
Haringey Schools Forum

WEDNESDAY 8 JULY 2015 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. APOLOGIES AND SUBSTITUTE MEMBERS

Clerk to report.

3. DECLARATIONS OF INTEREST

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

4. MINUTES OF THE MEETINGS OF 21 MAY 2015 (PAGES 1 - 6)

5. MATTERS ARISING

6. FORUM MEMBERSHIP (PAGES 7 - 24)

To review the membership of the Forum.

7. THE SCHOOL'S INTERNAL AUDIT PROGRAMME 2014-15- FEEDBACK (PAGES 25 - 30)

To advise the Schools Forum of the feedback on the audit work undertaken in 2014/15.

8. SCHOOLS BUDGET OUTTURN 2014-15 AND UPDATE ON DEDICATED SCHOOLS GRANT FOR 2015/16 (PAGES 31 - 40)

- (i) To advise the Schools Forum of the latest Dedicated Schools Grant allocation for 2015-16.
- (ii) To advise the Schools Forum of the Schools Budget carry forward from the 2014-15 financial year and the balances carried forward by individual schools.
- (iii) To request the appointment of a panel of the Forum to allocate the contingency for schools in financial difficulty.

9. SCHOOL FUNDING 2016-17 (VERBAL REPORT)

10. PREPARING FOR THE 30 HOUR EXTENSION TO THE FREE ENTITLE-MENT FOR THE THREE AND FOUR OLDS OF WORKING PARENTS

(PAGES 41 - 44)

To provide Schools Forum members with an update on the Governments proposals for extending the free entitlement for working parents.

11. EARLY HELP AND PREVENTION SERVICE UPDATE AND FINANCIAL WORK (PAGES 45 - 54)

To provide the Schools Forum with an update on activity since the last forum and detail financial plans for the previous and current financial year in response to questions raised at the May 2015 Schools Forum.

12. PATHWAYS TO SUPPORT FOR 16 - 25 YEAR OLDS WITH SPECIAL EDUCATIONAL NEEDS (PAGES 55 - 60)

To provide Schools Forum members with an update on Educational Placements for 16 -25 years olds with Special Educational Needs and Complex Needs, and the potential impact on the High Needs Block budget.

13. PATHWAYS TO SUPPORT FOR 0-5 YEAR OLDS WITH SPECIAL EDUCATIONAL NEEDS (PAGES 61 - 68)

To provide Schools Forum members with an update on support for preschool children with Special Educational needs and Complex Needs in Childcare Settings

14. MEMBERSHIP AND FEEDBACK FROM WORKING PARTIES: (VERBAL)

- Early Years
- High Needs
- Traded services

15. WORK PLAN 2015/16 (PAGES 69 - 72)

To inform the Forum of the proposed work plan for 2015-16 and provide members with an opportunity to add additional items.

16. ANY OTHER URGENT BUSINESS

17. DATE OF FUTURE MEETINGS

- 22 October 2015
- 3 December 2015
- 14 January 2016
- 25 February 2016
- 19 May 2016
- 30 June 2016

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**MINUTES OF THE SCHOOLS FORUM MEETING
THURSDAY 21 MAY 2015**

Schools Members:

Headteachers: **Special (1)** - Martin Doyle (Riverside),
Children's Centres (1) - *Julie Vaggers (Rowland Hill),
Primary (7) *Dawn Ferdinand, (The Willow), *Fran Hargrove (St Mary's CE), Will Wawn (Bounds Green) *Cal Shaw (Chestnuts), Julie D'Abreu (A)(Devonshire Hill), *Nic Hunt Weston Park) *James Lane (A)(St Francis de Sales)
Secondary (2) Helen Anthony (A) (Fortismere), *Tony Hartney (Gladesmore),
Primary Academy (1) *Sharon Easton (A) (St Paul's and All Hallows),
Secondary Academies (2) Elma McElligott (A)(Woodside), *Michael McKenzie (Alexandra Park)

Governors: **Special (1)** *Michael Connah (A)(Riverside)
Children's Centres (1) *Melian Mansfield (Pembury)
Primary (7) Miriam Ridge (Our Lady of Muswell), Asher Jacobsberg (A) (Welbourne), Louis Fisher (Earlsmead), *Laura Butterfield (Coldfall), Andreas Adamides(A)(Stamford Hill), *Zena Brabazon (Seven Sisters) and *Lorna Walker (Rokesly Infants)
Secondary (3) *Liz Singleton (Northumberland Park),* Imogen Pennell (Highgate Wood), Keith Embleton (A)(Hornsey)
Primary Academy (1) *Liza Sheikh Wali (A)
Secondary Academy (1) *Marianne McCarthy (Heartlands),

Non School Members:- **Non – Executive Councillor** - * Cllr Wright
Professional Association Representative - * Niall O'Connor
Trade Union Representative - *Pat Forward
14-19 Partnership - June Jarrett
Early Years Providers - Susan Tudor-Hart
Faith Schools - Mark Rowland (A)
Pupil Referral Unit –*Gordon McEwan

Observers:- **Cabinet Member for CYPS** (*Cllr Ann Waters)

Also attending: Steve Worth, Finance Manager (Schools and Learning)
Carolyn Banks, Clerk to Forum
Jon Abbey, Interim Director of Children Services
Anji Phillips, Interim Assistant Director, Schools and Learning
Vikki Monk- Meyer, Head of Integrated Services
Gill Gibson- Assistant Director - QA, Early Help and Early Years
Gareth Morgan, Head of Early Help and Prevention
Kirsten Carr, Families Initiative Co-ordinator

* Members present

A Apologies given

TONY HARTNEY IN THE CHAIR

MINUTE NO.	SUBJECT/DECISION	ACTION BY
1	CHAIR'S WELCOME The Chair, welcomed everyone to the meeting.	
2.	APOLOGIES AND SUBSTITUTE MEMBERS	
2.1	Apologies for absence received from Helen Anthony, Mark Rowland, Andreas Adamides, Julie D'Abreu, Elma McElligott, and Keith Embleton.	
2.2	Florence Fineberg was substituting for Helen Anthony and Herbie Spence was observing on behalf of June Jarrett.	
3	DECLARATION OF INTEREST (Agenda Item 3) There were no declarations made.	
4	MINUTES OF MEETINGS HELD ON 25 FEBRUARY 2015	
4.1	The minutes of the meetings held on 25 February 2015 were agreed as a correct record.	
5.	MATTERS ARISING	
	There were no matters arising not covered elsewhere in the agenda.	
6.	HIGH NEEDS UPDATE	
6.1	VMM reminded the Forum of the key feature of the SEND reforms, together with an analysis of the number of children and young people with SEN and disabilities. In particular the Forum noted that the reforms extended support to young people up to the age of 25, putting greater pressure on the already stretched High Needs block budget. In response to a question it was noted that the total budget for voluntary and independent schools was around £7m. MM asked for details of the top up provided from main stream schools.	VMM
6.2	It was noted that although Haringey spends more on independent day placements across all categories of need compared to the average across the Local Authorities in the local benchmarking group for residential placements at independent schools, less was spent on average per place per week. The patterns of spend on placement, and the underlying reasons for this, required further analysis, however it was noted that it was an increasing rather than reducing pattern.	
6.3	In response to a question it was noted annual review of placements took place, but they had not always been undertaken by sufficiently experienced staff. With regard to the possibility of greater in borough provision VMM advised that whilst this was being explored many of the young people placed out of borough had complex needs. MMcC informed the Forum that Heartlands High School had recently obtained permission to open a new Free school for Autism, which would cater for pupils from 4	

	-19 and would serve the local community. MMcC asked about progress being made by the NLSA in respect of work being undertaken to reduce the costs of independent placements across North London as a whole. In response to a question VMM advised that most of the special schools were full.	VMM
7.	ADMINISTRATIVE ARRANGEMENTS FOR THE ALLOCATION OF CENTRAL GOVERNMENT GRANTS PAID TO SCHOOLS VIA THE LOCAL AUTHORITY	
7.1	In accordance with statutory requirements the Forum noted the administration of Government grants paid to schools via the Local Authority. With regard to the DSG the Forum was reminded that budgets centrally retained by the LA in the Schools and Early Years Block can not be higher than in 2012/13. Following decisions on centrally retained budgets, de-delegation and on the Growth Fund the remaining budgets were delegated through the three funding formulae; Schools, Early Year and High needs blocks. Any unspent DSG must be carried forward and is reported to the Forum at its July meeting.	
7.2	The arrangements in respect of the allocation of pupil premium, EFA post 16 students, universal free school meals, devolved formula capital, summer schools, Year 7 catch up, PE and sports and schools direct were all noted.	
7.3	ZB asked about the timescale for the allocation of the Early Years Pupil Premium and advised that Islington had already made the payment. SW confirmed that the money was about to be despatched. SW agreed to speak to colleagues in Islington to see if there were any lessons that could be learnt.	SW
8.	EARLY HELP	
8.1	As requested at previous meetings JA provided the Forum with an introduction to the work currently taking place to ensure that children and young people in Haringey were being kept safe, which was set against a background of increasing need and reduced resources.	
8.2	GG outlined the vision for a multi agency Early Help offer of a continuum of support. . The Forum noted that there were a number of challenges around delivery and ensuring a safe seamless service. GM provided further information in respect of the direction of travel to date and the proposed delivery model.	
8.3	The detailed report and presentation set out proposals for the delivery of Early Help in Haringey, including the expectations on local authorities and agencies as set out in recent national guidance. Work was currently underway in Haringey to further develop the partnership operating model for Early Help which would enable a more co-ordinated and integrated approach to the delivery of Early Help. The aim was to provide a continuum of help and support to respond to different levels of need of children through universal, targeted and specialist services based on a model of locality based multi agency working. It was noted that a range of agencies were currently considering how they might align and/or commission delivery and resources. The reconfiguring of Early Help and Prevention Service, which would be in place by October 2015 would include a new single front door for access to all children and young people's services, the establishment of integrated multi agency locality	

	teams linked to the 6 NLC areas, and a multi agency targeted response service. Discussions would be continuing with partners including children's centres and schools over the next few months to further develop and shape the model and to clarify the processes which would best support schools in identifying families who would benefit from early help and enabling swift allocation of cases where needed.	
8.4	Details of the current Early Help and prevention service together with an analysis of outcomes was noted. By March 2016 it was envisaged that a demonstrable impact from the wider Early Help Partnership ip would be able to be provided. The meeting noted that there would be staff consultation on the proposals.	
8.5	Although there was an appreciation of the difficulty of the task facing the service the Forum wished to be provided with confidence that these proposals would work effectively. GM assured the meeting that there would be a multi agency working and information sharing agreements providing front line staff with the confidence to undertake their role effectively. The Forum expressed some concern over the shrinking resources across all agencies available to ensure an effective service. In particular MM sought further information on the costs and evidence of effectiveness, especially as £1.3m was funded from the Forum. A breakdown of the costs and clarification on this expenditure was requested as soon as possible. MM was also of the view that there was a lack of information being provided to schools GG also agreed to provide a further report setting out detailed budgetary information. LB also sought further information around targets and outcomes and links to education settings. JA advised that although prevention and intervention was not new, it had never been put together as effectively as the current Early Help offer. He also stated that, as the system was still in the early stages it was difficult at present to demonstrate impact.	GG
8.6	JV advised that children's centres and schools were already undertaking early help on a regular basis and it was suggested that those working on the new offer should assess this provision. DF supported this and was of the view that it would be good value for money if some of the money for Early Help was directed to schools. GG agreed that it would be useful to be informed of the needs that were being addressed by children's centres and schools. The Chair thought that the production of a grid setting out the details would be helpful. NH expressed some concern over possible increase in costs as some schools engaged their own family support workers. JA confirmed that there were some financial challenges and the money available needed to be used wisely. FH asked for information about the implications for not having the service to be provided at the next meeting.	
8.7	The Forum requested an updated report to the next meeting covering all of the issues and concerns raised. In addition GG requested that she be informed if there was any further information Forum members sought for inclusion in the report.	GG
9.	MEMBERSHIP AND FEEDBACK FROM WORKING PARTIES;-	
9.1	<u>Early Years</u> MM advised that the Working Party had looked at the distribution of full time nursery places which had all been allocated. Discussions had also been held around the early Years Pupil Premium and the Early Years	

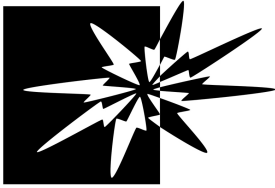
	Single Funding formula.	
9.2	<u>High Needs</u> VMM advised that the Working Party would be reconvened shortly. In addition it was noted that a working party had been set to consider how to distribute the Early years top up to the qualifying families.	
9.3	<u>Traded Services</u> AP reported that Traded Services was progressing well with over 200 users to date and 90% of in borough schools fully engaged. AP thanked governors and Headteachers for their involvement and support. It was noted that there were plans to extend the service for September. MMK hoped that facilities time would be on offer via the portal.	
10.	WORKPLAN 2014/15	
	The workplan was noted.	
11.	ANY OTHER URGENT BUSINESS There was none.	
12.	DATE OF FUTURE MEETINGS <ul style="list-style-type: none"> • 8 July 2015 	

The meeting closed at 5.55 pm

TONY HARTNEY

CHAIR

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Haringey Council

The Children and Young People's Service

Report to Haringey Schools Forum – 8 July 2015

Agenda Item

7

Report Status

For information/note
 For consultation & views
 For decision

Report Title: Schools Forum Membership

Authors: Carolyn Banks, Clerk to the Forum

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Purpose: To review the membership of the Forum.

