

AGENDA

Meeting: Schools Forum
Place: The Kennet Room - County Hall, Trowbridge BA14 8JN
Date: Thursday 22 June 2017
Time: 1.30 pm

Please direct any enquiries on this Agenda to Edmund Blick, of Democratic Services, County Hall, Bythesea Road, Trowbridge, direct line 01225 718059 or email edmund.blick@wiltshire.gov.uk

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Membership:

Mr N Baker (Chairman)	Mr J Proctor
Mr M Watson (Vice Chairman)	Mr N Roper
Mrs A Bates	Mr D Whewell
Ms M Chilcott	Mr S White
Mrs J Finney	Mrs C Williamson
Miss Tracy Cornelius	Mr P Cook
Mr J Hamp	Ms A Burnside
Mr J Hawkins	Mr M Cawley
Mrs S Jiggins	

Substitutes:

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AGENDA

PART I

Items to be considered whilst the meeting is open to the public

1 **Apologies and Changes of Membership**

2 **Minutes of the previous Meeting**

To approve and sign as a correct record the minutes of the meeting held on Thursday 9 March 2017.

3 **Declaration of Interests**

To receive any declarations of disclosable interests or dispensations granted by the Standards Committee.

4 **Chairman's Announcements**

5 **Children and Young People's Trust Board Update**

To receive a verbal update on the Trust Board from Susan Tanner- Associate Director of Commission Perform School Effectiveness and Head of Commissioning and Joint Planning.

6 **Outturn report 2016-2017** (*Pages 5 - 10*)

A report, to be presented by Liz Williams- Head of Finance, to outline the financial outturn for Dedicated School Grants budgets in 2016-17 and the impact on the Dedicated School Grants reserve.

7 **Reports from Working Groups** (*Pages 11 - 22*)

To receive minutes, reports and/or verbal updates from the following working groups:

- Early Years Reference Group
- Joint Meeting of School Funding Working Group and SEN Working Group

8 **Internal Audit of Maintained Schools** (*Pages 23 - 26*)

Update report from South West Audit Partnership (SWAP) – Ian Withers

(SWAP).

9 **Review of Enhanced Learning Provision Guidance** (*Pages 27 - 50*)

A report, presented by Susan Tanner- Associate Director of Commission Perform School Effectiveness and Head of Commissioning and Joint Planning, to provide revised guidance for Enhanced Learning Provision (ELP) in secondary schools.

10 **Update on Development of SEMH Centres of Excellence** (*Pages 51 - 52*)

A report, from Susan Tanner- Associate Director of Commission Perform School Effectiveness and Head of Commissioning and Joint Planning, to update on the development of SEMH Centres of Excellence, as agreed at the March 2017 Schools Forum meeting.

11 **Confirmation of dates for future meetings**

The confirm the date of the next meeting as Thursday 5 October 2017.

12 **Urgent Items**

Any other items of business, which the Chairman agrees to consider as a matter of urgency.

PART II

Item(s) during consideration of which it is recommended that the public should be excluded because of the likelihood that exempt information would be disclosed

Wiltshire Council

SCHOOLS FORUM
22nd June 2017

REVENUE BUDGET OUTTURN REPORT 2016-17 – DEDICATED SCHOOLS BUDGET

Purpose of the Paper

1. To report on the outturn position for the dedicated schools budget in 2016-17.

Main Considerations

Outturn 2016-17

2. Appendix 1 shows expenditure as at 31st March 2017. The Dedicated Schools Grant (DSG) was underspent by £0.030 million at the end of the year, a decrease of £0.589m compared with the forecast at the end of January 2017.
3. There are a number of movements in the variance within the overall total and the January forecast is shown on the summary for comparison. The reasons for the key variances and the movements in the last two months of the year are outlined below.

Academy Recoupment

4. The final budget for 2016-17 has been adjusted to reflect all academy recoupment through the year, including part year adjustments for in-year converting schools. The budget has been reconciled to the DSG allocation notified to the local authority in March 2017.

High Needs Budgets (0-25 SEND Service)

5. Budgets within the 0-25 SEND Service were overspent by £1.020m.
6. Expenditure on Independent Special School placements continues to be higher than budgeted for and has overspent by £1.008m.
7. A number of savings plans were agreed by Schools Forum prior to the start of the financial year in order to reduce the risk of overspend against high needs budgets. These actions have impacted as follows:
 - a) ***Reduction in top up values*** – top up values for mainstream schools were reduced by an average of 20% across Resource Bases, Enhanced Learning Provision (ELP) and Named Pupil Allowances (NPA). Top up values in special schools were protected by the minimum funding guarantee and therefore subject to a maximum reduction of 1.5% compared with the previous year. An analysis of price and volume variances throughout the year indicates that the projected saving of £0.9 million was achieved through the reduction in the unit costs of top up payments. This was offset by an increase in costs due to increased volumes particularly in relation to NPAs. Top up budgets in Wiltshire schools overall were on budget.

- b) **Reduction in unit costs for independent providers** – unit costs of places in independent special schools have increased compared with 2015-16 however unit costs of post-16 placements have significantly reduced as a result of the increased use of local provision. The budget for top-up payments for post-16 students was underspent in 2016-17.
- c) **High Needs Recoupment** – Schools Forum agreed that where high needs places in schools were not being filled top up payments would not be made until the value of the unfilled places had been offset. Additional place funding continued to be made to schools where the numbers of eligible pupils exceeded the agreed place numbers. This was to ensure that the principle of funding following need was adhered to in the allocation of high needs funding. In 2016-17 £0.203m was recouped from schools with unfilled places and £0.582m paid to mainstream schools for additional places.

Early Years Budgets

- 8. Early years budgets underspent by £0.298m in 2016-17. It is expected that there will be a further adjustment to the DSG allocation for 2016-17 to reflect the impact of the January 2017 pupil census and this will need to be reflected in the 2017-18 financial year.

Support for the Education of Looked After Children

- 9. It was agreed at the Schools Funding Working Group meeting in June 2017 that the Virtual Head Teacher would be invited to attend Schools Forum in October to discuss the historical impact of expenditure of the Pupil Premium Grant and the DSG funding for personal education plans, and how that impact might be maximised in the future. This will be included on the agenda for the October meeting.
- 10. The total PPG grant received in respect of looked after children was £0.462m in 2016-17.
- 11. DfE guidance requires that the pupil premium for looked after children must be managed by the designated virtual school head and used for the benefit of the looked after child's educational needs. Analysis of the expenditure in 2016-17 indicates that 44% of the grant was used directly to provide in school, or in placement, support for pupils and a further 15% providing tutoring and mentoring support through the service at Aspire House. Funding was also used to support participation for looked after children including school trips, music tuition, etc.
- 12. As the new virtual head teacher comes in to post the operational priorities and spending plans will be reviewed and WASSH and PHF will be consulted as part of that process.

Impact on the DSG Earmarked Reserve

- 13. Any under or overspend against the Dedicated Schools Grant is to be carried forward in to the following financial year. The underspend of £0.030 million will therefore need to be transferred in to the earmarked DSG Reserve. The table below sets out the position of the DSG Reserve as at the end of 2016-17.

Impact on DSG Reserve	£m
DSG Reserve c/f from 2015-16	0.591
Less Late adjustment 2015-16 for final settlement not in 15-16 Note to Accounts	- 0.038
Add transfer to reserves for 16-17 variance	0.030
Closing Balance 16-17	0.583

Proposal

- Schools Forum is asked to note the outturn position for the Dedicated Schools Budget in 2016-17.

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Financial Monitoring

Service Areas	Current Budget 2016-17 £m	Projected Outturn for Year £m	Variation for Year £m	% Variance	Movement from Period 9
1 Funding Schools					
DSG Funded Expenditure - Delegated to Schools	122.301	122.301	0.000	0.0%	0.000
Contingency & Growth Fund	1.058	0.529	-0.529	-50.0%	0.029
Total	123.358	122.830	- 0.529	-0.4%	0.029
2 0-25 SEND Service					
Pre-16					
Independent Special Schools	4.621	5.629	1.008	21.8%	-0.256
Named Pupil Allowances	2.061	2.610	0.549	26.6%	0.001
Top Up Budgets - Wiltshire Maintained Schools & Academies	10.124	9.615	-0.509	-5.0%	0.000
Top Up Budgets - Non-Wiltshire Maintained Schools & Academies	1.165	1.462	0.297	25.5%	0.000
Post-16					
Top Up Budgets - Post- 16 Placements	5.362	4.846	-0.516	-9.6%	-0.334
Support Services					
Specialist Provision and EY Inclusion	0.575	0.737	0.163	28.4%	0.067
SEND Service	2.017	2.046	0.029	1.4%	-0.018
Total 0-25 SEND Service	25.926	26.946	1.020	3.9%	-0.541
3 Commissioning & Performance and School Effectiveness					
Schools Maternity Costs	0.576	0.488	-0.088	-15.3%	0.014
Trades Union Facilities Costs	0.035	0.031	-0.004	-10.2%	-0.008
SIMS & HCSS Licences	0.173	0.179	0.006	3.6%	0.000
Other Costs incl. Copyright Licences	0.402	0.365	-0.037	-9.2%	0.000
Strategic Planning	0.052	0.052	0.000	0.0%	0.000
Admissions Service	0.245	0.223	-0.022	-8.8%	-0.002
Total Commissioning, Performance & School Effectiveness	1.481	1.337	-0.144	-9.7%	0.005
4 Early Years Services					
Early Years Single Funding Formula - 3 & 4 yo	16.115	15.697	-0.418	-2.6%	0.155
Early Years Single Funding Formula - 2 yo	2.564	2.755	0.191	7.5%	-0.211
Other Early Years Support	0.462	0.440	-0.022	-4.8%	0.040
Early Years Pupil Premium Grant	0.235	0.186	-0.049	-20.8%	-0.020
Total Early Years	19.376	19.078	-0.298	-1.5%	-0.036
5 Safeguarding					
Child Protection in Schools	0.028	0.028	0.000	0.0%	0.000
Total	0.028	0.028	-	0.0%	-
6 Early Help Services					
Assisted Places Scheme (ceased July 2016)	-	0.006	0.006		0.000
Ethnic Minority Achievement Service & Traveller's Education	0.474	0.441	-0.033	-7.0%	-0.061
Alternative Provision/EOTAS	3.233	3.191	-0.042	-1.3%	-0.006
Behaviour Support	0.774	0.726	-0.048	-6.2%	0.009
Total	4.481	4.364	-0.117	-2.6%	-0.058
7 Children's Social Care					
Looked After Children Education Service	0.203	0.239	0.036	17.9%	0.010
Total	0.203	0.239	0.036	17.9%	0.010
8 DSG Within Corporate Services					
Gross Expenditure	3.594	3.595	0.001	0.0%	0.001
Total	3.594	3.595	0.001	0.0%	0.001
	178.447	178.417	- 0.030	0.0%	- 0.589

