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## Haringey Schools Forum

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THURSDAY 7 DECEMBER 2017 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 19 OCTOBER AND 14 NOVEMBER 2017 (PAGES 1 - 8)**

**5. MATTERS ARISING**

**6. DEDICATED SCHOOL BUDGET STRATEGY 2018-19 (PAGES 9 - 32)**

To inform members of the outcome of consultation on the 2018-19 Schools Funding Formula.

To request:

- a)** the central retention of £600,000 for the Growth Fund from the Schools Block
- b)** the transfer of 0.25% from the Schools Block to the High Needs Block
- c)** the use of +0.5% or lower Minimum Funding Guarantee in the 2018-19 Schools Funding Formula
- d)** the de-delegation of funds from maintained schools Post MFG Budget.

**7. DEDICATED SCHOOLS GRANT -CENTRAL SCHOOL SERVICES BLOCK (PAGES 33 - 50)**

To agree planned expenditure through the Central School Services Block

**8. ARRANGEMENTS FOR THE USE OF PUPIL REFERRAL UNITS AND THE EDUCATION OF CHILDREN OTHERWISE THAN AT SCHOOL (PAGES 51 - 58)**

The report will update the Forum on the key issues commissioning Pupil Referral Provision at the Octagon AP Academy and provision of Primary Outreach (behaviour support for vulnerable children)

**9. UPDATE ON FUTURE OF THE PROFESSIONAL DEVELOPMENT CENTRE (PAGES 59 - 62)**

To inform the Forum of the current position and future of the Professional Development Centre.

**10. WORK PLAN 2017/18 (PAGES 63 - 64)**

To inform the Forum of the proposed work plan for 2017-18 and provide members with an opportunity to add additional items.

**11. ANY OTHER URGENT BUSINESS**

**12. DATE OF FUTURE MEETINGS**

- 17 January 2018 (note change of date)
- 22 February 2018
- 17 May 2018
- 12 July 2018

**MINUTES OF THE SCHOOLS FORUM MEETING  
THURSDAY 19 OCTOBER 2017**

**Schools Members:****Headteachers:****Special (1)****Nursery Schools (1)****Primary (7)**

\*Martin Doyle (Riverside)

\*Peter Catling (Woodlands Park)

\*Adrian Hall (Rhodes Avenue)

\*Dawn Ferdinand, (The Willow)

\*Julie D'Abreu (Devonshire Hill)

\*Will Wawn (Bounds Green)

\* Andy Webster (Parkview)

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

\*Elma McElligott/Gerry Robinson  
(Woodside)

Kaz Birk (Octagon AP Academy)

\*Cal Shaw (Stroud Green)

\*Fran Hargrove (St Mary's CE)

\*Emma Murray (Seven Sisters)

\*Tony Hartney (Gladesmore)

\*Michael McKenzie (Alexandra Park)

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

\*Jean Brown (The Vale)

\*Melian Mansfield (Pembury)

Vacancy

\*John Keever (Seven Sisters)

\*Laura Butterfield (Coldfall)

\*Zena Brabazon (Seven Sisters)

(A)Johanna Hinshelwood (Hornsey Girls)

\*Natasha Lewis (St Ann's)

Vacancy@ 2

\*Andreas Adamides (Stamford Hill)

Michael Cunningham (Muswell Hill)

\*Lorna Walker (Rokesly Infants)

Vacancy@ 2

**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 Ann Waters

\*Ed Harlow

\*Pat Forward

\*Russ Lawrence

\*Susan Tudor-Hart

\*Geraldine Gallagher

\*Clare Macdonald

**Observers: -****Cabinet Member for CYPS**

\*Cllr Elin Weston

**Also attending:**

LBH Interim Director of Children's Services

LBH Joint Assistant Director, Schools and Learning

LBH Assistant Director, Quality Assurance, Early Help &amp; Prevention

LBH Assistant Director, Commissioning

LBH Joint Assistant Director, Schools and Learning

LBH Senior Business Partner

LBH Finance Business Partner (Schools and Learning)

LBH Head of SEN and Disability

LBH Head of Early Help Commissioning and Culture

LBH Governance Services Manager

Haringey Clerk (minutes)

\*Margaret Dennison

\*James Page

\*Gill Gibson

\*Charlotte Pomery

(A) Eveleen Riordan

\*Paul Durrant

\*Yoke O'Brien

\* Vikki Monk –Myer

\* Ngozi Anuforo

\*Carolyn Banks

\*Jonathan Adamides-Vellapah

\* Members present

A Apologies given

**MINUTES OF THE SCHOOLS FORUM MEETING  
THURSDAY 19 OCTOBER 2017**

| MINUTE No. | SUBJECT/DECISION  | ACTION BY |
|------------|---|-----------|
| <b>1.</b>  | <b>ELECTION OF CHAIR AND VICE CHAIR</b>   |           |
| 1.1        | The Clerk welcomed all members and attendees to the meeting and called for the election of the Chair and Tony Hartney was elected as the Chair for the academic year 2017/18.   |           |
| 1.2        | The Clerk called for the election of the Vice Chair and Laura Butterfield was elected for the academic year 2017/18.  |           |
| <b>2.</b>  | <b>CHAIR'S WELCOME</b>  |           |
| 2.1        | The Vice Chair welcomed all members and attendees to the meeting.   |           |
| <b>3.</b>  | <b>APOLOGIES AND SUBSTITUTE MEMBERS</b>   |           |
| 3.1        | Apologies: Received from Cllr Waters  |           |
| 3.2        | Substitutions: None   |           |
| <b>4.</b>  | <b>DECLARATION OF INTEREST</b>  |           |
| 4.1        | None.   |           |
| <b>5.</b>  | <b>MINUTES OF THE MEETINGS 13 JULY 2017</b>   |           |
| 5.1        | The minutes of the 13 July 2017 were approved.  |           |
| <b>6.</b>  | <b>MATTERS ARISING 13 JULY 2017</b>   |           |
| 6.1        | The Forum noted that the actions from the last meeting will be carried forward and updated at the next meeting.   |           |
| <b>7.</b>  | <b>DEVELOPING THE DEDICATED SCHOOLS GRANT STRATEGY</b>  |           |
| 7.1        | <p>The Assistant Director for Commissioning (Charlotte Pomery) presented a PowerPoint overview to the Forum, and members noted this presentation. The Forum were advised of the following:</p> <ul style="list-style-type: none"> <li>• There are pressures on the reserves and there is an ever-increasing demand.</li> <li>• There is a need to review and plan how the strategy is implemented, and there are plans being developed to do this</li> <li>• There is a need to maximise partner contributions, which will include working with NHS colleagues and looking at the independent sector fees.</li> <li>• The Plan needs to be put in place quickly and effectively and this will include both short term gains and longer-term planning.</li> <li>• Analysis has been carried out over the last three years to look at trends.</li> </ul> <p>The Chair thanked the Assistant Director for the presentation and the overview.</p> |           |
| 7.2        | <p>The Chair asked members for their thoughts, comments and questions and the following summary was noted:</p> <ul style="list-style-type: none"> <li>• The timeframes within the presentation are ambitious there is a need to outline clearly how the milestones will be achieved.</li> <li>• There are only 5 months left and quick fixes need to happen. What is required to the Forum ASAP are the priorities and the income recovery programme from partners</li> </ul>   |           |

**MINUTES OF THE SCHOOLS FORUM MEETING  
THURSDAY 19 OCTOBER 2017**

|           |  |    |
|-----------|--|----|
|           | <ul style="list-style-type: none"> <li>• There will need to be a transformation in the methods used to manage resources and this will need to be articulated clearly and concisely.</li> <li>• Consideration must be given for preparing SEND learners for adulthood and providing them with employment skills. This maybe through a FE brokerage facility.</li> <li>• The Local Authority must maximise the early years funding streams available and draw upon all available government resources and initiatives. This includes working with partners e.g. health to promote the take-up of these hours and review the communication/information to eligible parents/carers.</li> <li>• The Educational Capital Expenditure allocations from the Local Authority must be reviewed as there are underspends. What is needed is a clear implementation plan on how this can be used to improve the access needed to reduce the High Needs block spend.</li> <li>• The strategic plan must look at the complete educational life cycle from 0-25 years and the resources planned accordingly as the entire sector will see a contraction of resources available.</li> <li>• Our vision with all partners must be to share and build capacity our educational provision.</li> <li>• The provision for complex needs must have a systems approach that is forward thinking, and the risks mitigated on the child not achieving.</li> </ul> <p>Members noted that Gill Gibson will circulate the work being undertaken and the response being drafted as a result of the DfE position on the use of existing Early Funding to plug the financial gap caused by the failure in the Governments online registration portal.</p> | GG |
| <b>8.</b> | <b>NATIONAL FUNDING FORMULA (NFF)</b>  |    |
| 8.1       | <p>Yoke O'Brien Finance Business Partner (Schools and Learning) gave the overview and the following was noted:</p> <ul style="list-style-type: none"> <li>• Soft introduction of the three blocks will be undertaken from April 2018. These are the High Needs, School and Central Services block. (Early Years NFF was introduced on 2017/18)</li> <li>• The Provisional Local Authority (LA) allocations for 2018/19 will be confirmed by December 2017, and will be based on the October 2017 census.</li> <li>• The High Needs Block is predicted to see a 0.5% increase in 2018/19.</li> <li>• The LA will determine the final funding allocations using the local formula from 2018/19 and 2019/20.</li> <li>• The LA is expected by the DfE to consult with all schools and academies on changes to the local formula.</li> <li>• All blocks will be subject to their own NFF calculation and the schools block will have in 2018/19 a 0.5% increase.</li> <li>• The Central Services Block will be for ongoing/historic LA commitments.</li> <li>• Schools allocations will include funding for premises, mobility and growth based on historic information.</li> <li>• The LA has flexibility locally to set Minimum Funding Guarantee (MFG) between 0-0.5% per pupil</li> </ul>  |    |

**MINUTES OF THE SCHOOLS FORUM MEETING  
THURSDAY 19 OCTOBER 2017**

|            |  |             |
|------------|--|-------------|
|            | <ul style="list-style-type: none"> <li>The Schools Block can transfer with the approval of the Schools Forum (and in consultation with schools and academies) up to 0.5%.</li> <li>In exceptional circumstances the Secretary of State can approve above 0.5% or transfers not agreed by the Schools Forum from the Schools Block.</li> <li>All other movements between blocks should be agreed locally by the Schools Forum and there are no limits.</li> <li>The Early Year's Block is subject to separate criteria.</li> <li>The Local Formula will agree what is to be included in the calculation e.g. FSM and deprivation factors.</li> <li>Pupil Premium Plus, will include a Looked After Children factor</li> <li>High Needs pupils in mainstream will be counted in the mainstream school roll (the additional funding goes to the school) and this will be deducted from the schools' block.</li> </ul> |             |
| 8.2        | <p>The Forum:</p> <ul style="list-style-type: none"> <li>Noted that the DfE expect the final submission of the agreed Local Funding Formula by the 19 January 2018.</li> <li>Agreed for the School Funding Review group to carry out the detailed work and engage with all stakeholders.</li> <li>Agreed that an additional meeting of the Schools Forum will take place on the 14 November to meet the deadline dates for the LA approval.</li> </ul>   | All to note |
| <b>9.</b>  | <b>UPDATE FROM WORKING PARTIES</b>   |             |
| <b>9.1</b> | <b>Early Years Working Party.</b>  |             |
| 9.1a       | The Forum received and noted the minutes from the 21/09/2017 and noted that the work undertaken on the 30hrs introduction. The Forum noted that the Cabinet Member will be involved in sending letters/enquiries to Ministers on the payment for the 30hrs placements.   |             |
| <b>9.2</b> | <b>High Needs Block.</b>   |             |
| 9.2a       | The Forum noted the actions from 08/09/2017. The minutes are un-approved, however they demonstrate the action being undertaken to reduce the overspend within the Block.   |             |
| <b>10.</b> | <b>WORK PLAN 2017/18</b>   |             |
|            | The Forum noted the Work Plan, including the additional NFF and MFG requirements.  |             |
| <b>11.</b> | <b>ANY OTHER URGENT BUSINESS</b>   |             |
|            | As there was no further business the meeting closed.   |             |
| <b>12.</b> | <b>DATES OF FUTURE MEETINGS</b> <ul style="list-style-type: none"> <li><b>14 November 2017</b></li> <li><b>7 December 2017</b></li> <li><b>11 January 2018</b></li> <li><b>22 February 2018</b></li> <li><b>17 May 2018</b></li> <li><b>12 July 2018</b></li> </ul>  |             |

**MINUTES OF THE HARINGEY SCHOOLS FORUM – SPECIAL MEETING  
TUESDAY 14 NOVEMBER 2017**

**Schools Members:**

**Headteachers:**

**Special (1)**

**Nursery Schools (1)**

**Primary (7)**

Martin Doyle (Riverside)

