>
<b>Current activity level – 0%</b>	<b>Current activity level – 25%</b>	<b>Current activity level – 35%</b>	<b>Current activity level -40%</b>

## Primary Behaviour Support Service

Statutory activity	Critical school/ pupil activity	Essential capacity building activity	Trading activity
<p>a. Provide full time equivalent, appropriate education from day six to primary aged children who have been permanently excluded including making appropriate transport arrangements</p> <p>b. Provide advice for statutory assessment for pupils known to the Behaviour Support Service</p> <p>c. Support schools in providing appropriate education to primary aged children who have medical needs and are unable to access full time schooling</p>	<p>a. Promote an early return to mainstream schooling for a child on a permanent exclusion and to support an effective re-integration programme through liaison with primary schools and colleagues in the Local Authority</p> <p>b. Provide advice and support to pupils at risk of PEX through attendance at Primary Emergency Annual Reviews (PEARS) and Emergency School Action Plus (SA+) Reviews</p> <p>c. Co-ordinate, challenge and work with other services to ensure appropriate engagement with pupils with BESD</p>	<p>a. Provide coaching and mentoring through demonstration and advice on effective strategies to build staff expertise in behaviour management techniques / approaches.</p> <p>b. Provide surgeries for school staff to offer informal consultation / advice on behaviour management related issues</p> <p>c. Provide specialist knowledge to senior managers in schools</p> <p>d. Provide direct support to individual pupils and or groups of pupils including: assessment of need, identification of support strategies, implementation of support packages and reviews of progress</p> <p>e. Organise and facilitate TA network meetings (developing knowledge, skills and practice)</p> <p>f. Attend PRISSM Meetings (strategic for pupil-focused planning and support for pupils with BESD in school)</p> <p>g. Attend Gateway/MAF meetings</p>	<p>a. Undertake whole school behaviour audits in order to help develop robust school behaviour policies and systems</p> <p>b. Support with transition planning from early years and into secondary provision</p> <p>c. Facilitate co-ordinated and/or collaborative working with other specialists, schools, parents etc.</p> <p>d. Plan and deliver a variety of tailored made training packages on topics related to social/emotional and behavioural issues to a wide range of school staff</p>

Current activity level – 20%

Current activity level – 8%

Current activity level – 49%

Current activity level – 21%

## Education Welfare Service

Statutory Activity	Critical School/Pupil Activity	Essential Capacity Building Activity	Trading Activity
<ul style="list-style-type: none"> <li>a. Monitor regular attendance at school of compulsory school age children registered at a school though prosecution following case work intervention</li> <li>b. Identify children not receiving education and take action to secure access to a education</li> <li>c. Ensure access to education for pupils with medical needs</li> <li>d. Respond to notifications from school/ other agencies to whereabouts of children missing from education</li> <li>e. Apply to Family Proceedings Court for Education Supervision Order when appropriate</li> <li>f. Serve notice of School Attendance Order when appropriate</li> <li>g. Provide assessment to magistrates considering Parenting Orders. Follow up work as necessary</li> <li>h. Serve Penalty Notices when appropriate e.g. irregular attendance, unauthorised absence</li> <li>i. Serve Penalty Notices to parents of excluded pupil if present in public place without reason on day 1-5 of exclusion</li> <li>j. Undertake joint School Attendance and Exclusion Sweeps</li> <li>k. Monitor of those educated other than at school at least once a year</li> <li>l. Annual Register Inspection</li> <li>m. Premises visits &amp; reports &amp; issuing of licenses for Child Employment – Work Permits and Monitoring</li> <li>n. Assessment of applications for the issuing of performance licences and instigating legal action where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>a. Represent LA at Governors (permanent exclusions meetings) providing clarity re processes and interpretation of guidance</li> <li>b. Represent LA at independent exclusion appeals</li> <li>c. Consultation Meetings with schools re attendance of individual pupils</li> <li>d. Undertake individual pupil case work progression - liaison with parents /carers &amp; school staff, LA Meetings / Home visits</li> <li>e. Attendance at SEN Annual Review Meetings (where pupil is known to EWS)</li> <li>f. Attending Multi-agency Meetings inc Child Protection / Child in Need , MARAC (Multi Agency Risk Assessment Conference)</li> <li>g. Provide advice and guidance on applying the Registration Regulations ensuring consistency in practice, identifying training needs within the school relating to children Missing Education Procedures, school procedures of monitoring pupils attending off-site provision, first day contact procedures (Safeguarding responsibility)</li> <li>h. Provide advice and support to pupils at risk of PEX through attendance at PEAR, emergency school action plus (SA+) and ANP</li> <li>i. Act as Appropriate Adult during PACE interview/Bail proceedings To assess and advise on educational needs of young people referred to the Youth Offending Service and facilitate the exchange of information between schools, DCE, Young People’s Support Service, other statutory/voluntary agencies and the YOS.</li> </ul>	<ul style="list-style-type: none"> <li>a. Attendance at LA Behaviour and Attendance Group Meetings (Schools network meeting - Secondary)</li> <li>b. EWS representation at Anti-social Behaviour Panel sharing of information to inform practice / intervention multi-agency working</li> <li>c. Referrals &amp; Sign-posting (case work &amp; / enquiries)</li> <li>d. Attend new parents meetings at Primary and Secondary schools.</li> </ul>	<ul style="list-style-type: none"> <li>a. Registration Audits -Providing an in depth report for school use in identifying areas of weakness</li> <li>b. Governor Training - Guidance on Exclusions, GDCM procedures (fixed term &amp; permanent), interpretation of guidance</li> <li>c. Advice/Training re Holiday in Term Time procedures Attendance Policy. Bullying. School refusal. Registration &amp; absence coding Facilitation of school attendance meetings and reviews. Attendance/absence monitoring. Challenging absence. Attendance and exclusion processes. Absence data analysis. Children with medical needs.</li> <li>d. Mentoring pupils experiencing attendance difficulties</li> <li>e. Undertake joint home visits</li> <li>f. Chaperone Licensing</li> <li>g. Ensuring schools are aware of the latest guidance and follow procedures for children with medical needs.</li> <li>h. Attendance Surgeries</li> <li>i. Supporting schools with School attendance meetings</li> </ul>

