

## NOTICE OF MEETING

# HARINGEY SCHOOLS FORUM

THURSDAY 6 DECEMBER 2018 AT 15:45 HRS FOR 16:00 HRS –  
HARINGEY EDUCATION PARTNERSHIP TRAINING ROOM,  
HORNSEY SCHOOL FOR GIRLS, INDERWICK ROAD, LONDON N8  
9JF

### 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 MEETING OF 10 OCTOBER 2018 (PAGES 1 - 6)**

**5. MATTERS ARISING**

**6. DEDICATED SCHOOL BUDGET STRATEGY 2019-20 (PAGES 7 - 24)**

To inform members of the outcome of consultation on the 2019-20 Schools Fund-ing Formula.

To request:

- a) the central retention of £842k for the Growth Fund from the Schools Block
- b) the transfer of 0.25% or 0.5% from the Schools Block to the High Needs Block
- c) the use of +0.2% or lower Minimum Funding Guarantee in the 2019-20 Schools Funding Formula
- d) the de-delegation of funds from maintained schools Post MFG Budget.

**7. DEDICATED SCHOOLS GRANT - CENTRAL BLOCK (PAGES 25 - 46)**

To note and agree the planned expenditure through the DSG Central School Services Block.

**8. WORK PLAN 2018/19 (PAGES 47 - 48)**

To inform the Forum of the proposed work plan for 2018-19 and provide members with an opportunity to add additional items.

**9. UPDATE FROM WORKING PARTIES/ OTHER AREAS (IF ANY) (PAGES 49 - 52)**

- **THE GROVE**
- **EARLY YEARS WORKING GROUP (if any)**
- **HIGH NEEDS SUB GROUP MINUTES (2/11/18)**

**10. ANY OTHER URGENT BUSINESS**

**11. DATE OF FUTURE MEETINGS**

- **17 January 2019**
- **28 February 2019**
- **11 July 2019**

**MINUTES OF THE SCHOOLS FORUM MEETING  
THURSDAY 10 OCTOBER 2018**

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

(A) Martin Doyle (Riverside)

\*Peter Catling (Woodlands Park)

\*Mary Gardiner (West Green)

(A) Steve McNicholas (St John Vianney)

\*Emma Murray (Seven Sisters)

\*Will Wawn (Bounds Green)

\*Patrick Cozier (Highgate Wood)

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

(A) Gerry Robinson (Woodside)

(A) Claire Macdonald

(A) Adrian Hall (Rhodes Avenue)

(A) Paul Murphy (Lancasterian)

\*Linda Sarr (Risley Avenue)

\*Tony Hartney (Gladesmore)

\*Michael McKenzie (Alexandra Park)

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

\*Jean Brown (The Vale)

\*Melian Mansfield (Pembury)

\*Andreas Adamides (Stamford Hill)

\*Laura Butterfield (Coldfall)

(A) John Keever (Seven Sisters)

(A) Lorna Walker (Rokesly Infants)

\*Sylvia Dobie (Park View)

(A) Johanna Hinshelwood (Hornsey Girls)

Vacancy

(A) Terry

\*Zena Brabazon (Seven Sisters)

\*Hannah D'Aguir (Chestnuts Primary)

(A) Jenny Thomas (Lordship Lane)

(A) Noreen Graham (Woodside)

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

(A) Cllr Daniel Stone

(A) Pat Forward

(A) Ed Harlow

\*Geraldine Gallagher

\*Kurt Hintz

\*Susan Tudor-Hart

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

(A) Cllr Elin Weston

**Also attending:**

LBH Director of Children's Services

Chief Executive

LBH Joint Assistant Director, Schools and Learning

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

LBH Head of SEN and Disability

LBH Head of Early Help and Prevention

LBH Head of Audit and Risk Management

LBH Senior Business Partner

LBH Finance Business Partner (Schools and Learning)

LBH Service Improvement Manager

Head of Governor Services - HEP

HEP Clerk (minutes)