Recommendations:

1. That the Forum consider size and membership and determine as follows:-
 - a) That the Schools members be either reduced by three, (two less from the primary sector and one from the secondary sector) and a reduction of one from the Academy members to be reduced as outlined in the report.
 - or
 - b) that the current status quo of Schools and Academy members continue for a further three years or sooner if legislation requires.
2. That the Forum consider whether to reduce the number of non school members by one through the reduction of places allocated to trade unions by one place.
3. That the overall membership continue to be reviewed on a tri-annual basis with annual review to ensure that there is a balance between maintained primary, maintained secondary and academies members proportionate to the pupil numbers in each category.

4. That the Clerk commence the re-election process with a view to the new membership being in place for September 2012 and write to the nominating organisations inviting nominations for appointment to the Forum.

1. Background.

- 1.1 The current three year period of office for Forum Members comes to an end in September 2015.
- 1.2 In accordance with the Constitution, a re- election process should commence following this meeting and the newly elected Forum will take office from the date of the next meeting.

2. Structure of the Forum

- 2.1 The Education Funding Agency in March 2015 published an operational and good practice guide for Schools Forum. This guidance confirms that Schools forums must have 'schools members', 'academies member(s)' if there is at least one academy in the local authority's area and 'non-schools members'.
- 2.2 Schools and academies members together must number at least two-thirds of the total membership of the schools forum and the balance between maintained primary, maintained secondary and academies members must be broadly proportionate to the pupil numbers in each category. Consequently, whilst the Forum agrees its membership for a three year period annual reviews are undertaken.

3. School Members

- 3.1 Schools members represent specified phases or types of maintained schools within the local authority. As a minimum, schools forums must contain representatives of two groups of schools: primary and secondary schools, In addition there must be at least one representative from special schools, nursery and pupil referral units (PRUs).
- 3.2 The local authority then has discretion to divide the groups referred to in into one or more of the following sub-groups:
 - headteachers or headteachers' representatives in each group;
 - governors in each group;
 - representatives of a particular school category, e.g. voluntary aided.
- 3.3 Headteachers can be represented by other senior members of staff within their school. Governors can include interim executive members of an interim executive board. The sub-groups do not have to be of equal size – for example, there may be more representatives of headteachers of primary schools than governors of such schools, or vice versa. The membership structure of the schools forum should

ensure there is sufficient representation of each type of schools member in each group to ensure that debate within the schools forum is balanced and representative. As a minimum, there must be at least one representative of headteachers and one representative of governors among the schools members.

- 3.4 Whatever the membership structure of schools members on a schools forum, the important issue is that it should reflect most effectively the profile of education provision across the local authority to ensure that there is not an in-built bias towards any one phase or group.

4. Academy Members

- 4.1 Academies members must represent mainstream academies, including the Octagan Academy, Tottenham UTC and the two free schools.
- 4.2 Although there is no requirement for academies members to represent specific primary and secondary phases, to do so ensures representation remains broadly proportionate to pupil numbers.

5. Non School Members

- 5.1 Non-schools members may number no more than a third of a schools forum's total membership. A representative of providers of 16-19 education must be elected from those providers. Nominations for this place will be sought from CONEL, Area 51, HALS and the Harrington Scheme.
- 5.2 In addition the local authority must appoint at least one person to represent early years providers from the private, voluntary and independent (PVI) sector.
- 5.3 Before appointing additional non-schools members to the schools forum, the local authority must consider whether the Church of England and Roman Catholic dioceses situated in the local authority's area; and, where there are schools or academies in the area with a different religious character, the appropriate faith group, should be represented on the schools forum.
- 5.4 The purpose of non-schools members is also to bring greater breadth of discussion to schools forum meetings and ensure that stakeholders and partners other than schools are represented. Organisations which typically provide non-schools members are trades unions, professional associations and representatives of youth groups. Parent groups could also be considered. However, as there are clearly limited numbers of non-schools members able to be on a schools forum, care should be taken to ensure that an appropriate representation from wider stakeholders is achieved.

6. Size of the Forum

- 6.1 Although there is no maximum or minimum size required authorities are recommended to take various issues into account in deciding the actual size, including the need to have full representation for various types of school, and the local authority's policy on representation of non-schools members. Care is also recommended to be taken to keep the schools forum to a reasonable size to ensure that it does not become too unwieldy. Currently the Forum consists of 35 members as set out below made up of 29 school members, and 6 non schools members. This is on the large size when compared with other boroughs which are around 16 to 22. Our current membership is made up as follows:-

No.	Membership Category
	<u>Schools</u>
1	Children's Centre Staff
1	Children's Centre Governor
7	Primary Maintained sector School Staff
7	Primary Maintained sector School Governor
2	Secondary maintained sector School Staff
3	Secondary maintained School Governor
1	Special School Staff
1	Special School Governor
1	Pupil Referral Unit
24	Total
	<u>Academies</u>
1	Primary Academy sector school staff
1	Primary Academy sector school governor
2	Secondary Academy Sector school staff
1	Secondary Academy Sector governors
5	Total
	<u>Non Schools</u>
1	Haringey Councillor
1	Children's Service Consultative Committee (Trades Union)
1	Teachers' Professional Associations
1	Faith Sector
1	14-19 Partnership
1	Early Years Provider.
6	Sub-Total Non School Members
35	Total Members
	<u>Observers</u>
	Haringey Council Cabinet Member for Children and Young People
	Education Funding Agency

- 6.2 A summary of the structure of Forum is provided by the EFA (Appendix A). Although it has not been introduced the DfE have indicated that they may consider making further changes that will support fairness and transparency in the operation of Schools Forum, and this could include setting a maximum cap on the number of members. Appendix B provides a breakdown of pupil placements on a school by school basis which supports a proposed slight reduction in membership whilst still maintaining appropriate ratios and balance. The Forum is asked to consider the current numbers and whether a slight reduction would be desired. If so it would be proposed that the number of school members be reduced by 3, with two fewer places available from the primary sector, one staff and one governor and a reduction of one from the secondary sector from a governor. In order to ensure numbers are proportionate there would also be a reduction of one from the Academy members. Furthermore it is also suggested that consideration be given to a reduction in the number of non school members by one. This would give a total membership of 30 as follows:-

No.	Membership Category
	<u>Schools</u>
1	Nursery Schools Staff
1	Nursery School Governor
6	Primary Maintained sector School Staff
6	Primary Maintained sector School Governor
2	Secondary maintained sector School Staff
2	Secondary maintained School Governor
1	Pupil Referral Unit
1	Special School Staff
1	Special School Governor
21	Total
	<u>Academies</u>
1	Primary Academy sector school staff
1	Primary Academy sector school governor
1	Secondary Academy Sector school staff
1	Secondary Academy Sector governors
4	Total
	<u>Non Schools</u>
1	Haringey Councillor
1	Trade Unions
1	Faith Sector
1	16 – 19 providers
1	Early Years Private, Voluntary and Independent providers.(PVI)
5	Sub-Total Non School Members

30	Total Members
	Observers
	Haringey Council Cabinet Member for Children and Young People
	Education Funding Agency

7. Term of office

The guidance states that the term of office for each schools member and academies member should be stipulated by the local authority at the time of appointment. Such stipulation should follow published rules and be applied in a consistent manner between members. They need not have identical terms – there may be a case for varied terms so that there is continuity of experience rather than there being a complete change in the membership at a single point. Although it may appear as good practice to vary the terms of office so that there is no a complete change of membership due to the fact that many of the representatives are returned for a further period of office this is not an issue in Haringey. In addition the Forum has previously agreed that there should be an annual review. It is therefore recommended that the current practice of a total review on a tri -annual basis should continue.

8. Election process

- 8.1 For school members and in accordance with the guidance it is thought that the relevant group or sub-group is probably best placed to determine how their schools members should be elected. Similarly Academies members must be elected by the proprietor bodies.

9. Other Membership issues

- 9.1 There are three restrictions placed on who can be a non-schools member of a schools forum. The local authority cannot appoint:
- an elected member of the local authority who is appointed to the executive of that local authority (a lead member/portfolio holder) 'executive members',
 - the Director of Children's Services or any officer employed or engaged to work under the management of the Director of Children's Services, and who does not directly provide education to children (or manage those who do)
 - other officers with a specific role in management of and/or who advise on funding for schools

10 The role of executive elected members

- 10.1 The guidance advises that a schools forum needs to ensure that there are systems in place for executive members of the Council to be aware of its views on specific issues and, in particular, any decisions it takes in relation to the Schools Budget and individual budget shares.
- 10.2 Executive members with responsibility for education/children's services or resources of the local authority are able to participate in schools forum meetings. By doing so such elected members are able to contribute to the discussion and receive first-hand the views of the schools forum: it is clearly good practice for this to be the case and the regulations provide the right for executive members to attend and speak at schools forum meetings.

11. Observers

The Regulations provide that the Secretary of State can appoint an observer to attend and speak at schools forum meetings, e.g. a representative from the Education Funding Agency (EFA). This allows a conduit for national policy to be discussed at a local level and provide access for schools forum to an additional support mechanism, e.g. where there are highly complex issues to resolve.