(A)Peter Caitling (Woodlands Park)

Adrian Hall (Rhodes Avenue)

Dawn Ferdinand, (The Willow)

\*Julie D'Abreu (Devonshire Hill)

\*Will Wawn (Bounds Green)

\*Andy Webster (Parkview)

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

\*Elma McElligott (Woodside)

Kaz Birk (Octagon AP Academy)

\*Cal Shaw (Stroud Green)

\*Fran Hargrove (St Mary's CE)

\*Emma Murray (Seven Sisters)

\*Tony Hartney (Gladesmore)

\*Michael McKenzie (Alexandra Park)

**Secondary (2)**

**Primary Academy (1)**

**Secondary Academies (2)**

**Alternative Provision**

**Governors:**

**Special (1)**

**Nursery Schools (1)**

**Primary (7)**

\*Jean Brown (The Vale)

\*Melian Mansfield (Pembury)

Vacancy

John Keever (Seven Sisters)

\*Laura Butterfield (Coldfall)

\*Zena Brabazon (Seven Sisters)

\*Johanna Hinshelwood (Hornsey Girls)

Natasha Lewis (St Ann's)

Vacancy@ 2

\*Andreas Adamides (Stamford Hill)

Michael Cunningham (Muswell Hill)

\*Lorna Walker (Rokesly Infants)

Vacancy@ 2

**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**

\*Cllr Ann Waters

Ed Harlow

Pat Forward

(A)Russ Lawrence

(A)Susan Tudor-Hart

Geraldine Gallagher

(A)Clare Macdonald

**Observers: -**

**Cabinet Member for CYPS**

\*Cllr Elin Weston

**Also attending:**

LBH Interim Director of Children's Services

LBH Joint Assistant Director, Schools and Learning

LBH Assistant Director, Quality Assurance, Early Help & Prevention

LBH Assistant Director, Commissioning

LBH Joint Assistant Director, Schools and Learning

LBH Senior Business Partner

LBH Finance Business Partner (Schools and Learning)

LBH Head of SEN and Disability

LBH Head of Early Help Commissioning and Culture

LBH Governance Services Manager

Haringey Clerk (minutes)

\*Margaret Dennison

\*James Page

\*Gill Gibson

Charlotte Pomery

\*Eveleen Riordan

Paul Durrant

\*Yoke O'Brien

Vikki Monk –Myer

Ngozi Anuforo

\*Carolyn Banks

\*Saru Balakrishnan

\* Members present

A Apologies given

**MINUTES OF THE HARINGEY SCHOOLS FORUM – SPECIAL MEETING  
TUESDAY 14 NOVEMBER 2017 AT 4.15PM - PDC**

| MINUTE No. | SUBJECT/DECISION   | ACTION BY |
|------------|--|-----------|
| <b>1.</b>  | <b>CHAIR'S WELCOME</b>   |           |
| 1.1        | The Chair welcomed all members and attendees to the meeting.   |           |
| <b>2.</b>  | <b>APOLOGIES AND SUBSTITUTE MEMBERS</b>  |           |
| 2.1        | Apologies were received in advance from Susan Tudor-Hart, Russ Lawrence, Peter Catling and Claire MacDonald.   |           |
| <b>3.</b>  | <b>DECLARATIONS OF INTEREST</b>  |           |
| 3.1        | None.  |           |
| <b>4.</b>  | <b>SCHOOLS FUNDING – NATIONAL FUNDING FORMULA, SCHOOLS BLOCK, HIGH NEEDS BLOCK AND CENTRAL SCHOOL SERVICES BLOCK</b>   |           |
| 4.1        | <p>Yoke O'Brien, Finance Business Partner (Schools and Learning) presented the report, which was circulated to members in advance of the meeting and noted the following</p> <ul style="list-style-type: none"> <li>• A new formula has been introduced by the DfE which introduces a fourth block, the Central School Services Block, which will fund Local Authorities for their statutory duties for schools.</li> <li>• A new National Funding Formula (NFF) for Schools, High Needs and Central Services School Block will be introduced from April 2018.</li> <li>• The DfE has calculated a national figure for each school, with an additional sum for schools and high needs across the next two years to support the introduction of the new NFF.</li> <li>• There are 10 options available and Haringey is proposing consideration of four options, which were considered and proposed by the Schools Forum Funding Review Group.</li> <li>• The purpose of this meeting is to ask the Schools Forum to endorse Haringey to go to consultation with all Haringey schools and academies from 15 November to 29 November to determine which of the four proposed options is preferred by the majority of Haringey schools to run the 2018-19 Schools Funding Formula.</li> <li>• Option 1 – Pure National Funding Formula Values with £1.1m deducted for Growth Fund and 0% MFG;</li> <li>• Option 2 – Money stays intact in the Schools block with £1.1m deducted for Growth Fund and +0.47% MFG;</li> <li>• Option 3 - Money going to the High Needs Block with a top slice of 0.25% moved from the Schools Block to the High Needs Block with £1.1m deducted for Growth Fund and +0.21% MFG;</li> <li>• Option 4 – Existing Schools Funding Formula with 0.5% transferred out of Schools Block to High Needs Block with £1.1m deducted for Growth Fund and -0.12% MFG.</li> </ul> <p>The Chair advised Members that a Working Group of the Schools Forum has worked on the figures and that their recommendation is for Option 3 in terms of pressure on HNB and, over time, on the Early Years Block (EYB).</p> <p>YOB will report back on the outcome of the consultation at the Schools Forum Meeting to be held on 7 December 2017.</p> <p>The Chair asked members if they had any questions.</p> <ul style="list-style-type: none"> <li>• Members <b>asked</b> if the whole paper will go out.<br/>No, the consultation paper is mainly a table with the Options given.</li> <li>• Members <b>asked</b> what explanation will be given of the four options<br/>A consultation letter given full information will accompany the paper.</li> <li>• Members <b>asked</b> for detail to be put into the consultation letter and for a sentence to be included about the pressure on the HNB.</li> </ul> <p><b>ACTION</b> - Vicki Monk-Myer to look at the consultation letter before it goes out and ensure that the rationale is put in there.</p> | YOB       |

**MINUTES OF THE HARINGEY SCHOOLS FORUM – SPECIAL MEETING  
TUESDAY 14 NOVEMBER 2017 AT 4.15PM - PDC**

|           |  |            |
|-----------|--|------------|
|           | <p>It is recommended that Schools Forum agree to the Council going to consultation with Option 3 as the recommended option.</p> <p>Members <b>agreed</b> this recommendation.</p> <p>The Schools Forum are <b>asked</b> to note the planned expenditure for 2018/19.</p> <p>James Page, Joint Assistant Director, Schools and Learning, advised Members that the Central Services Block is a new block which didn't exist previously and which has been built from centrally retained funding. The starting point is £3.14m, which has gone down by £80k, 2%, due to the DfE formula. The maximum that can be lost this year and next year is £80k. The decision is simple as the proposal is to retain activity in all areas bar one. The only change is money going to School Standards which was £484k and the suggestion is to take £80k out of this bringing it down to £404k.</p> <p>HEP will take over School Standards from September 2018 meaning there will be a gap from April 2018 to September 2018 and the funding would be used to cover this gap.</p> <p>The Chair asked members if they had any questions.</p> <ul style="list-style-type: none"> <li>Members <b>asked</b> if all the figures are the same.<br/>Yes.</li> <li>Members <b>asked</b> if any discussion will be had as to whether any figures should change and should schools be discussing this.<br/>Yes, the decision will be made in December 2017.</li> <li>A Member <b>asked</b> if the £404k is to cover 5/12 for restructuring.<br/>Yes.</li> <li>Members <b>asked</b> with regard to the table, there are no support costs and nothing about protecting services such as Performing Arts and Music.<br/>The DfE guidance states that amounts that are already set cannot be increased.</li> </ul> <p><b>ACTION</b> JP to send something to Members about operating costs.</p> <ul style="list-style-type: none"> <li>Members <b>asked</b> if something about the Schools Forum decision can be included under each line.<br/>There is no need to go to formal consultation, the requirement is to discuss.</li> </ul> <p>It was noted that the paper hasn't touched on elevated funding and that this would have to be requested separately.</p> <p>The impact on Education Welfare, which would have to be restructured which in turn would impact on their ability to trade with schools, was noted.</p> <p>There were no further questions or comments from Members.</p> | JP<br>VM-M |
| <b>5.</b> | <b>HARINGEY EDUCATION PARTNERSHIP</b>  |            |
| 5.1       | <p>James Page advised that the HEP is a Trading Partnership and thanked Members for their input.</p> <p>The paper, agreed at Schools Forum, will be taken to Cabinet after this meeting for a decision.</p> <p>The Schools Improvement Company will be not for profit and limited by guarantee. Schools will be able to buy in and it will be run by them along with the Council as Members. The Council will be providing support for HEP which will be incorporated as a separate company in January 2018 and commence operating in September 2018.</p> <p>The Council are providing £600k to start up the company and will contract with HEP for three years. The SI grant will be transferred to HEP to pay for statutory functions.</p> <p>The Council will maintain current standards this academic year.</p>  |            |

**MINUTES OF THE HARINGEY SCHOOLS FORUM – SPECIAL MEETING  
TUESDAY 14 NOVEMBER 2017 AT 4.15PM - PDC**

|           |  |    |
|-----------|--|----|
|           | Margaret Dennison, Interim Director of Children's Services noted that this is a fantastic opportunity and gave thanks to all who have given their time, a fantastic example of working together.                           |    |
| <b>6.</b> | <b>ANY OTHER BUSINESS</b>  |    |
| 6.1       | Member <b><i>asked</i></b> if a report can be provided at the next meeting on what is happening at PDC.<br>Councilor Elin Weston advised that this was part of a paper that went to Cabinet a while ago.                   | ER |
| <b>7.</b> | <b>DATES OF FUTURE MEETINGS</b> <ul style="list-style-type: none"> <li>• 7 December 2017</li> <li>• 17 January 2018 (change of date)</li> <li>• 22 February 2018</li> <li>• 17 May 2018</li> <li>• 12 July 2018</li> </ul> |    |

There being no further business the Chair closed the meeting at 5.05pm.

Signed (Chair).....Date.....

## Agenda Item 6



### Report Status

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

### Report to Haringey Schools Forum – 7th December 2017

**Report Title: Dedicated Schools Budget Strategy 2018-19**

**Author:**

Yoke O'Brien – Finance Business Partner (Schools and Learning)  
 Telephone: 020 8489 1263 Email: [Yoke.O'Brien@haringey.gov.uk](mailto:Yoke.O'Brien@haringey.gov.uk)

**Purpose:**

To inform members of the outcome of consultation on the 2018-19 Schools Funding Formula.

**To request:**

- a) the central retention of £600,000 for the Growth Fund from the Schools Block
- b) the transfer of 0.25% from the Schools Block to the High Needs Block
- c) the use of +0.5% or lower Minimum Funding Guarantee in the 2018-19 Schools Funding Formula
- d) the de-delegation of funds from maintained schools Post MFG Budget.

**Recommendations:**

1. Schools Forum recommends using Option C for amending the 2018-19 Schools Funding Formula which is based on transferring 0.25% of the Schools Block allocation to the High Needs Block, deducting £1.1m for increasing the Growth Fund and operating the formula using a +0.21% Minimum Funding Guarantee.

However, as the need for the Growth Fund is reduced to £600,000 it is proposed the Minimum Funding Guarantee is set at +0.5% or lower depending on Schools Block Funding Settlement in December 2017.

2. That Schools Forum agree to allocate £600,000 for the Growth Fund.
3. That Schools Forum agree the transfer of 0.25% of Schools Block allocation out of Schools Block into the High Needs Block.
4. That Schools Forum agree to operating the 2018-19 Schools Funding Formula using a Minimum Funding Guarantee set at +0.5% or lower depending on Schools Block Funding Settlement in December 2017. In the event of any surplus funding left after allocating a maximum of +0.5% MFG it is recommended this surplus is added to the Growth Fund.
5. That Members representing primary maintained schools agree to de-delegate Attendance and Welfare Service.
6. That Members representing secondary maintained schools agree to de-delegate Attendance and Welfare Service.
7. That Members representing primary maintained schools agree to de-delegate a Contingency for Schools in Financial Difficulty.
8. That Members representing secondary maintained schools agree to de-delegate a Contingency for Schools in Financial Difficulty.
9. That Members representing primary maintained schools agree to de-delegate funding for Trade Union Facilities Time.
10. That Members representing secondary maintained schools agree to de-delegate funding for Trade Union Facilities Time.

