

# AGENDA

---

**Meeting:** Schools Forum  
**Place:** Kennet Room - County Hall, Bythesea Road, Trowbridge, BA14 8JN  
**Date:** Thursday 13 June 2019  
**Time:** 1.30 pm

---

Please direct any enquiries on this Agenda to Lisa Pullin, Tel 01225 713015 or email [committee@wiltshire.gov.uk](mailto:committee@wiltshire.gov.uk) of Democratic Services, County Hall, Bythesea Road, Trowbridge, BA14 8JN.

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

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

---

<b>Membership:</b>	<b>Representing:</b>
Neil Baker	PHF - Primary Headteacher Representative
Aileen Bates	WGA - SEN School Governor Representative
Andy Bridewell	PHF - Primary Headteacher Representative
Mark Cawley	Early Years Representative
Michelle Chilcott	Secondary Academy Representative
Sam Churchill	PHF - Primary Headteacher Representative
Phil Cook	WASSH - SEN Headteacher Representative
Charlotte Corfield	Observer - Post-16, Wiltshire College
Jon Hamp	Special School Academy Representative
John Hawkins	Teaching Association Representative
Mel Jacob	WGA - Primary School Governor Representative
Lisa Percy	WASSH - Secondary Academy Representative
John Proctor	Early Years Representative (PVI)
Giles Pugh	Salisbury Diocesan Board of Education
Nigel Roper	WASSH - Secondary School Headteacher Representative
Neil Spurdell	Chair of WASSH - Secondary Academy Representative
Trudy Srawley	Observer - Wiltshire Parent Carer Council
Lindsay West	PHF - Primary Academy Representative
David Whewell	WGA - Secondary School Governor representative
Catriona Williamson	PHF - Primary Headteacher Representative

## **Recording and Broadcasting Information**

Wiltshire Council may record this meeting for live and/or subsequent broadcast on the Council's website at <http://www.wiltshire.public-i.tv>. At the start of the meeting, the Chairman will confirm if all or part of the meeting is being recorded. The images and sound recordings may also be used for training purposes within the Council.

By entering the meeting room you are consenting to being recorded and to the use of those images and recordings for broadcasting and/or training purposes.

The meeting may also be recorded by the press or members of the public.

Any person or organisation choosing to film, record or broadcast any meeting of the Council, its Cabinet or committees is responsible for any claims or other liability resulting from them so doing and by choosing to film, record or broadcast proceedings they accept that they are required to indemnify the Council, its members and officers in relation to any such claims or liabilities.

Details of the Council's Guidance on the Recording and Webcasting of Meetings is available on request. Our privacy policy can be found [here](#).

## **Parking**

To find car parks by area follow [this link](#). The three Wiltshire Council Hubs where most meetings will be held are as follows:

**County Hall, Trowbridge**  
**Bourne Hill, Salisbury**  
**Monkton Park, Chippenham**

County Hall and Monkton Park have some limited visitor parking. Please note for meetings at County Hall you will need to log your car's registration details upon your arrival in reception using the tablet provided. If you may be attending a meeting for more than 2 hours, please provide your registration details to the Democratic Services Officer, who will arrange for your stay to be extended.

## **Public Participation**

Please see the agenda list on following pages for details of deadlines for submission of questions and statements for this meeting.

For extended details on meeting procedure, submission and scope of questions and other matters, please consult [Part 4 of the council's constitution](#).

The full constitution can be found at [this link](#).

For assistance on these and other matters please contact the officer named above for details

## **PART I**

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

1 **Apologies and Changes of Membership**

To note any apologies and changes to the membership of the Forum.

2 **Minutes of the Previous Meeting** (*Pages 7 - 32*)

To approve as a correct record and sign the minutes of the meeting held on 28 March 2019 (copy attached).

3 **Chairman's Announcements**

To receive any announcements from the Chair.

4 **Declaration of Interests**

To note any declarations of interests.

5 **Requirements and composition of local authorities' schools forums** (*Pages 33 - 36*)

Officers have recently received an email from the Education and Skills Funding Agency to remind Local Authorities of the requirements they should follow with regards to their Schools Forums, as stated in the 'Schools Forum: operational and good practice guide'. The Authorities responses are shown in the attached report.

6 **Updates from Working Groups** (*Pages 37 - 40*)

To note updates from the following:

- Joint meeting of the School Funding Working Group and SEN Working Group held on 4 June 2019 (*attached*).
- Early Years Reference Group meeting held on 10 May 2019 (*to follow*).

7 **Update on the work from the f40 Group** (*Pages 41 - 48*)

The report of Grant Davis (Schools Strategic Financial Support Manager) provides an update on the current work of the f40 group, towards a fairer funding

model for schools.

8 **Funding for SEND and those who need Alternative Provision: Call for Evidence** *(Pages 49 - 58)*

The report of Grant Davis (Schools Strategic Financial Support Manager) outlines the content of the Department for Education's (DfE) consultation and call for evidence on funding for SEND and those who need Alternative Provision (AP).

9 **Update on Progress - Special Schools In Wiltshire** *(Pages 59 - 62)*

The report of Judith Westcott (Acting Head of Children's Commissioning) updates School's Forum on the proposals going forward for special schools in Wiltshire.

10 **Exeter House Special School** *(Pages 63 - 64)*

The report of Grant Davis (Schools Strategic Financial Support Manager) outlines the proposed changes to Exeter House and the funding required to accommodate the expansion of the school.

11 **Dedicated Schools Budget - Budget Monitoring 2018/19** *(Pages 65 - 72)*

The report of Marie Taylor (Interim Head of Finance) provides the details of the outturn position for the dedicated schools budget in 2018/19 and the DSG reserve at the end of 2018/19.

12 **Admissions Appeals** *(Pages 73 - 74)*

The report of Grant Davis (Schools Strategic Financial Support Manager) outlines the proposed changes for charging for Admissions Appeals for all schools from April 2020.

13 **Update on FACT**

Schools Forum will receive an update on the progress of the Families and Children's Transformation (FACT) Programme which is *to follow*.

14 **Confirmation of Dates for Future Meetings**

To confirm the dates of future meetings, as follows, all to start at 1.30pm:

10 October 2019  
5 December 2019  
16 January 2020  
26 March 2020.

15 **Urgent Items**

To consider 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

This page is intentionally left blank

## SCHOOLS FORUM

---

### MINUTES OF THE SCHOOLS FORUM MEETING HELD ON 28 MARCH 2019 AT KENNET ROOM - COUNTY HALL, BYTHESEA ROAD, TROWBRIDGE, BA14 8JN.

#### Present:

Neil Baker (Chairman), Aileen Bates, Andy Bridewell, Mark Cawley, Sam Churchill (Substitute), Phil Cook, John Hawkins, Mel Jacob, Lisa Percy (Vice-Chair), John Proctor, Nigel Roper, Trudy Srawley, David Whewell and Catriona Williamson

#### Also Present:

Nick Breakwell (Head of SEND Service), Ben Bryant (Consultant – ISOS Partnership), Grant Davis (Schools Strategic Financial Support Manager), Helean Hughes (Director – Education & Skills), Karina Kulawik (Consultant – ISOS Partnership), Tim Morgan (SEN Inclusion Support Manager), Lisa Pullin (Democratic Services Officer), Marie Taylor (Interim Head of Finance – Children’s Services), Judith Westcott (Acting Head of Commissioning and Joint Planning), and Cllr Phil Whalley (Portfolio Holder for Education and Skills)

---

### 13 Apologies and Changes of Membership

Apologies were received from the following Forum members: Michelle Chilcott (Secondary Headteacher representative), Tracy Cornelius (Primary Headteacher representative), Jon Hamp (Secondary School Academy representative), Jen Jones (Post 16 provider – Observer), Giles Pugh (Salisbury Diocesan Board of Education representative), Neil Spurdell (Secondary Academy representative) and from Lindsay West (Primary Academy representative).

Apologies were also received from the following Wiltshire Council Officer – Helen Jones (Director – Commissioning)

The following changes to the membership of the Forum were noted:

Sam Churchill was substituting for Tracy Cornelius for this meeting only.

Sue Jiggins has recently stepped down as chair of Wiltshire Governors’ Association and Chair of Wyllye Valley Primary School and has asked the WGA to find a replacement Primary School Governor Rep on Schools Forum. The WGA will advise Schools Forum as to the replacement soon.

14 **Minutes of the Previous Meeting**

The minutes of the previous meeting held on 17 January 2019 were approved as a correct record.

**Resolved:**

**That the Chairman sign the minutes of the meeting of Schools forum held on 17 January 2019.**

15 **Chairman's Announcements**

The Chairman welcomed all to the Forum and asked all others present to introduce themselves.

The Chairman made the following announcements:

**Press attendance at meetings**

The meeting is not being webcast today, however we are aware that this is a public meeting that anyone can attend. The Chairman asked if any members of the press were present. Julia Hiystek confirmed that she was the Local Democracy reporter for The Gazette and Herald and the Wiltshire Times.

**Confidential Item for Agenda Item 11 – Dedicated Schools Budget – Budget Monitoring 2018-19**

There is confidential information within an Appendix to share with the Forum at agenda item 11 at which point a request will be made for Forum members to agree to move to a Part II closed session part of the meeting to allow information to be shared and discussions to take place.

16 **Declaration of Interests**

There were no declarations of interest.

17 **Presentation/Consultation from ISOS**

Helean Hughes (Director – Education & Skills) reminded the Forum that the ISOS Partnership had been commissioned to lead a strategic review of support, services and provision for children and young people with high needs in Wiltshire.

Helean introduced Ben Bryant and Karina Kulawik from the ISOS Partnership who were present to explain the following to the Forum:

1. That the aims and proposed approach to the review are to



- Build an evidence informed collective understanding of how effectively the local system supports young people with high needs – what is working well, challenges and pressures;
- To engage a broad range of partners, build consensus and harness collective expertise to shape and implement solutions;
- To work co-productively and iteratively to develop a shared strategic approach with clear, practical actions to take forward;

Initial work would be carried out to understand current context, analyse data and documents and scope out evidence gathering (during January to March 2019). During April and May 2019 there would be broad engagement with key partners to gather feedback and evidence. During June and July 2019 ISOS would be testing their findings and shaping recommendations and a future approach through co-production.

2. The six broad themes that ISOS were planning to use to structure their discussions and evidence gathering are:

- Co-production with parents/carers and young people
- Partnerships working across education, health and care
- Identification, assessment and access to support
- Building inclusive capacity in mainstream schools and settings, and providing targeted support for inclusion
- Developing responsive, effective local specialist provision
- Preparation for adulthood

Together with an overarching theme about having effective and sustainable systems, processes, strategic clarity and governance for the system.

They then gave details of some of the key areas they proposed to explore under each of the six themes.

3. That they proposed to work with Schools Forum and colleagues across Wiltshire by undertaking four sets of evidence gathering activities:

- Visits to a selection of settings, schools' colleagues and other services;
- Workshops with parents and carers
- Engagements with young people
- Two parallel online surveys.

During the latter part of the summer term ISOS were planning the following:

- To share and test with a broad range of partners (professionals and parents/families) their key findings, through a series of workshop discussions;
- Work iteratively with colleagues to develop solutions and recommendations; and

- Work with partners to shape these into a final, accessible, evidence-informed report focused on practical actions required to put a new strategic approach into practice.

Ben asked the Forum's views on their proposed approach, how the system works currently, future priorities and key questions to explore and the Forum responded as below:

- It is the wish of the Forum for there not to be a continuing overspend on the high needs block year on year – would there be benchmarking carried out to see what is happening in other authorities?
- The Forum would like reassurance that the current pressures are not going to carry on;

*Ben responded that his view was that there are systemic issues across the whole education system and that the Authority would need to re-engineer their education, health and care systems to see changes happen and look to establish a cultural change within the organisation.*

- The outcome of the review could mean that it ends up costing more – the age range of children that we previously were responsible for was 4-16-year olds – it is now from 0-25-year olds with the same amount of money;

*Ben responded that there are no easy answers to the funding issues and they would not say that they can sort out the high needs overspends. Ben had been part of research projects who had highlighted to the DfE the lack of funding and cost pressures that all Local Authorities are facing as this is a nationally recognised issue. There is a limit to the funding available and by carrying out the review work they will not be bringing more money to the table. The journey of completing the review is as important that just receiving the final report – along the way people engage and discuss what improvements/changes can be made.*

*From the scoping work already carried out we have already identified instances that had they been dealt with earlier then they could have been resolved in a more cost-effective way.*

- An overspend of £4m on the high needs budget is not trivial to us – we feel the review is well placed to identify what we can do before the National Funding Formula is in place because there will be nowhere to take money from once that is implemented. The Forum would welcome any solutions you may have to reduce our high needs overspend. We suggest you contact schools for further discussion through WASSH and PHF and to also talk to Early Years providers.
- There are several projects currently going on – where is this positioned?

*Helean Hughes acknowledged that this project ties in neatly with the Reset and FACT project and the importance is getting things right earlier on.*

The Chairman thanked Ben and Karina for their presentation (**attached as Appendix 1 to the Minutes**) and gave the Forum's endorsement and requested that updates be given to future meetings.

**Resolved:**

**That Schools Forum note the aims and proposed approach to the strategic review of support, services and provision for children and young people with high needs in Wiltshire and receive an update at their meeting in June 2019.**

### **Appendix 1 to Minutes - Presentation from ISOS Partnership**

#### **18 Reports from Working Groups**

The Forum noted the update received by way of the minutes of the joint meeting of the Schools Funding and SEN Working Groups meeting held on 18 March 2019 (within Agenda Supplement 1).

At the meeting the issue of late allocation information for alternative provision was raised. Final allocations require the publication of the January census information and this is generally not available until April. Grant Davis (Schools Strategic Financial Support Manager) reported that an estimated allocation had since been provided to secondary schools and it was questioned if these details changed there could be a clawback?