Note POSITIVE variances = OVERSPEND

0.000

Impact on DSG Reserve	£m
DSG Reserve c/f from 2015-16	0.591
Less Late adjustment 2015-16 for final settlement not in 15-16 Note to Accounts	- 0.038
Less transfer from reserves for 16-17 variance	0.030
Closing Balance 16-17	0.583

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Wiltshire Council

Schools Forum
22nd June 2017

Report from the Early Years Reference Group

Purpose of report

1. To report on the meetings of the Early Years Reference Group held on 12th May 2017.

Main considerations for School Forum

2. The minutes of the meeting are attached at Appendix 1.

Proposals

3. That Schools Forum notes the minutes of the Early Years Reference Group meeting.

Report author: Liz Williams, Head of Finance

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Wiltshire Council

Early Years Reference Group

Minutes of a meeting held on Friday 12 May 2017 at County Hall, Trowbridge

1.0 Welcome and Introductions

Jane Boulton, Dawn Bryant, Mark Cawley, Rosemary Collard, Nicola Harris, Ashley Harris, Trudy Murphy, John Proctor (chair), Fiona Webb, Emily Wood (minutes)

2.0 Apologies

Angela Brennan, Jenny Harvey, Liz Williams

3.0 Minutes of last meeting held on 18 November 2016

The minutes of the meeting were agreed as an accurate record of discussion.

4.0 Matters arising

Item 5 – Parent/carer survey results still to be circulated to group members.

Item 6 – Free Entitlement Debt recovery. Item moved to the September meeting when Jenny will be present to lead on this item.

Item 9 – Children's Centre representative – Russ Martin is now working for Spurgeons and will probably now attend the meeting as CC rep – JH to confirm for September meeting.

Item 10 – HMRC have processed without challenge, through the childcare element of the working tax credit, the claim from the family who have declared increased childcare costs because of the additional support required for their child. This funding route should be promoted to all relevant parents and childcare providers (suggested Newsletter article).

ACTION:

Parent/carer Childcare survey results to be circulated with minutes

JH to include FE debt recovery in September meeting

JH to contact Russ and ask him to represent Children's Centres

EW to include information on Tax Credit childcare cost reimbursement in newsletter

5.0 Early Help Introduction and update (Shelley Rowe)

Shelley has been in post for 18 months. She sits within the Multi-Agency Safeguarding Hub (MASH) which employs a range of professionals from Social Workers to Police. Her role is to support individuals working with children and provide advice (this can be done anonymously) on what kind of referral for support/intervention maybe required for specific cases. She will signpost to Social Care should the threshold for this level of intervention be triggered. To differentiate Shelly's role with Hélène Schwartz, Hélène advises on the generic safeguarding policies and procedures which every organisation working with children must follow.

One part of Shelley's role is to oversee if lead professionals have implemented and registered their CAFs. Last year 284 CAFs were recommended, however 54.2% were not completed. The reasons behind non – implementation were a mix of lack of parent engagement, cases were subsequently opened by Social Care or the need for the CAF diminished.

Shelley wanted to stress the importance of MASH referrals. MASH have a 48hour turn-around to decide on what intervention may be required. Shelley can also give tips on how to make a good referral.

6.0 DfE Model Agreement

The group were disappointed that the finalised document including Wiltshire's inserts was not yet ready for discussion. EW explained that until the administrative processes for the extended entitlement were confirmed, the sections could not be completed. Determining the exact admin procedures is reliant on the Local Authorities' software supplier completing their updates on the system. Until now they have obfuscated on the details.

There was then a big discussion on how the Free Entitlement was marketed. The group wished the 'Free' element to be removed from publicity. RC explained that B&NES have opted to call it 'Early Years Entitlement' and the majority approved this option.

It was requested that the Funded 2 year olds were distinguished from the funded 3&4 year olds, on funding statements.

ACTION: JH to seek update from Software Supplier to enable the completion of the Agreement. JP asked for a further meeting in June for the group to look at the proposed Wiltshire inserts.

ACTION: JH to look at differentiating funded 2 year olds from funded 3&4 year olds on termly funding statements.

7.0 30 hours' issues/practice

There was some discussion between childcare providers present about the business implications of taking on the extended entitlement from September. EW reported that all providers have been surveyed as to their intentions of delivering the extended entitlement. 53% of providers responded to this survey, with an almost even split between childminders and group settings. Of these, 84% said that they would be offering the extended entitlement from 1 September. The majority (38.9%) suggested that they plan to do this term time only, with 5.5% stretching the offer over the year and 32.1% doing a mixture of both term time only and stretched offer.

The full results from this survey are to be circulated with the minutes.

ACTION: JH to include survey summary with minutes

8.0 Childcare Team update

It was reported that a successful Quality Day for Childminders was held for nearly 50 back in March. The day included talks from Wiltshire Council officers H el ene Schwartz, Shelly Rowe and Natalia Reyner. We also had an external speaker (Kate Reynolds) who gave an informative talk on her girls present differently to boys in relation to being on the Autistic Spectrum. A further event is being planned for September.

The Introduction to Childminding Practice course continues to be popular, with over 30 attendees to date.

Over the next term, the team's focus will be on supporting the sector around 30 hours' delivery. Part of this will be rolling out some smaller briefing sessions to give providers more opportunity to think about how they will offer the 30 hours and to encourage partnership working where applicable (where providers feel they can't offer the full 30 hours but could work in conjunction with another nearby provision to meet parent's needs).

The team continues to deliver a range of training and provides support and advice to those providers with less than a Good Ofsted Judgement, those Childminders who have joined our Quality Improvement scheme, those waiting for Ofsted Registration or any provider needing support for instance around Safeguarding.

9.0 Workforce Development Strategy update

The March 2017 [Workforce Strategy](#) is now available. Commitments contained in this strategy include:

- Enabling staff with an Early Years Educator (EYE) qualification who also hold level 2 English and mathematics qualifications, including Functional Skills to count in the level 3 staff:child ratios.
- Consulting on allowing those with Early Years Teacher Status (EYTS), and its predecessor Early Years Professional Status (EYPS), to lead nursery and reception classes in maintained schools.
- Working with the sector to develop level 2 childcare qualification criteria.
- Improving the quality of early years training and providing access to continuous professional development (CPD).
- Providing funding to support the sector to develop quality improvement support in partnership with schools and local authorities.

The strategy intends to attract more individuals to consider a career in the early year's sector focuses on five areas:

- Qualification requirements at level 2 and level 3
- Specialist graduates
- Careers advice
- Quality of training
- Diversity of the workforce

Actions from the strategy include:

- The development, through a voluntary and community sector grant, an online portal that sets out career paths, bringing effective online CPD together in one place and provides online training modules. This will include support for staff already in the workforce to improve their English and mathematics.
- Providing training through voluntary and community sector grants on SEND, speech and language development and effective business management.
- Working with organisations specialising in SEND to develop a qualification for early years' staff who want to specialise in SEND. We will work within the context of implementation of the Sainsbury Review of technical education and aim to deliver a new qualification in 2018.

We are currently at the beginning of a recruitment drive for childcare workers and childminders, this will move around the county and will include a briefing session on the 12 July and information on routes to qualify to work in the sector.

It was suggested that school leavers were targeted through school career fairs. It was also suggested that if Childcare Officers were unable to attend a fair that a local group setting or childminder could cover. JB stressed that it should be a variety of careers promoted, that all provision requires a range of disciplines and skills (book-keeping, business managers alongside those individuals working directly with children).

The next Workforce Development Meeting will be on the **23 June 2017** at County Hall.

ACTION: EW to include article in next newsletter about recruitment drive and ask for providers to volunteer to support the drive either by promoting it themselves or offering to attend a school's career fair if possible.

10.0 Childcare Sufficiency Assessment Report update

The Childcare Sufficiency Assessment Report is now complete and should be on the Wiltshire Council web site shortly. The headlines from this report are:

- Across most of the county there is sufficient Early Years & Childcare provision.
- Feedback from parents was that they could not always find provision offering the hours they required and that they found the cost expensive.
- From the parental survey carried out only a small percentage of parents were unable to find childcare. Of the 1168 returns 16 of the returns were related to parents requiring childcare for school aged children whilst another 6 responses were from parents of Early Years children that could not find a setting for their child. 5 of the children were children

with a disability. These families are using family and friends to cover their childcare needs. 7 of the parents stated they were unhappy with this arrangement.

- Areas that would benefit from the development of more Early Years places are Trowbridge, Ridgeway Farm near Purton, Royal Wootton Bassett and Larkhill. Other areas that require close monitoring are Hindon, Corsham, Amesbury and Devizes.

The updated Community Childcare plans will also be available on the Wiltshire Council web site in the next week.

11.0 Structure Chart for Early Years

Structure charts prepared by Jenny Harvey were circulated to all present. It was explained that each council employee has the same format for their email: first.surname@wiltshire.gov.uk should anyone wish to make contact. Acknowledgement was given for these charts.

12.0 Safeguarding update

Hélène Schwartz has now commenced her maternity leave and will be covered by Teresa Mcilroy.

The Safeguarding training that has been commissioned for group settings has proved to be popular. One was delivered in April, the next in July and possibly a further one for September. The Childcare Team have been trained to deliver Safeguarding training for Childminders, this too is proving to be popular and has been arranged for times that is convenient for Childminders e.g. Saturdays.

13.0 Early Years Board update

Julia Cramp (Associate Director) leads on this multi-agency meeting. The prime purpose of this board is to steer policy on School Readiness, which involves more than just educational ability but also independence, toilet-training. They are working on creating a leaflet on what 'school readiness' means in practice. Working groups have been set-up and JP reported that good progress is being made.

