
Haringey Schools Forum

THURSDAY 30 JUNE 2016 AT 15:45 HRS FOR 16:00 HRS – 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 25 FEBRUARY AND 14 APRIL 2016 (PAGES 1 - 24)

5. MATTERS ARISING

6. FORUM MEMBERSHIP AND REVIEW OF CONSTITUTION (PAGES 25 - 42)

To review the Forum's membership and update of the constitution.

7. EARLY YEARS QUALITY IMPROVEMENT AND OPERATIONAL STRATEGY (PAGES 43 - 64)

To set out the priorities and vision for the Early Years Quality improvement from 2015-18

8. THE SCHOOLS INTERNAL AUDIT PROGRAMME 2015-16 FEEDBACK (PAGES 65 - 70)

To advise the Schools Forum of the feedback on the 2015/16 audit programme and follow up visits for 2014/15 audits.

9. EARLY HELP SERVICE UPDATE (PAGES 71 - 76)

To report on progress and impact on the Early Help Locality Model

10. SCHOOLS BUDGET OUTTURN 2015-16 AND UPDATE ON DEDICATED SCHOOLS BUDGET 2016/17 (PAGES 77 - 88)

To advise on the latest Dedicated Schools Grant allocations for 2015-16 and 2016-17, carry forwards from 2015/16 and to request the appointment of a panel of the Forum to allocate the contingency for schools in financial difficulty.

11. HIGH NEEDS BLOCK UPDATE (PAGES 89 - 104)

To advise the Forum of the overspend and the action plan to mitigate the over spend.

12. ADMINISTRATIVE ARRANGEMENTS FOR THE ALLOCATION OF CENTRAL GOVERNMENT GRANTS PAID TO SCHOOLS VIA THE AUTHORITY (PAGES 105 - 110)

To comply with the Schools Forum (England) Finance Regulations in informing members of the arrangements for administering grants paid to schools.

13. FEEDBACK FROM WORKING PARTIES (PAGES 111 - 122)

- Early Years (attached)
- High Needs (to be tabled)
- Traded services (attached)

14. WORK PLAN 2016/17 (PAGES 123 - 126)

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

15. ANY OTHER URGENT BUSINESS

16. DATE OF FUTURE MEETINGS

- 15 September 2016 - Provisional (note venue Gladesmore School)
- 20 October 2016
- 1 December 2016
- 12 January 2016
- 23 February 2017
- 18 May 2017
- 29 June 2017

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**MINUTES OF THE SCHOOLS FORUM MEETING
THURSDAY 25 FEBRUARY 2016**

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 (Devonshire Hill), *Nic Hunt (Weston Park) *Angela McNicholas (OLM)
Secondary (2) *Zoe Judge for Helen Anthony (Fortismere), *Tony Hartney (Gladesmore),
Primary Academy (1) *Sharon Easton (St Paul's and All Hallows)
Secondary Academies (2) Arthur Barzey (Woodside), *Michael McKenzie (Alexandra Park)
Alternative Provision Dawn McLean

Governors:

Special (1) *Michael Connah (Riverside)
Children's Centres (1) Melian Mansfield (A) (Pembury)
Primary (7) Asher Jacobsberg (A) (Welbourne), *Laura Butterfield (Coldfall), Andreas Adamides (A)(Stamford Hill), *Zena Brabazon (Seven Sisters) *Lorna Walker (Rokesly Infants), Michael Cunningham (A) (Muswell Hill), *John Keever (Seven Sisters)
Secondary (3) * Imogen Pennell (Highgate Wood),
Primary Academy (1) VACANT
Secondary Academy (1) (A) Marianne McCarthy (Heartlands)

Non School Members:-

Non – Executive Councillor - *Cllr Wright
Professional Association Representative – (A) Niall O'Connor
Trade Union Representative -*Pat Forward
14-19 Partnership –* Rob Thomas
Early Years Providers - *Susan Tudor-Hart
Faith Schools - *Geraldine Gallagher
Pupil Referral Unit – Gordon McEwan

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

Also attending:

Jon Abbey, Director of Children's Services
Chris Kiernan, Interim Assistant Director, Schools and Learning
Steve Worth, Finance Manager (Schools and Learning)
Katherine Heffernan, Head of Finance - Child, Adults and Schools
Douglas Cook, Traded Services Manager
Vikki Monk-Meyer, Head of Service SEN and Disability
Anne Woods, Head of Audit and Risk Management
Ngozi Anuforo, Early Years Commissioning Manager
Carolyn Banks, Acting Head of Governor Services
Jonathan Adamides-Vellapah, Haringey Clerk (minutes)

- * 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 SUBSITITUTE MEMBERS	
2.1	Apologies: Noted as above.	
2.2	Substitutions: Zoe Judge for Helen Anthony (Fortismere).	
2.3	Resignations: None.	
2.4	New members: Dawn McLean	
3.	DECLARATION OF INTEREST	
3.1	None.	
4.	MINUTES OF MEETINGS HELD ON 14 JANUARY 2016	
4.1	The minutes of the meetings held on 14 January 2016 were agreed as a correct record.	
5.	MATTERS ARISING	
5.1	Noted that the matters arising appeared within the agenda. 6.7 Supplementary Schools – ongoing action to undertake a review of the supplementary funding. 7.3 S. Fox will be added as the Union representative. 8.6 Amend last paragraph should say – Forum agreed that the funding of £350k (not £350) should continue.	
6.	THE SCHOOLS 2016/17 INTERNAL AUDIT PROGRAMME	
6.1	Anne Woods: Head of Audit and Risk Management, introduced the paper from the Head of Audit and Risk Management. The Forum were advised that the internal audit is undertaken to comply with the requirements of the Schools Finance Manual and the management of risks associated with financial and non-financial processes.	
6.2	The Forum noted that schools who will have an audit are detailed in appendix A. The reasons for being on the schedule include: <ul style="list-style-type: none"> • have not be audited within four years • had limited assurances at the last audit • have unresolved audit issues recently and are being followed up • a new Headteacher in place • are considered at risk and require a visit. <p>The Head of Audit and Risk Management confirmed that she had written to schools concerned advising them of the inspection and inviting schools to training.</p>	

6.3	The Chair welcomed the improvement in practice and the training given to schools. The Head of Audit and Risk Management advised that Academies carry out their own audits and LA are not made aware of any issues, unless they are advised by the EFA. The LA can however raise concerns to the DfE and Ofsted should they need to.	
	RESOLVED: The Forum agreed the recommendation to note the planned Internal audit work for 2016/17.	
7.	DEDICATED SCHOOLS BUDGET ANALYSIS AGAINST NEIGHBOUR AND LONDON "PLOWDEN" LA'S	
7.1	Chris Kiernan: Interim Assistant Director presented the paper, which outlined to the Forum the reason for the DSG analysis and the Plowden comparisons. The Forum noted that the data is from the section 251 reports and in some cases due to local discretion the reported categories may not all be the same. Forum noted that the document had inconsistencies within the narrative and presented tables and these will be taken up with the interim director. It was agreed that these corrections are not material to the report.	
7.2	The Forum discussed the various annexes and noted that in general Haringey ranked averagely when compared against the other LAs. The Forum noted that these comparisons give an indication on where spending could be reviewed and analysed.	
7.3	RESOLVED:- That members: 1. noted the report 2. agreed that the schools forum finance sub-group convenes with a remit to: <ul style="list-style-type: none"> • Receive and comment upon proposals from LA officers for reductions in retained expenditure over the 2017/18, 2018/19 and 2019/20 financial years • Make recommendations to schools forum about the relative funding levels of the primary and secondary sectors in the context of the proposed increase in the secondary pupil / teacher ratio (PTR). Agreed for Martin Doyle to join finance sub-group the group.	
8.	PROPOSALS FOR BACK TO BUDGET PLAN HIGH NEEDS BLOCK	
8.1	Vikki Monk-Myer: Head of Service SEN and Disability introduced the paper which described the actions being taken to ensure children with SEND have a service that is of high quality and value for money.	
8.2	Members noted that: <ul style="list-style-type: none"> • The budget is overspent due to the increased duties and age range covered. The proposal is to bring this back to balance and over the 	

	<p>next 2.5 years</p> <ul style="list-style-type: none"> • The services and pathways needed are under review to see what can be brought in house or commissioned differently i.e. the portage service and home intervention • Mainstream school places are being reviewed to see what is needed and for more pupils to be within these settings • Early Help, SEND and disability – the services at present may not be meeting the needs. The re-opening of the Grove should start to address and bring a local solution • The in-borough provision is being reviewed so that local services can be referred to users • OT is part of the CCG responsibility and joint work is being coordinated for the service to meet user needs • Clarification is needed over the private and independent school providers in the borough and how these should be used. 	
	<p>RESOLVED: -</p> <ol style="list-style-type: none"> 1. The Forum noted the paper 2. The Forum agreed the approach. 	
9.	EARLY YEARS FUNDING BLOCK	
9.1	<p>Ngozi Anuforo: Early Years Commissioning Manager introduced the paper which informed the forum of the Early Years Block, 2015/16 budget proposals and 16/17</p> <p>The Forum noted that the paper and appendix gave the background to the proposals and this included:</p> <ul style="list-style-type: none"> • There are significant changes to the funding formula and that the LA will now be funded on participation • The surplus accumulated is being used to fund provision in the current year as the take-up has increased • The LA currently funds each place at £6.00 and not the DfE recommended £5.28 • The new DfE calculated average funding is indicated at £4.88 and there may be restrictions on what can be centrally retained going forward • There are forecasted to be funding and uptake issues for the 15hr and 30hr placements • The existing budget has been ring fenced • The authority is not an early adopter and there appears to be no additional CAPEX funding to take forward obligations • The new models for demand led provision need to be put in place and this will require investment to ensure the gaps in provision 	
9.2	<p>The Forum agreed that further work is required to analyse the nursery provision across all settings and a separate sub-group should be established to review this aspect.</p> <p>It was agreed that the reporting would be timely as decisions will need to be taken on budgets</p>	

	<p>RESOLVED:-</p> <ol style="list-style-type: none"> 1. The Forum noted the indicative funding for 2016/17 and the profiles 2. The Forum agreed the proposed allocation for 2016/17 3. The Forum agreed the £41k investment to prepare for the 30Hrs extension 4. The Forum agreed that a sub-group should look at the Nursery provision in particular, membership will include Julie Vaggers, Fran Hargrove, Dawn Ferdinand, Zeena Brabazon, Angela McNicholas representatives from the LA and business managers. 	
10.	FEEDBACK FROM WORKING PARTIES	
10.1	<p><u>Early Years</u></p> <p>Noted that the minutes will be presented at the next meeting. The Forum noted that the discussion centred around agenda item 9.</p>	
10.2	<p><u>High Needs</u></p> <p>The minutes of the 29 January 2016 meeting were noted.</p>	
10.3	<p><u>Traded Services</u></p> <p>The Forum noted the following:</p> <ul style="list-style-type: none"> • Traded services income had been met • HR provision required further discussion as the service provided does not meet the needs or requirements of schools, in some cases • Pendarren – a partner is being sourced who will invest in the centre and run it on behalf of the LA. <p>Jon Abbey will confirm how the surplus generated by the traded services will be used.</p>	
11.	WORKPLAN 2015/16	
	No additional items added.	
12.	ANY OTHER URGENT BUSINESS	
	None.	
13.	DATE OF FUTURE MEETINGS	
	<ul style="list-style-type: none"> • 19 May 2016 • 30 June 2016 	

The meeting closed at 6.00 pm

TONY HARTNEY

CHAIR

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**MINUTES OF THE SCHOOLS FORUM MEETING
TUESDAY 12 APRIL 2016**

Schools Members:**Headteachers:****Special (1)****Children's Centres (1)****Primary (7)**

*Martin Doyle (Riverside),

*Julie Vaggers (Rowland Hill),

*Angela McNicholas (OLM)

*Dawn Ferdinand, (The Willow)

*Julie D'Abreu (Devonshire Hill)

*Will Wawn (Bounds Green)

*Helen Anthony (Fortismere)

*Sharon Easton (St Paul's and All Hallows)

Elma McElligott (Woodside)

(A) Dawn McLean

(A) Cal Shaw (Chestnuts)

Fran Hargrove (St Mary's CE)

Nic Hunt (Weston Park)

*Tony Hartney (Gladesmore)

(A) Michael McKenzie (Alexandra Park)

Secondary (2)**Primary Academy (1)****Secondary Academies (2)****Alternative Provision****Governors:****Special (1)****Children's Centres (1)****Primary (7)**

Michael Connah (Riverside)

*Melian Mansfield (Pembury)

Asher Jacobsberg (Welbourne)

*John Keever (Seven Sisters)

(A) Laura Butterfield (Coldfall)

*Zena Brabazon (Seven Sisters)

Imogen Pennell (Highgate Wood)

VACANT

Marianne McCarthy (Heartlands)

(A) Andreas Adamides (Stamford Hill)

(A) Michael Cunningham (Muswell Hill)

*Lorna Walker (Rokesly Infants)

Secondary (3)**Primary Academy (1)****Secondary Academies (2)****Non School Members:-****Non – Executive Councillor****Professional Association Representative****Trade Union Representative****14-19 Partnership****Early Years Providers****Faith Schools****Pupil Referral Unit**

(A) Cllr Wright

*Niall O'Connor

*Pat Forward

(A) Rob Thomas – Herbie Spence attended

*Susan Tudor-Hart

*Geraldine Gallagher

*Gordon McEwan

Observers:-**Cabinet Member for CYPS**

*Cllr Ann Waters

Also attending:

LBH Assistant Director, Schools and Learning

LBH Assistant Director, Quality Assurance, Early Help & Prevention

LBH Finance Manager (Schools and Learning)

LBH Head of Finance - Child, Adults and Schools

LBH Acting Head of Governor Services

Haringey Clerk (minutes)

*Rory Kennedy

*Gill Gibson

*Steve Worth

*Katherine Heffernan

*Carolyn Banks

*Jonathan Adamides-Vellapah

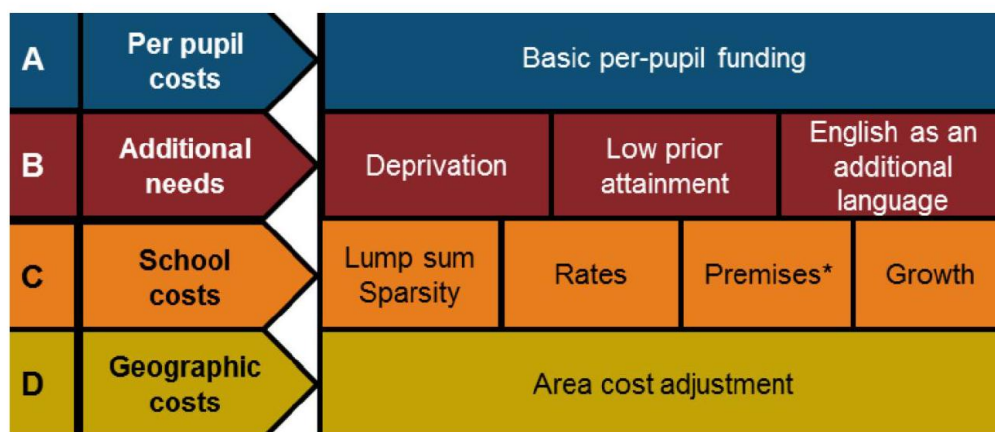
* Members present

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 SUBSITITUTE MEMBERS	
2.1	Apologies: Noted.	
2.2	Substitutions: Herbie Spence for Rob Thomas.	
2.3	Resignations: None.	
2.4	New members: None.	
3.	DECLARATION OF INTEREST	
3.1	None.	
4.	NATIONAL SCHOOLS FUNDING FORMULA	
4.1	<p>Steve Worth introduced the paper and noted that:</p> <ul style="list-style-type: none"> • The Department of Education (DfE) launched the Schools Funding Reform consultation with the National Funding Formula for Schools and the High Needs Block (item 5 on the agenda) • The consultation is in two parts. Part one deals with high level principals and overall design with a response deadline of the 17 April 2016. Part two will looks at the specific formula weighting. • Haringey Council will be responding separately and is encouraging all schools, headteachers and governing bodies to respond • The changes will come into effect in 2017 but with a minimum funding guarantee and locally agreed variations allowable during a two-year transition period • The formula from 2019-20 will be a hard formula with no local discretion. 	
4.2	<p>The forum noted that:</p> <ul style="list-style-type: none"> • There are no details as yet about the values and relative weightings 	

Overall Design of the Formula



The factors used will be:

- Per pupil costs (equivalent to the Age Weighted Pupil Unit – AWPU)
 - Basic Funding for each primary pupil (key stages 1 and 2)
 - Basic Funding for each stage 3 pupil
 - Basic Funding for each stage 4 pupil
- Additional Needs
 - Socio-Economic Deprivation
 - Low Prior Attainment
 - English as an Additional Language
- School Factors
 - Lump sums
 - Sparsity
- Premises Costs
 - Rates, PFI costs and other specific exceptional premises costs, based on actual costs
- Area Cost Adjustment
 - To reflect the relative costs of running schools in expensive areas of the country such as London

However, the forum noted that for Haringey, there are a number of factors that will not be included:

- Looked after children
- Mobility
- Post 16 factor.

4.3 The forum noted that estimates suggest that the final loss could be as much as 10%, but with the minimum funding guarantee providing transitional protection.

The forum discussed the models proposed and agreed that the hybrid method for the Area Cost Adjustment would be the preferred option.

The forum discussed the practicalities of how top-slicing would operate and the impact on services that the borough would provide. The question was raised on how the Schools Forum would look in the future, given the funding and the move towards acadamisation.

4.4	<p>The forum reviewed the questions and proposed answers. In summary each question was reviewed and amendments suggested. The amendments were noted by Katherine Heffernan to incorporate into a revised paper for circulation. The forum agreed where possible to prefix the responses with a yes/no, add examples and clarify where needed.</p> <p>Noted. The revised response is attached as appendix: 1 as the consultation closed on Sunday 17 April 2016 and was circulated to members after the meeting.</p>	
4.5	<p>The following summary was noted following the discussions of each question:</p> <p>Q= IDACI funding formula, can it be challenged? A=This is being considered along with deprivation and how these will impact Haringey in calculations for funding.</p> <p>Q1 – Agreed</p> <p>Q2 – Agreed there needs to be local accountability and flexibility to meet sudden changing circumstances, should be maintained. Haringey has evolved the local funding formula and this should continue. Other points raised:</p> <ul style="list-style-type: none"> • Should 'Haringey' be removed to make the response wider reaching? • Haringey does have good collaboration, school to school support, involved governors that contribute to good relationships and accountability • Should references be made to the London Councils response? • There will be impacts in Haringey particularly and a response may draw reference to this • Fairer funding is the common thread and could be reflected. <p>Q3 – There could be a case at each level and at each stage, but the rationale would have to be compelling. The over simplification should not be used as a way to reduce funding.</p> <p>Q4 – Revise wording to make clear deprivation, and free schools meals making clear that some households are not eligible. This has to reflect the cost of living as a factor. There are also families who have no recourse to public funds and are therefore not eligible.</p> <p>Q5 - add DfE low prior attainment factor and no baseline EYFS.</p> <p>Q6 – note that two levels of funding should be considered for the first few years and reduced later.</p> <p>Q7 – agreed.</p> <p>Q8 – agreed.</p>	

	<p>Q9 –schools should continue to receive full funding and as this is calculated externally a national formula cannot replace this.</p> <p>Q10 – need clarity on the term split site and what the detailed definition will be.</p> <p>Q11 – agreed.</p> <p>Q12 – agreed, but what does this mean about exceptional factor?</p> <p>Q13 - agreed but it must reflect current spend.</p> <p>Q14 – agreed and the answer should include what is happening in Haringey at present.</p> <p>Q15 – question raised on what does historic mean here? There needs to be more work done to look at the actual need, but the two years is a good starting point.</p> <p>Q16 – reorder the response to give the reason as to why accepting the hybrid model.</p> <p>Q17 – mention LAC as important part of schools emerging duties.</p> <p>Q18 – Agreed that this is a no and mobility has to be included. Expand on the answer to include the movements caused by relocation due to housing and other factors i.e domestic violence etc.</p> <p>Q19 – agreed that this is a national issue and not part of the DSG.</p> <p>Q20 – This is a firm no.</p> <p>Q21 – Yes, but we need to know the detail to manage the transition.</p> <p>Q22 – reference should be made to the area cost adjustment should be applied.</p> <p>Q23 – agreed.</p> <p>Q24 – Yes the other factors include, costs of academy conversion. The forum noted that there are strong working partnerships with the borough and should be maintained.</p> <p>Q25 – review response and add in about the working with academies and what the hard formula will mean for working with all schools. Need further clarity.</p>	
	<p>RESOLVED:- That members agreed the forum’s response to the consultation on the National Schools Funding Formula, subject to the discussed amendments.</p>	

5.	FUNDING THE HIGH NEEDS BLOCK	
5.1	<p>Steve Worth introduced the paper and noted that the forum was consulted at this stage: No clear cut proxy measure – one factor and the current level of spend and in general a formula and a MFG, recommendations from a review by ISOS</p> <ul style="list-style-type: none"> • The High Needs Block (HNB) provides funding for special schools and units, alternative provision, hospital education, placement and top up funding for children and further education students with special educational needs • DfE research by the ISOS shows that the current system does not reflect the need and varies across the country • The consultation therefore proposes that the HNB becomes formula driven on a range of proxy indicators and not linked to EHCPs 	
5.2	<p>There are a range of proposed factors, which include:</p> <ul style="list-style-type: none"> • An indicator of low attainment • Two indicators relating to children’s health using Disability Living Allowance and census data on children not in good health • Two indicators relating to FSM and IDACI • A factor to reflect the local specialist provision which will be funded by the HNB • A related issue on of the LA is a net importer or exporter of children with needs • An area cost adjustment • There may be put in place a minimum funding guarantee to smooth the transition. 	
5.3	<p>The design of the formula is expressed below</p> <div data-bbox="288 1350 1321 2101" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Figure 1: Proposed design of high needs funding formula</p> </div>	

	<p>The ISOS made 17 proposals, which were translated to three broad categories:</p> <ul style="list-style-type: none"> • Improvements in the way funding is allocated, using a greater element of the formula funding • Clear communication about how the system should work • Proposals to enable better (and by implication., more consistent) decision-making by LA commissioners and setting, school and college SEN co-ordinators. <p>The proposals are underpinned by seven principles, that a funding system that is fair, efficient, transparent, simple and predictable, and which prioritises ‘the front line’ and ‘supports opportunity’.</p>	
5.4	<p>The forum reviewed the questions and proposed answers. It was agreed to circulate the revised response and this is attached as Appendix: 2. The following was noted in summary of the discussion:</p> <p>Q1 – consider adding 18 – 25 point and bring out and consider adding references to the families act and deprivation factors. Q2 –consider adding references to partnership working, hubs top up levels and making clear the needs of the children may be unmet. Q3 – At the transition stage more funding may be required and this does not really reflect all the needs i.e autism, needs which may develop over time, with the child. Q4 – this should reflect that each plan is individualised and should reflect the need required to support the child. The ECHP is not available in all settings i.e Nursery. The proxy is that needs are met however, there is a distinction between the additional needs and the real needs. Q5 – agreed. Q6 – agreed. Q7 – agreed. Q8 – agreed and add clarity to putting more money in. Q9 – Please email suggestion to Katherine Heffernan asap. Q10 – agreed, need clarity on the 10k? Q11 and Q12 – the wording needs to be revised and can references be added highlighting early help and how nurseries are affected. Q13 – This should be funded nationally and ask who funds the top-up? Q14 – will be reviewed by Steve Worth.</p> <p>In general the forum noted that clear yes and no answers may not always be appropriate in answering the questions, and examples/references should be provided where possible.</p>	
	<p>RESOLVED:- That members agreed the forum’s response to the consultation on Funding the High Needs Block, subject to the discussed amendments.</p>	
6.	<p>ANY OTHER URGENT BUSINESS None.</p>	
7.	<p>DATE OF FUTURE MEETINGS</p> <ul style="list-style-type: none"> • 19 May 2016 	

	• 30 June 2016	
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The meeting closed at 6.30 pm

TONY HARTNEY

CHAIR

Appendix: 1

Schools National Funding Formula - Forum Response



Question 1

Do you agree with our proposed principles for the funding system?