Grant responded that for the 2019/20 year, the allocations would prevail and that there would be no clawback. Through WASSH members, a review of the allocation of funding would take place and give consideration to the drivers of funding and any protection which should be implemented to avoid significant changes in individual allocations year on year.

Grant Davis went through the items discussed at the meeting and reported that most of the items would be picked up later on the Agenda in this meeting.

The next meeting of the joint working group would be held on Tuesday 4 June at 8.30am.

**Resolved:**

**That Schools Forum note the minutes of joint meeting of the Schools Funding and SEN Working Group held on 18 March 2019.**

## 19 Schools Budget Update 2019-20

Grant Davis (Schools Strategic Financial Support Manager) referred to the report which outlined the key changes resulting from implementing the schools funding formula for 2019/20. Grant highlighted the following:

- The DfE had published the 2019/20 financial settlement for schools on 20 December 2018. £275.215 million was allocated to Wiltshire which was an increase of £7.3m on 2018/19. The increase is accounted for by the growth in pupil numbers which is the remainder of the additional £1.3billion promised for school funding as part of the introduction of the NFF and a change in methodology for calculating growth funding introduced for the 2019/20 year;
- There had been an overall increase in pupil numbers across all Key Stages as shown in the table on page 28. It was acknowledged that there had been lots of new housing developments across the County and with more pupils there would inevitably be more SEN need. This is anticipated at 0.3 per household;

*Helean Hughes (Director – Education & Skills) reported that she had asked the Schools Admissions Team to include the anticipated need for SEN provision in the annual School Admissions report. The School Admissions Team prepare indicative pupil forecasts for all schools across the County taking account of birth rate data, housing developments and any other external influencing factors such as Army rebasing.*

- Following the introduction of the NFF, Schools Forum agreed to align its funding rates as closely as possible to the national rates – in 2018/19 this was achieved in all instances except for the Deprivation FSM6 rate which was funded at 75% of the NFF value. For 2019/20 the Deprivation FSM6 factor will be funded at 80% of the NFF value;
- The other value to have changed between 2018/19 and 2019/20 is for Low Attainment – Primary which has been reduced from £1,050 to £1,022. The reason for the reduction being the changes to the Early Years Foundation Stage Profile, the measure used for calculating Low Prior Attainment;
- For 2019/20 all schools will have received an increase in their funding of 0.5%, based upon a positive increase in the Minimum Funding Guarantee (MFG) per pupil funding of 0.5%. In order to fund the MFG, schools seeing a gain in their level of per pupil funding exceeding this level are capped. For 2019/20, this cap is set at 0.0%, which means that all schools benefitted from a gain of 0.5%;

*The Chairman commented that the above was showing that the National Funding Formula is not affordable in Wiltshire.*

- The total allocated to Wiltshire for growth in 2019/20 was £2.217 million but Wiltshire would not be setting this all aside for the Growth Fund in 2019/20. It was agreed at the last meeting that the surplus growth funding would be transferred to the Schools Block (£1.2m) to ensure that there was no detriment to this funding;
- At the January 2019 meeting the Forum had agreed to transfer funding from the Schools Block into the High Needs Block as a one-off non-recurrent transfer. Following an application to the Secretary of State to disapply the funding regulations, a transfer of 0.8% was agreed and notified to the LA on 25 January 2019. £2.2m was then transferred from the Schools Block to the High Needs Block and the pressures within the High Needs Block would continue to be monitored and reported to the Forum during the 2019/20 year;
- All the requests submitted by Wiltshire for High Needs – Place Changes were approved which included additional places at Springfield’s Academy, Exeter House and post 16 places at Wiltshire College;
- Two new primary schools would be funded in the County from September 2019 (Perham Down to be called Wellington Eagle Primary School and in Amesbury to be called Kings Gate Primary); and
- Lypiatt Primary School (which was previously supported financially by the MOD) would close at the end of August 2019.

**Resolved:**

**That Schools Forum note the update on the Schools budget for 2019/20.**

20 **f40 Questionnaire for Schools**

Marie Taylor (Interim Head of Finance – Children’s Services) referred to the example letter and questionnaire which the Local Authority were proposing to send out to schools to seek ongoing support for the campaign to secure a fairer funding deal for its schools. Marie highlighted the following:

- The proposed questionnaire had been prepared by Devon County Council and Wiltshire proposed to send out their version of it with a letter which is to be jointly sent by the Chair of Schools Forum and the Cabinet Member for Children’s Services to all Wiltshire Schools;
- There was currently a great deal of activity underway to support fair and better funding for schools and it was felt that involving headteachers in the campaign can only be beneficial;
- PHF and WASSH would be asked to promote the completion of the questionnaire; and

- Results would be collated by the LA and shared with schools through Right Choice, shared with senior Managers at the Council and Elected Members and if requested, with the f40 for comparison with other LA's.

The Forum then discussed possible changes to the questionnaire to make it more useful and user friendly. The following was suggested:

- When referencing a deficit – make it clear that doesn't mean an in-year deficit but is referring to a deficit in the 3-year budget;
- Question 6 to be amended to ask for the numbers (and percentages) of those pupils who have SEN support and an EHCP at the school;
- Question 7 to be amended to make it clear that "1976" is a number not referring to a year! Also make a change so that the questionnaire does not get abandoned if they do not enter a case study. It could be the case that all questions are answered apart from a case study and that if they cannot submit without filling that in fully they may just not submit. Maybe look to reword that question or give the ability to attach a document;
- Question 9 to be amended to ask for numbers as well as the percentage increase and to include date ranges for the information (since September 2014 and September 2018); and
- That the questionnaire should also be shared with Governors via the Wiltshire Governors Association and that the Chair (via the Clerk) should be invited to respond to the questionnaire also.

It was confirmed that the outcomes to the questionnaire would also be shared with the consultants from the ISOS Partnership who are working on the High Needs Review.

**Resolved:**

- 1. That the Forum approve the draft letter and questionnaire subject to the amendments suggested above.**
- 2. That Forum Members complete the questionnaire when received and promote completion by others through PHF, WASSH and WGA.**

21 **Permanent Exclusions**

Marie Taylor (Interim Head of Finance – Children's Services) referred to the report which sought to update the Forum on the number of permanent exclusions during the 2018/19 year and the formulaic arrangements around the "money following the pupil". Marie highlighted the following:

- That the Local Authority has a statutory duty in overseeing the financial readjustment/payment wherever a pupil is permanently excluded which

may mean adjusting the budget share for maintained schools if a pupil is permanently excluded so that the funding follows the pupil. During 2018/19 to date, there had been 8 permanent exclusions which the LA proposed to make financial adjustment for;

- Details of the exclusion calculation as advised by the DfE was attached as appendix 1 and the proposed updated Money Following Excluded Protocol (MFEP) which would apply to all maintained and academy schools in Wiltshire was attached as appendix 2 to the report;

Forum members made the following observations:

- The pupil that we ended up permanently excluding had cost us thousands of pounds to support (before exclusion) and I would not be impressed that the funding received would be reclaimed;
- There would need to be a contextual discussion with a cost benefit analysis carried out before a reclaim of funding was made as it would not be cost beneficial in all cases; and
- Why is the calculation based on 52 weeks when a pupil is only at school for 39 weeks? The time of year when an exclusion takes place will have an impact on the money coming in or going out and some schools will lose, and some will gain.

Marie confirmed that she had noted that there are issues of concern with the protocol, but this is a statutory duty that had to be followed.

**Resolved:**

- 1. That Schools Forum note the guidance outlined in the report and the mechanism outlined the report and appendix together with the Local Authority actions planned in this financial year and in future financial years to follow the DfE guidance.**
- 2. That Schools Forum adopt the updated Money Following Excluded Pupils (MFEP) Protocol as attached at appendix 2.**

**22 New Deficit Procedures**

The Forum received a verbal update from Grant Davis (Schools Strategic Financial Support Manager) on the new deficit procedures. Grant highlighted the following:

- Many schools are now entering a deficit and whilst the Local Authority (LA) can work with schools to make robust plans we need them to return to their allocated budget. Additional LA staffing capacity (0.2 FTE) has been allocated to help with this work and a Deficit Scrutiny Panel will be established;

- The new procedures would be clarifying and tightening up current procedures and would be shared at PHF and WASSH; and
- Recovery plans would be a focus, and these would be monitored to ensure schools are achieving their objectives.

**Resolved:**

**That the Forum note the update on the new deficit procedures.**

23 **Dedicated Schools Budget - Budget Monitoring 2018-19**

Marie Taylor (Interim Head of Finance) referred to the budget monitoring report as at 28 February 2019 that was circulated with the Agenda. Appendix 1 to the report outlined the budget monitoring summary but as it contained confidential information it would be shared in Part II of the meeting. Marie highlighted the following:

- That an overspend of £4.170m was currently projected against the overall school's budget. The forecast overspend on the High Needs Block was £4.574m and this would be offset by underspends in the growth fund, early years and central blocks;
- Budgets for the free entitlement for 30 hours childcare for 2, 3- and 4-year olds are currently forecast to be underspent by £0.320m, but it is important to note that the underspend will have a post financial year adjustment from the DfE;
- The biggest areas of overspend in the high needs budgets are Independent Special School fees, Named Pupil Allowance and top ups in schools and alternative provision and elective home education support for pupils with SEND;  
*Nick Breakwell (Head of SEND Service) reported that there is an annual review for those pupils who are home schooled and receive SEND funding.*
- The f40 group has organised a briefing in Parliament for MP's around fairing funding for 14 May 2019 and Terence Herbert was in discussions with Wiltshire MPs in relation to this. It was hoped that following this briefing, messages would be passed back to the Treasury to urge Government to address the crisis in high needs funding;
- One of the major drivers of increased costs to the high needs budget is volume which has increased at a higher level (16%) than expenditure (9%) which could be an indicator that we have more children and young people with lower levels of need. The forecast variance on high needs spend is £4.574m which is a 12% increase. The forecast variance of Education, Health and Care Plans is 633 which is a 23% increase;



- Wiltshire submitted a Free School Bid for a 150 place Special School provision in the south of the county which was successful, and plans are in place to take this forward which will create additional places and enable more children to be placed in Wiltshire Special Schools; and
- The forecast overspend for the DSG and adjustments to the DSG (which would be discussed under Part II) would take the reserve into a deficit position of £2.060m. This DSG reserve deficit does pose a concern and Schools Forum will need to ensure all relevant steps are made to work alongside LA Officers to form a plan around high needs block activity to ensure best value across services provided by schools, centrally retained teams and external providers.

Forum Members asked about the proposed Special School provision and it was confirmed that the consultation into these proposals had been extended and would be considered by Cabinet in June 2019. A press release had been published in relation to this and it would be shared following the meeting by the Clerk.

This report and its proposals would receive further consideration within Part II of the Agenda.

#### 24 **Confirmation of Dates for Future Meetings**

The Forum noted that the future meetings would be held on:

13 June 2019  
 10 October 2019  
 5 December 2019  
 16 January 2020  
 26 March 2020.

#### 25 **Urgent Items**

With the agreement of the Chairman, Helean Hughes (Director – Education & Skills) wished to bring to the attention of the Forum the guidance that had been prepared for Schools on the EU Exit – see link below.

<https://www.gov.uk/government/publications/eu-exit-no-deal-preparations-for-schools-in-england/eu-exit-no-deal-preparations-for-schools-in-england>

A Schools Forum member reminded of the need for schools to update their Risk Registers in light of this.

#### **Resolved:**

**That Schools Forum note the guidance on no deal preparations for schools in England.**

26 **Consideration of Exclusion of Press and Public**

The Forum were in agreement that the press and public be excluded from the meeting during consideration of Agenda items 15 and duly

**Resolved:**

**To agree that in accordance with Section 100A(4) of the Local Government Act 1972 to exclude the public from the meeting for the business specified in Minute Numbers 27 because it is likely that if members of the public were present there would be disclosure to them of exempt information as defined in paragraphs 3 of Part I of Schedule 12A to the Act and the public interest in withholding the information outweighs the public interest in disclosing the information to the public.**

27 **Dedicated Schools Budget - Budget Monitoring 2018-19**

Marie Taylor (Interim Head of Finance – Children’s Services) referred to the confidential Schools Budget 2018/19 Monitoring Statement (Appendix 1) and explained the reason for its confidentiality.

Forum members were disappointed that the overspend had risen again and reiterated that they would not be able to support the transfers into the high needs block again. Marie reported that whereas in December 2018 a one-off contribution to the high needs block was approved, it seems more likely that the solution will not be short term and future transfers will need to be anticipated and planned for.

Helean Hughes agreed that there was work to do to get all to understand that there is only one pot of money and how brave would we be to do things differently? Helean reported that it was the intention that the consultants from the ISOS Partnership would meet with a range of schools, even those that don’t have a SEN provision. Even with the investigative work already carried out by ISOS more facts had come to light that we were previously aware of.

The increased need for SEN support and the numbers of EHCP’s was highlighted and all agreed that preventative support should be looked at to address concerns earlier.