(A) Ann Graham

\*James Page

\*Eveleen Riordan

(A) Gill Gibson

\*Vikki Monk-Myer

\*Jennifer Sergeant

(A) Minesh Jani

(A) Paul Durrant

\*Kamaljit Kaur

(A) Karen Oellermann

(A) Carolyn Banks

\*Jonathan Adamides-Vellapah

\* Members present

(A) Apologies given

**MINUTES OF THE SCHOOLS FORUM MEETING  
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MINUTE No.	SUBJECT/DECISION	ACTION BY
<b>1.</b>	<b>ELECTION OF THE CHAIR AND VICE CHAIR</b>	
1.1	The Clerk called for the election of the Chair. Tony Hartney was nominated and elected to be Chair of the Schools Forum for the academic year 2018/19.	
1.2	The Chair called for a Vice-Chair and Laura Butterfield was nominated and accepted the role of Vice-Chair for the academic year 2018/19.	
<b>2.</b>	<b>CHAIR'S WELCOME</b>	
2.1	The Chair opened and welcomed everyone to the meeting.	
<b>3.</b>	<b>APOLOGIES AND SUBSTITUTE MEMBERS</b>	
3.1	Apologies: Received and accepted.	
3.2	The Chair welcomed the new members attending their first meeting, Patrick Cozier, Mary Gardener and Kurt Hintz.	
3.2	Substitutions: None.	
3.3	Observers: None	
3.4	The Chair confirmed the attendance from HEP: James Page.	
<b>4.</b>	<b>DECLARATIONS OF INTEREST</b>	
4.1	There were no new declarations of interest for items on the agenda.	
<b>4a.</b>	<b>VARIATION TO THE AGENDA</b>	
4a.1	The Members agreed to vary the agenda and to allow the Tuition Service update to take place following the matters arising.	
<b>5.</b>	<b>MINUTES OF THE MEETINGS 12 JULY 2018</b>	
5.1	The minutes of the meeting on the 12 July 2018 were approved.	
<b>6.</b>	<b>MATTERS ARISING 12 JULY 2018</b>	
6.1	<p>The Forum reviewed the matters arising and agreed they had been completed. The following additional updates were noted:</p> <ul style="list-style-type: none"> <li>• There have been letters written to the Secretary of State on the High Needs Block funding. The Forum agreed for the Secondary Heads group to continue trying to seek a more substantive resolution and welcomed the support from Cabinet Members, Councilors and Officers, in writing separate letters to the Secretary of State.</li> <li>• There have been meetings with DfE colleagues on the recoupment due to the merger of CoNEL and the monies being transferred to Camden. The Forum approved for Vikki Monk-Myer to pursue the recoupment of monies that has reduced the funding from the High Needs Block.</li> <li>• The Forum agreed for Officers to contact the MP for Hornsey &amp; Wood Green and the MP for Tottenham and ask them to write letters to Secretary of State on the funding issue for the High Needs Block.</li> <li>• The Forum discussed the Tuition Service update which is noted under agenda item:10.</li> </ul>	
	<b>AGREED: The Grove update will be added as a permanent agenda item under – Update from working parties/other areas.</b>	<b>Carolyn Banks</b>
<b>7.</b>	<b>SCHOOLS FUNDING – SCHOOLS BLOCK, HIGH NEEDS BLOCK AND CENTRAL SERVICES BLOCK</b>	
7.1	<p>Finance Business Partner – Schools and Learning (Kamaljit Kaur) presented the paper and advised that notional funding has been received for all four blocks. The Central Services block will be reduced, as the residual funding for historic commitments is reviewed by the DfE.</p> <p>The Forum noted that:</p> <ul style="list-style-type: none"> <li>• The 2019/20 formula will be set in consultation with local schools and will take into account the 1% increase as compared to the 2017/18 baseline,</li> </ul>	

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	<p>this increases the minimum funding for per pupil for primary and secondary.</p> <ul style="list-style-type: none"> <li>• The Growth fund will be maintained. However, questions have been raised in connection with falling rolls.</li> <li>• The Schools Block will be ring fenced with the 0.5% transfer allowed between blocks.</li> <li>• The 2018 Teachers Pay award will be calculated by the DfE and the agreed grant totals will be passported to schools. The payments will be made when the DfE funds are received by the Council. The DfE have advised the funding will be received for one academic year. With 7/12ths in the 2018/19 financial year, then 5/12ths in 2019/20. However, no date has been given by the DfE as to when this funding will be available. The Forum noted that the grants are based on the 2017 census.</li> <li>• The Forum noted the DSG table showing that the Central Services Block will reduce by £80k</li> <li>• The Forum noted the Council proposals for 2019/20 to maintain the existing funding commitments and reduce the funding for schools' standards by £80k.</li> </ul> <p>The Forum thanked Finance Business Partner – Schools and Learning for the update.</p>	
7.2	<p>The Forum Chair opened the discussion and the following was noted:</p> <ul style="list-style-type: none"> <li>• Schools budgets will continue to decrease given that the grant for the Teachers Pay award is based on historic figures and does not take into account the actual wage bill.</li> <li>• There are falling school rolls and a number of schools have been asked to temporarily reduce their PANs. The Forum discussed if the Place Planning Data provided by the GLA was reflective of local needs. The Assistant Director (Eveleen Riordan) noted that further work may be undertaken by Haringey to establish school requirements for the future. Members discussed the impact on the Growth Fund and how bulge classes were being used in Secondary Schools where capacity historically existed to accommodate the larger intakes. The Forum noted that meetings are undertaken with neighboring boroughs to determine school roll requirements and the report can be found at <a href="http://www.haringey.gov.uk/schoolplaceplanning">http://www.haringey.gov.uk/schoolplaceplanning</a></li> <li>• Members discussed the links to regeneration in Haringey and the importance for all schools to respond to the Fairness Commission.</li> </ul>	
7.3	<p>The Forum agreed it was important to review the proposed financial distribution model and ensure that the statutory requirements, including the consultation with schools is completed in time and agreed by the Forum before being submitted to the DfE.</p> <p><b>AGREED: The members of the Working party will meet to review the model to meet the consultation and DfE submission deadline.</b></p> <p><b>APPROVED: The Forum approved the proposal that previous Forum members who were working party members can be invited to contribute to the consultation proposals.</b></p>	