Proposed response.

The Forum agrees with the principles but believes it is important to get the balance between them correct, for example the fairest system will not be the simplest. In particular it is vital that the costs associated with deprivation and area cost differentials are given sufficient weight.

However although we agree with these principle we do not feel that they can only be delivered at a national level. Moreover there are important features of a good funding system that are not included in this list including:

- A system that fosters collaboration and partnership between schools
- Is flexible and responsive to changing needs and specific circumstances
- Has mechanisms for ensuring accountability and builds wide support for the funding decisions reached.

We are also concerned that many schools will be losing funding at a time of significantly increasing costs. This could seriously impair the sustainability of some schools and reduce the ability of all schools to continue to deliver good educational outcomes to the detriment of pupils and society.

We therefore call on government to level up the funding so that no school in the country experiences a drop in funding as a result of the National Funding Formula.

Question 2

Do you agree with our proposal to move to a school-level national funding formula in 2019-20, removing the requirement for local authorities to set a local formula?

No. We do not agree with the removal of local flexibility.

By involving a wide range of school headteachers and governors the current arrangements provide greater accountability and encourage the development of good collaboration between schools. They are also more flexible and responsive to local needs. The flexibility to allocate funding locally has enabled Haringey schools to achieve hugely improved outcomes, and we are wary about the risk of levelling down rather than levelling up.

All local authorities face different challenges and funding will be best allocated by those who understand those challenges. In the case of Haringey our local factors, such as very diverse communities in terms of social background and ethnicity; cost of living; and the number of languages spoken in the borough are all important and will still need to be taken into consideration. We believe local flexibility is the best mechanism for doing so given the diversity of educational landscapes across the country.

The flexibility allowed by the current system has been important in achieving great results for children and so we disagree with the significant weakening of the LA role in the school system as it will fracture the system, remove incentives for early years and for primary and secondary schools to come together to consider the best ways of using resources across the system in order to enable the best outcomes to be delivered.

Question 3

Do you agree that the basic amount of funding for each pupil should be different at primary, key stage 3 and key stage 4?

No we do not agree.

We believe that this proposal does not sufficiently differentiate between the different key stages, in particular reception age children require additional staffing and key stage 1 children more supervision than key stage 2 pupils. We therefore recommend a differential at each educational stage.

We know that the weightings are not being consulted on at this stage but the comparative values allocated to each stage must be evidence based and firmly linked to the true costs of providing education to that stage.

Moreover we believe that simplification should not be the paramount consideration in devising a formula and certainly should be used where it would tend to reduce funding.

Question 4

a) Do you agree that we should include a deprivation factor?

b) Which measures for the deprivation factor do you support?

- Pupil-level only (current FSM and Ever6 FSM)
- Area-level only (IDACI)
- Pupil- and area-level

Yes we strongly agree that we should include a deprivation factor.

We also believe that both pupil and area level measures should be used.

We know from our local experience that although there is a high level of correlation between the two factors there are some important differences and the multiplier effect

of having many children from deprived backgrounds must be captured in the formula. The area measure tends to capture more persistent deprivation which has a longer lasting education impact.

However we are extremely concerned that the bandings for both IDACI and FSM are not keeping pace with actual living costs and income. This is especially problematic in London where as a result of high living costs poor families in London may have incomes that appear high in the national context but which are barely sufficient resulting in significant impacts on their children's education and life chances.

A full review of the income thresholds needs to be carried out and consideration given to the development of a methodology that takes into account income levels, regional disparities and/or housing costs.

We would also like consideration to be given to children living in families with no recourse to public funds being included in this measure despite their not being eligible for free school meals.

Question 5

Do you agree we should include a low prior attainment factor?

Yes we strongly support the inclusion of this factor.

Where children have low attainment in their previous setting (early years or primary) it is even more important that their next setting is able to provide sufficiently intensive support to enable them to make rapid progress, otherwise their potential is missed. Some of our settings take children with very low prior attainment and achieve great added value and we would not wish to see this jeopardised.

However we have concerns about how this will be maintained for primary schools in future given the changes to the baseline and the Early Years Foundation Stage profile data. We would appreciate more information from the DfE about this in the next stage of consultation.

Question 6

a) Do you agree that we should include a factor for English as an additional language?

b) Do you agree that we should use the EAL3 indicator (pupils registered at any point during the previous 3 years as having English as an additional language)?

Yes We strongly support the inclusion of an EAL factor.

From the options given we would support the EAL3 indicator.

However we believe that the consultation report is right in stating that some pupils require 'sustained support over a longer period of time and that three years should be the minimum period of funding. We would prefer a two tier approach with a higher level of funding for the first three years and a lower level thereafter.

Question 7

Do you agree that we should include a lump sum factor?

Yes, this is an important element of funding particularly for smaller schools.

The national formula should however be clear about what the lump sum covers. It should be subject to the Area Cost uplift and to the Minimum Funding Guarantee.

Question 8

Do you agree that we should include a sparsity factor?

Yes. Although as a London Borough this is not relevant to our formula we recognise its importance for very small schools in remote areas.

Question 9

Do you agree that we should include a business rates factor?

Yes. We agree with this proposal.

Rates are based on individual assessments of premises and are largely outside of a school's control. Under the current system schools receive the exact figure they require and this should continue.

We do not believe that this can be replaced by a formula.

Question 10

Do you agree that we should include a split sites factor?

Yes we agree with this. However in the second round we believe there should be more information about the definition of a split site and a clear explanation of what costs this is intended to cover.

Question 11

Do you agree that we should include a private finance initiative factor?

Yes, but only where costs are inescapable and outside an individual school's control.

Question 12

Do you agree that we should include an exceptional premises circumstances factor?

Yes, but only for truly exceptional circumstances over which an individual school has little control.

Question 13

Do you agree that we should allocate funding to local authorities in 2017-18 and 2018-19 based on historic spend for these factors?

- Business rates
- Split sites
- Private finance initiatives
- Other exceptional circumstances

We agree that in 2017-18 and 18-19 historic spend would be an appropriate basis for initial allocation; however there should be a mechanism for additional funding (or claw back) where actual costs are significantly different.

Beyond this period we believe that business rates should continue to be funded on the basis of actual cost and the other factors kept under regular review.

Question 14

Do you agree that we should include a growth factor?

Yes – we strongly support the inclusion of a growth factor.

Haringey and many other authorities have experienced high levels of growth in the primary phase in recent years and are projecting secondary phase growth in the near future. A growth factor is in our view is essential to ensure the costs of this are fully funded.

Question 15

Do you agree that we should allocate funding for growth to local authorities in 2017-18 and 2018-19 based on historic spend?

This does not seem to us to be a good long term solution but we accept it may be an appropriate starting point in the next two years. However there should be a process for authorities who experience a sudden change in the pace or level of growth. This is particularly important in areas earmarked for development in the London plan (or other regional plans.)

Beyond the transition period there is no reason to suppose that future growth needs will follow historic patterns. We strongly urge the department to carry out further work to identify suitable measures for capturing growth.

Question 16

a) Do you agree that we should include an area cost adjustment?

b) Which methodology for the area cost adjustment do you support?

- general labour market methodology
- hybrid methodology

Yes we strongly agree there should be an area cost adjustment.

We favour the hybrid methodology.

We strongly support an area cost adjustment and in particular the hybrid methodology.

An area cost adjustment is essential to safeguard that financial sustainability of schools in high cost areas of the country. It should be based as closely as possible on the actual costs experienced by providers of education. For this reason we favour the hybrid methodology as it includes a proportion based on local teacher salaries (which is the stronger cost driver in any school.)

A specific concern for Haringey is that while some aspects of our labour market have Outer London characteristics our teachers labour market is strongly linked to Inner London. If this is not reflected in the area cost adjustment there is a high risk that schools will not be able to afford to recruit and retain high quality teaching staff, putting in jeopardy the huge improvements in educational outcomes we have achieved.

We also strongly recommend that an area cost adjustment is applied to grants such as the pupil premium. Without this the value of such grants are reduced in high cost areas such as London.

Question 17

Do you agree that we should target support for looked-after children and those who have left care via adoption, special guardianship or a care arrangements order through the pupil premium plus, rather than include a looked-after children factor in the national funding formula?

Yes we agree this proposal. However increasing the LAC rate in the pupil premium should not be funded by reducing the DSG.

We would add that the area cost adjustment should also apply to this funding.

Question 18

Do you agree that we should not include a factor for mobility?

No, we do not agree this proposal.

We support the inclusion of a mobility factor and one without the current 10% threshold.

We know from local experience that although there is some correlation with deprivation and EAL it is not a complete correlation. We also know that mobility does cause schools significant cost pressures.

We know that schools experience a range of costs associated with pupil mobility including administrative costs and also the need for additional support to settle pupils into a new school. We also know that generally families do not choose to move and so in many cases pupil mobility is associated with other stresses for children such as family breakdown, domestic violence or bereavement, impoverishment and housing insecurity.

Question 19

Do you agree that we should remove the post-16 factor from 2017-18?

We agree that post 16 funding should not come from the Dedicated Schools Grant but adequate transitional arrangements should be made for the current beneficiaries.

Question 20

Do you agree with our proposal to require local authorities to distribute all of their schools block allocation to schools from 2017-18?

No we do not agree this proposal.

Haringey Schools Forum has concerns about this proposal. Firstly it is concerned that by effectively ring fencing the schools budget which is the least volatile element of the DSG it will become harder to manage pressures that arise in the high needs and early years blocks. It also breaks an important link in the system – in areas where schools are less inclusive and accepting of children with special then costs rise in the high needs block and funding transfers are required while the converse is true in areas where all schools play their part in supporting high needs children.

Question 21

Do you believe that it would be helpful for local areas to have flexibility to set a local minimum funding guarantee?

Yes. We believe this is a helpful flexibility.

As we stated in our response to Question 1, we are concerned that many schools will be losing funding at a time of significantly increasing costs and ask the government to level up the funding to minimise the need for a minimum funding guarantee. Even so given that there will be inevitable changes we support the freedom to set a local minimum guarantee to help schools manage the transition and maintain responsiveness to local needs.

Question 22

Do you agree that we should fund local authorities' ongoing responsibilities as set out in the consultation according to a per-pupil formula?

No. We think a per pupil formula would be an over simplification. As a minimum we believe that the Area Cost adjustment must be applied to this funding. Moreover many of the factors that apply at the school level such as deprivation and area costs also apply at the local authority level (and mobility may be even more significant at LA level.) A simple per capita formula does not reflect these variations in cost.

We believe that local authorities should be fully funded for continuing statutory responsibilities and are concerned that there will not be sufficient funding remaining from the Education Services Grant to enable this.

Question 23

Do you agree that we should fund local authorities' ongoing historic commitments based on case-specific information to be collected from local authorities?

Yes. We agree. This would seem to be the only reasonable way to deal with this in the light of the changes to the central block. It is very important that authorities are fully funded to carry out their responsibilities.

Question 24

Are there other duties funded from the education services grant that could be removed from the system?

The Schools Forum does not wish to see the important role of the Local Education Authority diminished. We are proud of the strong partnership that the LEA and all schools (including academies) have built together in Haringey and the huge improvements in educational outcomes that have been delivered as a result. We believe that the LEA should be supported and fully funded to meet all its duties.

In addition we are concerned that the proposed conversion of all schools to academy status will place an additional burden on local authorities. Adequate funding should be made available to cover this.

Question 25

Do you agree with our proposal to allow local authorities to retain some of their maintained schools' DSG centrally – in agreement with the maintained schools in the schools forum – to fund the duties they carry out for maintained schools?

We are concerned that the reduction in the Education Services Grant will lead to a further squeezing of school budgets and would not want the DfE to use this proposal as an opportunity to cost shunt. However we welcome the opportunity for schools to continue to work in partnership with the LEA and would suggest that similar arrangements could be made for academies who wish to contribute to their local community of schools on a voluntary basis.

It is also not clear how this will be dealt with following the implementation of the 'hard' funding formula and would like further explanation of this from the DfE.

Appendix: 2

High Needs Block Consultation - Forum Response



Question 1

Do you agree with our proposed principles for the funding system?

Response.

Yes, we agree with the principles proposed but would like to see an additional one about promoting inclusion. We believe it is important to get the balance between the principles correct, for example the fairest system will not be the simplest.

We are also concerned that the introduction of a formulaic approach and the desire to avoid perverse incentives could lead to a failure to recognise the true level of need. A formulaic approach could lead to significant disruption and we support strong transitional arrangements.

As with the National Funding Formula we are concerned that there will be insufficient funding in the system to adequately meet demand, particularly as the proposals will not permit movements from the Schools Block. We support the continuation of the local flexibility to move money between blocks.

Question 2

Do you agree that the majority of high needs funding should be distributed to local authorities rather than directly to schools and other institutions?

Yes, we agree with this proposal. The local authority retains responsibility for meeting the needs of children and young adults with special needs and must have the funds to discharge this duty. Given the proposed use of proxy factors these will be a better, but still inaccurate, approximation at LA rather than school level.

This approach will also facilitate co-operative working between local authorities.

Question 3

Do you agree that the high needs formula should be based on proxy measures of need, not the assessed needs of children and young people?

Yes, but we are concerned that without a direct measure of high need the use of proxies will only be a rough approximation of the actual need and cost and will leave children's needs unmet.

We believe significant research should be undertaken on the High Needs Block funding methodology during the transition period.

The use of a formula will lead to a reduction in funding for some LAs and we support calls to provide sufficient funds to level up allocations.

Question 4

Do you agree with the basic factors proposed for a new high needs formula to distribute funding to local authorities?

Yes, these are all factors that have some bearing on local need but as stated in our reply to question 3 they can only give a rough approximation of the actual need and cost.

Question 5

We are not proposing to make any changes to the distribution of funding for hospital education, but welcome views as we continue working with representatives of this sector on the way forward.

We agree with this for the short term but consideration should be given to funding this nationally rather than from local HNBs.

Question 6

Which methodology for the area cost adjustment do you support?

We strongly support an area cost adjustment and in particular the hybrid methodology. An area cost adjustment is necessary to ensure that schools receive the funding they require. It should be based as closely as possible on the actual costs experienced by providers of education. The general labour market methodology is based on average wages payable in the local area while the hybrid methodology includes a specific proportion based on local teacher salaries. The General Labour Market methodology is particularly disadvantageous to outer London authorities such as Haringey which are required by the national Teachers Pay and Conditions agreement to pay teachers on the Inner London pay scale. For this reason, we strongly support the hybrid methodology which is the fairest way to assess the true cost of educational provision. Academies in the area have generally maintained the same pay agreements as maintained schools.

Question 7

Do you agree that we should include a proportion of 2016-17 spending in the formula allocations of funding for high needs?

Yes, we strongly support this proposal. All LAs will be committed in the short term to particular patterns of spend and this needs to be recognised in the funding allocations.

Question 8

Do you agree with our proposal to protect local authorities' high needs funding through an overall minimum funding guarantee?

Yes, we strongly support this as existing patterns of provision will continue for some time but draw attention to our response to Question 3 on the need to provide funds to level up allocations.

Question 9

Given the importance of schools' decisions about what kind of support is most appropriate for their pupils with SEN, working in partnership with parents, we welcome views on what should be covered in any national guidelines on what schools offer for their pupils with SEN and disabilities.

It is important to emphasise the need for a school to clearly set out its local offer on its website.

Question 10

We are proposing that mainstream schools with special units receive per pupil amounts based on a pupil count that includes pupils in the units, plus funding of £6,000 for each of the places in the unit; rather than £10,000 per place. Do you agree with the proposed change to the funding of special units in mainstream schools?

The current methodology assumes £4k as the contribution in respect of the main education costs of a pupil. We need to see the Stage 2 funding proposals before we can accurately assess the impact of this suggestion. One benefit of the proposed change is that the £4k, a national figure to which no area cost adjustment is applied, would in future reflect local costs. We would like to see the application of an area cost adjustment extended to all high need place-led allocations, including the £6k discussed here and the £10k allocations for special school and alternative provision places.

Question 11

We therefore welcome, in response to this consultation, examples of local authorities that are using centrally retained funding in a strategic way to overcome barriers to integration and inclusion. We would be particularly interested in examples of where this funding has been allocated on an "invest-to-save" basis, achieving reductions in high needs spending over the longer term. We would like to publish any good examples received.

We retain funding to support the early help agenda. Early investment in families reduces the future cost of intervention both for schools and the local authority and benefits the whole community of Haringey schools. This is a good example of how schools, the schools forum and the local authority can co-operate in using the current flexibility for the advantage of the local community.

Question 12

We welcome examples of where centrally retained funding is used to support schools that are particularly inclusive and have a high proportion of pupils with particular types of SEN, or a disproportionate number of pupils with high needs.

Haringey has recently moved funding from secondary school lump sums to create a fund for secondary schools to recognise these schools that are more inclusive. Initially this is fund allocated on the proportion of pupils with statements and plans to overall roll but will in future reflect only those proportions in Year 7.

Question 13

Do you agree that independent special schools should be given the opportunity to receive place funding directly from the EFA with the balance in the form of top-up funding from local authorities?

No unless arrangements can be put in place that would safeguard the budgets of local authorities in which these schools are located. If place funding for independent special schools is implemented then this needs to be dealt with at the national level rather than through the HNB of the authorities in which they are located.

Question 14

We welcome views on the outline and principles of the proposed changes to post-16 place funding (noting that the intended approach for post-16 mainstream institutions which have smaller proportions or numbers of students with high needs, differs from the approach for those with larger proportions or numbers), and on how specialist provision in FE colleges might be identified and designated.

We welcome the proposal of further consideration by the DfE on this issue. It makes sense to try and align the funding methodologies of pre and post 16 pupils and students. We also welcome that further consideration is being given to finding suitable proxy factors to use for high needs among the post 16 population; however, our earlier comments about the limitation of proxy factors also apply here.



Agenda Item

6

Report Status

For information/note
 For consultation & views
 For decision

The Children and Young People's Service

Report to Haringey Schools Forum – 30 June 2016

Report Title: Schools Forum Membership and Constitution

Authors: Carolyn Banks, Clerk to the Forum

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Purpose: To review the membership of the Forum and update the Constitution

Recommendations:

1. That there be a reduction in representation from the primary maintained phase by one and an increase in Academy secondary phase by one for the Academic year 2016/17 as set out in the report.
2. That the nominations for the governor vacancies for the secondary governor, primary academy and special school be agreed.
3. That the revised and updated Forum Constitution be agreed.
4. That it be noted that there will be a continuing role for the Forum in 2017-18 and 2018 -19 pending the introduction of a hard national funding formula.
5. That Forum members give initial consideration to its future and provide views.

1. Report.

1.1 Membership

This annual report on Forum membership reviews the number of Academy members ensuring that the allocation of places to the schools representatives is proportionately represented, having regard to the total number of pupils in attendance in the various settings.

- 1.2 The attached appendix sets out the number and proportion of pupils in attendance across the school settings and phases. Accordingly there should be a reduction in respect of Maintained Primary representation by one and an increase in Academy Secondary representation by one.
- 1.3 It is suggested that the reduction of one from the Maintained Primary phase should be sought by reducing the governor representation . This can be easily achieved as a vacancy has arisen due to the non attendance over a six month period by one of the governors.
- 1.4 It is proposed that the increase in Academy Secondary representation be achieved by a further governor thereby equalling the number of school staff in this phase.

2. Size of the Forum

- 2. 1 Although Haringey’s Forum which currently comprises 36 members is considerably larger than neighbouring Boroughs (Hackney 17, Enfield 24, Camden 20 and Barnet 29) it is considered to work effectively so no proposed reduction in numbers is proposed at present. Forum members are reminded that non school members cannot number more than one third of the total.

The proposed membership taking into account the proposed changes above would be made up as follows:-

No.	Membership Category
	Schools
1	Nursery School Staff
1	Nursery School Governor
7	Primary Maintained sector School Staff
6	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
23	Total

	<u>Academies</u>
1	Primary Academy sector school staff
1	Primary Academy sector school governor
2	Secondary Academy Sector school staff
2	Secondary Academy Sector governors
1	Alternative Provision Academy
7	<i>Total</i>
30	<i>Total Schools Block</i>
	<u>Non Schools</u>
1	Haringey Councillor
1	Children's Service Consultative Committee (Trades Union)
1	Teachers' Professional Associations
1	Faith Sector
1	16-19 Partnership
1	Early Years Provider.(PVI)
6	<i>Sub-Total Non School Members</i>
36	Total Members
	<u>Observers</u>
	Haringey Council Cabinet Member for Children and Young People
	Education Funding Agency

3. Future of the Forum

- 3.1 There is likely to be a need to continue to review the Forum's membership to ensure a fair representation of Academy members should there be an increase in the number of Academies and Multi Academy trusts (MATs) over the next few years.
- 3.2 There will also be a continuing role for the schools forums in 2017-18 and 2018-19 in carrying out their current role of advising on the schools budget and the local formula, and making decisions about what spending can be held centrally in relation to schools. However when the 'hard formula' for schools comes in 2019-20, the Forum's role will change substantially. The DfE has indicated that in advance of introducing the 'hard formula', they will carry out a review from first principles of the role, functions and membership of schools forums.
- 3.3 It is intended that an options paper will be presented to the Forum for consideration this Autumn, but in the meantime the Forum may wish to start to consider the following:

- 1 The need to keep the terms of reference for the Forum under review as the changing role of the Forum emerges over the coming years.
- 2 Is the Forum structure best suited to meet the changing demands that may be made upon it over the next few years
- 3 If there is no longer a statutory requirement for a Forum should a locally constituted body be set up? If so should it be the Forum in its current status? If not should steps in advance of 2019/20 be taken to move to a different model?
4. Should the Forum consider reviewing its representative make up more often than annually?