14.0 Confirmed dates for future meetings

Date	Day	Time	Venue
29 September 2017	Friday	10.00 – 12.00	Lacock Room, County Hall, Trowbridge

16.0 Any other business

JP requested that when the minutes were distributed that JH does not use the Blind Carbon Copy (bcc) function, as all representatives of the meeting wish to have each other's email addresses.

ACTION: JH to email future Reference Group communication to all not using the bcc function, so each member can see each other's address, should they need to contact each other.

Wiltshire Council

Schools Forum

22nd June 2017

Report from the School Funding Working Group and SEN Working Group

Purpose of report

1. To report on the joint meeting of the School Funding Working Group and SEN Working Group held on 9th June 2017.

Main considerations for School Forum

2. The minutes of the meetings are attached at Appendix 1.
3. The working group considered the draft outturn position for 2016-17 and requested that further detail in relation to expenditure on education for looked after children should be included in the report to Schools Forum. It was also requested that a summary of high needs recoupage for ELP and Resource Base places be included in the report.
4. The working group considered a progress report in relation to the development of SEMH centres of excellence. The recommendation of the group was that one application should be agreed for September and that further pilot schools in other parts of the county should be sought.

Proposals

5. That Schools Forum notes the minutes of the School Funding Working Group and SEN Group meeting.

Report author: Liz Williams, Head of Finance

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School Funding Working Group & Special Educational Needs Working Group Meeting

9th June 2017, 8:30am

Wilton Room – County Hall

MINUTES

Present: Liz Williams, Susan Tanner, Martin Watson, Debbie Bennett, Isabel Blackburn (observer), John Hawkins, Neil Baker, Catriona Williamson, Phil Cook, Judith Westcott (for item 3)

Apologies: Simon White, Grant Davis

1	<p>Minutes from previous meeting</p> <p>The minutes of the previous joint meeting of the working groups were reviewed.</p> <p>EW confirmed that the responses to the funding consultations had been submitted following agreement at Schools Forum in March.</p>	
2	<p>Provisional Out-turn 2016-17</p> <p>EW circulated provisional outturn figures for 2016-17. The report showed an underspend of £30,000 for the year, an improvement on the previous position reported to Schools Forum in March. The main area of improvement was expenditure on top ups for post-16 students.</p> <p>NB requested an update on the expenditure on education for looked after children to be included in the report to Schools Forum, to include an update on PPG Plus. It was also agreed that Chris Whitfield would be invited to the October Schools Forum to discuss the budgets allocated to the virtual school.</p> <p>MW requested that a summary of high needs place recoupment be provided in the outturn report to Schools Forum.</p>	<p style="text-align: center;">EW</p> <p style="text-align: center;">GD</p>
3	<p>High Needs Update</p> <p><i>SEMH Centres of Excellence</i></p> <p>ST presented a paper updating on progress in the development of SEMH Centres of Excellence. A number of expressions of interest had been received from schools and also a number of concerns raised by schools who may have considered becoming involved. The EOIs received did not give the geographical spread of centres that had initially been hoped for.</p> <p>ST proposed that approval be given for one Centre of Excellence to be established in the west of the County and then sought views on alternative options. The view of members of the group was that use of</p>	

	<p>the funding to build on existing models of provision, for example nurture centres, would not achieve the initial aims of the funding allocation. There was also concern that any models funded needed to be sustainable going forwards.</p> <p>The proposal of the group was that approval be given to one application from the west Wiltshire area to start from September and that work continued to seek interested schools in other areas of Wiltshire whilst the model was being piloted in the successful centre. It was proposed that the funding continued to be ringfenced for this purpose to support subsequent schools setting up at a later date.</p> <p>Enhanced Learning Provision (ELP) Guidance</p> <p>JW updated on the work carried out with SENCOs and Education Officers to review the ELP guidance. A paper would be brought Schools Forum to approve the revised guidance so that work could then be carried out to understand the financial impact from 2018-19.</p> <p>DB noted that the guidance needed to be rolled out alongside training for schools and governors to put in to context with the overall high needs funding picture in schools.</p> <p>Wiltshire Special Schools</p> <p>ST updated the group on the work that had been carried out with Special Schools to look at models of future provision. A report has been produced and the recommendations still needed to be worked through by the schools and the LA</p> <p>SEN Capital Allocation</p> <p>EW provided an update on the recent government announcement of capital allocations to support SEND developments from April 2018. Wiltshire will receive an allocation of £0.800 million over 3 years (£0.267m per annum) from the financial year 2018-19. In accordance with the guidance, a consultation process would be put in place to consider how the allocation would be spent.</p>	ST
4	<p>Procurement of Licences for Schools Management Information System</p> <p>The Working Groups considered a brief update paper from GD on the procurement of licences for schools management information system. It was noted that a number of LAs are now accessing a framework agreement put in place by North Yorkshire and that this was being investigated as a potential way forward for Wiltshire schools.</p>	
5	<p>AOB</p> <p>The group thanked Martin Watson for his contribution to the work of Schools Forum as this was his last meeting.</p>	

6	Date of Next Meeting The next meeting will take place on Tuesday 19 th September, 8:30am The meeting will again be a joint meeting of the Schools Funding Working Group and SEN Working Group	
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Report to Schools Forum -Audit of Schools 2016/17

Ian Withers
Assistant Director
11th June 2017

Introduction

Wiltshire Council is a shareholder and partner in the South West Audit Partnership who provides its internal audit service, including to schools. Internal Audit seeks to add value to schools in improving control frameworks operating to mitigate risks and over the effective use of resources.

Internal audit is a statutory requirement for Local Authorities that includes maintained schools. No statutory requirement currently exists for Academies although subject to external audit and inspection by the Education Funding Agency.

This report provides a summary of the audit work carried out by SWAP for 2016/17 in relation to maintained schools in Wiltshire, specifically on key issues arising.

Internal Audit Approach and Coverage of Schools 2016/17

Schools are selected for audit using a risk based approach that includes a number of factors, including perceived control environment operating at the school, when last audited/outcome, materiality including expenditure and any management concerns.

The main objectives of the audit are to evaluate the effectiveness of financial and other controls operating to mitigate risks, the level of compliance to the Schools Financial Value Standard (SFVS), being perceived as a standard for good financial management and Wiltshire Schools' Financial Regulations.

For each school, shortly after the end of the audit fieldwork (i.e. visit), a draft audit report is issued for discussion and once agreed a final issued that includes to the Chair of the Governing Body. This contains the audit opinion (substantial, reasonable, partial, none), issues/findings raised, recommendations and management actions for improving controls operating.

During 2016/17, eleven individual audits were carried out, all being Primary Schools. In addition a themed audit review was carried out on Schools' Procurement that including examining a number of schools.

Key Issues and Actions from Audit of Schools 2016/17

For the eleven specific audits of schools carried out in 2016/17, five gave an opinion of partial assurance and six reasonable. An explanation of the assurance definitions is provided at Appendix A.

The following is a summary of the common issues/findings and actions:

- Lack of clarity over financial thresholds for delegated responsibility between governors and staff;
- Schemes of delegation not found to be reviewed by Governing Bodies on regular basis;
- Improvement to process for budget monitoring and financial reporting;
- Conflicts of interests and maintain a Register of Business Interests for Governors and Staff
- Generally, schools not using the SVFS tool for assessing skills expertise of governors;
- Although benchmarking reports produced from the DfE Website (National Benchmarking), schools found not to be analysing sufficiently and discussing outcomes with Governors;

- Majority of schools found to be using the Wiltshire Whistleblowing template but insufficient display or raising awareness for staff;
- Majority of schools found not to have a comprehensive procurement policy from small to large items of expenditure and including for example basic rules such as number of quotations required;
- Although Business Continuity Plans found to exist, majority found not to be sufficient documented and tested
- Some schools found to be using debit cards for procurement which circumvent financial controls and not in compliance with Schools' Financial Regulations; and
- Generally, schools found not to be consistent in the raising of purchase orders at the start of procurement transactions in SIMS (financial management system application) for budget commitment purposes but when invoices received, in order to pay

Planned Audit Coverage of Schools for 2017/18

For 2017/18, there is an increased number of thematic reviews planned across a selection of schools that will include ICT Security, HR/Payroll and Banking Arrangements. The outcome of these audits including areas for general improvement, will be communicated to all schools.

Twelve specific audit visits to schools are planned for 2017/18 that will use a reduced programme of work from 2016/17, but still focussing on the risk areas.

In addition to maintained schools, SWAP undertakes audits of Academies in both Wiltshire and other SWAP partners on a fees bases. These are well received, add value and usually repeated annually.

Appendix A

Assurance Definitions

None	The areas reviewed were found to be inadequately controlled. Risks are not well managed and systems require the introduction or improvement of internal controls to ensure the achievement of objectives.
Partial	In relation to the areas reviewed and the controls found to be in place, some key risks are not well managed and systems require the introduction or improvement of internal controls to ensure the achievement of objectives.
Reasonable	Most of the areas reviewed were found to be adequately controlled. Generally risks are well managed but some systems require the introduction or improvement of internal controls to ensure the achievement of objectives.
Substantial	The areas reviewed were found to be adequately controlled. Internal controls are in place and operating effectively and risks against the achievement of objectives are well managed.

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SEND Provision in Secondary Schools

Named Pupil Allowance, Enhanced Learning Provision and Alternative Provision

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Enhanced Learning Provision (ELP), Named Pupil Allowance (NPA) and Alternative Provision (AP) have been established by the Local Authority and Secondary Schools in Wiltshire to give pupils the flexibility to have inclusive education that is:

- Matched to levels of need
- Transparent in how it is carried out
- Managed as close as possible to the teaching and learning context of individual schools
- Promoting accountability of use and outcome
- Building on existing expertise and enhancing professional development of all staff working with young people with special educational needs

- Encouraging partnership with young people and their parents/ carers as well as with groups in the community to raise achievement for pupils with Special Educational Needs in their local school

This guidance has been developed from partnership work undertaken by schools and the Local Authority (LA) to improve the availability of high quality, consistent, local provision for secondary pupils with high level learning needs.

This document supersedes the “Enhanced Learning Provision Guidance 2011”.

1. Background to the provision

Provision has been developed in line with the following national guidance, which emphasises the key role of mainstream schools in meeting SEN and the importance of partnership working.