**Resolved:**

- 1. That Schools Forum note the budget monitoring position at the end of February 2019 and the continued pressure on high needs budgets.**
- 2. That Schools Forum contribute to the on-going work of the High Needs Working Group, a multi-agency response to the high needs pressures.**

**3. That Schools Forum contribute through the working group to the recovery plan required by the DfE by the 30 June 2019.**

(Duration of meeting: 1.30 - 4.05 pm)

The Officer who has produced these minutes is Lisa Pullin, Tel 01225 713015 or email [committee@wiltshire.gov.uk](mailto:committee@wiltshire.gov.uk) of Democratic Services

Press enquiries to Communications, direct line (01225) 713114/713115

This page is intentionally left blank

# Strategic review of support, services and provision for children and young people with high needs in Wiltshire

---

Page 25  
Presentation to Schools Forum  
28 March 2019

Project commissioned by **Wiltshire Council**

Project undertaken by **Isos Partnership**



# Three things that we hoped to cover today

---

1 About the review: Aims and our proposed approach

Page 28  
2 Key themes that we propose to explore through the review

3 Next steps: How we propose to work with you and colleagues across Wiltshire

# Aims of the project

---

A

**Building the evidence base: to build an evidence-informed collective understanding of how effectively the local system supports young people with high needs – what is working well, challenges and pressures.**

B

**Engage partners and co-produce solutions: To engage a broad range of partners, build consensus and harness collective expertise to shape and implement solutions.**

C

**Set out a clear, practical future approach: To work co-productively and iteratively to develop a shared strategic approach with clear, practical actions to take forward.**

# How we plan to approach the project

---

Page 28

## Phase 1: Initial scoping

Initial work to understand current context, analyse data and documents, and scope out our evidence-gathering  
(Jan-March 2019)

## Phase 2: In-depth evidence gathering

Broad engagements with key partners to gather feedback and evidence  
(April-May 2019)

## Phase 3: Testing findings and shaping recommendations

Testing findings and shaping recommendations and a future approach through co-production  
(June-July 2019)



# Three things that we hoped to cover today

---

1 About the review: Aims and our proposed approach

Page 29  
2 Key themes that we propose to explore through the review

3 Next steps: How we propose to work with you and colleagues across Wiltshire

# Six broad themes that we are planning to use to structure our discussions and evidence-gathering

---

- 1 Co-production with parents / carers and young people
- 2 Partnerships working across education, health and care
- 3 Identification, assessment and access to support
- 4 Building inclusive capacity in mainstream schools and settings, and providing targeted support for inclusion
- 5 Developing responsive, effective local specialist provision
- 6 Preparation for adulthood

Page 20

... and an overarching theme about having effective and sustainable systems, processes, strategic clarity and governance for the system.

# Some of the key areas we propose to explore under each of these six themes ...

---

1

Co-production with parents /carers and young people

- Ensuring parents / carers have confidence in the local system and support across the continuum.
- Exploring how young people are helped to articulate their aspirations, shape their support.

2

Partnership working across education, health and care

- Exploring the join-up, clarity of the offer / pathways of support, joint commissioning.
- Looking specifically at support in key areas – communication & interaction, mental health.

3

Identification, assessment and access to support

- Considering what is driving the trend of increasing numbers of EHCPs.
- Exploring the consistency of identifying needs.
- Considering processes for accessing support.

# Some of the key areas we propose to explore under each of these six themes ...

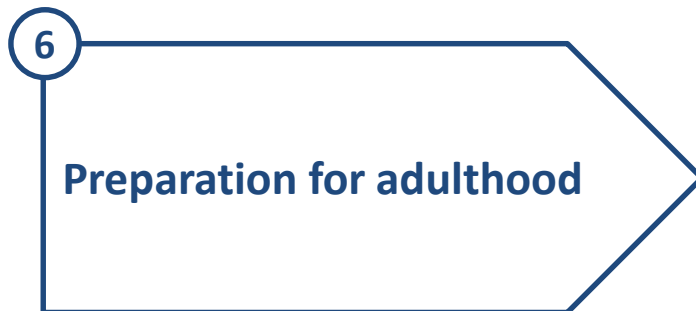
---



- Considering how best to build consistently high-quality inclusive capacity across the county (for SEN support and pupils with high needs).
- Exploring the role of targeted services.



- Exploring the implications of the planned remodelling of special school provision.
- Considering the future role of resources bases and enhanced learning provisions.



- Building on existing work to strengthen post-16 pathways.
- Exploring how to strengthen planning for adulthood across all phases and services.

# Three things that we hoped to cover today

---

1 About the review: Aims and our proposed approach

Page 29  
Key themes that we propose to explore through the review

3 Next steps: How we propose to work with you and colleagues across Wiltshire

# Proposed next steps

---

## Phase 2: Key evidence-gathering activities (April-May)

During this phase, we propose to undertake four sets of evidence-gathering activities.

1. **Visits to a selection of settings, schools, colleges and other services** (including mainstream settings and schools, RBs, ELPs, special schools and colleges).
2. **Workshops with parents and carers** (working with WPCCC, in localities across the county).
3. **Engagements with young people** (through existing networks and schools / colleges).
4. **Two parallel online surveys** (for professionals and parents / carers).

Page 30

## Phase 3: Testing key findings and shaping recommendations (June-July)

During the latter part of the summer term we plan to do three things.

1. **Share and test with a broad range of partners (professionals and parents / families) our key findings**, through a series of workshop discussions.
2. Work iteratively with colleagues to **develop solutions and recommendations**.
3. Work with partners to shape these into a **final, accessible, evidence-informed report** focused on practical actions required to put a new strategic approach into practice.



# Questions to discuss

---

## Our proposed approach

Does the proposed approach we have set out seem broadly right to you? Is there anything else we should factor into our plans? What are the ways that this review can best support the work of the Schools Forum?

## How the system works currently

Are there any headline messages that you would want us to recognise at this stage about how the current system in Wiltshire supports young people with SEND and high needs – key strengths and challenges?

## Future priorities

Looking ahead, what do you see as the most important priorities that should be at the heart of a new, shared strategic approach to supporting young people with SEND and high needs in Wiltshire?

## Key questions to explore

Are there any key questions that you would suggest we explore through our initial evidence-gathering engagements with colleagues across the county?



This page is intentionally left blank



**Wiltshire Council**

**Schools Forum**

**13 June 2019**

---

## **Requirements and composition of local authorities' schools forums**

We have recently had an email from Owen Jenkins, the Deputy Director of the Academies & Maintained Schools Directorate Funding Division of the Education and Skills Funding Agency who stated that:

“A recent scrutiny exercise of local authorities' schools forums' minutes has shown that some local authorities are not complying with the governing regulations or the schools forum good practice guide. This email aims to remind local authorities of the requirements they should follow with regards to their schools forums, as stated in the 'schools forum: operational and good practice guide':

<https://www.gov.uk/government/publications/schools-forums-operational-and-good-practice-guide-2015>”

The email highlighted some key sections and our responses are shown below:

### **Paragraph 16**

This paragraph states that schools forums must have 'schools members', 'academies member(s)' if there is at least one academy in the local authority's area and 'non-schools members'.

Schools and academies members together must number at least two-thirds of the total membership of the schools forum and the balance between maintained primary, maintained secondary and academies members must be broadly proportionate to the pupil numbers in each category.

The structure should be regularly reviewed. It's important that all members of the schools forum and those that have attended the meeting are clearly detailed in the meeting minutes to enable interested parties to ensure the forum is representative and quorate.

**Response:**

Wiltshire Schools Forum currently has 19 voting members which are made up of

- Six Headteacher representatives 'schools members' as follows - 1 secondary, 4 primary and 1 special school)
- Five Academy representatives 'academies members' as follows - (3 secondary, 1 primary and 1 special school)

- Four elected Governor representatives as follows - (1 secondary school, 2 primary schools and 1 special school)
- Two early years representatives and two other nominated service partner representatives – one from the Diocese and one teacher representative ‘non schools’ members’
- A number of observer representatives are also invited to attend and contribute to the Schools Forum meetings.

Proposals are in place to amend the membership to reflect the current breakdown of the total NOR in schools as at the October 2018 census. As well as representatives from the Maintained and Academy Special Schools, the split of mainstream representatives should be as detailed below to ensure a membership of 12 members to represent schools.

<b>Pupil Numbers - October Census</b>			
	<b>Maintained</b>	<b>Academy</b>	<b>Total</b>
<b>Primary</b>	24713	13523	<b>38236</b>
<b>Secondary</b>	2838	22052	<b>24890</b>
<b>Total</b>	<b>27551</b>	<b>35575</b>	<b>63126</b>
<b>Representatives</b>			
10 members r	<b>Total</b>	<b>Maintained</b>	<b>Academy</b>
Primary	6.06	3.91	2.14
Secondary	3.94	0.45	3.49
<b>TOTAL</b>	<b>10.00</b>	<b>4.36</b>	<b>5.64</b>
<b>Rounded Version</b>			
10 members r	<b>Total</b>	<b>Maintained</b>	<b>Academy</b>
Primary	6.00	4.00	2.00
Secondary	4.00	1.00	3.00
<b>TOTAL</b>	<b>10.00</b>	<b>5.00</b>	<b>5.00</b>

## Paragraph 61

This paragraph states that schools forums are required to be open to the public and that papers, agendas and minutes must be publicly available well in advance of each meeting, at least a week in advance.

Response:

All Schools Forum meetings are open to the public and the meeting dates are published on the Council’s website up to a year in advance.

Agendas, reports and minutes are also published on the Council's website with agendas being published at least 5 clear working days before the meeting.

Agendas, reports and minutes are also circulated to all Wiltshire Schools via the internal "Right Choice for Schools" software.

---

### **Paragraph 78**

This paragraph states that the frequency and timing of schools forum meetings should be agreed in advance of each financial year or academic year, and that it's good practice to publish the dates of the meetings on the schools forum website.

Response:

All Schools Forum meeting dates are agreed for each financial year and published on the Council's website.

---

### **Paragraph 99**

This paragraph states that notes or minutes of each schools forum meeting should be produced and published on the website as soon as possible after the meeting to enable members and others to see the outcome of any discussions and, or votes. It further advises that it is good practice to publicise the draft minutes no later than five days of the meeting. This is important so that interested parties, including representatives and the public, can view them and consult as necessary. They will not be able to do so if the minutes are not published until after they are agreed at the next meeting.

Response:

Minutes are produced and published on the Council's website after the meeting as soon as possible to enable members to see outcomes of discussions and, or votes, but this is not usually within five days of the meeting due to Officer constraints.

Minutes are also shared via the "Rightchoice for Schools" internal software.

---

### **Further information**

You can find the Schools Forums (England) Regulations 2012 at:

[http://www.legislation.gov.uk/uksi/2012/2261/pdfs/uksi\\_20122261\\_en.pdf](http://www.legislation.gov.uk/uksi/2012/2261/pdfs/uksi_20122261_en.pdf)

If you have any questions about the contents of this email, please contact us via our enquiry form:

<https://tinyurl.com/ESFAenquiries>

Yours sincerely

Owen Jenkins

Deputy Director

Academies & Maintained Schools Directorate

**Proposal**

1. Schools Forum to note the content of this paper regarding membership and representation.
2. Schools Forum to address the composition of membership through their representative Primary & Secondary Forums ideally place for the next meeting on 10 October 2019.

## Joint meeting of the School Funding Working Group and SEN Working Group

4 June 2019

### Minutes

**Present:** Marie Taylor (Chair), Grant Davis, Judith Westcott, Neil Baker, Lisa Percy (via skype) John Hawkins, Phil Cook, Helean Hughes

**Apologies:** Catriona Williamson, Nick Breakwell, Sam Churchill

1	<p><b>Minutes from previous meeting</b> The minutes of the previous meeting were reviewed.</p>	
2	<p><b>Matters Arising</b> There were no matters arising.</p>	
3	<p><b>F40 group work</b> GD shared his report highlighting the recent work of the F40 group on behalf of local authorities. NB suggested links with recent DfE guidance on running small rural schools efficiently <a href="#">DfE Research - Running small rural schools efficiently</a></p> <p>HH updated the group on the Small Schools Project who met for the first time before half term. The aim is to help small schools and their governing bodies explore opportunities to manage differently with limited resources and to encourage them to look for opportunities for sustainable models moving forward. Further meetings are planned The group supported the report.</p>	
4	<p><b>SEND &amp; AP Call for Evidence</b> GD shared his report regarding the DfE's consultation which closes on 31 July 2019 – 11.45am <a href="#">Call for Evidence</a></p> <p>NB was keen to share the message that schools block cannot top up high needs block indefinitely. MT said officers were meeting on the 11<sup>th</sup> June to formulate a local authority response NB suggested an answer sheet for schools to encourage responses – it was agreed that the local authority response would be sent to LP and NB who would then meet outside the group and finalise a “model response” version to be sent out to schools by the end of June PC to flag up with Special Heads Attempts would be made to add to the PHF agenda on 4<sup>th</sup> July LP to share with WASSH Heads Copy to be sent to JH to share with WGA. HH and GD to be invited to the WGA meeting on Saturday 13<sup>th</sup> July at the Corn Exchange, Devizes GD to update schools via Right Choice that a “model answer” would be sent early July for them to submit by the deadline.</p>	<p>MT LP/NB</p> <p>PC NB LP</p> <p>HH/GD GD</p>