The Children and Young People's Service

**Haringey Schools Forum
Part 1 - Constitutional and Procedural Matters**

1. Background

- 1.1 Haringey's Schools Forum is a statutory consultative body established in accordance with the Schools Forum (England) Regulations 2012.
- 1.2 The Schools Forum considers matters in respect of matters relating to the Dedicated Schools Budget (DSB) of an authority. The Schools Forum advises Haringey Council on proposed changes to the formulae they use for determination of schools' budget shares. The Local Authority consults the Schools Forum on matters concerning the funding of schools and on financial matters relating to the Schools Budget.

1.3

2. Membership and proceedings of the Forum

- 2.1. The Haringey Schools Forum consists of 36 members made up of 30 school members, and 6 non schools members.
- 2.2. Schools Members are elected to the Forum by the members of the relevant group or Sub- group. Further clarification is set out in "The Schools Forum (England) Regulations 2012. The groups are:-
 - a) Primary Schools
 - b) Secondary schools;
 - c) Special schools;
 - d) Nursery Schools
 - e) Pupil Referral Units
 - f) Maintained Academies (includes Free schools, UTCs and Studio Schools0
 - g) Special Academeis (none in Haringey)
 - h) Alternative Provision Academies (including Free schools)

2.3

- 2.4 Non School Members must be appointed to the Forum and the groups must be:-
 - a) 16 -19 providers
 - b) Early years Private, Voluntary and Independent (PVI) providers

2.5 In addition the Local Authority may appoint additional non – schools members to represent the interests of other bodies

2.6 The Executive Member or relevant officer of the Council may not be a member of the Forum as a non school member.

2.7 The following persons may speak at meetings of the Forum, even though they are not members of the Forum:-

- a) the director of children's services at the authority or their representative;
- (b) the chief finance officer at the authority or their representative;
- (c) any elected member of the authority who has primary responsibility for children's services or education in the authority;
- (d) any elected member of the authority who has primary responsibility for the resources of the authority;
- (e) any person who is invited by the forum to attend in order to provide financial or technical advice to the forum;
- (f) an observer appointed by the Secretary of State; and
- (g) any person presenting a paper or other item to the forum that is on the meeting's agenda, but that person's right to speak shall be limited to matters related to the item that the person is presenting.

No.	Membership Category	Nominating Organization
	Schools	
1	Nursery School Staff ¹	Haringey Primary, Early Years and Special Heads Association.
1	Nursery School Governor	Haringey Governors Association.
7	Primary Maintained sector School Staff ¹	Haringey Primary, Early Years and Special Heads Association.
7	Primary Maintained sector School Governor	Haringey Governors Association.
2	Secondary maintained sector School Staff ¹	Haringey Secondary Heads Association.
3	Secondary maintained School Governor	Haringey Governors Association.
	Academies	
1	Primary Academy sector school staff	Proprietors -Academy schools and sponsors
1	Primary Academy sector school governor	Proprietors -Academy schools and sponsors
2	Secondary Academy Sector school staff	Proprietors -Academy schools and sponsors
1	Secondary Academy Sector governors	Proprietors -Academy schools and sponsors
1	Special School Staff ¹	Haringey Primary, Early Years and Special Heads Association.
1	Special School Governor	Haringey Governors Association.
1	Pupil Referral Unit	Representative of Pupil Support Centre
1	Alternative Provision Academy	Representative of
30	Sub-Total School Members⁴	
	Non Schools	
1	Haringey Councillor ²	Haringey Council Cabinet.
1	Children's Service Consultative Committee (Trades Union)	Children's Service Consultative Committee.
1	Teachers' Professional Associations	Haringey Teachers' Panel.

1	Faith Sector	The Local Authority
1	14-19 Partnership	Haringey 14-19 Partnership Board
1	Early Years Provider ³ .	The Local Authority
6	Sub-Total Non School Members	
36	Total Members	
	Observers	
	Haringey Council Cabinet Member for Children and Young People	Haringey Council Cabinet.
	Education Funding Agency	

Notes:

1. School Staff Members must be drawn from schools' senior management teams.
 2. This Councillor may not be an Executive Member of the Council.
 3. Early Years Providers are as defined in the School Forum Regulations.
 4. School Members and Academy Members together must comprise at least $\frac{2}{3}$ ^{rds} of Forum membership
- 2.8 the Forum membership will remain in place until 2019 or sooner pending the introduction of the hard formula for schools comes in 2019-20, t when the Forum's role will change substantially . .
- 2.9 Each nominating organization set out in the Table above will be responsible for determining the method by which they elect and/or nominate their representatives, substitutes and for the filling of any vacancies that may arise. The Local Authority can offer guidance to assist with this process.
- 2.10 Substitute members are acceptable and have the same speaking and voting rights as the member for whom they are substituting. Substitutes can only be made by the nominating organization, and not by the Forum Member, and must qualify for the membership category of the person they are substituting for. Substitute nominations, including standing substitutes, can be made at any time; however, the Clerk must be notified by the nominating organization of substitutions with at least 2 working days notice before any meeting, in order that attendance and voting rights are given.
- 2.11 Each nominating organization must notify the Clerk in writing of the method by which they have chosen to elect their representatives and of any subsequent changes to this process. Any differing approaches to fill, for example, a single vacancy, must be separately identified. The authority will consider whether the process notified constitutes a 'fair process' in the spirit of the work of the Forum and will notify any organization if it disagrees with the process proposed setting out those changes that it considers necessary.
- 2.12 The Clerk will make a report to the Forum where they believe that a nominating organization has failed to follow its election process or submit a process. Only

those nominated through fair processes will be considered by the authority for admission as members to the Forum.

- 2.13 Members of the Forum will cease to become members if they no longer occupy the office which they were nominated to represent. It is the nominating organization's responsibility to ensure that their nominated members remain eligible and to notify the Clerk of any member who ceases to become eligible.
- 2.14 Within 1 month of the appointment of any Non-schools Member the Authority will inform the governing bodies of all schools maintained by them and of any Academies within their area, of the name of the member and the name of the body that member represents.
- 2.15 Members of the Forum are responsible for notifying their apologies and reasons for absence to the Clerk, under normal circumstances, no later than 3 working days before any Forum meeting. Members of the Forum who do not attend, or whose apologies have not been accepted by the Forum, on three consecutive occasions will cease to hold office within the Forum. The relevant nominating organization will be asked to hold elections/nominate a member to fill the resulting vacancy/ vacancies in accordance with their method of nomination.

3 Election of a Chair/ Vice Chair

- 3.1.1 The Clerk will invite nominations for the election of a Chair/ Vice Chair of the School Forum. The Chair and Vice Chair must be a voting member, except that an elected member or officer of the authority cannot be elected as the Chair/ Vice Chair. All nominations must be proposed and seconded by a voting member of the Forum.
- 3.1.2 The Forum will agree the term of office for the Chair/ Vice Chair. The Forum will agree the number of Vice Chairs that it wishes to appoint.
- 3.1.3 Elections for the Chair/ Vice Chair will be carried out by way of either a show of hands, or in the event of two or more nominations a secret vote. All voting members will have a vote, including those nominated for either position(s). All those nominated will be given the opportunity to speak briefly in support of their nomination.
- 3.1.4 The Chair/ Vice Chair will be elected at a quorate meeting of the Forum. Where a substantive Chair has not been elected the Forum will elect, from its qualifying membership, a Chair to preside over that meeting of the Forum. A Chair elected for a single meeting will hold the role of Chair until the start of the next meeting. A Chair elected for a single meeting may be appointed through a seconded proposal followed by a majority show of hands in favour of the proposed candidate.
- 3.1.5 All members of the Forum have a single vote in electing the Chair/ Vice Chair. The Chair/ Vice Chair will be elected on a simple majority. In the event of a tie between two members in the election of the Chair, the Clerk will determine the outcome by the toss of a coin. In the event of more than two nominations for Chair/ Vice Chair achieving equal numbers of votes the Clerk will draw the

successful candidates name from a 'hat' containing the names of all tied candidates.

4 Rights and Roles of School Forum Attendees

School Members, Non School Members and Academy Members

4.1.1 All substantive members of the Forum - School Members, Non School Members and Academy Members, have full speaking rights. It is the responsibility of individual members to arrange through their nominating organization, for substitute members to attend in their place if they are unable to attend a meeting of the Schools Forum. Substitute members have the same rights as substantive members.

Official Observers

4.1.2 Certain members of the Forum are formally classified as observers and these are defined in the table above. Observers have the right to speak but have no voting rights. The Cabinet Member for Children and Young People has observer status and in this way creates an important linkage between the Forum and the decision making executive of the Council.

Officers

4.1.3 Officers will generally attend the Forum to present reports and give advice to Forum members. All relevant Officers and elected Members of Haringey Council may attend and speak at meetings of the Forum but have no voting rights. In the context of Forum business, the term 'Officers' applies to the Director of Children's Services, and the Director of Corporate Resources or any officer employed or engaged to work under the management of those Directors other than one who directly provides education to children or who manages such a person or who is a school improvement partner.

Members of the Public

4.1.4 Meetings of the Forum are open to the public, although provision is made for certain matters to be held in private discussion. Those who attend meetings of the Forum other than in one of the capacities set out above have no rights to either speak to or vote on Forum matters.

5 Quorum

5.1.1 Any meeting of the Forum will be deemed quorate provided that two fifths of the total membership (excluding vacancies) of the Forum are present at a properly constituted meeting.

6 Administration and Support to the Forum

The Clerk

6.1.1 The Local Authority will appoint a Clerk to assist with the efficient operation of the Forum. The Clerk will work to an agreed Job Description which will include, amongst other things, reference to their responsibility in respect of the following matters:

- Administration of the process for electing members to the Forum, using their best endeavors to ensure that vacancies are minimized.

- Recording and maintaining records of the election processes of nominating organizations.
- Attendance at each meeting of the Forum.
- Maintaining membership lists and records of attendance.
- Receiving and reporting apologies.
- Manage the process for Electing a Chair/ Vice Chair.
- Advice on relevant procedural matters governing the operation of Forum and its business.
- The production and agreement of agenda, minutes and reports of a procedural nature.
- Making available on publicly accessible website(s) the membership, agenda, and minutes of the Forum.
- Make arrangements for the training and induction of Forum members.

Local Authority Officers

- 6.1.2 The Director of Children’s Services (The Director) will make available officers to produce and present written reports and provide advice to the Forum on all matters which fall within the scope of the Forum’s powers and responsibilities and/ or any other relevant matters that the Forum may request from time to time.
- 6.1.3 Officers may also provide purely administrative support to assist the Clerk in the discharge of their duties where it is efficient to do so.
- 6.1.4 If the Director considers that a request for information from the Forum falls outside the remit of the Forum or is unreasonable, they will notify the Clerk and the Chair of the Forum of their decision and the reasons for reaching it.

7 Conduct of Forum Business

General

- 7.1.1 The Forum will meet in public at least four times a year.

Forum Papers

- 7.1.2 The Forum may only consider items that have been properly notified. All members will be sent a Notice of Meeting giving at least seven days notice of a meeting. An agenda and associated reports will also be provided in advance of the meeting.
- 7.1.3 Such papers will be deemed to have been properly notified provided that they have been sent to either the email address notified by a member of the Forum or a relevant communication address. Good practice suggests that seven days notice of Forum papers will be given although the Forum may be asked to consider any matter where no less than three days notice has been given.

Declaration of Interests

- 7.1.4 Members of the Forum are required to declare an interest in and withdraw from the meeting for any relevant matter under consideration in which they have a direct pecuniary interest. Each Agenda will remind members of their obligations to declare interests on items proposed on it.

- 7.1.5 Matters are only deemed to be relevant where a decision would result in a member of the Forum or a member of their immediate family, benefiting other than indirectly through the role in which they are nominated to the Forum.
- 7.1.6 Such matters would therefore apply to consideration of contracts where a member or their immediate family had interests in any of the contractors being considered.
- 7.1.7 There is not deemed to be a declarable interest where the Forum considers the allocation of resources between institutions in which members are employed, even if their institute is the only one to benefit, although any member may voluntarily declare their interest in an item.
- 7.1.8 If a member has any doubt about whether an interest needs to be declared they should, as soon as any potential conflict becomes apparent, seek advice from the Clerk.

Private Matters

- 7.1.9 The agenda may include provision for items to be held in private. The Director of Children's Services will decide, in consultation with the Chair, which items are to be held in private. Matters considered in private should be restricted to those of a sensitive nature relating to individuals or where commercially sensitive information is being or likely to be heard.
- 7.1.10 When considering items in private, all individuals who are not Forum members or elected members or relevant officers of the authority will be excluded. The minutes of privately held matters will be restricted to those having rights of attendance regardless of whether they were actually in attendance.

Protocols for Debate during Meetings

- 7.1.11 All members of the Forum who wish to speak on any matter will do so through the Chair. The Chair will be responsible for the orderly conduct of meetings and ensuring the correct balance between the airing of views and discussion on items is made against the need to consider and make resolutions in a timely way.

Urgent Items

- 7.1.12 Each *Agenda* will allow for Any Other Urgent Business to be raised and considered although it is at the discretion of the Chair whether the Forum can be asked to make a decision on any such item if less than 3 days notice has been given of the relevant facts to all Forum members.
- 7.1.13 Only the Chair may determine how to consider any urgent and important matter where no meeting of the Forum is scheduled to take place prior to the deadline for decision. Under such circumstances the Chair is empowered either to convene a special meeting of the Forum to consider the matter or agree that the Forum can be consulted by post or email.
- 7.1.14 The Chair cannot take a decision on behalf of the Forum, no matter how urgent the matter in question. However, the Chair will be asked to express an opinion on a matter on which Forum members are to be consulted in the absence of a meeting and this view will be included in the relevant paperwork circulated to Forum members and seeking their agreement or views on a course of action.

The Chair will determine whether and if so at what level a minimum level of response from members is necessary to have reached a decision or recommendation.

Voting

- 7.1.15 All members having voting rights are entitled to a single vote with decisions being carried upon a simple majority. The Forum will be informed of the outcome of any matter upon which their views, or a decision, has been sought.
- 7.1.16 Non School Members other than those who represent Early Years providers must not vote on matters relating to the funding formulae to be used to determine the amounts to be allocated to schools in accordance with the regulations.
- 7.1.17 Voting on items which are the subject to de-regulation, which are specified in the financial regulations is restricted to the relevant maintained school members of the Forum.
- 7.1.18 In the case of an equal number of votes for and against a proposal the Chair has a second additional or casting vote.

Decisions

- 7.1.19 Any decisions taken by the Forum will be made available on publicly available website(s) by the Clerk.
- 7.1.20 In some cases the Forum will resolve to advise the Council on matters which are for the Council's Executive to decide. In such cases the minutes will record both the advice given to the Authority and the decision taken subsequently by the Council's Executive.

Working Parties

- 7.1.21 The Forum may agree to constitute working parties to consider in more detail specific issue(s) relevant to the work of the Forum.
- 7.1.22 Working parties may consist of Forum members, officers of the Council and other people with relevant experience. Each working party should elect from its members a Chair who must not be an officer of the authority. The working party should, from within its membership, maintain formal records of its deliberations in the form of agenda's, minutes, action points etc. as appropriate.
- 7.1.23 Any working party constituted by the School Forum must provide a brief report to each meeting of the Forum setting out the number of times that the group has met since the last report together with a summary of the stage the work has reached.

Budgets and Expenses

- 7.1.24 The Forum will be consulted annually on the level of the budget that it believes it is necessary to support its activities. The budget forms part of the Dedicated Schools Budget (DSB) and can, for example, be used both to pay the legitimate expenses of Forum members in accordance with the Council's expenses policy and also to engage external advice, support and assistance to assist in the discharge of its duties. The Authority will accordingly notify the Forum of the budget it has made available.

7.1.25 Any purchases made from the School Forum budget will be undertaken on behalf of the Forum by an officer of the Council and must comply with any relevant Standing Orders, Financial Regulations and Procurement Codes of Practice that are in force.

8 Review of the Constitution.

8.1.1 The Authority will keep under review the content of the Forum's Constitution, Procedural Matters and Terms of Reference taking into account best practice and the latest advice, guidance and any directed revisions made from time to time by the relevant government department.

8.1.2 In addition to bringing forward any proposed changes to the above documents the authority will confirm regularly to the Forum that a formal review of the Constitution, Procedural Matters and Terms of Reference has taken place.

Haringey Schools Forum Part 2 – Terms of Reference

1. Background

- 1.1. The Forum will discuss and be consulted upon the following matters:-

2. Consultation on School funding formula

- 2.1. Haringey Council will have regard to the advice of the Forum on proposed changes to the formulae they use for the determination and re-determination of schools' budget shares.
- 2.2. As set out in the constitution non School Members other than those who represent early Years providers are not permitted to vote on matters relating to the funding formula.

3. Consultation on Contracts

- 3.1. The authority shall, at least one month prior to the issue of invitations to tender, consult the forum on the terms of any proposed contract for supplies or services being a contract paid or to be paid out of the authority's schools budget where the estimated value of the proposed contract is not less than the threshold which applies to the Authority for that proposed contact pursuant to regulation 8 of the Public Contracts regulations 2006.

4. Consultation on financial issues

- 4.1. The authority shall consult the forum annually in respect of the relevant authority's functions relating to the schools budget, in connection with the following:
- a) the arrangements to be made for the education of pupils with special educational needs;
 - b) arrangements for the use of pupil referral units and the education of children otherwise than at school;
 - c) arrangements for early years education;
 - d) administrative arrangements for the allocation of central government grants paid to schools via the authority;
- 4.2. The authority may consult the forum on such other matters concerning the funding of schools as they see fit. The forum may also ask the Authority to consult them on any financial matters relating to the Schools Budget.

5. Other Items

- 5.1. The Forum shall have the following powers:
- to agree minor changes to the operation of the minimum funding guarantee, where the outcome would otherwise be anomalous, and where not more than 50% of the pupils in schools maintained by the authority are affected;
 - to agree to the level of school specific contingency at the beginning of each year;
 - to agree arrangements for combining elements of the centrally retained Schools Budget with elements of other Local Authority and other agencies' budgets to create a combined children's services budget in circumstances where there is a

clear benefit for schools and pupils in doing so;

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School Forum Proportionate Representation.

School Name	Phase	Academy Type	Number of Primary year groups for all schools	Number of Secondary year groups for all schools	NOR	NOR Primary	NOR Secondary	Proportion	Proportionate numbers	Rounded	Current	Change
	Maintained	Primary		Primary Maintained	18542	18542		0.56	13.45	13.00	14	-1
	Maintained	Secondary		Secondary Maintained	6567		6567	0.20	4.76	5.00	5	
	Academy	Primary		Academy Primary	3261	3082		0.09	2.24	2.00	2	
	Academy	Secondary		Secondary Academy	4922		4888	0.15	3.55	4.00	3	1
				Total	33079							
				Maintained	25109	0.76						
				Academies	8183	0.25						
								1.00	24 24	24	24	0

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Agenda Item 7

Report Status

For information/note
For consultation & views
For decision

Report to Haringey Schools Forum – 30th June,2016

Report Title: Early Years Quality Improvement and Operational Strategy

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Purpose:

1. To set out the priorities and vision for the Early Years Quality improvement from 2015-108
2. To identify support for early years providers
3. To explain monitoring processes to ensure quality across the sector
4. To identify working partnerships across the Early Years service

Recommendations:

- The strategy is agreed and shared with early years providers

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Haringey's Early Years Quality Improvement Strategy

2015 - 2018



“We will work together with families to ensure that every child in Haringey has the very best start in life, including world class education.”

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2. Introduction and Purpose of the Strategy

The foundations in early childhood are key to a child's development and Haringey is committed to ensuring that these foundations are as strong and positive as possible. We want all children to have the best possible chances in life, reach their greatest potential and most importantly be happy in everything they do.

Early Years in Haringey is committed to developing a diverse and thriving early years education sector in the borough, which offers good and outstanding quality provision, achieves good outcomes and is accessible to all parents. To ensure children get a good start in life we will work alongside all the agencies who work with very young people and their families, particularly health practitioners and those providing services through our Children's Centres, so that we promote the highest quality early learning and childcare in the Early Years.

This document sets out our strategic approach and vision to developing the highest quality early years service in the local authority.

Purpose:

- To ensure all children will have the best start in life
- To improve the quality of early years provision across the borough
- To link the priorities for Early Years Quality, Commissioning, Early Help and SEND
- To develop the capacity of the workforce to provide the best quality practice

3. Haringey's Vision and Outcomes 2015 - 2018

Haringey's Corporate Plan 2015-18 sets out the council's strategic direction Haringey is committed to ensuring that all schools and childcare providers deliver the highest quality provision to enable all children to achieve the best possible outcomes.

OUTSTANDING FOR ALL

Children, young people and adults are healthy, thrive and achieve their potential

- Enable every child and young person to have the best start in life, with high quality education
- Empower all adults to live healthy, long and fulfilling lives

CLEAN AND SAFE

A place where everyone has a good quality of life, feels safe and is proud to live

- A clean and safe borough where people are proud to live

SUSTAINABLE HOUSING, GROWTH AND EMPLOYMENT

Building a basis for communities to thrive

- Drive growth and employment from which everyone can benefit
- Create homes and communities where people choose to live and are able to thrive

Priority 1: Enable every child and young person to have the best start in life, with high quality education

Best Start in Life - Objective Summaries and Outcome Measures

DRAFT

Objective 1:
All children will have the best start in life supported by strong relationships and be ready for school

Outcome indicator:
Ofsted ratings for Children's Centres, childminders and PVI's

Target: All Children's Centres and at least 85% of childminders and PVI's to be rated good or outstanding by Ofsted by 2018

Early Years Priorities Dashboard

The Early Years Priorities Dashboard shows the priorities across early years which combines the Early Years Quality, Early Help and Early Years SEND strategies. Each area has objectives within each priority which support the development of early years in the local



4. Early Years Priorities for Development and Improvement

We have 3 strategic priorities:

1. Increase the % of high quality Haringey providers of early education and childcare ensuring equity of access for children and families

- Develop a local authority Quality Strategy to increase access to high quality provision
- 85% of early years settings, including the PVI sector in non-domestic premises, will be Good or Outstanding
- Children's outcomes will be in line with the top quartile in London
- Supporting development of quality provision for 2 year olds
- Have a core universal service in place, delivered through strong partnerships
- Develop peer support and collaborative approaches to quality improvement
- Effective model for setting to setting support and challenge and a directory of good practice

2. Improve Speech, language and communication of children across the early years

- Improve outcomes for communication and language
- Improve access to speech and language support in early years
- Build capacity of the workforce

3. Narrowing the gap for targeted groups

- Enhancing parent/carer engagement
- Improve outcomes for targeted groups
- Work in partnership to audit workforce skills and develop training to improve practitioners knowledge and skills

Priority One: Increase the % of high quality Haringey providers of early education and childcare ensuring equity of access for children and families

Why is this important?