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	<p><b>APPROVED: All Forum members were asked to consider joining the Working Party on agreeing the Local Funding Formula.</b></p> <p><b>NOTED: The modelling must be completed by the 30 October and approved at the 6 December Schools Forum meeting.</b></p>	
	<p><b>RESOLVED: The Forum noted the planned expenditure through the Central Services Block in 2019/20.</b></p>	
<b>8.</b>	<b>EARLY HELP AND PREVENTATIVE SERVICES (PRESENTATION TO BE TABLED)</b>	
8.1	<p>Jennifer Sergeant presented the key highlights to the Forum and this included:</p> <ul style="list-style-type: none"> <li>• 2017/18 had a 20.3% increase in the number of families requesting Early Help engagement</li> <li>• Final destination data shows a high proportion of cases were closed with successful outcomes</li> <li>• The analysis of contact sources indicates a high proportion are from schools</li> <li>• The highest proportion of families requesting help are from the East of the Borough</li> <li>• A higher proportion of boys from 0-18 requested help</li> <li>• Further analysis to understand the issues and outcomes.</li> </ul> <p>The Forum reviewed the development, feedback from the participants and the next steps. The Members thanked Jennifer for the presentation and the work being undertaken by the Service.</p>	
<b>9.</b>	<b>WORK PLAN 2017/18</b>	
9.1	The Forum noted the Work Plan and members were asked to email Carolyn Banks and Kamaljit Kaur with amendments or any items for consideration.	
<b>10.</b>	<b>UPDATE FROM WORKING PARTIES</b>	
<b>10.1</b>	<b>TUITION SERVICE</b>	
10.1a	<p>Laura Butterfield gave an overview of the current provision and noted that the Tuition Service has received a delegated budget, is currently reviewing the staffing structure and issuing permanent contracts. There continue to be challenges over the funding and recoupment from schools through invoicing, this is being reviewed as part of the admission arrangements.</p> <p>Premises continue to be challenging as they are not ideal, and a solution must be found that will accommodate the service needs. The co-located site has challenges for the pupils and learners. Vikki Monk-Myer advised that the Premises challenges are known, and discussions continue to seek solutions.</p> <p><b>AGREED: Laura Butterfield will meet with Jennifer Sergeant to discuss existing Premises concerns with the Youth Service.</b></p>	
<b>10.2</b>	<b>HIGH NEEDS BLOCK</b>	
10.2a	Vikki Monk-Meyer advised the Forum that the HNB had met and it had been agreed to continue the existing remit of reviewing and reducing costs where possible. The review includes looking at more Haringey commissioned	