5	<p><b>SEN Place Planning</b></p> <p>JW gave a verbal update on progress from the various capital schemes</p> <ol style="list-style-type: none"> <li>1. <u>Free School in the South</u> – site identified, next to Pembroke Park. ASD/SEMH school for 150 pupils, likely timescale Sept 2022, the DfE ideal timescale Sept 2021. Wiltshire have to pay for “abnormals” which will be funded from the SEND grant above. Potential sponsors need to submit by September 30<sup>th</sup> 2019. The Local authority will suggest preferred sponsors to the DfE who lead on Free School builds.</li> <li>2. <u>Special Schools Consultation in the North</u> – cabinet met on the 22/5/19, the decisions made were; <ul style="list-style-type: none"> <li>• Proposed a maintained school. The Secretary of State (SoS) needs to approve and this could take up to 6 weeks. If the full 6 weeks is taken, the consultation will start in September 2019. If this is 3 weeks (as hoped) the consultation can take place in July 2019.</li> <li>• 1 single leadership team moving forward to enable existing heads and leadership teams to be directly involved and have a pivotal role in shaping the new model</li> <li>• The Council are committed to a one school approach however, this does not mean a one building approach</li> <li>• Decisions on buildings will be made later in the process a consultation in 2022 to “close buildings” at this point we will consider demand and future demand – for example the HIF bid in Chippenham will increase housing significantly and so flexibility is required moving forward.</li> </ul> <p>JW confirmed demand will still outstrip supply on Sept 2020  HH said ISOS feedback will be key and encouraged all professional to attend the ISOS meeting on the 14th June at the Civic Hall and complete the on-line survey  The group went on to have an interesting discussion around pupils needs, phasing and timing of approach, placements, inclusion and the importance of a good EHCP which may not necessarily require funding. HH said the solution is inclusion and the strategy moving forward needs to be whole system with everyone buying in.</p> </li> <li>3. <u>Planned use of SEND Grant monies £1.4m</u>  The consultation closed on 31/5 and schools who put in successful bids will be officially notified this week. The criteria for this grant funding was that new places had to be created in resource bases or, special schools in good or outstanding schools or provision could be improved in other schools  JW confirmed funding is dependent on fitting the DfE grant criteria and this is separate from the Harbour Project which, is a pre EHCP offer.</li> </ol>	
6	<p><b>Exeter House Split Site Allowance</b></p> <p>GD shared his report. The local authority has asked Exeter House to expand provision and places to 134 for September 2019 with pupil numbers likely to be at 140. The school have requested additional</p>	

	<p>funding to operate over their two existing sites in order the meet the local authority's need.</p> <p>GD confirmed this will be additional pressure on the high needs block but will avoid more costly out of county placements.</p> <p>The group debated the need for expansion and agreed that the policy needs to be consistently applied across any special schools with split sites with a review of costs against income.</p> <p>LP / NB – no choice but to recommend and this adds to the DfE's call for evidence for pressure on the HNB.</p>	
7	<p><b>Verbal Update – ISOS Review on HNB</b></p> <p>HH explained the progress since March around the consultancy and explained that ISOS would be attending Schools Forum to update on progress in October 2019 when their research and report are complete. The work is currently in phase 2 of 3. ISOS have come up with theories but now need to test these out with all stakeholders.</p> <p>Questionnaire responses from schools has been good, but fewer from parents and carers than hoped. NB/LP to share workshop dates with PHF and WASSH colleagues</p> <p>The group were pleased to hear progress to date.</p>	NB/LP
8	<p><b>Budget Monitoring Report – Final Outturn 2018/19</b></p> <p>MT presented the report and appendices.</p> <p>The projected overspend has increased slightly since the last report shared with the group however, the overall overspend at £4.183 million remains significant.</p> <p>The number of EHCPS as at the end of March 2019 was 3,449 which is a 25% increase since the time of setting the budget.</p> <p>NB requested sight of the activity data – MT confirmed this was a regular internal management report and could be added as Appendix 2 for schools forum.</p> <p>The DSG deficit reserve is projected to be £2.073m to the end of the financial year – this is 0.6% of the total gross DSG allocation.</p> <p>The group had a in depth discussion around the presenting issues and the impact of the additional spend on the 19/20 and future recovery planning.</p> <p>The work of the high needs working group and ISOS work is key and an action plan and recovery plan are urgently required.</p>	MT
9	<p><b>Appeals Charging</b></p> <p>GD presented his report which will ensure the local authority is adhering to DfE guidance on charging all schools for appeals which will be introduced in April 2020.</p> <p>LP confirmed the costs were in the region of £300 per appeal and GD committed to speaking to Debbie Clare and adding to the report to be published for Schools Forum.</p> <p>NB raised the issue of a clash with ICS legislation and requested clarity re: charges for the “paper trail” appeal where a child with SEN would take</p>	GD

	class sizes over the legal limit but the appeal would be overturned where the child has an EHCP. GD to find out.	GD
8	<b><i>Date and Time of Next Meeting</i></b> Next meeting agreed on Tuesday 1 <sup>st</sup> October 2019 – 8.30am Mompesson, County Hall, Trowbridge - Marie to book meeting	MT



**Wiltshire Council**

**Schools Forum**

**13 June 2019**

---

## **Current Work of the f40 Group**

### **Purpose of report**

1. To outline the current work of the f40 group, towards a fairer funding model for schools.

### **Background**

2. The f40 group was established over 20 years ago with the aim of influencing significant changes to the way the Government allocates funding to LA's and schools.
3. The group currently comprises 42 of the lowest funded local authorities in England, with Wiltshire being in the lowest 10 consistently for many years.
4. F40 has sought a fairness and equal opportunities for all children, regardless of where they live. The current funding method under the new National Funding Formula has not fully delivered a fairer funding model and continues to see some schools benefiting from historical decisions, protections and add-ons. The additional £1.3bn which accompanied the introduction of the NFF was welcomed, but did not fully address the 'fairness' which f40 had fought for.
5. One of the key concerns of the f40 group is that the NFF does not deliver enough basic entitlement funding to schools and instead allows too much through add-ons.
6. The main points being campaigned for are;
  - Removal of historical inequalities and funding protections
  - Increases in the basic entitlements for schools to cover core school costs
  - Increase in funding of £2.3bn to cover current cost pressures
  - Index-linked increases in funding each year
  - Additional £1.4bn of funding towards High Needs provision

### **F40's Update Proposal – Current Problems**

7. The f40 formula is a bottom up calculation of the costs of running a school in any part of the country.
8. Following the introduction of the NFF, there has been a general move by LA's towards implementing the NFF and an understanding that the NFF will become 'hard' at some point in the future. One of the key changes under the NFF was the introduction of the 'minimum funding levels' per pupil of £3,500 for primary and £4,800 for secondary pupils.
9. The implementation of the NFF has left several issues, namely;
  - Protection of better funded schools leaves the gap between the lowest funded and highest funded too great and constrains the true effect of the NFF.

- Schools and local authorities at the lower funding levels are still capped, meaning that LAs are not able to fund schools using the NFF.
- The application of Minimum per pupil Funding Levels is unfair, meaning that schools with medium levels of deprivation are being funded at the same levels as schools with little deprivation. MFL is unnecessary if the NFF is properly funded and applied.
- Proper consideration needs to be given to aligning sparsity funding and the additional costs of essential rural schools
- The NFF is not clear what it is trying to achieve? There is not a clear understanding of what the government expects of schools compared to social care, mental healthcare and other SEND needs. The f40 formula provides funding for teaching and low level SEND but does not include funding to replace social care (e.g. working with families to support a child's learning in schools). Children who come to school with problems at home are not and will not be ready to learn. Schools are not able to support all these needs but are being asked to solve them by the pressures and cuts that have taken place elsewhere in the whole system.
- There is no consideration in the NFF on fairly funding the cost of inclusiveness in schools so that schools with excellent high needs provision are not disadvantaged by the high cost of significant numbers of £6,000 high needs thresholds. This is an important factor in the emerging high needs funding crisis.

#### **F40's Update Proposal – Key Principles**

10. The f40 model is based upon the following principles;

- It offers a formula for distributing the national schools' budget to local authorities based on a clear rationale
- The f40 national funding formula has, as its main building block, a core entitlement at pupil level. The formula enables a school to have access to similar resource levels for a child's basic classroom costs i.e. the share of a teacher and teaching assistant. The core entitlement reflects different needs and costs at the various Key Stages.
- The formula contains factors to reflect pupil level needs beyond the core entitlement (e.g. deprivation and high incidence SEN) and factors to reflect the needs of small schools that are necessary in a local authority's structure.
- The formula does not contain funding to address social or health needs for pupils other than at the lowest, occasional counselling for a pupil, level. It is assumed that pupils are at school and ready and able to learn.
- All funding formula factors used in the proposed model allocate the same flat rate per pupil across all regions and appropriate area cost adjustment will be applied accordingly
- f40 would ideally include all current grant funding streams (i.e. Pupil Premium (PP)) in the overall proposed model

#### **F40's Update Proposal – The Formula**

11. In considering the NFF, f40 concluded that it favoured a proposal which resulted in a core formula to produce a local authority level total, with each local authority then having discretion on how the total is allocated within the area. This option would ensure consistency

in the overall level of funding whilst offering the local flexibility needed, together with very sharp local accountability.

12. The Schools Block should be distributed between local authorities on six formula factors:
  - Basic entitlement (formerly age weighted pupil unit)
  - Deprivation (based on Ever 6 FSM data only)
  - Low prior attainment
  - English as an Additional Language (EAL)
  - Lump sum
  - Sparsity
13. In addition, the formula would enable an uplift for the Area Cost Adjustment, Split Site Allowances and other Exceptional Circumstances.
14. Local Authorities and their Schools Forums, should continue to be able to;
  - add additional factors e.g. split sites and leases
  - shift funding between the three blocks
  - agree any de-delegations from all LA maintained schools

#### **F40's Update Proposal – The High Needs Block**

15. There are different views regarding whether children with SEN should be educated in mainstream schools or special schools and around the country there are differences in the way that schools are set up to support pupils with SEN and these views alter around the country too. The relationship between the High Needs Block and the Schools Block needs to have the ability to ebb and flow with these views and ways of supporting children and young people change. This is the only way that schools can support pupils with SEN and schools can challenge or support each other.
16. It has become clear over the last 2-3 years, that as cost pressures rise in schools, schools make decisions that lead to less inclusion. There are no incentives to keep pupils with difficult behaviour or with SEND in school and therefore greater numbers of pupils are being 'pushed out' with the costs being borne by the High Needs Block
17. f40 response to the High Needs consultation question 6 about local budget flexibility stated our belief that Schools Forums should have the power to transfer funding between the blocks (if only to enable innovative ways to support inclusion in all schools)
18. It is incongruous that at a time when additional funding is being provided to mainstream schools to cover the cost of pay and pension increases that the £10,000 per place for special schools remains unaltered since 2014. At the very least it must be increased for inflation; many special schools regard the lack of a comparable lump sum to cover similar fixed costs to mainstream schools is unfair. f40 would like to see an independent post-implementation review of these and similar questions about the NFF and regards it as best practice that the DfE should adopt in the interests of improving the implementation of the NFF

#### **F40's Update Proposal –The Formula**

19. Using the 2018-19 economic data, the f40 group has applied their formula to the 2018-19 NFF dataset to understand the impact that they could have on schools funding and how it should be distributed.
20. The result of f40's modelling demonstrates that there is a shortfall in 2018-19 of £2.3bn. The pages below set out the workings of the f40 group.

## Funding Values

		Based On APRIL Financial years	Revised Apr 2019								
F40 Factors		2015-16 Original F40 model	Revised F40 2015-16	Revised F40 2016-17	Revised F40 2017-18	Revised F40 2018-19	Revised F40 2019-20	Compared to 2015-16	NFF 2018-19	NFF 2019-20	f40 - MFF difference 2018-19
Primary AWPU		2,923.00	3,060.22	3,095.36	3,134.03	3,198.09	3,361.58	109.85%	2,746.99	2,746.99	(451.10)
KS3 AWPU		4,034.00	4,056.52	4,100.62	4,146.89	4,221.11	4,436.68	109.37%	3,862.65	3,862.65	(358.46)
KS4 AWPU		4,946.00	4,895.84	4,947.72	5,007.03	5,098.31	5,353.18	109.34%	4,385.81	4,385.81	(712.50)
FSM	Prim	440.00	440.00	440.00	440.00	440.00	440.00	100.00%	440.00	440.00	-
FSM	Sec	440.00	440.00	440.00	440.00	440.00	440.00	100.00%	440.00	440.00	-
FSM6	Prim	1,060.00	1,060.00	1,072.17	1,085.56	1,107.76	1,164.38	109.85%	540.00	540.00	(567.76)
FSM6	Sec	1,060.00	1,060.00	1,071.52	1,083.61	1,103.01	1,159.34	109.37%	786.00	785.00	(317.01)
IDACI A	Prim	-	-	-	-	-	-		575.00	575.00	
	Sec	-	-	-	-	-	-		420.00	420.00	
IDACI B	Prim	-	-	-	-	-	-		390.00	390.00	
	Sec	-	-	-	-	-	-		360.00	360.00	
IDACI C	Prim	-	-	-	-	-	-		240.00	240.00	
	Sec	-	-	-	-	-	-		200.00	200.00	
IDACI D	Prim	-	-	-	-	-	-		810.00	810.00	
	Sec	-	-	-	-	-	-		600.00	600.00	
IDACI E	Prim	-	-	-	-	-	-		560.00	560.00	
	Sec	-	-	-	-	-	-		515.00	515.00	
IDACI F	Prim	-	-	-	-	-	-		390.00	390.00	
	Sec	-	-	-	-	-	-		290.00	290.00	
EAL(Primary)		466.00	466.00	471.35	477.24	486.99	511.89	109.85%	515.00	515.00	28.01
EAL(Secondary)		1,130.00	1,130.00	1,142.29	1,155.17	1,175.85	1,235.90	109.37%	1,385.00	1,385.00	209.15
Prior Attainment (Primary)		1,000.00	1,000.00	1,011.48	1,024.12	1,045.05	1,098.47	109.85%	1,050.00	1,022.00	4.95
Prior Attainment (Secondary)		1,000.00	1,000.00	1,010.87	1,022.28	1,040.57	1,093.71	109.37%	1,550.00	1,550.00	509.43
Lump Sum Primary		101,823.00	103,531.06	104,457.11	106,331.07	108,452.28	112,807.12	108.96%	110,000.00	110,000.00	1,547.72
Lump Sum Secondary		167,936.00	169,035.06	170,427.51	173,649.50	176,941.28	183,564.13	108.60%	110,000.00	110,000.00	(66,941.28)
other schools by reference to proportion of year groups											
Sparsity	no change										