**Current activity level – 30%**

**Current activity level - 40%**

**Current activity level – 10%**

**Current activity level – 20%**

Service	Budget		
	2011/12	Cost of the statutory activity	Source
Statutory SEN Service	£782,226	£678,000	£112,462 – DSG (14.4%) £669,764 – LA (86%)
Educational Psychology Service	£901,690	£250,000	100% LA
Specialist SEN Service	£829,416	193,978	£751,510 – DSG (90.6%) £77,906 – LA (9.4%)
Sensory Service	£566,057	214,218	£499,856 DSG (88.3%) £50,000 EIG (Early Intervention Grant) (8.8%) £16,200 DWP (Department Work & Pensions) (2.9%)
Primary Behaviour Service	£927,200	£278,160	100% DSG
Ethnic Minority Achievement Service (LACSEG applicable)	£537,681	£0	£492,438 – DSG (92%) £45,243 – Income (8%)
Traveller Education Service	£242,150	£0	100% DSG
Education Welfare Service (LALCSEG applicable)	£456,367	£136,910	£440,367 LA £16,000 – Income

A number of services in the table are identified as being relevant for the Local Authority Central Expenditure Grant (LACSEG). These are services which must be provided by the local authority to all maintained schools but for which Academies will receive funding directly. These services will therefore be fully traded with Academies, even for the core elements of the service.

## Key

ADHD	Attention Deficit Hyperactivity Disorder
BSL	British Sign Language
BTEC	British and Technology Education Council
CPD	Continuing Professional Development
CYP	Children and Young People
EAL	English as an Additional Language
ELP	Enhanced Learning Provision
EMAS	Ethnic Minority Achievement Service
EP	Educational Psychologist
EWS	Education Welfare Service
FE/HE	Further Education/ Higher Education
FOI	Freedom of Information
GRT	Gypsy Roma and Traveller
HI	Hearing Impairment
IEPs	Individual Education Plans
MAF	Multi Agency Forum
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs Disability
SENDIST	Special Educational Needs & Disability Tribunal
SLD	Severe Learning Difficulties
TA	Teaching Assistant
TES	Traveller Education Service
VI	Visual Impairment

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## Questionnaire

Support Services – Activity Analysis (Please refer to the Schools’ Forum document which provides the background to this consultation).

Please outline your views about a range of risk factors listed below. They will be considered by the Schools’ Forum but your views are important as they represent a wide group of schools. Please return the completed questionnaires to Karina Kulawik (Manager for inclusion, County Hall, Trowbridge).

### **1.Statutory SEN Service**

a.Availability of the service in the context of a rural authority such as Wiltshire. This issue could affect high and low incidence needs.

b.Small school/settings’ ability to access services and their reduced purchasing power; this is a particularly high risk for Wiltshire.

c.Additional management time in schools committed to the research of the market, managing finance, quality assurance and monitoring. Some aspects of quality assurance might be difficult to manage by school staff, for example supervision, support, and professional development within the remit of the relevant professional standards.

d. Sustainability and continuity of service delivery. This aspect includes some short term risk related to management of sickness or maternity cover and longer term risk related to the ability to sustain high quality of the service standards.

e. Costs and economies of scale.

f. Other comments

## **2. Sensory Impairment Service**

a. Availability of the service in the context of a rural authority such as Wiltshire. This issue could affect high and low incidence needs.