- The quality of early education is second only to the quality of parenting in shaping how well children do in the early years and throughout their schooling and into adulthood.
- The Effective Provision in Preschool Project (2003) showed that if a pre-school is of high quality then children's outcomes would be higher, and pre-school is particularly valuable for children from less advantaged backgrounds. There is a positive impact on language and parent-child relationships when children attend good quality settings.

Where are we now?

- Haringey has a diverse mix of provider types, with significant delivery coming from all major provider types – day nurseries, pre-schools, childminders, children's centres and maintained settings.
- The number of registered childminders has reduced over the past five years by 19%.
- Quality in early years settings in Haringey shows a five year upward trajectory, against a backdrop of an expanding market. For example, in 2011 57% of PVI settings were rated by Ofsted as good or outstanding; by December 2015 this had increased to 80%.

What are we going to do?

- Provide high quality of early provision across the Borough through a systematic, differentiated and transparent approach to setting improvement
- Develop collaborative partnerships in network learning communities by working with outstanding providers including schools, nursery schools, PVIs, childminders and children centres
- Children's outcomes will be in line with the top quartile in London
- Develop a directory of good practice supporting setting to setting improvement work
- Build capacity amongst the early years workforce including a traded services professional development programme
- Enable all early years providers through the local authority Quality Improvement Scheme to evaluate own practice and set actions for improvement and development

Priority Two: Improve speech, language and communication of children across the early years

Why is it important?

The independent Review on Poverty and Life Chances (Field 2010) found that “there was agreement that social emotional and cognitive development particularly language ability is vital and that the home learning environment is central to supporting all forms of child development”. Field includes language and communication development as a life chance indicator.

The report Removing Barriers to Literacy (Ofsted 2011) examined ways of raising the attainment of learners in literacy that are most at risk of not gaining the skills they need for successful lives. One of these factors identified was an emphasis on speaking and listening skills from an early age”.

Where are we now?

- EYFSP outcomes 2015 show a stepped improvement in outcomes for children aged five in Haringey year-on-year. Communication and Language is not as strong as in Personal, Social and Emotional and Physical development. In areas of higher deprivation the gap between Communication and Language and the other Prime Areas is more marked.
- Large percentages of children are arriving at nursery with significant speech and language delay.
- Speech and language continues to significantly impact on the overall achievement of Haringey children throughout their education.
- Many practitioners in Haringey have had training in and successful experience of using the ECAT and REAL approaches.

What are we going to do?

- Improve outcomes for communication and language in the early years
- Build capacity of the early years workforce through training programmes such as REAL and ECAT
- Focus resources on children’s language development through children centre services and intervention programmes
- Support parental knowledge of language development through Stay and Play sessions at children centres
- Use the integrated two year old check as an opportunity for co-ordinated working partnerships to identify early language delay

Priority Three: Narrowing the gap for targeted groups

Why is this important?

‘Every child deserves the best possible start. A positive start is crucial for later success; a springboard not only for academic achievement but also for a happy, healthy and more prosperous life.’ (Breaking the link between disadvantage and low achievement in the early years – Dfe 2010)

In order to break the link between disadvantage and underachievement, we need to identify early reasons why children may be falling behind and support early years providers to overcome and support children and families to overcome these challenging issues.

Parents are a child’s first and most important educator. In order to make the most significant and sustained difference to young children’s outcomes, families should be at the heart of the early years strategy.

Where are we now?

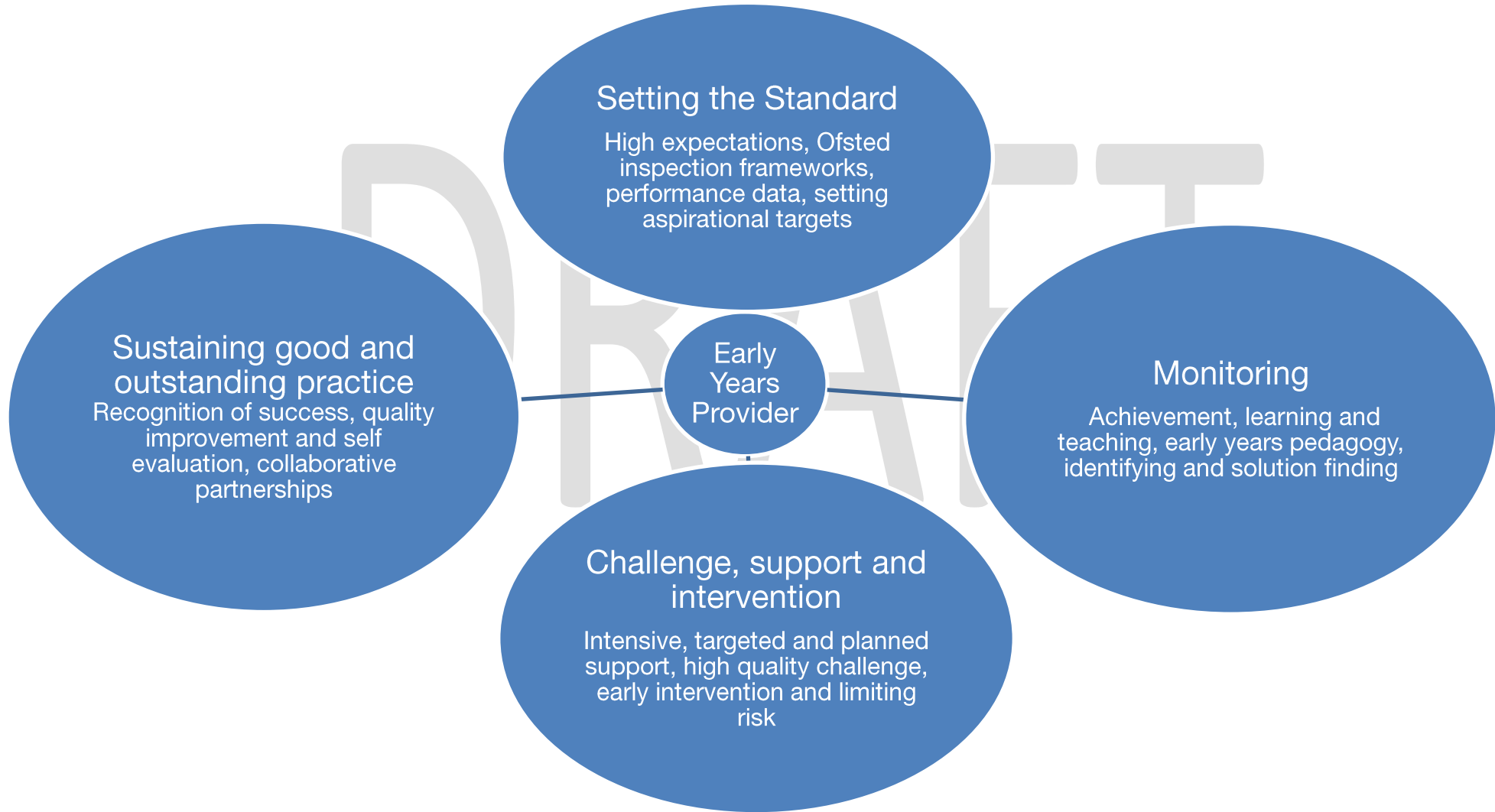
- There has been significant improvement in Early Years Foundation Stage attainment in Haringey (2013 50% GLD to 2015 67%) positioning the Borough above national outcomes and in line with the London top quartile
- There is a 31.7% (2015) gap between the lowest 20% of achievers and the rest. (Compare with England which is 32.1%2015)
- The lowest performing areas of learning are Communication and Language and both reading and writing
- The lowest ethnic groups achieving the GLD are White Turkish, Kurdish and White Other.

What are we going to do?

- Improve outcomes for targeted groups including boys, White Turkish, Kurdish and White Other.
- Reduce the gap between the lowest 20% of achievers and the rest
- Develop a comprehensive high quality training programme to support practitioners to develop their skills and knowledge
- Support practitioner knowledge to support parental engagement in their child’s learning
- Use the Five to Thrive programme in children centres to support both practitioners and parents to engage with children in their play

5. Working together to build a self-sustaining system

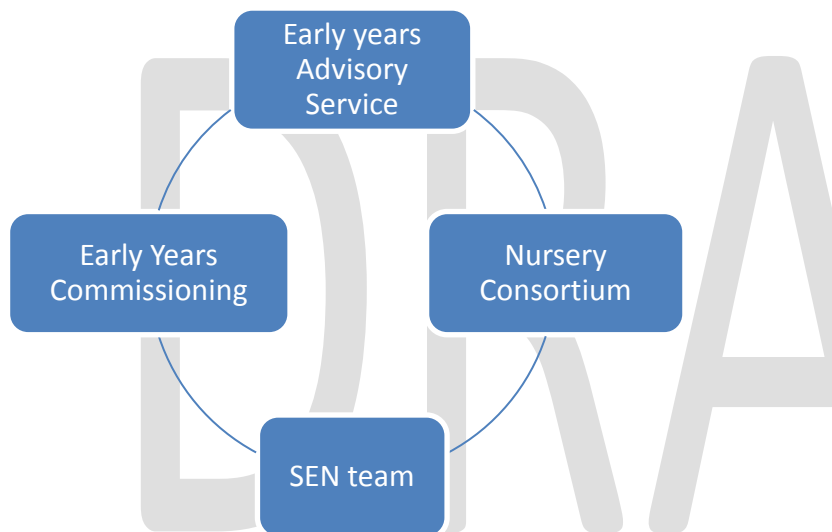
The Early Years Quality Improvement Strategy has 4 key components:



Quality Improvement Partners

A major part of our strategy is the effective partnerships and collaborations both within the local authority and with outside partners.

We aim to support the best schools, nursery schools, PVI's and childminders to lead the system and drive improvement across all childcare providers. By supporting and challenging each other in how we achieve our goals we are able to transform outcomes for all of our children and families.



In Haringey there are currently 6 Local networks of schools, children centres and private, voluntary and independent nurseries called Network Learning Communities (NLCs). The NLCs are a vehicle to support collaboration between settings at a local level.

- The NLCs will take on a more strategic function and form the basis upon which quality improvement work in the early years is structured, projects co-ordinated and initiatives developed.
- The Haringey Nursery School training and Development Consortium (HNSTDC) will work in collaboration with the Early Years team to deliver quality training linked to the needs and priorities of all childcare providers

Nursery schools – currently the Nursery Consortium are working alongside Alexandra Park Secondary School which an accredited teaching school to deliver through a Dfe improvement grant to support targeted PVI's. As a means of sustainability the Consortium will be encouraged to apply for a teaching school accreditation in the future to broaden their landscape in developing and supporting Haringey's early years providers. The nursery school will play a central role in the coordination of setting to setting support as each has the components of a school based curriculum, children centre services and childcare provision.

6. Allocation of Support for Schools and Private, Voluntary and Independent Nurseries

Categorisation definitions

Universal: these schools/settings are considered as successfully self-evaluating and self-improving. They will have high expectations, clear strategic planning and robust, searching systems for monitoring, quality assurance and performance management. These schools/settings have good capacity to improve i.e. 'proven ability to continue improving based on self-evaluation and what they have accomplished so far. These schools/ settings require 'no' or some very low or 'light touch' support.

Targeted: these school/settings have sufficient capacity to manage improvement alone, however with some support that is additional to the universal programme progress could be accelerated. These schools will require additional contact that is targeted to specific aspects, subjects or key stage. Any school/setting judged by Ofsted as requiring improvement will be automatically categorised for additional support. Some schools/settings may receive targeted support in order to maintain the quality of educational provision so that it can be graded good or better.

Intensive: schools/settings considered as requiring sustained high levels of additional support.

Universal Support Annual total: 3 visits	Targeted Additional Support Annual total: 3-5 visits	Intensive Additional Support Annual total: up to 5-8 visits
Termly visit/s to focus on agreed actions and developments o Moderation support and advice o Strategic planning o Support linked to government legislation o Coordinators meetings/network meetings to share good practice	Support and advice linked with School/ setting priorities o Advice and support linked to pupil progress o Analysis of data to support action planning o Monitoring of data throughout the year	Post Ofsted action plan o Targeted support for leadership and management o EY review
Traded Services offer: <ul style="list-style-type: none"> Bespoke staff meeting led by an EY Advisor Bespoke 1 day Inset training Curriculum review and development – including joint observations with Senior Leaders, assessment and planning Support and advice with recruitment and appointment of early years leaders Advice and support to Governing Body / Management Committees Coaching and support for new and existing EY Coordinators 1 / 2 days support - Audit of and development of the learning environment On site 1 day observation training Pre Ofsted preparation review 1 day EY Conference with key note speaker and workshops 		

For maintained Primary Schools and Nursery Schools:

- Support and challenge for all schools is allocated to their most recent Ofsted judgement for the Early Years Foundation Stage and in consultation with the School Improvement Associate (SIA) for the school
- **The SIMG process identifies actions required for a specific school.** Schools judged at (or at risk of being) Requires Improvement or Inadequate in the EYFS are also targeted for bespoke support and challenge from an allocated EY Advisory Teacher. Accelerated improvement will be an expectation and once a school is judged to be “good” by Ofsted, support will be reviewed and may continue as good practice and provision is embedded.
- **Schools which are in the Ofsted inspection window** will receive a support visit to challenge, review and set actions to ensure the EYFS has a successful Ofsted inspection outcome.
- **Traded Services** – schools which are ‘good’ or better are able to buy specific packages and support which are tailored to their requirements
- **Haringey’s desktop analysis of data will indicate schools which would be targeted.** Where the GLD is significantly lower than the National Average and/or where the setting’s expected and better than expected progress data are significantly lower than the Haringey average.
- **The baseline data shows significant concerns** for example low targets or a significant number of children in the cohort working at below the age expectations.

Additional factors that may trigger additional support:

- New headteachers, EYFS Newly Qualified Teachers (NQTs), teachers new to EYFS
- Where there is evidence of inaccurate moderation
- Where more than 20% of children are achieving in the lowest 20% in the Borough
- Others alerts of concern (e.g. safeguarding incident, through observations of practice) or on request of a school or SIA.
- **Moderation of the Early Years Foundation Stage Profile**, including visits, is a legal requirement and is conducted in accordance with the Haringey moderation plan,
- **All schools will be working towards self-sustained improvement by accessing information, training and support.** This comes in a variety of forms e.g.
 - The local training offer provided by the central team and partners such as the Haringey Nursery Schools Training and Development Consortium (HNSTDC)
 - Local network meetings based at different settings to share good practice
 - Haringey Early Years Website -this provides additional local guidance on topics such as Planning and Assessment, Monitoring the Quality of Provision, Ofsted Preparation, the Haringey QI scheme, School Readiness)
 - Haringey’s desktop analysis/ access to a Haringey person with assessment expertise
 - Setting to setting support – a directory of good practice

For Private, Voluntary and Independent Settings and Children centres with childcare:

- **Ofsted judgement of Good and Outstanding:** settings will access the universal offer. They will be able to request specific advice and support by telephone. They will also be invited to demonstrate good practice at networks or by hosting visits for other practitioners

- **Ofsted judgement of Requires Improvement:** settings will access the targeted support offer. The settings will develop an action plan with agreed priorities, and be supported to implement and monitor the plan to demonstrate progress within a 6 month period.
- (see Appendix **** Flow Diagram for RI Settings)

- **Ofsted judgement of Inadequate:** settings will access the intensive support offer. An allocated EY Advisory Teacher will support setting to write action plan. The setting will receive intensive support including an LA review as well an expectation that the setting will attend an advisory board meeting (see opposite).
- (see Appendix **** Flow Diagram for Inadequate Settings)

- **Providers newly registered with Ofsted** will benefit from 4 visits over a seven month period (See Appendix **** Flow Diagram for New Settings)

Additional factors that may trigger additional support:

- Settings with high staff, managers or committee turnover
- If sufficiency is a local issue (for two, three or four year old places)
- The **core offer** for all settings including early education in children's centres involves support and challenge to work towards self-sustained improvement, access to information and training. This comes in a variety of forms e.g.
 - The local training offer provided by the central team and partners such as the Haringey Nursery Schools Training and Development Consortium (HNSTDC)
 - The Quality Improvement Scheme – a voluntary self evaluation process to support settings to review their practice and set actions for improvement.
 - The local network meetings based in different settings to support and share good practice
 - Haringey Early Years Website. This provides additional local guidance on topics such as Planning and Assessment, Monitoring the Quality of Provision, Ofsted Preparation, The Haringey QI scheme, School Readiness)

- **If settings are due an Ofsted inspection** they will receive a review by an Early Years Advisor to support, challenge and sets goals for success.
- **Others alerts of concern** e.g. a safeguarding incident, through observations of practice or complaints

Advisory Boards:

- Settings that receive an inadequate judgement will be requested to attend an Advisory Board meeting. The board will consist of the Principal Advisor for Early Years, the EY advisory teacher, the manager of the settings and either the owner of the nursery or the chair of the management committee. This meeting will take place within 4 weeks of the Ofsted judgement. The purpose of the meeting is to address the Ofsted actions and determine future support.
- Settings which are causing concern and highlighted on the EYMG risk tracker will be requested to attend an Advisory Board to challenge and support for the way forward. Actions will be agreed and shared in a written report for EYMG.

Childminders:

Core offer for childminders:

- Access to traded services professional development courses
- Childminder Forums are held to disseminate information, share good practice and discuss issues
- Information briefings are held 3 times a year to inform new childminders of the processes and role of a childminder
- Links with training providers will be developed so there is fluidity between new childminders being trained and the support from the local authority
- Childminder network groups in children centres in the local authority will support good practice and act as a hub to support new childminders and existing childminders with both practice and paperwork.
- Newsletter which contains updates about changes in practice and policy as well as local information from the local authority
- Access to Network Learning Community support - sharing good practice

- **Ofsted judgement of Good and Outstanding:** In addition to the Core offer childminders will be able to request specific advice and support by telephone. They can also request a visit if due an Ofsted inspection.
- Will be the core of the network learning community to share good practice

- **Ofsted judgement of Requires Improvement:** will be contacted and a visit will be organised. Childminders will receive a general checklist from the Childminder Development Coordinator and an action plan will be agreed. The childminder will be supported to implement and monitor the plan (number of visits will be determined by the childminder's capacity to improve.)

- **Ofsted judgement of Inadequate:** will be contacted and a visit will be organised. Childminders will have an action plan agreed with the Childminder Development Coordinator which supports the Ofsted actions for improvement. The childminder will be supported to implement and monitor the plan (number of visits will be determined by the childminder's capacity to improve).

New childminders:

- Information session to inform new childminders of the processes and role of a childminder
- Access to 4 week training sessions to support with Ofsted registration
- When registered with Ofsted, the childminder will receive 1-3 visits in the first year to support practice and their first Ofsted grading
- Will have access to the core offer of training and support

7. Early Years Quality Governance

Early Years Improvement Group

The Early Years Improvement Group will meet once a term to review the key indicators and targets of the Early Years improvement plan. The plan sets out the priorities for early years in the areas of Early Years Quality, Commissioning, Early Help and SEND. The plan has key indicators/ measures and sets targets measured against national or London benchmarks.

School Improvement Monitoring Group (SIMG)

The progress of all schools is monitored by the School Improvement Monitoring Group (SIMG) which meets termly and is chaired by the ADSL. The system has rigour and includes risk assessment by different service areas. This ensures we work with local intelligence on school performance. We will challenge wherever performance is causing concern or risk assessed as being likely to be judged to require improvement. Academies and Free Schools are responsible for monitoring and quality assuring their own improvement. They will be risk assessed as if they were maintained schools. In all cases, we will seek to early action to tackle underperformance so it does not become entrenched and lead to formal school failure.

Where there is concern and targeted, tailored additional support is required, we will adopt the expectation that a school should make sufficient progress within one year enabling it to be graded good or better by Ofsted or the LA. Project boards will be created to hold identified schools to account and to monitor and promote rapid improvement. This will be applied to schools judged or risk assessed as being likely to be judged as requiring improvement as well as those in an Ofsted category.

Early Years Monitoring Group (EYMG)

The progress of early years childcare providers will be monitored by the Early Years Monitoring Group (EYMG) which meets termly and is chaired by the Principal advisor for Early Years. This group will monitor performance, record on risk tracker, set actions, time frames and will challenge and advise on continuing support.

8. Safeguarding

Safeguarding children continues to be a high priority in Haringey. Abuse of children can have both short and long term effects on the health of children and their consequent life outcomes. Abuse of children can result in depression, learning problems in school, emotional and behavioural disorders. The long term consequences can have severe adverse impact on children's development, psychosocial functioning and life chances through into adulthood.

It is essential for all childcare providers to continually update their knowledge of safeguarding procedures and processes to ensure that our safeguarding practice is of the highest quality. As part of this continuing development of good practice we encourage all providers to engage with the local authority by attending the Designated Child Protection Officer meetings as well as completing a comprehensive safeguarding audit.

When there is a safeguarding concern the agreed pathways and procedures are followed to ensure that any incident is dealt with effectively and the actions are recorded on our central database.

9. Principles

This strategy is underpinned by the corporate principles and disciplines and activities delivered will be measured against them:

- **Prevention and Intervention:** tackling barriers for the most disadvantaged and enabling them to reach their full potential
- **A fair and equal Borough:** access to high quality early years education and care for all
- **Empowering Communities:** building collaborative partnerships which support and help each other
- **Working in partnership:** working together to build a better future for our children and families
- **Customer focus:** putting customer needs at the heart of what we do
- **Value for money:** achieving the best outcome for the investment made

10. Appendix:

Appendix 1 Flow Diagram for Requires Improvement Settings

Appendix 2 Flow Diagram for Inadequate Settings

Appendix 3 Flow Diagram for newly Registered Settings

Appendix 4 Funding agreement

Appendix 5 QI scheme for Haringey

Appendix 6 Headline Business Plan

Appendix 7 Contact details

Appendix 8 Ofsted Definitions

DRAFT

Agenda Item

8



The Children and Young People's Service

Report Status

For information/note	<input type="checkbox"/>
For consultation & views	<input type="checkbox"/>
For decision	<input type="checkbox"/>

Report to Haringey Schools Forum – 30 June 2016

Report Title: The schools internal audit programme 2015/16 feedback.