School Name	Phase	Academy Type
Maintained Primary		
Belmont Junior School	Primary	0.00
Belmont Infant School	Primary	0.00
Bounds Green Junior School	Primary	0.00
Bounds Green Infant School	Primary	0.00
Campsbourne Junior School	Primary	0.00
Campsbourne Infant School	Primary	0.00
Devonshire Hill Primary School	Primary	0.00
Earlsmead Primary School	Primary	0.00
Highgate Primary School	Primary	0.00
Lancasterian Primary School	Primary	0.00
Coldfall Primary	Primary	0.00
Tetherdown Primary	Primary	0.00
Rokesly Junior	Primary	0.00
Rokesly Infant School	Primary	0.00
South Haringay Junior School	Primary	0.00
South Haringay Infant School & The Ladder Children's Centre	Primary	0.00
Stamford Hill Primary School	Primary	0.00
West Green Primary School	Primary	0.00
Tiverton Primary School	Primary	0.00
Coleridge Primary	Primary	0.00
Welbourne Primary	Primary	0.00
Lea Valley Primary School	Primary	0.00
Ferry Lane Primary School	Primary	0.00
Rhodes Avenue Primary	Primary	0.00
Crowland Primary School	Primary	0.00
Weston Park Primary School	Primary	0.00
The Willow Primary School	Primary	0.00
Alexandra Primary School	Primary	0.00
Stroud Green Primary	Primary	0.00
Earlham Primary School	Primary	0.00
Lordship Lane Primary School	Primary	0.00
Bruce Grove Primary School	Primary	0.00
Risley Avenue Primary School	Primary	0.00
Muswell Hill Primary School	Primary	0.00
Seven Sisters Primary School	Primary	0.00
St Aidan's VC Primary School	Primary	0.00
The Mulberry Primary School	Primary	0.00
St Michael's Primary - N6	Primary	0.00
St James C of E Primary	Primary	0.00
St Mary's CE Primary School	Primary	0.00
Our Lady of Muswell Catholic Primary School	Primary	0.00
St Francis de Sales Catholic Infant & Junior School	Primary	0.00
St Ignatius RC Primary School	Primary	0.00
St Mary's RC Junior School	Primary	0.00

St Paul's Catholic Primary School	Primary	0.00
St Mary's RC Infant School	Primary	0.00
St Peter In Chains RC Infant School	Primary	0.00
St Francis de Sales Catholic Infant & Junior School	Primary	0.00
St Martin of Porres RC Primary School	Primary	0.00
St Gildas' Catholic Junior School	Primary	0.00
St John Vianney Catholic Primary	Primary	0.00
Chestnuts Primary School	Primary	0.00
North Harringay Primary School	Primary	0.00
Total Maintained Primary		
Maintained Secondary		
Hornsey Girls School	Secondary	0.00
Highgate Wood School Arts college	Secondary	0.00
Northumberland Park Community School	Secondary	0.00
Fortismere School	Secondary	0.00
Gladesmore Community School	Secondary	0.00
Park View	Secondary	0.00
Total Maintained Secondary		
Academy Primary		
Harris Primary Academy Coleraine Park	Primary	Recoupment Academy
Harris Primary Academy Philip Lane	Primary	Recoupment Academy
Noel Park Primary School	Primary	Recoupment Academy
Trinity Primary Academy	Primary	Recoupment Academy
Holy Trinity CE Primary School	Primary	Recoupment Academy
St Paul's & All Hallows Infant School	Primary	Recoupment Academy
St Ann's CE Primary School	Primary	Recoupment Academy
St Michael's CE Primary School N22	Primary	Recoupment Academy
St Paul's and All Hallows CE Junior Scho	Primary	Recoupment Academy
Eden Primary	Primary	Non Recoupment Academy
Brook House Primary School	Primary	Non Recoupment Academy
Harris Academy Tottenham	All-through	Non Recoupment Academy
Total Academy Primary		
Academy Secondary		
Woodside High School	Secondary	Recoupment Academy
Alexandra Park School	Secondary	Recoupment Academy
St Thomas More Catholic School	Secondary	Recoupment Academy
Heartlands High School	Secondary	Recoupment Academy
Tottenham UTC	Secondary	Non Recoupment Academy
Greig City Academy	Secondary	Non Recoupment Academy
Harris Academy Tottenham	All-through	Non Recoupment Academy
Total Academy Secondary.		

Oct 14 Primary Roll	Oct 14 Secondary Roll	Jan 15 Nursery Classes	Estimated Expansion 15-16 Fin Yr	Total	Proportion	Members	Rounded
224.00	0.00	0.00		224.00			
173.00	0.00	30.00		203.00			
234.00	0.00	0.00		234.00			
202.00	0.00	43.20		245.20			
215.00	0.00	0.00		215.00			
173.00	0.00	22.80		195.80			
415.00	0.00	42.00		457.00			
444.00	0.00	40.80		484.80			
382.00	0.00	26.40		408.40			
427.00	0.00	45.00		472.00			
630.00	0.00	30.60		660.60			
420.00	0.00	0.00		420.00			
342.00	0.00	0.00		342.00			
263.00	0.00	31.20		294.20			
242.00	0.00	0.00		242.00			
179.00	0.00	33.00		212.00			
194.00	0.00	25.20		219.20			
207.00	0.00	17.40		224.40			
395.00	0.00	25.80		420.80			
824.00	0.00	45.60		869.60			
506.00	0.00	50.40		556.40			
420.00	0.00	30.00		450.00			
193.00	0.00	25.80		218.80			
542.00	0.00	31.20		573.20			
365.00	0.00	15.60		380.60			
268.00	0.00	30.60		298.60			
415.00	0.00	52.80		467.80			
319.00	0.00	27.00		346.00			
338.00	0.00	34.20		372.20			
393.00	0.00	20.40		413.40			
605.00	0.00	31.20		636.20			
410.00	0.00	27.00		437.00			
620.00	0.00	42.60		662.60			
417.00	0.00	0.00		417.00			
422.00	0.00	39.00		461.00			
202.00	0.00	19.80		221.80			
637.00	0.00	33.60		670.60			
413.00	0.00	31.20		444.20			
231.00	0.00	15.60		246.60			
457.00	0.00	29.40		486.40			
412.00	0.00	15.60		427.60			
352.00	0.00	0.00		352.00			
367.00	0.00	19.80		386.80			
236.00	0.00	0.00		236.00			

Current	Change
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14.00	0.00
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5.00	0.00
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2.00	0.00
------	------

3.00	0.00
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24.00	0.00
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Schools forums structure

A summary of the structure of schools forums.

Category	Schools members	Academies members	Non-school members
Represented groups	<p>Where the LA maintains the following types of school, they must be represented on the schools forum:</p> <ul style="list-style-type: none"> • Primary Schools • Secondary Schools • Special Schools • Nursery Schools • PRUs 	<p>At least one academies member must be a representative of mainstream academies, which includes free schools, UTCs and Studio Schools. In addition, there must be one member for each of the following groups (if such exist in the LA area):</p> <ul style="list-style-type: none"> • Special academies, including free schools • Alternative provision academies, including free schools 	<p>16-19 providers</p> <p>Early years Private, Voluntary and Independent (PVI) providers</p> <p>Before considering other groups, the LA must consider diocesan representation</p>

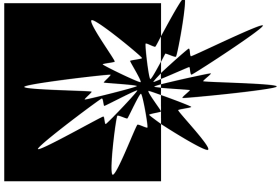
Category	Schools members	Academies members	Non-school members
Type of member	<p>Within each of the five groups above there could be the following types of member:</p> <ul style="list-style-type: none"> • Headteachers (or their representative) • Governors • Headteachers and Governors • In overall terms there must be at least one headteacher (or their representative) and one governor 	Any	Any
Schools forum structure	<p>Schools members and academies members must comprise at least 2/3rds of the schools forum membership</p> <p>Primary schools, secondary schools and academies must be broadly proportionately represented on schools forum, based on the total number of pupils registered at them</p>	<p>Schools members and academies members must comprise at least 2/3rds of the schools forum membership</p> <p>Primary schools, secondary schools and academies must be broadly proportionately represented on schools forum, based on the total number of pupils registered at them</p>	
Voting	Only primary representatives can	No voting on de-delegation or the	No voting on de-delegation or the

Category	Schools members	Academies members	Non-school members
	<p>vote on primary school de-delegation</p> <p>Only secondary representatives can vote on secondary school de-delegation</p> <p>All schools members can vote on the scheme for financing schools</p> <p>All schools members can vote on any other schools forum business, including the consultation on the funding formula</p>	<p>scheme for financing schools</p> <p>All academies members can vote on any other schools forum business, including the consultation on the funding formula</p>	<p>scheme for financing schools</p> <p>Only PVI representatives can vote on the consultation on the funding formula.</p> <p>All non-school members can vote on any other schools forum business</p>
Elected by	The relevant sub-group of the relevant type of school e.g. primary school governor representatives are elected by the governors of primary schools, secondary school headteachers are elected by the headteachers of secondary schools.	The relevant proprietors of academies elect for their group, e.g. mainstream academies, special academies and alternative provision academies	Election only applies to the representative for the 16-19 providers, who is elected by all eligible 16-19 providers
LA appointment of members	Only if no election takes place by the agreed date or in the event of a tie	Only if no election takes place by the agreed date or in the event of a tie	Can appoint a 16-19 representative only if no election takes place by the agreed date or in the event of a tie For all other non-schools members

Category	Schools members	Academies members	Non-school members
			the LA appoints, but it is good practice to seek nominations from the relevant bodies

Other attendees who are permitted to contribute to a schools forum meeting:

- An observer appointed by the Secretary of State
- The Chief Financial Officer
- The Director of Children’s Services
- Officers providing financial & technical advice to schools forum
- The Executive Member for Children’s Services
- Presenters (restricted to the paper they are presenting)
- The Executive Member with responsibility for resources



Haringey Council

Report Status

For information/note ☒
 For consultation & views ☐
 For decision ☐

The Children and Young People's Service

Report to Haringey Schools Forum – 8 July 2015

Report Title: The schools internal audit programme 2014/15 feedback.

Author: Head of Audit and Risk Management

Purpose:

To advise the Schools Forum of the feedback on the audit work undertaken in 2014/15.

Recommendations

1. That the Schools Forum note the feedback on the work completed in 2014/15, including the results of the follow up audits on 2013/14 audits (Appendix A).

1. Background.

1.1 The Council's Corporate Finance service issued the Schools Finance Manual to all schools in 2007. The Manual sets out the financial regulations and procedures that schools should follow and covers all key financial and non-financial processes. Whilst some of the content has been superseded, the principles of the financial and non-financial processes and procedures remain valid, including e.g. budgetary control, income and expenditure systems, recruitment and asset management.

1.2 In addition, Corporate Finance provides regular guidance and information to all schools in respect of the key financial and non-financial processes at schools.

1.3 Internal Audit undertakes a programme of school audit reviews to ensure that schools are complying with the requirements of the Schools Finance Manual and the risks associated with the key financial and non-financial processes are appropriately managed.

1.4 Internal audit are not required to audit the School Financial Value Standard (SFVS), where schools undertake a self-assessment of, or provide an opinion of schools' compliance with this standard. However, the programme of routine audit work should assist schools in providing appropriate assurance to Governing Bodies for the SFVS.

2. Feedback on 2014/15 audit work

2.1 This report:

- Summarises the overall outcomes and assurance levels provided to individual schools from 2011/12 to 2014/15;
- Provides a summary of assurance and recommendations made; and
- Highlights some of the issues relating to non-compliance with the Schools Finance Manual in 2014/15 where recommendations were made.

2.2 Table 1 below summarises the overall outcomes and assurance ratings for the previous four financial years of all internal audits completed.

Table 1

	Number of audits planned	Substantial Rating assurance	Limited Assurance rating	Nil Assurance rating
2011/12				
Primary Schools (incl. nursery/special)	17	7	9	1
Secondary Schools	2	1	1	0
Sub-total	19	8	10	1
2012/13				
Primary Schools (incl. nursery/special)	19	5	13	1
Secondary Schools	1	0	1	0
Sub-total	20	5	14	1
2013/14				
Primary Schools (incl. nursery/special)	15	8	6	1
Secondary Schools	3	1	2	0
Sub-total	18	9	8	1
2014/15				
Primary Schools (incl. nursery/special)	12	4	8	0
Secondary Schools	1	1	0	0
Sub-total	13	5	8	0
Total	70	27	40	3

2.3 The completed 2014/15 audit programme shows that, although there were no 'nil' assurance ratings given in the year, which is an improved

position on the previous year, over 60% of schools audited received a 'limited' level of assurance. This is a worse outcome than 2013/14, where 50% of schools audited received a 'substantial' assurance rating.

2.4 However, for the 13 school audits completed in 2014/15, a **total of 145 recommendations** were raised. Table 2 below summarises the recommendations made and groups them into the areas which are contained within the individual audit reports issued to schools.