The Children and Families Act 2014 and the subsequent Code of Practice 2015.
<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

The proposals within https://consult.education.gov.uk/school-absence-and-exclusions-team/statutory-exclusion-guidance/supporting_documents/Draft%20statutory%20guidance%202017.pdf

And http://www.wiltshirepathways.org/UploadedFiles/281_Wiltshire_Children's_Trust_plan_2016-19_Final.pdf

http://www.wiltshirepathways.org/UploadedFiles/256_SEN_Schools_Strategy_Sept_2015_-_final_CH6.pdf

http://www.wiltshirepathways.org/uploadedFiles/282_SEND_Strategy_Final_June_2016.pdf

2. The Development and review process

2.1. ELP was introduced in Wiltshire in 2011 following an extensive consultation process involving schools, Wiltshire Council professionals and commissioners, Parent/carers and young people as an addition to NPA and sitting alongside the alternative provision trials set forth in 2010.

2.2. A number of models were explored including:

- Having specialist ELP provision similar to Resource bases where the provision in each school would focus on only one particular SEN need e.g. Cognition and learning or ASD

This was not taken up because it was felt that the geographical distribution of need would mean that some young people may have to have their schooling away from their community and the focus on SEN need was not always helpful to a young person’s development

- Creating discrete bases within Secondary schools where pupils with high levels of SEN would be taught in specialised classrooms with teachers dedicated to young people with SEN needs.

This was not taken up as it was felt that this limited many young people’s experience of inclusion. However, it was acknowledged that this approach may have enabled pupils with more complex needs to attend a mainstream school

- Creating a limited number of Secondary Schools that had ELP provision. Effectively having four main provisions across the County linked to the north, south, east and west populations.

This again was given serious consideration, but again was put to one side as it increased travel for some young people, created difficulties for how school's with ELP's data would be interpreted and discouraged schools without ELP to develop inclusive practice.

- 2.3. The final decision was to place ELP in every secondary school apart from the two Grammar schools. Each school was allocated a number of places based on current numbers of young people with SEN and the demographics of the area. Since 2011 the DfE through the Education Funding Agency has given every Local Authority including Wiltshire the option to review place numbers and alter place numbers under their guidance and approval. Accordingly numbers have year on year been altered to match on-going and expected demand.
- 2.4. In 2011 it was agreed that all ELPs would take pupils with primary needs related to Cognition and Learning and Communication and Interaction (including ASD). However Social Emotional and Mental Health Needs SEMH (in 2011 referred to as Behaviour, Emotional and Social Difficulties, BESD) was not included.
- 2.5. SEMH as a primary designation continues to be outside of ELP as separate provision is made via the Mental Health Transformation fund and the Alternative Provision allocation to Secondary Schools.
- 2.6. The latest review in 2016/7 led by SENCOs and the Implementation group of the "SEN Strategy Supporting School 2015 -18" suggests that, while the alternative models discussed above have their merits, Wiltshire will continue to run an ELP provision in every secondary school (not Grammar schools) alongside Named Pupil Allowance and Alternative Provision.
- 2.7. However, the guidance does set out changes that will enable Enhanced Learning Provision to become a more specialist provision, potentially offering provision to fewer higher banded pupils rather than large numbers of lower banded pupils.
- 2.8. This is designed to:
 - 2.8.1. Target the funding at those pupils who need the most support to improve progress and narrow the gap.
 - 2.8.2. Support inclusion for a wider group of young people with SEND.
 - 2.8.3. Support the development of integrated and creative approaches to funding sources (e.g. Alternative provision THRIVE hubs, ELP and NPA)
 - 2.8.4. Develop provision to support the delivery of the Children and Families Act 2014
 - 2.8.5. Develop the partnership between the Local Authority and Secondary Schools many of which have converted to academies and now have a range of new powers that enable them to approach provision in new ways
 - 2.8.6. Give greater parity between the expectations and funding for primary and secondary pupils
 - 2.8.7. Overall develop and enhance the provision for pupils with SEND in secondary settings.

3. SEND Provision in Secondary Schools

- 3.1. Young people with SEND and an EHCP can have their educational needs met at secondary level (Key stage 3 and 4) in one of four settings:
 - 3.1.1. A mainstream secondary or grammar school with named pupil allowance (NPA)
 - 3.1.2. A mainstream secondary school with support from Enhanced Learning Provision (ELP)
 - 3.1.3. A mainstream secondary school with support from Alternative Provision (AP) sometime alongside NPA or ELP.

- 3.1.4. A Special school – maintained or academy in Wiltshire
- 3.1.5. An Independent special school run by a private charity or business either in Wiltshire or another County

3.2. Each of the different provisions have different funding arrangements, but common expectations that they are tailored to meet the young people's needs.

3.3. The NPA, Special Schools and ELP all work within Wiltshire's banded funding arrangements.

3.4. If a young person does not have an EHCP, but has SEND their provision will be in a mainstream Secondary school or Grammar school. There are band descriptors (inclusion band 0) describing the support that should be made available via the school. This is funded from the school's main budget.

4. What is Named Pupil Allowance (NPA) and how does it differ from ELP

4.1. NPA is the main way in which it is expected that young people and children with an EHCP will be placed and funded in primary and secondary schools.

4.2. NPA can be used for all SEN designations or needs including ASD, cognitive and learning, complex needs, cognition and learning disabilities and difficulties, physical and medical disabilities, sensory loss such as hearing or visual impairment and significant mental health concerns also called social, emotional and mental health concerns (SEMH).

4.3. Funding is discussed in greater detail later in this document, but a key distinction between ELP and NPA, is that the school is expected to find the first £10,000 funding for young people on NPA from their delegated SEND funds, whereas for ELP the first £10,000 comes from the Local Authorities High Needs Budget. It is therefore expected that ELP is, on the whole, available for those young people whose core package of support cannot be met from on-going mainstream provision. In this respect, it is seen to be similar to the Resource Bases in primary Schools.

4.4. Both young people placed within ELP and NPA can expect to have their needs met in a manner that is:

- Learner-centred and knowledge-centred – paying close attention to a learners' knowledge, skills, understanding and attitudes, connecting learning to what pupils already know;
- Assessment-centred – using formative assessment (ongoing day to day and periodic assessment by teachers in the classroom) and summative assessment (more formal testing) to support learning, with pupils, their teachers and their parents working together to monitor progress and identify the next steps.

4.5. ELP and NPA enables Wiltshire pupils with special educational needs to be successfully included in their local mainstream secondary school. The same range and severity of needs is met in each of Wiltshire's twenty-seven non-selective schools. The aims and purposes are to:

- Provide young people with SEN specialist teaching and therapy targeted at the individual needs recorded in their EHCPs
- Provide a structured, supportive environment where young people can be happy, develop confidence and achieve their potential
- Provide a broad and balanced curriculum and, through the use of a wide range of teaching methods and styles, meet the needs of each learner
- Provide opportunities to develop independent learning skills which support progress
- Enable young people with SEN to be included in mainstream lessons and extra-curricular activities

- Work in partnership with the young person, their parents/carers and professionals to support a full and aspirational education.

5. What is ELP?

- 5.1. Enhanced Learning Provision is additionally resourced provision for secondary pupils with high level special educational needs (SEN) across the Code of Practice SEN areas of: -
- Communication and Interaction and ASD
 - Cognition and Learning
- 5.2. The aim of ELP, over NPA, is to ensure that schools can use the agreed place funding to develop and sustain high level and unique interventions for those young people with the most complex SEN which can be best met and supported in a mainstream setting.
- 5.3. It is expected that the provision will include core elements of:
- 5.3.1. **A nurturing and supportive environment and provision** which supports those pupils with high levels of sensory sensitivity, vulnerability, anxiety and/or intolerance of social and confrontational settings.
- 5.3.2. **Core literacy and numeracy sessions** which support and enhance that which is available within the main curriculum. This may also be extended to include other core topics such as PHSE, science or languages.
- 5.3.3. **Additional provision which is bespoke to the young person.** This may include provision from external providers and other schools, counselling, interventions and possible therapy (e.g. music therapy and equine therapy) specific small group and one to one tuition or support.
- 5.4. A key distinction from NPA is that while all three elements described in 5.3.1 – 3 will be available for ELP, NPA may only include one or two of these elements or all three at a lower level.
- 5.5. ELP managers should set out the scope of these core elements within the SEN report on their websites. Young people and parent/carers should be able to read these reports and understand the scope of what is or could be available to them.

6. Who is ELP for?

- 6.1. Pupils considered for ELP should have:
- 6.1.1. An EHCP/Statement or
- 6.1.2. Be in the latter stages of being assessed for an EHCP within the guidance given within the document Banding Guidance¹ where the likelihood of an EHCP and appropriate band being issued has been confirmed by an Education officer.
- 6.1.3. Needs which span two or more areas of SEN.
- 6.1.4. Formerly been placed in a Resource Base or special school
- 6.1.5. In most cases, a band of Upper 1 or above. Lower bands will be considered where the pupil has formerly been placed in a resource base or special school
- 6.1.6. Needs that can only be met through a series of interventions which cannot be maintained only through the schools on-going SEN provision.
- 6.1.7. The need to benefit from a degree of integrated/inclusive environments alongside more specialist provision.

¹ Add document

- 6.1.8. The need to benefit from the academic scope of a secondary school curriculum with appropriate differentiation that can enhance his/her curriculum
- 6.1.9. The need and capacity to develop good relationships with his/her peer group.

- 6.2. Pupils on Band L1. On the whole pupils on L1 will not be considered for ELP and will be expected to stay within the NPA scheme. It is important to note that re-banding a pupil in year 5 to U1 or higher will not automatically qualify them for ELP, nor will being on L1 preclude a young person from being considered for ELP.
- 6.3. Young people on bands L1 to 4 can be considered for ELP, but it is expected that the majority will be U1, L2, U2 and 3.
- 6.4. ELP managers should set out the possible scope of these core elements within the SEN report on their websites. Young people and parent/carers should be able to read these reports and understand the scope of what is or could be available to them.