Author: Head of Audit and Risk Management

Purpose:

To advise the Schools Forum of the feedback on the 2015/16 audit programme and follow up visits for 2014/15 audits.

Recommendations

1. That the Schools Forum note the feedback on the work completed in 2015/16, including the results of the follow up audits on 2014/15 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 Corporate Finance also provides 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). However, the programme of routine audit work should assist schools in providing assurance to Governing Bodies for the SFVS.

2. Feedback on 2015/16 audit work

2.1 This report:

- Summarises the overall outcomes and assurance levels provided to individual schools from 2011/12 to 2015/16;
- Provides a summary of assurance and recommendations made; and
- Highlights some of the issues relating to non-compliance with the Schools Finance Manual in 2015/16 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
2015/16				
Primary Schools (incl. nursery/special)	12	8	2	0
Secondary Schools	1	1	0	0
Sub-total	13	9	2	0
Total	83	36	42	3

2.3 Two school audits due to be undertaken in 2015/16 were deferred to Quarter 1 of 2016/17. The remaining 11 school audits were completed as planned: no 'nil' assurance ratings were given in the year; and 22% (2 out of 9) of schools audited received a 'limited' level of assurance. This is a substantially improved outcome than was achieved in 2014/15, where 62% of schools audited received a 'limited' assurance rating.

2.4 For the 11 school audits completed in 2015/16, a total of 88 recommendations were raised; this is compared to a total of 145 recommendations raised in 2014/15. 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	0	16	11
School improvement plan & OFSTED inspections	Green	Green	0	1	0
Budget setting, monitoring & control	Green	Amber	0	7	1
Staffing	Green	Amber	1	8	2
Disbursement accounting records	Green	Amber	0	15	3
Asset Management & Inventory Records	Green	Amber	0	6	5
School unofficial fund	Green	Green	0	2	0
Income & Lettings	Green	Green	0	2	1
School meals	Green	Amber	0	6	2
Total			1	63	24

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.

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 three areas where identified

controls are operating as intended – this is in line with the findings from 2014/15, although fewer recommendations overall were raised.

2.7 Overall, the proportion of schools receiving ‘limited’ assurance has decreased and the numbers of recommendations raised has fallen from 2014/15, when 145 recommendations were raised. In addition, the number of Priority 1 recommendations raised has fallen from 18 in 2014/15 to one in 2015/16.

2.8 Most common areas of non-compliance with the Schools Finance Manual in 2015/16 were as follows:

Non-compliance with financial regulations:

- No or insufficient numbers of written quotations or tenders obtained or retained for high value expenditure; high value expenditure not approved by Governing Body; no valid invoice or receipts to support payments; no official orders raised for expenditure; inventory check not completed annually; weekly school meals income and banking reconciliation not always completed, completed in full or certified by an independent officer.

Items missing or non-existent:

- Evidence of List 99 checks being completed; discrepancies between Scheme of Delegation and other documents; Register of Business Interests in that not all Governors and staff with financial responsibility completed an entry; incomplete Terms of Reference for committees in that process to appoint Chair and Clerk not stated. No Statement of Acceptance (Contract) for new staff; overtime claim forms do not state reason for hours worked.

Non-ratification/minuting:

- Use of Pupil Premium not signed off by Governing Body; sign off of Governing Body and Committee minutes; SFVS self assessment not approved; results of inventory and asset management reviews.

3. Follow up programme for 2014/15 audits

3.1 Internal Audit completed formal follow up audits in 2015/16 of all school audits which were undertaken in 2014/15. Appendix A sets out the overall results of the follow up work completed. The follow up visits were arranged in advance with the individual schools.

3.2 The Schools Forum will note that of the 145 original recommendations, 97 (84%) had been implemented at the time of the follow up visit; 2 (11%) of the 18 high priority (Priority 1) recommendations originally made remained outstanding. This represents a substantial improvement compared with the results of previous years’ follow up outcomes.

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 three 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 workshop session for the 2016/17 financial year was held on 16 March 2016.

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 2016 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 23 March 2017.

5. Internal Audit schools audit and follow up programme 2016/17

5.1 Internal Audit has started the 2016/17 programme of school audit visits; and all schools have been contacted and agreed dates for their respective audit visits.

5.2 Internal Audit will also arrange to follow up the 2015/16 audit work and recommendations the 13 schools. All schools will be visited during 2016/17. Any schools where high priority recommendations (Priority 1) remain outstanding may be included in the 2017/18 school audit programme for further review.

6. Recommendations.

6.1 That the Schools Forum notes the feedback on audit work completed in 2015/16 for both the main programme of audits and follow up visits.

Appendix A

The results of internal audit's follow-up work on the 2014/15 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	2	8	2	12	1	5	1	7	4	1	0	1
Primary School	Limited	5	10	1	16	4	9	1	14	1	0	1	1
Primary School	Substantial	1	6	1	8	1	4	1	6	1	0	1	0
Primary School	Limited	3	4	2	9	3	3	2	8	0	0	1	0
Primary School	Substantial	1	2	0	3	1	1	0	2	1	0	0	0
Primary School	Limited	2	8	0	10	2	7	0	9	0	0	1	0
Primary School	Substantial	0	4	3	7	0	3	0	3	1	2	1	0
Primary School	Substantial	1	6	0	7	1	6	0	7	0	0	0	0
Primary School	Limited	1	15	1	17	1	8	1	10	5	1	1	0
Primary School	Limited	1	12	2	15	0	9	1	10	2	2	1	0
Primary School	Substantial	0	9	2	11	0	5	2	7	1	2	1	0
Primary School	Substantial	0	12	5	17	0	4	3	7	8	2	0	0
Primary School	Substantial	1	11	1	13	1	6	0	7	2	4	0	0
Total		18	107	20	145	15	70	12	97	26	14	8	2



**Agenda Item
9**

Report Status

For information/note X
 For consultation & views
 For decision

Report to Haringey Schools Forum – Thursday 30th June 2016

Report Title: Early Help Service update

**Author: Jon Abbey. Director of Children’s Services
 Gareth Morgan. Head of Service, Early Help and Prevention**

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

- 1. Purpose: To report on progress and impact on the Early Help Locality Model**

Recommendations:

- 1. We recommend that members note the impact and progress made since the establishment of the Early help Locality Model**

1. Report

1.1 Introduction and background

1.1 The Locality model for Early Help was introduced on 5th October 2015. This paper provides Schools Forum with an update on the cumulative and current volume of Early Help Service provision and includes a breakdown by age and provides details of schools with high volumes of engagement to date. It has been noted at previous School Forum meetings that the scale and complexity of the vision for Early Help and that the impact of its introduction will need to be measured over time.

“Evidence from Ofsted’s single inspections of local authorities and from this thematic inspection shows clearly that the offer of help to families when concerns first arise is increasingly prioritised by local authorities and their partners. As a result, more children are benefiting from better focused and coordinated support earlier. Early help workers increasingly feel part of professional networks and therefore are less isolated and more supported”. (Ofsted. ‘Early Help - Whose Responsibility?’ 2015)

2. Performance reach and impact.

2.1 Since October, the Early Help service has supported;

- 713 families
- 1242 children as part of their family working.
- 31 families (56 children) have been stepped-up into Social Care. (4.3%)

Attending;

- 88 primary schools
- 49 secondary schools
- 3 special schools (in Haringey)
- 3 alternate provision (in Haringey)
- 19 colleges
- Current cases involve students at all Haringey secondary schools
- 92% of Haringey primary and junior schools
- 91% of the Boroughs schools overall.

In terms of Early Help impact - of the families being supported, 175 have achieved sustained outcomes to date. (Outcomes v presenting factors sustained for 6 months) Educational attendance features (as a Troubled Families presenting issue) in 69 % of cases which have been supported by Early Help to achieve sustained outcomes. This means that all children in these families are now attending school for in excess of 90% of the time and have not received any fixed term or permanent exclusions. In addition, we have helped successfully reduce fixed term exclusions for children in a further 20% of families, where wider outcomes have also been achieved.

Early Help family support work includes completing assessments, supporting and coordinating multi-agency activity delivering agreed family action plans and contributing to TAF’s to enable children and families to achieve improved outcomes.

The current active caseload for the service is;

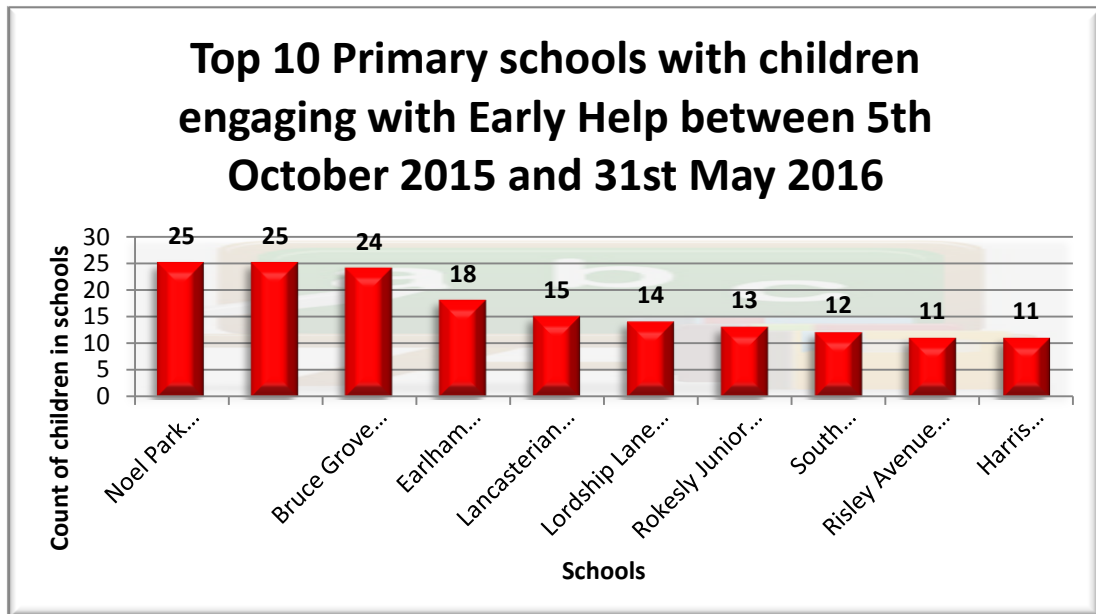
- 409 families roughly evenly spread across the three localities.
- 677 school age children
- 181 pre-school age children (total 858)

3. Evidence of need.

Using the government’s six Troubled Families eligibility criteria we are seeing a prevalence of children in need of additional support as the highest demand area, although we are continuing to improve and refine our data capture and recording of family presenting needs. The changes in SPA recording as well as improving recording practice within early help will build a more complete picture of need over the coming months which will inform service development, training and prioritisation of specific issues to achieve sustainable outcomes.

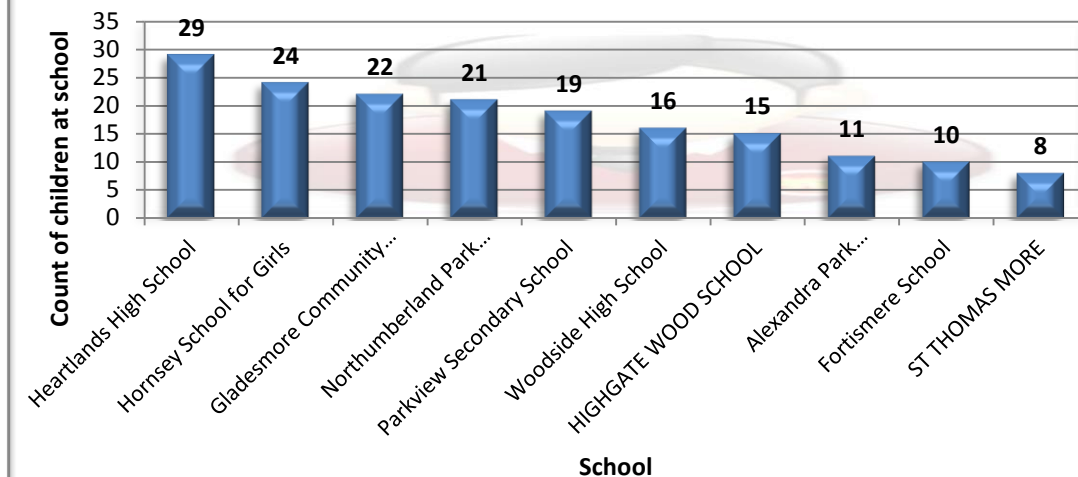
Gareth Morgan
Head of Service
Early Help and Prevention
14.6.16

Highest school volumes of children in families supported by Early Help Service.



*Seven Sisters Primary school

Top 10 Secondary schools with children engaging with Early Help between 5th October 2015 and 31st May 2016



Example Case study:

Reason for request for service

Brief summary of presenting concerns

- 'M' a 15 year old female, was not engaging with her learning at the Tuition Centre at the start of September 2015 after having 1:2:1 tuition at the library.
- M presents with mental health concerns. These include anxiety in regards to engaging with school and social situations. She was engaging with CAMHS with art therapy but this was sporadic.
- M's mother also presents with mental health concerns being diagnosed with depression. Even though she is taking medication for this she is currently not receiving any counselling support therefore impacting on her ability to support M's wellbeing.
- Difficulties within the family environment in the home. M lives with her sister, mother, maternal aunt in the maternal grandparents home. There are a lack of boundaries and consistency between family members with managing M.
-

Summary of interagency partnership since work began

- CAMHS Art Therapy – ongoing
- MIND – December 2015 – March 2016. Practitioner and Eleni felt she needed something more intense to support her with her needs.
- Connected North London Family Service – March 2016 – present.
- Education Welfare – March 2016 – present. Due to difficulties with Maria's attendance from February half term family are being prosecuted.
- Family MOSAIC – April 2016 – present. Family are receiving support for obtaining benefits and housing.

Work undertaken and response to interventions

Tools/methods of intervention

- Family Links resource with the whole family looking at consistency between mum and gran and acknowledging positive behaviour and praising M
 - Pieces of work included family rules chart they all contributed to
 - Attendance and reward chart for engaging with Tuition – all stuck on the fridge!
- Mindfulness resource with Mother and M at home and school.
- Sessions with M at the Tuition Centre regarding her attendance progress and providing initial practical support including accompanying on bus journeys, supporting transition between classes.
- Referred Mother to MIND initially but it was felt she needed something more intense. Family Support Worker therefore looked into Connected North London Family Service to further support Mother and the whole family relationships. FSW accompanied Mother few times and she is now attending on her own and good feedback from therapist about punctuality.
- Benefits and housing issues came up later through on in work with the family so they have now been referred to Family MOSAIC.

What went well

- Case was audited this year – rated good.
- Mindfulness resource – family report they use this in day to day lives.
- Communication between all professionals has been positive.
- Use of the FOS with Mother has highlighted to her the progress made and boosted her confidence.
- Use of the ‘My Star’ has enabled M to develop her confidence in getting her views and wishes across.
- Mainstream school place has been secured for September 2016.

What has not worked as well

- Some lack of engagement during school holidays due to family initially seeing FSW role as school based, due to focus on attendance issues.
- Mothers difficulty in initially acknowledging her own mental health needs.
- Trying to involve other family members that were having a negative impact on M – her aunt particularly

Remaining risks;

There is a potential risk that her placement for September 2016 could break down without the correct support and transition plan. An initial professionals meeting has been set up regarding this and then the family will be invited in for a follow up meeting.

Outcomes achieved and Exit Plan

Specify outcomes achieved against targets set in Family Support Plan,

Outcomes/Baseline data – re; attendance
Permanent school placement agreed.

Children in need of help - Children identified as having social, emotional and mental health problems.

Outcome – review FSP demonstrates emotional and mental health improvement: Evidenced by My Star/FOS increase in rating.

Physical mental health and wellbeing – an adult with mental health problems.

Outcome – improvement in well being of parent: FOS increase in rating.

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**Agenda Item
10**



Report Status

For information/note
 For consultation & views
 For decision

Corporate Resources – Finance.

Report to Haringey Schools Forum – 30th June 2016

Report Title: Schools Budget Outturn 2015-16 and Update on the Dedicated Schools Grant for 2016-17.

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 allocations for 2015-16 and 2016-17.
- (ii) To advise the Schools Forum of the Schools Budget carry forward from the 2015-16 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 2015-16 and the latest allocation for 2016-17 are noted (if available).
- (b) The position on Schools' Balances at March 2016 is noted.
- (c) The carry forward for the Early Years Block, the High Needs Block, Governor Support and the Contingency Fund is agreed.
- (d) Forum agree to apply the School Block under-spends set out in 2.9, 2.10 and 2.11 against the High Needs Block overspend.
- (e) That a panel of members is appointed to agree allocations from the Contingency for Schools in Financial Difficulty.



1. Dedicated Schools Grant (DSG).

2015-16

- 1.1. The final value of the Dedicated Schools Grant for 2015-16 had not been announced when this report was written. If available it will be reported at the meeting.

2016-17

- 1.2. The Dedicated Schools Grant for 2016-17 is adjusted for various changes during the course of the year, primarily in the Early Years Block. Adjustments were expected in May or early June but had not been received when this report was written. If available the latest figure will be reported at the meeting. The final DSG for 2016-17 will not be confirmed until summer term 2017.

2. Dedicated Schools Budget Outturn 2015-16 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 Dedicated Schools Budget are carried forward.
- 2.2. The accumulated position on centrally retained funding as at 31 March 2016 was a net deficit of £0.582m. The individual components are set out in Table 1 and explained in the following paragraphs.

Table 1. Summary of DSG Carry Forwards 2015-16.

Item	£m
High Needs Block	-0.970
Early Years Block	-0.799
Schools Block	1.187
Carry Forward 2015-16	-0.582
Brought Forward from Previous Years	3.834
Cumulative Carry Forward	3.252

A minus figure represents an overspend.

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. A further issue in early years is the difference between the numbers used in the January counts and those actually being funded, we are awaiting the final EYB adjustments to see whether this will be addressed by the DfE following an additional autumn term count.

Table 2. Early Years Block Carry Forwards 2015-16.

Item	£m
Two year old trajectory funding	-0.249
Two year old free entitlement	-0.989
Early Years Single Funding Formula, including claw-back	0.375
Early Years Pupil Premium	-0.021
2014-15 Early Years Block Adjustment	0.085
Total	-0.799

A minus figure represents an overspend.

High Needs Block (HNB).

- 2.5. At its meeting on 25 February 2016 the Forum was informed of the projected overspend of £0.678m in this block. The report to Forum outlined a recovery plan that would bring the budget back into balance over a three year period,
- 2.6. The actual outturn was an over-spend of £0.970m across the block. This will be rolled forward into 2016-17. A separate report to this meeting will provide a more detailed description of the pressures underlying the overspend and an update on the plans to bring the budgets into balance. Appendix 1 gives a detailed breakdown of over and under-spends in the Block.

Table 3. High Needs Block Carry Forwards 2015-16.

Item	£m
In Year Fair Access	0.104
Pathways for Early Intervention	0.168
SEN Commissioning	-1.400
Alternative Provision Commissioning	0.056
SEN Services	0.169
SEN Contingency	-0.067
Total	-0.970

A minus figure represents an overspend

Schools Block.**Table 4. Schools Block Carry Forwards 2015-16.**

Item	£m
Growth Fund	0.070
Contingency for Schools in Financial Difficulty	0.153
Rate Rebates	0.192
School Improvement	0.352
Individual Schools Budget	0.380
Governor Support	0.040
Total	1.187

A minus figure represents an overspend

Growth Fund.

- 2.7. Forum received a report on 14th January 2016 on Growth Fund Allocations. At that time an under-spend of £89k was reported. A subsequent allocation of £19k to Muswell Hill Primary School reduced the under-spend to £70k. This was carried forward and added to budget shares in 2016-17, as required by regulations.

Contingency for Schools in Financial Difficulty.

- 2.8. The total available for 2015-16 was £193.5k; of this allocations of £40.5k were made in year leaving £153k unallocated at year end. Further allocations of £84k were made in the current financial year. This leaves a balance of £69k. Forum is asked to add this to the contingency in 2016-17.

Rate Rebates.

- 2.9. Rate rebates of £192k in respect of schools were received in 2015-16 relating to that and prior years. Forum is asked to consider applying this to the HNB over-spend.

School Improvement.

- 2.10. There were significant changes in management in the service during the year with four interim arrangements for assistant director in place during the course of the year. The changes resulted in an under-spend of £352k in this area. Schools Forum is again requested to offset this against the HNB overspend.

Individual Schools Budget.

2.11. This was under-allocated during 2015-16 by £380k due to a double counting of funding for Haringey Sixth Form Centre. Forum is asked to consider applying this to the HNB over-spend.

Governor Support.

2.12. A commitment of £40k is being rolled forward for developing new professional support and Webinar materials.

Contribution to High Needs Block.

2.13. If the recommendations in 2.9, 2.10 and 2.11 are agreed the HNB overspend carried forward will be reduced to £46k.

3. School Balances

3.1. Balances for individual schools are set out in Appendix 2 and summarised in Tables 5 to 8.

3.2. Table 5 sets out the change in Schools Balances over the course of 2015-16. Further detail on a school by school basis is shown in Appendix 2.

Table 5 – School Revenue Balance Analysis at March 2016

	March 2015	March 2016	Change	Change %
Primary	£7,823,612	£6,567,220	-£1,256,393	-16.06
Secondary	£2,783,952	£2,643,377	-£140,575	-5.05
Special	-£171,391	-£31,222	£140,169	81.78
Nursery	£32,223	£62,188	£29,965	92.99
Tuition Ctr	£54,497	£51,055	-£3,442	-6.32
Total	£10,522,894	£9,292,618	-£1,230,276	-11.69

Figures are rounded and exclude academies and closing schools. A minus represents a deficit

3.3. It should be noted that in some cases school balances include funds held on behalf of Network Learning Communities or the Nursery School Training Consortium.

3.4. The movement in school surplus balances since 2011 is shown in Table 6.

Table 6 Movement in School Revenue Balances March 2011 to March 16.

31 March	Net Revenue Surplus Balance	Movement
	£	£
2011	3,487,231	
2012	5,594,413	2,107,182
2013	6,711,571	1,117,158
2014	10,502,890	3,791,319
2015	10,522,894	20,004
2016	9,245,005	-1,230,276

Academies and closed schools excluded throughout.