Table 2

Area of Scope	Adequacy of Controls	Effectiveness of Controls	Recommendations Raised		
			Priority 1	Priority 2	Priority 3
Management organisation	Green	Amber	4	35	1
School improvement plan & OFSTED inspections	Green	Green	0	3	0
Budget setting, monitoring & control	Green	Amber	3	9	1
Staffing	Green	Amber	1	12	6
Disbursement accounting records	Green	Amber	8	19	2
Asset Management & Inventory Records	Green	Amber	0	14	7
School unofficial fund	Green	Green	0	3	0
Income & Lettings	Green	Amber	0	8	1
School meals	Green	Amber	2	4	2
Total			18	107	20

2.5 The areas reported as 'Green' under '**Adequacy of Controls**' indicate that, overall, schools have identified appropriate controls which, if put into practice, would be adequate to manage the risks for that area. From Table 2 above, the Schools Forum will note that, overall, schools had identified adequate controls to cover all areas under review. In 2013/14, three areas overall were adjudged to have inadequate controls, so this is an improving trend.

2.6 The column headed '**Effectiveness of Controls**' is an assessment of whether the controls which should be in place are working as intended. Table 2 highlights that, overall, there are only two areas where identified controls are operating as intended – this is in line with the findings from 2013/14 and a slightly improved position from 2012/13, where no areas were judged to be operating their controls effectively.

2.7 Overall, whilst the proportion of schools receiving 'limited' assurance has increased, the numbers of recommendations raised has fallen from 2013/14, when **220 recommendations** were raised. In addition, the number of Priority 1 recommendations raised has fallen from 62 in 2013/14 to 18 in 2014/15.

2.8 The report highlights four areas overall where the majority of high priority recommendations were raised: management organisation, budget setting, staffing and disbursement accounting records. These represent areas where there is substantial financial expenditure made and committed and, although the numbers of recommendations has fallen, internal audit and corporate finance remain concerned that high priority recommendations are still being made.

2.9 Most common areas of non-compliance with the Schools Finance Manual in 2014/15 were as follows:

Items out of date:

- Scheme of Delegation; Inventory; Audit of Unofficial Funds

Non-compliance with financial regulations:

- No quotations or tenders obtained for high value expenditure; high value expenditure not approved by Governing body; receipts not issued for income received; using income to fund petty cash and other expenditure; no official orders raised for expenditure; overtime payments made without supporting documentation

Items missing or non-existent:

- Scheme of Delegation; Register of Business Interests; budget monitoring reports to committee/ governing body; Terms of Reference for committees; Employment references for new starters; write off policy

Non-ratification/minuting:

- Terms of Reference for Committees; Budget/Revised Budget; Internal Scheme of Delegation; Use of Pupil Premium; Lettings policy; Pay Policy; SFVS self assessment; results of inventory and asset management reviews

Non-signature:

- Monthly Bank Reconciliation; Weekly Meals Reconciliation

3. Follow up programme for 2013/14 audits

3.1 Internal Audit completed formal follow up audits in 2014/15 of all school audits which were undertaken in 2013/14. Appendix A sets out the overall

results of the follow up work completed. The follow up visits were arranged in advance with the schools.

3.2 The Schools Forum will note that of the 220 original recommendations, only 115 (52%) had been implemented at the time of the follow up visit. In addition, 28 (48%) out of the 58 Priority 1 recommendations originally made remained outstanding. Internal Audit considers that Priority 1 recommendations represent serious control or compliance failures.

3.3 The results of the audit and follow up visits are reported to and picked up within the School Improvement Programme to ensure that appropriate focus on areas of control weakness are addressed.

4. Training for Schools and Governors

4.1 In addition to circulating the school audit test programme, workshop sessions have been provided for school staff (finance staff, bursars, and head teachers) over the last two financial years to further assist schools in identifying key risk areas and control processes. All schools with audits planned during the year are invited to the workshop session – the last workshop session was held on 12 March 2015.

4.2 A training session on audit and risk management, covering governor roles and responsibilities in relation to audit and risk management, as well as providing advice and guidance on key risk/control areas, was provided on 9 February 2015 as part of the annual governor training package. The training session is offered every academic year and the next session is scheduled to take place on 9 February 2016.

5. Internal Audit schools audit and follow up programme 2015/16

5.1 Internal Audit has started the 2015/16 programme of school audit visits; and all schools have been contacted and agreed dates for their respective audit visits.

5.2 Internal Audit have also arranged dates to follow up the 2014/15 audit work with eight of the 13 schools. All schools will be visited during 2015/16 and dates for the remaining five schools will be confirmed as soon as possible.

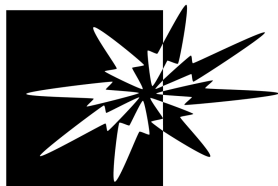
6. Recommendations.

6.1 That the Schools Forum notes the feedback on audit work completed in 2014/15 for both the main programme of audits and follow up visits.

Appendix A

The results of internal audit's follow-up work on the 2013/14 school audits are summarised below.

School	Assurance Level (original audit report)	Recommendations											
		Category				Implemented				Partly Impl.	Not Impl.	N/A	Priority 1 Recs. Outstanding
		1	2	3	Total	1	2	3	Total				
Secondary School	Substantial	1	5	1	7	1	0	0	1	5	0	1	0
Secondary School	Limited	6	6	1	13	4	5	1	10	3	0	0	2
Secondary School	Limited	7	12	1	20	4	5	1	10	6	4	0	3
Primary School	Substantial	0	7	1	8	0	4	1	5	2	1	0	0
Primary School	Substantial	0	1	5	6	0	1	5	6	0	0	0	0
Primary School	Substantial	0	8	1	9	0	5	1	6	2	1	0	0
Primary School	Substantial	2	3	3	8	1	2	3	6	2	0	0	1
Primary School	Substantial	0	6	4	10	0	5	4	9	1	0	0	0
Primary School	Substantial	2	10	1	13	2	4	1	7	4	2	0	0
Primary School	Substantial	1	10	1	12	1	7	1	9	3	0	0	0
Primary School	Limited	4	10	4	18	3	5	4	12	5	1	0	3
Primary School	Limited	5	14	2	21	2	4	2	8	7	6	0	3
Primary School	Limited	3	16	0	19	0	7	0	7	11	0	1	3
Primary School	Limited	5	11	0	16	3	5	0	8	3	4	1	1
Primary School	Limited	9	1	0	10	4	0	0	4	4	0	2	3
Primary School	Nil	13	17	0	30	3	4	0	7	9	11	3	9
Total		58	137	25	220	28	63	24	115	67	30	8	28



Haringey Council

The Children and Young People's Service

Report to Haringey Schools Forum – 8th July 2015

**Agenda Item
8**

Report Status

For information/note
 For consultation & views
 For decision

Report Title: Schools Budget Outturn 2014-15 and Update on the Dedicated Schools Grant for 2015-16.

Author:

Steve Worth, Finance Manager (Schools and Learning)
 Telephone: 020 8489 3708 Email: Stephen.worth@haringey.gov.uk

Purpose

- (i) To advise the Schools Forum of the latest Dedicated Schools Grant allocation for 2015-16.
- (ii) To advise the Schools Forum of the Schools Budget carry forward from the 2014-15 financial year and the balances carried forward by individual schools.
- (iii) To request the appointment of a panel of the Forum to allocate the contingency for schools in financial difficulty.

Recommendations

- (a) The final DSG for 2014-15 and the latest allocation for 2015-16 are noted.
- (b) The position on Schools' Balances at March 2015 is noted.
- (c) The carry forward for early years, Network Learning Communities, and Governor Support is agreed.
- (d) The net overspend on the Growth Fund, SEN Contingency and rate rebates is set against the balance of the 2015-16 Growth Fund.
- (e) That a panel of members is appointed to agree allocations from the Contingency for Schools in Financial Difficulty.

1. Dedicated Schools Grant (DSG).

2014-15

- 1.1. The final value of the Dedicated Schools Grant for 2014-15 was announced in May 2015. It was £0.085m higher than reported to Schools Forum in July 2014.

2015-16

- 1.2. The Dedicated Schools Grant for 2015-16 is adjusted for various changes during the course of the year. The DSG reported to Forum in January 2015 has been adjusted as set out in Table 1. Please note we have not yet been notified of the allocation for two year olds or the update for three and four year old numbers from the January census. The final DSG will not be confirmed until May 2016.

Table 1. Changes to DSG since January 2015.

Item	£000
DSG reported to Forum January 2014	236.477
Adjustment for Pupil Numbers in Non-Recoupment Academies and Free Schools	0.806
Two Year Old Funding	Not yet available
Adjustment for 3 and 4 Year Old Numbers	Not yet available
HNB Post 16 Reallocation	0.188
DSG as at 18 June 2014	237.471

Figures are rounded and before academy recoupment.

- 1.3. The DSG has been increased to reflect the growth in pupil numbers in free schools and former non-recoupment academies. These numbers were reflected in the budget shares issued in February.
- 1.4. The additional High Need Block (HNB) funding reflects the move from a residency to location based allocation for post 16 planned places. This is offset by an increase in recoupment.

2. Schools Budget Outturn 2014-15 and Balances Carried Forward.

- 2.1. The Schools and Early Years Finance Regulations require that under or overspends in the centrally retained element of the Schools Budget are carried forward.
- 2.2. The accumulated position on centrally retained funding as at 31 March 2015 was a surplus of £3.833m plus a post March early years addition of £0.085 giving a total of £3.918m. The individual components are set out in Table 2 and explained in the following paragraphs.

Table 2. Summary of DSG Carry Forwards 2014-15.

Item	£m
Contingency for HNB	0.003
Contribution to NLCs	0.150
Governor Support	0.039
Balance of Early Years Funding	3.842
NNDR Rebates	0.017
Growth Fund	(0.133)
Total Carry Forward	3.918

Early Years.

- 2.3. Schools Forum on 2 December 2013 endorsed a recommendation that the hourly rate for two year olds be increased to £6. This is £0.72 higher than the hourly rate of £5.28 included in the DSG. Funding for two year olds in 2013-14 and 2014-15 was based on DfE planned numbers and significantly exceeded the number of children in places. This surplus funding will remain with local authorities and Forum agreed that it would be rolled forward to fund the future shortfall in funding. In later years savings within the EYB will need to be identified.
- 2.4. The carry forward from 2013-14 was £2.350m to which the Forum added the balance of £0.262m from the 13-14 'clawback' for three and four year olds. In 2014-15 the net Early Years Block underspend was £1.230m giving an accumulated balance of £3.842m.

High Needs Block (HNB).

- 2.5. At its meeting on 3 July 2013, the Forum agreed to set aside the balance of £1.091m brought forward from previous years as a contingency for the high needs block and for John Loughborough school. An overspend in the 2013-14 HNB reported to the Forum in July 2014 reduced the contingency to £0.452m. This remaining balance was brought forward to 2014-15.
- 2.6. At its meeting on 25 February 2015 the Forum was informed of the projected overspend of £0.412m in this block, to be met from the contingency. The actual overspend was £0.449m, effectively extinguishing the contingency.

Growth Fund.

2.7. Forum received a report on 15th January 2015 on Growth Fund Allocations. Regrettably the following were excluded from the report:

- St Mary CE Primary Bulge Class £77,326
- South Harringay Junior £77,326
- Noel Park Academy £77,326.

2.8. This changes the reported underspend of £0.099m into an overspend of £0.133m.

2.9. Forum agreed a Growth Contingency of £1.1m for 2015-16 (which included provision for S. Harringay Junior paid in 2014-15). To date £0.927m has been allocated with no further bulge classes planned. If this remains the case we recommend that the 2014-15 overspend less the balance on the SEN contingency and Rate Rebates (see 2.10) is set against the 2015-16 Growth Fund. A report on the allocation of the Growth Fund will be presented to Forum later in the year.

Trade Union Facilitators Time.