8. What is Alternative Provision?

- 7.5. The local authority devolves an annual budget to secondary schools to coordinate and arrange suitable education provision for young people aged 11-16 whom prior to the Power to Innovate trial (from 2011) would have been permanently excluded.
- 7.6. An additional sum is allocated by Schools Forum to support 'hard to place' out of county pupils (e.g. may have come from a PRU, have behaviour issues, poor school attendance, low level of attainment at KS4 etc.). This funding is topped up each year and is held by the West Wiltshire Alliance (the LA administers the funding on a day-to-day basis). The deployment of this funding is made on a case by case basis via the Fair Access Panel.
- 7.7. All funding comes from the DSG High Needs Block and the allocation to schools is based on a formula agreed with Head teachers via which takes account of Free School Meals and Military Families. It is perhaps worth noting that it does not include any other factors which might place a pupil at greater risk of school exclusion.
- 7.8. A 3-year service level agreement has been in place with schools which sets out their roles and responsibilities and parameters for how the funding should be used.
- 7.9. Wiltshire's Children's Services Strategic Procurement Hub hold responsibility for the development and maintenance of an Alternative Provision Accredited Provider Catalogue.
- 7.10. Pupils will be provided with an appropriate curriculum which meets their needs and gives them the opportunity to achieve expected levels of achievement or higher. Personalised learning programmes must be full time (25 hours per week) and should be provided from the sixth day if a fixed period of exclusion is agreed. Where a pupil is unable to access provision, a clear plan must be in place to resolve this, with a clear timetable for when full time provision will be restored.
- 7.11. Many schools have used the funding to develop their own on-site provision which has included preventative KS2-3 transition support, KS3 turnaround projects, behaviour management programmes, nurturing activities, flexible curriculum development and programmes which help prepare pupils to make a successful transition to post-16 learning. These interventions are being used by many schools as an alternative to exclusion.

8. Who is Alternative Provision for?

- 8.1. Alternative provision is primarily for young people at risk of exclusion. However, this can also include young people who preventative measures will reduce the likelihood of them becoming at risk of exclusion.
- 8.2. This may include young people with SEN and can often involve a package of support that is combined with ELP or NPA.
- 8.3. The “High needs funding: Alternative Provision Additional guidance 2016 to 2017 – published September 2015” notes:

“There will be occasions where a mainstream school is not reasonably able to provide suitable education for a child and AP would be in the child’s best interests. For example, as a result of a temporary or permanent exclusion or where pupils have medical needs that mean they are unable to attend a mainstream school full-time.

Many schools are making increased use of AP before the need for exclusion arises. In the majority of cases the intention is for these children to return to their mainstream school and the length of the placement should be determined by the needs of the pupil. Where a pupil remains on the roll of a mainstream school, then they are effectively acting as a commissioner of AP and retain accountability for the child’s education”.

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9. Continuum of SEN provision

9.1. There is a continuum of SEN provision in all Wiltshire non-selective secondary schools for all pupils with SEND. Individual arrangements will be made for any pupils with high level needs attending the grammar schools. Below is given a synopsis of the continuum of SEN provision. This is however only an overview and should not be used in isolation from the banding descriptors to support admission decisions. For those pupils registered for Pupil Premium (and Plus) this funding should also contribute to development and funding of interventions.

Primary SEN Designation	SEN Support	Named Pupil Allowance	ELP	Alternative provision	Thrive Hubs	Special School (Academy and maintained)	Independent Special School
Cognition and Learning	SEN Support is an appropriate option for all pupils who are on Inclusion band 0. These pupils may have a My support plan or have a school based Individual Education Plan	Band 1 and 2 although there may be cases where bands 3 and 4 may also be met in mainstream particularly in areas of physical or sensory impairment	Upper band one & lower 2 & occasionally 3 and 4 if appropriate and it can be clearly shown that a mainstream environment is better than special school	May be utilised in addition to ELP or NPA. A student may well, have a package of support funded from a number of sources.	May be utilised in addition to ELP, NPA and alternative provision where SEMH needs are identified.	For most pupils on upper band 1 and above where a mainstream environment is detrimental to educational progression and wellbeing and a curriculum leading towards GCSEs (or equivalent) is not the primary consideration.	Band 4 and above where the complexity of a student's needs cannot be met without highly specialised support
ASD							
Communication and Interaction							
Sensory Impairment							
Physical Impairment or disability							
Social Emotional and Mental Health	To be used where the pupil has a long term or escalating mental health issue which can be met through provision best coordinated and led by the school where the student can still access mainstream curriculums	N/A	N/A	The main approach to responding to social and emotional needs (including difficult or troubling behaviour) of young people with SEMH in mainstream secondary settings	A supportive approach for young people experiencing SEMH issues, either over the short or long term	Currently Downland School which is coeducational from September 2017. For those young people in band Upper one or above whose education is so significantly disrupted by their SEMH that over a sustained period they cannot progress in mainstream provision or with alternative provision.	

9.2. It is important to note that ELP is a specialist level of provision and should be built upon the provision that the school offers to pupils on NPA as well as those on School Support (My Support plan). This provision should include;

- The assess, plan do, review processes
- Differentiation and quality first teaching
- The capacity to adapt and respond to the changing needed of the pupils with SEN.
- Tracking and monitoring processes which offer challenge and support to those working with Pupils with SEN
- Training and CPD for staff
- Technological support
- Learning to learn skills and homework support
- Orientation support including transition support from primary school, breakfast (start the day) clubs

Clear learning plans should be in place which meet the outcomes in the EHCP and schools should be able to show how the assess, plan, do review cycle is regularly enhancing and developing the pupils' curriculum.

10. Identification of pupils and Phased transfer for ELP and NPA

10.1. Planning for transfer to Key Stage 3 should begin in year 5. A multi-agency review should be held (normally the annual review) and consideration should be made regarding year 7 placements. At this review it should be possible, in most cases, to give clear recommendations as to the type of provision the pupils will require at secondary levels. In a very few cases the options may not be clear e.g. if a pupil has moved schools many times and progress has not been well monitored or if they have made only limited progress towards meeting the objectives in their EHCP. In these cases the annual review should be held early in year 6 to finalise recommendations.

10.2. It is good practice to engage secondary SENCOs as early as possible in the process. This should allow for a transfer of information and careful planning of any transitional arrangements. Secondary Schools are encouraged to hold transition surgeries to which a number of primary schools can attend to discuss students' needs. Relevant topics might include:

- Discussion of pupils with My Support plans who may need an EHCP or Transition Into Secondary funding (TIS):
- Discussion of Pupils with EHCPs
 - Whether additional support or temporary bandings are needed to help support transition
 - The scope of interventions and provision maps and how the student can be prepared for Secondary school
 - The support and role of parents in supporting transition
 - The relative strengths and weaknesses of ELP, Special School, AP or NPA for a pupil.

10.3. The advice and engagement of the SEND lead worker and/or education Officer should be sort as part of this process. Education Officers will hold a phased transfer meeting in the summer term of the student's year 5 to agree the placements for most pupils.

10.4. It is the duty of Local Authority to make placement decisions, so please be aware that your recommendations or suggestions will not always lead to the same decision as the Local Authority. It is therefore important that expectations or commitments are not made prior to this meeting of the Education officers.

10.5. For all pupils where there is not a clear outcome Education Officers and Educational Psychologists will meet again in the autumn term of the pupil's year 6 for a final Phased Transfer Panel

11. Considering pupils for ELP and NPA

Many pupils will already have an EHCP as they transition into secondary settings and their banded level will remain the same unless at a point of review it is felt their band should be made higher or lower².

11.1. Primary age pupils without an EHCP or Statement. Consideration of ELP should not be taken forward independently of an assessment for an EHCP; as per the continuum shown above, ELP is largely not appropriate for pupils without an EHCP/Statement and a banding below Upper band One. However, for those pupils with a My Support Plan making poor progress in year 5, primary schools should make contact with the likely secondary school and SEND team at the earliest possible opportunity to discuss potential support at secondary school which may include consideration of assessment for an EHCP, but also TIS and link this to any discussion about ELP.

If it is felt that a pupil may be well placed with an EHCP in ELP then this consideration needs to be taken forward to the SEN Panel with the coordination of a SEND lead worker.

11.2. Primary age pupils with an EHCP or Statement Pupils with an EHCP/statement will be having regular reviews. If it is felt that ELP may be the right option, early in year 6 contact should be made by the primary school with the SENCO of the secondary school which is the parents' preference. Every effort should be made to include Secondary SENCOs in reviews for pupils particularly during year 6.

Joint working is necessary so that appropriate provision and transfer can be planned in an informed way. When transferring to Secondary school the student's current band will be maintained unless progress is shown to have significantly deteriorated or improved. Schools should then use the guidance for a review of banding. Moving to secondary and a student's experience of moving to secondary is not a reason for changing a banding except in exceptional circumstances where a temporary banding may be considered to support transition. In most circumstances the Prior attainment funding will support this process for those who have not achieved required levels and progress through primary school.

As a phased transfer the decision for a pupil to go forward for ELP will need to be made by an education officer. All considerations should be put forward to an education officer at the earliest possible juncture when the pupil is in year 6. All pupils will then be considered by the team.

11.3. Secondary age pupils with an EHCP or Statement. The needs and provision of a pupil with an EHCP/Statement are considered via the annual review process. Amendments to the wording of the EHCP/statement must be recommended through this process and agreed with the pupil, the parent/carer and SEND lead worker. Decisions about any changes are made following careful consideration by the Local Authority's SEN Panel. A secondary age pupil can at any time be considered for ELP provided they are currently on Band Upper One or above. In all other circumstances a review of the EHCP must precede consideration of ELP with a SEND worker and with a decision made by an Education officer.

11.4. Secondary age pupils without an EHCP or Statement Pupils without an EHCP are not able to be considered for ELP unless they have recently joined the school from an out of County setting or there are exceptional circumstances. In all cases the consideration should be linked to the clear

² Refer to threshold banding guidance

decision that the development of an EHCP would be appropriate. This decision will be made by the SEN panel in conjunction with consideration for an EHCP.

11.5. Other considerations ELP may also be considered for a young person without an EHCP where they are coming to the school without appropriate due process or paperwork etc. when the young person:

- Is part of a family in the armed forces
- Is involved in emergency transfers which may be related to legal, safeguarding, fostering, adoption and other processes.
- Has not previously been involved in education or has had a very mobile school career such that paperwork etc. has been lost or delayed.

In all cases professionals should be either clear that the in-coming paperwork serves the same purpose and is up to date such that a conversion to an EHCP at the next annual review can be achieved, or that the circumstances and needs are such that there is no doubt that an EHCP at band upper one will be needed. In such cases pupils may be placed without an EHCP and then matter attended to at the earliest opportunity. If there is doubt then an Education officer continues to be able to offer a discretionary temporary banding to ensure a child/young person's needs are met.