- 3.5. Within this overall picture there remain a number of schools in deficit and a number with 'high' balances. Table 7 shows the distribution of Mainstream schools balances across bandings and Table 8 the movement in the distribution compared with last year.
- 3.6. The surplus balances held represents funding provided for pupils in schools at that time but not spent on them. This may be the result of a strategic decision by the governing body to defer current expenditure in order to fund longer term benefits for the school. There is also the need to be prudent in setting aside a contingency for unforeseen expenditure or loss of income. Beyond that unused and uncommitted balances are depriving pupils of their due share of funding. Forum members are asked to be mindful of this in feeding back to headteacher and governor forums.

Table 7 – Mainstream School Balance distribution at March 2016

	Deficit				Surplus			
	>10%	5-9.9 %	0 – 4.9%		0 – 4.9%	5 % - 9.9%	> 10%	
Primary	1	0	3	4	17	20	11	48
Secondary	0	0	1	1	4	0	1	5
Special				3				1
Nursery				0				3
Tuition Ctr				0				1
Total	1	0	4	8	21	20	12	58

School balances as percentage of budget share, nursery funding, contingency allocations and Pupil Premium.

Table 8 – School Balance Movement from March 2015 to March 2016.

	Deficit				Surplus			
	>10	5-9.9 %	0 – 4.9%		0 – 4.9%	5 % - 9.9%	> 10%	
Primary	1	0	2	3	1	-2	-2	-3
Secondary	0	0	1	1	-1	0	0	-1
Special				1				-1
Nursery				-1				1
Tuition Ctr				0				0
Total	<i>1</i>	<i>0</i>	<i>3</i>	<i>4</i>	<i>0</i>	<i>-2</i>	<i>-2</i>	<i>-4</i>

3.7. The capital balance represents unspent Devolved Formula Capital and revenue contributions to capital made by schools.

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. High Need Block Spend 2015-16.

Budget Head	DSG Budget £	DSG Actual £	DSG Variation £
E30000 Indiv Schools Mgr	4,179,000	4,208,967	29,967
E41110 Head of Standards	9,000	9,000	0
E41211 Attendance & Welfare Service	177,000	177,000	0
Residual Behav & Alt Provision Management	19,000	0	-19,000
E41215 Simmons House	180,000	184,357	4,357
E41217 Tuition Service	504,000	507,442	3,442
E41234 Alternative Prov Commissioning	1,102,000	1,064,867	-37,133
E41235 In Year Fair Access Panel	338,000	234,302	-103,698
E41239 Visual Impairment Provision	177,000	168,536	-8,464
E41240 SEN Strategy Manager	142,900	142,900	0
E41241 Language Support Team	458,200	373,384	-84,816
E41243 SEN - Admin Team	182,500	182,500	0
E41247 Hearing Impairment Team	162,700	86,229	-76,471
E41248 SEN - Transport	500,000	500,000	0
E41250 LOVAAS	27,900	42,037	14,137
E41251 Speech & Language Therapy	460,000	455,260	-4,740
E41252 Parent Partnership (Markfield)	98,900	94,191	-4,709
E41254 Autism Support Team	189,500	180,867	-8,633
E41260 Independent & Voluntary Schools	5,395,500	6,481,919	1,086,419
E41261 Bring in fund (HNB)	456,000	169,016	-286,984
E41283 Special Schools Top Up	6,112,300	6,380,781	268,481
E41284 Mainstrea. Schools Top Up	4,464,500	4,782,296	317,796
E41285 Special Units Top Up	767,800	768,151	351
E41286 Higher Education Top Up	2,148,000	2,132,282	-15,718
E41287 SEN contingency	500,000	566,817	66,817
E41288 High Needs in Early Years	255,100	255,129	29
E42002 Integrated Working & Fam Supp	1,000,000	1,000,000	0
E42186 Pathways for Early Intervention	395,000	227,000	-168,000
Overheads, TU Facility Time and Contingency for Fin Diff	816,000	816,000	0
HNB DSG	31,217,800	32,191,228	973,428
Less Tuition Centre			3,442
Non Schools DSG			969,985

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2015/16

School	Revenue Balance 31/3/14	Revenue Balance 31/3/15	Revenue Balance 31/3/16	Movement	Revenue Bal as % of Funding
Primary Schools					
Stamford Hill	£28,217.51	-£19,855.85	-£185,734.17	-£165,878.32	-13.48%
Highgate Primary	£74,572.78	£26,096.02	-£59,695.58	-£85,791.60	-3.11%
Earlham Primary	£193,579.95	£150,961.61	-£22,348.54	-£173,310.15	-0.93%
St Martin of Porres	£0.00	£60,750.57	-£8,649.55	-£69,400.12	-0.87%
Lordship Lane Primary	£300,339.66	£166,301.46	£230.01	-£166,071.45	0.01%
West Green	£35,399.22	£35,303.36	£4,542.86	-£30,760.50	0.31%
Chestnuts	£75,540.00	£35,605.13	£16,098.63	-£19,506.50	0.70%
Bruce Grove	£31,782.00	£54,940.96	£21,160.81	-£33,780.15	0.85%
St Gilda's RC Junior	-£17,347.60	£32,431.23	£11,140.61	-£21,290.62	0.92%
Stroud Green	-£30,960.00	£100,691.73	£30,718.94	-£69,972.79	1.51%
St Iganus	£128,373.08	£28,598.36	£50,704.33	£22,105.97	2.31%
Rokesly Infant	£47,724.05	£35,418.39	£35,480.64	£62.25	2.47%
Crowland Primary	-£18,510.59	£235,501.26	£53,036.51	-£182,464.75	2.49%
Ferry Lane	£20,737.42	£132,734.82	£51,221.70	-£81,513.12	3.81%
St Michael's N6	£42,989.04	£66,117.09	£72,575.76	£6,458.67	3.84%
Rhodes Avenue Primary	£50,674.04	£103,937.45	£99,776.05	-£4,161.40	3.96%
Coleridge Primary	-£126,043.22	£125,428.81	£149,353.67	£23,924.86	3.98%
Tiverton Primary	£265,854.98	£295,428.10	£107,298.20	-£188,129.90	4.35%
Seven Sisters	£111,373.93	£233,873.13	£132,139.04	-£101,734.09	4.36%
St James CE Primary	£65,804.73	£56,978.38	£57,682.06	£703.68	4.71%
Risley Avenue Primary	£503,027.20	£251,268.28	£183,445.37	-£67,822.91	4.82%
Welbourne Primary	£366,564.72	£239,092.13	£183,812.02	-£55,280.11	5.56%
Lancasterian Primary	£263,015.69	£232,119.41	£156,873.13	-£75,246.28	5.65%
Muswell Hill Primary School	£64,337.50	£83,152.98	£109,547.47	£26,394.49	5.80%
St Aidan's	£40,938.52	£84,069.11	£69,420.59	-£14,648.52	5.81%
Devonshire Hill Primary	£279,959.89	£329,953.54	£153,178.99	-£176,774.55	5.81%
Bounds Green Junior	£83,298.04	£86,789.57	£78,497.34	-£8,292.23	5.82%
St Mary's CE Primary	£54,205.56	£100,265.59	£166,493.14	£66,227.55	6.01%
Belmont Junior	£125,257.27	£130,111.55	£77,631.22	-£52,480.33	6.20%
Weston Park Primary	£27,335.92	£65,704.10	£96,479.34	£30,775.24	6.43%
Tetherdown	£64,003.19	£76,873.31	£123,267.29	£46,393.98	6.90%
St Paul's RC Primary	£43,027.66	£104,343.06	£82,046.87	-£22,296.19	6.91%
St Francis de Sales Junior	£212,597.48	£170,360.31	£151,381.16	-£18,979.15	7.65%
Alexandra Primary	£114,669.19	£135,999.43	£167,010.91	£31,011.48	7.87%
Belmont Infants	£56,838.89	£97,271.83	£91,508.95	-£5,762.88	8.30%
St John Vianney	£156,992.29	£147,384.45	£109,433.86	-£37,950.59	8.56%
Bounds Green Infants	£49,264.41	£105,508.78	£111,266.86	£5,758.08	8.58%
Campsbourne School	£288,555.87	£267,788.21	£210,326.84	-£57,461.37	9.02%
St Francis de Sales Infant	£164,763.55	£145,825.80	£159,943.42	£14,117.62	9.46%
Mulberry	£241,387.81	£400,351.14	£405,209.41	£4,858.27	9.48%
St Peter in Chains	£69,803.52	£153,575.15	£89,185.25	-£64,389.90	9.71%
St Mary's RC Infants	£72,115.69	£84,962.29	£116,231.04	£31,268.75	10.22%
North Harringay Primary	£98,234.49	£182,333.18	£242,081.92	£59,748.74	10.32%
Our Lady of Muswell	£142,790.87	£98,382.08	£212,194.08	£113,812.00	10.72%
South Harringay Infants	£97,559.16	£71,697.08	£143,636.49	£71,939.41	11.30%
Lea Valley Primary	£295,177.93	£418,017.68	£328,376.42	-£89,641.26	12.01%
St Mary's RC Junior	£91,320.79	£95,931.18	£162,575.62	£66,644.44	12.31%
Rokesly Junior	£263,077.95	£198,985.80	£227,587.17	£28,601.37	13.04%
The Willow	£239,013.69	£182,093.87	£359,530.84	£177,436.97	13.46%
Coldfall Primary	£285,525.20	£338,411.59	£413,152.30	£74,740.71	14.38%
Earlsmead	£513,975.71	£571,087.76	£427,675.68	-£143,412.08	15.63%
South Harringay Junior	£68,653.24	£216,660.40	£341,486.75	£124,826.35	24.54%
Primary Totals	£6,717,389.87	£7,823,612.65	£6,567,219.72	-£1,256,392.93	6.17%

School	Revenue Balance 31/3/14	Revenue Balance 31/3/15	Revenue Balance 31/3/16	Movement	Revenue Bal as % of Funding
Secondary Totals					
Highgate Wood School	£334,397.42	£97,877.53	-£169,914.00	-£267,791.53	-1.89%
Fortismere	£443,384.70	£343,609.96	£230,984.36	-£112,625.60	2.36%
Northumberland Park	£268,682.15	£174,602.93	£238,135.61	£63,532.68	2.82%
Hornsey School for Girls	£309,257.72	£291,716.87	£222,439.34	-£69,277.53	3.25%
Park View Academy	£439,664.95	£392,339.60	£342,418.52	-£49,921.08	4.15%
Gladesmore Community	£2,099,742.66	£1,483,805.06	£1,779,313.11	£295,508.05	17.70%
Secondary Totals	£3,895,129.60	£2,783,951.95	£2,643,376.94	-£140,575.01	5.05%
Special Schools					
Blanche Nevile	-£39,758.88	-£113,001.96	-£18,775.33	£94,226.63	
Riverside	£34,955.18	£84,903.74	-£7,366.64	-£92,270.38	
The Vale	£161,269.10	£161,351.42	£243,735.60	£82,384.18	
The Brook	-£323,139.09	-£304,643.82	-£248,815.28	£55,828.54	
Special Totals	-£166,673.69	-£171,390.62	-£31,221.65	£140,168.97	
Pembury	£27,769.27	£817.71	£1,641.99	£824.28	
Rowland Hill	-£7,965.73	-£23,534.32	£7,949.40	£31,483.72	
Woodland Park	£37,240.68	£54,939.78	£52,596.83	-£2,342.95	
Nursery Totals	£57,044.22	£32,223.17	£62,188.22	£29,965.05	
Tuition Centre	£0.00	£54,497.00	£51,054.85	-£3,442.15	
Total	£10,502,890.00	£10,522,894.15	£9,292,618.08	-£1,230,276.07	
School Capital Balances	£1,215,662.51	£1,182,750.40	£1,150,909.28	-£31,841.12	
Total Balances	£11,718,552.51	£11,705,644.55	£10,443,527.36	-£1,262,117.19	

Notes:
 1. Funding sources included - School Budget Share, nursery class funding, Pupil Premium, Growth Fund, SEN Contingency, special unit funding, post 16 funding.



Agenda Item 11

Report Status
For information/note <input type="checkbox"/>
For consultation & views <input checked="" type="checkbox"/>
For decision <input type="checkbox"/>

Report to Haringey Schools Forum – Date 10.6.2016

Report Title: Schools forum Update High Needs Block
Author: Vikki Monk-Meyer
Contact: 0208 489 3190 Email: Vikki.monk-meyer@haringey.gov.uk
Purpose: Information and planning
Recommendations: To note overspend greater than anticipated caused by increased age range and unexpected spends To update the action plan and share actions agreed with the high needs block subgroup to mitigate the over spend

1. Report

1.0 SEND Reforms:

The SEND reforms 2014 have changed the legislation over duties to provide support to children from multiple agencies. The key features of the reform agenda are:

- A focus on impact and outcomes - particularly independent living and employment
- A requirement for the Authority and local Schools to publish their 'Special Educational Needs Offer' for Families and Young People with SEN and Disabilities on their websites
- Collaboration and Co-production with families
- Education, Health and Social Care Plans (EHC plans) to replace statements, but the threshold to remain as the child's significant learning need. These to be issued within 20 weeks
- The use of a personal budget for services within the Education, Health and Care Plan
- Extension of the EHC plan to 25 years for Young People in Education
- The extension of the duty to include children and young people in Youth Offending Services
- Joint Commissioning between Health, Education and Social Care

A number of the requirements of the reforms, whilst increasing the quality of the offer to children with SEND and their families, has also increased the financial demand on the high needs block budget.

The budget is used for three main areas:

- Support staff for children with SEND
- Additional financial support for settings meeting the needs of children with SEND
- Meeting the cost of specialist settings for children with SEND e.g. school places

The overspend on the high needs block budget in 2017 was anticipated to be circa 900K as reported to the high needs block in January 2016. There is a larger overspend anticipated of 1.3 million for year end 2016,.

The overspend on this budget is higher than anticipated due to a number of factors including:

- Increased number of young people supported due to the increased age range in the younger and older age ranges
- Higher than anticipated costs in the older age range as not enough pre commissioned college places

- Higher than anticipated costs in the older age range as top ups are higher than for school place
- Some actions funded, such as increased place costs in special schools, have been funded this year, but the full impact of bringing students back locally will not be achieved until September 2016 next year.

The boroughs progress in each area of the reforms will be briefly outlined, with outcomes and the financial impact explored.

SEND reforms update:

1.1 Local offer

Haringey's Local Offer for children with SEND and Disabilities is now operational and can be found on the Haringey website. There was a parent's event in March 2016 to review the offer and the types of services for children with SEND. Key themes that parents wanted were:

- To understand how schools support children who do not have an EHC e.g. role of the Senco, the types of interventions around literacy and numeracy that were commonly used and effective
- Information, advice and intervention from therapies such as Speech and Language Therapy and Occupational Therapy
- Respite and support for children with SEND e.g. after school clubs, holiday clubs and Saturday clubs
- Request for more training and information to parents about managing their children's needs, specifically behaviour
- Development of the autism diagnostic pathway and post diagnostic support
- Support pre-school from their children with complex needs

The event feedback will shortly be found on the Local Offer website and will form the basis of evaluation of the effectiveness of interventions planned.

1.2 Personal Budgets

The personal budgets policy has been published on the website. This outlines the current use of a personal budget for respite and support, and nursing support for children with significant medical needs. It will shortly be widened to transport and independent travel training. There are a small number of personal education budgets being used for individual support and therapies. The use of personal budgets for some aspects of the offer to children and young people will be an opportunity to give families greater control, but may also be a way of delivering more cost effective services e.g. personal budgets for transport and respite and support.

The personal budget for education is currently being used for a small number of families for services within the high needs block including:

- A personal assistant/mentor for one young person with SEND and mental health needs to ensure they get to college, support them with their work at college and then visit once during the week at home to assist with studies
- Tuition/home education at home for four young people who are not able to attend school or college. This is due to their complex physical needs, mental health and autism or mental health alone.
- To provide the therapies outlined in a child's education health and care plan when it cannot be provided in another borough or over borough boundaries.

1.3 Early Years

There are two new initiatives which will address some of the needs of children with SEND pre-school, and provide support for children with SEND without the need for a Education Health and Care plan. This is the top up to Under 5's in Early Years settings, and the new Portage Service to the pre schoolers. These services will ensure there is capacity to meet children's needs at an early stage in borough, provide input to the population of very young children with complex needs at an early stage. The aim is to meet children's needs at an early stage, resolving issued where possible, and increase parental confidence and capacity in meeting their children's needs. Providing this type of support will inform the authority of the needs of the children to allow for place planning of special school places, and ensure early planning for borough capacity.

1.4 Youth Offending

We have contacted 25 young people with statements to be converted into EHC. Of these 25 young people 4 are in custody however 21 are accessing education and still know to Youth Justice Services. We have established processes for requesting, assessing and resourcing EHC plans for those young people in secure settings and known to youth justice. A specific project work in this area, funded by the SEND reforms grant and carried out by a Speech and Language Therapist and an Youth Offending Team Manager indicated that these young people reported their main difficulties are being:

- Communication difficulties e.g. understanding explanations and limited negotiation skills
- Few friends
- Literacy difficulties and low self esteem

Most had subtle learning difficulties resulting in SEN and significant difficulties tolerating perceived pressure or failure e.g. they tended not to try in case they could not do something. There were common themes reported in what they thought would help them at school:

- Mentoring and advice through an identified adult
- No special needs assistant time
- Additional teaching time on a one to one out of class time e.g. at the end of the day or before a class.

The approaches need to be developed further however this will be helpful in future planning and input into EHC's for this group of young people.

2. Population of children with SEN and Disabilities:

2.1

In April 2016 Haringey had 1600 children and young people with Statements of SEN and Young People with Learning Difficulty Assessments, this is an increase of 186 children from the last time of reporting where there were 1414 with statements. The increase in numbers is as a result of the young people with learning difficulty assessments, whose statements were converted into Education Health and Care Plans this year.

2.2 All of the children's statements will be converted into Education Health and Care plans over the next three years, and most of the Young People's Learning Difficulty Assessments (LDD). The conversion of the LDD will depend on whether the Young Person is choosing to stay in Education until 25 years, and their request for a conversion, as the SEND code is clear that the request for an Education, Health and Care Plan is required from the Young Person themselves. For Young People who require less adjustment they may choose not to have their LDD converted, however it is expected that most will request a conversion or have a conversion requested by an advocate.

2.3 The speed of converting the existing volume of statements to an education health and care plan has increased, with the volume of conversions standing at approximately 18% of the total number to be converted. The time taken to achieve this has significantly increased with the last 10% being completed over a three month period. This would indicate that we are likely to achieve our aim of converting all statements and learning difficulty assessments to education health and care plans by April 2018.

2.4 Over the year, 291 new EHC plans have been issued with 195 in progress. We are continuing to have requests of the EHC assessments at the rate of approximately 20 per month with 16 agreed to go to completion representing 192 new plans per year.

2.5 Demands for Education Health and Care Plans

Increase in numbers of EHC plans by age range

Total No of Children & Young People with statements or plans maintained by Haringey,
Mar 2016: 1600

	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016
Pre-School	10	8	9	14	4	8
Reception	49	52	51	54	61	63
Year 1	66	57	62	72	64	90
Year 2	80	77	69	75	86	76
Year 3	83	95	92	82	88	101
Year 4	82	95	111	104	92	93
Year 5	84	93	112	122	116	99
Year 6	118	100	109	130	121	126
Year 7	115	129	114	118	139	122
Year 8	119	120	131	117	117	138
Year 9	125	123	118	137	118	128
Year 10	117	131	124	125	138	115
Year 11	98	116	130	130	124	134
Year 12	69	59	76	41	37	120
Year 13	55	54	46	22	32	82
Year 14	30	45	39	8	8	69
Year 15						29
Year 15 plus						7
	1300	1354	1393	1351	1345	1600

The majority of the Increase is the conversion from statements and LDA's into education health and care plans.

The reforms have increased the numbers of children to be supported by extending the age ranges. This means that less young people have left education and proportionately more will require support through the top up's and school places.

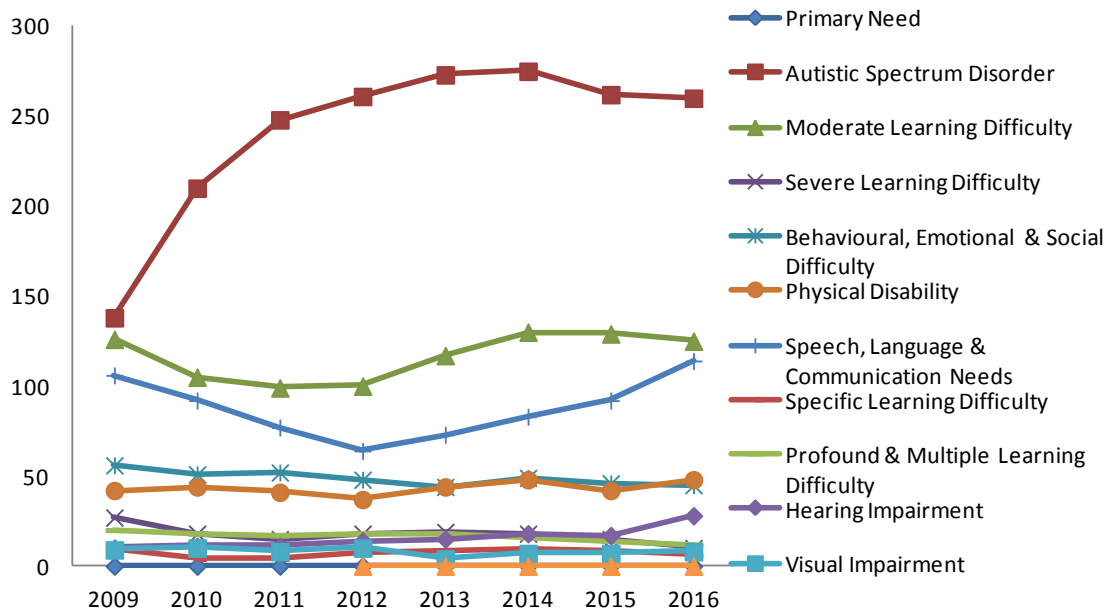
From the above table it can be seen that the extended age range means that 441 children are being supported in the over 16 age group this year, compared to 201 in 2014-2015, which is an increase of 240 children in this particular cohort.