2.10. As previously reported to Forum, following arbitration on the funding of facilitators time in 2014-15, agreement was reached that this would be centrally funded for this year only. Our original proposal was that the cost of £0.121m would be met from the expected underspend on the Growth Fund and the balance found from expected rate rebates. The overspend on the Growth Fund reported above meant that the cost was funded entirely from the rebate of £0.138m, leaving a rebate balance to be carried forward of £0.017m.

Governor Support.

2.11. Please see Appendix 1 for the background to this balance.

Network Learning Communities.

2.12. This was funding earmarked for distribution to the Network Learning Communities and is planned to be distributed in 2015-16.

3. School Balances

3.1. Balances for individual schools are set out in Appendix 2 and summarised in Tables 3, 4 and 5.

3.2. Table 3 sets out the change in Schools Balances over the course of 2014-15. Further detail on a school by school basis is shown in Appendix 2.

Table 3 – School Revenue Balance Analysis at March 2015

£000	March	March	Change	Change
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		%	4.9%		4.9%	9.9%	10%	
Primary	0	0	1		16	22	13	
Secondary	0	0	0		5	0	1	
Special				2				2
Nursery				1				2
Total	0	0	1	3	21	22	14	4

School balances as percentage of budget share, contingency allocations and Pupil Premium. Excludes Tuition Centre.

Table 6 – School Balance Movement from March 2014 to March 2015.

	Deficit				Surplus			
	>10	5-9.9 %	0 – 4.9%		0 – 4.9%	5 % - 9.9%	> 10%	
Primary	0	0	-4		-2	+5	+1	
Secondary	0	0	0		+1	-1	0	
Special				0				0
Nursery				0				0
Total	0	0	-4	0	-1	+4	+1	0

- 3.7. The capital balance represents unspent Devolved Formula Capital and revenue contributions to capital made by schools. There was a small fall in balances compared with March 2014.

4. Contingency for Schools in Financial Difficulty.

- 4.1. In previous years the Forum has appointed a panel of members to agree the allocation of the contingency. **We ask the Forum to nominate a panel of members to agree allocations from the contingency.**

Appendix 1. GOVERNORS' SERVICES

Proposal to retain carry-forward from School's Forum Centrally Retained Budget

Context 2014/15:

The governors' role in the strategic leadership of schools has become increasingly important in the support and challenge offered to schools to contribute to positive outcomes for children. This has been highlighted with an explicit focus in successive versions of the Ofsted Framework in recent years. There is, therefore, also an increasing need for the Governors' Service to develop in such a way as to support all schools in meeting this challenge. Over the last two years we have been working hard to overcome some shortcomings in the service and to develop it further to meet these increasing needs. We have a 'core offer' for all schools including the information sent out through the school's bulletin, updates and training for all clerks, governors' briefings, a place at the Governor's conference and advice. In the year 14/15 we were able to achieve a carry forward, due to the way in which we have been growing the service and achieving efficiencies, where possible. We would like to invest part of this in further plans for development that we have for the service.

Achievements and Improvements to service overall since April 2015

- Further increased links with Schools and Learning Service, particularly around schools identified as at risk, to make support for these schools more effective.
- New database resulted in improved communications with Governors and a clear record of training.
- 10 clerks trained in the new NCTL qualification
- Improved system of quality assurance of clerks, fed back to schools in evaluations.
- New resources developed to support governors in the discharge of statutory duties and to enhance their effectiveness.
- All schools successfully supported to reconstitute
- 3 schools where governance had been identified as weak by Ofsted achieved an improved grading

Proposed expenditure for a carry forward of £39,086, subject to approval of the School's Forum

- National Governance Association membership for all schools included as part of the core offer (£5,000)
- Governance Support & Development Programme (£14,000): a programme of review and support for improvement initially for vulnerable schools or those approaching Ofsted. All schools would ultimately benefit on a rolling programme of development.

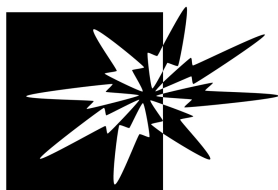
- Additional training for larger clerking pool (£5,000)
- Further investment in external trainers with wider perspective on governance issues (£5,000)

We are very grateful to the School's forum for their continuing support, without which we would not be able to run the service and maintain the core offer. As we grow the service, we hope to be in a position to achieve a carry forward in future years too. However, this is not a certainty and we are aware that it is extremely unlikely that we will achieve a fully self funded status. Therefore, we continue to rely on School's forum funding. We want to continually invest in improving the service, but we would also like to pay something back into the 'pot' for all schools, where possible. In this spirit we would like to return the remaining £10,000 of our current carry forward to School's Forum.

2014/15

School	DFE S Num	Revenue Balance 31/3/14 £	Revenue Balance 31/3/15 £	Movement £
Primary Schools				
Alexandra Primary	2078 E33001	£114,669.19	£135,999.43	£21,330.24
Belmont Infants	2003 E31001	£56,838.89	£97,271.83	£40,432.94
Belmont Junior	2002 E32001	£125,257.27	£130,111.55	£4,854.28
Bounds Green Infants	2005 E31002	£49,264.41	£105,508.78	£56,244.37
Bounds Green Junior	2004 E32002	£83,298.04	£86,789.57	£3,491.53
Bruce Grove	2083 E33003	£31,782.00	£54,940.96	£23,158.96
Campsbourne School	2008 E32003	£288,555.87	£267,788.21	-£20,767.66
Chestnuts	3511 E33042	£75,540.00	£35,605.13	-£39,934.87
Coldfall Primary	2029 E33039	£285,525.20	£338,411.59	£52,886.39
Coleridge Primary	2058 E33005	-£126,043.22	£125,428.81	£251,472.03
Crowland Primary	2075 E33006	-£18,510.59	£235,501.26	£254,011.85
Devonshire Hill Primary	2015 E33007	£279,959.89	£329,953.54	£49,993.65
Earlham Primary	2080 E33009	£193,579.95	£150,961.61	-£42,618.34
Earlsmead	2020 E33010	£513,975.71	£571,087.76	£57,112.05
Ferry Lane	2065 E33011	£20,737.42	£132,734.82	£111,997.40
Highgate Primary	2022 E33013	£74,572.78	£26,096.02	-£48,476.76
Lancasterian Primary	2025 E33041	£263,015.69	£232,119.41	-£30,896.28
Lea Valley Primary	2063 E33014	£295,177.93	£418,017.68	£122,839.75
Lordship Lane Primary	2082 E33015	£300,339.66	£166,301.46	-£134,038.20
Mulberry	3001 E33040	£241,387.81	£400,351.14	£158,963.33
Muswell Hill Primary School	2085 E33016	£64,337.50	£83,152.98	£18,815.48
North Harringay Primary	3512 E33043	£98,234.49	£182,333.18	£84,098.69
Our Lady of Muswell	3500 E33019	£142,790.87	£98,382.08	-£44,408.79
Rhodes Avenue Primary	2072 E33020	£50,674.04	£103,937.45	£53,263.41
Risley Avenue Primary	2084 E33021	£503,027.20	£251,268.28	-£251,758.92
Rokesly Infant	2042 E31007	£47,724.05	£35,418.39	-£12,305.66
Rokesly Junior	2041 E32007	£263,077.95	£198,985.80	-£64,092.15
St Aidan's	3000 E33022	£40,938.52	£84,069.11	£43,130.59
St Francis de Sales Infant	3507 E31008	£164,763.55	£145,825.80	-£18,937.75
St Francis de Sales Junior	3501 E32008	£212,597.48	£170,360.31	-£42,237.17
St Gilda's RC Junior	3509 E32009	-£17,347.60	£32,431.23	£49,778.83
St Igantius	3502 E33024	£128,373.08	£28,598.36	-£99,774.72
St James CE Primary	3303 E33025	£65,804.73	£56,978.38	-£8,826.35
St John Vianney	3510 E33026	£156,992.29	£147,384.45	-£9,607.84
St Martin of Porres	3508 E33027	£0.00	£60,750.57	£60,750.57
St Mary's CE Primary	3306 E31009	£54,205.56	£100,265.59	£46,060.03
St Mary's RC Infants	3505 E31010	£72,115.69	£84,962.29	£12,846.60
St Mary's RC Junior	3503 E32011	£91,320.79	£95,931.18	£4,610.39
St Michael's N6	3302 E33028	£42,989.04	£66,117.09	£23,128.05
St Paul's RC Primary	3504 E33030	£43,027.66	£104,343.06	£61,315.40
St Peter in Chains	3506 E31012	£69,803.52	£153,575.15	£83,771.63
Seven Sisters	2088 E33031	£111,373.93	£233,873.13	£122,499.20
South Harringay Infants	2046 E31013	£97,559.16	£71,697.08	-£25,862.08
South Harringay Junior	2045 E32013	£68,653.24	£216,660.40	£148,007.16
Stamford Hill	2047 E33032	£28,217.51	-£19,855.85	-£48,073.36
Stroud Green	2079 E33033	-£30,960.00	£100,691.73	£131,651.73
Tetherdown	2031 E33034	£64,003.19	£76,873.31	£12,870.12
Tiverton Primary	2057 E33035	£265,854.98	£295,428.10	£29,573.12
Welbourne Primary	2062 E33036	£366,564.72	£239,092.13	-£127,472.59
West Green	2051 E33037	£35,399.22	£35,303.36	-£95.86
Weston Park Primary	2076 E33038	£27,335.92	£65,704.10	£38,368.18
The Willow	2077 E33002	£239,013.69	£182,093.87	-£56,919.82
Primary Totals		£6,717,389.87	£7,823,612.65	£1,106,222.78

School	DFE S Num		Revenue Balance 31/3/14	Revenue Balance 31/3/15	Movement
<u>Secondary Totals</u>					
Fortismere	4032	E34002	£443,384.70	£343,609.96	-£99,774.74
Gladesmore Community	4033	E34003	£2,099,742.66	£1,483,805.06	-£615,937.60
Highgate Wood School	4030	E34004	£334,397.42	£97,877.53	-£236,519.89
Hornsey School for Girls	4029	E34005	£309,257.72	£291,716.87	-£17,540.85
Northumberland Park	4031	E34007	£268,682.15	£174,602.93	-£94,079.22
Park View Academy	4037	E34006	£439,664.95	£392,339.60	-£47,325.35
Secondary Totals			£3,895,129.60	£2,783,951.95	-£1,111,177.65
<u>Special Schools</u>					
Blanche Nevile	7000	E35001	-£39,758.88	-£113,001.96	-£73,243.08
Riverside		E35006	£34,955.18	£84,903.74	£49,948.56
The Vale	7001	E35004	£161,269.10	£161,351.42	£82.32
The Brook		E35007	-£323,139.09	-£304,643.82	£18,495.27
Special Totals			-£166,673.69	-£171,390.62	-£4,716.93
Pembury	1000	E36001	£27,769.27	£817.71	-£26,951.56
Rowland Hill	1001	E36002	-£7,965.73	-£23,534.32	-£15,568.59
Woodland Park	1003	E36003	£37,240.68	£54,939.78	£17,699.10
Nursery Totals			£57,044.22	£32,223.17	-£24,821.05
Tuition Centre			£0.00	£54,497.00	£54,497.00
Total			£10,502,890.00	£10,522,894.15	£20,004.15
School Capital Balances			£1,215,662.51	£1,182,750.40	-£32,912.11
Total Balances			£11,718,552.51	£11,705,644.55	-£12,907.96



Haringey Council

**Agenda Item
10**

Report Status

For information/note
 For consultation & views
 For decision

Commissioning Unit

Report to Haringey Schools Forum – 8th July 2015

Report Title: Preparing for the 30 hour Extension to the Free Entitlement for the 3 and 4 year olds of working parents.