12. Preparing Pupils for Transition

12.1. Transition has been identified as one of the critical times in a child's education; successful transfer can build confidence and contribute to the maximum achievement of positive outcomes.

12.2. It is recommended that as part of transition planning primary and secondary schools work together to create an enhanced package of support to all pupils with SEN. This may involve special projects linked to a piece of work which begins in primary and completes in secondary, a series of visits with particular themes, sensory tours and assessments, opportunities for after schools clubs to be held in the receiving schools. For Pupils being considered for ELP this may also include short term staff secondments between the primary and secondary school and should be additional to that which is offered to children young people outside the criteria for ELP. This would be identified as part of the tailored provision identified at point 5.3.3.

12.3. In 2107 a pilot has been launched to offer funding to support to pupils without and EHCP who may need additional support when joining a secondary school. This a one of fund which should be used when it is unclear as to whether a pupil will need an on-going EHCP or further assessment and knowledge is needed about the child to appreciate their needs.

13. Communication

13.1. Community links are essential to the success of all SEND provision. It is good practice for schools to build a strong network of relationships with a range of partners e.g. SENSS, health professionals, support groups such as the Dyslexia Association and National Autistic Society, Advocacy organisations, Wiltshire parent Carer Council (WPCC), local employers and voluntary groups.

13.2. In addition, all secondary provision needs to evidence how the identification, assessment, provision and review process build a young person's self-esteem and wellbeing and enables their communication and voice to play a significant role in all aspects of their education.

- 13.3. Communication with parents and primary schools is also essential and should be a significant part of all reviewing, transition planning, preparation for adulthood and provision activities.
- 13.4. The annual SEN SEF should make clear the engagement of parents and how this has developed and supported the running of provision.
- 13.5. Likewise there should be information supporting and acknowledging how young people's views on the education and support they have received has developed and influenced practice

14. Preparing for adulthood

14.1. Regardless of provision if a young person has an EHCP/statement the secondary school must ensure that the young person has had an annual review which from year 9 (age 13/14) includes discussion and actions that prepare the young person for adulthood. These include:

1. Further education and/or employment – what you might want to study, what type of job you might like and how to get it.
2. Independent living – how to make you as independent as possible as you become an adult, including where you would like to live and travel training
3. Participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community.
4. Being as healthy as possible in adult life

- 14.2. Preparation activities should include planning for the development of life skills such as travel training, coping with 6th form or college, household skills and developing community links as appropriate.
- 14.3. Good practice suggests that it is appropriate for the school to ensure that every young person has a curriculum vitae prepared with them which they are able to take forward with them into future training, education or employment. This should include subjects studied, grades and references from teachers and/or other professionals who have worked closely with the young person.

15. Responsibilities of Secondary schools

- 15.1. Schools must have on their website a SEND Information Report describing the provision available. For schools with ELP this must include information regarding differentiating:
- 15.1.1. The encompassing provision for all pupils on SEN Support
 - 15.1.2. The additional support and differentiation for pupils with an EHCP on NPA
 - 15.1.3. The enhanced offer for pupils in ELP with an EHCP
 - 15.1.4. The specific offer for those who might need to access alternative provision.
 - 15.1.5. A clear description of the support given for transition from primary school and to post 16 education and how this is differentiated for these three groups³
- 15.2. Schools should also be able to evidence:

³ Greater detail is given in pages 106 – 107 Section 6.79 of the Code of Practice 2015

- 15.2.1. How they are working in partnership with relevant agencies including the local Authority, Health, Post 16/18 provision, parents and parent/carer organisations.
- 15.2.2. How they are reviewing and developing the quality of provision. (e.g. The Wiltshire SEN SEF)
- 15.2.3. The influence and scope of pupil voice
- 15.2.4. How they are assured of the quality and safety of pupils in alternative and external provision.

15.3. This should include a provision menu or map.

16. ELP and NPA Places

- 16.1. Secondary schools can have an unlimited number of pupils placed via NPA, however in practice if the number of pupils on NPA exceeds 3.5% of the whole school population this may be one of the reasons for considering pupils on L1 for ELP.
- 16.2. Each Secondary School has an allocated number of ELP places based on the original guidance set out by the DfE and then in proceeding years through an assessment of regular and anticipated use.
- 16.3. This place funding is £10,000 per pupil/place and comes from the Local Authorities High Needs Block allocation. This will come directly to academies and via the Local Authority for maintained schools. So, as an example, a school may have 18 agreed places. This will be registered and agreed with the Education Funding Agency (EFA) of the DfE. In most, but not all years the EFA will contact Local Authorities in the autumn and ask them to negotiate and agree with schools their allocation of places for the next financial/school year. There are often conditions laid down by the EFA about what can be agreed or changed in any given year. For maintained schools the decision to change place numbers primarily lies with the Local Authority, for Academies this must be a partnered decision. However in both circumstances a guide to numbers will be dictated to by:
 - Numbers of places used in the preceding year and sometimes three years;
 - The anticipated numbers in the coming year;
 - The overall net impact on the Local Authorities and the Schools capacity to utilise the budget effectively.
- 16.4. Place numbers may therefore be increased or decreased year on year in relation to the needs of pupils. It is unlikely that place numbers would be significantly reduced or increased without a clear picture of need supporting this decision.
- 16.5. If there are more places than pupils in any given year, this will be offset against top-ups. If there are more eligible pupils than places the Local Authority will provide both place and top-up funding for these additional pupils while they are on the school role. It is unusual that the place funding exactly matches the number of pupils registered for ELP. For the majority of schools there will be some recoupment for under use or additional funding for over use.
- 16.6. The EFA will recoup AWPU (element 1) where a pupil utilises an ELP place instead of a mainstream place based on the October census. The new Funding formula is set to change this and when introduced ELP pupils will be established as part of the schools roll and funding altered to compensate for the change. It is expected that in the future rather than receiving £10,000 per place the initial place funding of around £4,000 will be included in the schools roll and then the EFA will add to this to make up £10,000.

17. Funding

17.1. Funding for ELP comes entirely from the High Needs Budget, whereas NPA and SEN Support also use the Dedicated School Grant. A proportion of the Dedicated School Grant is assigned to additional needs/or SEN. This notional amount is based on a national formula which anticipates the number of pupils with additional needs within a school based on a number of factors (e.g. deprivation, FSM etc.) School's Financial Managers/Bursars receive a breakdown each year showing the proportion of their budget which has been allocated to additional needs. It is up to each school to decide how to best interpret and use this funding.

Funding source	SEN Support	NPA	ELP
Place fund	Funding available within the school delegated funds notionally equivalent to £10,000 ⁴ per pupil.	From element one and two already delegated to the school - notionally equivalent to £10,000 ⁵ per pupil.	Places agreed annually via Wiltshire Council and DfE Funding Agency and allocated at £10,000 per place
Top-up	No Top-up	From High Needs Budget via SEN Panel	From High Needs Budget via SEN Panel. However if there are unused places top-up will not be sent to the school until the combined allocation of all pupils top-ups exceeds the place funding allocated ⁶ .

17.2. PAF (Prior Attainment Funding)

PAF is made available to secondary schools for year 7 students who have not made age related expected progress/development at the end of year six. This is allocated via the Local Authority. All young people with SEN who have not made age related attainment would be counted in this formula. However, this allocation is retrospective. i.e. the amount given to schools is based on the pupils who did not make expected progress in the previous year. Generally, as secondary schools cover a significant catchment the number of pupils who do not make expected progress is broadly similar year on year and thus the funding is similar.

17.3. Transition Into Secondary School (TIS)

TIS is a new fund put into place as a pilot in 2017, its purpose is the same as TIPs in nursery to primary transition. The aim is to offer funding to a minority of pupils who do not have an EHCP, but have a SEN Support plan to help them through transition. This funding is not designed as a substitute for an EHCP, but is expected to support the most vulnerable pupils on SEN Support into secondary school particularly where more assessment or knowledge about the child is needed before deciding if an EHCP or SEN Support plan can meet a young person's needs. SENCOs at either the secondary or primary school can contact their SEND lead worker if they wish to consider this option⁷. It is expected that this should reduce the need for hasty assessments for EHCPs in terms 5 and 6.

17.4. Pupil premium and Pupil premium plus.

Pupil premium and Pupil Premium Plus is part of a school's budget for every pupil who has registered for free school meals within the last 6 years. For secondary pupils, this figure was set at £935⁸ and is higher for pupils who are adopted, under special guardianship orders, a child arrangement order or order of residence. Schools are encouraged to regularly invite parents to apply for free school meals to maximise this grant. For pupils with SEN and on pupil premium it is expected that this grant will specifically support their learning.

⁴ Please note the most recent consultation paper on notional funding is clear that this is not an exact figure.

⁵ Please note the most recent consultation paper on notional funding is clear that this is not an exact figure.

⁶ See appendix for example.

⁷ Criteria are currently being created to support tis option in 2017

⁸ Figures accurate at December 2016

17.5. Alternative Provision (AP)

Alternative Provision funding comes from the High Needs block and is delegated directly to secondary schools to support pupils at risk of exclusion.

There is a Service Level Agreement between the schools and Wiltshire Council for AP. Where a student has an EHCP or is registered as SEN Support Alternative Provision can be used alongside SEN provision to create a package of support around a student. Alternative Provision is designed to support pupils who have social, emotional and potentially mental health issues, particularly where this results in behaviour which benefits from additional support and intervention.

17.6. Transforming mental health – THRIVE hubs

Transforming mental health (TMH) is a new stream of funding and provision which is creating additional and extended services to support young people with mental health issues alongside CAMHS. Again these new services can be combined to create a package of support around a student. In 2017 12 secondary Schools now have THRIVE Hubs more are planned for future years.

AP and TMH are designed to support the wide range of needs for student with social, emotional and mental health issues including behavioural issues. For this reason students who are appropriately supported by these funding streams and provisions will not be considered for ELP unless their primary area of need is not SEMH. These students may be able to be funded via Named Pupil Allowance (NPA), but it will be expected in all cases that support from these two other provisions are utilised as the primary source of funding and are contributing to a package of support. The NPA funding in such cases would be clearly focused on the educational needs as the two other provisions would be seen as supporting the social emotional and health issues.

