
Haringey Schools Forum

TUESDAY, 9TH NOVEMBER, 2010 at 15:45 HRS FOR 16:00 – HARINGEY
PROFESSIONAL DEVELOPMENT CENTRE, DOWNHILLS PARK ROAD, TOTTENHAM,
LONDON, N17 6AR

AGENDA

1. CHAIR'S WELCOME

2. MEMBERSHIP

Clerk to report on any vacancies or changes to the Membership of the Forum.

3. APOLOGIES AND SUBSTITUTE MEMBERS

Clerk to report.

4. DECLARATIONS OF INTEREST

Declarations are only required where an individual member of the Forum has a pecuniary interest in an item on the attached agenda.

5. MINUTES OF THE MEETING OF 23 SEPTEMBER 2010 (PAGES 1 - 8)

6. MATTERS ARISING

7. SINGLE STATUS (PAGES 9 - 12)

An update on progress in implementing Single Status.

**8. ARRANGEMENTS FOR THE EDUCATION OF PUPILS WITH SPECIAL
EDUCATIONAL NEEDS (PAGES 13 - 32)**

This report provides a summary of the funding arrangements for children and young people with special educational needs in mainstream schools. It provides information on the national context for increased delegation of resources for schools and the impact to date for Haringey schools.

9. DSG BUDGET STRATEGY 2011-2012 (PAGES 33 - 40)

To consider the issues affecting the determination of the Dedicated Schools Grant (DSG) in 2011-12 and its allocation within the context of the Dedicated Schools Budget (DSB).

10. ARRANGEMENTS FOR FREE SCHOOL MEALS (PAGES 41 - 44)

To inform Forum members of the arrangements in place for providing free school meals and the arrangements for the School Lunch Grant.

11. EARLY YEARS SINGLE FUNDING FORMULA (PAGES 45 - 96)

To consult the Forum on the proposals for an Early years Single Funding Formula.

12. ELECTRONIC PAYMENT METHODS (PAGES 97 - 100)

To propose solutions for schools to make payments using electronic methods.

13. UPDATE FROM WORKING PARTIES AND PANELS (STANDING ITEM)

An oral update will be provided at the meeting.

14. ANY OTHER URGENT BUSINESS

15. DATE OF NEXT MEETING

16th December 2010

JAN SMOSARSKI
jsmosarski@googlemail.com

MINUTES OF THE SCHOOLS FORUM
THURSDAY, 23RD SEPTEMBER 2010

Chair: Tony Brockman

Vice-Chair: Tony Hartney

Attendance:

Quorum: 40% of membership (excluding vacancies)

The Constitution states that non-attendance at three consecutive meetings results in disqualification of membership. Apologies for absence should be submitted to the Clerk at jmosarski@googlemail.com or telephone GSTU 0208 4895030

Term of Office: 3 years

School Members		Non-School Members
Head teachers	Governors	
Special Schools [1] * Martin Doyle [Moselle]	<i>Special Schools [1]</i> * Vik Seeborun [The Vale]	(non-Executive) LB Haringey Councillor [1] * Cllr Zena Brabazon
<i>Children's Centres [1]</i> * Val Buckettt [Pembury House CC]	<i>Children's Centres [1]</i> * Melian Mansfield [Pembury House Children's Centre]	<i>Professional Association Representative [1]</i> * Tony Brockman [Substitute: Julie Davies] [Haringey Teachers' Panel] <i>Trade Union Representative [1]</i> * Pat Forward [UNISON] <i>[Children's Service Consultative Cttee]</i>
<i>Primary Community [7]</i> A Andrew Wickham [Weston Park] * Maxine Pattison [Ferry Lane] * Chris Witham [Rhodes Ave] * Will Wawn [Bounds Green] * Cal Shaw [Chestnuts] * Jane Flynn [Alexandra Primary] A Hasan Chawdhry [Crowland]	<i>Primary Community [7]</i> Vacancy * Nathan Oparaeché [St Mary's CE Jnr] * Sarah Crowe [Devonshire Hill Primary] * Asher Jacobsberg [Welbourne] * Vacancy A Louis Fisher [Earlsmead] * Laura Butterfield [Coldfall]	14-19 Partnership [1] Jane O'Neil {CHENEL}
<i>Secondary Community [4]</i> A Alex Atherton [Park View Academy] * Tony Hartney [Gladesmore] * Patrick Cozier [Highgate Wood] A June Jarrett [Sixth Form Centre]	<i>Secondary Community [4]</i> A Janet Barter [Alexandra Park] Vacancy * Imogen Pennell [Highgate Wood] * Sarah Miller (Gladesmores)	<i>E.Y. Private and Voluntary Sector</i> * Susan Tudor-Hart
	Observers [non-voting] <i>LBH Cabinet Member for Children & YP</i> A Cllr Lorna Reith <i>Learning & Skills Council</i> Ruth Whittaker <i>Haringey (Teaching) Primary Care Trust</i>	Substitute Members at this meeting * Bill Barker for June Jarrett Also present

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Vacancy	A	Steve Worth, School Funding Manager
<i>Early Years Dvpment & Childcare P'ship</i>	*	Neville Murton, Head of Finance CYPS
	A	Ian Bailey, Deputy Director CYPS
<i>Greig City Academy</i>	*	Jan Smosarski, Clerk
Paul Sutton		Peter Lewis, Director CYPS Kevin Bartle
	*	Ewan Scott [Alexandra park] Observer
	*	Mike Claydon [NPCS] Observer
	*	Maria Jennings [NPCS] Observe
* indicates attendance	A	indicates apologies received

TONY BROCKMAN [CHAIR] IN THE CHAIR

The Clerk must be informed of changes in membership and substitutions prior to the meeting.

MINUTES OF THE SCHOOLS FORUM
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MINUTE NO.	SUBJECT/DECISION	ACTION BY
1.	CLERK'S WELCOME	
1.1	The Clerk welcomed everyone to the first meeting of the academic year.	
2.	ELECTION OF CHAIR AND VICE CHAIR	
2.1	The Clerk asked for nominations for a Chair of the forum for a period of one year. Imogen Pennell (IP) proposed Tony Brockman (TB) and this was seconded by Will Wawn (WW). There were no other nominations. TB indicated that he would be prepared to act as Chair. TB was elected Chair by acclamation. TB took the Chair	
2.2	The Chair asked for nominations for Vice Chair. Cal Shaw (CS) nominated Tony Hartney (TH) There were no other nominations. TH indicated that he would be prepared to act as Vice Chair. TH was elected Chair by acclamation.	
3	CHAIR'S WELCOME	
3.1	The Chair welcomed everyone to the meeting. He proposed that the main focus of the meeting should be agenda items 11 and 12	
4.	MEMBERSHIP	
4.1	Walter Smith (WS) is no longer a primary school governor and is therefore no longer eligible to be a primary school governor representative on the Forum. The Chair requested that a letter should be sent thanking WS for his many years of service to the Forum.	<u>Clerk</u>
4.2	Maria Jennings (MJ) has come to the end of her term of office as a secondary school governor at NPCS. MJ is therefore no longer eligible to be a secondary governor representative on the Forum. MJ attended this meeting as an observer.	
4.3	Will Wawn (WW) is a new primary headteacher representative. WW replaces Sharon Easton.	
4.4	The Chair requested that each nominating organization put in writing their process for appointing members to the Forum and submit this to the Clerk. A register of the processes used will then be kept. This is a statutory requirement for all School Forums.	<u>All nominating groups</u>
4.5	Changes of membership and substitutions must be notified to the clerk prior to the meeting	<u>All</u>
5.	APOLOGIES AND SUBSTITUTE MEMBERS	
	Apologies were received from Mark Rowlands, Andrew Wickham, Steve Worth, Ian Bailey, Alex Atherton, Hassan Chawdhry and Cllr Reith.	
	DECLARATIONS OF INTEREST	

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6.	There were no new declarations of interest.	
7.	MINUTES OF THE MEETING HELD ON 1ST JULY 2010	
7.1	AGREED The minutes of the meeting held on 1 st July 2010 were agreed and signed as a true record.	
8	MATTERS ARISING FROM THE MINUTES NOT ON THIS AGENDA	
8.1	<u>Minute 6.1</u> – Fraud – There has been a marked decline in the numbers of recorded incidents of cheques being intercepted. Schools have been advised to use external post services, however there are cases of cheques posted externally being intercepted. The LA continues to look into making payments electronically.	
8.2	<u>Minute 7.5</u> – Contingency Panel – the panel is due to meet on October 4 th . Clawbacks should have taken place by now; Steve Worth (SW) will confirm whether this had happened. It was agreed that TH join the panel.	
8.3	<u>Minute 9.6</u> – Schools Admissions Code – a letter has been sent on behalf of the Forum	
8.4	<u>Minute 13.2</u> – Update on Single Status - a short report from Steve Davies was tabled. It was agreed to consider this under A.O.B.	
9	FORWARDPLAN	
	NOTED The work plan was noted	
10	CONSTITUTION OF THE HARINGEY SCHOOLS FORUM	
10.1	The Forum had set up a working party, which made an initial report back in July. Following further work the new constitution has now been presented for ratification. Once agreed the constitution will be sent out to all Forum members and interested parties.	
10.2.1	Susan Tudor- Hart asked members to consider increasing PVI representation on the Forum. She felt that one member could not adequately represent the needs of the three areas of this sector.	
10.2.2	The Forum can request the LA to make changes to the composition of the Forum but cannot makes such changes themselves. AGREED: it was agreed to request the LA that an additional place on the Forum could be made available for a further representative from the PVI sector.	Officers
10.2.3	Post 16 representation – The Forum were of the view that post 16 representation on the Forum was adequately covered by the secondary school representation and the 14-19 representative.	
10.2.4	The proposed constitution set the quorum for a meeting as 2/5 of the membership <i>including</i> vacancies. It was suggested that the proposal put an onus on the nominating organizations to ensure that vacancies were filled. However, members expressed concern that this could make it difficult to hold quorate meetings.	
10.2.5	Members voted on whether the wording should be changed to 'Any meeting of the Forum will be deemed to be quorate provided that two fifths of the membership (excluding vacancies) of the Forum are present	
	VOTES FOR 16 VOTES AGAINST 1 ABSTENTIONS 0	

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	The proposal was AGREED	
10.2.6	<u>Recommendation 1</u> – Subject to agreed revisions the Forum adopts and abides by the attached Constitution, Procedural Matters and Terms of Reference AGREED	
10.2.7	<u>Recommendation 2</u> – The final agreed documents are made available widely to all maintained schools and other interested parties AGREED	
11	THE NATIONAL SCHOOL FUNDING METHODOLOGY 2011-12	
11.1	The present method of allocating the Dedicated Schools Grant (DSG) is known as 'spend plus.' The previous government had planned to reintroduce a new formula and had consulted on what factors should be included. The response from the forum in support of the 'hybrid' approach to the Area Cost Adjustment had been widely supported by schools, governors, parents – in addition it had cross party support from local M.P's. The DFE's analysis of the consultation responses showed that there had been far more responses from Haringey and Newham than any other areas of the country. However the new government has decided to continue with the 'spend plus' methodology for another year whilst the pupil Premium is introduced.	
11.2	Other changes proposed are the incorporation of certain grants within the DSG allocation. These are likely to be the School Standards Grant (SSG), School Standards Grant (Personalisation) (SSG(P)) and School Development Grant. The Forum will further discuss the way in which this element of the DSG will be allocated to schools in the future.	
11.3	The Early Years Single Funding Formula (EYSFF) will be implemented from April 2011.	
11.4	The Minimum Funding Guarantee (MFG) will be retained into 2011-12 but could be a negative figure. This could be used to reflect very low levels of inflation.	
11.5	One of the key priorities will be the Pupil Premium aimed to reduce the attainment gap of pupils from disadvantaged backgrounds. Although this is 'new' money funded from additional resources outside the Schools Budget there may be a reduction in other grants outside the DSG. The government has recognised the need to distribute the Pupil Premium differently across the country. Interestingly they are proposing to apply the hybrid methodology for the Pupil Premium, which was so strongly supported by Haringey during the consultation on the DSG review. This could be a positive indicator that a similar approach will be used if a formula based approach is introduced for distributing the DSG in the future.	
11.6	The consultation process will end on the 18 th October and it is proposed that the LA and Schools Forum submit a joint response.	
11.7	Members discussed the implications of the decision to use the hybrid approach to allocate the Pupil Premium to authorities. The money once allocated will all have to be distributed to schools. Exactly how this will be done will be the subject of a future forum debate.	
11.8	Points raised by Forum members included; Free schools and how they will be funded. The Chair explained that the arrangements for the funding of Free Schools were as yet unclear and there would be no	

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	impact this Year. The Pupil Premium will apply to special schools and mainstream schools alike although it is not clear whether Nursery Schools and Sixth forms are included. Officers undertook to investigate this. It would seem probable that there would not be different categories or levels of need. A pupil would either attract Pupil Premium or not. The consultation document looks at three main indicators that could be used for the allocation of funding these are eligibility for free school meals (FSM), tax credit indicator, for pupils in families in receipt of out of work tax credit or the use of commercial packages such as Mosaic or Acorn.	
11.8	Recommendation 1: That the proposed changes are noted NOTED	
11.9	Recommendation 2: That Haringey Council and Haringey Schools Forum return a joint response to the consultation. AGREED	
11.10	Recommendation 3: The responses set out in Annex C are endorsed. AGREED	
12	THE REVIEW OF THE HARINGEY SCHOOLS FUNDING FORMULA	
12.1	It is now known that the DSG for 2011-12 will be for a single year only. The next three-year period will start in 2012. Once in a three-year funding period changes to the funding formula should only be made in exceptional cases. The interim year single year (2011-12) will provide an opportunity for a further review of the funding formula. The following proposed changes were considered by the Forum.	
12.2.1	Premises Formula – at the last meeting it was reported that there may be a need to review the Premises Formula to recognise increased energy costs in new build schools. Further work has indicated that where appropriate controls are in place these increased costs relate to increased ICT provision. These costs are curriculum costs and form part of the AWPU. Specific plant and funding factors for new build schools already exist. There is therefore no need to change the Premises formula at this time.	
12.2.2	Members again expressed surprise and concern that energy costs of new build schools were higher than existing schools. It was felt that this was hardly an encouragement to schools to become more sustainable. Cllr. Brabazon asked how schools with old plant facilities were factored into the Premises formula. NM replied that the way priorities are identified would be part of the budget strategy discussions which would identify what the factors were and where priorities would lie within the factors.	
12.3	Transitional Arrangements for Expanding Schools on Split Sites – the issues here were similar to those of setting up new schools. Initially as pupils entered the school, one form of entry at a time the additional AWPU generated would be insufficient to cover all of the additional staffing costs – for example staffing additional reception points, additional site management costs. In addition the running costs of a new split site would be sufficiently met by the AWPU. It is proposed to factor in additional funds using the MBA formula. These additional funds would reduce year on year as additional year groups joined the school.	