Authors:

Ngozi Anuforo, Early Years Commissioning Manager
 Contact 020 8489 4681 Email: ngozi.anuforo@haringey.gov.uk

Purpose: To provide Schools Forum members with an update on the Governments proposals for extending the free entitlement for working parents

Recommendations:

1. That Schools Forum notes the contents of the report and the actions being undertaken by the Council

1. **Introduction**

- 1.1 The purpose of this paper is to provide an update to Schools Forum on how provision for the Government's planned extension of the free entitlement for 3 and 4 year olds is being considered in Haringey.

2. **Background**

- 2.1 The recently elected government has introduced the **Childcare Bill** which places a duty on the Secretary of State for Education to secure the availability for 'qualifying children of working parents' of free childcare for a period equivalent to 30 hours in each of 38 weeks in any year.
- 2.2 This duty will take into account any free childcare entitlement places which are being secured by local authorities under the Childcare Act 2006 s7(1).
- 2.3 The Bill delegates powers to the Secretary of State to make regulations for the purpose of discharging his duty to secure the 30 hour free entitlement to qualifying children of working parents.

3. **Summary of proposals**

- 3.1 Much of the details of the proposed extension are still to be determined and the government has recently launched a consultation on the cost of delivering childcare, ending in August 2015. What is known about the proposals is outlined below:
- 30 hours per week of free childcare/early education for eligible working parents
 - Initial indication that minimum working hours are 8 per week
 - Initial indication that if a two-parent household, both parents must be working
 - Household income up to £150k
 - Children of non-working parents and households with only one working parent/carer will continue to be entitled to 15 hours per week free early education.
 - No change to the 15 hour per week free entitlement for disadvantaged 2 year olds.
 - Full implementation from Sept 2017; some early implementation from Sept 2016

4. **What we still need to know from the Government**

- If the 30 hour offer is a simple extension of the current 15 hours
- How the eligibility criteria will be assessed and checked
- What the funding rate will be
- Whether settings will be able to choose between accommodating children for 15-hour or 30-hour provision or a mix of both
- Expectations about the flexibility of the offer e.g. stretched across school holidays
- How lunch time will be classified
- If the government will introduce a minimum payment regime
- How parents on zero-hour contracts will be treated
- How maternity leave will be treated
- What will happen if there are changes to parental employment status once a child has taken up a place (15 hours or 30 hours)
- How much capital funding will be available

5. **What we need to find out in Haringey**

5.1 As part of understanding our local preparedness for the 30 hour extension, it is clear that there are key areas of information that will need to be gathered in order for use to fully assess the implications of the new arrangements. The Council will need to be able to:

- Estimate how many parents are likely to be eligible and where they are located in the borough
- Understand the capacity within all types of childcare and early education settings in the borough to accommodate the 30 hour offer.
- Build a good picture of the cost implications of maximising provider capacity – capital and revenue

6. **Current Activity**

6.1 The Council are currently undertaking a number of activities that will help us to plan for the implementation of the new offer and also establish what needs to be done in the borough to meet the requirements of the new Childcare Bill. These include:

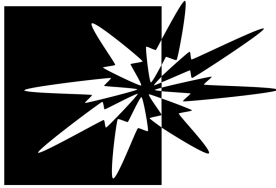
- Completion of the Childcare Sufficiency Assessment (CSA)
- From CSA raw data, gather information about levels of household income across the borough

- Mapping of 3 and 4 year old take-up by type of provision and postcode
- Mapping the hours provided over and above the current 15 hours entitlement (non-funded hours) by provider and postcode area
- Collation of numbers of 3 & 4 year olds children with Special Educational Needs & Disabilities
- Gathering of information about the proportion of working parents to non-working parents - to be mapped according to postcode
- Completion and submission of the Department for Education's Voluntary Survey: LA readiness
- Preparation of Haringey-wide provider survey

7. **Actions going forward**

7.1 It is anticipated that over the next few months, further information and guidance will be issued by the government via the Department for Education (DfE). Whilst we await this, the outcome of the national childcare costs survey and the outcome of DfE's consultation with the childcare sector on how they might implement the programme, we will continue to work on our preparedness through the:

- Completion of **Haringey-wide provider survey** – September 2015
- Development of **Haringey's Implementation Plan**. Regular updates on progress to full implementation to be provided to Schools Forum, Schools Forum Early Years Working Group as well as the Council's Senior Leadership Team, Lead Member for Children and Families and the Leader of the Council
- Establishment of a project group to drive forward the planning and implementation process.
- Engagement of key stakeholders through existing forums e.g. Schools Forum, Private, Voluntary and Independent (PVI) Forum, Primary Heads.



Haringey Council

**Agenda Item
11**

Report Status

For information/note
For consultation & views
For decision

Report to Haringey Schools Forum – 8th July 2015

Report Title: Early Help and Prevention service update and financial report

Author: Gareth Morgan. Head of Service, Early Help & Prevention

Contact: tel 0208 489 4931 Email: Gareth.morgan@haringey.gov.uk

Purpose: To provide the Schools Forum with an update on activity since the last forum and detail financial plans for the previous and current financial year in response to questions raised at the May 2015 Schools Forum.

Recommendations:

1. That Schools Forum notes the contents of the report and the actions being undertaken by the Council

1. Introduction

1.1

At the schools Forum held on 21st May 2015 members requested evidence of actions taken in support of the proposals for October 2015 and the more responsive, flexible and locally-delivered family support service we described. Early Help provision is shared responsibility and through active co-production we are building a system that acknowledges the keys roles we all have in delivering effective outcomes against this joint agenda and we are making good progress.

Since the last Forum, the Assistant Director Early Help and SEN, Head of Service Early Help and others have been visiting schools, attended the Head teacher's conference and been listening to heads and pastoral leads, to ensure that the structure and approach from October is a genuine result of co-production and design to establish a visible, accessible and effective Early Help service.

1.2 Key points:

- Service is in the process of structural and operational change (which will be fully operational by October 2015) – we are actively involving schools on this journey, to provide an improved service that supports children and strengthens families.
- At the heart of EH is the family- We will deliver flexible and responsive, locally based family support which adds value to existing early help provision in Children's Centres, Schools and other universal settings
- We have listened and acknowledge that the Early Help Forums have not met expectations and have temporarily suspended these groups.
- We are working to understand how best we can add value to existing practitioner meetings as a better, collaborative approach, but believe firmly in the value of multi-agency discussion at a case work level - leading to informed and effective decision making.
- We recognise the contributions from and the demands already on professionals in universal settings and will look to add value to existing structures and avoid duplication rather than impose a new structure
- By meeting personally with head teachers and key professionals in their schools, we are working to re-establish trust, greater understanding and show a visible commitment to the shared ambition of maximising collective resources to improve outcomes for children and families in Haringey
- Actively exploring options for community-based team hubs to further increase visibility, accountability and accessibility of family support Early Help workforce
- We have been contributory partners helping to build a single access route for CYPS services which is clear and streamlined and provides consistent oversight of quality casework
- We are talking to partners and stakeholders and listening. This way we can adapt our provision to reflect those discussions.

2. You said – we did

2.1 A number of specific points were raised at the last School Forum:

You said	We did.
<p>There is a lack of clarity over spending plans for DSG funds.</p>	<ul style="list-style-type: none"> • Detailed structural establishment paper to Forum May 2015. • Financial summary 15/16 above details allocation of DSG funds to operational, front line family support staff in both the current structure and subsequently spending plans from October – March 16
<p>There is a lack of visibility of Early Help staff in schools settings</p>	<ul style="list-style-type: none"> • All Schools have been provided with a named Family Support coordinator (via the Bulletin) for direct access to information advice and guidance. • There are dedicated named family workers working from children’s centres providing direct access to practitioners and families but we recognise that this has worked variably and is being addressed within new staffing structures • Focussed visits are currently being made by the Assistant Director for Early help and SEND together with other senior officers to provide a strategic overview of the future of Early Help and to understand the history, challenges and opportunities. • Parallel visits are being made by the Head of Service and operational managers to identified schools to review current EH cases and provide evidence of our commitment to improve practices and increase impact. • EH has offered increased support to families where head teachers are concerned about risks associated with summer holidays
<p>Evidence of the direct impact of the current Early Help is limited</p>	<ul style="list-style-type: none"> • The Schools Forum in May received a report providing initial figures, however historically data capture has been limited. • Performance reports are being compiled to evidence monthly/quarterly caseloads and outcomes. • From October a robust performance framework will be in place for the start of the re-designed, locality-based service. • Free multi-agency training and licensing for the Outcome Star (on-line) evaluation tool will be offered to Children’s centres, schools and partner agencies towards the end of the year as part of multi-agency workforce development. • This will help embed this interactive, ‘distance travelled’ tool and build borough wide data to inform resource allocation and commissioning decisions

<p>The current Early Help service is too far removed from schools and communities</p>	<ul style="list-style-type: none"> • Service re-design will result in three locality- based, multi-skilled teams, positioned in response to known demand. • We are working to identify suitable, family hubs to base our staff in and although this may not be fully completed by October, the ambition is clear and the intention is absolute. • All schools will have direct contact details of senior practitioners in their locality to enable relationships to be built and information and advice to be readily available. • Early Help Forum’s have been withdrawn and will be re-focused to enable practitioners to have meaningful case-level discussions locally, to unblock cases and enable practitioners to support families move forward.
<p>Access pathways and Assessment processes keep changing creating confusion, additional paperwork and a lack of engagement.</p>	<ul style="list-style-type: none"> • The new Single Point of Access/Triage service is already being implemented and will provide access to both early help and children’s social care services. • Streamlined access and a robust and controlled way of recording all referrals. • Support pathways for children and families will be linked and records created once, will be retained securely. Planned implementation over the summer • A review of additional service request/referral forms is being undertaken to remove unnecessary paperwork and simplify access to the right services • The Early Help assessment is a key tool for understanding whole family needs and to inform the planning and best response for families. Additional training opportunities will be provided to give the workforce the tools and confidence to complete good quality assessments • Locality Team managers will support schools through these changes, acting as ‘Navigators’ to work directly with schools, children’s centres and partner agencies, to promote the use of EHA’s • School staff supported by coaching, advice and guidance, to embed EHA process and links to EH services.
<p>We need tangible support for families we are already working with at the early intervention phase</p>	<ul style="list-style-type: none"> • Family Budgets have been shown to be an effective tool through the Troubled Families programme. • Simple access to funding for a wide range of practical uses helps cement a positive relationship and meaningful engagement with families as we start to work alongside them. • ‘Family Budget’ approach will be rolled out across the new EH locality teams to provide easily accessible funds, accessible to partner agencies working to an agreed family plan, developed from an assessment of family need.

	<ul style="list-style-type: none"> • An initial allocation of £60k has been identified from EH budgets to support this approach. • Decision-making will be short and simple and made at EH Team Manager level.
<p>Not all early help practitioners are sufficiently skilled</p>	<ul style="list-style-type: none"> • Our aim is to have a well trained, diverse workforce, delivering consistently high quality family support, working collaboratively to deliver effective support and accountable at a local level to support this ambition, a multi-agency workforce development programme is being co-produced and will be delivered in conjunction with and endorsed by the LSCB. • The principle of joint working and delivering training endorsed by the LSCB has been agreed at the LSCB training sub-group and a task and finish group will be established to design and endorse a meaningful programme for delivery. • Multi-agency training offer will be available towards the end of the year
<p>Describing the service as the 'Early Help' service is unhelpful and doesn't recognise work being done in universal settings</p>	<ul style="list-style-type: none"> • We are speaking to professionals across the partnership to agree a better way of describing the community-based, Co- produced, integrated help which the service will offer. Adopting a collective service name such as 'Haringey Families First' would better reflect our role adding to early help work already undertaken.
<p>Schools are being expected to lead complex cases requiring intensive support, which is not appropriate.</p>	<ul style="list-style-type: none"> • Increased available capacity within the EH&P service will help reduce inappropriate case-holding. • We will undertake a joint review of cases with schools (through regular, termly meetings) to monitor the impact of this and set clear expectations for who is appropriate to be the lead professional. • Team managers in the locality model are Qualified Social Workers to enable effective assessment, allocation, risk management and escalation to be made with confidence • Building stronger links between locality and CSC teams to support step up/down and development of a clear process • Improved joint working and flexibility across thresholds to ensure cases are held safely and led appropriately

4 Early Help and prevention service aims:

4.1 The Early Help partnership in Haringey offers a range of additional support for families, children and young people who are facing multiple or complex issues in order to strengthen families. As part of our collective responsibility, this will build on the early help and support that is being provided in universal settings which helps children and families to manage and where possible overcome the issues they are facing. We will achieve this by working collaboratively in response to identified needs.