## Calculation of the Basic Entitlement and Lump Sum

	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
	Key Stage 1/2	Key Stage 1/2	Key Stage 3	Key Stage 3	Key Stage 4	Key Stage 4
	Cost £	Cost £	Cost £	Cost £	Cost £	Cost £
<b>Basic Entitlement (AWPU)</b>						
Standard teacher cost (U1) (April 15)	36,346	37,074	36,346	37,074	36,346	37,074
On cost percentage	27.08%	30.95%	27.08%	30.95%	27.08%	30.95%
Standard teacher cost (U1) with on costs	<b>46,190</b>	<b>48,547</b>	<b>46,190</b>	<b>48,547</b>	<b>46,190</b>	<b>48,547</b>
Allowance for non-contact time <i>PPA min 10%, secondary also includes allowance for setting, practical classes and subject inefficiencies</i>	10%	10%	22%	22%	22%	22%
	<b>4,619</b>	<b>4,855</b>	<b>10,162</b>	<b>10,680</b>	<b>10,162</b>	<b>10,680</b>
<b>Teaching Assistants</b>						
Teaching assistant (mid-point grade F) <i>includes movement for national minimum wage</i>	18,277	19,037	18,277	19,037	18,277	19,037
Term Time Only 30 hrs pw, 43.6 wks per yr	13,217	13,767	13,217	13,767	13,217	13,767
	31.18%	31.71%	31.18%	31.71%	31.18%	31.71%
	17,338	18,133	17,338	18,133	17,338	18,133
Proportion per class	0.50	0.50	0.25	0.25	0.25	0.25
	<b>8,669</b>	<b>9,066</b>	<b>4,334</b>	<b>4,533</b>	<b>4,334</b>	<b>4,533</b>
Sickness Maternity etc cover	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%
	<b>1,487</b>	<b>1,562</b>	<b>1,517</b>	<b>1,594</b>	<b>1,517</b>	<b>1,594</b>
Direct employee cost	<b>60,964</b>	<b>64,030</b>	<b>62,203</b>	<b>65,354</b>	<b>62,203</b>	<b>65,354</b>
<b>Per Pupil</b>						
Standard no. of learners per teaching group	29	29	22	22	19	19
<b>Direct employee costs per pupil</b>	<b>2,102</b>	<b>2,208</b>	<b>2,827</b>	<b>2,971</b>	<b>3,274</b>	<b>3,440</b>
Responsibility points	1.5%	1.5%	3.0%	3.0%	3.0%	3.0%
Responsibility points per pupil	32	33	85	89	98	103
Exam fees					211	216
Proportion for other staff	20%	20%	15%	15%	15%	15%
Other staff - finance, mid day, technician, premises	427	448	437	459	506	531
Proportion for other costs	30%	30%	30%	30%	30%	30%
Other costs - resources, premises, library, ICT etc	640	672	874	918	1,012	1,063
Age weighted pupil unit (AWPU)	<b>3,200.64</b>	<b>3,361.58</b>	<b>4,222.72</b>	<b>4,436.68</b>	<b>5,100.18</b>	<b>5,353.18</b>
National Funding Formula Basic Entitlement	2,747.00	2,747.00	3,862.25	3,862.25	4,385.81	4,385.81
Difference to NFF	453.64	614.58	360.47	574.43	714.37	967.37
	2.13%	5.03%	1.83%	5.07%	1.86%	4.96%
<b>Proportions</b>						
Teaching	57%		64%		62%	
Class staff	10%	80%	5%	79%	5%	76%
Non Class staff	13%		10%		10%	
Other costs	20%		21%		24%	
	100%		100%		100%	
<b>LUMP SUM</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2019-20</b>		
based on 60 pupil primary & 600 pupil secondary		2%		2%		
Headteacher (L10 Primary) (L25 Secondary)	49,629	50,520	71,675	72,960		
Teaching On costs	27.08%	30.95%	27.08%	30.95%		
Headteacher with on-costs	<b>63,069</b>	<b>66,154</b>	<b>91,085</b>	<b>95,540</b>		
Non teaching time	0.50	0.50	0.50	0.50		
Head teacher for leadership	<b>31,534</b>	<b>33,077</b>	<b>45,543</b>	<b>47,770</b>		
other leadership costs						
1@0.1 Assistant Head / 1@0.6 Deputy Head	0.10	0.10	0.60	0.60		
pay%	75%	75%	85%	85%		
multiplier	0.075	0.075	0.51	0.51		
Other leadership	<b>4,730</b>	<b>4,962</b>	<b>46,453</b>	<b>48,725</b>		
<b>Total Leadership Contribution</b>	<b>36,265</b>	<b>38,039</b>	<b>91,996</b>	<b>96,495</b>		
Plus Allowance for fixed elements of with RPI	2.60%	2.50%	2.60%	2.50%		
Administration and Finance	15,927	16,325	31,854	32,651		
Premises Supplies and Services	5,309	5,442	10,618	10,884		
Insurance	10,618	10,884	21,236	21,767		
Office/Medical supplies	5,309	5,442	10,618	10,884		
Minimum ICT Provision	5,309	5,442	10,618	10,884		
Primary: 0.5 additional class to allow for numbers not fitting standard class structure	29,739	31,234				
<b>Lump Sum Total</b>	<b>108,476</b>	<b>112,807</b>	<b>176,941</b>	<b>183,564</b>		



## **Proposal**

21. Schools Forum to note the content of the report.

---

Report Author:

Grant Davis, Schools Strategic Financial Support Manager

Tel: 01225 718587

e-mail: [grant.davis@wiltshire.gov.uk](mailto:grant.davis@wiltshire.gov.uk)

This page is intentionally left blank



**Wiltshire Council**

**Schools Forum**

**13 June 2019**

---

## **Funding for SEND and those who need Alternative Provision: Call for Evidence**

### **Purpose of report**

1. To outline the content of the Department for Education's (DfE) consultation and call for evidence on funding for SEND and those who need Alternative Provision (AP).

### **Background**

2. The DfE issued a '*Call for Evidence*' regarding the funding arrangements for young people with SEND and those requiring Alternative Provision, on 3 May 2019.
3. The DfE have expressed an awareness from education professionals of their concerns about the funding allocated for young people with SEND and are looking at how much overall funding will be needed in future years. The next government Comprehensive Spending Review (CSR) is due to commence at the start of the new financial year, 2020-21, and this call for evidence could influence future spending plans.
4. The call for evidence offers an invitation for the DfE to consider other aspects of the funding arrangements that could be changed to help local authorities (LA's), schools, colleges and providers of SEN and AP.
5. The call for evidence can be accessed using the following web address.

<https://consult.education.gov.uk/funding-policy-unit/funding-for-send-and-those-who-need-ap-call-for-ev/consultation/intro/>

6. There is also a document entitled 'Call for evidence on SEND & AP funding' which should be read alongside the completion of the questionnaire.

[https://consult.education.gov.uk/funding-policy-unit/funding-for-send-and-those-who-need-ap-call-for-ev/supporting\\_documents/Call%20for%20evidence%20on%20SENDAP%20Funding.pdf](https://consult.education.gov.uk/funding-policy-unit/funding-for-send-and-those-who-need-ap-call-for-ev/supporting_documents/Call%20for%20evidence%20on%20SENDAP%20Funding.pdf)

7. The call for evidence has a closing date of the 31 July 2019, 11:45am. The call has been designed for both LA's, schools and colleges and any other interested organisations.

## **The Current System**

8. High Needs funding is provided to LA's through the High Needs Block of the DSG (Dedicated Schools Grant).
9. The high needs funding system supports provision for children and young people with special educational needs and disabilities (SEND) from their early years to age 25, enabling both local authorities and institutions to meet their statutory duties under the Children and Families Act 2014.
10. High needs funding is also intended to support good quality alternative provision (AP) for pre-16 pupils who, because of exclusion, illness or other reasons, cannot receive their education in mainstream or special schools.
11. The high needs funding block provides local authorities with resources for place funding and top-up funding for institutions, and funding for high needs services delivered directly by the authority or under a separate funding agreement with institutions.
12. Institutions receive their High Needs funding through;
  - Core Funding – based upon planned places agreed with institutions
  - Top Up Funding - the funding required, over and above the core funding, to enable a pupil to participate in education and training. This is paid by the local authority reflects the additional support costs an institution incurs in making provision to meet the individual's needs.
  - SLA Funding – where a service has been specifically commissioned by the local authority and is delivered by an institution.
13. Whilst the majority of funding is spent on Planned Place and Top Up funding in institutions, LA's can also use funding towards;
  - Targeted support for children and young people
  - Funding a disproportionate number of pupils with a SEN, which isn't funded through the mainstream funding formula
  - Specialist support and teachers, employed centrally
14. The current system provides a great deal of flexibility for LA's for the allocation and distribution of funding through the High Needs Block in their area.

## The Call for Evidence

15. The DfE understand that the overall amount of funding available for SEN & AP is the most pressing concern for many schools and local authorities. The total funding available for high needs will be carefully considered in the forthcoming spending review.
16. This call for evidence is intended to focus on a related issue: how the current available funding is distributed, and what improvements might be made in future. It seeks information about whether there are aspects of the funding system that are driving up costs without improving outcomes for the young people concerned.
17. The DfE have recognised the difficulties which schools encounter in providing support for pupils with SEN, costing up to £6,000 per annum before being able to access support from the LA.
18. The £6,000 threshold was initially proposed following research conducted by PwC (PricewaterhouseCoopers) in 2009 and has remained unchanged ever since. There have been representations made to the DfE that the £6,000 threshold is dated and should be reviewed due to its impact on schools making decisions regarding the provision for pupils with SEN.
19. Any changes to the threshold could impact upon the overall balance of funding between the Schools Block and the High Needs Block of funding and the relevant National Funding formula for each block.

## The Questionnaire

20. There are a total of 28 questions within the questionnaire, which are broken down into several areas and make *direct reference to information contained in the 'Call for Evidence' document*. The questions are detailed below at Appendix A.

## Proposal

21. Schools Forum to note the content of the report.
22. Wiltshire Council, PHF, WASSH & WGA to compose a response and to encourage all schools, special schools, early years settings, governing bodies and post-16 providers to respond.

---

Report Author:  
Grant Davis, Schools Strategic Financial Support Manager  
Tel: 01225 718587  
e-mail: [grant.davis@wiltshire.gov.uk](mailto:grant.davis@wiltshire.gov.uk)

## Appendix A

<u>Question</u>	<u>Response Required</u>
<b>Funding for pupils with SEN in mainstream schools</b>	
1. What formula factors are most important in providing schools with enough money to ensure they meet the needs of their pupils with SEN? Please rank the following factors in order of importance with 1 as the most important.	Drop-down choices + comments
<b>Funding for SEN through the schools funding formula</b>	
2. Would allocating more funding towards lower attainers within the low prior attainment factor help to better target funding towards the schools that have to make more SEN provision for their pupils?	Yes / No
3. What positive distributional impact would this change in approach (e.g. creating tiers of low prior attainment) create for mainstream primary and secondary schools?	Comments
4. Would such a change in approach introduce any negative impact for mainstream primary and secondary schools?	Comments

**Targeted funding and support for SEN provision in schools**

<p>5. Please indicate whether you agree or disagree with the statements below, and in the comments box give the advantages and disadvantages of your preferred approach.</p>	
<p>a. Local authorities should retain the flexibility to develop, in consultation with their schools, their own method of targeting extra SEN funding to schools that need it.</p> <p>b. Central government should provide more guidance for local authorities on how they should target extra SEN funding to schools, but local authorities should remain responsible for determining the amounts in consultation with their schools.</p> <p>c. Central government should prescribe a consistent national approach to the targeting of additional funding to schools that have a higher proportion of pupils with SEN and/or those with more complex needs.</p>	<p>Agree / Disagree / Neither</p> <p>Agree / Disagree / Neither</p> <p>Agree / Disagree / Neither</p>
<p>6. Is it helpful for local authorities to continue to calculate a notional SEN budget for each school, and for this information to be published, as now?</p>	<p>Very Helpful – Very Unhelpful</p>
<p>7. For those responding from a school, who in your school(s) is involved in decisions about spending from the school's notional SEN budget?</p>	
<p>8. Should the national funding formula for schools include a notional SEN budget, or a way of calculating how much of each school's funding is intended to meet the costs of special provision for pupils with SEN?</p>	<p>Yes / No / Not sure</p>

## The £6,000 Threshold

9. Please indicate whether or not you agree with the following statements.

- |   |                             |
|---|-----------------------------|
| - The level of the threshold makes little or no difference to the system for making special provision: it is the level of funding available to schools and local authorities that is crucial.           | Agree / Disagree / Not Sure |
| - The £6,000 threshold should be lower, so that schools do not have to make as much provision for pupils with SEN from their annual budgets, before they access top-up funding from the local authority | Agree / Disagree / Not Sure |
| - The £6,000 threshold should be higher, so that schools have to make more provision for pupils with SEN from their annual budgets, before they access top-up funding from the local authority.         | Agree / Disagree / Not Sure |
| - The operation of the £6,000 threshold should take account of particular circumstances.  | Agree / Disagree / Not Sure |
| - This implies a change in the balance of funding between schools and local authorities, with more going to the latter to support higher levels of high needs top-up funding.                           | Agree / Disagree / Not Sure |
| - This implies a change in the balance of funding between schools and local authorities, with more resources going to schools to support higher levels of special provision.                            | Agree / Disagree / Not Sure |