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12.4	Inclusive Learning Campus –it is proposed to that the funding formula should recognise the additional costs required to support children with additional / special needs to be able to access increasing levels of inclusion in their partner mainstream schools. Work is being undertaken to identify the level of these additional funds. Martin Doyle (MD) pointed out that The Vale School has an existing detailed partnership arrangement it's with mainstream partners that has run successfully for a number of years. This could be a useful basis for such work. MD further asked if the increased number of places for pupils with complex special needs would have an impact on budgeting. NM replied that there would be a positive impact, as fewer children would need to be placed out of borough.	
12.5	Early Years Single Funding Formula (EYSFF) – a separate consultation would need to be carried out on the EYSFF. The Chair expressed disappointment that there would have to be a separate consultation process on this issue. He recognised that the LA Early Years Policy was only now in development had resulted in this consultation being out of synchronisation with the rest of the formula review.	
12.6	Prior Attainment data – in the interests of consistency teacher assessment data will be used for all schools when collecting prior attainment data.	
12.7	Haringey Sixth Form Centre – minimum basic allocation. An additional payment of £24,597 will be made for this year only. Future levels of MBA allocation will be part a wider review of the funding formula for special resource provisions.	
12.8	Recommendation – to endorse the proposed changes to Haringey's Schools Funding Formula for consultation AGREED	
13	UPDATE FROM WORKING PARTIES	
13.1	ACA Working Party – this working party will convene when necessary. The outcomes of the consultation on changes to the DSG were reported in agenda item 10	
13.2.1	EYSFF Working Party – members discussed how this working party had become a 'board' with a different composition. Officers were asked to clarify this point.	<u>NM</u> / <u>SW</u>
13.2.2	Members discussed concerns around admissions procedures for the Early Years provision – there is a lack of clarity of how admission to the different settings available will be managed and how families will be advised.	
14	ANY OTHER URGENT BUSINESS	
14.1	Single Status – Response to the tabled paper. TH stated that some evaluations had been made at certain grades but not all. Pat Forward (PF) agreed that there had been delays mainly because the responses from schools when job descriptions had been requested had been slow. LB stated that the requests had been unclear and some members felt that the information had been submitted but subsequently been lost. Members asked that Steve Davies be invited to the next meeting in order that they could discuss their concerns.	<u>NM</u>
15	DATE OF THE NEXT MEETING	
	The next meeting will be on 11 th November 2010 3.45 for 4p.m.	

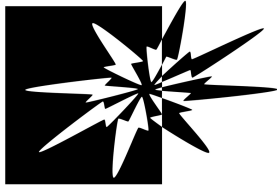
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	The Chair thanked everyone for attending	
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The meeting closed at 5.50 pm

TONY BROCKMAN

Chair



Haringey Council

The Children and Young People's Service

Report to Haringey Schools Forum

**Agenda Item
7**

Report Status

For information/note
 For consultation & views
 For decision

Report Title: Progress in implementing Single Status in Schools

Author: Steve Davies

Telephone: 020 8489 3172

Email: steve.davies@haringey.gov.uk

Purpose: To provide the Forum with an update on the progress to date of implementing Single Status in Schools

Recommendations: To note the content of this report

1. Background and Introduction.

- 1.1. The Equal Pay and Conditions Package (Single Status) was agreed in September 2008. The Forum has previously received briefings outlining what the changes were and the estimated costs.
- 1.2. Many of these changes were implemented soon after the agreement such as annual leave, overtime/enhancement rates, notice periods etc.
- 1.3. Another change was to introduce a new job evaluation scheme (Greater London Provincial Council) to determine the grade and salary of each job. This meant that all school support staff's job descriptions would need to be reviewed and evaluated in accordance with the new job evaluation scheme.

2. Voluntary Aided Schools

- 2.1. All VA schools were written to soon after the agreement and several times since recommending that they adopt the agreement. All but four schools have. These four schools are:
 - St Gilda's Junior,

- St Peter-in Chains Infants,
- Fortismere
- The John Loughborough (Secondary).

3. Progress in implementing Equal Pay/Single Status Agreement

3.1. At their last meeting the Forum received a detailed chronology setting out communications between schools and the Council on this matter; since then the following developments have taken place:

- On 15 October we wrote to 570 employees who had the job description of Teaching Assistant, Classroom Assistant and Site Manager advising them that their grade had remained the same. The employees were advised of their right to appeal but an appeal request was not received.
- During week commencing 8 November we will be writing to a further 488 employees who have a job description of Special Needs Assistant, Learning Mentor, Learning Support Assistant, Special Needs/Welfare Officers, Learning Assistant and Nursery Nurses to advise them that their grade has remained the same.
- We are aiming to write to the remaining staff during December/January. However we have not received job descriptions or responses to our emails from approximately 25 schools. For the schools that have responded, we are working together to finalise the evaluations to process during December.

4. Cost Implication

4.1. The table below identifies the positions which have already been evaluated and have resulted in a change of grade. The last column shows the difference in salary (maximum spinal point of each grade used). Please note that in some of these positions it affects more than one postholder.

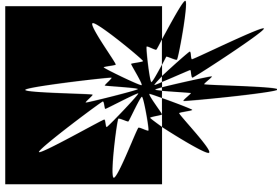
Job Title	current	New JE Grade	£ Difference between grades based on top spinal
Job Descriptions where grades have decreased			
Personnel Manager	SO1	Sc6	2577
Admin Assistant	SC3	Sc2	1386
Financial Admin Officer	SO2	Sc6	4935
Administrative Officer	PO3	PO2	2796
Administrative Officer	SC6	Sc5	2178
Data Manager	PO2	PO1	3120
Library Assistant	SC6	Sc4	6873
Music Technician	SC5	Sc4	2400
Pastoral Support Assist	PO2	PO1	3120
Study Centre Manager	PO3	PO2	2796
Transition Manager	SO2	SO1	2358

Assistant Administration	SC4	Sc3	2295
Assistant Information Off	SC4	Sc3	2295
Centre Assistant	SC3	Sc2	1386
Early Years Educator	SO1	Sc6	2577
Learning Mentor	SC6	Sc5	2178
Receptionist/Admin Assist	SC4	Sc3	2295
Administrative Officer	SO2	SO1	2358
Finance Officer	PO10	SO1	3729
Administrative Assistant	SC4	Sc3	2295
Site Manager	SC6	Sc5	2178
Support Staff Co-ordinator	PO3	PO2	2796
Job Descriptions where grades have increased.			
Art Technician	SC4	Sc5	2400
Behaviour for Learning Officer	SO2	PO2	3120
Media Technician	SC2	Sc3	1386
Admin Officer	SO2	PO1	0
Administrative Officer	PO10	PO2	1749
Premises Manager	PO10	PO2	1749
Careers Adviser	PO10	PO2	1749
Faculty Administrator	SC4	Sc6	4578
Finance Manager	PO10	PO2	1749
Learning Mentor	SC4	Sc5	2400
Learning Mentor	SC4	Sc5	2400
Learning Support Assistant	SC4	Sc5	2400
Learning Support Co-ord	SO1	PO1	2358
Male Spec. Needs Learning	SC4	Sc5	2400
PA to the Principal	PO1	PO2	1749
Early Years Assistant	SC4	Sc5	2400
Information Officer	SC4	Sc5	2400
Family Support Worker	SC4	Sc5	2400
Cover Supervisor	SC4	Sc5	2400
Senior Science Technician	SC6	SO1	2577

5. Conclusion

- 5.1. A significant number of schools have still, despite numerous contacts, not responded in order to finalise the position for their staff. A position as close to the date of the Forum meeting detailing those schools that have failed to respond will be provided.
- 5.2. Schools that have responded should be in a position in December to judge whether the accruals that they have raised in respect of estimated backpay are reasonable.

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Haringey Council

The Children and Young People's Service

Report to Haringey Schools Forum –

**Agenda Item
8**

Report Status

For information/note
 For consultation & views
 For decision

Report Title:

Financial Arrangements – Children and Young People with Special Educational Needs

Authors:

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1. Executive Summary.

This report provides an up to position date on the funding arrangements for children and young people with special educational needs in mainstream schools.

2. Recommendations:

It is recommended that members note the funding arrangements for special education needs in mainstream schools.

3. Background and Introduction

National context

- 3.1. The principles behind supporting children and young people with special educational needs (SEN) is contained within the Education Act 1996 and reinforced by the SEN Disability Act 2001. They state that the special educational needs of children will normally be met in mainstream schools or settings where possible. The statutory guidance for Local Authorities and schools set in the SEN Code of Practice reflects this.
- 3.2. The general advice from the DCFS to all Local Authorities (LAs) is that the development of their funding schemes for schools should involve the increasing delegation of Special Educational Needs (SEN) resources to schools.
- 3.3. The delegation of funding does not change the statutory responsibilities of the LA or of schools, either in terms of their respective responsibilities for provision for pupils with SEN or to their parents. These are set out in the SEN Code of Practice.

Haringey context:

- 3.4. In Haringey, the Council's cabinet, in December 2007, agreed a number of adjustments to the School Funding Formula for 2008 – 09. The most significant change was the targeting of the full amount for deprivation and additional needs funding, received through the Dedicated Schools Grant (DSG), via relevant factors in the distribution formula. The change has been slower than hoped for due to pupil numbers not rising as expected.
- 3.5. The factors used in distributing AEN/SEN Funding are:
 - Eligibility for Free School Meals.
 - a prior attainment factor to be calculated from end of Key Stage attainment data in Maths, English and Science.
 - a mobility factor.
 - a factor to increase the rate of progress of underachieving groups.
- 3.6. The School's Forum agreed the following principles underpinning the funding arrangements:
 - Support early intervention;
 - Be flexible;
 - Meet the needs of children at all levels of intervention;
 - Support achievement and the raising of standards;
 - Ensure a fair and equitable distribution of resources both between the funding blocks and between schools;

- Ensure transparency by providing clear information about how resources are calculated;
- Ensure stability in resource allocations, avoiding sudden shifts of resources between schools where possible.

3.7. It was also agreed that the threshold for receiving funding for specific statements should be raised by 2.5 hours to 15 hours of Teaching Assistant support costed at Scale 4, funding permitting, (or a mixture of support of equivalent value) for new statements.

3.8. The increased delegation of funding to schools over the past years has continued to demonstrate that Head teachers, Governors and SENCOs are able to make decisions about curriculum and support arrangements for individuals and groups of children who experience barriers to learning. They are best placed to ensure that resources are used early and proactively to address learning needs as they arise. This has reduced the reliance on statements as a way of triggering additional resources for high incidence needs. Children and young people with complex low incidence needs, including disabilities, continue to receive full funding for their support needs through their individual statements of special educational needs.

3.9. Children and young people with special needs, including those with statements continue to make satisfactory and better progress in nearly all schools. Their overall progress continues to be tracked as well as their response to targeted interventions. SENCOs have received regular training on identifying needs and analysing the children and young people’s responses to specific programmes. Progress of children and young people continues to be monitored by the Annual Review process which is managed by the SEN panel.

3.10. The following table shows the number of children and young people with statements with in mainstreams schools.

Table A

No of Children in mainstream schools with statements

	Haringey	Out of Borough	Total
Academy	14	5	19
Independent Mainstream	2	19	21
Maintained Mainstream	612	102	714
	628	126	754

3.11. The following table shows the trend in the number of new statements issued each year.

Table B

Number of Statements issued during financial year

2009 - 2010	135
2008 - 2009	136
2007 - 2008	125
2006 - 2007	121
2005 - 2006	153
2004 - 2005	140
2003 - 2004	182

3.12. Although the overall trend since 2003 -04 is downward, the reduction year on year is not consistent. The contributing factors are an increase in the pupil population, the increase in the numbers of children moving in borough and the success of the Early Support programme in the early identification of children with complex needs.

3.13. There has been a 64% reduction in the number of statements with resources under the threshold since 2006-07. There has been a 48% increase in the number of children with 15 hrs above. This reflects the complexity of needs of the children and young people in mainstream schools, particularly in primary schools. This data is shown in Table C.

Table C

	No of Statements (in borough, mainstream only)	No of new statements issued	No of statements ceased (including lapsed)	Total No of statements under 15 hrs (under threshold)	No of statements with 15 hrs & above or equivalent
2006 - 2007	651	121	80	303	348
2007 - 2008	641	125	119	233	408
2008 - 2009	633	136	142	154	479
2009 - 2010	626	135	110	110	516

4. Early Support Programme

4.1. The Early Support programme was introduced in 2008 and provides co-ordination of multi agency services and support for children aged 0-5yrs with disabilities following diagnosis. The programme identifies a Key Worker and uses a Team Around the Child approach to plan assessments and interventions. It also enables Children Centres and Schools to have early notification of children with complex needs in their community and therefore organise training, resources and adaptations. In 2008 there were 28 pre-school children known to specialist services. In 2009 this number increased to 54 and in 2010 73 children. The approach now includes children and young people who move in borough and those with acquired disabilities. Further development include a single point of entry for children and young people with additional needs

and disabilities aged 0 – 19 yrs and the co-ordination of services from education, social care and specialist health services. This programme has been very successful in building parental confidence that their child's needs are identified and being addressed. It has greatly reduced parental anxiety that they have to fight for assessments and services.

- 4.2. Table C shows the number of children and young people with statements that have moved in borough over the past four years.

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- 5.1. In addition to the funds delegated to schools there are also a range of services provided centrally including:

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- Behaviour Support Service (Primary and Secondary)
- Advisory services for hearing and visual impairment
- Advice and support from Special Schools
- Parent Partnership Service
- Early Years Inclusion Team
- Home to School transport
- Specialist equipment and communication aids.

- 5.2. The establishment of the Multi Disciplinary Teams within each Children's Network brings together these teams to ensure a co-ordinated and integrated approach to working with schools. The teams provide targeted support to schools to improve outcomes for children, young people and their families and to strengthen their early intervention and prevention strategies.

- 5.3. Nearly all schools have well established provision maps which set out their additional and targeted provision, including extended school provision. This approach has been strengthened by the Inclusion Development Programme which is being delivered through the National

Strategies programme. This programme is designed to improve outcomes for pupils and narrow gaps by:

- Promoting early recognition and intervention
 - Increasing the confidence of all practitioners
 - Supporting schools and settings to become more effective at strategic approaches to support and intervention.
- 5.4. Phase 1 covered Speech, Language and Communication and Dyslexia. Phase 2 covered Autistic Spectrum Disorders (ASD) and future elements will cover Behavioural, Emotional and Social Difficulties (BESD), and Moderate Learning Difficulties (MLD).
- 5.5. The programme provides guidance and information for teachers and others in the workforce about early signs of:
- Dyslexia
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- 5.7. The SENCO forum and Conferences have included detailed training on these programmes and all have been lead by the author of the specific programme.
- 5.8. Detailed work has also been undertaken to support schools in setting appropriate and challenging targets for children and young people with SEN and supporting them with assessments tools in particular for children working at P scales and below National Curriculum levels.

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- 6.1. Considerable work has been undertaken to increase parental confidence in schools' capacity to meet a wide range of needs at School Action and School Action Plus including statements.
- 6.2. Information sessions have been held for parents/carers of children entering reception classes each September and of children preparing for secondary transfer. In November there will be a meeting for parents/carers for young people preparing for transition from school to work, further education and training. The Parents/Carers' Forum – Haringey Involve- has been established and will provide a framework for parent groups and opportunities for sharing information as well as conferences and themed focus groups.
- 6.3. The Forum has held its first Conference for parents and their next event in November will enable parents/carers to hear about the work of a wide range of professionals from schools, social care, health, housing and benefits. The Forum is also developing a bank of trained parents/carers

who will be available to join decision making groups as well as providing feedback on consultations.