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10.2b	<p>placements locally where possible rather than with Independent placements out of Haringey.</p> <p>The HNB agreed that in the short term given the needs all effort is being made to contain costs, however in the longer term the HNB requirements are increasing and these have to be met where required in line with statutory duties.</p>	
<b>10.3</b>	<b>THE GROVE UPDATE</b>	
10.3a	<p>Eveleen Riordan advised the Forum the Grove has opened on a temporary site with eight admissions. The Grove site at the former PDC has received planning permission for minor alterations and all building works should be completed by September 2019.</p>	
10.3b	<p>Admissions will be on an incremental basis until it reaches capacity at 104 pupils/learners from ages 4-19. The Forum understood the on-roll numbers are planned as:</p> <ul style="list-style-type: none"> <li>• 2018/19 – 42</li> <li>• 2019/20 – 62</li> <li>• 2020/21 – 82</li> <li>• 2021/22 – 104</li> </ul> <p>There will be variations in the pupil age range and ability and these figures with admissions groups being primary or secondary focused.</p>	
<b>10.4</b>	<b>FAIRNESS COMMISSION</b>	
10.4a	<p>Cllr Zena Brabazon gave an overview of the Commission's focus and work and encouraged all schools to participate in these events.</p> <p><b>NOTED: Cllr Brabazon welcomed the opportunity to visit schools and Headteacher groups to encourage participation on the Fairness Commission. and the priorities that are needed, schools have data and knowledge,</b></p>	
<b>11.</b>	<b>ANY OTHER URGENT BUSINESS</b>	
11.1	None.	
<b>12.</b>	<p><b>DATES OF FUTURE MEETINGS</b></p> <ul style="list-style-type: none"> <li>• <b>06 December 2018</b></li> <li>• <b>17 January 2019</b></li> <li>• <b>28 February 2019</b></li> <li>• <b>11 July 2019</b></li> </ul>	
	As there was no further business the meeting closed.	

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**Agenda Item  
6**



**Report Status**

For information/note   
For consultation & views   
For decision

**Report to Haringey Schools Forum – 6th December 2018**

**Report Title: Dedicated Schools Budget Strategy 2019-20**

**Author:**

Kamaljit Kaur – Finance Business Partner - Schools and Learning  
Contact: 0208 489 5232 Email: [kamaljit.kaur@haringey.gov.uk](mailto:kamaljit.kaur@haringey.gov.uk)

**Purpose:**

1. To inform members of the outcome of consultation on the 2019-20 Schools Funding Formula.
2. To note the financial implications of each funding option.
3. To inform members of the Finance subgroup recommendations.

**Recommendations:**

1. School Forum notes the outcome of the consultation process.
2. School Forum notes the financial implications for each option of transferring funds from schools Block to high Needs Block and agrees to one of the three options A, B or C.
3. That Schools Forum agree to allocate £0.8m for the Growth Fund.
4. Members representing primary maintained schools agree to de-delegate Attendance and Welfare Service.
5. Members representing secondary maintained schools agree to de-delegate Attendance and Welfare Service.
6. Members representing primary maintained schools agree to de-delegate a Contingency for Schools in Financial Difficulty.
7. Members representing secondary maintained schools agree to de-delegate a Contingency for Schools in Financial Difficulty.
8. Members representing primary maintained schools agree to de-delegate funding for Trade Union Facilities Time.
9. Members representing secondary maintained schools agree to de-delegate funding for Trade Union Facilities Time.

## 2 Introduction.

- 2.1 Schools Forum on 18<sup>th</sup> October 2018 recommended consulting schools on three proposed options to use in running Haringey Schools' 2019-20 Schools Funding Formula.
- 2.2 This report brings the outcomes of the 2019-20 Schools Funding Formula consultation with Haringey Schools, the amended proposals for Growth Fund, proposed schools top-slice and Minimum Funding Guarantee options for the Haringey Schools Funding Formula for 2019-20.
- 2.3 Maintained Schools Forum members are asked to consider and approve the de-delegation of:
- Attendance and Welfare Service
  - Contingency for Schools in Financial Difficulty
  - Trade Union Facilities Time

## 3 Haringey School Funding Formula 2019-20.

### **Recommendation 1: School Forum notes the outcome of the consultation process.**

- 3.1 Following the Schools Forum on 18<sup>th</sup> October, all schools in Haringey were consulted on the proposed change to the Haringey 2019-20 Schools Funding Formula with a deadline of 1 pm 20<sup>th</sup> November 2018 for responses from Head-teachers and Chairs of Governors.
- 3.2 By the deadline, 17 responses had been received and these are summarised below:

Question: Which is your preferred option?	Option A +0.4% MFG and 0% transfer to HNB	Option B +0.2% MFG and 0.25% transfer to HNB	Option C - 0.1% MFG and 0.5% transfer to HNB
Headteacher Votes	10	5	
Chair of Governors Votes	1		1
Total Votes	11	5	1

- 3.3 The returns showed a preference in favour of Option A, which recommends running Haringey's 2019-20 Schools Funding Formula after deducting £971k for Growth Fund, transferring nil out of Schools Block to High Needs Block. Whilst allocating the remainder of Schools Block to all schools using +0.4% Minimum Funding Guarantee. Comments included:

*We have agreed option A as The HNB is chronically underfunded. Although our own school may benefit from adding additional monies to this fund, it will not solve the underlying funding issue.*