4.2 The Early Help and Prevention service works to a family strengthening model.

- One worker (lead professional, key-worker) coordinating a plan with the family, ensuring there is no duplication and that the support is manageable for the family
- Looking at the needs and strengths of all family members
- Being flexible about the duration and intensity of the support provided based on the needs of the family
- Offering practical 'hands on' support at the appropriate level of intensity
- Challenging family members when necessary so things can improve in the long term
- Family resilience- Not giving up on families and persisting, even when things are difficult – strengthening families model (Signs of Safety).

4.3 Improving family functioning will enable families to achieve their potential in the future by being better able to cope with and overcome challenges that they face and over time be less reliant on formal support services, having increased their own capacity, resilience and local networks.

5 Financial detail.

5.1 Members also requested a summary report providing headline details of Early Help expenditure in both the financial year 2014/15 and spending plans for the current financial year (2015/16) providing a summary of the in-year and planned spend against the DSG allocation of £1.35m, approved by Schools Forum for Early Help services. This tables below provide a summary of spend 2014/15 (Table 1) and a more detailed breakdown of how the DSG funding has been profiled for early help services (April – September 15) and against the revised structure October 2015 through until March 2016. (Tables 2-4).

5.2 The principle we have adopted for presenting DSG spend is to focus the funds on operational delivery, front-line staff and case-holding supervisors. A number of specialist posts and new approaches are funded from grant funding from Troubled Families.

5.3 Financial tables

Table 1 Early Help funding 2014/2015			
	Income	Year end spend	DSG %
EH service staff costs		2,655,624	
Youth and Community Participation		2,271,000	
Premises/services/commissioning		505,573	
Total		5,432,197	
DSG	1,350,000		25%
DCLG	1,280,100		
Core	2,802,197		

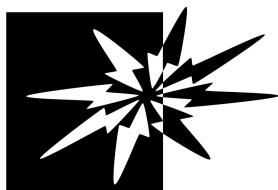
Table 2 Summary of EH budget planning 2015/16			
	EH operating model costs	Income	DSG %
April – Sept (A)	£2,006,841		
Oct – March (B)	£1,760,749		
Full year EH costs (A)+(B)	£3,767,590		
Additional resource (Oct-March)	£468,437		
Total budget (C)	£4,236,017		32%
Income		DSG £1,350,000 Core £2,090,017 DCLG £486,000 DCLG £310,000 (pbr)	

Table 3 Financial Year 2015/16. April - September				
Early Help Team	Operational costs/salaries	Staff numbers	DSG funding as % of total	Funding source
Early Help team	£273,139	1 x manager 5 x Coordinators 5 x practitioners		DSG
Family Intervention Project (FIP)	£184,572	1 x Manager 6 x practitioners		Core
Family Support Service	£523,651	3 x coordinators 25 x practitioners		DSG
Edge of Care	£88,711	5 x youth practitioners		Core
Youth & Community Participation	£562,494			core
Families First	£374,275	1x manager 11 x practitioners		DCLG
Total costs	£2,006,841		38%	

Table 4 Financial Year 2015/16. October – March 2016				
Early Help Team	Operational costs/salaries	Staff numbers	DSG funding as % Of total	Funding source
Locality Team 1	£355,729	1 x team manager QSW 2 x senior FSW's 11 x FSW's 2 x youth practitioners		DSG/Core
Locality Team 2	£376,410	1 x team manager QSW 2 x Senior FSW's 12 x FSW's 2 x Youth practitioners		DSG/Core
Locality Team 3	£417,659	Youth Team Manager 1 x Team manager QSW 2 x Senior FSW's 10 x FSW's 4 x Youth practitioners 1 x Apprentice YP		DSG/Core
Targeted Team	£314,211	1 x Team manager QSW 3 xSWQ triage staff 2 x Senior Pracs 4 x targeted Youth prac 3 x Targeted Youth support workers		DSG/Core
Operational costs	£1,760,749			DSG £553,210
Additional posts/expenditure	£468,437	3 x Service Manager 4 x Specialist posts (2 x MH, 1 xVaWG, 1x SM) 1 x Troubled Families manager 1 x TF Probation secondee 1 x TF PRU secondee 1 x TF Data analyst Commissioned service Family budget Head of Service		DCLG/ PBR*
Total half-year costs (C)	£2,229,186			
Total full-year costs (A)+(B)+(C)	£4,236,017		32%	

* Anticipated additional PBR funds of up to £250k during 2015/16

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Haringey Council

**Agenda Item
12**

Report Status

For information/note
 For consultation & views
 For decision

Commissioning Unit

Report to Haringey Schools Forum – 8th July 2015

Report Title: Pathways to Support for 16 – 25 year olds with Special Educational Needs

Author: Vikki Monk-Meyer Head of Service SEN and Disability

Purpose: To provide Schools Forum members with an update on Educational Placements for 16 -25 years olds with Special Educational Needs and Complex Needs, and the potential impact on the High Needs Block budget

Recommendations:

1. That Schools Forum notes the contents of the report and the actions being undertaken by the Council

1. **Introduction**

- 1.1 The purpose of this paper is to provide an update to Schools Forum on potential impact of the extension of the educational provision for Young People with SEN and Disabilities up to the age of 25 years.

2. **Background**

- 2.1 In September 2014 the Children and Families Act introduced reforms to the duties on supporting children with Special Educational Needs and Disabilities. The new duties on Local Authority and partner agencies broadens the extension of legislative support to children with complex needs, ensuring that these children and their families have access to high quality family and child centred support from identification, which may be at birth, up to the age of 18 years. The duties can extend to the age of 25 years should the young people remain in education.
- 2.2 The reason for extending the education offer for young people up to the age of 25 years was to allow those young people with Special Educational Needs and Disabilities additional time to achieve their best outcomes within education. This was based on the premise that many young people with Special Educational Needs may mature in their learning styles later, or simply need additional time to complete their courses. The remit for the offer of educational provision is not outlined in the new SEND reforms, however, and it is the responsibility of Local Authorities to identify their offer to young people post 19 years in education.
- 2.3 The SEND reforms require Local Authorities and partner agencies to publish a 'Local Offer' of services available to children, young people and their families who may have additional needs and disabilities on a website. This should outline multiagency support for children, young people and their families. The Local Offer is then referenced in the child's Education Health and Care plan, should the child's needs in one area not require more specific and targeted resourcing.
- 2.4 The description of what constitutes a special educational need or disability remains the same in the Children and Families Act:

. A disability is defined by the Disability Discrimination Act 1995 as

“...a physical or mental impairment which has substantial and long-term adverse effect on (the person’s) ability to carry out normal day to day functions”

Whereas a child is described as having a Special Educational Need (Section 312 Education Act 1996) if they have:

“a learning difficulty which calls for a special educational provision to be made for them. Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age: or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) Are under compulsory school age and fall within the definition at (a) or (b) above and would do so if special educational provision is not made for them”

- 2.5 The reforms require that all statements, and Learning Difficulty Assessment for those young people who are post 16 years, are transferred to an EHC plan. This will only occur should the young person decide to stay on in education. The request for a transfer to an EHC plan needs to come from the young person themselves.
- 2.6 As the EHC plans are a multi-agency assessment, when an EHC is agreed, the child or young person has a right to request an assessment from all relevant agencies including social care. The purpose of this is to identify those children and young people requiring respite and support, which they should access from targeted support or local services. For children who would not usually be offered specific and targeted resource for respite and support, it is expected that the aspects of the child and families needs that can be met by local resource, will be described in the children’s plan as outlined in the ‘Local Offer’.
- 2.7 The SEND reforms became an Act 5 months after the new Health and Social Care Act 2014. The Health and Social Care Act places a duty on Local Authorities to assess both an individual with additional needs, and also their carer’s, when considering the support to be provided by health and social care. It also outlines the duty on the Local Authority to provide respite and support services from within the local community.

This effectively mirrors the duties outlined in the SEND reforms for child and young people.

- 2.8 As the threshold for young people requiring support in education is lower than for social care support in the main, the initiation of an EHC effectively lowers the threshold for requests for assessment for the 'care' aspect of the plan.
- 2.9 The age range of the EHC cuts through Children to Adult's Services in education support only. This also lowers the threshold for Adult Care services as well as Children's, as many of the young people with a statement of special educational need may not require support from Adult Social Care Services, however once they have an EHC, they do have a right to assessment for services. These services should be outlined in the Children's Local Offer as well as the Adult's Local Offer.

3 Local Population

- 3.1 There are approximately 1440 children with statements in Haringey, and 500 Young People known to have a Learning Difficulty Assessment.
- 3.2 The table below shows the destinations for Young People over the age of 16 years with Special Educational Needs and Disabilities to date:

Year	Over 16 years	Over 18 years in Education
2014	199	66
2015	324	75

The numbers of young people requesting to stay on within education is increasing, and in addition the cohort of young people within this age group is larger than last year. Destinations are not yet known for all of the young people as yet and therefore the post 18 years cohort is likely to rise.

- 3.3 The table below shows the destinations of the young people over 18 years who have remained in education in 2014.

No who remained at school, Sept 2014: 66

	No of Students	Maintained Mainstream	Independent Mainstream	Maintained Special	Special Independent -Day	Special Independent - Residential
year 12	27	18	1	5	2	
Year 13	31	15	1	4	5	6
Year 14	7	3			2	2
Out of year group	1				1	
	<u>66</u>	36	2	9	10	8

Nb full destinations of all 18 year olds are not known as yet for 2015.

3.4 To date the numbers of young people requesting an EHC plan over the age of 18 years has been low, with only 6 requested, however of these 6 young people, 4 have complex learning difficulties.

3.4 The reforms state that young people who go on to university who do not require a health education and social care plan, as their needs can be met through adult services.

4 Advantages and Challenges as a result of the SEND Reforms

4.1 The largest cohort of young people with a statement of special educational needs or learning difficulty assessment are those with Autism, and those with social emotional and mental health needs (previously Emotional and Behavioural Difficulties)

4.2 The extended access to education will be a distinct advantage for those young people who may have missed aspects of their schooling e.g. due to mental health, school refusal or simply requiring longer to establish effective study skills. Whilst this will be an increased financial demand on the high needs block, long term outcomes for this group of young people may be increased and ensure a more positive outcome in terms of life choices. Access to courses for this group of young people may not be a high cost in comparison to the outcomes achieved, however it may increase the demand on Adult Social Care services.

- 4.3 In contrast the current pattern has been an increase in demands for extended access to education for those young people with highly complex learning difficulties, whose educational providers are extending their educational offer post 18 years. These are high cost placements, often out borough. Extending the offer to this group of young people will significantly increase the demand on the high needs block, and associated spends such as travel, whilst reducing the demand on Adult Social Care services.

5. Financial Implications

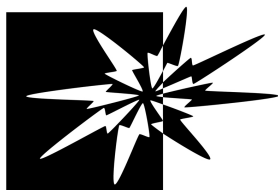
- 5.1 Currently the post 16 line on the high needs block budget is £2,148,000 which in 2014 represents the services to 199 young people, with average costs of £10,793 per head. If this budget remains the same, and all 324 over 16 years remain in education, then the likely overspend will be at least £3,500,000 in 2015 without the increased demand of those over 18 years remaining or returning to education.
- 5.2 As new providers are opening quickly to meet this demand for post 18 education the costs are not yet moderated between providers, and as a result the costs for this group of young peoples' provision could be higher.