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	No of Tribunals
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7. New provision

- 7.1. The number of children and young people with autism has continued to increase and most recent figures show over 600 with a diagnosis. The majority of children with autism attend mainstream schools. However there is considerable pressure on special school places and Haringey has needed to place children and young people out of borough in independent special schools.
- 7.2. In order to provide for these children in Haringey new provision has been identified through the development of resourced provision at Heartlands secondary school and the Inclusive Learning Campuses.
- 7.3. Heartlands will provide 25 places for young people with complex needs in relation to their autism. In September 2011 there will be up to 10 places and the provision will grow as the school increases its intake.
- 7.4. There will also be additional capacity at the newly established Brooke primary special school and Riverside secondary Special School. These schools have been formed through the amalgamation of WC Harvey and Moselle schools and they will form a campus with Broadwater Farm and Woodside schools respectively.
- 7.5. This new provision will enable the Local Authority to provide for children and young people with complex needs to attend schools in borough at reception and secondary transfer stages and thereby reduce travelling times and provide more efficient use of resources.

- 7.6. Parents/carers of children and young people currently placed out of borough have been contacted to inform them of the new provision and support transition to in borough provision as appropriate.
- 7.7. A summary of the current pattern of special school placements in and out of borough is attached at Appendix B

Appendix A

The percentage allocation of the SEN/AEN factors is:

Phase	FSM	IMD	Prior Attainment	Mobility	Targeted Ethnic Minority Groups
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Appendix B Pattern of placement in special schools in and out borough**All Children (Nursery age - Year 13 plus)**

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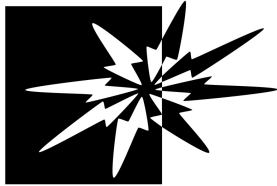
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Haringey Council

The Children and Young People's Service

Report to Haringey Schools Forum –

Agenda Item

8

Report Status

For information/note
For consultation & views
For decision

Report Title:

Financial Arrangements – Children and Young People with Special Educational Needs

Authors:

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1. Executive Summary.

This report provides an up to position date on the funding arrangements for children and young people with special educational needs in mainstream schools.

2. Recommendations:

It is recommended that members note the funding arrangements for special education needs in mainstream schools.

3. Background and Introduction

National context

- 3.1. The principles behind supporting children and young people with special educational needs (SEN) is contained within the Education Act 1996 and reinforced by the SEN Disability Act 2001. They state that the special educational needs of children will normally be met in mainstream schools or settings where possible. The statutory guidance for Local Authorities and schools set in the SEN Code of Practice reflects this.
- 3.2. The general advice from the DCFS to all Local Authorities (LAs) is that the development of their funding schemes for schools should involve the increasing delegation of Special Educational Needs (SEN) resources to schools.
- 3.3. The delegation of funding does not change the statutory responsibilities of the LA or of schools, either in terms of their respective responsibilities for provision for pupils with SEN or to their parents. These are set out in the SEN Code of Practice.

Haringey context:

- 3.4. In Haringey, the Council's cabinet, in December 2007, agreed a number of adjustments to the School Funding Formula for 2008 – 09. The most significant change was the targeting of the full amount for deprivation and additional needs funding, received through the Dedicated Schools Grant (DSG), via relevant factors in the distribution formula. The change has been slower than hoped for due to pupil numbers not rising as expected.
- 3.5. The factors used in distributing AEN/SEN Funding are:
 - Eligibility for Free School Meals.
 - a prior attainment factor to be calculated from end of Key Stage attainment data in Maths, English and Science.
 - a mobility factor.
 - a factor to increase the rate of progress of underachieving groups.
- 3.6. The School's Forum agreed the following principles underpinning the funding arrangements:
 - Support early intervention;
 - Be flexible;
 - Meet the needs of children at all levels of intervention;
 - Support achievement and the raising of standards;
 - Ensure a fair and equitable distribution of resources both between the funding blocks and between schools;

- Ensure transparency by providing clear information about how resources are calculated;
- Ensure stability in resource allocations, avoiding sudden shifts of resources between schools where possible.

3.7. It was also agreed that the threshold for receiving funding for specific statements should be raised by 2.5 hours to 15 hours of Teaching Assistant support costed at Scale 4, funding permitting, (or a mixture of support of equivalent value) for new statements.

3.8. The increased delegation of funding to schools over the past years has continued to demonstrate that Head teachers, Governors and SENCOs are able to make decisions about curriculum and support arrangements for individuals and groups of children who experience barriers to learning. They are best placed to ensure that resources are used early and proactively to address learning needs as they arise. This has reduced the reliance on statements as a way of triggering additional resources for high incidence needs. Children and young people with complex low incidence needs, including disabilities, continue to receive full funding for their support needs through their individual statements of special educational needs.

3.9. Children and young people with special needs, including those with statements continue to make satisfactory and better progress in nearly all schools. Their overall progress continues to be tracked as well as their response to targeted interventions. SENCOs have received regular training on identifying needs and analysing the children and young people’s responses to specific programmes. Progress of children and young people continues to be monitored by the Annual Review process which is managed by the SEN panel.

3.10. The following table shows the number of children and young people with statements with in mainstreams schools.

Table A

No of Children in mainstream schools with statements

	Haringey	Out of Borough	Total
Academy	14	5	19
Independent Mainstream	2	19	21
Maintained Mainstream	612	102	714
	628	126	754

3.11. The following table shows the trend in the number of new statements issued each year.

Table B

Number of Statements issued during financial year

2009 - 2010	135
2008 - 2009	136
2007 - 2008	125
2006 - 2007	121
2005 - 2006	153
2004 - 2005	140
2003 - 2004	182

3.12. Although the overall trend since 2003 -04 is downward, the reduction year on year is not consistent. The contributing factors are an increase in the pupil population, the increase in the numbers of children moving in borough and the success of the Early Support programme in the early identification of children with complex needs.

3.13. There has been a 64% reduction in the number of statements with resources under the threshold since 2006-07. There has been a 48% increase in the number of children with 15 hrs above. This reflects the complexity of needs of the children and young people in mainstream schools, particularly in primary schools. This data is shown in Table C.

Table C

	No of Statements (in borough, mainstream only)	No of new statements issued	No of statements ceased (including lapsed)	Total No of statements under 15 hrs (under threshold)	No of statements with 15 hrs & above or equivalent
2006 - 2007	651	121	80	303	348
2007 - 2008	641	125	119	233	408
2008 - 2009	633	136	142	154	479
2009 - 2010	626	135	110	110	516

4. Early Support Programme

4.1. The Early Support programme was introduced in 2008 and provides co-ordination of multi agency services and support for children aged 0-5yrs with disabilities following diagnosis. The programme identifies a Key Worker and uses a Team Around the Child approach to plan assessments and interventions. It also enables Children Centres and Schools to have early notification of children with complex needs in their community and therefore organise training, resources and adaptations. In 2008 there were 28 pre-school children known to specialist services. In 2009 this number increased to 54 and in 2010 73 children. The approach now includes children and young people who move in borough and those with acquired disabilities. Further development include a single point of entry for children and young people with additional needs

and disabilities aged 0 – 19 yrs and the co-ordination of services from education, social care and specialist health services. This programme has been very successful in building parental confidence that their child's needs are identified and being addressed. It has greatly reduced parental anxiety that they have to fight for assessments and services.

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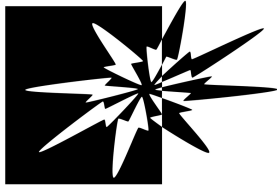
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Haringey Council

The Children and Young People's Service

Report to Haringey Schools Forum

**Agenda Item
9**

Report Status

For information/note
 For consultation & views
 For decision

Report Title: DSG Budget Strategy 2011-12

Authors:

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Purpose: To consider the issues affecting the determination of the Dedicated Schools Grant (DSG) in 2011-12 and its allocation within the context of the Dedicated Schools Budget (DSB).

Recommendations: Members are asked to note the factors affecting the DSG Budget Strategy.

1. Background and Introduction.

- 1.1. 2010-11 is the final year of the current multi-year funding settlement. The government announced the outcomes from its Comprehensive Spending Review on 20 October 2010, setting out its high level financial planning assumptions until the end of the current parliament (2015).
- 1.2. As previously announced in its response to the recent consultation on school funding, the government has confirmed that it will continue with the 'spend-plus' methodology in determining Local Authorities 2011-12 DSG allocations.
- 1.3. This report considers a range of issues affecting the determination and application of the DSG including the spending review announcement. Detailed allocations of DSG will not be available until early December 2010; at that time a further report will be brought to the Forum seeking

their views on proposals to be submitted to the Council's Cabinet for decision as part of its budget and Council Tax setting proposals for 2011-12.

2. The Comprehensive Spending Review (CSR) 2011-15

2.1. The Chancellor made his long awaited statement on the Comprehensive Spending review on 20 October 2010; the highlights inasmuch as they relate to schools revenue budgets are summarised below.

2.2. Whilst the Comprehensive Spending Review (CSR) sets out departmental spending limits for the period to 2014-15 it also confirmed the government's intention to continue with the spend-plus methodology for determining the DSG in 2011-12; i.e. there will be no return to a formula based allocation for the Schools Budget before 2012-13 at the earliest.

2.3. Unfortunately the implication of this is that there will be no opportunity for Haringey to benefit, through its DSG funding element, from changes to the Area Cost Adjustment (ACA) in 2011-12. However, the stated reason for continuing with this approach, in the recent consultation on introducing the Pupil Premium (PP), is to enable its introduction without other potentially distorting changes; in this respect it is therefore encouraging that the methodology for recognising area costs in the PP is the hybrid method favoured by Haringey in its recent consultation response.

2.4. A key element of the announcement and the subject of previous consultations in 2010 is the proposed introduction of a Pupil Premium (PP) to provide additional resources for disadvantaged pupils up to age 16 in schools. The PP is to be provided by way of a separate ring fenced grant which must be passed on to schools with disadvantaged pupils.

2.5. The CSR also announced the following:

2.5.1. Real terms increases (i.e. above assumed inflation) of 0.1% in each year of the SR period for the overall DfE 5-16's School Budget, including the introduction of a £2.5bn Pupil Premium by 2014-15. The table below summarises the government's inflation assumptions for the SR period.

	2011-12	2012-13	2013-14	2014-15
Inflation Rate	2.40%	1.90%	2.00%	2.00%

2.5.2. Underlying per pupil funding maintained in cash terms for 5-15 year olds. However, a decrease in per pupil funding for 16-19 year olds.

2.5.3. Simplification of the grant system into a new Early Intervention Grant (worth £2bn by 2014-15) and the Dedicated Schools Grant. The destination of existing grant funding streams is still unclear although

mention has been made in the recent consultation paper (Introducing a Pupil Premium) of subsuming certain grants into DSG e.g. School Development Grant and School Standards Grant (including personalisation) – this is a somewhat shorter list than that originally referred to in the School Funding consultation which also included the London Pay Additional Grant, the School Lunch Grant, the Ethnic Minority Achievement Grant, Extension of the Early Years free Entitlement and Extended Schools Sustainability and Subsidy.

- 2.5.4. Maintaining free 15 hours of childcare a week for all 3 and 4 year olds and extending it to all disadvantaged 2 year olds.
- 2.5.5. The government are also expecting £2.1bn of 'efficiency savings' to be released to fund frontline teaching from procurement and back office savings (£1bn) and the public sector pay freeze (£1.1bn); however it needs to be clearly understood that this is not new money.

3. Demographic Changes

- 3.1. Forum Members are reminded that the DSG is calculated through the multiplication of a Guaranteed Unit of Funding and actual pupil numbers as recorded in the relevant January PLASC (i.e. January 2011 for 2011-12)
- 3.2. The pupil number trend between 2009-10 and 2010-11 is set out below. Information from the September Termly count is now also available and will be used to assist in the estimation of our DSG for 2011-12 in time for the December meeting of the School Forum when it is anticipated that the Authorities GUF will also be known.

	2009-10	2010-11
Relevant Pupil Numbers	31,876	32,088

Note relevant pupil numbers are those FTE used to calculate DSG including those pupils in alternative provision.

4. Grants

- 4.1. The position on grants is extremely unclear at the moment. Schools benefit directly from a number of specific grants and, additionally indirectly from other grants provided to the LA but subsequently devolved to schools, through for example the Area Based Grant mechanism (ABG).
- 4.2. The general position on grants for 2011-12 as we currently understand it is that there will be three main education based grants: the Dedicated Schools Grant and the Early Intervention Grant. Thirdly it is also envisaged that the Pupil Premium will be made available as a specific grant. What is less clear is the extent to which existing grants will be subsumed into those grants and, perhaps more importantly, at what level.

4.3. Michael Gove wrote on 27 October following the Spending Review announcement and included information on existing grants continuing to be 'protected' albeit without existing ring fence arrangements and therefore for schools to 'have complete freedom over how this money is spent'. The grants referred to with Haringey 2010-11 values are:

- Dedicated Schools Grant (Including London Pay grants) [£173.033M];
- School Standards Grant (Including personalisation) [£7.904M]
- School Development grant; [£11.085M]
- Ethnic Minority Achievement Grant; [£4.993M]
- Extended Schools; [£1.916M]
- One-to-One Tuition; [£1.289M]
- School Lunch Grant; [£0.393M]
- National Strategies' budgets allocated to schools; [£1.856M]
- Every Child programmes; [Included in National Strategies line]
- Specialist Schools Grant [£1.550m]; and
- Academies running costs [n/a].

Total resources in 2010-11 = £204.019m

4.4. It is possible that this refers to moving these grants to form part of an enhanced DSG although it should be emphasised that the level at which such a transfer might take place is not known. It is therefore difficult to draw many conclusions about the overall headline funding increases that are referred to in respect of the Schools Budget.

5. The Pupil Premium

5.1. A significant development announced as part of the Spending review is the introduction of the Pupil Premium (PP). The Forum is reminded that a specific consultation on its introduction has recently ended. We await the outcome of that consultation to confirm the detailed arrangements for distributing and defining who will benefit from the PP.

5.2. The Spending Review did, however, identify that £2.5bn nationally will be made distributed via the PP over the period starting September 2011 and (we assume) until the end of the SR period (i.e. 2014-15).

6. Inflation

6.1. There are a number of areas in which the actual inflation experienced by schools is likely to be influenced. These are issues which are a combination of national and local issues but which will, have relevance to Haringey schools' funding in comparison to the governments setting of the level of the Minimum Funding Guarantee (MFG).

6.1.1. The government has announced its expectation of a national pay freeze for public sector workers.

- 6.1.2. A previously announced increase in National Insurance contributions is anticipated to increase employer NI costs by 1% per annum with effect from April 2011.
- 6.1.3. The triennial review of Haringey Council's pension fund is currently underway and it is possible that this will result in a change to employer contributions for those staff who are members of the local Government Pension Scheme (LGPS). In addition the government has commissioned an independent review into Local Authority pensions (The Hutton report). The final report is expected at the time of the March 2011 budget although as part of the spending review announcement it made the following significant points:
- It will carry out a public consultation on the discount rate used to set contribution rates in the public service pension schemes; and
 - Implement progressive changes to the level of employee contributions equivalent to 3% on average by 2014-15, starting in April 2012.

7. Efficiencies

- 7.1. In its Spending review statement the government made reference to the need for schools to make efficiencies amounting to £2.1bn to fund frontline teaching i.e. it is expected that, within the schools budget procurement and back office savings will allow at least £1bn to be invested directly in frontline teaching and the public sector pay freeze is expected to free up an additional £1.1bn. This is not new money.