*Given the limited funds available to schools, it is impossible to continue to fund HNB, as this is a statutory responsibility, it should be funded by ESFA.*

**Recommendation 2: School Forum notes the financial implications of each option and decide upon option A, B or C.**

- 3.4 To consider the options of transferring either (A) 0%, (B) 0.25% or (C) 0.5% out of School Block allocation into the High Needs Block.
- 3.5 It should be noted that the High Needs Block is currently under severe financial pressure and would from the perspective of balancing the budget perspective would benefit from agreement to agreement to either options (B) or (C).
- 3.6 To consider the options for the Minimum Funding Guarantee (MFG), which are (A) +0.4%, (B) +0.2% or (C) +0.1%.
- 3.7 Whilst the higher level of MFG would support higher increases in schools budgets, it would limit the sums made available to support the High Needs Block and the potential to deliver a balanced dedicated schools budget.

**Recommendation 3: That Forum agree to allocate £0.8m for the Growth Fund**

- 4 In 2018-19 Schools Forum set aside £0.8m<sup>1</sup> 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-scale1 teacher £32.8k pro-rata to the part of the year.
- 4.1 For the 2019-20 year it is expected that Haringey's Growth Fund will be needed for:

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<sup>1</sup> Clawback from academies will increase the total growth fund to just over £1 million.

- a) The ongoing permanent expansion of Bounds Green Infant and Junior School;
  - b) Ongoing payments for any oversized KS1 class(es);
  - c) Bulges within our secondary schools for additional year 7 capacity
- 4.2 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 and into our secondary schools.

**De-Delegated Budgets.**

**Recommendation 4: Members representing primary maintained schools agree to de-delegate Attendance and Welfare Service.**

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

**Recommendation 6: Members representing primary maintained schools agree to de-delegate a Contingency for Schools in Financial Difficulty.**

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

**Recommendation 8: That Members representing primary maintained schools agree to de-delegate funding for Trade Union Facilities Time.**

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

- 5.1 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.
- 5.2 De-delegation for the following services is sought; maintained school representatives would be asked to vote by phase on each item.
- 5.3 **Attendance and Welfare Service (£122,000).**

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.

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.

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

In the past Schools Forum 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.

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.

**5.5 Trade Union Facilities Time. (£117,000)**

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

<b>Union</b>	<b>Staff Represented</b>
ASCL	Teachers
ATL	Teachers
GMB	Support Staff
NAS/UWT	Teachers
NAHT	Teachers
NUT	Teachers
Unison	Support Staff
Unite	Support Staff

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.

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.

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).

Subject to the Schools Forum agreeing to de-delegate facilities time for maintained schools, a draft contract and supporting Employment Relations Protocol for 2018-19 is set out as Annexes 1 and 2 in Appendix 3. The contract is largely unchanged from the version that was issued for 2018/19.

In 2018-19, 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 £4.90 per pupil. The same will be sought for 2019-20 but the amount per pupil may change slightly once the October 2018 census data is available.

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.

## 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 schoolteacher. 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. The DfE in its allowable criteria recognises this practice 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 with referred families and in a preventative capacity in order to improve school attendance. The service also offers advice and guidance to maintained schools in order to support and challenge to ensure schools fulfil their statutory obligations in relation to school attendance.**

**EWS has received increasing numbers of referrals (missing children, irregular attenders and EHE). Total number of referrals to EWS in 2017-18 was 995. Partly as a result of this work, pupil absence has decreased over recent years**

**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**

**Due to Education Services Grant ceasing, for the last 2 years the service has requested £122,000 from Schools Forum in order to continue to provide a viable service to schools.**

**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.**

**Reduced funding for the service would 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. 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 and to the Early Help offer to our families.**

**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 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 2019 to March 2020 and at the same rate as for maintained schools for the LA's financial year 2019-20.
- 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 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/ Unions reps  Support staff union 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: <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>	To their union members/ regional/ national bodies.  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/ 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 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 head teacher 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. The head teacher and elected trade union official may attend the meeting. By agreement, the resolution could include (but 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 head teacher 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. The head teacher and elected trade union official may attend the meeting. By agreement, the resolution could include (but 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 6th December 2018****Report Title: Dedicated Schools Grant (DSG) - Central School Services Block****Authors:**

Kamaljit Kaur – Finance Business Partner - Schools and Learning  
Contact: 0208 489 5232 Email: [kamaljit.kaur@haringey.gov.uk](mailto:kamaljit.kaur@haringey.gov.uk)