## 1 Introduction.

- 1.1 Schools Forum on 14th November 2017 was recommended to consult schools on which of the four proposed options to use in running Haringey Schools' 2018-19 Schools Funding Formula.
- 1.2 This report brings the outcomes of the 2018-19 Schools Funding Formula consultation with Haringey Schools, the amended proposals for Growth Fund and Minimum Funding Guarantee and recommends changes to Haringey Schools Funding Formula for 2018-19.
- 1.3 Maintained Schools Forum members are asked to consider and approve the de-delegation of:
  - a) Attendance and Welfare Service
  - b) Contingency for Schools in Financial Difficulty
  - c) Trade Union Facilities Time

## 2 Haringey School Funding Formula 2018-19.

- 2.1 Following consultation with the Schools Forum on 14<sup>th</sup> November, all schools in Haringey were consulted on the proposed change to the Haringey 2018-19 Schools Funding Formula with a deadline of 1 pm 29<sup>th</sup> November 2017 for responses from Headteachers and Chairs of Governors.
- 2.2 By the deadline 32 responses had been received of which 2 were from School Business Managers who were not eligible to vote. The remaining 30 are summarised below.

| Question: Which is your preferred option? | Option B | Option C |
|---|----------|----------|
| Headteacher Votes                         | 2        | 16       |
| Chair of Governors Votes                  | 1        | 11       |
| Total Votes                               | 3        | 27       |

- 2.3 The returns were overwhelmingly in favour of Option C which is to run Haringey's 2018-19 Schools Funding Formula by deducting £1.1m for Growth Fund, transferring 0.25% out of Schools Block to High Needs Block and allocating the remainder of Schools Block to all schools using +0.21% Minimum Funding Guarantee on the ESFA's Authority Proforma Tool.
- 2.4 The following comments were made by responders who chose Option C:

*We have agreed option C as being the fairest of the 4 alternatives but are extremely concerned at the cuts in school funding being imposed by government.*

*Reduce the growth fund of £1.1M. Either leave this with schools or transfer to HNB.*

*I would also suggest that the growth fund is reduced from £1.1m. This has not been spent previously and there are less calls on this fund for 18/19.*

*Seems to be the fairest option.*

*We agree with the recommendation of Option C on the basis that it protects funding levels for schools while providing vital funding for the high needs block.*

*The schools forum works tirelessly to seek solutions that best meet the needs of all Haringey pupils – I am happy to follow their recommendation.*

*This seems the best option to ensure continued support for children with additional needs.*

**Recommendation 1: Schools Forum recommends using Option C to Haringey Council for amending the 2018-19 Schools Funding Formula which is transferring 0.25% of Schools Block allocation out of Schools Block into the High Needs Block, deducting £1.1m for Growth Fund and running the formula using a +0.21% Minimum Funding Guarantee. However, as the need for Growth Fund is reduced down to £600,000 it is proposed the Minimum Funding Guarantee is set at +0.5% or lower depending on Schools Block Funding Settlement in December 2017.**

### **3 Growth Fund**

- 3.1 Local authorities may request Forum's permission to top-slice funding from the Schools Block of the DSG. In general, these budgets are capped at the level funded in previous years. The top-slicing occurs before the funding formula is calculated and impacts on maintained schools, free schools and academies. All state financed schools are therefore eligible to receive the services so funded.

The growth fund provides funding for the following categories:

- Basic need growth where schools are expanding
- Bulge classes where temporary growth is required
- Furniture and equipment for new and expanding schools
- Short Term Viability
- Key Stage 1 Class Sizes

- 3.2 In 2017-18 Schools Forum set aside £1.1m to be allocated to schools and academies meeting the following criteria:

- (i) Planned new form of entry approved by the Local Authority:
- (Classroom funding based on 7/12 months) x (appropriate basic per pupil entitlement) x (expected number in class); plus

- A set-up allocation of £500 for each pupil in a standard class size for the relevant setting.
  - (ii) In-year bulge class:
    - Start up and classroom costs as above;
  - (iii) Ghost funding guarantee KS1:
    - Minimum basic per-pupil funding for 24 pupils in a bulge class established in a previous year: and
  - (iv) KS1 classes forced to exceed 30 pupils as a result of appeals (further details of this criteria are set out in the Appendix 1):
    - A lump sum equivalent to the funding of a main-scale 1 teacher £32.8k pro-rata to the part of the year.
- 3.3 For the coming year it is expected that Haringey's Growth Fund will be needed for:
- a) The ongoing permanent expansion of Bounds Green Infant and Junior School;
  - b) Ongoing payments for any oversized KS1 class(es);
- 3.4 In future years the fund will be called on to address current bulge classes that are working their way through some of our primary schools.
- 3.5 It is therefore proposed that the growth fund is reduced down from £1.1M to £600,000 for 2018-19.

**Recommendation 2: That Forum agree to allocate £600,000 for increasing the value of the Growth Fund.**

#### **4 Transfer of 0.25% out of Schools Block allocation into the High Needs Block.**

- 4.1 The Schools Forum Schools Funding Review Group recommended Option C because it provides a balance between increasing budgets for all schools and making a contribution to the High Needs Block which is under severe pressure.
- 4.2 This 0.25% contribution from Schools Block to High Needs Block will help address some of the increasing pressures the High Needs Block currently faces in supporting the numbers of children with additional needs and disabilities in our local schools. Any new spending will be informed by the high needs review of levels and types of provision available for children in the local schools, and also by feedback from schools about what resources are needed to effectively support children with special educational needs and disabilities.

**Recommendation 3: That Schools Forum agree the transfer of 0.25% of Schools Block allocation out of Schools Block into the High Needs Block.**

**5 Adopt a Minimum Funding Guarantee of +0.5% or lower depending on the December 2017 DSG Schools Block Funding Settlement and transfer any surplus funds to Growth Fund**

- 5.1** Following the 2018-19 Schools Funding Formula Consultation, Schools Forum Funding Review Group recommends that with the reduction in Growth Fund to £600,000 from £1.1m previously that the Minimum Funding Guarantee is increased to the maximum of +0.5% or lower depending on the December 2017 DSG Schools Block Funding Settlement with any surplus funds added to the Growth Fund. The Minimum Funding Guarantee is therefore revised up from +0.21% in the consultation to a maximum of +0.5% or lower.

**Recommendation 4: That Schools Forum agree to running the 2018-19 Schools Funding Formula using a Minimum Funding Guarantee set at +0.5% or lower depending on Schools Block Funding Settlement in December 2017. In the event of any surplus funding left after allocating a maximum of +0.5% MFG it is recommended this surplus is added to the Growth Fund.**

**6 De-Delegated Budgets.**

- 6.1** Local authorities can also seek Forum's approval to de-delegate funding from the school budget shares of maintained schools. Services provided through de-delegated funding are therefore only available to maintained schools, although academies and free schools may buy into some services.
- 6.2** De-delegation for the following services is sought; maintained school representatives will be asked to vote by phase on each item.

**6.3 Attendance and Welfare Service (£122,000).**

- 6.3.1** The three future roles for LAs envisaged in the White Paper 'Education Excellence Everywhere' are:

- a) Ensuring every child has a school place.
- b) Ensuring the needs of vulnerable pupils are met.
- c) Acting as champions for all parents and families.

- 6.3.2** The Attendance and Welfare Service plays an important role in ensuring the needs of vulnerable children are met and the Council wishes to secure the continuation of this service through de-delegation. A description of the service can be found in Appendix 2.

**Recommendation 5: That Members representing primary maintained schools agree to de-delegate Attendance and Welfare Service.**

**Recommendation 6: That Members representing secondary maintained schools agree to de-delegate Attendance and Welfare Service.**

**6.4 Support to underperforming ethnic minority groups and bilingual learners. (£Nil)**

6.4.1 Historically, the LA received an element of Ethnic Minority Achievement Grant (EMAG) that was used to provide centrally managed support to schools in respect of raising the attainment of pupils from ethnic minority groups. Following the demise of EMAG, the Forum at its meeting on 17 January 2011 agreed to continue to support this work, approving funding through the DSG. The Council is not seeking to continue with the de-delegation of this budget in 2018-19 as it will now be traded by Haringey Education Partnership from September 2018.

**6.5 Contingency for Schools in Financial Difficulty. (£179,000)**

6.5.1 Schools Forum has in the past agreed the retention of a contingency to support schools in financial difficulty. Although it is incumbent on all schools to manage their resources efficiently and effectively, there are particular circumstances in which schools find themselves in need of support from their colleagues. Two examples are new management teams with inherited deficits and exceptional circumstances. The local authority proposes to de-delegate this budget to continue to support those schools deemed by the panel to meet the agreed criteria for supporting schools in financial difficulty. This would only apply to maintained schools where the phase had agreed to de-delegation. The de-delegated sum in 2017-18 was £179k and the same sum is sought for 2018-19.

**Recommendation 7: That Members representing primary maintained schools agree to de-delegate a Contingency for Schools in Financial Difficulty.**

**Recommendation 8: That Members representing secondary maintained schools agree to de-delegate a Contingency for Schools in Financial Difficulty.**

## 6.6 Trade Union Facilities Time. (£117,000)

6.6.1 Haringey Council, like other Local Authorities recognises a number of trades unions. For school employees these are:

| Union   | Staff Represented |
|---------|-------------------|
| ASCL    | Teachers          |
| ATL     | Teachers          |
| GMB     | Support Staff     |
| NAS/UWT | Teachers          |
| NAHT    | Teachers          |
| NUT     | Teachers          |
| Unison  | Support Staff     |
| Unite   | Support Staff     |

- 6.6.2 As part of this recognition the LA grants a fixed amount of facilities time to each trades union to enable them to give full or part time release to senior officials. In addition, “as and when time off” is granted to workplace representatives in order for them to undertake appropriate trade union duties.
- 6.6.3 Prior to April 2013 the cost of this time off for schools was funded from a centrally retained DSG budget. The 2013 reforms required the delegation of this budget to schools and academies but with an option for maintained schools to de delegate this back to the LA via agreement by Schools Forum.
- 6.6.4 De-delegation can only be through one of the locally agreed schools formula funding factors; in Haringey this is the basic per pupil element, also known as the Age Weighted Pupil Unit (AWPU).
- 6.6.5 Subject to the Schools Forum agreeing to de-delegate facilities time for maintained schools, a draft contract and supporting Employment Relations Protocol for 2017-18 is set out as Annexes 1 and 2 in Appendix 3. The contract is largely unchanged from the version that was issued for 2016/17.
- 6.6.6 In 2017-18 the cost of the service was identified as £173k of which £152k was attributable to maintained schools and academies and £117k de-delegated from former at a rate of £4.66 per pupil. The same will be sought for 2018-19 but the amount per pupil may change slightly once the October 2017 census data is available.
- 6.6.7 It is also proposed that if de-delegation is approved by maintained schools, academies will also be invited to buy into these services, at that time and on the same basis as the delegation i.e. all schools would be charged identically. Academies that decide to use the service at a later date would be charged a different rate reflecting both the actual costs of the service requested but also recognising that at times other than the point of de-delegation additional costs will have to be incurred to meet the additional demand.

**Recommendation 9: That Members representing primary maintained schools agree to de-delegate funding for Trade Union Facilities Time.**

**Recommendation 10: That Members representing secondary maintained schools agree to de-delegate funding for Trade Union Facilities Time.**

## Appendix 1

### Circumstances in which KS1 oversize class funding will be provided.

The legal position is:

**Infant class size** – *Infant classes (those where the majority of children will reach the age of 5, 6 or 7 during the school year) **must not** contain more than 30 pupils with a single school teacher. Additional children may be admitted under limited exceptional circumstances. These children will remain an ‘excepted pupil’ for the time they are in an infant class or until the class numbers fall back to the current infant class size limit. The excepted children are:*

- a) children admitted outside the normal admissions round with statements of special educational needs specifying a school;*
- b) looked after children and previously looked after children admitted outside the normal admissions round;*
- c) children admitted, after initial allocation of places, because of a procedural error made by the admission authority or local authority in the original application process;*
- d) children admitted after an independent appeals panel upholds an appeal;*
- e) children who move into the area outside the normal admissions round for whom there is no other available school within reasonable distance;*
- f) children of UK service personnel admitted outside the normal admissions round;*

In these circumstances, therefore, it is not necessary to take on an additional teacher; however, it has been the practice in Haringey, and other councils, to continue to provide funding for KS1 classes forced to exceed 30 pupils. This practice is recognised by the DfE in its allowable criteria and we recommend that it continue as an incentive to schools to willingly accommodate these pupils at the start of their school career. Our recommendations are:

- That class size funding continues in the circumstances shown above.
- That KS1 class size funding recognises the local arrangement that requires a school to take a twin even when this puts the school over number.
- That only one enhancement is made per school even if more than one KS1 class is over-size.