8. The Minimum Funding Guarantee (MFG)

- 8.1. The government has in the past used the Minimum Funding Guarantee (MFG) to ensure that all schools received on average increases sufficient to meet inflationary pressures in comparison to its previous years funding. Sections 6 and 7 above set out in broad terms some of the issues that are likely to be reflected in any MFG.
- 8.2. In its recent consultation 'Consultation on School Funding 2011-12 - introducing a Pupil Premium' the government set out its intention to retain an MFG in 2011-12. It suggested that it would be a more flexible arrangement less dependent on historic funding levels in schools to allow local formulae to operate more effectively. It also suggested that the MFG could be negative, which would allow it flexibility to reflect the 'efficiencies' it has said it expects schools to be making.

9. DSG Pressures

- 9.1. With the transfer of grants into the DSG which previously have funded a range of activities and other more traditional budget pressure areas, it is likely that the Forum will need to consider a range of 'pressures' against an enhanced DSG. Given the uncertainty, particularly around grant

transfer, we have identified the following as potential pressure areas at this stage:

- Increased provision for SEN - either as a result of developing additional in-house provision such as the Inclusive Learning Campuses and/ or as a result of increased demand for SEN in the borough.
- The implementation of a Carbon Reduction Scheme – the Forum has received previously details about this scheme which was originally envisaged as a ‘carbon credit trading arrangement’. It has now been announced that there will be no trading and so in essence it has become a carbon tax. Schools are included in the arrangements although the charging details are currently unclear.
- The need to create headroom to enable SEN transport costs to be charged against the DSG as previously agreed by the Forum and allied to corresponding savings from bringing SEN pupils into more cost effective placements.

10. The Early Years Single Funding Formula (EYSFF)

- 10.1. Separately on the agenda is the consultation document for the EYSFF. Once there is greater clarity about the overall level of resources available the Forum will need to consider whether additional resources are necessary in this area to assist in its smooth implementation or to enable the targeting of needs at this early stage of educational development. Any prioritisation of this area would clearly be at the expense of other age groups within the DSG and would be achieved either by prioritising the use of any available headroom or by topslicing existing DSG resources.

11. Other Formula Changes

- 11.1. The Forum has previously agreed a number of potential formula changes on which it wishes to consult all schools. The consultation documents have been issued and it may be that there are either distributional or quantum issues associated with these changes.
- 11.2. Additionally the government has made clear previously its intention to allow School Forum to implement formula factors which mirror the 2010-11 distribution of grants moved into DSG in 2011-12. Once we know better which grants are involved we will be in a position to recommend whether such arrangements are desirable.

12. Future Developments and Other Issues

- 12.1. In addition to the above there are a number of other areas which may have resource implications for 2011-12 or later years and which may require the views of the School Forum to be sought. These include:
- The governments stated intention to ‘secure unit cost-reductions in 16-19 learning’;
 - The impact of the academies programme on centrally retained resources and the LA’s central services;

- The impact of reductions in the Council's resources outside of the DSG and the impact of this upon schools;
- The priority for resources within the DSG in the light of the Council's and the Forum's previous commitments to increase the proportion of resources delivered through AEN measures; and
- The future implementation of a Formula based allocation for DSG including the use of a fair methodology for recognising Area Costs.

13. Conclusions and Recommendations

13.1. This report highlights, in advance of the detailed funding information, some of the issues and challenges faced in determining the DSG for 2011-12.

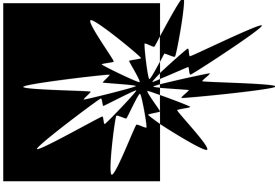
13.2. The Forum will be asked at its December 2011 to express its views on these and other relevant issues to the Council's Cabinet to inform their decisions in respect of the DSG as part of its on budget strategy deliberations.

13.3. At this time there are significant uncertainties which mean detailed meaningful analysis will not be possible until late November early December but this report identified the broad areas where the Forum needs to direct its efforts.

The Forum is therefore asked to note the above factors affecting the DSG budget strategy for 2011-12.

NEVILLE MURTON

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Haringey Council

**Agenda Item
10**

The Children and Young People's Service

Report to Haringey Schools Forum – Thursday 11th November 2010

Report Title:

Arrangements for Free School Meals including the Standards Fund School Lunch Grant.

Authors:

**Andrew Bashford,
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Tel: 020 8489 4639
e-mail: Andrew.bashford@haringey.gov.uk**

Purpose

To inform Forum members of the arrangements in place for providing free school meals and the arrangements for the School Lunch Grant.

Recommendations

That the Forum notes the current arrangements for free school meals and the School Lunch Grant.

1. Background.

- 1.1 The Schools Forums (England) Regulations 2002 require that the Forum is consulted annually on the arrangements for free school meals.

2. Arrangements for Free School Meals

- 2.1 The Authority has a statutory duty to provide free school meals to the children of parents who are:
- Entitled to income support,
 - Entitled to Income Based Job Seekers Allowance,
 - Entitled to Child Tax Credit where annual income does not exceed £16,190 and not entitled to Working Tax Credit.
 - Entitled to support under part VI of the Immigration and Asylum Act 1999.
- 2.2 The Children's Services Student Finance and Entitlements Team currently process applications at four Customer Service Centres. In addition, twenty three schools are now piloting a scheme to process applications on site. A further school, St John Vianney Catholic Primary will join this scheme in the near future. Eligibility may be backdated in certain circumstances and is subject to an annual review.
- 2.3 All school meals service providers can offer both new and existing parents the chance to sample a school meal in several schools where current FSM take up is low. This is a proven effective method of increasing take up.
- 2.4 Data collected in April 2010 for the Government's National Indicator 52 "Take up of school lunches" 2009/10, shows meal take up in Haringey as follows:
- Overall Primary School take up: 59.6% (a 5% increase from 2009)
 - Overall Secondary School take up: 52.9% (an 8.2% increase from 2009)
 - FSM take up in the Primary sector currently averages 94.4%
 - FSM take up in the Secondary sector currently averages 85.2%
- 2.5 Schools will arrange for eligible pupils to receive free school meals from their meals provider. The meals provider will then charge the school for all meals taken and not paid for at the point of delivery. Currently the Catering DSO charges schools £2.32 for a meal. Schools meet this cost from their delegated budget shares, supplemented by the income raised from pupils and staff not entitled to free meals.
- 2.6 The budget to pay for free school meals and a subsidy on primary school paid meals was delegated to schools between 2000/01 and 2001/02. The allocation of these budgets between schools is on a formula basis as 'The Financing of Maintained Schools (England) Regulations'

precludes an allocation based on actual or estimated costs. The full cost of free School Meals, based on numbers taking free meals at the January count, are provided for in school budgets and should be, more or less a neutral cost to schools. Primary schools also receive a subsidy, equivalent to 22p per meal, for pupils taking a paid meal.

- 2.7 Forum conducted a major review of school meals funding in 2008. In this, and in subsequent discussions, the Forum has underlined the importance of maximising school meal take-up.

3. Standards Fund School Lunch Grant. (SLG)

- 3.1 Each Authority receives a share of the £80m available for each of the three years 2008/9, 2009/2010, 2010/11 based on 70% pupil numbers and 30% Free School Meal numbers. It is a ring-fenced grant to be used only for costs detailed in 3.3 below.

- 3.2 Haringey has been allocated £393,450 in 2010/11 .This is a 3% increase against the 2009/10 allocation. It is our understanding that the School Lunch Grant will not available after 2011.

- 3.3 The grant is to help manage the direct costs (such as ingredients, employee and equipment costs) of providing school lunches; to improve healthier school lunch take-up and assist in keeping meal prices down.

- 3.4 Local authorities are required to consult with their Schools Forum on how the grant is to be used. The Forum agreed on 25th February 2010 to allocate the Grant as follows:

- £134,400 to continue a programme of kitchen improvements and marketing of the service in accordance with the revised conditions of grant.
- £10,300 allocated to PSC to help offset known inherent difficulties with PSC meal payments and free school meals registration
- £249k allocated to schools to help reduce the price of a school meal. Following consultation with the Schools Forum the allocation was pro-rata to schools' AEN allocations so that the greatest support could be targeted at school populations likely to be in the greatest need. For primary schools, this funding is withdrawn if the school charges parents more than the recommended maximum price (£1.90 from April, rising to £2.00 from September).

- 3.5 These arrangements were introduced in April 2010. The meal uptake figures reported above (2.4) are encouraging, giving us some indication that reduced prices have helped. In January 2010, 42.6% of schools charged at or below the recommended maximum price of £1.90. From April, with the subsidy incentive to keep prices below the recommended

level, 53.2% of schools were charging at or below the recommended price (still £1.90).

In September 2010, 90.3% of schools were charging at or below the (inflation-adjusted) recommended price of £2.00. Summer Term School Lunch Grant has been withheld from 29 schools charging over the recommended amount.

- 3.6 We understand, from initial announcements following the 20 October 2010 Comprehensive Spending Review, that School Lunch Grant will no longer be ring-fenced as a specific grant to reduce meal costs, from April 2011. We will brief Forum further on this once fuller details are available.

4. **Recommendation**

That the forum notes the current arrangements for free school meals and the School Lunch Grant.

**NOTICE OF MEETING**

Haringey Schools Forum

THURSDAY, 11TH NOVEMBER, 2010 at 15:45 HRS for 16:00 HRS – HARINGEY PROFESSIONAL DEVELOPMENT CENTRE, DOWNHILLS PARK ROAD, TOTTENHAM, LONDON, N17 6AR

AGENDA**1. CHAIR'S WELCOME****2. MEMBERSHIP**

Clerk to report on any vacancies or changes to the Membership of the Forum.

3. APOLOGIES AND SUBSTITUTE MEMBERS

Clerk to report.

4. DECLARATIONS OF INTEREST

Declarations are only required where an individual member of the Forum has a pecuniary interest in an item on the attached agenda.

5. MINUTES OF THE MEETING OF 23 SEPTEMBER 2010**6. MATTERS ARISING**

7. SINGLE STATUS

An update on progress in implementing Single Status.

8. ARRANGEMENTS FOR THE EDUCATION OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

This report provides a summary of the funding arrangements for children and young people with special educational needs in mainstream schools. It provides information on the national context for increased delegation of resources for schools and the impact to date for Haringey schools.

9. DSG BUDGET STRATEGY 2011-2012

To consider the issues affecting the determination of the Dedicated Schools Grant (DSG) in 2011-12 and its allocation within the context of the Dedicated Schools Budget (DSB).

10. ARRANGEMENTS FOR FREE SCHOOL MEALS.

To inform Forum members of the arrangements in place for providing free school meals and the arrangements for the School Lunch Grant.

11. EARLY YEARS SINGLE FUNDING FORMULA.

To consult the Forum on the proposals for an Early Years Single Funding Formula.

12. ELECTRONIC PAYMENT METHODS

To propose solutions for schools to make payments using electronic methods.

13. UPDATE FROM WORKING PARTIES AND PANELS (STANDING ITEM)

An oral update will be provided at the meeting.

14. ANY OTHER URGENT BUSINESS

15. DATE OF THE NEXT MEETING

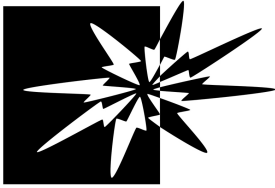
16th December 2010.

JAN SMOSARSKI
jsmosarski@googlemail.com

Cost Per Hour Analysis by Sector

	1	2	3	4	5	6
Cost/Drivers	PVIs with 1-32 3&4 Year Olds	PVIs with 33-48 3&4 Year Olds	PVIs with 49-64 3&4 Year Olds	Children's Centres	Primary Nursery Classes	Maintained Nursery
Adult/Child Ratio	1-8	1-8	1-8	1-8	1-13	1-13
Typical Number of Children 3-4 per session	16	24	32	24	26	39
Typical Number of Children 3-4 per session	1-16	17-24	25-32	1-24	1-26	1-39
Teacher/ Lead Worker Needed per session	1	1	2	1	1	2
Support Staff Needed per session	1	2	2	2	1	1
Based on Survey/Grade	Survey	Survey	Survey	SO1 31	M6	M6
Teacher/ Lead Worker Basic Salary for 36 hours	19,000	19,000	19,000	28,032	36,046	36,046
Teacher/ Lead Worker ErNI & Pension	3,990	3,990	3,990	8,426	7,817	7,817
Total Teacher/Lead Worker Salary for 36 hours	22,990	22,990	22,990	36,458	43,863	43,863
Based on Survey/Grade	Survey	Survey	Survey	SC3 17	SC6 28	SC6 28
Support Staff Basic Salary for 36 hours	16,848	16,848	16,848	18,582	25,455	25,455
Support Staff ErNI & Pension	3,538	3,538	3,538	5,402	7,601	7,601
Total Support Staff Salary for 36 hours	20,386	20,386	20,386	23,984	33,056	33,056
Total Lead Salary for Setting - 15 hours	9,579	9,579	19,158	15,191	18,276	36,553
Total Support Salaries - 15 hours	8,494	16,988	16,988	19,987	13,773	13,773
Direct Staffing Costs per session	18,073	26,568	36,147	35,178	32,050	50,326
Cost per Pupil	1,130	1,107	1,130	1,466	1,233	1,290
Cost per Hour (15 hours x 38 weeks)	1.98	1.94	1.98	2.57	2.16	2.26
Cost Manager/Head per session	38,720	38,720	38,720	43,863	84,740	84,740
Percentage per session	25%	25%	25%	5%	5%	50%
Total Cost of Manager/Head Teacher	9,680	9,680	9,680	2,193	4,237	42,370
Cost per Pupil	605	403	303	91	163	1,086
Cost per Hour	1.06	0.71	0.53	0.16	0.29	1.91
Admin/Finance/Secretarial/Bursar	20,386	20,386	20,386	23,984	33,056	36,458
Percentage per session	5%	5%	5%	5%	5%	50%
Total Cost of Administrative/Financial Support	1,019	1,019	1,019	1,199	1,653	18,229
Cost per Pupil	64	42	32	50	64	467
Cost per Hour	0.11	0.07	0.06	0.09	0.11	0.82
Planning, Preparation and Assessment Time	958	958	1,916	1,519	1,828	3,655
Total Indirect Staffing Costs	11,657	11,657	12,615	4,911	7,717	64,254
Cost per Pupil	729	486	394	205	297	1,648
Cost per Hour (15 hours x 38 weeks)	1.28	0.85	0.69	0.36	0.52	2.89
Learning Resources	1,634	2,450	3,267	2,450	2,655	3,982
Cost per Pupil	102	102	102	102	102	102
Cost per Hour	0.18	0.18	0.18	0.18	0.18	0.18
Subtotal Cost Per Pupil	1,960	1,695	1,626	1,772	1,632	3,040
Subtotal Cost Per Hour (15 hours x 38 weeks)	3.44	2.97	2.85	3.11	2.86	5.33
Rent	35,252	35,252	35,252	0	0	16,590
Rates	4,932	4,932	4,932	0	0	4,250
Insurance	3,047	3,047	3,047	0	0	0
Basic Allocation						
Total Premises	43,231	43,231	43,231	0	0	28,852
% Allocated	8.6%	12.9%	17.3%			
Total Premises Allocation	3,718	5,577	7,457	0	0	28,852
Cost per Pupil	232	232	233	0	0	740
Cost per Hour	0.42	0.42	0.42	0.00	0.00	0.66
Total Allocation	33,448	43,802	56,219	40,089	39,767	143,432
Total Cost per Pupil	2,193	1,927	1,859	1,772	1,632	3,780
Total Cost per Pupil per Week (38 weeks)	58	51	49	47	43	99
Total Cost per Hour (15 hours)	3.85	3.38	3.26	3.11	2.86	6.63
Maintained Primary and Children's Centres Rate incl Premises (funded separately)				3.53	3.28	
Flexibility	0.5	0.5	0.5	0.5	0.5	0.5
Total Rate with Flexibility Supplement	4.35	3.88	3.76	3.61	3.36	7.13
Differential Manager/Graduate Leader Salary	5,143	5,143	5,143			
Percentage	25%	25%	25%			
Cost per Pupil	80	54	40			
Proposed Graduate Leader Supplement	0.14	0.09	0.07			

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Haringey Council

**The Children and Young People's Service
CONSULTATION - AUTUMN 2010**

Title:

**Consultation on an Early Years Single Funding Formula -
Funding Free Places for 3 and 4 Year Olds from April 2011.**

Purpose of the Consultation.