17.7. Named Pupil Allowance (NPA)

NPA can be made available to any student with an EHCP in a mainstream setting. All students identified with lower band one should be first considered for NPA. This will be appropriate for all students regardless of their primary SEN designation, apart from SEMH where the transforming mental health provision alongside CAMHS and AP should be considered first. NPA uses the same banding system as ELP, primary provision and special schools. The majority of pupils with an EHCP in primary settings will be funded through NPA and thus should be able to transfer to Secondary school with the same provision.

The overall funding for a pupil on NPA is a combination of school delegated funding and a banded top-up from the High Needs fund.

Provision	Funding	Total
Element one or AWPU (Age weighted pupil allowance)	Roughly £4,000	£10,000
Element Two or notional SEN funding delegated to the school	Roughly £6,000	
Element Three, banded top-up via High Needs funding (all bands ⁹)	Between £2,023 - £15,796 ¹⁰	£2,023 - £15,796 ¹¹
Total		£12,023 – 25,796

17.8. Enhanced Learning Provision (ELP)

ELP funding is through the place funding described above with the top ups. So a school with 18 places will receive £180,000 place funding.

⁹ Please See Banding Guidance documentation for full details of how this should be used.

¹⁰ Figures current as of April 2017.

¹¹ Figures current as of April 2017.

Provision	Funding	Total
Place funding from the EFA	£10,000	£10,000
Element Three, banded top-up via High Needs funding (bands U1 – 3)	Between £4,067 - £15,796	£4,067 - £15,796
Total		£14,067 – 25,796

Each place is identified with a pupil and they will also receive a banded top up. Where places are unused the top-up will not be paid to a school until all of the place funding is utilised. An example is given in the appendix. Equally so if additional pupils are admitted to ELP both place and top up funding will be given.

The advantage of ELP over NPA financially is that the place funding is guaranteed via the EFA, provided sufficient places are used. It should be used to create a continuous, experienced and well monitored provision for pupils with SEN, but should not be seen in isolation from the notional funding already established in the school's budget and indeed the other grants and allowances directed towards lower attainment, disadvantage, vulnerability and additional need.

18. Monitoring

- 18.1. It is beholden upon secondary Schools to monitor and assess their SEN practice for all pupils with SEND including those on SEN support and those on NPA and ELP.
- 18.2. This can be achieved through the annual SEN SEF available on the Wiltshire Local Offer¹² website. This should be sent to commission department for SEND at Wiltshire Council, normally in term 6 of each academic year. This meets the needs identified in the transfer agreements for all Academies which were formally maintained schools as follows:

The Company acknowledges that Enhanced Learning Provision (“ELP”) is part of the continuum of SEND provision in all Wiltshire non-selective secondary schools for all pupils with SEND in the areas of cognition and learning and communication and interaction. Subject to continued receipt of relevant funding, the Company shall:

- *continue to provide ELP at the Academy (or such alternative provision as the Council may from time to time substitute for ELP at Local Authority maintained schools);*
- *submit a statement of information required for the purposes of moderation and accountability of ELP at the Academy (or such alternative provision as the Council may substitute from time to time) in such format as the Council, acting reasonably, shall request; and*
- *ensure that the Company is represented at annual ELP moderation meetings (or such alternative moderation meetings as the Council may substitute from time to time).*

- 18.3. It is also beholden upon secondary schools to ensure that they quality check all external providers that are used to provide support and interventions. There is a list that Wiltshire Council hold of organisations that have been used by Wiltshire schools. However, any provider not on this list must be checked by the school to ensure that it meets safeguarding and ethical practice. Schools should

¹² <https://www.wiltshirelocaloffer.org.uk/>

carry out initial checks and then at regular intervals ensure that they are satisfied that the organisation or individual is continuing to maintain satisfactory standards and approaches.

19. Support for Secondary Schools

19.1. Local Authority Support

- 19.1.1. Schools are supported in the monitoring and development of Enhanced Learning Provision at an individual pupil and whole school level by their educational psychologist SSENS team and Education Officer. A Key point in the year is the **Annual Planning Meetings** when school and LA staff discuss individual pupils and whole school issues and together undertake an annual audit of support needed.
- 19.1.2. **Solution surgeries** can be booked in for the coming year at the Annual Planning Meeting and others arranged as need, provided sufficient notice is given.
- 19.1.3. If individual support is needed for NPA or ELP pupils, then a **Single Action Referral Form** (SARF) can be completed which will shortly be replaced by the **online DART tool** which combines a degree of triage with the referral process. This can be used to draw in the support of an Educational Psychologist or SSENS professional.
- 19.1.4. The **Single Point of Contact (SPOC line)** and the advice of SEND lead workers and education Officers can also be drawn upon, particularly when annually reviewing EHCPs and consideration of banding or place changes or developing case work around a child.
- 19.1.5. There are also dedicated professionals supporting children with English as a second language, traveller children and those for whom you have a safe guarding concern. Please phone the MASH line if you have safeguarding concerns. In addition the Early Help team also include family support workers. Please visit the Wiltshire Pathways site for more information. <http://www.wiltshirepathways.org/> . This site also has further information about training regarding safeguarding and from CAMHS. Some young people with complex needs will need help from more than one team, where this is the case you may need a CAF as well as an EHCP in operation, but this will need to be carefully coordinated.
- 19.1.6. **SWAPP courses** – the Local Authority in partnership with Virgin Care also continue to run supportive courses for parents around ASD. If you have a child or family who may benefit from this please contact the SPOC line or look on the Local Offer for more information
- 19.1.7. **Wiltshire Local Offer** also has a wealth of information about help, support and assessment. Do particularly look at the Useful documents section and links to wider organisations. This will also link you to assessment tools such as the graduated response. <https://www.wiltshirelocaloffer.org.uk/>
- 19.1.8. **Leading SENCO programme** – the Leading SENCO is a relatively new programme that you can call upon if you have whole school SEN concerns which need some leverage. If you contact the SEN Commissioning team, they can put you in touch with a Leading SENCO who will work through a process with you to help identify concerns, target problems and support you through finding solutions.

19.2. Virgin care and Health teams

19.2.1. Support from other services can also be drawn upon including, Speech and language therapy, Occupational and Physiotherapists, CAMHS, school nurses, GPs and paediatricians.

19.3. Other Schools

19.3.1. The SSENs teams and in some cases the Education Officers continue to support SENCO networks across the County. Please contact the SPOC line if you would like to be put in contact with these networks. The networks provide a communication route from and to the Local Authority and between Schools. This can lead to training and moderation exercises.

19.3.2. A number of schools also work in partnership to deliver cluster training days, conferences and partnership projects. These activities often draw in experts from the Local Authority, Health and national advocacy and development organisations and can significantly contribute to staff CPD

19.3.3. You may also like to contact other schools as part of the annual SEN SEF to complete a peer review. These have been extremely valuable and give you an opportunity to bench mark your practice as well as learn from colleagues.

19.3.4. We would also highly recommend that you make contact with one or more of Wiltshire's Special Schools. They are able to create packages of support for young people as well as offering training and advice. Contact details are on the Local Offer.

19.4. Parent/carer and advocacy organisations

19.4.1. Wiltshire benefits from a very well run and supported parent carer organisations for parent/carers who have children/young people with SEND. In 2017 there are over 2500 parent/carers members of the Wiltshire Parent Carer Council (WPCC). WPCC is there to support parent/carers and can work in partnership with secondary schools to support families.

19.4.2. If a young person needs advocacy support you can also contact NYAS <http://www.wiltshirefis.org.uk/info-centre/services/family-life/advocacy-services/4578> or <https://www.nyas.net/>. They will appoint someone to help young people in meetings or if they have a concern or complaint.

19.5. Links and websites

19.5.1. Many of these are mentioned on the Local offer site, but do be aware of the new "On your Mind" site which offer online counselling and support to young people in Wiltshire. <http://www.onyourmind.org.uk/>

19.6. Training and CPD

19.6.1. A wide range of training is available which can be found on the Wiltshire Pathways site and through Annual Planning Meetings. Additional information can be found by contacting the SPOC line or directly through the SSENs team or Educational Psychology team. Most Local Authority and Health training packages continue to be delivered either free or at cost and continue to be good value for money.

19.6.2. In addition, the Local Authority continue to put on a number of specialist training to support new initiatives and the annual SENCO conference.

19.6.3. The LA provides a wide range of training and information can be accessed from the Wiltshire CDD site <http://www.wiltscpd.co.uk/courses/bookings/>

20. Incremental changes to implement this approach to SEND in Secondary Schools

- 20.1. The guidance above is a change from previous practice. This new approach will be introduced incrementally from 2018/9 beginning with the year 7 cohort.
- 20.2. No pupils already in a given provision e.g. ELP will be taken out of this provision if they are already in this provision i.e. are in year 8 or above in 2018/9.
- 20.3. One of the aims is to give greater parity between primary and secondary funding and to create a steadier rise in funding through bands. In this way funding will more directly follow the child/young person.
- 20.4. Place numbers will not be automatically changed in 2018/9, but will be done in conjunction with the schools incrementally year on year in part through recouplement and changed with the EFA where there is growing picture of reduced use.
- 20.5. As of 2017/18 it is acknowledged that on average 85% of ELP places are currently banded at L1.
- 20.6. Any given cohort (i.e. a year group) represents about a fifth/20% of a school's use of places. Thus, there is likely to be around a 20% loss of places in this group of pupils banded at L1 in each successive year. For example if a school has 20 places, 17 of these places (85%) are likely to be at L1. Based on the approach described in this guidance, in 2018/9 20% of these 17 pupils (3 or 4 pupils) are more likely to remain on NPA as they transfer into secondary school than become ELP pupils unless the school has a high intake of pupils from a Resource base or special school.
- 20.7. In the first year, this underuse is likely to offset by recouplement, but in later years' place numbers may need to change.
- 20.8. To balance this loss, it is expected that the value of top-ups, particularly at lower bands will be increased. However, this will be across the whole system i.e. primary and secondary.
- 20.9. In addition, secondary's will also be able to take on higher banded pupils, similar to the range of banding seen in resource bases. In this sense part of this process is making ELP more like it was originally intended i.e. the comparable service to resource bases in primary schools.
- 20.10. Overall therefore it is anticipated that secondary schools will see a reduction in place funding balanced in part, but not fully, by an incremental increase in the value of top-ups and higher banded pupils.