2.6 Presenting needs on statements/EHC's

The Young People with Statements of SEN or Education Health Care plans in Haringey have identified on their statement the following primary needs:

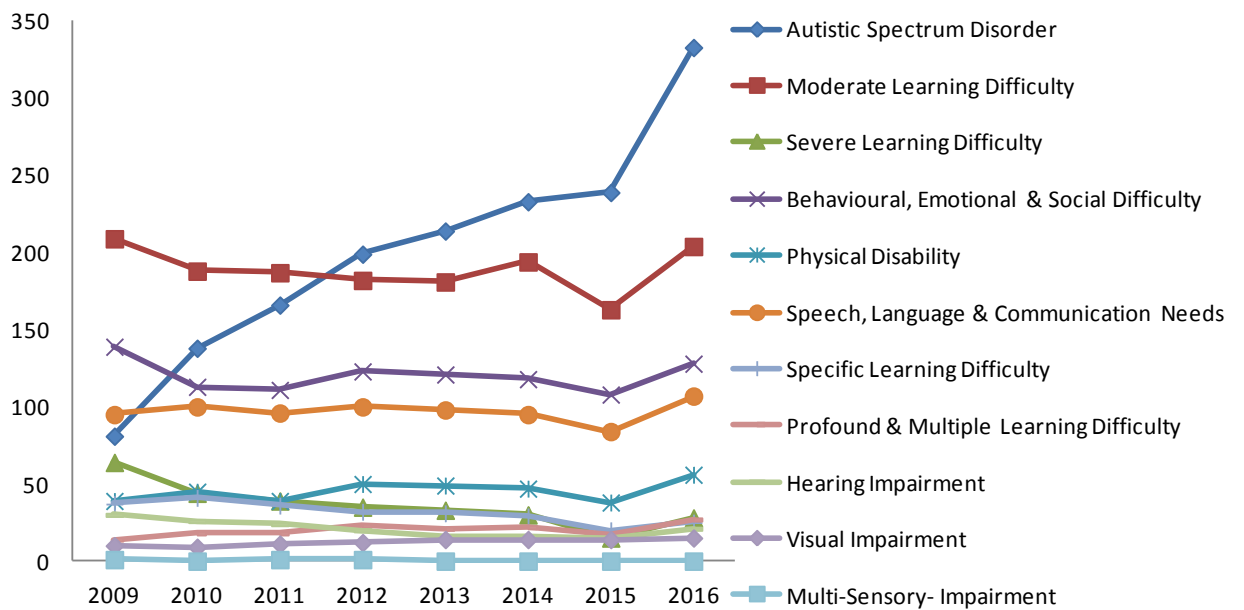
Presenting needs primary aged children:

Figure 1, Number of Primary children with by need (Pre-school/Nursery to Year 6,) Source: Haringey SEN 2016



Presenting Needs Secondary Aged Children

Figure 2, Number of Secondary children by need (Year 7 to Year 14,) Source: Haringey SEN 2016



In primary aged children the highest presenting need is children with autism which is showing a levelling off of rate of diagnosis.

In secondary however there has been a sharp increase, which would indicate that there is an increased likelihood of diagnosis the older the student, and also that those most likely to stay in education for longer, and require support, are those with autism.

All other areas of primary need appear to show a steady state across the age ranges.

3.0 Funding from High Needs block

The high needs block funds three main areas for children with SEND, those being:

- Services and staffing to support children with SEND e.g. Advisory Teachers, speech and language therapy
- Top up and additional financial support for children with SEND in their settings
- School places such as special school places in borough and out borough for those with SEND.

3.1 Services and Staffing to support children with SEND

There are no overspends on the staffing lines except the Lovaas line, which shows an overspend of 14K.

Lovass is a specific intervention for children with Autism using an approach known as Applied Behavioural Analysis, originally designed by a practitioner called Lovass. This is the teaching approach used in Treehouse School, and in some home intervention programmes, which involves high levels of one to one input from staff following a detailed behavioural intervention. It is a high costs intervention, with less effective outcomes for older children, the packages that remain were provided after parental challenge at a SENDIST tribunal for two families. Some of the spend on this line is due to miscoding of the top ups for home educated children. Work has begun to reduce this type of support and bring the children into school full time. This will reduce this spend.

3.2 Additional funding into settings for children with SEND

This includes top up funding for those in special schools, mainstream schools and in colleges.

3.2.2 Mainstream schools top up E41284

The overspend here is due to increased numbers of children. Time from a special needs assistant still represents the most frequent request for support from parents and schools.

Level of Support	Number of children with these hours Nominally Allocated
SMSA (lunch time)	220
0-15 hours	242
16-20 hours	288
21- 25 hours	193
25+ hours	88

Of those children with 15+ hours support, many go onto college without maths and English and need to re—take at an average top up of 3,500K. This would indicate that alternative interventions needs to be explored with this group specifically at an earlier stage. The complexity of some children’s needs have also increased in the mainstream cohort meaning that top up’s have had to match the increased complexity of the children.

3.2.3 Higher Education top up E41286 and E41260

These are the top ups for providers such as Haringey 6th form, Area 51, Harrington’s Scheme and Conel.

This year, due to the increase number of young people wanting to access education, both place funding and top up had to be paid to some providers who had received a higher than usual number of applications for college places. This means that the proportionate cost of the places for each young person was higher as it included the base funding of £6,000 as well as the top up.

Due to colleges places being out borough, the top up funding for those in college places also appears on the independent and voluntary sector line.

The cost of the support for older age group is considerably higher than the costs of support in the lower age ranges, and there is less in borough maintained provision.

The spend on this group of young people constitutes the majority of the increase spend on line E41260, which is the out borough providers of independent and voluntary groups. This includes colleges such as Barnet and Southgate, and Ambitious for Autism.

3.2.4 Special Schools Top up E41283

This spend has increased in line with the increased numbers on role at Riverside and The Brook, which have provided 8 further places at The Brook and 6 further places at Riverside. There have also been 7 children in the Special Schools who have required increased staffing support to maintain their places.

4.0 Independent and Voluntary Sector E41260

4.1 There are two main areas of need most likely to not be met by in borough maintained provision, those being:

- Those with social emotional and mental health difficulties
- Those with Autism and mental health needs but without severe learning disabilities
- Those with Autism and severe learning disabilities and highly challenging behaviour.

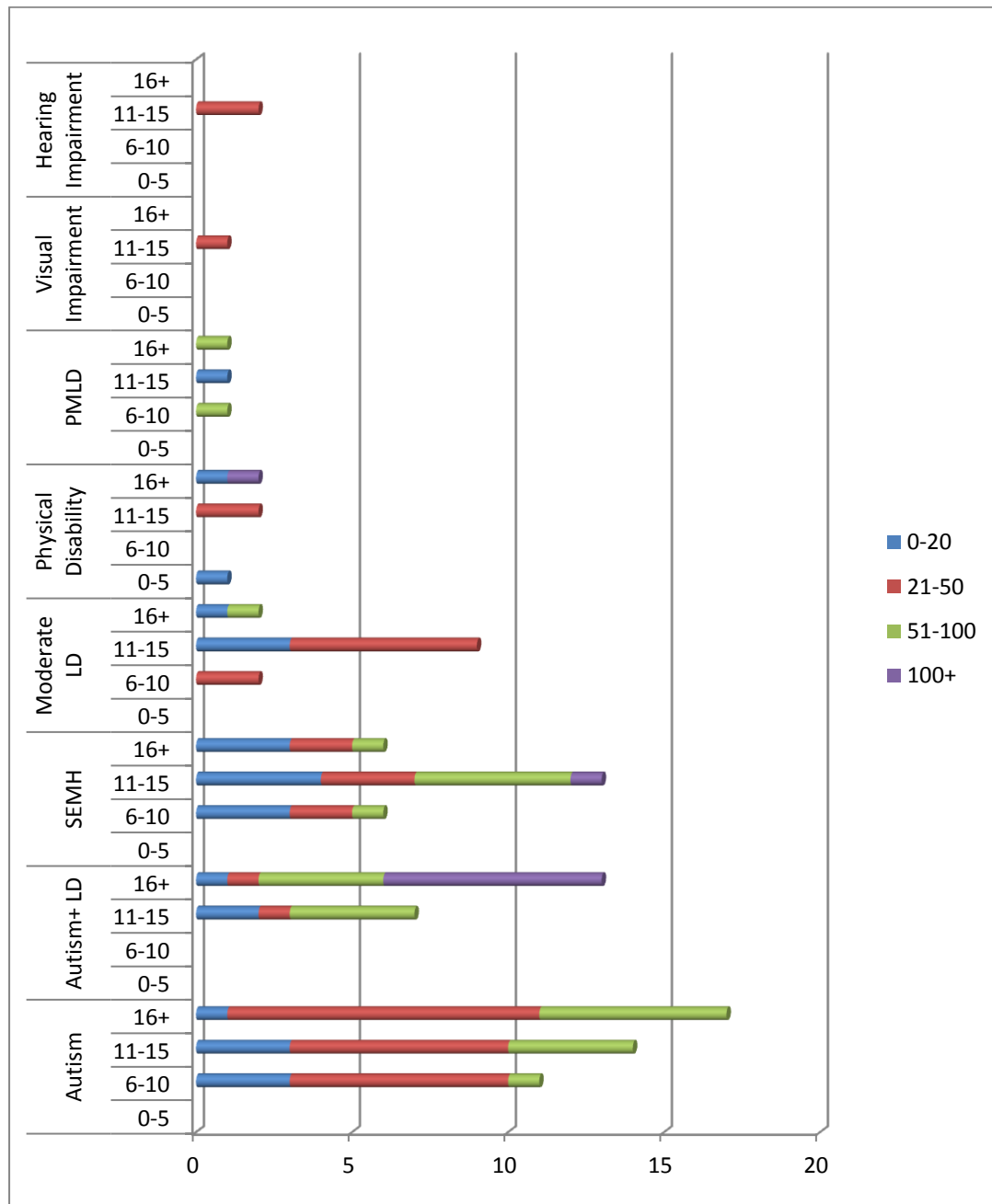
Of those above, many are over 14 years, with a significant number over 16 years. Whilst there is in borough provision for the post 16 group, there is a large cohort going out borough for their support with 21.3% attending colleges outside of Haringey or in independent settings. This means that the true cost of the increased age range is not visible on the budget lines under 'higher education'. (Which should be interpreted as education post 16 years).

	Type of Specialist Provision	2016		
		In borough	Out borough	Total
Maintained	Haringey Sixth Form Centre	114	-	114
	Colleges	10	39	49
	Special Post 16 Institution - Day	5	5	10
	Special Post 16 Institution - Residential		2	2
	Other day places	2	2	4
	NEET	46	-	46
Sub-total		177	48	225
Sub-total (percentage)		78.7%	21.3%	100%

There remains a high proportion of young people who are NEET in this cohort, with targeted working being done with post 16 college improvement officer to address this group.

4.2 There is limited specialist provision for this age range e.g. specialist college offers, and the placements on offer are often high cost.

The table below shows the proportionate cost of each child out borough by banding of primary need, age range and cost of placement in thousands with ranges from 0-20, 21-50, 51-100 and 100+K.



It can be seen that Young People with Autism in the 16+ age group, and those in the 11-15 age range with Social Emotional and Mental Health needs are most likely to have the highest cost independent school placements.

4.3 Joint Working With Adult Services

For young people with complex needs going through transition, the needs identified within their Education Health and Care Plans after 18 years need to be met by the relevant agencies e.g. adult social care or adult health services in a joint funding arrangement. The assessment of adult social care or funding through adult services is carried out by an adult social worker or a continuing care nurse via the health services.

To date adult social care services have contributed to the costs of college placements for those with complex needs who are choosing to remain within education, and are working with children's SEND services to ensure support at home and at school for this complex group of young people.

This is in recognition of the fact that the young person is likely to require supervision and support with activities of daily living that are outside the usual education offer at this age range. This has contributed £485,000 towards these young people's costs whilst in education.

4.4 If a young person has such significant challenging behaviours that they meet the threshold for health services funding, there is no joint funding agreement in place to date. This means that the college places for those with autism, challenging behaviour and severe learning difficulties are fully funded by the high needs block currently. This group of young people are also the most vulnerable to severe mental health difficulties and hospital admission. The services to this group of young people is also being explored through an initiative know as 'transforming care' which aims to reduce the numbers of young people likely to be admitted to hospital as a result of mental health difficulties.

4.5 There are thirteen young people in 38 or 52 week residential schools, with five young people due to leave this year and transition to adult services. The aim is for these young people to come back to borough and access local education with support post 19 years. The education offer available to these young people may not be broad, and is likely to be independent from maintained provision. Not all will come back to education, with some going into social care settings. Supporting these young people locally will be a reduction in cost of approximately 200K. The most group of young people most frequently requesting residential college after the age of 18 years are the group of young people with high level autism, where the pathways of support for this cohort of people are not well defined locally.

There have been no new starters for residential in the academic year 2015 - 2016 academic year, however there will be one young person starting in

September 2016, and there have been three further requests. These young person have higher level autism and borderline mental health difficulties.

4.6 Number of young people going into independent settings

This has reduced slightly over the last year, from 27 to 23 young people, however due to the high cost of the placements for the over 16's and the lack of joint funding this with the CCG means this has not reduced the overall cost as yet.

4.7 Numbers of Young People in hospital Placements

There are three young people currently in hospital due to significant mental health needs. Two have transitioned from residential schools and one from a day school. Two of the three are looked after young people and all have a diagnosis of higher level Autism.

5. Reasons for the financial position being worse than predicated

5.1 The original predications for the young people accessing education post 16's were based on top up only. Unfortunately due to the numbers of young people staying on in education, several of the setting received higher numbers of young people than commissioned places. This meant that the base funding (element 2) had to be paid as well as the top up. This accounts for 156K of the overspend. This is likely to re-occur in the costs.

5.2 There were unexpected Early Years costs totalling 92K that were not included in the original forecast. This will not re-occur in the costs as a result of a re-structure.

The remaining amount is due to the increased numbers of students accessing education post 16 years.

6. Previous initiatives to reduce pressure on the high needs block:

6.1 Changes to the secondary schools funding for SEN which favours the intake of students with SEND. The affects of this will be seen in April 2017 however all secondary transfer students have been placed in local maintained settings without the need to approach independent providers.

6.2 Increase in special school roles in September 2016 this will reduce the need for out borough places. See above - the

affects of this will be seen in the budget for April 2017 as only place costs are present rather than reduced out borough places

6.3 Use of the tuition centre for more bespoke curriculum for those with autism but no learning disabilities and those with social emotional and mental health needs.

6.4 Charging for the education accessed by those with additional needs at Simmon's House. This is not an initiative that can be pursued as the place funding has been delegated to the boroughs, however it will give reasons for not paying invoices received for top up's from other medical centres. Total cost last year were 12K.

6.5 Audit and review of the use of additional top up's for those already in independent school places. This initiative has started and is beginning to show some reduction in the top up's.

Some of the above factors will mitigate the increased spend, however more radical actions are required to contain the spend which require schools forum consideration and agreement. The impact of these changes will be approximately 200K directly from bring the children more locally, however it will also reduce the spend from increasing.

7 .0 **New Initiatives**

7.1 . **The cost of top up.**

This would include banding the post 16 top ups to predictable more rates. This is likely to reduce the spend by approximately 100K.

It could include reviewing the top up's provided to mainstream schools and reducing the hourly rate. The top up's have not been increased for many years, however and there is a risk that schools will ask for more hours to compensate. This was not an approach agreed by the high needs block as there has been no uplift on the rates for a number of years.

7.2 **Amendments to the criteria for the Education Offer**

Areas are approaching the increased age range differently, with some only offering education funding up to 21 years unless there were exceptional circumstances. This will increase the pressure on adult social care services to provide a different offer to the young people if not accessing education. The Code of Practice 2014 does not state exceptional circumstances only, however. The COP states that those continuing to make education progress

and outcomes should be supported, but does not define educational progress. The financial implications of this age cut off are financially favourable to the high needs block, however this would not be an equitable offer and would also create a pressure elsewhere, in adult social care, without providing a quality experience for the young people. This is not a recommended course of action.

It is recommended that the eligibility criteria are re-defined and include that courses after 22 years would not be funded unless there are circumstances which would "guarantee employment for the young person if education continued after this period", or if "the young person has complex needs and is gaining skills which would allow them to move into supported living". This would reduce the pressure on the High needs block and also better define the outcomes anticipated for the young person as a result of the agreement of funding.

7.3 Joint funding review for those eligible for adult services within education, or ceasing of educational health and care plans if the young person is fully CCG funded. This is on the premise that those young people have the most challenging presentation and are therefore likely to make the least progress. Currently the joint funding criteria is not defined. There is currently work started with the CCG to look at other boroughs approaches to the joint funding of education top up for complex children. The financial impact of securing joint funding between health and social care is between 500k and 800K in favour of the high needs block, with 500K being contributed last year by other agencies.

7.4 . Review of the staffing offer and services to children with SEND funded through the high needs block. This would mean ceasing all or part of a service funded through the budget managed for children with SEND. The advisory teachers for Hearing Impairment and Visual Impairment would be out of scope for this as they are statutory. Whilst there would be a favourable financial impact of this model, the services of specialist teachers are required to support those children to stay local. A mixed model could be used to review and delete any new vacancies in the inclusion and advisory teachers service and later in the SEN teachers teams and offer some as traded instead to colleges. The deletion of a post and move to traded would move money back to the high needs block.

7.5 Invest to save models such as new specialist provision for SEMH and Autism both pre and post 16 years. This would mean committing some of the high needs block to support the opening or commissioning of a local provision such as an SEMH offer or Autism provision post 16 years. This would only be costs effective immediately if places were held for those currently in higher cost out borough places and the young person would be willing to move from September 2016. This would be possible if smaller numbers of places were commissioned and local locations could be found.

This could also be achieved by de-commissioning some of the already commissioned related services e.g. 5 places from TBAP to be commissioned from another provider and bring 5 children back from more costly provisions.

7.6 Review of the criteria whereby additional funding is provided across all schools to recognise levels of children with EHC's. This would mean that the additional funding to schools, currently applied across all school under a funding formula, would be applied to specific schools only who have a higher than average level of children with EHC's.

Please see appendix 1 for the revised financial plan and back to budget agreements.

8.0 Summary

The high needs block is unlikely to have any further significant uplift in the future and as a result resources need to be provided from within the current budget. The numbers of children and young people, and the costs of their interventions, have significantly increased the pressure on this budget. The numbers will now continue to grow, albeit at a slower pace, as the majority of the conversions to Education Health and Care Plans in the upper age ranges have been completed.

It is key that there is local provision and clarity of offer for all children and Young People with Autism and SEMH, with a shared understanding of the admissions for specialist provision criteria across all settings. The local skill set needs to grow for those in mainstream, with an agreement on how this is provided through maintained or traded services.

Vikki Monk-Meyer
Head of Service SEN and Disabilities
June 2016

**Agenda Item
12**



Report Status

For information/note
For consultation & views
For decision

Corporate Finance

Report to Haringey Schools Forum – 30 June 2016

Report Title: Administrative arrangements for the allocation of central government grants paid to schools via the authority.

Authors:

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

Purpose: To comply with the Schools Forum (England) Finance Regulations in informing members of the arrangements for administering grants paid to schools.

Recommendations:

That members note the report.

1. Introduction.

1.1. The Schools Forum (England) Finance Regulations require that:

The authority must consult the schools forum annually in respect of the authority's functions relating to the schools budget, in connection with the following—

(a) arrangements for the education of pupils with special educational needs;

(b) arrangements for the use of pupil referral units and the education of children otherwise than at school;

(c) arrangements for early years provision;

(d) administrative arrangements for the allocation of central government grants paid to schools via the authority.

The authority may consult the forum on such other matters concerning the funding of schools as they see fit.

1.2. This report sets out the administrative arrangements for (d), the allocation of central government grants paid to schools via the local authority.

2. School Grants.

2.1. The grants are administered by the LA's Corporate Finance Team, and the Shared Service Centre. The major grants are set out below.

Dedicated Schools Grant (DSG).

2.2. Forum members will be familiar with the arrangements for the allocation of the DSG. It is split into three blocks, for high needs, early years and schools. In the latter two areas the LA is allowed to retain budgets centrally with the approval of the Forum. Budgets so retained cannot be higher than in 2012-13. Although the LA is entitled to retain funding for high needs the practice in Haringey is to consult with the Forum on all proposed retentions, in most cases following earlier consultation with working parties.

2.3. The Forum receives reports on the proposed use of the DSG between December and, normally, February. Following decisions on centrally retained budgets, de-delegation and on the Growth Fund the remaining budgets are delegated through the three funding formulae in use:

- 2.3..1. The Schools Funding Formula, agreed in consultation with the Forum, working parties and schools. The individual school allocations are now calculated using a pro-forma provided by the Education Funding Agency (EFA). Once the EFA have validated and approved the pro-forma the amount to be 'recouped' from the DSG and paid directly to academies is calculated. The balance is paid to the LA in 25 instalments and passed on to maintained schools through 12 equal monthly cash advances. Payments to maintained schools are paid net of de-delegated sums.
- 2.3..2. The Early Years Single Funding Formula, agreed in consultation with the Early Years Working Party, the Forum and early years providers. The LA is responsible for paying the free entitlement to all providers, including academies and free schools and Private, Voluntary and Independent (PVI) settings. Schools, including academies and free schools receive payment through the monthly cash advance, and PVI's are paid by the Early Years Team on an agreed periodic pattern. PVI funding is adjusted throughout the year to reflect actual numbers in the setting. For maintained provision the allocations are indicative but are not changed during the year; any adjustments being made in the next financial year.
- 2.3..3. The special school and alternative provision providers are funded at £10k per agreed place. The EFA will 'recoup' funding for academies and the remainder is paid through the monthly cash advance.
- 2.4. Two year old funding is also paid through the DSG and payments administered by the Early Years Team.
- 2.5. Payments will also be made to schools from centrally retained budgets, including special educational needs funding, Growth Fund payments etc. and are generally made through the monthly cash advance.
- 2.6. Any DSG unspent at the end of the year must be carried forward for the purposes of the Schools Budget. The outcome for the previous year is reported to the summer term Forum meeting.
- 2.7. The Chief Finance Officer (CFO) must certify that the DSG is being used as required by the School and Early Years Finance Regulations and must produce a note to the LA's accounts showing DSG received and allocated.

Pupil Premium.

- 2.8. For pupils in KS1 to KS4, including reception classes, this is calculated by the EFA using data they hold. It includes funding for those deemed to be from a deprived background, identified as having been eligible for free school meals at any time in the last six years, children of service

families, and children adopted from care. The money for maintained schools is passed to the LA and paid in its entirety to schools through the monthly cash advance. The actual allocation is not confirmed until the June after the start of the financial year.