The Council must implement, in consultation with its schools forum, an Early Years Single Funding Formula (EYSFF) in order to fund the free entitlement for 3 and 4 year olds. The free entitlement allows for up to 15 hours of provision over a minimum of 38 weeks.

The changes in funding arrangements proposed in this consultation document will affect all providers of the free entitlement for 3 and 4 year olds. In addition, the implementation will be heavily influenced by the outcomes of the Government's spending review and therefore may also have implications for all settings that receive resources via the Dedicated Schools Grant (DSG). We are therefore seeking the views of all relevant stakeholders on the proposed formula in order to inform the Schools Forum's recommendation to the Council.

We consulted in detail, including giving an opportunity to meet with officers at road shows, in the autumn 2009 and spring 2010 terms on a proposed model for Haringey, which we intended to implement in April 2010. The then government's decision to postpone implementation to April 2011 has given us the opportunity to review our proposals, including consideration of comments made in the earlier consultation.

We have set out in this paper the outline of the formula largely as proposed last year for further consideration on the principles of the formula and in particular on its fairness. We are also proposing some changes to the earlier formula and are seeking your views on these.

The Schools Forum, which has a statutory consultative role in respect of the

Dedicated Schools Budget has set up a Project Board consisting of officers and representatives of all relevant settings and they have been involved in developing the proposed formula. Underpinning the proposed formula is the Council's Early Years Policy, which is attached to this document.

Haringey Schools Forum will consider the consultation responses in December 2010 and make a recommendation to Haringey Council. We will implement the formula, as finally agreed, for the local authority's 2011-12 financial year, i.e. April 2011 to March 2012.

Consultees:

- Chairs of Governors of all maintained schools and nursery schools.
- Head teachers of all maintained schools and nursery schools.
- The Ofsted registration holder of all private, voluntary and independent settings providing the free entitlement.
- All members of the Haringey Schools Forum.
- Children's Centre managers
- Haringey Councillors.
- Any other interested parties.
- The consultation documents have also been placed on the Haringey Council website to allow for the widest consultation.

How to Respond:

You may like to use the response form at the end of this document, alternatively if you wish to respond more fully in a separate letter that will be acceptable. However, we would ask that all responses reflect clearly the details of the person responding and the capacity in which the response is being made. The postal and e-mail addresses for return are included on the form and all responses must be received by **8th December 2010**.

Equality Impact Assessment.

As with all major changes there is a need to ensure that the approach being proposed does not result in unexpected or unintended consequences when considered alongside other policies either of the Council or the government.

Equalities Impact Assessments (EIA) allow us to assess the effects a policy, strategy or function may have on people depending on their ethnicity, disability, gender, age, religion and belief or sexual orientation.

An initial EIA has been carried out and we are committed to keeping the impact of the EYSFF under review.

The EYSFF will alter the distribution of resources between maintained and

non-maintained settings. As no additional resources are available this will move resources into the PVI sector. Take-up of places is greater in areas that are more affluent and this will affect the distribution of resources within the borough. We intend to mitigate this by the use of a deprivation factor and by the targeting of resources for children most in need.

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1. Background to Proposed Changes.

1.1. We will introduce the Early Years Single Funding Formula (EYSFF) in April 2011. This is a legal requirement that will affect the funding of **ALL** providers of the free entitlement, including maintained nursery classes and schools. The free entitlement is now a maximum of **15 hours per week** over at least 38 weeks per year for all three and four year olds, **free at the point of delivery**. This requirement came into force nationally in September 2010.

1.2. The Early Years Single Funding Formula is being introduced at a time when there are a number of significant pressures some of which are contradictory:

- The Government expects local authorities to take into account the sustainability of all settings whilst specifically recognising that the previous funding arrangements for Nursery Schools is a particular challenge.
- The government wishes the formula to be equitable and transparent in its operation whilst recognising that different settings face different costs and have been previously funded through a variety of methods.
- A policy to narrow the attainment gap between the 20% lowest achieving in our community and others by targeting our early years provision and resources effectively.
- A desire to provide early education services to parents and children in recognition of the benefits that this can bring, together with a wish to provide services in a flexible way to parents to assist in their childcare needs e.g. to facilitate a return to work.
- Potentially significant changes to both the level of, and mechanisms for distributing, resources between authorities.
- The government has also raised its intention to extend provision to the most disadvantaged 2 year olds.

1.3. The Council will determine, in consultation with the Schools Forum, the amount of money available for funding the free entitlement in 2011-12. The hourly rates and supplements must therefore be seen as indicative amounts only to illustrate the principles and relative distribution of resources through the EYSFF based on funding levels for 2010-11.

1.4. The Table below sets out the level of resources that were available to the Council in 2010-11. This includes some grant funding that has not been confirmed for 2011/12 and funding for supplements and contingencies not included in Appendix 3.

Setting	Funding Type	£000
Nursery Schools		1,640
Nursery Classes	Age Weighted Pupil Unit	5,364
	Additional Educational Needs	543
PVI	'Nursery Education Grant'	2,046
All	Extended Hours and Flexibility Grant	2,246
Total		11,839

1.5. Whilst the EYSFF is clearly targeted at a specific age range, there are wider funding implications for all recipients of DSG funding; hence this consultation has been sent to a number of institutions that do not provide services to 3 and 4 year olds. The School Forum will consider the funding levels for 3 and 4 year olds that it wishes to recommend to the Council's Cabinet in the light of its 2011-12 budget strategy.

1.6. We intend to put in place transitional arrangements to assist settings in managing the transition from the current levels of funding to those that will result from changes to their funding whether brought about by the introduction of the formula or through changes to overall funding levels.

1.7. The EYSFF will replace a number of very different mechanisms for funding that currently exist.

1.7.1. In maintained nursery classes, the EYSFF will replace elements within the current funding formula for mainstream schools, such as the Age Weighted Pupil Unit, the Additional Educational Needs allocation and the separate funding for the extended free entitlement.

1.7.2. In Private, Voluntary and Independent (PVI) settings it will replace funding known as 'Nursery Education Grant' (NEG) and the funding for the extended free entitlement.

1.7.3. The EYSFF will also apply to nursery schools who are currently funded for 3 and 4 year olds through an existing formula that includes a substantial lump sum element in recognition of high fixed costs relative to the number of children educated. Whilst we have consulted on a formula which recognises these fixed costs through the base hourly rate, we are also exploring whether a lump sum to replace part of the hourly rate would be more appropriate and your views on this has been sought as part of this consultation.

1.8. In some cases, the method of counting the number of children to be funded will also change with the introduction of termly counts, replacing the single annual count for maintained nursery classes, and the removal of planned places in maintained nursery schools, (the only

exception allowed by national regulation is for places for those children with special educational needs).

1.9. The government has not made provision for any additional resources in support of the implementation of the EYSFF, although the Schools Forum can recommend to the Council that a redistribution of resources, away from other age groups, could take place. If the existing level of resources are maintained however, the formula will have the effect of moving resources from schools and maintained settings into the PVI sector.

1.10. A sufficiency analysis suggests that the take-up of places is greater in areas that are more affluent and this will also affect the distribution of resources within the borough. We will endeavour to mitigate this by the use of a deprivation factor and by the targeting of resources for children most in need but may, given the constraints on funding referred to earlier, have difficulty in achieving this.

1.11. We undertook a detailed consultation on the EYSFF in the autumn 2009 and spring 2010 terms, before the previous government postponed the introduction of the formula for a year.

You can find the earlier consultation at:

http://harinet.haringey.gov.uk/index/children_and_families/eyc/single_funding_formula.htm

1.12. Since last year, we have developed the Council's Early Years Policy, which underpins the principles of the EYSFF. We have continued to work on the EYSFF, taking account of feedback from the earlier consultation and the main proposals, including options in some areas, are set out in Section 2. You may respond to the specific questions posed in this consultation and we are also happy to receive any further views you may have on our earlier proposals.

2. Early Years Single Funding Formula Explained.

The proposed EYSFF consists of

- **base rate**, covering the main costs of providing the free entitlement, and
- **supplements** to reflect different levels of deprivation, hours of opening etc in different settings.

2.1. Base Rate

Based on the current level of resource we envisage that the base rate, including the allocation for full time places, will account for about **80%** of funds allocated through the formula. However, factors such as the

overall level of resources and any prioritisation attached to supplements may affect this.

2.1.1. **Basic Hourly Rate.** The basic hourly rate, incorporates funding for:

- Direct staffing costs, this takes account of the relative pay rates in the different sectors for teachers, lead and support workers and the contact ratios in the different sectors. Contact ratios are dependent on the qualification of those providing services¹. It also takes account of the need for direct contact staffing at all times and of the need to fund National Insurance and employers pension contributions.
- Indirect staffing costs, this recognises the costs of management, administration and Planning, Preparation and Assessment (PPA) time.
- Learning Resources, provision for this has been made at £102 per child per year. We have recognised that unrecoverable VAT may be an issue for some settings and we have reflected this in the VAT supplementary rate below.
- Premises costs, for nursery classes based in maintained primary schools are covered by the premises allocation in the schools' funding formula so, following the principle of not double funding settings, these have not been included for those settings in the costs for the single funding formula. Children Centres premises costs are similarly paid via the Children's Centre Formula allocation and so are also not included. Last year, we proposed a flat rate allocation of £0.42 per hour for PVI settings, based on formula allocations in maintained schools, this is under review and we welcome your views to Question 1.

Premises Cost in PVI Settings.

¹ The Statutory guidance for the EYFS gives the minimum requirement of staff to children in all settings for different ages.

Between 8am and 4pm where a suitably qualified teacher or Early Years Professional is employed there should be a ratio of at least 1 adult to 13 children. Within maintained schools it is a requirement that a teacher is employed to work within each EYFS class.

In settings that are not maintained schools and where there is no teacher or Early Years Professional there should be a minimum ratio of 1 adult to 8 children at all times. There should always be at least 1 member of the staff group who is qualified to at least NVQ level 3 in childcare and 50% of the rest of the group qualified to at least NVQ level 2

In Haringey it has been the practice to provide a ratio of 1 adult to 10 children within the nursery schools to support high quality.

The premises costs for Private Voluntary and Independent providers vary enormously; they are both influenced by the size of the individual setting and also can vary depending on the type of premises used e.g. some will be rented at market rates, some will be freehold properties possibly subject to mortgages and some may be rented at little or no cost. In addition the single funding formula should seek only to provide resources for that element relating to children accessing the free entitlement.

Taking all of these issues into account, we proposed last year an approach which is based on the formula based allocation used for maintained schools; this has been expressed as an hourly rate. This provides a consistent approach to the funding of premises costs. We have also recognised that where PVI settings are not VAT registered there will be a further cost attributable to unrecoverable VAT; as this will affect settings differently this will be dealt with as a supplementary rate and is described further below.

We are considering a different approach more closely related to actual costs for grouped settings. We are sending a survey to PVI settings asking for more information in this area. If this affects you, please ensure you complete and return the survey as soon as possible.

Consultation Question 1: Should the premises allocation for PVI setting be a uniform hourly rate or should there be more differentiation between the different kinds of settings?

2.1.2. Basic rate by setting. The basic rate reflects the differential costs encountered by different types of settings. These are set out in Appendices 1 and 2 and in more detail in the original consultation (see link in paragraph 1.11 above) and the totals are summarised in the following table. The rates are indicative and we will update them to reflect price changes and the resources available for the EYSFF in 2011/12. The setting groups used are:

1. Small PVIs with between 1 and 16 children per 3 hour session;
2. Mid-range PVIs with between 17 and 24 children per session;
3. Large PVIs with 25 or more children per session;
4. Children's Centres;
5. Maintained school nursery classes;
6. Maintained nursery schools.

NB All children must be aged 3 and 4 for the purpose of these calculations.

Updated Basic Hourly Rates before Supplements

Settings .					
Small PVIs	Medium PVIs	Large PVIs	Children Centres	Nursery Classes	Nursery Schools
£ p/h	£ p/h	£ p/h	£ p/h	£ p/h	£ p/h
3.85	3.38	3.26	3.11	2.86	6.63

2.1.3. Appendix 2 of the consultation documentation sets out the assumptions that we have used in apportioning costs to the free entitlement in a number of 'typical' settings. It is clear that not all settings have been defined; this is necessary to ensure that the formula is manageable and cannot reflect every difference in every setting.

2.1.4. In considering the overall picture we have also compared our formula rates to those of other Local Authorities and have concluded that, whilst there may be differences in the methodologies used, the resultant hourly rates are sufficiently correlated to suggest that they are robust.

2.1.5. Taking account of all elements within each of the 6 different settings proposed, we would welcome your views if you feel that any fundamental differences have not been reflected and which would give rise to a significant level of underfunding against the base rates we are proposing.

Consultation Question 2: Do the settings proposed and the underlying assumptions adequately reflect your own setting and costs?

2.1.6. **Graduate Leader costs** - In the consultation proposals, we used the quality supplement to recognise the need to contribute towards the additional costs of PVI settings with graduate leaders; the basic rate for maintained settings already reflects the cost of teachers.

The following table illustrates the rates for the proposed graduate leader element as set out in the original consultation.

	Small PVI	Medium PVI	Large PVI
Proposed Graduate Leader Element	£0.14 per hour	£0.09 per hour	£0.07 per hour

2.1.7. **Childminders**. This is a developing area for funding the free entitlement. Childminders must be qualified to at least NVQ level 3 and accredited with the LA through a quality network in order to take part in the scheme. A network is being piloted within the LA which will be reviewed and then developed during 2011.

Information from the DfE² and from neighbouring authorities identify hourly base rates, excluding supplements, ranging from a lower quartile of £3.25 to an upper quartile of £3.73. We propose to include childminders in our proposed formula for settings with 1 to 32 children, which provides for £3.85 per hour.

2.2. Supplements

Based on current information, we envisage that about **20%** will be allocated through the following supplements:

2.2.1. Deprivation Supplement.

We are not proposing any changes to the methodology recommended in our earlier consultation. This was based on the following two factors:

- i. Sixty percent is distributed with reference to the Index of Multiple Deprivation (IMD) for the home address of children at each setting. The aggregate IMD for each setting will place it into one of four bands. Each band is allocated one of the following weightings:

Band	Level of Deprivation	Weighting
1	Least deprived	1
2		1.5
3		2
4	Most deprived	4

- ii. Forty percent is allocated with reference to the number of children from targeted underachieving ethnic groups.