## **Appendix 2.**

### **Education Welfare Service.**

The Education Welfare Service (EWS) undertakes the Local Authority's statutory duty to ensure children registered at our schools attend on a regular basis (as per sections 436 – 447 of the 1996 Education act and subsequent amendments). The service offers additional and discretionary casework in order to improve attendance with both referred families and in a preventative capacity. The service also offers advice, guidance and register inspections to maintained schools in order to support and challenge schools to ensure schools fulfil their statutory obligations in relation to school attendance.

EWS budget also funds the LA's Elective Home Education Advisory Teacher who assesses the quality of education of EHE children, and contributes significantly to safeguarding by ensuring that these children are "seen" and any concerns reported to Children's Social Care. Withdrawal of funding may therefore have a significant impact on our ability to safeguard this very vulnerable cohort.

A reduction in EWS budget would result in a reduced offer to schools in relation to support to improve pupil attendance. Significant reduction in EWS budget would result in the service offering statutory duties only. This would necessarily be restricted to:

- Enforcement (court action)
- Enforcement (penalty notices)
- Child licencing
- Working jointly with schools to locate missing children

The service is currently part-funded by funds from Schools Forum:  
£294,000 (De-delegated £122,000 + centrally retained £172,000) plus  
£177,000 from high needs block plus income from trading (£130,000) =  
£601,000

Current income generated through trading £100,000+

Due to pressure on SEN budget there is no guarantee that EWS would have continued access to £177,000

Restructuring the service and resulting inability to achieve significant income through trading would further reduce the service's budget.

Working to improve the attendance of our pupils is a key aspect in ensuring that our children receive the best start in life. Research has clearly demonstrated links between irregular school attendance and lower academic achievement even with relatively low levels of absenteeism. This is evident in SATs and GCSE results. There is also clear evidence of links with poor life outcomes, such as involvement in crime and anti-social behaviour, teenage pregnancy, drug and alcohol misuse and in the perpetuation of cycles of deprivation and poverty.

The service comprises a team manager, 6.5 Education Welfare Officers, 0.5 Child Performance Licencing Officer, 1 Administration Officer and a part time Elective Home Education Advisory Teacher. Education Welfare Officers are allocated to schools that trade with the service, and will undertake to improve individual pupil attendance through casework. Where this is unsuccessful, cases are progressed to consideration of enforcement actions in order to persuade parents to ensure that their children attend school regularly. This includes the issuing of penalty notices and legal proceedings through the courts.

Specifically, EWS conducts 'missing child' enquiries prior to deletion from registers; investigates reasons for absence and undertakes agreed actions accordingly; undertakes safeguarding home visits in relation to children missing from school; home visits to investigate reasons for absence and will work with schools to offer preventative early help casework. Additionally, EWS will provide information, advice and guidance in relation to deletions from registers in order to remain compliant with legislation; provide information, advice and guidance in relation to use of register codes in order to remain compliant with legislation; provide support and advice in relation to school strategies to address specific periods of absence; attend professionals' meetings (including child protection conferences) as and when required; work to improve whole school attendance, including: participation at whole school assemblies and parents evenings; 'late gate' checks to address punctuality problems and early intervention attendance clinics. EWS also offers whole school data analysis; supporting schools to implement whole school attendance and absence policies and procedures; training sessions for attendance staff; training for governors and pre-Ofsted support (this list is not exhaustive).

The service cannot make the claim that attendance at Haringey's schools has improved over the years solely due to the work of the EWS, as the service works in partnership with attendance staff at schools, but the service has made a significant and valuable contribution to improving attendance, at both whole school and individual pupil level, and continues to do so. The Education Welfare Service also contributes significantly to ensuring that our pupils are safeguarded. This includes conducting enquiries into the whereabouts of pupils that are reported as missing by schools. Missing pupil referrals represent approximately 50% of all referrals to the service.

The data for the past 5 years indicates an increase in the numbers of pupils referred as irregular attenders or as missing from education. In total, over the last 5 years, 2,917 pupils have been formally referred to the Education Welfare Service, in addition to work on behalf of schools that did not require a referral. The number of referrals to the service 2012-2013 to 2016-2017:

| Year      | Poor Attendance | Missing/Non-<br>returners | Totals |
|-----------|-----------------|---------------------------|--------|
| 2012-2013 | 292             | 268                       | 560    |
| 2013-2014 | 268             | 248                       | 516    |
| 2014-2015 | 296             | 247                       | 543    |
| 2015-2016 | 323             | 309                       | 632    |
| 2016-2017 | 303             | 363                       | 666    |
| Totals    | 1482            | 1435                      | 2917   |

This represents an average of 584 referrals to the Education Welfare Service per year. The average number of referrals received per Education Welfare Officer for each of the last 5 years is therefore 90 referrals per officer per year. The average number of poor attendance referrals per officer is 46 per year. This is work that would otherwise have to be undertaken by school staff if the Education Welfare Service had to cease.

Of these referrals to the service, the following enforcement actions resulted:

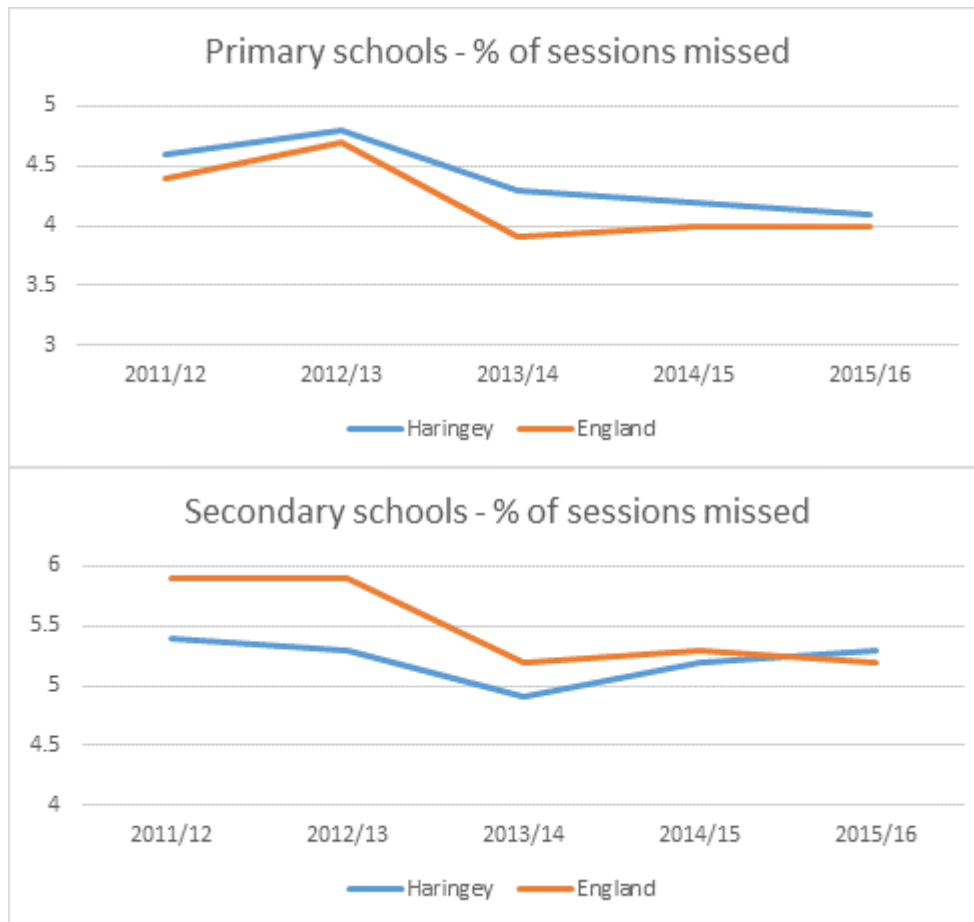
| Year      | Court Cases | Court Assessment<br>Meetings | Fixed Penalty<br>Notices |
|-----------|-------------|------------------------------|--------------------------|
| 2011-2012 | 74          | 138                          | 21                       |
| 2012-2013 | 115         | 154                          | 79                       |
| 2013-2014 | 88          | 135                          | 140                      |
| 2014-2015 | 74          | 126                          | 132                      |
| 2015-2016 | 89          | 160                          | 125                      |
| 2016-2017 | 100         | 152                          | 191                      |
| Totals    | 540         | 865                          | 688                      |

This totals 2,093 individual enforcement actions during the last 6 years, an average of 349 enforcement actions per year on behalf of Haringey's schools during this period.

To add some attendance data to this information, here are the attendance percentages for the last 5 full years (most recent that are available from DfE for 6 half terms):

|  | Haringey<br>Primary | National<br>Primary | Haringey<br>Secondary | National<br>Secondary |
|--|---------------------|---------------------|-----------------------|-----------------------|
|--|---------------------|---------------------|-----------------------|-----------------------|

|           |       |       |       |       |
|-----------|-------|-------|-------|-------|
| 2011-2012 | 95.4% | 95.6% | 94.6% | 94.1% |
| 2012-2013 | 95.2% | 95.3% | 94.7% | 94.1% |
| 2013-2014 | 95.7% | 96.1% | 95.1% | 94.8% |
| 2014-2015 | 95.8% | 96.0% | 94.8% | 94.7% |
| 2015-2016 | 95.9% | 96.0% | 94.7% | 94.8% |



Potential consequence if Schools Forum chose not to continue to de-delegate EWS funding:

Reduced funding for the service would necessarily result in experienced EWOs leaving the council; a loss of expertise and experience, and would necessarily reduce the amount and range of work undertaken by the remaining EWOs on behalf of schools. This would have an impact on individual pupil attendance, as EWS focus would have to be on fulfilling the LA's statutory duties rather than on casework and support to individual families. The more extensive levels of support, currently traded to some schools, would have to cease as EWOs would no longer have the capacity to dedicate large amounts of time to schools; rather, their focus would have to be on more entrenched cases. This would have a knock-on impact on whole school attendance levels, in addition to a negative impact on the LA's ability to safeguard vulnerable children.

An end to the funding of the Education Welfare Service would result in officers undertaking statutory duties only. This would mean school staff undertaking

the large swathe of attendance work as detailed above. Additionally, any enforcement action that entailed legal action would require school staff to complete the required court paperwork, and where necessary, to attend court to provide live evidence during trials. This is currently work undertaken by the Education Welfare Service.

### **Appendix 3. Trade Union Facilities Time.**

#### **Annex 1 Draft contract – with x academy school and TUs**

#### **1. Description of the Service**

1.1 The service is provided to academies to pay for the provision of Trades Union representation for employees in their school.

1.2 By entering into the contract

- Accredited trade union representatives will provide trade union representation for staff on an individual and collective basis for a single charge to the school.
- The school will have access to experienced and skilled representatives who will work with the school to promote good employee relations.

#### **2. The terms governing the contract are as follows:**

2.1 The school will recognise Haringey trade union representatives for trade union duties as specified in the relevant legislation and ACAS Codes of Practice including Health & Safety duties.

The trades unions concerned are as follows:

| <b>Teaching</b> | <b>Support Staff</b> |
|-----------------|----------------------|
| NUT             | Unison               |
| NASUWT          | GMB                  |
| NAHT            | Unite                |
| ASCL            |                      |
| ATL             |                      |

2.2 Trade union representatives will focus the use of their time, where possible, on statutory consultation and representation requirements that benefit both the employer and unions.

#### **3. Agreed Protocols**

3.1 From time to time the school/Local Authority and trades unions may take differing stances on particular issues; the disagreements will be dealt with professionally, focusing on the issue under discussion. A protocol including an agreed protocol for addressing concerns (Annex 2) guides practice.

3.2 Accredited trade union representatives will have appropriate access to facilities in order to conduct their duties.

#### **4. Costs**

- 4.1 Those academies and free schools that sign the contract within three weeks of its issue will be charged at the de-delegation rate of £4.69 for the LA's financial year April 2018 to March 2019 and at the same rate as for maintained schools for the LA's financial year 2018-19.
- 4.2 Where an academy or free school has not agreed to make the necessary contribution to the Central Fund, it will be for the academy or free school to make its own arrangements as centrally funded representatives will not be funded by the Council to provide these services. Academies that decide to use the service at a later date would be charged a different rate reflecting both the actual costs of the service requested but also recognising that at times other than the point of de-delegation additional costs will have to be incurred to meet the additional demand.

## **5. Arrangements**

- 5.1 Full time facilities time arrangements will continue for existing representatives. However, newly elected representatives will not normally be released on a whole time basis for trade union duties. This will ensure that there is a balance between work and trade union duties and those representatives understand the workplace they are representing.
- 5.2 In the event that a trade union official granted seconded time off regularly fails to attend meetings or engage with managers or HR staff as required, the seconded time off will be reviewed and may be withdrawn at the discretion of the Council, following discussion with the relevant regional officer;
- 5.3 Time off arrangements will be reviewed on an annual basis, or more frequently if necessary depending upon available funding, operational experience, etc.