**Purpose:**

To note and agree the planned expenditure through the DSG Central School Services Block

**Recommendations:**

1. Schools Forum is asked to note and agree the planned expenditure through the DSG Central School Services Block in 2019-20

## 1. Introduction

- 1.1. The central school services block (CSSB) within the DSG will continue to provide funding for local authorities to carry out central functions on behalf of compulsory school age pupils in state-funded and maintained schools and academies in England.
- 1.2. The block will continue to cover the two distinct elements of: 1) ongoing responsibilities, and 2) historic commitments.
- 1.3. 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.
- 1.4. Further detail on schools funding arrangements for 2019-20, along with the Operational Guidance, can be found at:  
<https://www.gov.uk/government/publications/schools-funding-arrangements-2018-to-2019>
- 1.5. This paper covers arrangements for CSSB in 2019-20. 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 £3.01M. This is made up of an actual per-pupil rate of £89.34 for ongoing responsibilities, based on the CSSB national formula and an actual fixed cash amount for historic commitments, based on the Local Authority's historic spend.
- 2.2 The CSSB national funding formula (NFF) allocates funding to LAs for ongoing functions using a pupil-led formula. The formula uses two factors, a basic per-pupil factor, through which LAs receive most of the funding, and a deprivation factor.
- 2.3 The pupil counts used to calculate CSSB allocations are the LA's 2018-19 DSG schools block pupil counts, with duplicates apportioned.

- 2.4 Provisional CSSB has reduced by £80k compared with the 2018-19 centrally retained elements. The maximum per-pupil reduction in funding for ongoing functions each LA will receive is 2.5%. Permitted gains in per-pupil funding are set at the highest level possible to ensure that the total CSSB funding does not exceed the available budget. In 2019-20 LAs will be allowed to gain a maximum of 2.18% on a per-pupil basis
- 2.5 Funding covers two distinct elements which will be handled separately within the formula:
  - a) Ongoing responsibilities, and
  - b) Historic commitments.
- 2.6 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.
- 2.7 LAs that are set to face reductions in per-pupil funding for ongoing functions, compared to their 2018-19 baseline, as a result of the CSSB NFF will be protected against large losses year-on-year. This year-on-year protection is paid for by placing a maximum on the amount that LAs can gain year-on-year under the formula. The transitional protections operate on LA's per pupil ongoing functions funding rate as outlined in the 2018-19 DSG allocations.
- 2.8 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.
- 2.9 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.
- 2.10 Funding for historic commitments will be based on the actual cost of the commitment, and 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 as 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 2019-20:
- a) Admissions - £300k
  - b) Governor support services – £130k
  - c) Servicing Schools Forum - £10k
  - d) LAC placements - £800k
  - e) Music and performing arts - £168k
  - f) Support costs - £192k
  - g) Early Help - £350k
  - h) LA Copyright Licenses (Deducted by ESFA from DSG) - £166k
  - i) ESG transferred to DSG - Statutory Education Welfare Service - £172k
  - j) ESG transferred to DSG - Other Statutory and Regulatory Duties - £378k
- 3.4 Further detail is set out in Appendix 1 for Schools Forum’s approval.

### 3.5 Recommendation:

**Schools Forum is asked to agree the planned expenditure through the Central School Services Block in 2019-20.**

## Appendix 1 – Central School Services Block funding

### A. 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 a parent/carer of a child to appeal against the decision to refuse a school place at any given school.</p> <p>We are required to provide advice and assistance to parents when deciding on a school place and allow parents to express up to six preferences. This includes maintaining a website and publishing electronic 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 in 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 and that there continues to be sufficiency of places.</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 <b>must</b> be processed via the Pan London system meaning that schools <b>cannot</b> carry out this function on a school by school basis.</p>	<p>The guidance states that Admissions is covered by centrally held funding. However, we are seeking Schools Forum approval for the same (not increased) budget as in previous years (299.8K) so the Service can continue to successfully perform its statutory functions for all of our schools and our families. We are the smallest Admissions team in London, but efficiency and judicious management enables us to operate as one of the top performers.</p>	<p>N/A</p>

### B. 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>

**C. Servicing Schools Forum**



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
To provide administrative costs for School's Forum (clerking etc)	Such servicing allows for the timely clerking of forums, distribution of papers and for decisions to be made to allow appropriate funding to our schools and services.	The servicing of schools forum would be significantly compromised		

#### D. 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 the 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</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</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</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</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</p>