2.2.2. Quality Supplement

2.2.2.1. We propose that the quality supplement is provided to PVI settings (who do not receive the higher level of funding provided to schools to employ teachers or school funding for training). The supplement is designed to help improve all settings from satisfactory to good when inspected by Ofsted or from bronze to silver in our local Quality Improvement Accreditation Scheme. We are also considering a further supplement to recognise the cost of continuing to deliver high quality provision.

2.2.2.2. The following extract sets out the Accreditation Scheme in more detail

The Haringey Quality Improvement Accreditation Scheme has been created to run alongside the EYSFF to support settings to improve. Those settings that achieve

² DfE recently published report 'Early Years Pathfinder Formula Analysis'

accreditation at bronze level will be invited to work with the Authority to improve their provision with the aim of achieving a silver level accreditation the next year. A quality supplement will be paid to the setting, subject to resources being available, once an action plan with timescales has been agreed with their Advisory Teacher.

2.2.2.3. We also propose a quality supplement for nursery schools. Footnote 1 records that, 'In Haringey it has been the practice to provide a ratio of 1 adult to 10 children within the nursery schools to support high quality.' The statutory ratio is 1 to 13 and we propose to reflect the difference between the statutory requirement and best practice through a quality supplement for nursery schools. The difference between the hourly rate for 1:13 and 1:10 is £1.94.

Consultation Question 3: Do you agree with the introduction of a one-off lump sum to help PVI settings from bronze to silver accreditation levels?

Consultation Question 4: Should there also be a further supplement to recognise continuing high quality service such as gold/gold star?

Consultation Question 5: Should there be a quality supplement for nursery schools to reflect the recommended ratio of 1:10?

2.2.3. Flexibility Supplement.

2.2.3.1. We know from research that 3 and 4 year old children benefit most from attending regular 2-3 hour nursery education sessions every day. If these sessions are extended to a full day there is no difference in educational outcomes for the child. If the sessions are taken in blocks across fewer days then the outcomes for the child are not so good.

2.2.3.2. However, the needs of the parents and family and their economic status also have an impact on the development of children. The Government, therefore requires Local Authorities to provide parents with a flexible offer of provision for the education of 3 and 4 year olds

2.2.3.3. The consultation proposals included a flexibility supplement based on providing a top up to the basic rate direct staff cost for those settings offering a flexible entitlement. We are proposing a local definition of flexibility as:

1. 3 hours a day over 5 days per week, taken with two providers
2. Free entitlement taken over a minimum of 3 days per week
 - a. 5 hours +5 hours + 5hours
 - b. 6 hours + 6 hours + 3 hours
 - c. 3 hours +3 hours +3 hours+ 6 hours
3. Free entitlement taken over a full year instead of term time only, for example.
 - a. Over 48 weeks – 11.8 hours per week
 - b. Over 50 weeks – 11.4 hours per week

2.2.3.4. We are also proposing that the supplement be standardised across all settings based on the cost of providing lunchtime cover. The rates, from the original consultation, and the new proposed hourly rates are set out in the following table.

	PVI Settings			Maintained Settings		
	Small	Medium	Large	Children Centres	Nursery Classes	Nursery Schools
Old	£0.40	£0.39	£0.40	£0.51	£0.43	£0.45
New	£0.50	£0.50	£0.50	£0.50	£0.50	£0.50

Consultation Question 6. Do you agree that a uniform hourly rate should be used for the flexibility supplement?

Consultation Question 7 Do you agree with the flexibility options stated above and are there any other flexibility options that should be included in the Haringey local offer?

2.2.4. **Profit Supplement.** This is an allowable factor under DfE guidelines and in the earlier consultation a supplement of 5% on the basic hourly rate was suggested. The purpose of the supplement is to differentiate funding for those settings that are ‘for profit’ from those that are not. We are seeking your views as to whether we should differentiate in this way or whether all PVI settings should be treated in the same way with the resources being distributed by one of the other formula elements.

Consultation Question 8 Should there be a profit supplement and if not should the funding be distributed in some other way?

2.2.5. **VAT Supplement.** We need to ensure equity between those settings able to recover VAT and those that cannot. The original proposal was a supplementary hourly rate of £0.07 for the settings who cannot recover VAT based on the prevailing rate of 17.5%. The increase in VAT rates to 20% in January 2011 it is proposed to increase the supplement to £0.08 to maintain parity.

2.3. Other considerations within the formula

2.3.1. **Nursery School Formula.** The DfE's recent formula analysis identified that several authorities provided lump sum elements for Nursery Schools. We are looking at whether a lump sum is a viable alternative to an enhanced hourly rate.

Consultation Question 9 Appendix 1 exemplifies the effect of the higher hourly rate for nursery schools. Would you support a lower hourly rate supplemented by a lump sum? This would provide greater stability rather than higher funding for nursery schools.

2.3.2. **Full-Time Places.** We are reviewing the use of the existing Full Time (FT) places in maintained settings. Last year we used a full time supplement to fund the existing distribution but noted that we would review the arrangement. We are exploring options for using the funds currently allocated for FT places and are evaluating them, individually and in combination. The full-time supplement remains one of the options and would in any event form a major element in transitional arrangements. The Council and Forum will also consider the longer-term provision of full time places. Any proposals for change will be the subject of separate consultation and will be phased in no earlier than the academic years 2012/13 and 2013/14.

3. Impact of Changes.

3.1. The hourly rates illustrated in this document and the attached appendices are indicative; the actual rates will be determined when we know the amount of money available for the EYSFF. The examples set out in the appendices therefore show the broad impact of the proposed changes.

3.2. Appendix 1 shows the calculation of the base rate and Appendix 2 the assumptions we have used. Appendix 3 illustrates the impact of the main elements of the formula based on the information we currently hold.

4. Sustainability, the Minimum Funding Guarantee and Transitional Arrangements.

Introduction

- 4.1. The Local Authority has a duty to provide sufficient flexible childcare places to meet parental demands. The regulations governing the EYSFF make it clear that funding must, other than in exceptional circumstances, be based on participation and not planned places.
- 4.2. In some instances, there may be a need to provide or maintain places in areas to meet demand that is not financially sustainable on the basis of a simple application of the EYSFF as it currently stands.
- 4.3. In addition, there is a general recognition that implementing formula changes, particularly where additional resources cannot be guaranteed, results in settings that gain or lose money (turbulence). In order to allow settings to manage these changes on a sensible and planned basis transitional arrangements are normally provided. The following paragraphs identify the proposed approach in these areas.

Sustainability

- 4.4. The Authority has an obligation to take into account the sustainability of all settings and is proposing to retain resources that can be targeted on particular settings, outside of the EYSFF, where provision needs to be maintained but where the formula fails to deliver sufficient resource. This approach would apply equally to all settings. In considering what resources would be allocated from this source account would need to be taken of the need to maintain a setting in a particular area and the extent to which further financial support was appropriate given the settings obligation to operate efficiently.
- 4.5. The government has identified maintained nursery school provision as an area where per pupil costs are high and which are therefore susceptible to becoming unsustainable where participation is low. LAs are required to ensure that they do not close as a direct result of the new formula.
- 4.6. In all settings there is clearly a balance between recognising the on-going need for provision in an area and not maintaining provision that represents poor value for money.
- 4.7. Currently playgroups are awarded sustainability funding to ensure sufficient nursery education places for all 3 and 4 years olds, as well as providing sufficient childcares places for all parents who wish to access them. The future for this funding is dependent on government and council decision on funding availability.

Minimum Funding Guarantee.

- 4.8. The School Finance Regulations require LAs to apply a Minimum Funding Guarantee (MFG) to the year on year increase in per pupil funding. The MFG applies to maintained nursery schools and nursery classes and for the 2010-11 financial year is set at 2.1% per pupil. It does not apply to PVI settings. The future of the MFG beyond March 2011 is unknown.

Transitional Arrangements.

- 4.9. It is normal to introduce transitional arrangements when a significant redistribution of resources takes place. This prevents excessive turbulence in settings and allows for a smoother adjustment to the changed circumstances. The future of the MFG is unknown and the Council proposes to introduce additional arrangements to limit the maximum loss/gain of funding for any setting.
- 4.10. The proposal is that the maximum reduction in 2011-12, when compared with funding determined under previous arrangements, will be limited to 33% in 2011-12, rising to 66% in 2012-13. No transitional arrangements would apply from 2013-14 onwards. The application of a percentage reduction to settings gaining under the new arrangements will meet the cost of transitional protection. **This means that settings gaining from the new arrangements will not fully benefit from the changes until 2013/14.**

5. Payments and In Year Adjustments.

Introduction

- 5.1. As set out above, pupils must be counted termly on the basis of participation. There needs to be a process by which settings are funded on a regular basis to ensure that their cashflow needs are met. In the first year of operation the proposal is to mirror, as far as possible, the existing arrangements as they are understood and will allow the operation of the formula to bed-in. These arrangements are set out below.

Maintained Settings.

- 5.2. From April 2011, the basis of all early years funding will be the actual termly count of hours of free entitlement provided. The count will use the official DfE pupil level count that usually takes place in the third week of each term.
- 5.3. Maintained schools will be provided with indicative budgets for the full financial year based on pupil attendance as recorded on the January 2011 PLASC return. Any adjustments due to be made, based on the three termly counts in 2011-12, will be actioned as an adjustment to

the schools 2012-13 budget. Revised projections of resources due for 2011-12 will be provided following the termly counts so that appropriate financial provision can be made.

- 5.4. Schools will continue to receive monthly cash advances in the normal way including resources for the provision for their early years free entitlement.

Private Voluntary and Independent Provision (PVI)

- 5.5. PVI settings will also be provided with indicative budgets for the full financial year using data collected through the January Early Years Census together with data from the previous financial year. The indicative allocation will be based on 2 terms using the January data and 1 term using the preceding years autumn term data.

- 5.6. In order to ensure that all PVI settings have sufficient cashflow in advance of the actual termly count being completed, it is proposed that at the beginning of each term a monthly cash advance based on 1/12th of the annual indicative budget is paid. An adjustment will then be made as soon as the detail of the actual termly count are known.

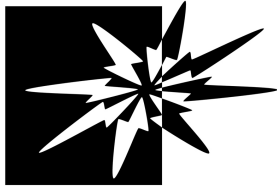
6. Conclusion

- 6.1. **This is a very important statutory change. We welcome your views on our proposals, either on the attached response form or by letter.**

7. Glossary:

AEN	Additional Educational Needs.	The additional costs associated with particular pupils or groups of pupils. It includes, but is wider than, the additional costs associated with deprivation.
AWPU	Age Weighted Pupil Unit	The basic per pupil allocation used in funding maintained schools. It varies with age to reflect the relative cost of educating different age groups.
DfE (formerly DCSF)	Department for Education (formerly Department for Children Schools and Families)	The government department with responsibility for funding the early years free provision.
DSG	Dedicated Schools Grant	A specific grant from the DfE that funds education provision in all settings as well as pupil related expenditure incurred directly by the local authority.
EIA	Equalities Impact Assessment	These allow us to assess the effects a policy, strategy or function may have on people depending on their ethnicity, disability, gender, age, religion and belief or sexual orientation.
EYFS	Early Years Foundation Stage	This is the learning, development and welfare requirement that early years providers must comply with.
EYSFF	Early Years Single Funding Formula	A single funding formula that covers the provision of early years education in PVI settings, maintained nursery schools and maintained nursery classes.
	Local Funding Formula	This is a locally agreed methodology for distributing resources between settings. It is constrained by national guidelines.
IMD	Index of Multiple Deprivation	A complex analysis based on a variety of indicators that attributes a weighting for deprivation to relatively small neighbourhoods.

LA	Local Authority	Haringey Council is the local authority for this area.
MFG	Minimum Funding Guarantee	A nationally set minimum per pupil increase in maintained school funding.
	Maintained Schools, Maintained Nurseries	Schools and nursery schools funded by a local authority through its schools' funding formula.
PLASC	Pupil Level Annual School Census	A count of all pupils in maintained schools that takes place on the third Thursday of January.
PVI	Private, Voluntary and Independent.	In the context of this consultation, PVIs are early years settings providing the free entitlement but independent of the local authority. The setting may be privately owned or a voluntary group.
	Schools Forum	A statutory body in each LA area. The LA is required to consult with its Forum on proposed changes to the local funding formula.
SFF	Single Funding Formula	See EYSFF



Haringey Council

The Children and Young People’s Service

Early Years Single Funding Formula Consultation Response Form.

This form brings together the questions in the body of the consultation document and allows you to give your opinion on various points, it also allows you to comment more generally on the Single Funding Formula. You may use this form if you wish although we are happy to receive other written responses such as by letter. In all cases we would be grateful if responses could indicate your full details including the capacity in which the response is being made.

This response is from:

Name of Responder	School/Organisation

I am responding as an:

- Individual
- On behalf of a Group

If the latter, please specify below:

Name of Group	Role of Responder

Please also indicate the setting that you consider best reflects your organisation.

PVI Settings			Maintained Settings		
Small	Medium	Large	Children Centres	Nursery Classes	Nursery Schools

Question 1	Should the premises allocation for PVI setting be a uniform hourly rate or should there be more differentiation between the different kinds of settings?

Question 2	Do the settings proposed and the underlying assumptions adequately reflect your own setting and costs?

Question 3	Do you agree with the introduction of a one-off lump sum to help PVI settings from bronze to silver accreditation levels?

Question 4	Should there also be a further supplement to recognise continuing high quality service such as gold/gold star?

Question 5	Should there be a quality supplement for nursery schools to reflect the recommended ratio of 1:10?

Question 6	Do you agree that a uniform hourly rate should be used for the flexibility supplement?

Question 7	Do you agree with the flexibility options stated above and are there any other flexibility options that should be included in the Haringey local offer?

Question 8	Should there be a profit supplement and if not should the funding be distributed in some other way?

Question 9	Appendix 1 exemplifies the effect of the higher hourly rate for nursery schools. Would you support a lower hourly rate supplemented by a lump sum? This would provide greater stability rather than higher funding for nursery schools.

ADDITIONAL COMMENTS

Please identify any possible difficulties that your setting faces in offering the full free entitlement.

If you would like to make any additional comments on aspects of the consultation document please feel free to do so here.

Please return this form by **8th December 2010** to:

Anabela Valente,

School Funding Team, Podium Floor, River Park House,
225 High Road, London N22 8HQ.

e-mail Anabela.valente@haringey.gov.uk

Telephone 020 8489 3808 Fax 020 8489 3760

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DRAFT

**HARINGEY COUNCIL
CHILDREN AND YOUNG PEOPLE'S SERVICE
EARLY YEARS POLICY**

"We want every child and young person to be happy, healthy, safe and confident about their future" Haringey Children's Trust Vision 2009

INTRODUCTION

1. Haringey has a long and successful tradition of investment in early year's education and care. We know from experience that from birth children have a love of discovery and a natural desire to learn and explore. They need stimulating, child centred environments where they can play indoors and outdoors and, as they grow, to talk and think creatively with adults and other children.
2. Well established national and international research shows that the quality of care, support and education children receive in the first five years of life has a fundamental impact on their development for the rest of their lives. Given the best foundation, this can prepare children for a lifetime of successful learning and achievement. We believe passionately that providing that best start is a vital task and that if the services we provide directly, or support, do this well, that we can significantly influence children's life chances, so they achieve better outcomes.
3. Providing the highest quality of education and care is essential to make that difference for young children, but investing in early years is not only about these aspects of service delivery. It is also about investing in families, and over the last sixteen years Haringey has worked to develop comprehensive and holistic services to our youngest citizens and their families, especially those who are poorer and disadvantaged. We see families as partners in this process where they are engaged and are active participants in the process.
4. Working with many partner providers across all sectors, and many agencies, our early years policy is rooted in that comprehensive model where those who are most disadvantaged are prioritised, and encouraged to access our services within the wider universal framework. We believe that targeted intervention can contribute to narrowing the gap between those who are socially and economically disadvantaged and those who are not, and that early years services have a key role in tackling child and family poverty.
5. Using our collective resources we aim to transform life chances for children and families through collaborative working across services and in partnership with families.