## **Annex 2**

### **Employment Relations Protocol for Teaching Associations/ Unions and Support staff unions**

#### **1. Introduction**

Good employment relations are the cornerstone of managing change and people successfully in any organisation. This protocol sets out the principles for communications and engagement between stakeholders involved in running our schools. The aim is to secure a good education for our children and young people and to provide good working conditions for staff.

This protocol is not designed to replace the industrial relations frameworks and time off agreements that are already in place but they do supplement them.

#### **2. Principles for engagement**

Relevant stakeholders to this protocol recognise that effective employment relations takes place in an atmosphere of mutual respect for the professional expertise and a recognition and understanding of the various responsibilities, of those involved.

It is important for managers to have positive working relationships with employees, based on good communications. It is at this basic level that many issues are raised and resolved informally, without the need to invoke formal procedures. Employee representatives provide an additional channel for employees to communicate with managers, and vice versa.

Employee representatives should improve understanding, lead to better decision making and improve employment relations. Representatives should help to develop trust and cooperation, improve the quality of decisions and encourage employees to feel more responsible for the performance of a school, helping to understand and manage change.

To this end all stakeholders agree that any level of communication and engagement must be conducted in a way that is relevant and necessary, accurate and factual, fair and balanced, and not offensive in any way.

Communication and engagement should be conducted using appropriate communication lines and recognise the relevant hierarchies involved before considering escalation of an issue to a different stakeholder.

#### **3. Stakeholder roles**

In adhering to the principles it is important for each stakeholder to this protocol to understand the respective roles and accountabilities that each party plays. The key roles of head teachers and unions are summarised below.

Trade unions are independent bodies certified by a statutory independent committee. Unions have a number of legal rights under statute/ employment law as follows:

- Disclosure of information by the employer for collective bargaining purposes, including hours, pay and benefits information; policies on recruitment, redeployment, training, equalities, appraisal, health & safety; numbers employed by grade, department, location, age; financial cost structures.
- Reasonable time off, with pay, for union officials to carry out union duties concerned with negotiations on terms and conditions of employment; engagement, non-engagement, termination, suspension of workers; allocation of work or duties; matters of discipline or grievance.
- Reasonable time off, with pay, for union reps to undergo training in aspects of industrial relations relevant to carrying out their trade union duties.
- Consultation prior to redundancy
- Consultation prior to business transfers (TUPE)

Note – the law provides workers with the right to be accompanied at disciplinary related hearings or grievance hearings. The worker may choose a companion or a trade union official to accompany him/her. The worker chooses the companion and the union chooses its officials. The employer has no right to choose who the particular companion or union rep is.

Head teachers have responsibility for managing the school including developing policy, goals and objectives for the adoption by the school governors. Head teachers are also responsible for providing detailed plans, procedures, schedules and specifications for daily operations in the school and actions to be taken by school staff.

#### 4. Stakeholders – roles and accountabilities

| Stakeholder                         | Role   | Accountability   |
|-------------------------------------|--|--|
| Teacher Association/<br>Unions reps | Trade unions are independent bodies certified by a statutory independent committee. Unions have a number of legal rights under statute/ employment law as follows:   | To their union members/<br>regional/<br>national bodies. |
| Support staff<br>union reps         | <ul style="list-style-type: none"> <li>• Disclosure of information by the employer for collective bargaining purposes, including hours, pay and benefits information; policies on recruitment, redeployment, training, equalities, appraisal, health &amp; safety; numbers employed by grade, department, location, age; financial cost structures.</li> <li>• Reasonable time off, with pay, for union representatives to carry out union duties concerned with negotiations on terms and conditions of employment or the physical</li> </ul> | For issues of misconduct to their employer.              |

|                                  |   |                           |
|----------------------------------|---|---------------------------|
|                                  | <p>conditions in which workers are required to work; the engagement, non-engagement, termination, suspension of workers; allocation of work or duties; matters of discipline or grievance.</p> <ul style="list-style-type: none"> <li>• Reasonable time off, with pay, for union reps to undergo training in aspects of industrial relations relevant to carrying out their trade union duties.</li> <li>• consultation prior to redundancy</li> <li>• consultation and negotiation prior to business transfers (TUPE)</li> <li>• trade union membership – recruiting and organising.</li> </ul>  |                           |
| Head Teachers/<br>School leaders | <p>Developing policy, goals and objectives for the adoption by the school governors. Providing detailed plans, procedures, schedules and specifications for daily operations in the school and actions to be taken by school staff.</p> <p>More specifically the school teachers pay and conditions document provides that Head teachers should:</p> <ul style="list-style-type: none"> <li>• Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school.</li> <li>• Develop, implement and evaluate the school's policies, practices and procedures.</li> <li>• Lead and manage teaching and learning throughout the school.</li> <li>• Promote the safety and well-being of pupils and staff.</li> <li>• Ensure good order and discipline amongst pupils and staff.</li> <li>• Lead, manage and develop the school workforce, including appraising and managing performance.</li> <li>• Organise and deploy resources within the school.</li> <li>• Promote harmonious working relationships within the school.</li> <li>• Maintain relationships with organisations representing teachers and other members of the school's workforce.</li> <li>• Lead and manage the school's workforce with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between</li> </ul> | To the<br>Governing body. |

|  |   |   |
|--|---|---|
|  | <p>work and other commitments.</p> <ul style="list-style-type: none"> <li>• Promote the participation of staff in relevant continuing professional development.</li> <li>• Participate in arrangements for the appraisal and review of other teachers and support staff.</li> <li>• Decide whether a teacher at the school who applies for a post-threshold teacher assessment meets the relevant standards.</li> <li>• Consult and communicate with the governing body, staff, pupils, parents and carers.</li> </ul>  |   |
| School Governors   | <p>Provide a strategic view for the school by establishing a vision, purpose and aims. Agree school improvement strategy, including statutory targets and appropriate budget/ staffing structures. Monitor and evaluate school performance.</p> <ul style="list-style-type: none"> <li>• The role is NOT to get involved in the day to day operations/ running of the school.</li> </ul>  | <p>To the LA/DfE for the way the school is run. And acting in the best interests of all the pupils in the school</p>                  |
| <p>Councillors and the</p> <p>Lead Member for Children's Services (a statutory role)</p>           | <p>Responsible for the Local Authority vision for schools within the borough. Deal with policy matters for the local authority.</p> <p>The Lead Member for Children's Services has responsibility for children and young people receiving education or children's social care services in their area and all children looked after by the local authority or in custody (regardless of where they are placed).</p> <ul style="list-style-type: none"> <li>• No councillor should get involved in operational matters related to the running of the school.</li> </ul> | <p>All members act on behalf of the Local Authority</p> <p>The Lead Member holds political responsibility for children's services</p> |
| <p>Director of Children's Services (DCS) [a statutory role]</p> <p>and other DCS lead managers</p> | <p>The DCS is appointed for the purposes of discharging the education and children's social services functions of the local authority. This includes (but is not limited to) responsibility for children and young people receiving education or children's social care services in their area and all children looked after by the local authority or in custody (regardless of where they are placed). This includes ensuring that the safety and the educational, social and emotional needs of children and young people are central to the local vision.</p>     | <p>Accountable for operational matters within Children's services to the council and Chief Executive.</p>                             |

|                 |  |   |
|-----------------|--|---|
|                 | Other relevant managers (usually reports to the DCS) also hold the above responsibilities.   |   |
| Human Resources | HR advisors advise managers within the service how to conduct people management interventions and follow best practice in relation to people management. | HR advisors take professional responsibility for advice given but decision making needs to be held by relevant school leaders |

## 5. Agreed protocol for addressing concerns

### CONCERNS RAISED BY A HEADTEACHER

#### Level one – Informal Process

Where the headteacher has a concern over the conduct of a borough level union representative when acting in his or her capacity as a trade union representative, as a first step, the headteacher will meet with that trade union representative to discuss those concerns with a view to reaching a resolution. By agreement, the parties may contact a paid trade union official or an official of the local authority or any other relevant party to assist in reaching a resolution.

Where the headteacher has a concern over the conduct of a school based union representative when acting in his or her capacity as a trade union representative, as a first step, the headteacher will meet with that trade union representative to discuss those concerns with a view to reaching a resolution. That school based representative may choose to be accompanied to the meeting by a trade union colleague.

All meetings will take place as soon as possible.

#### Level Two – Formal Process

Where it has not been possible to reach a resolution under Level One, then as a second step in any process, the headteacher will refer the concern to the Chair of the Schools Forum, Head of HR, Assistant Director Schools and Learning who will consider the merits of the complaint and, if appropriate, refer it to a paid official of the trade union. The official will meet with a designated Governor to reach a formal resolution. That meeting may be attended by the headteacher and elected trade union official. The resolution could include by agreement (but is not limited to):

- mediation, including involvement of an external mediator;
- a recommendation as to the future conduct of the trade union representative;

- a recommendation as to the future management of issues arising between the headteacher and the trade union representative;
- no further action taken.

## **CONCERNS RAISED BY A TRADE UNION REPRESENTATIVE**

### Level one – Informal Process

Where a borough level or school based union representative has a concern over the conduct of a headteacher or a governor, which has arisen out of relations with that trade union, then as a first step this will be raised with the headteacher or governor to discuss. By agreement, the parties may contact a paid trade union official or an official of the local authority or any other relevant party to assist in reaching a resolution.

All meetings will take place as soon as possible.

### Level two – Formal Process

Where it has not been possible to reach a resolution under Level One, then as a second step in any process, the trade union representative will refer the concern to the full time official at a regional level, who, if appropriate will liaise with the Chair of the Schools Forum, Head of HR, Assistant Director Schools and Learning who will consider the merits of the complaint and, if appropriate, refer it to a designated governor. The governor will meet with a paid trade union official to reach a formal resolution. That meeting may be attended by the headteacher and the trade union representative. The resolution could include by agreement (but is not limited to):

- mediation, including involvement of an external mediator;
- a recommendation as to the future conduct of the headteacher;
- a recommendation as to the future management of issues arising between the trade union representative and the headteacher (or his or her representative);
- no further action taken.

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**Agenda Item  
7****Report Status**

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

**Report to Haringey Schools Forum – Thursday 7th December 2017****Report Title: Dedicated Schools Grant (DSG) - Central School Services Block****Authors:**

James Page – Joint Assistant Director for Schools and Learning

Contact: 0208 489 3424 Email: [James.Page@haringey.gov.uk](mailto:James.Page@haringey.gov.uk)

**Purpose:**

To agree planned expenditure through the DSG Central School Services Block

**Recommendations:**

1. Schools Forum is asked to agree the planned expenditure through the DSG Central School Services Block in 2018-19

## **1. Introduction**

- 1.1. DSG is currently divided into three notional blocks: Schools, High Needs and Early Years. From 2018/19, the Department for Education (DfE) is introducing a fourth block: the Central School Services Block (CSSB). This will ensure local authorities can continue to carry out their important role in supporting the provision of excellent education for all children of compulsory school age.
- 1.2. CSSB will fund local authorities for the statutory duties that they hold for both maintained schools and academies. It brings together:
  - a) Funding for ongoing responsibilities, such as admissions, previously top-sliced by each local authority from its Schools Block allocation
  - b) Funding previously allocated through the retained duties element of the education services grant (ESG), and
  - c) Residual funding for historic commitments, previously top-sliced by the local authority from the Schools Block.
- 1.3. The policy document which sets out the background and principles of the new National Funding Formula for schools can be found at:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/648532/national\\_funding\\_formula\\_for\\_schools\\_and\\_high\\_needs-Policy\\_document.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/648532/national_funding_formula_for_schools_and_high_needs-Policy_document.pdf)
- 1.4. Further detail on schools funding arrangements for 2018-19, along with the Operational Guidance, can be found at:  
<https://www.gov.uk/government/publications/schools-funding-arrangements-2017-to-2018>
- 1.5. This paper covers arrangements for CSSB in 2018-19. It sets out Haringey's funding allocation and presents the planned expenditure for decision. This follows on directly from the paper covering Schools Block and CSSB presented to Schools Forum in November 2017.

## **2. Central Schools Services Block – grant funding**

- 2.1 Haringey's provisional CSSB allocations for 2018-19 is £3.07M. This is made up of an actual per-pupil rate of £91.63 for ongoing responsibilities, based on the CSSB national formula and an actual fixed cash amount for historic commitments, based on authorities' historic spend.
- 2.2 Published provisional allocations adopt the October 2016 pupil count to calculate the provisional total for ongoing responsibilities. In December 2017, final allocations will be calculated by multiplying the actual per pupil rate by the October 2017 pupil count.