<p>10. If you have agreed with the final statement in question 9, please indicate below which circumstances you think would be relevant for a modified threshold or different funding arrangement.</p> <ul style="list-style-type: none"> <li>- Schools that are relatively small.</li> <li>- Schools that have a disproportionate number of pupils with high needs† or EHC plans.</li> <li>- When pupils with EHC plans are admitted to a school during the year, which may create unintended consequences</li> <li>- Other</li> </ul>	<p>Yes / No / Not sure</p> <p>Yes / No / Not sure</p> <p>Yes / No / Not sure</p> <p>Yes / No / Not sure</p>
<p>11. If you are responding on behalf of a school, do you have a clear understanding about what provision is “ordinarily available” to meet pupils’ special educational needs in your school?</p>	<p>Yes / No / Comments</p>
<p>12. How is this determined?</p>	<p>On a school-by-school basis</p> <p>As part of a multi-academy trust</p> <p>Part of a whole-local authority approach</p> <p>Part of a cluster of schools</p>
<p>13. How is this offer communicated to parents?</p>	<p>School’s published SEN information report</p> <p>Published local offer,</p> <p>Discussions between teacher(s) and parents</p> <p>Discussions between SENCO and parents</p> <p>Other (please specify)</p>
<p>14. Does your local authority make it clear when a child or young person requires an education, health and care (EHC) plan?</p>	<p>Yes / No / Not sure</p>
<p>15. How is this articulated?</p>	<p>Comments</p>

**Funding for pupils who need AP or are at risk of exclusion**

<p>16. Please indicate your agreement or disagreement with the following statements.</p> <ul style="list-style-type: none"><li>- The current funding arrangements help schools, local authorities and AP to work together and to intervene early where such action may avoid the need for permanent exclusion later</li><li>- The current AP funding arrangements help schools and AP to reintegrate children from AP back into mainstream schooling where this is appropriate</li></ul>	<p>Strongly Agree – Strongly Disagree</p>
<p>17. How could we encourage more collaboration between local authorities, schools and providers to plan and fund local AP and early intervention support?</p>	<p>Comments</p>
<p>18. What changes could be made to improve the way that the AP budget is spent, to better enable local authorities, schools and providers to use the local AP budget to provide high quality AP, intervene early to support children at risk of exclusion from school, or reintegrate pupils in AP back into mainstream where appropriate?</p>	<p>Comments</p>
<p>19. Please use the box below to share any examples of existing good practice where local authorities, schools and AP settings have worked together effectively to use the AP budget to provide high quality AP, intervene early to support children at risk of exclusion from school, or reintegrate pupils in AP back into mainstream where appropriate.</p>	<p>Comments</p>



<b>Funding for Students with SEN in Further Education</b>	
20. Are there aspects of the operation of the funding system that prevent young people from accessing the support they need to prepare them for adult life?	Yes / No / Not Sure & Comments
21. Notwithstanding your views about the sufficiency of funding, please describe any other aspects of the financial and funding arrangements that you think could be amended to improve the delivery of provision for young people with SEN.	Comments
22. If you are able to provide any examples where local authorities and colleges have worked together effectively to plan provision to meet the needs for SEN support and high needs, please describe these below.	Comments
<b>Improving early intervention at each age and stage to prepare young people for adulthood sooner</b>	
23. Are the current funding or financial arrangements making early intervention and prevention more difficult to deliver, causing costs to escalate?	Yes / No / Not Sure & Comments
24. If you can you provide examples of invest-to-save approaches with evidence that they can provide value for money by reducing the costs of SEN support, SEN provision or other support costs (e.g. health or social care) later, please describe these below.	Comments
25. If you think there are particular transition points at which it would be more effective to access resources, please indicate below those you believe would be most effective to focus on.	<p>The transition from early years provision to reception class in primary school  The transition from Year 6 in primary school to Year 7 in secondary school  The transition from secondary school to further or other tertiary education</p> <p>Please indicate below any other transition points that you think we should look at.</p>

<b>Effective partnership working to support children and young people with complex needs</b>	
26. Please describe as briefly as possible below changes that you think could be made to the funding system nationally and/or locally that would foster more effective collaborative approaches and partnership arrangements.	Comments
<b>Other aspects of the funding and financial arrangements</b>	
27. Are there any aspects of the funding and financial arrangements, not covered in your previous responses, that are creating perverse incentives?	Comments
28. What aspects of the funding and financial arrangements are helping the right decisions to be made, both in securing good provision for children and young people with additional needs, and in providing good value for money?	Comments

Wiltshire Council

Schools Forum

13 June 2019

---

## Update on progress – Special schools in Wiltshire

### Purpose of the Report

1. To update School's Forum on the proposals going forward for special schools in Wiltshire.

### Main Considerations

On 22 May 2019, Wiltshire Cabinet agreed the vision for the future of special education in Wiltshire. This included the proposal for a single school to be created and to bring together Larkrise, St Nicholas and Rowdeford schools under one school management and build new facilities on the Rowdeford site. It was also agreed to consult on bringing all onto the one site in Rowdeford in the future.



The proposal came after more than three years working with special schools, officers, parent/carers, WPC, multi-agency partners and councillors. Having analysed the proposals, Wiltshire Councils believe this is the best way to meet the need to:

#### Sufficiency

- ✓ Provide 100 extra places for children/young people with complex needs
- ✓ Reduce overcrowding
- ✓ Limit the number of children/young people who need to be placed in expensive out of county independent schools

#### Value for money

- ✓ Use public money wisely to reduce revenue overspend in the High Needs Budget
- ✓ Use a significant sum of capital (£32m)
- ✓ Focus the funding on staff rather than travel and additional buildings for specialist services vital to children and young people with SEND (e.g. Physio, Speech and Language and Paediatricians)

#### Quality

- ✓ Improve the quality and suitability of buildings (based on DfE guidance, two of our current schools are significantly overcrowded)
- ✓ Develop Ofsted rated "outstanding" SEND provision
- ✓ Increase access to health support in the schools
- ✓ Reduce the number of children travelling over an hour to school
- ✓ Improve choice and scope of education for all pupils
- ✓ Provide more resource base places in local schools under the umbrella of the expertise in special schools. (Resource bases are particularly liked by families; we have 271 places now and will be increasing this by a further 46)

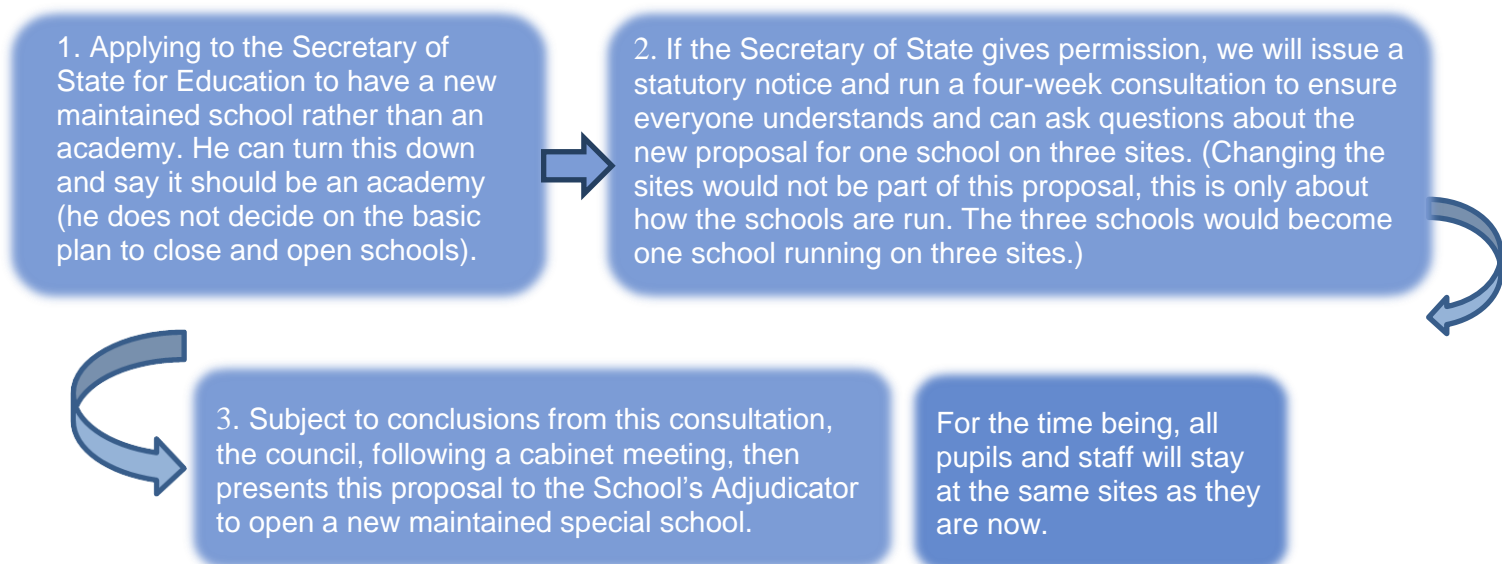
#### Outcomes

- ✓ Invest in better outreach, training and coordination as Key Stage 4 results and progress remain below national averages
- ✓ Prepare young people for adulthood

On the 22 May Cabinet:

1. Approved establishing a new maintained special school, with a single leadership team as soon as possible and no later than 1 September 2021. This involves closing St Nicholas, Rowdeford and Larkrise schools and opening them as one new school on three sites.
2. Approved expanding places on the Rowdeford site to accommodate up to 400 pupils as part of the new special school by September 2023. This will include primary, secondary and post 16.
3. Approved that St Nicholas and Larkrise stay in use and do not close until the new provision is ready, and it is appropriate for children to transition to the new site at Rowdeford.

There are some technical processes to achieve this, which include:



While this is happening Wiltshire Council will take forward a parallel programme of work to develop Post 16 special education and transition to independent living coordinated through the new school and SEND team.

The timescale for the creation of the one maintained school on three sites will be dependent on how quickly the Secretary of State is able to look at our application. If quick, we could complete the statutory consultation before the summer holidays in July. If he needs the average six weeks to decide, we will consult in September 2019. This would mean a Cabinet decision in September or October before going to the School's Adjudicator.

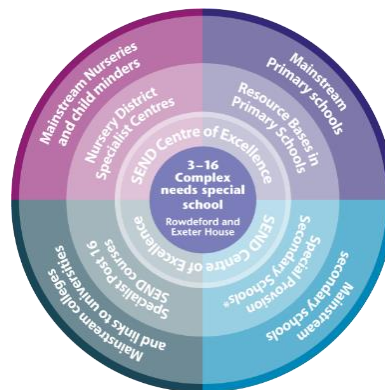
Once the new buildings at Rowdeford are ready for pupils, Wiltshire Council will consult on whether to keep all three sites open or whether only the Rowdeford site will be needed. There is no fixed date for this.

The Cabinet decisions particularly stressed three important commitments that:

- Road safety will be particularly looked at for the planning for the new build at the Rowdeford site
- Pupils starting to use the new buildings will be sensitively and carefully supported
- All these changes to special schools will be part of the wider review of SEND, with particular regard to the investment and relationship with mainstream schools, resource bases in primary schools and Enhanced Learning Provision (ELP) in secondary schools

Importantly, the aim is not just to create extra places, but create a new approach for the future which:

- Creates a new way of meeting the needs of children and young people with SEND, offering an integrated model of education, health and care, not just for pupils who attend special school, but for all 3,500 children/young people with an EHCP
- Provides outreach to mainstream schools and the opportunity for children to be dual registered with the special and a mainstream school to develop more inclusive education for all



It is hoped that this will:

- Support a new school coming together under one senior leadership team to be instrumental in creating the centre or system of excellence, outreach and contribute to the wider plan
- Enable children to stay in the existing school buildings until new provision is built and ensure smooth transition if the sites at St Nicholas and Larkrise are not needed in the future
- Enable building work to start as soon as possible and this can be done in sections so that potentially children could start being in the school buildings when each stage is built e.g. by school key stages

You can read the full report and the minutes on the link below and watch the webcast of the meeting where the decision was made by following the links on the Wiltshire Council website.

<https://cms.wiltshire.gov.uk/ieListDocuments.aspx?CId=141&MId=12498&Ver=4>

Once Wiltshire Council has heard from the Secretary of State, we will share more information about timings, consultation options and how you can get involved. Please also look on the WPCC website where information will also be posted.

<https://www.wiltshireparentcarercouncil.co.uk/>

While developing the plans in the north we have also been considering provision in the south. This includes planning for more resource base places (46 across Wiltshire), 20 new places for children and young people with complex needs at Exeter House Special school by 2020 and rapidly expanding a satellite of Springfields Academy to create 32 new places this autumn for children and young people with ASD and social emotional and mental health needs (SEMH). This is being supported through capital funding made available by the DfE over a three year period. The consultation for this has been available during May on the SEND Local Offer and on RightChoice. However, the major development will be a new Academy funded by the DfE (Circa £12m) following a successful application in the last freeschool bidding round for special schools. This will create a new school for 150 children/young people with ASD/SEMH in the south of the county. Initial meetings have begun with the DfE which will lead to a preferred sponsor academy being appointed in the autumn. Sponsor academies can go to the Wiltshire Local offer website to consider applying to become the preferred provider academy. It is hoped that the new school will be ready for pupils at the latest in 2023, but potentially as early as 2021.

## **Proposals**

2. For Schools' Forum to note the commitments made in the proposals being taken forward by Wiltshire Council.

This page is intentionally left blank

**Wiltshire Council**

**Schools Forum**

**13 June 2019**

---

## **Exeter House Special School**

### **Purpose of report**

1. To outline the proposed changes to Exeter House and the funding required to accommodate the expansion of the school.

### **Background**

2. Exeter House Special School was the only special school serving the south of the county until recently, when the Springfields South provision was put in place, to service the increased demand and to stem the number of pupils travelling from the south of the county to other specialist provision in the north and west of the county.
3. The agreed number of places at Exeter House has stood at 121 places for a number of years with the school frequently exceeding the number of pupils in the planned places.
4. A decision was taken by the school in 2016 to acquire the former John Ivie Centre in Salisbury, to be used provide used as a vocational centre providing the education for our young people at the school between the ages of 15-19. The provision was necessitated by increasing school numbers, demand from the local authority to provide more places and the schools lack of capacity to meet demand both at the time and into the future, on their main site alone.
5. At the point of this expansion onto the new site, the local authority had not requested or funded the school to expand and the decision was school-led. The new provision came into place from September 2017, at a point when the school saw their pupil numbers move to 124.