- 2.9. Pupil Premium is also paid in respect of eligible three and four year olds in early years settings and is administered by the Early Years Team.
- 2.10. The LA also receives funding for current Looked After Children (LAC). This funding is controlled by the Head of the Virtual School. In Haringey a small sum is retained for the overall benefit of LAC with the bulk of the funding passed to the school in which the pupil is placed. If that is a Haringey school it is paid through the monthly advance.
- 2.11. The CFO must certify that the Pupil Premium and following grants have been allocated as required by the grant conditions attached to them.

Education Funding Agency (EFA) Post 16 Students.

- 2.12. The funding is calculated by the EFA using its formula and contracts with the LA on the payments to be received in respect of maintained schools. The LA has to certify at the year end that all payments have been passed to the appropriate school. This is done through the monthly cash advance. Payments from the EFA will also be received in respect of bursaries that are also passed to schools.

Universal Infants Free School Meals.

- 2.13. This is paid on an academic year basis using data from the October and January censuses. Allocations are annual and finalised in June. The grant covers primary age pupils not otherwise eligible for free school meals. It is paid to maintained schools through the monthly cash advance and directly by the EFA to academies.

Devolved Formula Capital

- 2.14. This is calculated using a lump sum plus an amount per pupil. The grant is received by the LA for maintained, non voluntary aided schools and passed on in its entirety through the cash advance in equal instalments. Academies and voluntary aided schools receive funding from the EFA.

Summer Schools.

- 2.15. The DfE makes a provisional allocation for each local authority's summer schools funding. A schedule of schools taking part in the programme in each local authority is issued by the DfE based on an amount per eligible pupil per week identified by each participating secondary school that will run a summer school. The DfE make an allocation of 50% of projected funding in June and this is paid to

maintained schools as a lump sum through cash advances as soon as possible thereafter.

- 2.16. Summer schools funding allocations are adjusted in October when schools submit confirmation that the summer schools took place and the number of eligible pupils who confirmed they would attend.

Year 7 Catch-Up.

- 2.17. The grant is paid for Year 7 pupils not achieving specified levels in numeracy and literacy. It is paid as a lump sum per pupil and normally comes to LAs for maintained schools in February and is paid as a lump sum through cash advances as soon as possible thereafter.

PE and Sports.

- 2.18. This funding has been used to fund improvements to the provision of PE and sport, for the benefit of primary-aged pupils. It is paid in two tranches, in October and April and is passed on to schools as lump sums through the nearest possible cash advance.

School Direct (NCTL).

- 2.19. Paid to lead schools participating in the programme. The funding is paid to LAs for maintained schools and passed on through cash advances.

Miscellaneous Grants.

- 2.20. The main grants are set out above. In addition some smaller or more limited grants may become available during the course of the year that will be administered in accordance with their accompanying Conditions of Grant.

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Schools Forum Early Years Working Group (SF-EYWG)

Date: 24th May 2016 at the PDC
Time: 10.00am – 12.30pm

Name	Designation/ Representation
Melian Mansfield (MM)	CHAIR
Ngozi Anuforo (NA)	Early Years Commissioning Manager
Charles Cato (CC)	Early Years Finance
Steve Worth (SW)	Finance Manager
Christine Yianni (CY)	Business Support Officer
Susan Tudor-Hart (STH)	PVI Settings Rep
Luisa Bellavita (LB)	West Green Playgroup
Lou Colley (LC)	PVI Settings Rep
Zena Brabazon (ZB)	Rowland Hill
Julie Vaggers (JV)	Rowland Hill
Nick Hewlett (NH)	Interim Principal Advisor for Early Years
Karyn Parker (KP)	Childminders
Duwan Farquharson (DF)	Willows
Dawn Ferdinand (DaF)	Willows
Sharon Easton	Headteacher
Sarah Hargreaves (SH)	Clerk
Suzanne Mcgowan	Observing Clerk

1. **Welcome and Apologies**

- 1.1 The Chair welcomed everyone to the meeting and introduced Suzanne Mcgowan who is a new Clerk and is observing the meeting.
- 1.2 Apologies were noted from: Christine Yianni, Charles Cato, Ngozi Anuforo and Nick Hewlett who are all in a 30 Hours meeting. Also from Dawn Ferdinand and Duwan Farquharson who are at meetings in school and Sharon Easton who has resigned from this group.
- 1.3 It was noted that with Sharon's resignation there is now no primary head representation on this group. Julie Vaggers will raise it at the next primary heads meeting and ask for volunteers.

Action JV

2 **Minutes and Matters Arising**

- 2.1 The minutes of the SF-EYWG meeting held on 27th April 2016 were agreed, signed and returned to the Chair for filing.
- 2.2 **Matters arising**
- 2.2.1 Pt 5. The balance between EY and HNB funding was discussed. It was noted that £395,000 is allocated to follow all children who meet the thresholds across all settings. Last year £385,000 was used towards the overspend and not on the HNB. Early support money is not backdated and is paid in arrears. Concern was expressed that if money is

not available to settings children with higher needs will be left at home; similar to some of those with EHCP.

- 2.2.2 Pt 5. As generally, children under 3 years do not have EHCPs there may be a need to reserve places for them. Melian to suggest to Vikki Monk-Meyer that this issue goes to the next HNB meeting on June 16th **Action Chair**
Julie said that there is evidence in children's outcomes, that reserving places for those with higher needs has a positive impact. Rowland Hill has discussed this with Woodlands Park and Pembury House. Julie will circulate the slides for dissemination.
Action JV, Clerk
- 2.2.2.1 It is likely to be discussed at Schools Forum in the autumn, but the group wished to be more pro-active and have a discussion in the sub-groups 1st.
- 2.2.3 Pt 5.11. Providers have now received an indication of the number of children who will be eligible for Pupil Premium funding. PVI settings will receive the money termly from the EY Commissioning team. School nurseries and children centres will receive it in the school cash flow on the 15th of the month. The funding is based on estimated child numbers in April and then adjusted when the actual data is provided. It was noted that not all PP funding relates to lower achieving children. Members discussed whether they could use PP for staff training; it seems to depend on the view of the Ofsted inspector on the day, it is necessary to show a direct benefit to a specific PP child.
- 2.2.4 Pt 5.12 Providers asked again for clarity as to what the payments received refer to. As NI numbers are being used to confirm eligibility it should be possible to use the same system with providers, it is assumed. It was generally **agreed** that the previous paper based system was easier to use. PVIs asked if it was possible to pay PP to pay on a different date so that it was clear that it was separate to other funding? Will be carried forward to the next meeting when the officers are present. **Action Chair**
- 2.2.5 Pt 3.8. It was clarified that the claw back was due to a drop in the number of 3-4 year olds attending settings. It was felt that if the 2 year old project improved then the children would be there when they turned 3. Rowland Hill said that they are taking children before they are 3, so that they are in place ready to take a 3 yr old place. Under the 30 hours statutory guidance settings a grace period is proposed for when a parent's circumstances change. The grace period will start from when the LA is notified by the DfE about the change in parents' circumstances. The length of the grace period is to be decided. If they are eligible for funding as 2 year olds settings will be OK as the funding continues until the term after they are 3, when they will then get 3 yr old funding. The issue for settings is with the non eligible 2's.
- 2.2.5.1 It is possible to have a staggered intake of children; with parents accepting a place, but deferring entry or to put their child there part time. Some settings expressed concern as to the impact of this practice on nursery numbers. It was noted that it may be cheaper for children with special needs to stay in the nursery; so they could be allocated there by the school with a guarantee of a school place later. Other LA's insist that the child goes straight into Yr 1.
- 2.2.5.2 It was accepted that the responsibilities of the public and private sectors are different. Julie will provide details of a lawyer who has been involved with the APPG for nursery schools. **Action JV**
- 2.2.5.3 It was noted that some new build flats are being built on the assumption that there will be 0.7 children per household, so this will affect where families live. It was **agreed** that the group needs to have a plan as to how this can be tackled across the different settings.
- 2.2.6 Pt 4. There is an issue with Universal Credit in that parents need to be able to prove that they are looking for a job in order to get it. If they then get a job they are expected to start the next day; the case of a single parent with a 3 month old baby was given as an example of where this had happened.
- 2.2.7 Pt 7.2 Members had attended the forum briefings on the Childcare Free Entitlement Delivery Model.
- 2.2.8 The October headcount sets the budget for primary schools for the following September; the January count is used locally as numbers can change quickly.

3 Consultation Response to the DfE

- 3.1 There has been no response to the Early Years consultation.
- 3.2 Some Schools and PVI's have responded to the Council questionnaire; a 2 week extension has been given.
- 3.3 It was generally **agreed** that there is a need for more places and for capital funds to support their development, but that the questions on the questionnaire were rather mixed up. Melian to raise this with officers as it was a LA questionnaire, not a statutory one.
- Action MM**
- 3.4 Ngozi to be asked for a summary of the responses when they have been received.
- Action NA**
- 3.5 Members asked for clarification as to which authorities had been the pilots and what they were paying to settings:

York	Withdrawn
Islington #	
Brighton #	
Hove #	£3.38 (1 st 15 hours) to 3.95 ph after for 3-4 yr olds
Newham #	
Camden #	
Herts #	£4.62 (1 st 15 hours) to 4.88 ph after for 3-4 yr olds
Northumberland	

To be checked at the next meeting. **Action CC**

- 3.5.1 Whilst members were in favour of partnership arrangements between providers concern was expressed as to who got the 1st 15 hours funding and who got the higher funding! Also, that the 1st 15 hours is deemed to be education and the rest of the time childcare.

4. Update on Funding Formula

- 4.1 No update has been received yet from the DfE on the Early Years consultation. Steve confirmed that the Stage 1 response had been sent in. There can be little planning until the actual figures are received and the impact on settings can then be assessed.
- 4.2 Steve informed the group that last week London Councils wrote to the DfE opposing the funding cuts and stated that funding should be levelled up rather than down in order to ensure a more even playing field.
- 4.3 Although the average funding cut will be 1.5%, for Haringey it is likely to be more like 10%. In addition there will be the reduction in the rebate for contracted out national insurance; although Steve reminded members that with the minimum funding guarantee it will be some time before the full 10% cut is reached. It was noted that £500m will be allocated to allow those authorities who are due to gain from the funding changes to reach parity earlier.
- 4.4 It is difficult to compare different types of settings as the methodology for schools and EY settings is different.
- 4.5 The government wants all schools across the country to receive the same per pupil funding, although the area costs adjustment (a small uplift for more expensive areas) will benefit London. Members wondered if this simplification of the funding system was in preparation to make the move to national Academies easier.
- 4.6 There is currently less clarity around EY funding, but there is no reason to not assume that there are plans in the pipeline for a national funding formula for EY.
- 4.7 Members discussed ways in which to engage with the Tory LAs in London as they are also likely to be affected and possibly have more influence on government. Zena and Melian to think about further.
- Action ZB, MM**

- 4.8 Steve confirmed that all places up to age 16 are currently funding on the LBH formula. Post 16 they are funded by the EFA, regardless of provider – which acts as a national funding formula for 6th Form provision.
- 4.9 The group suggested that the School Forum should take a corporate view on the minimum funding guarantee. The amount of flexibility in the regulations to be assessed.

Action MM

- 4.9.1 It was noted that in the 2 year transition period from 2017-19 the LA can set their own minimum funding guarantee in consultation with schools. (it therefore does not necessarily have to be set at 98.5% of current funding).
- 4.9.2 Overall the pot of money stays the same, it is the distribution between settings which can alter. In answer to a question it was confirmed that this does not affect PVI settings.

5 Update on the Statutory Guidance

- 5.1 The deadline is unknown. PVIs have been responding.
- 5.2 Member **agreed** that it seemed unlikely that the DfE would pay more for childcare than for the 1st 15 hours of education. It was noted that in some parts of the document all hours have been labelled as “funded hours.”
- 5.2.1 It was noted that the 15 hours entitlement could be “stretched” so that it is available all year round, but for less hours a week rather than for the standard 38 weeks.
- 5.3 It is not permissible to ask parents to make extra contributions to funded hours.
- 5.4 It was clarified that NDNA stood for the National Day Nurseries Association.
- 5.5 It is unclear as to whether breakfast and after school clubs can be included in funded hours; as they are outside the standard 15 hours they do not have to be in the standard 3 hour blocks.
- 5.6 9am-3.30pm is counted as a “standard” day, but any hours between 6am-8pm are allowed, including Saturday and Sunday. Members wondered where the workforce would come from and also the effect on children of being in daycare for such long days. Parents can’t dictate what hours they want; the setting can decide their own opening hours. Ofsted may have a view on very non standard hours. “Sufficiency” has to be seen to be practical; schools will only be offering 8am-6pm Monday-Friday.
- 5.6.1 Members were unclear as to how parents found out about what facilities were available in their area.
- 5.7 There will be a consultation on workforce planning, to report back in November on;
- salaries
 - qualifications (GCSE English and maths a minimum)
 - experience.

Members wondered why people aren’t joining the sector and wondered how childcare as a job was promoted in careers talks in schools. It was generally felt that there was insufficient cross over between apprenticeships/training talks and working in childcare.

- 5.7.1 Woodlands Park nursery school have been working to move staff from Level 2 to Level 4 qualifications. For those employed from September 2016 old qualifications won’t count, especially those which were completed on-line. Zena to check for further information.

Action ZB

- 5.7.2 It was noted that many staff are parents who re-train rather than coming through the apprenticeship route.
- 5.7.3 From September only staff who have up to date paediatric 1st aid qualifications can be included in the ratios. The deadline for undertaking training is June. It was noted that it is difficult for settings to keep ratios intact when staff are off receiving training.
- 5.7.4 The LA cannot add any extra requirements to providers or place an undue administrative burden on them over and above the Ofsted requirements.
- 5.7.5 There are various job initiatives underway eg. Birkbeck University are running courses in Tottenham; although it was unclear as to whether their courses are relevant to local job opportunities. It is unknown if strategic officers are aware of these developments. Officers to be asked at the next meeting.

Action Chair

- 5.8 Families who have no recourse to public funds are not entitled to Pupil Premium funding, although they do get infant FSM. 3-4 year olds should be entitled to a nursery place; if they become ineligible during the term they can stay until the end of that half term.
- 5.9 There was a discussion regarding whether, if settings are charging for consumables or food, that parents should be allowed to bring their own. Members expressed concerns over nuts and other allergies and cross contamination from the home environment.

11.40am Suzanne McGowan left the meeting.

6. Feedback on the 30 hours and provider workshops

- 6.1 Participants had looked at whether their business model was sustainable to deliver the 30 hour offer and whether going into partnership with another provider would be useful. See earlier concerns as to how funding would be allocated. Similar concerns were raised about the complexity of parents having to pay more than one provider for what is being sold as one session.
- 6.2 If only a few 30 hour places are offered, how should they be allocated? If there are offered as children turn 3, then those born Sept-Dec will be unfairly advantaged over summer births.
- 6.3 It appears that there will be no restrictions on how the free 15 hours are offered; so a setting could say that the 1st 3 hours a day are free but then you have to pay for the rest of the session and take the free hours over 5 days. It is unclear how this will sit with only having to offer 15 hours a week. It is not clear as to how primary schools will be able to offer the 30 hours.
- 6.4 Most private providers charge around £8 per hour for top-up hours having only received around £4 an hour for the 15 hours.
- 6.5 It was **agreed** that it would be harder for settings to adapt to the 30 hour offer than it was to the 15 hour one, including having to split invoices for different rates of funding for different hours.

12.10pm Julie Vaggers left the meeting.

- 6.6 It was **agreed** that there was a market from parents for flexible childcare, but it can be hard to cater for this demand when the funding is based on a supply side model.
- 6.6.1 PVI providers asked for early notice of any likely changes to their contracts.
- 6.7 A petition has been launched on a range of early years issues; Luisa asked people to consider signing it: parliament.uk/petitions/122773. **Action All**
- 6.8 On 9th June there will be an overview and Scrutiny cafe/panel meeting to see what issues the public think are important.
- 6.9 It was suggested that this group arranges a meeting with the new Cabinet Member for Children & Young People, Cllr Elin Weston. Melian to ask her. **Action MM**
- 6.10 There was general agreement that the 30 hours proposals would go forward in some format. All present said that the DfE should provide information on forthcoming funding asap.

7. Dates of future meetings

Further meetings will be held on:

- 15th June: 9.30-11.30am – G7
- 14th July: 1-3pm – G6

The Chair thanked everyone for attending.

There being no further business the meeting closed at **12.20pm**.

Signed:

Date:

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Report to Haringey Schools Forum – 30/06/2016

Agenda Item 13

Report Status
For information/note <input checked="" type="checkbox"/>
For consultation & views <input type="checkbox"/>
For decision <input type="checkbox"/>

Report Title: Traded Services – Trading Update
Author: Douglas Cook – Traded Services Manager
Contact: 0208 489 6904 Email: douglas.cook@haringey.gov.uk
Purpose: Update on schools traded services: progress and outlook
Recommendations: Note only.

SCHOOLS TRADED SERVICES – INTERIM REPORT 2016/2017 Summer Term**1 Background**

Traded Services for schools are now in year 2 of the council's Priority 1 MTFS. Income targets were met for 2015/2016 and further incremental income target increases are in place for the current year. A further series of service offers were introduced at April 2016 to enable additional income to be delivered by service teams to meet the increased income targets now in place. Further emphasis on additional focus and an acceleration of traded service offers will now be needed in light of the recent Government white paper on academisation.

2 Management Costs

2.1 After deduction of the cost of sales, further net income growth of £551k is now projected this year. Out of this, however, some £180k must be deducted for the management charges for the service. Although these were not initially included in the council's initial budget projections, the reality is that traded services have had to devise a method to factor its costs into the trading plan as a top-slice on schools income to pay for the operation of the service. Traded services operate for the schools without an operating budget of its own, on a self-funding basis and the costs of running the service need to be spread against gross income.

3 Trading Highlights**3.1 Income: trading performance**

Total Schools Income: 2014/2015 growth	£ 618.5 k
Gross Income growth for 2016/2017 required	£ 591.0 k
Less: Direct cost of sales to be absorbed	£ (180.0)k
	=====
Cumulative revenues planned for 2016/2017	£ 1,029.5 k

3.2 Forecast Income

Currently we are on track to meet the budget commitments for traded income for 2016/2017 overall. Some services are ahead of planned budget targets (Education Welfare, Governors Services and Music Services in Schools and Learning). But some services are not yet meeting their income targets (notably Human Resources and SEND/ Education Psychology) although the council is making mitigating arrangements to offset budget pressures in these areas.

4 Future Trading Risks

Following publication of the Government White Paper, there are certain emerging trading risks which can be expected to impact on the council in future years.

4.1 Risk of declining school budgets

The government's plan to reduce London education funding allocations to re-align against the national funding formula is expected to affect Haringey. There is evidence that schools are already starting to look at how they plan to allocate future budget spending and we need to be ready to realign our services alongside reduced school funding expected in future years. Our services need to look again at the cost of

service provision to make sure the costs we need to recover are competitive and justified for the work and value placed by the schools. Schools will be increasingly less likely to pay high prices for mediocre service or is perceived to be poor value for money. This is expected to be particularly difficult for schools with small annual pupil intakes. Traded Services will need to address the costs of services to keep available funding from the schools in balance with the service levels which we offer.

4.2 The Speed of change and challenge to transform

There is little doubt that the 'direction of travel' announced by this government follows the general move towards academies initiated by the previous government. Traded Services in Haringey face new challenges as the speed of change is accelerating whilst we strive to catch up with increased trading targets and working closely with schools during a period of major changes. This will require a further transformation in how we work and the business challenge to retain commercially viable operations with restricted budgets is something still not fully understood within the council. More work needs to be done to optimise our future trading arrangements with schools.

4.3 The Retention of schools which choose to join MATs

From the schools side, more schools may be expected to convert to academies and further groups of MATs are likely to form over the next year or so.

There may be a trading risk if a number of MATs choose to divest trading to alternative trading providers and/or take some activities in-house (which is what the Harris Group does, for example). This may impact on future trading prospects and the school customer base, to a smaller or larger extent.

4. Note that this is an interim report only. It is still early in the financial year and the new academic year has not yet begun. New bookings from schools continue on a substantive scale and reported income is expected to change as we approach the start of the Autumn Term. Income to date is ahead of plan for 2016/2017 so far.

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Traded Services for Schools

Users of our Traded Services



	In Haringey	Out of Haringey	Total Customers	Traded Service Customers By Local Authority		
Primary and Nursery Schools	53	30	97	HARINGEY SCHOOLS		
Primary and Nursery Academies	13	4		OUT OF BOROUGH SCHOOLS		
Secondary Schools	6	7		8	Barnet	
Secondary Academies	7	4		1	Brent	
Special Schools	4	2		1	Bromley	
FE Colleges	2	-		1	Cambridgeshire	
Sixth Form College	1	1		6	Camden	
				12	Enfield	
				1	Essex	
				7	Hackney	
				1	Herefordshire	
				1	Hertfordshire	
				7	Islington	
				1	Kent	
Subtotal: Government Funded	86	48	2	Leicestershire		
Independent Sector	11	9	1	Redbridge		
			6	Tower Hamlets		
			6	Waltham Forest		
Subtotal: All Schools	97	57	154			
PVI & Children Centres	86	-	86	HARINGEY	PVI & Children Centres	
Child-Minders	64	-	64	HARINGEY	Child-Minders	
All Sites	247	57	304	304		

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**Agenda Item
14**



Report Status

For information/note
For consultation & views
For decision

Report to Haringey Schools Forum – 30th June 2016

Report Title: Schools Forum Work Plan 2016-17 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 2016-17 academic year and provide members with an opportunity to add additional items.

Recommendations:

That the updated work plan for the 2016-17 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

15 September 2016 (Provisional)

- Induction of new Forum and election of chair and vice chair.
- Consultation on Funding Arrangements 2017-18.
- Schools Funding Formula 2017-18.

20 October 2016

- Funding formula 2017-18.
- Arrangements for the use of pupil referral units and the education of children otherwise than at school.
- Early Help and Preventative services update.
- Updates from working parties.

1 December 2016

- Dedicated School Budget Strategy 2017-18.
- Early Years Block
- Central Block
- Updates from working parties.

12 January 2017

- Update on Dedicated Schools Budget Strategy 2017-18.
- Funding Formula 2017-18.
- Growth Fund.
- High Needs Block.
- Early Help and Preventative services update.
- Updates from working parties.

23 February 2017

- Scheme for Financing Schools
- Update on Dedicated Schools Budget Strategy 2017-18.
- The Schools Internal Audit Programme
- Update from working parties.

18 May 2017

- 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.

- Early Help and Preventative services update.
- Update from working parties.

29 June 2017.

- Dedicated Schools Budget Outturn 2016-17.
- Outcome of Internal Audit Programme 2016-17.
- Forum Membership.
- Work plan 2017-18.
- Update from working parties.