<p>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>The number of looked after children has continued to reduce and now stands at 424, aged 0-18 years old.</p> <p>Of these children, 343 children do not have an educational health and care plan and 189 are of school age as at November 2018.</p> <p>66 children do have an EHCP and a number of them are in some form of specialist provision to meet their behavioural needs.</p>	<p>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 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</p>	<p>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 person's originating school to be covered in order to ensure their access to education.</p>	<p>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 Stage 4, see below) where the responsible authority proposes 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/EPEP.</p>	<p>access to education, and therefore increasing the likelihood of them returning to mainstream school.</p>
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<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>and are without a school place for a period.</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 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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## E. 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
<p>Subsidised instrumental musical lessons, instrument hire and ensemble membership for pupils entitled to free school meals</p>	<p>Equality of opportunity</p>	<p>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>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>	<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.</p>

## F. 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> 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 fair 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 (MTFS).</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

<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>            Covering personnel and payroll support, advice on terms and conditions and advice on best practice as a good employer.         </li> <li> <b>ICT</b>            This charge will cover all licensing arrangements, help desk, data management, systems developments, security, server management, hardware maintenance and internet links to service users.         </li> <li> <b>Communications</b>            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         </li> </ul>				
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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 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>				
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<p>In order to ensure 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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**G. Early Help**

<b>Focus of the service provided</b>	<b>The benefit derived by our schools/families/children</b>	<b>The consequence of reduction or removal of funding</b>	<b>Link to CSSB guidance</b>	<b>Any other comment or consideration</b>
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<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;  <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;  Will therefore be <b>more relational and about</b> families feeling heard and respected even where there is challenge; Less about referring on  <b>Really embedding the whole family approach.</b>  Early hep support enables families to overcome issues, achieve behavioural change and develop greater resilience moving forward.  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 offences</b></li> <li>• <b>Parenting capacity</b> manifesting itself in significant <b>behavioural issues</b></li> </ul>	<p>In 2016/17 the Early Help service has worked directly with offered support to 687 families, formed of 1375  Delivered transition support for 5 primary schools  Since Sept 2016 -  <b>Attended:</b>  132 vulnerable children meetings  212 case consultations with parents/staff  61 parenting drop-ins</p> <p><b>Delivered;</b>  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.  Provided TAS support in relation to SYV to 5 schools and CONEL following critical incident.</p> <p>Directly delivered 3 x 12-week parenting courses</p>	<p>This would cause an inevitable and significant negative impact on vulnerable families and subsequently schools (attendance and attainment) if funding is removed.  The Ofsted document <b>‘Whose Responsibility’</b> emphasises the system and partnership responsibilities for delivering Early Help. 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.  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 pressure and risk associated with Ofsted assessments.</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 children and young people on the borough. As such this element of funding allocation is within the CSSB guidance.</p>	
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<ul style="list-style-type: none"><li>• <b>Other children who need help</b> e.g. SEMH support</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>				
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## I. 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>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).</p> <p>The service currently offers additional and discretionary casework with referred families and in a preventative capacity in order to improve school attendance. The service also offers advice and guidance to maintained schools in order to support and challenge to ensure schools fulfil their statutory obligations in relation to school attendance.</p> <p>EWS has received increasing numbers of referrals (missing children, irregular attenders and EHE). Total number of referrals to EWS in 2017-18 was 995. Partly as a result of this work, pupil absence has decreased over recent years. There are currently nearly 300 EHE open cases.</p> <p>EWS budget funds the LA's Elective Home Education Advisory Teacher</p>

				<p>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 will have a significant impact on our ability to safeguard this very vulnerable cohort.</p> <p>There has been a gradual reduction in the size of the team over recent years, with officers not being replaced when they have left the service. The service currently comprises a team manager, 6.5 Education Welfare Officers, 0.5 Child Performance Licencing Officer, Administration Officer (who also offers a service across Schools &amp; Learning) and a part time Elective Home Education Advisory Teacher.</p> <p>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:</p> <ul style="list-style-type: none"> <li>Enforcement (court action)</li> <li>Enforcement (penalty notices)</li> <li>Child licencing</li> <li>Working jointly with schools to locate missing children</li> </ul>
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				<p>Due to Education Services Grant ceasing, for the last 2 years the service has requested £122,000 from Schools Forum in order to continue to provide a viable service to schools and one that can support some of our most vulnerable young people.</p> <p>Reduced funding for the service would result in experienced EWOs leaving the council; a loss of expertise and experience that would necessarily reduce the amount and range of work undertaken by the remaining EWOs on behalf of schools. EWS ability to deliver tangible outcomes for schools and individual pupils will be compromised. 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. 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.</p>
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**J. 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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**Agenda Item  
8**



**Report Status**

For information/ note   
 For consultation & views   
 For decision

**Report to Haringey Schools Forum – 06 December 2018**

**Report Title: Schools Forum Work Plan 2018 -19 Academic Year.**

**Author:**

Kamaljit Kaur, Finance Business Partner – Schools and Learning  
 Telephone: 020 8489 5232 Email: [kamaljit.kaur@haringey.gov.uk](mailto:kamaljit.kaur@haringey.gov.uk)

**Purpose: To inform the Forum of the updated work plan for the 2018-19 academic year and provide members with an opportunity to add additional items.**

**Recommendations:**

**That the updated work plan for the 2018-19 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 2018-19**

January 2019.