### **Current Position**

6. Demand for Special School places continues to grow across the whole county. The local authority has successfully submitted a 'Place Change Request' to the Department for Education in October 2018 to increase the number of places at Exeter House Special School to 134 planned places from September 2019.
7. Current estimates have indicated that this number will be exceeded and that there will be requests for over 140 places in September 2019.
8. The local authority is now in a position where it is formally asking Exeter House to expand its provision to cater for the increased demand. Exeter House has expressed concerns about meeting the demand within its existing accommodation. If Exeter House is unable to accommodate these additional pupils, then the local authority will need to seek out of county places with independent specialist providers.

9. The remaining special schools around the county are currently unable to offer places to meet this growth in demand and therefore the local authority is now asking Exeter House to expand its provision across its two sites.
10. Due to financial viability, Exeter House has expressed concerns regarding the running of a split site school, where the two campuses are nearly two miles apart and is reviewing its current footprint.
11. Placing pupils in out of county independent special schools is considerably more expensive than placing in our in-county special schools. The additional cost is generally between £25,000 - £65,000 more per place depending upon the complexity of the individual pupil and nature of the school attended.
12. To meet the growing demand and needs of incoming pupils, Exeter House is being asked to by the local authority to re-configure its accommodation to support the needs of the pupils over both sites.
13. To align Exeter House with other special schools operating over two sites and being expanded at the request of, and in partnership with the local authority, the enhanced top up rates offered to schools operating over multiple sites must be considered, to ensure consistency across the piste. The enhanced top up rates equate to an annual extra amount of £100,000, which will be funded from the High Needs Block of the Dedicated Schools Grant (DSG).

### **Proposal**

14. Schools Forum is asked to note the content of the report.
15. Schools Forum to consider awarding the enhanced top up rates to Exeter House Special School, which will be reviewed annually and to ensure consistency across the special schools.

---

Report Author:  
Grant Davis, Schools Strategic Financial Support Manager  
Tel: 01225 718587  
e-mail: [grant.davis@wiltshire.gov.uk](mailto:grant.davis@wiltshire.gov.uk)



Wiltshire Council

Schools Forum

13 June 2019

---

## **DEDICATED SCHOOLS BUDGET – BUDGET MONITORING 2018-19**

### **Purpose of the Report**

1. To report on the outturn position for the dedicated schools budget in 2018-19.
2. To report on the dedicated schools grant (DSG) reserve at the end of 2018-19.

### **Main Considerations**

#### ***Academy Recoupment***

3. The final budget for 2018-19 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 2019.

#### **Outturn 2018-19**

4. Appendix 1 shows expenditure as at 31st March 2019. The Dedicated Schools Grant (DSG) was overspent by £4.183 million at the end of the year, which is aligned with the forecast at the end of February 2019.
5. There are a number of movements in the variance within the overall total and the February 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.
6. The overspend on the High Needs Block is £4.735 million and this is offset by underspends in the growth fund, early years and central blocks.
7. Schools Forum Members will recall The High Needs Working Group was set up in September 2018 to identify contributing factors and to make proposals to reduce the cost pressure on the high needs block.

#### ***Schools Funding***

8. The growth fund underspent by £0.130 million - this was a slight improvement on January's forecast position of £0.080 million.

#### ***Early Years Budgets***

9. Budgets for the free entitlement for 30 hours childcare for 2, 3- & 4-year olds were underspent by £0.324 million. This wholly based on a full year of 30 hours entitlement.
10. It is important to note that the underspend reported above for 2, 3 and 4-year-old grant will have a post financial year adjustment from the DfE - previously this has borne little relation to the final variance due to the formula and floors and ceilings used by the DfE in their calculation.

11. The table below show this forecast underspend relates to volume of take up.

	Planned Volume (in FTE)	Final Volume (in FTE)	Volume Variance (in FTE)
2-year-old Funding	417	479	62 (or 15%)
3 & 4-year-old Funding	4,888	4,802	(121) (or 2.5%)
Overall	5,306	5,247	(59) (or 1.1%)

**High Needs Budgets**

12. High Needs budgets overspent by £4.735m. The biggest areas of overspend are Independent Special School Fees, Named Pupil Allowances and top ups in schools and alternative provision and elective home education support for pupils with SEND. The post-16 budget shows an underspend which is partially offsetting the overspend in other areas.

**Central Schools Budgets**

13. There is a small forecast underspend on central school budgets held and managed by the local authority on the schools behalf – including maternity and copyright licences.

**External Factors**

- 14. Unlike local authority budgets, the Council is unable to prioritise non-statutory services or indeed, increase Council tax to increase these budgets and sufficiently fund the education of these vulnerable pupils. Schools Forum will be aware;
- 15. This significant overspend must be viewed alongside national factors. Nationally, Wiltshire is seventh from the very lowest funded local authority in the Country.
- 16. The demand for high needs funding is out-stripping the budgets available to local authorities across the country, resulting in serious deficits in the high needs block in over half of all local authorities. Many are finding it extremely difficult to recover these deficits and cuts to existing high needs services and pupil top-up funding makes what provision that is available simply unsustainable.
- 17. There is an emerging crisis in high needs funding, created in part by the continued use of historic funding levels, that Fair Funding Groups, local authorities and Schools continue to urge government to address before permanent damage is done to very many vulnerable pupils.
- 18. Whilst local action plans are very much in place to reduce spend, with rising demand and an elongated age group in scope, the only long-term solution remains a national increase in Schools Funding. Only increasing base budget will allow strategic plans to be rolled out.
- 19. The complexity of the high needs services demanded by more and more children (and their parents) is far greater than was the case just a few years ago, more accurate medical assessment and improved methods of treatment increase demand still further. Such increasing needs requires recognition through the national high needs formula.

**Activity Data (Volume)**

20. One of the major drivers of the increased cost is volume. Activity (volume) is measured in full time equivalent placements. (FTE) the table below show that volume has increased at a higher level (16%) than expenditure (9%) which could be an indicator that we have more children and young people with lower levels of need.

	Budgeted	Final Outturn	Final Variance
HNB Spend	£39.255M	£43.990M	£4.735M (11% increase)
Number of EHCPs	2,767	3,449 <i>as at 31/03/19</i>	682 (25% increase)

Demand shown above is leading to placements being made outside local authority provision. Appendix 2 shows the activity data across placement budgets for 2018/19.

### Internal Response - Capital Investment - Expansion of Place Provision

21. Wiltshire was successful in a Free School Bid for 150 place Special School provision in the South of the County. Wiltshire's capital contribution to this scheme will be found from the DfE SEND capital grant, not DSG. This school will create additional places and enable more children to be placed in Wiltshire Special Schools.
22. Cabinet considered a report on Special School Consultation in the North of the County on 22 May 2019. The outcome was not available at the time of writing this report. The Council has committed to investing significant capital sums to extend provision in the North of the county funded by borrowing. The local authority budget will finance the capital and interest repayments.
23. The DfE SEND capital grant allocation was increased to £1.36 million for the period to 2021 and is fully allocated to schemes. 153 additional places are planned in schools as a result of this funding.
24. There is another report on the agenda from the Acting Head of Childrens Commissioning outlining progress and planned timescales on these expansion plans.

### Internal Response – High Needs Block Working Group & ISOS

25. The High Needs Block Working Group was established in September 2018 met through the Autumn 2018 term. Local Authority funding has been prioritised to fund ISOS who are nationally recognised for their work with the DfE and SEND funding. ISOS presented their approach to the March Schools Forum meeting. There is a separate update on the agenda from the Director of Education & Skills on current progress and ISOS will return to Schools Forum in October to present their findings and recommendations. At this point, Schools Forum will be given the opportunity to consider a transfer from schools block to the high needs block and plan any necessary consultation and approval required.

### **DSG Reserve**

26. The reserve brought forward of £0.846 million was reduced by the early years block adjustment of £0.035 million.
27. Members approved the Revenue Outturn report at Cabinet on the 11 June which included a contribution of £1.3 million to the DSG reserve.
28. The overspend and adjustments to the DSG above will create a deficit DSG reserve of £2.072 million.

	<b>£ million</b>
Balance Brought Forward 17/18	(0.846)
Early Years post year adjustment 17/18	0.035

DSG Overspend 18/19	4.183
Local Authority Contribution	(1.300)
<b>Carried Forward deficit reserve 18/19</b>	<b>2.072</b>

29. This overspend equates to 0.6% of total DSG. In addition to contributing towards the deficit, the local authority will cashflow this deficit until a recovery plan brings the reserve back into balance.
30. The DfE updated their guidance around deficit DSG reserves following a national increase in deficit reserve levels. The guidance distributed following the consultation states that where a local authority has an overall deficit on DSG of 1% or more at the end of the 2018 to 2019 financial year, it must by 30 June 2019 submit a recovery plan to the Department for Education, setting out how it plans to bring the overall DSG account into balance within a maximum of three years. In exceptional cases the authority may propose to leave some of the accumulated deficit outstanding, where it is not practicable to do otherwise. The recovery plan should be discussed and, if possible, agreed with the Schools Forum, and will require Chief Finance Officer sign off prior to submission to the Department for Education. In previous years the DfE have asked authorities with a cumulative deficit of 2% or more to provide plans outlining how they will bring their deficits back into balance. The decision to move the threshold to 1% is in recognition of the increase in local authorities recording a DSG deficit over the last two years.
31. The DSG reserve deficit does pose a concern and Schools Forum need to ensure all relevant steps are made to work alongside local authority officers to form a plan around high needs block activity to ensure best value across services provided by schools, centrally retained teams and external providers.

### **Proposals**

32. Schools Forum is asked to note the final outturn budget monitoring position and the continued pressure on high needs budgets.
33. Schools Forum are asked to contribute to the on-going work of the High Needs Working Group, a multi-agency response to the high needs pressures.
34. Schools Forum are asked to contribute specifically to the ISOS consultancy work on the high needs block.

*Report Author: Marie Taylor, Interim Head of Finance, Childrens Services*

*Tel: 01225 712539*

*e-mail: [marie.taylor@wiltshire.gov.uk](mailto:marie.taylor@wiltshire.gov.uk)*

**Financial Monitoring**

Service Areas	Current Budget 2018-19 £m	Provisional Outturn for Year £m	Variation for Year £m	% Variance	Movement from Period 11 £m
<b>1 Funding Schools</b>					
DSG Funded Expenditure - Schools Funding Delegated to Schools	110.948	110.948	0.000	0.0%	0.000
DSG Funded Expenditure - High Needs Block Delegated to Schools	4.541	4.541	0.000	0.0%	0.000
De-delegated DSG removed from School Budgets	-1.831	-1.831	0.000	0.0%	0.000
Contingency & Growth Fund	1.000	0.870	-0.130	-13.0%	-0.050
<b>Total Funding Schools</b>	<b>114.657</b>	<b>114.528</b>	<b>- 0.130</b>	<b>-0.1%</b>	<b>- 0.050</b>
<b>2 0-25 SEND Service</b>					
<b>Pre-16</b>					
Independent Special Schools incl 6th Form	7.174	9.386	2.212	30.8%	0.562
Named Pupil Allowances	4.592	5.800	1.207	26.3%	0.002
Top Up Budgets - Wiltshire Maintained Schools & Academies	10.334	11.173	0.839	8.1%	-0.129
Top Up Budgets - Non-Wiltshire Maintained Schools & Academies	0.966	1.945	0.979	101.3%	0.024
<b>Post-16</b>					
Top Up Budgets - Post- 16 Placements	4.331	3.502	-0.829	-19.1%	0.027
<b>Support Services</b>					
Specialist Provision & Central Equipment	0.827	1.469	0.643	77.8%	-0.184
0-25 SEND	0.520	0.520	0.000	0.0%	0.000
Sensory Service	0.548	0.653	0.106	19.3%	-0.001
0-25 Inclusion	0.832	0.727	-0.104	-12.5%	-0.104
Ethnic Minority Achievement Service & Traveller Education	0.506	0.503	-0.002	-0.4%	0.002
Secondary Devolved Funding - Alternative Provision	2.791	2.756	-0.035	-1.2%	-0.035
Education Other than at School (EOTAS)	0.542	0.290	-0.252	-46.5%	0.001
Behaviour Support	0.819	0.789	-0.029	-3.6%	-0.004
<b>Total 0-25 SEND Service</b>	<b>34.781</b>	<b>39.516</b>	<b>4.735</b>	<b>13.6%</b>	<b>0.161</b>
<b>3 Commissioning and School Effectiveness</b>					
Schools Maternity & Trade Union Costs	0.574	0.551	-0.023	-4.0%	-0.017
SIMS & HCSS Licences	0.051	0.048	-0.003	-5.5%	0.002
Speech & Language	0.479	0.511	0.032	6.7%	0.032
Child Protection in Schools	0.041	0.041	0.000	0.0%	-0.032
Other Costs incl. Copyright Licences	0.988	0.791	-0.197	-19.9%	-0.197
Admissions Service	0.245	0.237	-0.007	-3.0%	-0.001
<b>Total Commissioning &amp; School Effectiveness</b>	<b>2.377</b>	<b>2.179</b>	<b>-0.198</b>	<b>-8.3%</b>	<b>-0.213</b>
<b>4 Early Years Services</b>					
Early Years Single Funding Formula - 3 & 4 year olds	23.183	22.785	-0.399	-1.7%	0.007
Early Years Single Funding Formula - 2 year olds	2.531	2.604	0.074	2.9%	0.012
Other Early Years Support	0.578	0.589	0.010	1.8%	0.010
Early Year Childcare & Early Development Team	0.231	0.213	-0.018	-7.8%	-0.018
Early Years Pupil Premium Grant & DAF funding	0.253	0.253	0.000	0.0%	-0.024
<b>Total Early Years</b>	<b>26.776</b>	<b>26.443</b>	<b>-0.333</b>	<b>-1.2%</b>	<b>-0.013</b>
<b>5 Children's Social Care</b>					
Looked After Children Education Service	0.103	0.066	-0.037	-35.8%	-0.018
Education Welfare Service	0.190	0.190	0.000	0.0%	0.000
<b>Total Childrens Social Care</b>	<b>0.293</b>	<b>0.256</b>	<b>- 0.037</b>	<b>-12.6%</b>	<b>- 0.018</b>
<b>6 DSG Within Corporate Services</b>					
Gross Expenditure	1.589	1.735	0.145	9.1%	0.145
<b>Total</b>	<b>1.589</b>	<b>1.735</b>	<b>0.145</b>	<b>9.1%</b>	<b>0.145</b>
	<b>180.474</b>	<b>184.657</b>	<b>4.183</b>	<b>0.5%</b>	<b>0.013</b>

Note POSITIVE variances = OVERSPEND

## Brief Notes to the report: (full explanatory notes are found in the accompanying report)

**1. Growth Fund**

Demand on the growth fund is higher than in recent years.