Our policy principles

6. To do this we will work to:

- ensure that early years education and childcare provision is of the highest quality, supporting providers through training, guidance, support and challenge to raise standards;
- narrow the gap between the 20% most disadvantaged in our community and others by targeting our early years provision and resources effectively;
- manage our SSCC early years admissions and available resources to ensure we reach the neediest children in our communities;
- build strong multiagency and collaborative working with Health, Children's Social Care, Jobcentre Plus and other partners to ensure families' needs are identified and met as effectively as possible;
- help parents/carers in preparing for employment and/or accessing employment opportunities as a route out of poverty;
- develop an early years funding formula which reflects this commitment to narrow the gap between the most and least disadvantaged, and ensures that the allocation of funding is open, transparent and fair, taking into account the specific challenges of each setting;
- support all private, voluntary and independent providers in preparing for Ofsted inspection by introducing an accreditation scheme;
- ensure they secure at minimum a satisfactory judgement when inspected by Ofsted and to support them in continuous improvement to achieve a good or outstanding judgment;
- ensure all settings are as flexible as possible, to meet the needs of individual children and their families, to be accessible and to have well qualified staff who have regular and ongoing training in order to continually improve their practice; and
- annually assess the sufficiency of education and childcare in Haringey and the needs of families in order to identify gaps and establish plans.

7. In implementing these principles there are key factors which mitigate against some of the disadvantages many children experience and which can reduce their impact and effects on them. These include:

- strong relationships between parents, family members and other significant adults;
- parental (or other significant adult) interest and involvement in education and learning;
- clear and high expectations;
- high self esteem, feeling valued, confident and motivated;
- a nurturing environment that develops these dispositions and provides positive and caring role models;

- recognition , praise and experience of success; and
 - economic well-being.
8. Sure Start Children’s Centres are resourced to provide outreach, family support and many other local services to complement early education and childcare provision. They are particularly well-placed to work with families to focus on promoting these, and to work with families raise aspirations for themselves and their children.

We aim to ensure that:

- families have easy access to the services they need;
- parents/carers are actively engaged and involved in provision;
- interventions are evidence based and well-matched to the different levels of need so they have a lasting and positive impact on children, young people and their families;
- we work with partners to engage families, offering the right early years provision and support for them and their children in a timely and effective way using our universal services wherever possible, and signposting to other targeted or more specialist services when needed.

WHAT SHAPES OUR POLICY?

Demography and social factors

9. Haringey is one of the most socially divided boroughs in England with extremes of wealth and poverty. Tottenham has the highest level of child poverty in England and overall Haringey is the fifth most deprived borough in London and the tenth most deprived district in England.
10. Some seventy five per cent of Haringey’s children and young people are from black and ethnic minority communities, and over 190 different languages are spoken. Thirty six per cent of children in the Borough grow up in families struggling to meet the basic necessities of life. There is a significantly rising birth rate in the eastern wards placing pressure on school places and other services. But what differentiates and demarcates Haringey is the wide social divide which exists between the poor eastern part of the borough and the richer west. This makes Haringey the most socially divided borough in London.
11. The borough also has an increasing number of children subject to child protection plans and/or who have come into the care of the Local Authority. There are also children who require more specialist provision, often outside of Haringey, because they have an additional need.
12. Our early years policy takes account of these key demographic and social changes and these, alongside the inequality gap underpin our approach to service planning and resource allocation.

Legislative Framework

13. As a local Authority we have a duty to;
 - ensure that there is sufficient good quality childcare places available for all children who's parents wish to use it;
 - provide information to parents about the services and childcare available to them;
 - ensure that we support improved educational outcomes for all children by the end of the Early Years Foundation Stage; and
 - narrow the gap in attainment by the end of the Early Years Foundation Stage between the lowest attaining 20% of children and the rest.

14. Settings and schools who provide early education for children up to 5 years old must;
 - work within the statutory guidance of the Early Years Foundation Stage;
 - assess children's progress within the Early Years Foundation Stage and make judgements about their achievements using the Early Years Foundation Stage Profile by the end of the year in which they become 5;
 - take part in moderation processes both within the school or setting and within the Local Authority moderation programme.

Risk Factors

15. The Children's Trust Preventative Strategy identifies a number of specific groups of children who maybe or become at risk. National research also demonstrates that when families are subject to certain risk factors, the children are more likely to become vulnerable. These are cumulative and the more risk factors experienced by the child, the greater the risk. These include:
 - poverty;
 - living in our household where there is domestic violence;
 - poor housing;
 - crime and experience of the criminal justice system;
 - poor mental/physical health; and
 - poor quality and/or disrupted education

16. Early years providers across all sectors have an important role to play giving children and families the best provision and support they can to make a real difference to children and their families in these crucial early years. As the commissioning and accountable body the Local Authority will ensure providers perform effectively in line with their service level agreements, and will offer support, challenge, guidance and training to assist in this.

17. At present the responsibility for admitting children rests with each provider. We will work with providers to enable them to target the children with the highest priority and to make sure that they have the best information available. The Council's Admission criteria for maintained settings are set out in Appendix A.

What will we do?

18. Working in our children's networks and through well-understood and established collaborative arrangements we will share information about need in the relevant reach area for each Sure Start Children's Centre. This sharing of information is vital so that:

- community outreach workers effectively identify parents or prospective parents who might not otherwise take advantage of the services that could make a difference to them; and
- partner services can set local priorities and plan effectively to meet those needs

19. To achieve this we will bring together the commitment and resources of the full range of statutory, voluntary and community partners.

20. We will monitor the intake of our early year's provision to make sure that the children most in need are accessing places and where necessary, we will adapt and challenge the decision-making processes within the statutory framework within which we are required to work.

21. All children must have access to 15 hours free provision from the term following a child's third birthday up until they reach compulsory school age. We will fund providers to deliver a minimum core offer of flexibility to any parent who wants it and working with parents and providers, we will identify a workable and economic flexibility model which incorporates local choice within the Government's national limits, working to the Code of Practice on Provision of the Free Early Education Entitlement for 3 and 4 year olds.

22. As a Local Authority, we have a duty to provide information to the public on childcare and related services and to ensure that the information is made accessible to all parents who might benefit from it (including those that require services for their children up to their 20th birthday). The Haringey Family Information Service and the online Directory www.haringey.gov.uk/fisd partly fulfils this but there must also be outreach and face to face discussions with families within their local community.

Admissions Criteria

Insert the full criteria here

- Children who are looked after by the Local Authority;
 - children with Special Educational Needs;
 - children who are resident of Haringey and:
 - have a social or medical need;
 - are housed in temporary accommodation;
 - are cared for by a lone parent;
 - are refugees and asylum seekers;
 - are families on income support;
 - have English as an additional language;
 - are from a family with a number of pre-school children

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Haringey Council

EQUALITY IMPACT ASSESSMENT

Service: Children's Networks: Early Years

Directorate: Children and Young People's Service

Title of Proposal: Impact of the implementation of the Early Years Single Funding Formula (EYSFF) for childcare.

Lead Officer: Ngozi Anuforo

Other Officers involved: Stephen Worth, Greer Ndefo, Avi Becker, Chloe Surowiec.

1. Introduction

- 1.1 The purpose of this equality impact assessment of the implementation of an Early Years Single Funding Formula (EYSFF) for childcare is to:
- Understand the implications of resources/resource levels as a consequence of implementing an Early Years Single Funding Formula and how the changes will impact on communities;
 - Develop an action plan to manage impact or, where necessary, mitigation plans against significant impacts on communities in Haringey.

2. Aims of the policy, service or function

- 2.1 In June 2007, the Department for Children, Schools and Families (DCSF) announced the requirement to implement a single funding formula for maintained, private, voluntary and independent sectors from April 2010; proposing that differences in funding across providers must be justifiable and demonstrable. In December 2009 implementation of the EYSFF was deferred until April 2011 to give additional time for consultation on the formula.
- 2.2 The Children, Schools and Families Select Committee report into the EYSFF, published March 2010, concluded that the underlying principles were sound and that it will bring greater transparency than current arrangements. The Committee's recommendations were to: include a quality supplement; introduce a unified funding formula for 2-11 year olds; and, for the Government to review all Local Authorities (LAs) EYSFFs to ensure transparency, quality and equity. The Government's response, published April 2010, accepts the principles behind the Select

Committee's recommendations but notes that an EYSFF is for local agreement between LAs and providers.

- 2.3 From September 2010, all 3 and 4 year olds are entitled to 15 hours per week free childcare (rising from 12.5 hours in 2009-10). This entitlement is also to be flexible. Parents are to have some choice over the number of sessions and the length of sessions that will make up the 15 hours of funded provision. Private, voluntary and independent providers can choose whether or not to offer funded provision.
- 2.4 Concerns have been raised nationally over the quality of cost analysis available on private, voluntary and independent sector provision and the lack of a clear understanding of the differential staffing costs between maintained and PVI sectors. Haringey have used detailed survey figures from pan-London data, to develop its cost analysis - a strategy adopted by most London LAs.
- 2.5 Concern has also been raised over targeted support for vulnerable communities and young children. A market driven model is unlikely to deliver sufficient, affordable childcare places for those communities where deprivation is highest.
- 2.6 Haringey Council has made considerable progress with the development of its Early Years Single Funding Formula and in modeling the impact that this formula will have on the distribution of resources to fund the 15 hour offer across the Borough.

3. Consideration of available data, research and information

- 3.1 This section reviews the range of information available to determine the current position and future impact of the Early Years Single Funding Formula. We review the current position to establish which children are gaining benefit from the funding of 12.5 hours per week of childcare and those who will benefit most from the increased investment to provide for 15 hours per week alongside the implementation of a single funding formula.
- 3.2 The distribution of the child population is not uniform across the Borough. Population density of 0 - 4 year olds varies widely; North network has the highest density, South network next and West network with the lowest density. Seven Sisters, Bruce Grove and Tottenham Hale wards have the highest density; Highgate, Stroud Green and Crouch End wards have the lowest density. The most deprived communities, the highest proportion of children from non-white groups and the greatest incidence of children with the most pressing needs are found in the North and South networks.
- 3.3 Haringey Council has engaged a significant proportion of 3 and 4 year olds in its free entitlement offer: The overall figure is 73% of 3 and 4 year olds excluding those 4 year olds already in reception classes. Overall, 68% of families access entitlement through the maintained sector and 32% from PVI nurseries and playgroups.
- 3.4 In total, 1106 places are taken up from providers in the north network, 1343 by providers in the west network and 1533 by providers in the south network. There are many more, smaller PVI settings. In total there are 49 maintained settings; 5 Children's Centre day care nurseries and 59 PVI settings. The PVI and maintained settings in the West network are fully subscribed. There are vacancies in some of

the maintained settings in North and South networks. Maintained settings are located in primary and nursery schools in the main and the location of provision has remained fixed over time.

- 3.5 Take-up ratios vary widely across wards. The number of children accessing the 12.5 hours free entitlement in the 30% most deprived wards shows a varied take up of 40% - 89% and 6 of the 13 most deprived wards have lower than 60% take up. The take up in the three wards with the highest number of children in poverty are White Hart Lane 74%, Northumberland Park 68%, Tottenham Hale 72%. It is clear that factors in addition to poverty and affordability are also influencing rates of take-up of funded places. It is also those families in greatest need of support and children who would benefit most from early education who are not, in general, accessing their entitlement to funded childcare and early education.
- 3.6 Whilst many families access provision in their locality, there is significant mobility within and outside the LA. Just over 61% of places in the north network are used by local families; 78% of places in the south network are used by local families; and 69% of places in the west network are used by local families. Within Haringey there is a strong preference for educational provision that is located in the West network. This is evident throughout all phases of education and most common in the secondary phase. Those families who can exercise choice and sustain travel to childcare and learning are accessing provision outside of their ward of residence.
- 3.7 There is considerable variation in take up of funded places across different ethnic groups. The early years population accessing free childcare is made up of 4.6% (7.2%) of Asian children; 24.5% (30.9%) of Black children, 0.73% of Chinese children, 1.54% (7.21%) from other groups, 15% (9.34%) from mixed groups and 53.1% (44.0%) from white groups.¹ From these figures it is clear that white and mixed heritage children are over-represented and Black and Asian children under-represented in funded provision.
- 3.8 The factors which account for the over and under-representation of families accessing free childcare include:
- knowledge of their entitlement to funded places and the ways to gain access to that provision;
 - availability of good quality provision in the locality – good quality childcare places, that are available, are not necessarily in easy reach of the place where families live;
 - cultural choice where childcare at home or within a closed community is the preferred option;
 - A preference for alternative provision through child minders or kinship networks.
- 3.9 Children's Centres have a key role to play in working with families and children with the most intensive needs. Some have very high contact ratios with these groups through effective outreach programmes; others are less successful in reaching and engaging socially isolated groups in accessing local services.

¹ Figures in brackets are the 2010 population proportions calculated on the Y1 school population

3.10 The Early Years Single Funding Formula is a market driven model. The funding will follow the child. This will have a very significant impact on where investment is located and prioritised. These issues are considered in the next section.

4. Assessment of Impact

4.1 The implementation of the early years single funding formula will shift investment significantly from the maintained to the PVI sector and from the south to the west. There are extra resources invested into the system to fund the increase from 12.5 hours to 15 hours. However there are clear shifts in where that investment will be located and consequently where the greatest benefit will be realised. Parents are also accessing childcare through the range of child minders active across Haringey. There are 71 in the north network, 100 in the south network and 69 in the west network. There are also 6 crèches in the North, 4 in the south and 3 in the west. Children attending these settings do not access the funding for free places, most of which are in the north and south network areas.

Gross impact of EYSFF:

Maintained primary schools:	gain	£16,141
Maintained nursery schools:	lose	£69,511
CC and PVI:	gain	£763,116

Geographical impact of the EYSFF:

49% of PVI 3/4year old funded places are in the West network
 20% of part time maintained places are in the West network area
 15% of full time maintained places are in the West network area.

4.2 The EYSFF is a universal benefit which follows a child accessing childcare and early education in a maintained setting or registered PVI setting. The overall impact of the implementation of the EYSFF will be to invest a greater proportion of resources in the West network, in PVI settings and significantly reduce funding to maintained nursery schools. 51% of funded places in the PVI sector are taken up by children resident in west network wards. Conversely, 22.7% of places in the maintained sector are accessed by these communities. White communities are overrepresented in accessing PVI provision and black and Asian communities are underrepresented. The highest proportion of places accessed by out of borough residents is in the West network. Families resident in the West network are least likely to seek places in other network areas.

4.3 Many of the PVI settings are small but carry a significant management overhead. Several elements of the proposed EYSFF provide allocations to settings irrespective of size. Such factors form part of the explanation for the transfer of resources between the maintained and PVI sector.

4.4 The Early Years Single Funding Formula would bring greater investment to already advantaged communities because of the re-distribution of resources from the maintained sector to the PVI sector. We have the largest number of PVI providers in the west of the borough.