- 2.3 Provisional CSSB has reduced by £80k compared with the 2017-18 centrally retained elements. This is the maximum possible loss capped at 2.5% from 2017-18. A further loss of 2.5% is expected in 2019-20 as CSSB funding falls over time to come into line with the central DfE formula.
- 2.4 Funding covers two distinct elements which will be handled separately within the formula:
- a) Ongoing responsibilities, and
  - b) Historic commitments.
- 2.5 Funding for ongoing responsibilities to local authorities uses a simple formula which distributes 90% of funding according to a per-pupil factor and 10% of funding according to a deprivation factor. Both elements will be adjusted for area costs.
- 2.6 Funding for historic commitments will be allocated based on evidence, with the expectation that these commitments will unwind over time, for example because a contract has reached its end point. The Education and Skills Funding Agency (ESFA) will monitor historic spend year-on-year and will challenge Section 251 returns where spend is not reducing as expected. We believe that this is the fairest and most appropriate way to provide funding for historic commitments, and the proposals received good support through the consultation. In keeping with current policy, no new commitments will be allowed.
- 2.7 Given the extremely wide range in current expenditure for ongoing responsibilities, it is important that the rate of change against the need to make progress towards the formula is balanced.
- 2.8 The transition to the formula for ongoing responsibilities will be gradual – with gains and losses capped each year so that the formula is affordable and the transition is manageable. A protection will be in place in 2018-19 and 2019-20 that limits reductions to 2.5% per-pupil a year. The level of gains will be set annually and will depend on the precise composition of CSSB in each year. In 2018-19, gains of up to 2.5% per pupil will be allowed.
- 2.9 Funding for historic commitments will be based on the actual cost of the commitment. Funding will reduce as commitments cease. There will therefore be no protection for historic commitments in CSSB.

### **3 Central School Services Block – planned expenditure**

- 3.1 The Council must consult Schools Forum and seek approval for each line of expenditure through CSSB but can ultimately determine how the funding is allocated. According to the Operational Guide, the Council is only permitted to increase spending on two areas in CSSB: admissions and servicing the schools forum. However, the overall funding for CSSB is capped and such increases this would require moving money from other lines within the block.
- 3.2 The Operational Guide also sets out restrictions on how the Council can spend the allocation, whilst giving the Council flexibility to move money from CSSB into other DSG blocks if desired. Appendix 1 links each line of expenditure to the spending permitted in the Operational Guide.
- 3.3 In summary, the Council proposes to maintain existing funding levels for the following areas in 2018-19:
- a) Admissions - £299.8k
  - b) Governor support services – £130k
  - c) Servicing Schools Forum - £10k
  - d) LAC placements - £800k
  - e) Music and performing arts - £168k
  - f) Administrative costs and overheads relating to services funded by CSSB - £192k
  - g) Early Help - £350k
  - h) LA Copyright Licenses (Deducted by ESFA from DSG) - £159.8k
  - i) Other Statutory and Regulatory Duties - £378k
  - j) Statutory Education Welfare Service - £172k
- 3.4 The Council also proposes to reduce the funding for school standards by £80k from £484k to £404k to meet the overall reduction in CSSB from the previously centrally retained elements.
- 3.5 Further detail is set out in Appendix 1 for Schools Forum's approval.

### **3.6 Recommendation:**

**Schools Forum is asked to agree the planned expenditure through the Central School Services Block in 2018-19.**

## Appendix 1 – Central School Services Block funding

### Admissions

| Focus of the service provided  | The benefit derived by our schools/families/children   | The consequence of reduction or removal of funding   | Link to CSSB guidance  | Any other comment or consideration |
|--|--|--|--|------------------------------------|
| <p>The Admissions Service discharges the local authority's statutory duties in respect of school admissions and sufficiency of school places, adhering to legislation and statutory guidance laid by central government. The Service works within the PAN London context to ensure that every child in the borough has access to a school place.</p> | <p>Local authorities are responsible for securing sufficient primary and secondary school places in their area. We are also required to make arrangements to enable the parent of a child to appeal against the decision to refuse a school place.</p> <p>We are required to provide advice and assistance to parents when deciding on a school place and allow parents to express a preference. This includes maintaining a website and publishing primary and secondary prospectuses about admission arrangements for each of the maintained schools and academies in the area.</p> <p>The Place Planning team calculate the LA's school roll projections and publishes them an annual report. This data is fundamental to informing where additional (or reduced) provision is required in the borough and officers within the Service are responsible for leading through all school organisation projects including school expansion, adjustment to published admission numbers, change of age range and school closures.</p> | <p>There is a high risk that the Service will not be able to fulfil its statutory duties in ensuring that every child has an offer of a school place.</p> <p>As this is a statutory duty an appeal can and will have to be made to the Secretary of State for Education if this budget is not agreed. Reception and secondary transfer applications must be processed via the PAN London system meaning that schools cannot carry out this function on a school by school basis.</p> | <p>The guidance states Admissions is covered by centrally held funding. However, we are seeking Schools forum approval for the same (not increased) budget as previous years (299.8K) so the Service can continue to successfully perform its statutory functions. We are the smallest admissions team in London but efficiency and judicious management enables us to operate as one of the top performers.</p> | N/A                                |

## Governor support services

| Focus of the service provided  | The benefit derived by our schools/families/children  | The consequence of reduction or removal of funding   | Link to CSSB guidance   | Any other comment or consideration   |
|--|---|--|---|--|
| <p>The Governance Services Team empowers all school governors by providing high quality support, training and guidance to enable them to confidently and effectively conduct their strategic roles.</p> <p>Additional support is provided to schools where governance is a concern.</p> <p>The provision of a growing professional clerking service supporting schools through a traded service both within and outside of Haringey.</p> | <p>Governance Services support to governing bodies helps them hold the head teacher to account for the educational performance of the school and its pupils, and the performance management of staff.</p> <p>Strong governance ensures that there are appropriate statutory and other policies and procedures in place that not only provide a safe and stimulating learning environment, but also to deliver the best possible outcomes for all our children and young people.</p> | <p>Either a cessation or a significant reduction in advice and support to all schools.</p> <p>There would need to be a significant increase in traded services charges for both governance training and the clerking service. This would run a high risk of our prices becoming less competitive in the market place and difficult to afford for our schools</p> | <p>Contribution to combined budgets. Schools Forum agreement prior to April 2013.</p> | <p>The Governance Services Team maintains and develops effective provision for all governors and leaders within the Haringey family, and provides access to good quality, value for money services in order to strengthen strategic leadership and accountability.</p> |

## LAC placements

| Focus of the service provided  | The benefit derived by our schools/families/children   | The consequence of reduction or removal of funding   | Link to CSSB guidance   | Any other comment or consideration  |
|--|--|--|---|---|
| <p>Education of Looked After Children with complex needs arising as a result of their social care needs</p> <p>The contribution from DSB to the cost of residential care placements for LAC was put in place seven years ago, to ensure that Looked After Children with the most complex behavioural needs had access to high quality education, care and intervention.</p> <p>The placements for those in residential are often two or three way funded across social care, Health and education. The education funding comes from either the high needs block if the child has an Education Health and Care plan, or the DSB if not.</p> | <p>With the support of the Virtual School Team we have hugely improved the education outcomes for LAC in recent years (evidence via attendance, SATs, GCSE, AS and admissions to Higher Education).</p> <p>Haringey has been one of the highest performing authorities in the country for attainment of 5 GCSEs grades A*-C, including Maths and English, for looked after children for the past three years.</p> <p>This is due in part to being able to provide highly specialist interventions and education from a variety of sources when needed</p> <p>Children's Services will always try to arrange for LAC in residential care to</p> | <p>Care and education for the most complex children can be highly challenging to identify, and there is a high risk their education would be disrupted leading to further barriers in their learning.</p> <p>As a result, children may be returned to mainstream schools before they are ready to be educated in mainstream, resulting in further exclusions.</p> <p>Currently we support children who are fostered in their education including making additional payments to cover education costs during short term and permanent exclusions from school.</p> <p>Without this money, this cost would need to be passed to the young</p> | <p>The Children Act 1989 guidance and regulations Volume 2: care planning, placement and case review; June 2015</p> <p>When placing a child, the responsible authority is under a duty to ensure, so far as reasonably practicable in all the circumstances, that the placement does not disrupt the child's education or training <b>[section 22C(7) and (8)(b)]</b>. This means that the responsible authority has an obligation to try to ensure that the child can continue to stay at the same school even if s/he can no longer live in the immediate neighbourhood.</p> <p>In any case (other than where a child is in Key</p> | <p>This budget has played a significant role in achieving excellent education outcomes for all our looked after children.</p> <p>Ensuring that there are sufficient funds to provide both specialist and interim education for young people changing placements, or moving into care, is key to preserving the young people engagement and access to education, and therefore increasing the likelihood of them returning to mainstream school.</p> |

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| <p>Whilst the numbers of looked after children have now reduced, there are 442 looked after children as of November 2017.</p> <p>Of these children, 328 children do not have an educational health and care plan and are of school age.</p> <p>16 are in some form of specialist provision to meet their behavioural needs.</p> <p>The education contributions to this placement cost are between £50,000 and £34,000 per young person, totalling £550,000.</p> <p>The children who are between education placements when coming into care, or have education sourced by an independent fostering agency have short term education costs of approximately £250,000</p> | <p>attend mainstream or special schools or Pupil Referral Units in the area they are staying if appropriate.</p> <p>For some children, however, these are simply not viable options and we then purchase education from the residential provider. Our overarching objective, however, remains to work toward reintegration back to mainstream or community based school.</p> <p>Children are sometimes placed in emergency circumstances with Independent Fostering Agency (IFA) foster carers and are without a school place for a period of time.</p> <p>In these circumstances Children's Services will ask the IFA to provide education as part of the total care package. Some of the larger IFA have their own school provision, the others will arrange for a teacher to work one to one with the child. Children's</p> | <p>person's originating school to be covered in order to ensure their access to education.</p> | <p>Stage 4, see below) where the responsible authority propose making a change to the child's placement which would disrupt the arrangements for his/her education or training, they must ensure that the arrangements for his/her education and training meet the child's needs and are consistent with his/her PEP.</p> |  |
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|  | <p>Services are billed by the IFA for this education component and this budget is utilised for this purpose, rather than attempting to support the children in nearby mainstream schools before they are ready to be integrated.</p> <p>The purpose of the education offer is to integrate the young people back into mainstream education and to be able to live with a family in the long term.</p> |  |  |  |
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## Music and performing arts

| Focus of the service provided   | The benefit derived by our schools/families/children | The consequence of reduction or removal of funding  | Link to CSSB guidance  | Any other comment or consideration   |
|---|--|---|--|--|
| Subsidised instrumental musical lessons, instrument hire and ensemble membership for pupils entitled to free school meals | Equality of opportunity                              | As we are obliged to offer these subsidies and provide the service centrally on behalf of all schools, we would need to charge schools for the subsidies on a case by case basis or appropriate formula. i.e. we would need to charge the cost directly to schools, probably based on Pupil Premium data. | <p>p.53: “contribution to responsibilities that local authorities hold for all schools”</p> <p>and:</p> <p>p.54: “contribution to combined budgets where the schools forum agreed prior to April 2013 a contribution from the schools budget to services which would otherwise be funded from other sources”</p> | Haringey Music Service is core funded by Arts Council England [ACE] as lead partner in the Haringey Music Education Hub [HMEH]. ACE reported in September that HMEH is national lead in equality of opportunity. |

## Administrative costs and overheads relating to services funded by CSSB

| Focus of the service you provide  | The benefit derived by our schools/families/children   | The consequence of reduction or removal of funding <sup>1</sup>               | Link to CSSB guidance  | Any other comment or consideration   |
|---|--|---|--|--|
| <p><b>Business Case.</b><br/>Introduction:</p> <p>The full cost of every service is made up of direct front line costs and indirect back office costs in accordance with CIPFA's Service Reporting Code of Practice (SeRCOP). in order to show the true costs of a service, there is a requirement to apportion the indirect overhead costs.</p> <p>In this scenario the apportioned services are:</p> <ul style="list-style-type: none"> <li>• <b>Finance</b></li> </ul> <p>Relating to centrally retained services. The provision of financial revenue and capital support and advice, the receipt of income, management of</p> | <p>The cost of services is considered as a fare apportionment of overheads that appertain to the centrally retained budgets, based on sound accounting principles.</p> | <p>The support service cost is an integral part of the full service cost.</p> | <p><b>Additional note on central services</b></p> <p>Services set out in the tables above will also include administrative costs and overheads relating to these services (regulation 1(4)) for: Page 51</p> | <p>There is a corporate drive to reduce overheads as a percentage of total spend, which will be reflected in the Medium Term Financial Strategy.</p> |