**2. Early Years Forecast**

The underspend reported above for 2, 3 and 4 year old grant will have a post financial year adjustment from the DfE.

	2 year old	3 & 4 year old	2, 3 & 4 year old
Budgeted Volume in FTE	417	4,888	5,305
Actual Volume in FTE	479	4,768	5,247
Actual Variance in FTE	<b>62</b>	<b>-120</b>	<b>-58</b>

Movement from Period 11
55
-9
46

The 2 year old funding is forecast to overspend as the funding per hour from the DfE is passported with no contingency as per the guidance. The 3 & 4 year old funding must have a contingency element to it as the volumes are higher and patterns of take up so much more volatile.

**3. High Needs Block Activity**

The provision funded by the high needs block is wide ranging, covering support in mainstream school through to independent sector purchases. Best value for all schools happens where children & young people are placed in Wiltshire schools. Where additional support is required in school or alternative placements need to be sourced, unit costs rise. Alongside this, demand has increased since the budget was set :

Additional funding of £1.128m has been received as part of a £125 million 2018/19 funding increase from the Secretary of State for Education in December 2018. The additional budget has been allocated in full to named pupil allowances.

	EHCP Numbers	Percentage Increase in EHCP
Budgeted Volume in EHCP	2,768	
Actual Volume in EHCP	3,449	
Actual Variance in EHCP	<b>681</b>	<b>25%</b>

Movement from Period 11
0
201
201

Despite this additional funding, forecast costs and FTE have increased based on need - mainly in school top up requests.

**4. The DSG Reserve**

17/18 Balance brought forward	-0.846
Early Years 17/18 Adjustment	0.036
Actual Variance 18/19	4.183
Local Authority Contribution 18/19	-1.300
Actual DSG Variance - positive number is a deficit balance	<b>2.073</b>

-0.846
0.036
4.170
-1.300
<b>2.060</b>

V:\Accountancy\Children's Services\Schools Forum\2019 June\SEN & FINANCE WG\DSG Budget Monitoring Report FINAL outturn 18-19.xlsx\Summr

**Appendix 2**  
**High Needs Block Placements Budget & Activity Data Monitoring at as 31st March 2019**

**Variance Analysis**

Description	Volume Variance					Price Variance					Total Variance £
	Budgeted Volume FTE	Final Outturn Volume FTE	% change in volume	Budgeted £	Variance	Budgeted unit rate	Final Outturn £	Actual Unit rate	% change in rate	Variance £	
<b>12850 Independent Specialist Schools</b>											
38 Weeks	32.04	38.80	21.1%	2,090,969	440,943	65,261	2,816,761	72,603	11.3%	284,849	725,792
52 Weeks	13.41	14.93	11.4%	820,842	93,511	61,226	1,046,762	70,092	14.5%	132,409	225,920
Boarding	3.66	7.06	93.1%	240,029	223,468	65,647	227,528	32,226	-50.9%	235,968	12,501
Day	114.75	140.22	22.2%	4,022,450	892,578	35,053	5,294,895	37,762	7.7%	379,867	1,272,445
	<b>163.86</b>	<b>201.01</b>		<b>7,174,290</b>	<b>1,650,499</b>		<b>9,385,946</b>			<b>561,157</b>	<b>2,211,656</b>
<b>12905 Named Pupil Allowance</b>											
Individual NPA	938.73	960.60	2.3%	4,592,290	106,973	4,892	4,866,445	5,066	3.6%	167,182	274,155
Historical top up	0.00	1.00	100.0%	-	-	0	91,800	91,800	100.0%	91,800	91,800
Direct payments	0.00	48.00	100.0%	-	-	0	485,393	10,112	100.0%	485,393	485,393
LSC funding	0.00	1.00	100.0%	-	-	0	356,000	356,000	100.0%	356,000	356,000
	<b>938.73</b>	<b>1,010.60</b>		<b>4,592,290</b>	<b>106,973</b>		<b>5,799,638</b>			<b>1,100,375</b>	<b>1,207,348</b>
<b>12906 Top up Special Sch Wilts Sch Wilts Pupil</b>											
Day School in County Placed	609.47	613.24	0.6%	5,825,968	36,081	9,559	5,789,883	9,441	-1.2%	72,166	36,085
Boarding School in County Placed	27.22	16.60	-39.0%	1,056,810	412,423	38,818	621,257	37,425	-3.6%	23,130	435,553
Residential SLA	2.18	72.81	0.0%	417,164	13,545,573	191,770	728,143	10,001	100.0%	13,234,594	310,979
Historical top up	0.00	1.00	100.0%	0	-	0	44,566	44,566	100.0%	44,566	44,566
Additional Places	48.60	76.70	0.0%	485,958	281,042	10,000	767,086	10,001	0.0%	86	281,128
	<b>687.46</b>	<b>780.35</b>		<b>7,785,900</b>	<b>13,450,273</b>		<b>7,950,935</b>			<b>- 13,285,238</b>	<b>165,035</b>
<b>12907 Top up Resource Bases Wilts Sch Wilts Pupils</b>											
RB-Autistic Spectrum Disorder	15.59	8.83	-43.3%	72,893	31,594	4,675	33,447	3,786	-19.0%	7,852	39,446
RB-Complex Needs	104.81	100.83	-3.8%	509,803	19,332	4,864	424,803	4,213	-13.4%	65,668	85,000
RB-Health Impairment	6.36	4.83	-24.0%	31,318	7,530	4,922	23,625	4,888	-0.7%	163	7,694
RB-Physical Impairment	3.95	5.33	35.2%	22,606	7,953	5,730	26,404	4,951	-13.6%	4,155	3,798
RB-Speech & Language	36.65	33.25	-9.3%	138,837	12,894	3,788	134,311	4,039	6.6%	8,368	4,526
RB-In County Placed	34.11	128.25	100.0%	183,084	505,320	5,368	715,605	5,580	100.0%	27,201	532,521
SEMH	0.00	10.84	100.0%	0	-	0	108,381	10,000	200.0%	108,381	108,381
Unfilled Place Recoupment	-3.34	0.05	100.0%	-33,362	33,862	10,000	500	10,000	0.0%	-	33,862
Additional Places	40.54	31.83	0.0%	405,421	87,088	10,000	318,333	10,000	0.0%	0	87,088
	<b>238.68</b>	<b>324.05</b>		<b>1,330,600</b>	<b>388,697</b>		<b>1,785,409</b>			<b>66,112</b>	<b>454,809</b>
<b>12908 Top up ELP Wilts Sch Wilts Pupils</b>											
L1	258.93	223.58	-13.7%	531,018	72,496	2,051	453,530	2,028	-1.1%	4,992	77,488
L2	32.43	40.83	25.9%	181,286	46,990	5,590	222,613	5,452	-2.5%	5,663	41,327
U1	45.91	79.75	73.7%	188,677	139,105	4,110	321,468	4,031	-1.9%	6,313	132,791
U2	3.43	8.83	157.5%	25,167	39,633	7,336	72,133	8,166	11.3%	7,334	46,966
3	0.57	4.08	614.1%	4,420	27,144	7,730	45,951	11,253	100.0%	14,387	41,531
4	0.00	0.67	100.0%	0	-	0	11,383	17,074	100.0%	11,383	11,383
Cancellation of 17-18 invoice	0.00	1.00	100.0%	0	-	0	9,423	9,423	100.0%	9,423	9,423
Unfilled Places Recoupment	-13.63	-9.74	-28.5%	-136,300	38,885	10,000	-97,415	10,000	100.0%	0	38,885
Additional Planned Places	42.31	39.62	-6.4%	423,112	26,946	10,000	397,833	10,042	100.0%	1,667	25,279
	<b>369.95</b>	<b>388.63</b>		<b>1,217,380</b>	<b>192,315</b>		<b>1,436,920</b>			<b>27,225</b>	<b>219,540</b>
<b>12909 Top up Post 16</b>											
38 Weeks	1.90	7.90	316.6%	87,880	278,196	46,365	541,898	68,633	48.0%	175,821	454,017
52 Weeks	5.62	0.00	-100.0%	366,445	366,445	65,171	0	0	100.0%	-	366,445
Boarding	17.49	5.63	-67.8%	835,376	566,706	47,752	234,359	41,654	-12.8%	34,311	601,017
Day	302.66	345.93	14.3%	2,965,300	423,937	9,798	2,659,031	7,687	-21.5%	730,205	306,269
Weekly	0.46	0.00	-100.0%	11,040	11,040	24,024	0	0	100.0%	-	11,040
Contribution towards job coaches	1.00	1.00	0.0%	65,000	-	65,000	67,000	67,000	3.1%	2,000	2,000
	<b>329.13</b>	<b>360.45</b>		<b>4,331,040</b>	<b>242,057</b>		<b>3,502,288</b>			<b>586,695</b>	<b>-828,753</b>
<b>12951 Top up Non Wilts Schools Wilts Pupils</b>											
Mainstream Day	40.35	71.85	78.1%	203,383	158,824	5,041	406,545	5,658	12.2%	44,339	203,162
Special Schools Day	70.54	117.13	66.1%	726,008	479,582	10,293	1,477,223	12,612	22.5%	271,633	751,215
Special Schools Boarding	1.73	3.00	73.4%	36,909	27,102	21,337	61,632	20,544	-3.7%	2,379	24,723
	<b>112.61</b>	<b>191.98</b>		<b>966,300</b>	<b>665,508</b>		<b>1,945,400</b>			<b>313,592</b>	<b>979,100</b>
<b>Total FTE and Spend</b>	<b>2,840.42</b>	<b>3,257.07</b>		<b>27,397,800</b>			<b>31,806,536</b>				
<b>Total Variance FTE and Spend</b>		<b>416.65</b>									<b>4,408,736</b>

This page is intentionally left blank



**Wiltshire Council**

**Schools Forum**

**13 June 2019**

---

## **Appeals Admissions**

### **Purpose of report**

1. To outline the proposed changes for charging for Admissions Appeals for all schools from April 2020.

### **Background**

2. The National Funding Formula (NFF) for funding schools was introduced from the 2018-19 financial year. As part of the changes, the NFF introduced four blocks of funding under the Dedicated Schools Grant (DSG). The four blocks are;
  - Schools Block
  - Early Years Block
  - High Needs Block
  - Central Schools Services Block (CSSB)
3. The CSSB was designed to cover duties held by local authorities on behalf of all schools and those held specifically on behalf of maintained schools.
4. Where the local authority holds duties in relation to all schools, all schools must be treated on an equivalent basis. Paragraph 156.1 & 156.2 of the Schools Revenue Funding 2019-20 – Operational Guide states;

*“Local authorities should not be treating voluntary aided schools, foundation schools or academies, differently from maintained schools in the services they provide to them; this is set out in the DSG conditions of grant. “*

*“Schools such as voluntary aided schools, foundation schools and academies, cannot therefore be charged for services that are provided free of charge to community and voluntary controlled schools, and paid for out of the centrally held DSG. For example, although admissions appeals are not a duty that the local authority holds in relation to all schools, we would still expect all schools to be treated fairly and equitably by the local authority.”*

5. This does not include services where funding has been retained centrally from maintained school budgets, such as de-delegated services.
6. Within the Wiltshire funding formula (National Funding Formula) all school funding has been delegated to schools as part of the formula allocation, therefore no funding has been retained centrally for servicing admission appeals.
7. The Department for Education's Guidance 'Scheme for financing local authority maintained schools' provides that a local authority can charge maintained schools budget share directly for *“costs incurred by the authority in administering admissions*

*appeals, where the local authority is the admissions authority and the funding for admission appeals has been delegated to all schools as part of their formula allocation.”*

8. Wiltshire Council's Schools Admission Team has traditionally supported the appeals process, wherever possible, even if they have not managed the whole process. Some schools, particularly academy schools, have put into place their own arrangements for the process of managing admission appeals.
9. Supporting the appeals process involves time from both the Schools Admissions Team and a member of the Democratic Services Team to minute the meeting and ensure that due process is followed.
10. The local authority is no longer in a position to support the appeals process without recovering the costs associated with running admissions appeals. Charging all schools, regardless of their status, Voluntary Aided, Foundation, Voluntary Controlled, Community or Academy will then be consistently applied.

### **Proposal**

11. Schools Forum to note the content of the report.
12. It is proposed that from the start of the new financial year 2020-21, that the local authority will charge all schools for which they are the admissions authority for admission appeals.

---

Report Author:  
Grant Davis, Schools Strategic Financial Support Manager  
Tel: 01225 718587  
e-mail: [grant.davis@wiltshire.gov.uk](mailto:grant.davis@wiltshire.gov.uk)