- 4.5 Haringey's child poverty needs assessment points to a ratio of need across network areas as: West 13%: North 37%: South 50%. High quality, affordable childcare is demonstrated by research to be one of the most potent factors in mitigating the impact of child poverty through education and facilitating employment. The proposed model for the EYSFF would reduce the Council's capacity to use childcare as a key lever in mitigating the effects of poverty.
- 4.6 Research shows us that families who face the greatest barriers to social inclusion are those who are least likely to access the benefits and services to which they are entitled. The lower levels of take-up of free funded early education and childcare from ethnic minority groups and from the most socio-economically deprived communities contributes to the widening gap in achievement and aspiration as children move through the school system. There is also a gender imbalance in participation from some ethnic communities - boys are more likely to be registered for childcare than girls.
- 4.7 Haringey intends to target a proportion of the overall funding for the free entitlement to meet the needs of socio-economically deprived communities and targeted ethnic minority groups through the inclusion of a deprivation supplement within the formula. This should enable settings to provide for the additional needs that children from these communities may have. The second element of the deprivation supplement formula is triggered by children from key ethnic groups: African, African-Caribbean, Turkish, Kurdish and Gypsy, Roma and Irish Travelers. The funding formula does not however, stimulate the take-up of additional places in areas of greatest need.
- 4.8 Haringey also funds 857 targeted full time places across its Nursery School and maintained Nursery classes. The intention was to target some resources on children with special educational needs and to address higher levels of need within our communities. Places are allocated to maintained settings and some PVI settings with admissions to these places, in most cases, being managed by those settings. Currently, there is no mechanism to ensure that take-up of full time places is supporting families with the greatest needs. Indeed, some full time places have been allocated to out-of borough residents.
- 4.9 The key issue facing Haringey is the need to ensure greater take-up of funded early years provision in those communities where needs are greatest. However, alongside all local authorities nationally, Haringey is facing very stringent financial constraints as a consequence of the national coalition government's fiscal policy and the potential outcomes of the national spending review. The impact will be very significant for early years and non-statutory services. To mitigate the impact on those communities where needs are greatest it will be necessary to:
- improve the uptake of the free entitlement for 3 & 4 year olds by children from families in our disadvantaged communities and priority groups by promoting the uptake of childcare within the locality;
 - work with community and voluntary organisations to improve access for families to settings offering affordable and accessible childcare in the localities where families would benefit most;

4.10 There may well be the withdrawal of universal benefit and consequently means testing of support for childcare. We know that under these conditions there will be children needing support where claims will not be made. Once again, Children's Centres will have a key role to play to ensure that those who are entitled to funding will have access to that support.

4.11 The current proposal for the allocation of resources through the single funding formula (EYSFF) model proposed is likely to widen the gap between communities particularly where availability and affordability of places is an issue. The action required to address this issue is:

- a programme of outreach work by Children's Centres and key partners agencies serving the most challenged communities and families, to increase take-up of funded places and sustained participation in childcare and early education;
- consider the use of funding for full time places more strategically to address priority needs;

5. Consultation

5.1 Formal consultation on the Early Years Single Funding Formula is scheduled for autumn 2010. This consultation will include all stakeholders to ensure that there is a consensus over the components of the formula and its impact on the funding of Early Years provision.

There are a range of consultations undertaken to date which inform the issues raised in this Equality Impact Assessment. These consultations point to:

- the importance of outreach work from Children's Centres and other agencies to increase access to childcare, early education and other services for young children;
- the wide variation in intensity and impact of outreach services;
- the value of specialist knowledge and expertise in working with the most disadvantaged groups;
- the importance of local partnerships to ensure that services are deliverable and sustainable;
- The vital role of very effective local 'intelligence' networks particularly where there are high levels of mobility in local communities.

5.2 Consultation to date on the implementation of the Single Funding Formula has shown that:

- there are widespread concerns that the implementation of the formula will widen the achievement and progress gap that already exists when children start school;
-
- The elements for deprivation and quality are variable factors which can be used to support the additional needs of children from priority groups;
-
- more intensive and sustained work is required in local communities if the take-up of funded childcare places is to increase amongst priority groups;

- 5.3 The proposed Early Years Single Funding Formula will be available publicly through reports to Council and to School's Forum.
- 5.4 The Childcare Sufficiency Audit will be published in spring 2011 and will include a detailed report on the outcomes of consultation with focus groups and the results of a postal questionnaire.

6. Training

- 6.1 The implementation of the Early Years Single Funding Formula has repercussions for a wide range of agencies and services. The focus for Haringey is on measures to increase the take-up of funded childcare places by a much greater proportion of families in the priority groups, from the communities facing the greatest impact of child poverty and from key ethnic communities. There are also training issues for all settings to accelerate the progress of those children with priority needs and ensure the continuing improvement in the quality of provision.
- 6.2 The training required to achieve these improved outcomes will be delivered through the overall early years programme and will include training needs identified through a similar review of Children's Centres and the outcomes of the Childcare Sufficiency Audit 2011. The training programme will be targeted at maintained settings; PVI and children's centres; partners in early year's provision; and, LA staff.
- 6.3 The outcomes of the training will be to:
- increase the effectiveness of contact with all communities across Haringey and in particular with those who are less likely to access early years services;
 - increase participation in funded childcare, particularly amongst priority groups;
 - improve the assessment of needs, intervention and tracking of progress of priority groups across all settings;
 - develop a more even provision of PVI settings across Haringey;
 - Improve the value for money achieved through all settings and ensure that resources are targeted where needs are greatest.

7. Monitoring arrangements

- 7.1 The collection and analysis of PLASC data will enable an annual review of take-up across all wards, SOAs, communities and providers. The key indicators will be participation figures, particularly for those communities, groups and geographical areas where participation has been low in the past. This analysis will be undertaken jointly by the School Funding and Early Years team.
- 7.2 Children's progress in early education is assessed in all settings that offer funded places. The collection and analysis of this data annually will provide evidence of the impact of childcare and early learning on key communities and priority groups. This analysis will be undertaken by the Early Years team.
- 7.3 Haringey will also continue to review the sufficiency of places for 3 and 4 year olds to ensure that the outcomes of the Childcare Sufficiency Audit are implemented. In addition to this, the quality of the free entitlement provision across all sectors will

continue to be monitored to ensure that all children are able to access the best possible quality education and care in their earliest years. This monitoring and analysis will be undertaken by the Early Years team.

8. Impacts identified

Diversity	Impact
Age	<p>The Early Years single funding formula is a universal benefit available to all 3 and 4 year olds where parents choose eligible childcare for their children.</p> <p>The formula, in itself, has no adverse impact due to age. More three year olds than four year olds access funded places. Many four year olds enter reception classes and are involved in full-time education.</p>
Disability	<p>Children with a disability have priority in admissions policies and many are supported through the funding of full time places. There are designated places in special schools for children with complex disabilities. Targeted funding ensures that appropriate places are available for all children with a disability who are known to the Local Authority.</p>
Ethnicity	<p>There is a low take-up of funded child-care places by parents in some of the most deprived and ethnically diverse wards and under representation by ethnic minority groups particularly: Travelers/Gypsy Roma; Asian groups; Black African and Caribbean groups.</p> <p>White and mixed groups are much more likely to take up funded places.</p>
Gender	<p>The single funding formula itself is a universal grant which follows the child. Overall here is a proportional balance of boys and girls accessing funded childcare, but in some communities there are more boys than girls participating.</p>
Religion or Belief	<p>The single funding formula provides funding for denominational and faith based settings in both the maintained and private, voluntary and independent settings. The application of the formula is common across all settings. Those settings supporting families from the most deprived communities, from priority groups and from key ethnic communities gain additional resources through the application of the formula.</p>
Sexual Orientation	<p>Data is not collected on sexual orientation. There is no known adverse impact.</p>

9. Actions to be implemented

Equality Areas	Impact	Action required	Lead Person	Timescale	Resource implications
<p>Early Years Outcomes Duty: Reducing the gap between the 20% most disadvantaged and the rest</p>	<p>Re-distribution of resources from maintained sector to the PVI sector. Majority of PVI providers are located in the West network within the borough in which levels of child poverty are significantly lower.</p>	<p>Target a proportion of the overall funding for the free entitlement to meet the needs of socio-economically deprived communities and targeted ethnic minority groups through the inclusion of a deprivation supplement within the formula.</p> <p>Ensure that the deprivation supplement acts as an enabler; supporting the provision of high quality, accessible places for our most disadvantaged 3 and 4 year olds.</p>		<p>April 11</p>	

Equality Areas	Impact	Action required	Lead Person	Timescale	Resource implications
Age Ethnicity	The take-up of funded places varies significantly across Haringey with a very high provision and take up of places in the West of the borough and very low take-up of places in some communities in the East of the borough	<p>Improve the quality of information on the benefits of childcare and early education and on the availability of funded places in the locality.</p> <p>Partnership working with key statutory, voluntary and community Early Years service providers.</p> <p>Establish effective mechanisms for linking the provision of, and access to targeted childcare for 2 year olds, to the free entitlement for 3 and 4 year olds.</p>	<p>Greer Ndefo/ Children's Information Service</p> <p>Ngozi Anuforo/Ros Cooke</p> <p>Ngozi Anuforo</p>	October 10 - March 11	5 days officer time Revised publications and web pages
Ethnicity	Lower take-up of funded child-care places by parents in some of the most deprived and ethnically diverse wards and under representation by ethnic minority groups particularly: Travelers/Gypsy Roma; Asian groups; Black African and Caribbean groups.	Improve outreach from Children's Centres and key partner organizations; serving the most deprived communities, to increase take-up of funded childcare	Ngozi Anuforo	January 11 - March 11	Greater impact from targeted outreach services

Equality Areas	Impact	Action required	Lead Person	Timescale	Resource implications
Ethnicity Disability		Improve the monitoring of progress of priority groups and target populations to identify impact of provision and further investments required.	Ngozi Anuforo	January 11 - March 11	One day conference fro leaders of settings Three days staff time
Disability Gender Ethnicity		Implement the monitoring strategy set out in Section 7above.	Ngozi Anuforo	January 2011	Systems already in place

9. Publication and sign off

This Equality Impact Assessment will be published in 2010 and made publicly available through Haringey's web-site. It will be filed in the Members library and will be made available through Public Libraries and Children's Centres.

Assessed by (Author of the proposal):

Name:

Designation:

Signature:

Date:

Quality checked by (Equality Team):

Name:

Designation:

Signature:

Date:

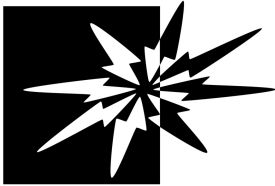
Sign off by Directorate Management Team:

Name:

Designation:

Signature:

Date:



Haringey Council

The Children and Young People's Service

Report to Haringey Schools Forum

**Agenda Item
11**

Report Status

For information/note
 For consultation & views
 For decision

Report Title: Early Years Single Funding Formula

Authors:

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Steve Worth, School Funding & Policy Manager

Telephone: 020 8489 3708 **Email:** Stephen.worth@haringey.gov.uk

Purpose: To provide the Forum with the consultation documents for the EYSFF.

Recommendations: Members are asked to note the attached consultation which subject to final changes will be issued on Monday 8 November.

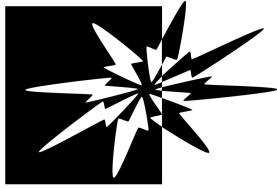
1. Background and Introduction.

The EYSFF will be implemented from April 2011. The Council undertook a major consultation exercise during December 2009 and January 2010 including roadshow events.

The Forum has also constituted a working party to continue to consider changes to the arrangements proposed earlier.

The attached consultation documents form a second round of consultation with a wide range of stakeholders running from 8 November to 8 December; the outcomes from which will be reported to the next meeting of the Forum. The views of the Forum and the consultation response will be reported to the Council's Cabinet to inform their decisions on the eventual formula. Also attached are the early years draft Policy and Admissions Criteria and Equalities Impact Assessment.

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Haringey Council

The Children and Young People's Service

Report to Haringey Schools Forum 11th November 2010

**Agenda Item
12**

Report Status

For information/note
 For consultation & views
 For decision

Report Title: Electronic Payments by Haringey Schools

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Purpose: To advise Schools Forum on alternative methods of payment for goods and services in order to prevent instances of cheque fraud.

Recommendation: For Schools Forum to note the Authority's recommendations that:

1. The preferred option is to introduce BACS when development is complete. This will need to be done in line with Audit requirements.
2. In the interim, we recommend consulting with schools on a system using cashflow deductions for internal payments.

1. Background and Introduction.

- 1.1 Haringey Schools make payment for goods and services by cheque drawn at the school and posted to the supplier. Some cheques are for payment to private sector creditors while others are for services supplied by Haringey Council.
- 1.2 A number of Haringey Schools have recently encountered instances where cheques have been drawn, posted to the Council, later to find that the cheque has been intercepted by a third party, the payee's name and sometimes the amount altered and then an attempt made to fraudulently encash the cheque.
- 1.3 In most of the recent cases the cheques have been drawn to Haringey Council.
- 1.4 Investigation has shown that cheques have been intercepted by third parties whether posted through internal or external post systems.
- 1.5 In many instances, the relevant bank has alerted the school before the altered cheque was encashed, thereby preventing the fraud otherwise the bank has reimbursed the school against loss.
- 1.6 It is clear that schools cannot be exposed to continued risk of loss through fraud and consequently an alternative method of settlement of invoices is sought.

2. Alternative Solutions

- 2.1 One solution for Haringey payments would be for sums due to be deducted from the school's monthly cashflow following a reasonable settlement period (eg one month). Schools would still receive paper bills and have the opportunity to dispute invoices should the need arise. Disputed invoices would not form part of the cashflow deduction.
- 2.2 The Authority would inform the school of which invoices had been deducted so that the payment could be recorded in the school accounts.
- 2.3 One neighbouring Authority recoups payment from its schools by direct debit on a monthly basis. This is an alternative solution but holds little advantage over withdrawal via cashflow.
- 2.4 A third alternative is for schools to have the facility to make electronic payments (BACS) which would replace cheque payment. This has the advantage of being operable for Haringey and private sector payments.
- 2.5 Electronic payment relies upon the facility being built into the accounting software (RM or SIMS FMS) and a BACS file being

provided by the school's bank. There may be a cost implication for the schools for provision of the BACS file but this is dependant upon the bank.

- 2.6 RM is currently developing the BACS payment facility and expects this to be available in a future upgrade of their software (estimated to be around end of March 2011). Current work is based upon a BACS file being provided by Lloyds TSB. Other banks will need to be approached for access to their BACS software – a charge would be made by RM for further developmental work to be carried out to integrate RM Finance with non Lloyds TSB files. We will explore the level of costs with RM and update Schools Forum on developments.
- 2.7 The facility will require the electronic signature of the payment to be made within the BACS file software.
- 2.8 SIMS has already introduced electronic payments into certain Local Authorities and this has been operable for approximately two years.
- 2.9 The agent who works with Haringey Schools using SIMS FMS is introducing electronic payments into her school in another Authority during the second half of the autumn term. Her experience gained in this process would enable us to introduce electronic payments within SIMS FMS in Haringey. We will explore this process as it develops and update Schools Forum.

3. Recommendation.

- 3.1. The preferred option is to introduce BACS when development is complete. This will need to be done in line with Audit requirements.
- 3.2. In the interim, we recommend consulting with schools on a system using cashflow deductions for internal payments.

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