<sup>1</sup> including impact of the removal of the funding on children or other people who have one or more of the protected characteristics under the Equality Act 2010 – I do understand that this will have to be estimated without an EqIA having been carried out

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| <p>recoupment processes, payments of accounts, insurance and audit arrangements and treasury management.</p> <ul style="list-style-type: none"> <li>• <b>Human Resources</b></li> </ul> <p>Covering personnel and payroll support, advice on terms and conditions and advice on best practice as a good employer.</p> <ul style="list-style-type: none"> <li>• <b>ICT</b></li> </ul> <p>This charge will cover all licensing arrangements, help desk, data management, systems developments, security, server management, hardware maintenance and internet links to service users.</p> <ul style="list-style-type: none"> <li>• <b>Communications</b></li> </ul> <p>Maintenance of information flows to both internal and external stakeholders, managing public and media relationships, promotion of the corporate identity, lead in public consultations and the</p> |  |  |  |  |
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| <p>management of the corporate reputation.</p> <ul style="list-style-type: none"> <li>• <b>Accommodation</b></li> </ul> <p>This is all of the essential costs incurred in the provision of suitable accommodation for officers, including rentals, NNDR, utilities, site supervision and running costs.</p> <ul style="list-style-type: none"> <li>• <b>Procurement</b></li> </ul> <p>The negotiation of contracts and placing of orders, ensuring the principles of best value of adhered to all times.</p> <ul style="list-style-type: none"> <li>• <b>Customer Services</b></li> </ul> <p>Ensuring interaction with the public, ensuring they are directed to the most appropriate course of action.</p> <p>These costs are essential in supporting the infrastructure within which the service operates.</p> <p>In order to ensure</p> |  |  |  |  |
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| <p>consistency across all schools, the current methodology upon which apportioned charges are based, uses Schools Consistent Financial Returns (CFR) as a benchmark, which indicates overheads at approximately 13% on a consistent basis.</p> <p>However, since this methodology was introduced, there has been a drive to reduce back office costs, through the use of self-service modelling and greater use of ICT solutions. It is therefore anticipated that reductions in spending on overheads in these areas will be delivered as part of the Council's Medium Term Financial Strategy.</p> |  |  |  |  |
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## Early Help

| Focus of the service provided  | The benefit derived by our schools/families/children   | The consequence of reduction or removal of funding  | Link to CSSB guidance  | Any other comment or consideration |
|--|--|---|--|------------------------------------|
| <p>The Early Help service provides a collaborative model for early help with all partners involved via TAF approach. It provides holistic family support for families facing multiple and complex needs below the statutory threshold.</p> <p><b>Consistent, reliable and recognisable C4C 'brand'</b> with an agreed operating model;<br/> <b>A service that is rooted in systemic practice</b> and will operate within a framework of signs of safety and the skills of motivational interviewing;<br/> Will therefore be <b>more relational and about</b> families feeling heard and respected even where there is challenge; Less about referring on<br/> <b>Really embedding the whole family approach.</b><br/> Early help support enables families to overcome issues, achieve behavioural change and develop greater resilience moving forward.<br/> Early Help focusses;</p> <ul style="list-style-type: none"> <li>• <b>Children not attending</b> school regularly</li> <li>• <b>Prevention</b> of children and young people <b>committing</b></li> </ul> | <p>In 2016/17 the Early Help service has worked directly with offered support to 687 families, formed of 1375<br/> Delivered transition support for 5 primary schools<br/> Since Sept 2016 -<br/> <b>Attended:</b><br/> 132 vulnerable children meetings<br/> 212 case consultations with parents/staff<br/> 61 parenting drop-ins</p> <p><b>Delivered;</b><br/> 9 employability workshops, 15 parenting workshops and 4 threshold workshops in schools and settings</p> <p>Coordinated and delivered 2 full Team around the School programmes in response to issues of CSE/Gangs and serious youth violence.<br/> Provided TAS support in</p> | <p>This would cause an inevitable and significant negative impact on vulnerable families and subsequently schools (attendance and attainment) if funding is removed.<br/> The Ofsted document <b>'Whose Responsibility'</b> emphasises the system and partnership responsibilities for delivering Early Help.<br/> Without continued DSG funding, our partnership support offer will be unable to continue and grow across the borough, leaving settings as the primary family support provider.<br/> Additional resource and interventions available to schools in support of reducing exclusions, improving parenting, absence reduction, employment and family support will be significantly reduced creating additional</p> | <p>Functions in relation to the exclusion of pupils from schools, excluding any provision of education to excluded pupils (Sch 2, 20)</p> <p>School attendance (Sch 2, 16)</p> <p>The Haringey Early Help partnership offer is a key element of support in the Haringey continuum of need. The Early Help Service is a central plank of the boroughs safeguarding approach. Effective early intervention reduces demand against statutory services and over time will reduce LAC numbers. It cannot be separated from the statutory function of safeguarding undertaken by the council in support of</p> |                                    |

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| <p><b>offences</b></p> <ul style="list-style-type: none"> <li>• <b>Parenting capacity</b> manifesting itself in significant <b>behavioural issues</b></li> <li>• <b>Other children who need help</b> e.g. SEMH <b>support</b></li> <li>• <b>Troubled Families</b></li> <li>• <b>Reduce re-referrals</b> to higher level interventions by focusing our work on <b>sustained change</b> for families;</li> <li>• <b>Prevent family breakdown</b> resulting in care entry. Promotion of resilience in families rather than dependence;</li> <li>• <b>Build capacity in universal providers</b> to support children earlier.</li> </ul> | <p>relation to SYV to 5 schools and CONEL following critical incident.</p> <p>Directly delivered 3 x 12 week parenting courses</p> | <p>pressure and also risk associated with Ofsted assessments.</p> | <p>children and young people on the borough. As such this element of funding allocation is within the CSSB guidance.</p> |  |
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## Statutory Education Welfare Services

| Focus of the service provided  | The benefit derived by our schools/families/children   | The consequence of reduction or removal of funding  | Link to CSSB guidance  | Any other comment or consideration  |
|--|--|---|--|---|
| <p>The Education Welfare Service (EWS) undertakes the Local Authority's statutory duty to ensure children registered at our schools attend on a regular basis (as per sections 437 – 447 of the 1996 Education act and subsequent amendments). The service offers additional and discretionary casework in order to improve attendance with both referred families and in a preventative capacity.</p> | <p>Regular attendance is a key aspect in ensuring that our children receive the best start in life.</p> <p>EWS has made a significant and valuable contribution to improving attendance, at both whole school and individual pupil level, and continues to do so. The Education Welfare Service also contributes significantly to ensuring that our pupils are safeguarded.</p> <p>Research has clearly demonstrated links between irregular school attendance and lower academic achievement.</p> | <p>Removal of funding would result in EWOs leaving the council; a loss of expertise and experience, and would necessarily reduce the amount and range of work undertaken by the remaining EWOs on behalf of schools.</p> <p>This would have an impact on individual pupil attendance, as EWS focus would have to be on fulfilling the LA's statutory duties rather than casework. More extensive support, currently traded to some schools, would have to cease and focus would have to be on more entrenched cases or in statutory functions only. School staff would have to undertake attendance work as detailed above.</p> | <p>Table 8b (page 47): Responsibilities held for all schools:</p> <p>Functions in relation to the exclusion of pupils from schools, excluding any provision of education to excluded pupils (Sch 2, 20)</p> <p>School attendance (Sch 2, 16)</p> <p>Responsibilities regarding the employment of children (Sch 2, 18)</p> <p>Responsibilities held for maintained schools only: Inspection of attendance registers (Sch 2, 78)</p> | <p>Removal of funding of EWS would mean all attendance work and most of the missing children work would have to be undertaken by school staff.</p> <p>There may be issues in relation to continuing to providing the lead for "school safe" alerts.</p> |

## School standards

| Focus of the service provided   | The benefit derived by our schools/families/children  | The consequence of reduction or removal of funding   | Link to CSSB guidance  | Any other comment or consideration   |
|---|---|--|--|--|
| <p>School standards:</p> <ul style="list-style-type: none"> <li>- NLC budgets</li> <li>- School to school support and contingency</li> <li>- Data analysis</li> <li>- Additional SIA support</li> <li>- Conference subsidy</li> </ul> | <p>School standards have improved to the point of 99% of schools rated Good or Outstanding by Ofsted. Support provided through this funding source has been central in supporting this positive trajectory. It has specifically supported school to school collaboration, which is at the heart of driving a school-led model of school improvement</p> | <p>Reduced funding for standards and school to school support for the remainder of the 2017-18 academic year</p> | <p>School improvement cannot be covered through CSSB. However, this is not defined and we propose to continue to support school to school working through this funding for the 2017-18 academic year</p> | <p>It is proposed the reduction to the CSSB overall of £80k will be taken from this budget line. The remaining funding will continue to support school to school working for the remainder of the 2017-18 academic year. De-delegated funding for school standards will also be reviewed and may be lost.</p> <p>From September 2018 Haringey Education Partnership will take over school improvement functions from the Council and this funding source will be reconsidered in full.</p> |



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| <b>Agenda Item 8</b>                         |
| <b>Report Status</b><br>For information/note |

**Report to Haringey Schools Forum – 07.12.17****Report Title:**

Arrangements for the use of pupil referral units and the education of children otherwise than at school

Author: Deborah Tucker

Alternative Provision Commissioner

Contact: 0208 489 5173 Email: [Deborah.Tucker@haringey.gov.uk](mailto:Deborah.Tucker@haringey.gov.uk)

**Purpose:**

The report will update the Forum on the key issues commissioning Pupil Referral Provision at the Octagon AP Academy and provision of Primary Outreach (behaviour support for vulnerable children)

**Recommendations:**

Schools' Forum are requested to express views regarding progress and plans going forward

**Introduction**

Under the Education Act 1996 (Section 19), local authorities are required to make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, due to illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them.

This report provides School's Forum with key commissioning priorities regarding:

- An increase in the number of PRU placements commissioned to accommodate specialist SEMH provision at the Octagon AP Academy;
- Primary Outreach commissioned to support vulnerable pupils in primary

A report will be presented at January 2017 School Forum to include an update on the Alternative Provision Roll and developments regarding arrangements made for the use of pupil referral units and the education of children otherwise than at school.

## **1. Provision commissioned from the Tri Borough Alternative Provision Trust (The Octagon Alternative Provision Academy)**

### **1.1 Background**

In order to meet its statutory duties to ensure education provision following permanent exclusion, Haringey Council entered into a 3 year contract over the period 2014 – 2017 with the Tri Borough Alternative Provision Trust (TBAP) to manage the Octagon Alternative Provision Academy (Pupil Referral Unit) based in Wood Green.

Arrangements for re-tender prior to the end of the three year contract would have required that the Council initiated the procurement/commissioning process by March 2016, only two years into the original contract. The Council did not believe that it was in the best interests of the vulnerable cohort referred to PRU provision to re-tender for services without first testing the current model via the Ofsted inspection framework. The Octagon AP Academy were inspected in February 2017 and achieved a rating of 'Good'. An improvement on the previous Council run PRU based on the same site which was judged as 'Inadequate' in 2012.

1.2 The contract with TBAP has been extended for an additional two years, September 2017 – August 2019.

2. Provision will accommodate a 3 phase admission and exit strategy made explicit in each student's placement plan at enrolment.

- Revolving door – children permanently excluded for one off incidents reintegrated within a 6 week period
- Longer Term Placements – children managed moved and permanently excluded with complex needs reintegrated within a 24 – 36 week period
- Bespoke SEMH provision for children with EHCPs (interim and longer term)

Centralised systems have been developed, via IYFAP, to monitor and scrutinise access to and reintegration from PRU provision.

### **3. Future Considerations**

The Council will benefit from a period of consideration and consultation with children and young people, parents, schools and LA partners in order to determine the best fit AP post August 2019. Decisions will be made to take into account:

- a. Local need
- b. Performance of current provision
- c. Budget Restrictions
- d. Future legislation\*

\*Excellence Everywhere White Paper (2016). Proposal to devolve responsibility for students, post permanent exclusion, to schools.

## **4. Year 1 September 2017 – August 2018**

4.1 Place numbers

The academic year 2016/17 and this academic year so far 2017/18 has seen an increased demand for PRU placements. This cannot solely be explained by the rise in permanent exclusions, which in the preceding 4 years saw the highest number at 41 (2013/14) and the lowest at 19 (2014/15). Requests for managed moves, PRU to PRU transfers and placements for children newly arrived in the borough, at high risk of permanent exclusion from their previous school, has increased significantly, resulting in the provision being at capacity from the start of the academic year 2017/18.