Appendix 1

Example funding; EFA allocated places 10

Example1	Place funding	Top up	Total
Pupil 1	£10,000	£3,664	£13,664
Pupil 2	£10,000	£3,664	£13,664
Pupil 3	£10,000	£3,664	£13,664
Pupil 4	£10,000	£3,664	£13,664
Pupil 5	£10,000	£3,664	£13,664
Pupil 6	£10,000	£5,017	£15,017
Pupil 7	£10,000	£6,689	£16,689
Vacant	£10,000	0	£10,000
Vacant	£10,000	0	£10,000
Vacant	£10,000	0	£10,000
Total	£100,000	£30,026	£130,026

vacant places £30,000

Off set £100,026

Total Top up paid £26

Example 2	Place funding	Top up	Total
Pupil 1	£10,000	£3,664	£13,664
Pupil 2	£10,000	£3,664	£13,664
Pupil 3	£10,000	£3,664	£13,664
Pupil 4	£10,000	£5,017	£15,017
Pupil 5	£10,000	£5,017	£15,017
Pupil 6	£10,000	£5,017	£15,017
Pupil 7	£10,000	£6,689	£16,689
Vacant	£10,000	0	£10,000
Vacant	£10,000	0	£10,000
Vacant	£10,000	0	£10,000
Total	£100,000	£32,732	£132,732

vacant places £30,000

Off set £102,732

Total Top up paid £2,732

Example 3	Place funding	Top up	Total
Pupil 1	£10,000	£3,664	£13,664
Pupil 2	£10,000	£3,664	£13,664
Pupil 3	£10,000	£3,664	£13,664
Pupil 4	£10,000	£5,017	£15,017
Pupil 5	£10,000	£5,017	£15,017
Pupil 6	£10,000	£5,017	£15,017
Pupil 7	£10,000	£6,689	£16,689
Pupil 8	£10,000	£5,017	£15,017
Pupil 9	£10,000	£5,017	£15,017
Pupil 10	£10,000	£6,689	£16,689
Total	£100,000	£49,455	£149,455

vacant places £0

Off set £149,455

Total Top up paid £49,455

Example 4	Place funding	Top up	Total
Pupil 1	£10,000	£3,664	£13,664
Pupil 2	£10,000	£3,664	£13,664
Pupil 3	£10,000	£3,664	£13,664
Pupil 4	£10,000	£5,017	£15,017
Pupil 5	£10,000	£5,017	£15,017
Pupil 6	£10,000	£5,017	£15,017
Pupil 7	£10,000	£6,689	£16,689
Pupil 8	£10,000	£5,017	£15,017
Pupil 9	£10,000	£5,017	£15,017
Pupil 10	£10,000	£6,689	£16,689
Extra place	£10,000	£3,664	£13,664
Extra place	£10,000	£5,017	£15,017
Total	£120,000	£58,136	£178,136

vacant places £0

Off set £178,136

Total Top up paid £58,136

Additional places payment

Total additions £78,136

£20,000

Wiltshire Council

Schools Forum

June 2017

Secondary - Enhanced Learning Provision Review 2017

Purpose of report

1. To follow up a piece of work requested by Schools Forum SEN Sub-Group, and subsequently agreed at School's Forum in October 2016, to formally review the guidance and scope of Enhanced Learning Provision. This request was drawn out of work led by the Implementation Group of the SEN Strategy Supporting Schools 2015 -18 whose membership is drawn from SENCOs, Head teachers and LA professionals.

Background

2. Enhanced Learning Provision is an option for young people in secondary schools with a significant SEN who need additional support to access the curriculum and make good progress. In 2011 guidance was created with the help of secondary schools to identify the scope of the provision.

Since then there have been a number of changes:

The Children and Families Act 2014

3. The Act alongside the code of practice issued in 2015 set out a new way of working with children and young people with SEND. In relation to ELP there were five key changes:
 - There is now a significantly higher expectation that families will be informed, involved and prioritised within a transparent process.
 - Unlike Statements, EHCPs and their counterpart My Support Plans, are expected to be living documents developing and responding to the young person's changing needs
 - Schools are expected to describe and present their SEN provision on their website
 - The assessment, planning, support and review that children/young people are offered is based on "team around a child" approach giving more opportunity to enable a child/young person's whole life development. The voice of the young person is of greater importance.
 - There is a specific commitment to begin preparation for adulthood in year 9 for all pupils with SEND
 - SEND Provision and strategy is expected to be integrated and based on shared responsibilities and monitoring between schools, the Local Authority, Health and community organisations.

The Local Area Inspection

4. The new SEND Local Area inspection was introduced in April 2016¹ to monitor, support and challenge practice in relation to the Children and Families Act 2014 and the Guidance Ofsted issues around SEND in schools.

¹ <https://www.gov.uk/government/publications/local-area-send-inspection-framework>

5. There are two key areas that impact on the delivery of ELP:
 - Schools and Local Authorities, alongside Health and parent carer organisations, are expected to work together to show how they:
 - Strategically develop and improve practice
 - Deliver positive outcomes; specifically, progress, attainment and wellbeing
 - Challenge poor practice and low expectation and support and develop good practice.
 - Clarity that the responsibility and accountability for SEND (alongside admissions and safeguarding) will continue to be an area that the Local Authority and Schools will need to work on together.

The Rising number of EHCPs in Wiltshire

6. Since 2014, with the introduction of the Children and Families Act, we have had a rising number of EHCPs in Wiltshire. This is a positive indication of early identification and early help. As of November 2016, an additional 687 children were registered with an EHCP in mainstream setting compared to November 2014. A significant number of these children are in primary settings. This has put significant pressure on budgets.

The Low levels of progress and attainment amongst children and Young people with SEND

7. Progress towards improving academic outcomes for children and young people with SEND continues, on the whole, to be making steady improvement, but the gap between SEND and non-SEND learners progress is still of significant concern.

Approach to Review

8. As a result of these issues the review of ELP was requested by Schools Forum. A three stage review process has been put into place.
9. **Stage One** Helen Lawrence, (SENCO at Abbeyfield School) sent a questionnaire to all SENCOs in secondary settings looking at the day to day running of ELP. The summary was inconclusive as there are a lot of differences between schools and the way ELP is implemented and a lack of clarity about:
 - Expected outcomes
 - The main pupil group
 - The key elements of provision
 - The funding that should be available.

There was also significant variation in the way schools saw the way ahead, the perceived role of support services and the capacity and role of specials schools. There was substantial support for a review of practice and establishing of new guidance possibly through a Service Level Agreement.

10. **Stage Two** A consultation group was set up with Secondary SENCOs in the north of the County, along with their link Education Officer, to shape and tackle some of the issues and create the new guidance. The group met over four months, addressing a series of topics which are now included in the draft guidance. This was a very valuable piece of work from this committed group of SENCOs.
11. **Stage Three** Wider consultation – will take place shortly.

Draft Guidance

12. Attached is a revised version of the ELP. There are a number of **key recommendations** and changes which have been incorporated in the draft guidance:

- i. That the guidance should cover all provision in Secondary Schools for SEND, not just ELP. This new guidance seeks to cover the scope and relationship between Alternative Provision and other forms of support for young people with SEND.
- ii. That ELP should be more like Resource Base provision in primary schools, in that it offers a significantly more bespoke and differentiated curriculum to that offered through NPA, and should be for those young people whose vulnerability and higher level of need requires substantially more sustained support.
- iii. That the guidance should offer more context and information on the scope of provision (this has been built in by the SENCO group). Thus, sections have been added on preparing for adulthood, transition, communication and funding.
- iv. That there should be a core offer available through ELP which justifies the place funding over and above NPA.
- v. That there should be a better transfer of information between the LA and secondary schools about practice and help available. The guidance is identifying these processes as beginning with the SEN SEF, now in its second year of use.
- vi. That the introduction of the changes recommended are taken forward in a phased approach and are introduced for 2018/9 beginning with the year 7 intake. This will give all schools at least a year to develop and respond to the scope of the guidance.
- vii. That a further review is carried out in 3 years time to understand how the changes are being outworked and the overall impact on pupils progress, wellbeing and attainment.

13. Key recommendations

1. For Schools Forum to note the contents of the **draft guidance**
2. For Schools forum to support a **wider consultation** with:
 - Secondary Schools
 - Parent/Carers
 - Young people
3. For the Finance teams to **model the financial scope (3 - 5yr)**
4. For changes to be made as appropriate from consultation and to agree the process for adoption
5. To adopt the **new guidance from September 2017/8 to be implemented in 2018/9**
6. To support implementation with **networked training**.

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Agenda Item 10

Agenda Item

Wiltshire Council

Schools Forum

June 2017

Social, Emotional and Mental Health (SEMH) Centres of Excellence

Purpose of report

1. At the meeting of Schools Forum on the 9th March 2017, Schools Forum agree the proposal Creation of specialist resource base provision (in-reach and out-reach) for SEMH KS1 &KS2 - £600k
2. This paper serves to update Schools Forum on progress toward delivering this proposal.

Background

3. A project team was established and the needs, aims, and the shape of the provision was set out based on evidenced based researched practice.
4. Primary School Heads and Governors were invited to an informal meeting which acted as both an opportunity for consultation and information gathering. The group were also able to shape the criteria and areas of information that a school might need to give to engage in the project. This was followed by an invitation to all primary school to send in an expression of interest to develop a Centre of Excellence.
5. Five expressions of interest were received, three from West, two from East Wiltshire Schools. No EOI from south or north schools. There was a scoring system agreed with the Heads who attended the consultation meeting to review the submitted expressions. All the Expressions of Interest were positive proposals which created new insights into how the project could be developed.

6. Key proposals

The project was discussed with members of the School Funding Working Group and SEN Working Group, with a number of suggestions for the way forward. The combined working group recommended that the project group should:

- Retain the original commitment to three geographically dispersed centres.
- Accept the proposal from the Mead Academy as the one which best fit the needs in the west and as a forerunner project to the development of a further two centres in the south/east and the north.

- Immediately take forward the west project and consult and work with schools in the north and east/south to bring on line two further project in the coming year.
- Ask the schools who submitted expressions of interest to join the steering group for the project to:
 - Support the development of the Centres of Excellence
 - Explore the options for developing support to nurture based provision and other models of emotional social provision across the County.
- That the funding identified continued to be ringfenced for the three centres of excellence to support subsequent schools setting up at a later date.

7. Schools Forum are asked to note this update.

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