Numbering to continue as could help re recording views e.g. see 3c.

Small school/settings' ability to access services and their reduced purchasing power; this is a particularly high risk for Wiltshire.

Additional management time in schools committed to the research of the market, managing finance, quality assurance and monitoring. Some aspects of quality assurance might be difficult to manage by school staff, for example supervision, support, and professional development within the remit of the relevant professional standards.

Sustainability and continuity of service delivery. This aspect includes some short term risk related to management of sickness or maternity cover and longer term risk related to the ability to sustain high quality of the service standards.

Costs and economies of scale

Other comments

**Specialist SEN Service (previously known as PI, ICT, LSS, primary SOCIT)**

Availability of the service in the context of a rural authority such as Wiltshire. This issue could affect high and low incidence needs.

Small school/settings' ability to access services and their reduced purchasing power; this is a particularly high risk for Wiltshire.

Additional management time in schools committed to the research of the market, managing finance, quality assurance and monitoring. Some aspects of quality assurance might be difficult to manage by school staff, for example supervision, support, and professional development within the remit of the relevant professional standards.

Sustainability and continuity of service delivery. This aspect includes some short term risk related to management of sickness or maternity cover and longer term risk related to the ability to sustain high quality of the service standards.

Costs and economies of scale.

Other comments

## **Educational Psychology Service**

Availability of the service in the context of a rural authority such as Wiltshire. This issue could affect high and low incidence needs.

Small school/settings' ability to access services and their reduced purchasing power; this is a particularly high risk for Wiltshire.

Additional management time in schools committed to the research of the market, managing finance, quality assurance and monitoring. Some aspects of quality assurance might be difficult to manage by school staff, for example supervision, support, and professional development within the remit of the relevant professional standards.

Sustainability and continuity of service delivery. This aspect includes some short term risk related to management of sickness or maternity cover and longer term risk related to the ability to sustain high quality of the service standards.

Costs and economies of scale

Other comments

### **Ethnic Minority Achievement Service**

Availability of the service in the context of a rural authority such as Wiltshire. This issue could affect high and low incidence needs.

Small school/settings' ability to access services and their reduced purchasing power; this is a particularly high risk for Wiltshire.

Additional management time in schools committed to the research of the market, managing finance, quality assurance and monitoring. Some aspects of quality assurance might be difficult to manage by school staff, for example supervision, support, and professional development within the remit of the relevant professional standards.

Sustainability and continuity of service delivery. This aspect includes some short term risk related to management of sickness or maternity cover and longer term risk related to the ability to sustain high quality of the service standards.

Costs and economies of scale.

Other comments

### **Traveller Education Service**

Availability of the service in the context of a rural authority such as Wiltshire. This issue could affect high and low incidence needs.

Small school/settings' ability to access services and their reduced purchasing power; this is a particularly high risk for Wiltshire.

Additional management time in schools committed to the research of the market, managing finance, quality assurance and monitoring. Some aspects of quality assurance might be difficult to manage by school staff, for example supervision, support, and professional development within the remit of the relevant professional standards.

Sustainability and continuity of service delivery. This aspect includes some short term risk related to management of sickness or maternity cover and longer term risk related to the ability to sustain high quality of the service standards.

Costs and economies of scale.

Other comments

### **Primary Behaviour Support Service**

Availability of the service in the context of a rural authority such as Wiltshire. This issue could affect high and low incidence needs.

Small school/settings' ability to access services and their reduced purchasing power; this is a particularly high risk for Wiltshire.

Additional management time in schools committed to the research of the market, managing finance, quality assurance and monitoring. Some aspects of quality assurance might be difficult to manage by school staff, for example supervision, support, and professional development within the remit of the relevant professional standards.

Sustainability and continuity of service delivery. This aspect includes some short term risk related to management of sickness or maternity cover and longer term risk related to the ability to sustain high quality of the service standards.

Costs and economies of scale.

Other comments

## **Education Welfare Service**

Availability of the service in the context of a rural authority such as Wiltshire. This issue could affect high and low incidence needs.

Small school/settings' ability to access services and their reduced purchasing power; this is a particularly high risk for Wiltshire.

Additional management time in schools committed to the research of the market, managing finance, quality assurance and monitoring. Some aspects of quality assurance might be difficult to manage by school staff, for example supervision, support, and professional development within the remit of the relevant professional standards.

Sustainability and continuity of service delivery. This aspect includes some short term risk related to management of sickness or maternity cover and longer term risk related to the ability to sustain high quality of the service standards.

Costs and economies of scale.

Other comments

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