4.2 The reduction of places for September 2017 (from 58 to 54) indicated in the report to School's Forum, October 2016, did not occur due to continued high demand for placements.

4.3 58 places are commissioned from TBAP for student enrolments at The Octagon AP Academy.

4.4 Based on numbers of permanent exclusions and referrals for interim provision in recent years, 8 places are allocated to primary and 50 to secondary.

4.5 SEND provision at the Octagon AP Academy

Of the 58 places commissioned for 2017/18, 10 will be designated to students with EHCPs. SEND top up will be agreed by Haringey SEND Panel.

Funding amounts for children with EHCPs will fall within a banding of £0 – £11, 642 according to additional support needed whilst in attendance at the Octagon AP Academy. Agreements will be reached by the provision and the local authority in terms of the bands individual children meet.

**5. Year 2 September 2018 – August 2019**

5.1 Place numbers

Placements will increase from 58 to 68 in Year 2 of the contract with TBAP in order to accommodate specialist bespoke provision for students with EHCPs on the the octagon AP site.

Of the 68 places, 14 will be designated to students with EHCPs. 4 of the placements will be designated to primary students who will receive their education in classes designed for their age group but with additional support to meet their needs.

10 secondary aged students will receive their specialist support in separate, onsite, bespoke provision with its own identity (and name) staffing and entrance/exits points.

5.2 At the heart of the vision is the aim to ensure that all students have in-borough access to a high quality and appropriate curriculum, achieve their potential and are not disadvantaged in comparison to their peers accessing education in mainstream settings. This model will support the aspiration to become a fully inclusive borough, and will support the delivery of our priorities around prevention and early intervention.

5.3 Specialist in-borough SEMH provision will play a crucial part in the borough's graduated response to and support for children at risk of social exclusion and will:

- Maximise the potential for KS2 and KS3 students with SEMH needs to transfer successfully to mainstream secondary schools (having received the right interim support) thus reducing referrals to special and independent schools
- Support students to reintegrate successfully back into the referring school and interim placement;

- Give Haringey students an opportunity to access specialist provision in their own community;
- Improve parental confidence in the continuum of provision available within Haringey and thus increase parental choice;
- Give parents greater opportunities for involvement in their children's education and to develop their capacity to support their child's development and progress.

## 6. Access to the curriculum

6.1 The provision will deliver a broad and balanced curriculum where students can make clear progress. The curriculum will be built on a philosophy of meeting the holistic needs of the students with mental health, literacy, communication and the development of independence as key principles.

### 6.2 Key features of curriculum

- A personalised curriculum offer to meet the specific needs of individuals
- Small class sizes.
- Opportunities for 1:1 and small group work in a quiet environment, arranged flexibly according to individual need.
- Further appropriate provision to take account of any additional student needs
- An enhanced social and emotional curriculum.
- Progress towards individual outcomes are rigorously monitored and reviewed in consultation with parents.
- A strong pastoral support system with an emphasis on emotional health and well-being.
- Support from a primary mental health worker from the Child and Adolescent Mental Health Services (CAMHS).
- Experienced and well trained staff who are expert at working with emotionally

The building blocks of this curriculum will include:

|                 |                 |                            |
|-----------------|-----------------|----------------------------|
| Confidence      | Identity        | Family                     |
| Participation   | Self expression | Leadership                 |
| Self management | Resilience      | Altruism i.e. volunteering |

### 6.3 Family Learning Model

A family learning model which requires participation of a parent or significant adult family member classroom sessions with their child and in 'multi-family' group sessions.

### 6.4 Staff Expertise

Highly trained staff working with students and who are empathetic to the challenges faced by young people with SEMH.

Highly structured teaching will include:

- Opportunities to develop students' tolerance to working in whole class, small groups and 1:1 situations
- Well managed movement between activities to reduce unstructured time
- Support to develop sustained engagement and attention skills
- Opportunities to develop in students' problem solving skills and self-advocacy
- An emphasis on language enrichment to support social skills as advised by a speech and language therapist
- Explicit teaching of negotiation and conflict resolution skills

- Explicit teaching of life and leisure skills
- Preparation for adulthood through a focus on developing independence and life skills
- Readiness for work programs

## 7. Accommodation Remodeling

7.1 The Octagon site will be redesigned to accommodate 10 secondary aged students in the area currently used for the primary cohort and will include:

- Discrete provision not accessed by other students on roll students
- Designated calming areas/safe spaces for time and space to allow for emotional self-regulation
- Carefully planned outside spaces conducive to relaxation and recreation
- Designated area for multi agency/therapeutic interventions
- Separate entrance
- Three classrooms with play area
- Shared access to gym
- Access to open air atrium

7.2 A prefabricated building will be rectified in a suitable open space adjacent to the main Octagon AP Academy site for 8 primary students. Primary students will have separate entrances/exits and play areas.

## 8. Financial Model

8.1 The additional spend for the SEMH provision on the Octagon site is part of an Invest to Save strategy.

The funding level for 12 children currently placed in out-of-borough provision 2017/18 and whose needs could, in future, be met through in-borough specialist provision is £728, 000. There are 10 – 14 children whose needs would be met within the Octagon SEMH provision.

8.2 The cost of proposed SEMH in-borough provision totals £140,000 for up to 14 children with Education Health and Care Plans. The proposed increase from 58 to 68 places represents an additional increase of £133, 344 pupil placement top up. The cost of SEMH provision will total £273, 344 (Appendix 1).

### 8.3 Funding accommodation reconfiguration

Section 106 (Town and Country Planning Act 1990) agreements are drafted when it is considered that a development will have significant impact on the local area that cannot be moderated by means of conditions attached to a planning decision (i.e. regeneration).

8.4 In effect, the s.106 funding has been identified to build additional education capacity to provide additional educational facilities within the area borough required as a consequence of the development.

8.5 Funds can be spent on capital projects to improve or extend the buildings at an eligible school. This could include special educational needs or other school based facilities for the benefit of children.

A feasibility study of the works to be carried out is planned for December 2017 and a predictive timetable of works will follow with the intention that students are in provision by September 2018.

## 9. Primary Outreach

9.1 Primary Behaviour Outreach is already offered to schools via Service Level Agreement with TBAP. Evidence indicates services are purchased regularly by an average of 6 Haringey primary schools. Feedback regarding impact on pupil behaviour has been positive. The LA has commissioned the to ensure that a significant minority of vulnerable children across the borough have access to this additional support in their mainstream setting.

The aims of the provision will be:

- To support primary schools in developing their own capacity to respond even more effectively to the needs of students with social, emotional and behaviour needs
- To work with school staff to plan and implement programs of support and interventions at individual pupil, whole class or whole school level

Priority will be given:

- To support Children in Need, pupils subject to a Child Protection Plan and Looked after Children who are at risk of or who have been excluded
- To help stabilise provision in mainstream school for pupils with SEN who are at risk of exclusion
- To support transition for YR6 pupils who have experienced multiple fixed term exclusions and would be at risk of exclusion at secondary school

#### 9.2 Access:

Referrals will be prioritised according to the thresholds described above via Primary IYFAP. School Admissions will convene monthly IYFAP from January 2018.

#### 9.3 Funding

Primary Outreach will be funded via the Alternative Commissioning budget at a cost of £63, 120 for the academic year, resourcing 0.8 teacher and 0.6 Learning Support Professional.

#### 9.4 Future development

Based on school feedback and evaluation, schools will be asked to match fund the service for 2018/19 thereby doubling staff capacity and the support available. Schools will be consulted February 2018.

## Appendix 1 Octagon AP Academy Financial Model

| Contract Value   | Original contract |                 |                 | 2017 – 2019 Contract Extension |                   | High Needs Block Cost / (Savings) |
|--|-------------------|-----------------|-----------------|--------------------------------|-------------------|-----------------------------------|
|  | £2,618,000        |                 |                 | £2,056,344                     |                   | £(314,656)                        |
|  | 2014-15           | 2015-16         | 2016-17         | 2017-18                        | 2018-19           | 2018-19                           |
| 58 Placements  | £810,000          | £775,000        | £775,000        | £775,000                       | £775,000          | £133,344                          |
| 10 SEMH Placements   |                   |                 |                 |                                | £133,344          | £133,344                          |
| SEND Top Up  | £90,000           | £84,000         | £84,000         | £84,000                        | £140,000          | £140,000                          |
| Outreach Provision   |                   |                 |                 | £63,000                        | £63,000           |                                   |
| Additional Rolling Placement                                     |                   |                 |                 | £11,500                        | £11,500           |                                   |
| Assume 4 children is still placed out of borough at £56k a place |                   |                 |                 |                                |                   | 224000                            |
| Cost of current Octagon AP SEND Top up for up to 10 places       |                   |                 |                 |                                |                   | £(84,000)                         |
| Cost of current out of borough SEMH placements                   |                   |                 |                 |                                |                   | £(728,000)                        |
| <b>Total</b>   | <b>£900,000</b>   | <b>£859,000</b> | <b>£859,000</b> | <b>£933,500</b>                | <b>£1,122,844</b> | <b>£(314,656)</b>                 |

|   |                   |
|---|-------------------|
| <b>2017-19 Contract Value</b>   | <b>£2,056,344</b> |
| <b>Decision report value for 2 year extension includes contingency for rise in cost of placements of 4%</b> | <b>£2,138,598</b> |

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## Agenda Item 9

### Report Status

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

### Report to Haringey Schools Forum – 7 December 2017

**Report Title:** The Future of the PDC

**Author:** Eveleen Riordan, Joint AD, Schools and Learning

Contact: tel Email: 020 8489 [3607/eveleen.riordan@haringey.gov.uk](mailto:3607/eveleen.riordan@haringey.gov.uk)

**Purpose:** Information only

**Recommendations:** Not applicable

### Background

On 20 June 2017 the Council's Cabinet agreed to dispose of the Professional Development Centre (PDC). The building is held for education purposes and is a former school which has been used predominantly for training since 1993 (covering approximately half of the building). Parts of the building have been used for other purposes including temporarily as a school up to 2013. Currently the building also includes the Young Adults Service (YAS) and Children's services staff as well as training provided by Traded Services.

Cabinet agreed that the PDC was:

1. surplus to requirement as it is part vacant and not fully utilised; and
2. does not offer appropriate accommodation in line with the Council's future accommodation strategy.

It was disposed of to the Department for Communities and Local Government for the purpose of setting up special school for children with autism spectrum disorder.

The new school will be known as The Grove and delivered through the Heartlands Community Trust. It will provide up to 104 spaces for children with autistic spectrum disorder in the Borough and the current occupiers are in the

process of being relocated within existing Council buildings or alternative accommodation.

The disposal is by way of a long leasehold interest for a term of 125 years.

### **The Future**

Future traded services and training that is currently delivered via the PDC will be delivered from a dedicated space on the first floor of Alexandra House in Wood Green.

The Local Authority has access to the PDC facilities until the end of the spring term (April 2018) after which services will be delivered from Alexandra House. There is a contingency plan for services to be delivered via separate accommodation within Stroud Green Primary School for a short period during the summer term in the unlikely event that the facilities at Alexandra House aren't ready for the first day of the summer term. This contingency allows a seamless transition of the delivery of our services to relevant bodies when use of the PDC ceases at the end of the spring term.

Full details of the Cabinet report determining the future of the PDC can be found at

<http://www.minutes.haringey.gov.uk/documents/s94249/PDCCabinetJune2017%20Part%20A%20final%202%20signed.pdf>





**Agenda Item  
10**



**Report Status**

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

**Report to Haringey Schools Forum – 7<sup>th</sup> December 2017**

**Report Title: Schools Forum Work Plan 2017-18 Academic Year.**

**Author:**

Yoke O'Brien, Finance Business Partner – Schools  
 Telephone: 020 8489 1263 Email: [Yoke.OBrien@haringey.gov.uk](mailto:Yoke.OBrien@haringey.gov.uk)

**Purpose: To inform the Forum of the updated work plan for the 2017-18 academic year and provide members with an opportunity to add additional items.**

**Recommendations:**

**That the updated work plan for the 2017-18 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 2017-18**

January 2018

- Schools Funding Settlement 2018-19 and impact on Dedicated Schools Budget Strategy 2018-19
- Growth Fund
- Early Years Block 2018-19 Budget
- High Needs Block 2018-19 Budget
- Early Help and Preventative services update
- Updates from working parties

February 2018

- Update on Dedicated Schools Budget Strategy 2018-19
- Scheme for Financing Schools
- School Financial Value Standards
- The Schools Internal Audit Programme
- Update from Restructure Scrutiny Panel
- Update from working parties

May 2018

- 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

June 2018.

- Dedicated Schools Budget Outturn 2017-18
- Outcome of Internal Audit Programme 2017-18
- Forum Membership
- Work plan 2019-20
- Update from working parties