6.0 Mitigating Actions

- 6.1 The borough requires a local policy on expectations for good outcomes in education for young people with Special Educational Needs and Disabilities.
- 6.2 The borough's local provision for young people post 16, both in education and as an alternative to education, needs to be extended to meet the needs of those young people with special educational needs and disabilities. This is in part supported by a national initiative to increase apprenticeships for young people with special educational needs.
- 6.3 Quality assurance mechanisms need to be established for current and emerging education providers, and families and young people made aware of alternative offers.

3. **Co-dependencies for this strategy**

Adult Learning Difficulty Services



Haringey Council

**Agenda Item
13**

Report Status

For information/note
 For consultation & views
 For decision

Commissioning Unit

Report to Haringey Schools Forum – 8th July 2015

Report Title: Pathways to Support for 0-5 year olds with Special Educational Needs

Authors: Vikki Monk-Meyer Head of Service SEN and Disability

Purpose: To provide Schools Forum members with an update on support for preschool children with Special Educational needs and Complex Needs in Childcare Settings

Recommendations:

1. That Schools Forum notes the contents of the report and the actions being undertaken by the Council

1. **Introduction**

- 1.1 The purpose of this paper is to provide an update to Schools Forum on the developing approach to provision of support for pre - children with emerging special educational needs and disabilities, and how this will be provided by Haringey Council and partner agencies.

2. **Background**

- 2.1 In September 2014 the Children and Families Act introduced reforms to the duties on supporting children with Special Educational Needs and Disabilities. The new duties on councils and partner agencies broadens the extension of legislative support to children with complex needs, ensuring that these children and their families have access to high quality family and child centred support from identification, which may be at birth, up to the age of 18 years. The duties can extend to the age of 25 years should the young people remain in education.
- 2.2 The reforms introduced the new Education Health and Care Plan (EHC plan) to replace the statement of special educational needs, but maintained the threshold of instigation of the EHC plan to be a complex and enduring **educational need**.
- 2.3 The description of what constitutes a special educational need or disability remains the same

. A disabilities is defined by the Disability Discrimination Act 1995 as

“....a physical or mental impairment which has substantial and long-term adverse effect on (the person’s) ability to carry out normal day to day functions”

Whereas a child is described as having a Special Educational Need (Section 312 Education Act 1996) if they have:

“a learning difficulty which calls for a special educational provision to be made for them. Children have a learning difficulty if they:

- a) Have a significant greater difficulty in learning than the majority of children of the same age: or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

c) Are under compulsory school age and fall within the definition at (a) or (b) above and would do so if special educational provision is not made for them”

- 2.4 The average age of identification of children special educational needs is often within the first few years of accessing formal education. In Haringey this is 5.5 years. The general developmental of many children may not have significantly set them apart from peers in the pre school years, however the higher demands of a more formal learning environment tend to illuminate the needs of children who do not have social skills, attention and listening, fine motor and language skills sufficiently developed to allow them to engage in formal learning without support.
- 2.5 There is a cohort of children who present with additional needs at a much younger age, some from birth, and others whose needs emerge as their development appears to follow a different path in comparison with many children of a similar age in the pre-school years.
- 2.5 Key indicators of a long term special educational need may be demonstrated in the development of the child’s social communication skills, which may be delayed (like a younger child) or disordered (following a different pattern of development) These needs usually present alongside significantly delayed language development.
- 2.6 The incidence of delayed development, particularly in the areas of social skills and language skills is highly correlated with areas of increased deprivation (Waldfogel and Washbrook 2010), with vocabulary levels at school entry being a high predictor of later academic achievement. The direct reason for delayed language development specifically is often not known, however development in children is affected by: maternal nutrition, drug and alcohol use during pregnancy, premature birth and quality of interaction between baby and parent in the first year of life. Babies born to mothers who have experienced extreme stresses during pregnancy or depression tend to develop at a slower rate than peers whose mother have not had the same experiences (Cummings 2009)
- 2.7 One of the challenges for Haringey is to be able to identify and provide appropriate support and provision for all children whose development is delayed, where there are also large proportions of the local population of children whose development is not progressing at a healthy pace. This support needs to be provided, whilst **also** identifying those

children whose needs require targeted and specialist interventions, due to an emerging complex and enduring special educational need or disability which is following a more unusual pattern of development.

- 2.8 Haringey aims to provide a range of levels of support for pre-school children with additional needs that will enable them to have a high quality pre-school experience. This support will be outlined through a range of banded offer of interventions, from Universal through to highly specialist and targeted.
- 2.9 The levels of support will vary according to the child's level of needs and follow the child in their chosen pre- school provider.

3. **Pre- School Population of children with Special Educational Needs**

3.1 In 2012 Aiming High for Disabled Children introduced the concept of 'Early Support' for pre- school children with complex and enduring special educational needs. The children identified as requiring 'Early Support' include those who meet the following criteria:

- Significant chronic health difficulties (i.e. cardiac, tracheotomy, degenerative disease) that are limiting developmental experiences.
- Severe physical disability or severe sensory impairment.
- Severe or profound development delay.
- Social communication difficulties or ASD in the severe range (i.e. non-verbal or emerging verbal with limited social interactions)

In addition, the child needs to be receiving, or has been referred for, multi-agency input from 3 or more disciplines as outlined in the table below.

<u>Health</u>	<u>Other</u>
Physiotherapy	HINTS worker
Speech and Language CDC	Social Worker Disabled Children's Team
Speech and Language Early Years Occupational Therapist	Visually Impaired Service
Dietician	Hearing Impaired Service
Children's Community Nursing Team	Children's Centre or Special school
Clinical Psychologist	Early Years inclusion team
Consultant Community Paediatrician	Family Support workers
Hospital Consultant	Autism Team
	Educational Psychologist

Specialist Health Visitor Life Force	Markfield Other voluntary groups
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3.2 The numbers of children identified with additional needs who are under 5 years and meet the Early Support criteria have been tracked by combining the information held by the Integrated Additional Services Panel (IASP) and the information held by the Early Years Inclusion Team and Educational Psychology. There is not one shared dataset of children across health education and social care services at this stage, and reports tend to vary from agency to agency depending on their perception of thresholds for a complex and enduring special educational need. The outcome combined is as follows:

Numbers of children with complex special needs:

Year	Numbers of children Pre-School with diagnosis of SEN
2012	104
2013	124
2014	125
2015	171

This is not a totally reliable measure as a part of the collation of data comes from the information sent after a child is seen at the Child Development Centre and a diagnosis of Autism is made. The rate of diagnosis is influenced by the capacity of an appropriately qualified team to carry out the appointments and reach an informed conclusion.

3.3 Nationally there is earlier identification and diagnosis by the health services of children with Autism, and locally there is an increase in reported incidence of children with Special Educational Needs at a pre-school and school age. Requests for assessment for a statement of special educational need (now EHC plan) are increasing year on year with 151 requested this year compared to 128 requested at this same time the year across the year groups. There is also an increase in requests for an EHC plan for children under 5, with 64 requests this year compared to 58 requests for a child under 5 years last year.

3.4 The types of presenting need vary highly for pre-school children with Special Educational Needs and Disabilities. The table below shows the main presenting areas of need:

Type of Need	Percentage of those identified as needing Early Support
Medical needs e.g. non orally fed	14%
Hearing Impairment	4%
Diagnosis of Autism	11%
Severe Delay/disorder communication and learning (language +)	68%
Down Syndrome	3%

In general the children with medical needs have a clearer diagnosis from an early age e.g. primary hearing impairment, a syndrome or other profound physical needs. Whilst these children's needs are very high, they are not the main cohort of children. It can be difficult to diagnose Autism reliably in very young children until there has been some form of intervention to rule out other factors that may be influencing their behaviour and presentation, hence the large numbers of children who are identified as having a severe communication need without a more specific diagnosis.

3.5 The numbers of children referred for 'Early Support' in Haringey is increasing, with the result that numbers of children outstrips the 'Early Support' places available. In addition places have not always been available in the areas the families want to access child care. This creates the risk that pre-school children in Haringey with complex needs may not be able to access support in a flexible enough way to allow them to attend the child care setting of their choice, and they may not be able to access a 'held' place due to the demand on places either.

4. **What are we doing to address this?**

4.1 We are establishing a descriptive banding system which will give a shared understanding of the likely needs that can be met by a Universal service, and a service for children with low, medium and high needs

4.2 We are identifying a range of training, advice and support that will be available that will support child care settings to meet the needs of children in each of these bands of need.

4.3 We are looking at what will be the financial support available to settings attempting to meet the needs of children in each of these bands, and

what this enhanced funding should be used for e.g. increased staffing levels or additional services

5. Summary of Likely Impact

5.1 The banding systems will give a shared understanding across agencies of what should be provided for children within the Universal offer, and when additional resourcing will be drawn down to support the child. Bandings to be circulated by October 2015.

5.2 The support should be capable of being accessed where the children are attending childcare, and should be sufficient to support the child irrespective of whether an EHC plan is initiated or not. This will allow time for a child to have a high level of intervention at an early stage in their development, and may lead to resolution of some difficulties for children where their needs are fundamentally a delay in development. Thresholds for initiation of an EHC plan for those with a complex and enduring difficulty will therefore be clearer.

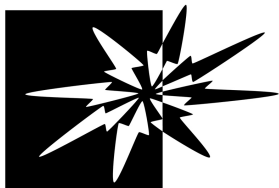
5.3 Key services for children with special education needs, such as Speech and Language Therapy, will need to change their delivery model for the pre-school children. The model needs to ensure that there is a high quality communicative environment for children who may have developmental delays and speech and language difficulties as a result of environmental factors, with access to broader enhanced and targeted support for children with a more complex and disordered pattern of communicative development. This will need to be addressed for April 2016.

6. Co-dependencies for this strategy

Child Care Bill

Early Help and Models of Intervention

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Haringey Council

**Agenda Item
15**

Report Status

For information/note
For consultation & views
For decision

Report to Haringey Schools Forum – 8th July 2015

Report Title: Schools Forum Work Plan 2015-16 Academic Year.

Author:

Steve Worth – Finance Manager (Schools and Learning)
Contact: 0208 489 3708 Email: Stephen.worth@haringey.gov.uk

Purpose: To inform the Forum of the updated work plan for the 2015-16 academic year and provide members with an opportunity to add additional items.

Recommendations:

That the updated work plan for the 2015-16 academic year is noted.

1. Schools Forum

- 1.1. It is good practice for Schools Forum to maintain a work plan so that members ensure that key issues are considered in a robust and timely way.
- 1.2. Members of the Forum are asked to consider whether there are any additional issues that should be added to the work plan for the next Academic Year.
- 1.3. This work plan will be included on the agenda for each future meeting so that members are able to review progress and make appropriate updates.

Haringey Schools Forum - Work Plan Academic Year 2015-16

22 October 2015

- Funding formula and Dedicated Schools Budget 2016-17.
- Arrangements for the use of pupil referral units and the education of children otherwise than at school.
- Updates from working groups.

3 December 2015.

- Dedicated School Budget Strategy 2016-17
- Early Years Block

14 January 2016

- Update on Dedicated Schools Budget Strategy 2016-17
- Growth Fund.
- High Needs Block.
- Updates from working parties.

25 February 2016

- Scheme for Financing Schools
- Update on Dedicated Schools Budget Strategy 2016-17.
- The Schools Internal Audit Programme
- Update from working parties.

19 May 2016

- Arrangements for the education of pupils with special educational needs.
- Administrative arrangements for the allocation of central government grants paid to schools via the authority.
- Update from working parties.

30 June 2016.

- Dedicated Schools Budget Outturn 2015-16.
- Outcome of Internal Audit Programme 2014-15.
- Forum Membership.
- Work plan 2016-17.
- Update from working parties.

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