- Update on Dedicated Schools Budget Strategy 2018-19.
- Funding Formula 2019-20.
- Growth Fund.
- High Needs Block.
- Early Help and Preventative services update.
- Updates from working parties.

February 2019.

- Scheme for Financing Schools.
- Update on Dedicated Schools Budget Strategy 2019-20.
- The Schools Internal Audit Programme.
- Update from working parties.
- Arrangements for the use of pupil referral units and the education of children otherwise than at school.

July 2019.

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

## High Needs Block Committee

Minutes of the meeting held on  
**2<sup>nd</sup> November 2018 11.30am at Alex House**

### Members

Martin Doyle: Headteacher Riverside School – Chair  
 Phil di Leo: Governor The Vale  
 + Tony Hartney: Chair, Schools Forum  
 Peter Catling: Headteacher Woodlands Park NS&CC  
 + Melian Mansfield: Pembury House Chair of Governors  
 Mike McKenzie: Headteacher Alexandra Park School  
 Will Wawn: Primary Heads Rep

### Also Present

Vikki Monk-Meyer: Head of Service: Special Educational Needs & Disabilities  
 + Kamaljit Kaur: Schools Finance Manager  
 Janet Miller: Special Educational Needs & Disabilities  
 Ngozi Anuforo: Head of Strategic Commissioning, Early Help & Culture  
 + Jean Brown: Governor The Vale  
 Sarah Hargreaves: Clerk  
 + Denotes absence

### 1. Welcome, apologies for absence and acceptance

- 1.1 The Chair welcomed everyone present to the meeting.
- 1.2 Apologies for absence have been received from Kamaljit Kaur, Jean Brown and Melian Mansfield. Tony Hartney was not in attendance.
- 1.3 It was confirmed that Phil di Leo is a member of this Committee.

### 2. Minutes of 17<sup>th</sup> September 2018

- 2.1 The minutes were **agreed** as a correct record of the meeting. Signed by the Chair and returned to Vikki for filing.

### 3. Matters arising from the minutes

- 3.1 Pt 4.7 Letters were sent from the primary and secondary Heads. The Secretary of State has responded. Cllr Dan Stone is interested in using these for political ends.
- 3.2 Pt 5.1 Riverside's 14-19 provision now has 9 new pupils.
- 3.3 Pt 6.5 There is no update yet on the CAMHs project.

### 4. Feedback from points raised at EFSA meeting & actions

- 4.1 Vikki reported that the meeting with the EFSA had gone ahead. They were pleased to see the good early work undertaken to try and prevent the deficit increasing. "Non recurrent spend" has been removed and the staffing budget reduced. However, the on-going increase in demand for post 16 places is wiping out any savings.
- 4.2 It is possible that there will be little extra demand for places, (other than post 16's).
- 4.3 The CoNEL issue is on-going. There are also issues with the Camden funding. All boroughs report receiving different answers from the EFSA. *Members suggested a joint meeting between all the affected boroughs and the EFSA; someone has the money owed and it would not be advantageous if they got used to have it and then had to re-pay it.* The Chair will speak to Mike McKenzie and Kamaljit Kaur about suitable people to speak to. **Action Chair**

4.4 The population has increased in Haringey, but the SEN figures used to set the budget aren't up to date. There will be a re-adjustment in Jan/Feb '19.

**11.50am Will Warn** joined the meeting.

4.4.1 It was noted that the previous transfer from the Schools Block has made the situation more complicated.

4.5 It was confirmed that schools receive £6,000 from the HNB and £4,000 AWPU for each place. Kamaljit will be asked to check each school's AWPU allocation against the list of funding pupils.

**Action KK**

It was noted that for some schools, eg, The Vale, their PAN admissions numbers are lower due to taking SEN pupils. This will affect their 2019/20 funding.

4.5.1 Vikki to check if pupils in independent schools are included.

**Action VMM**

4.5.2 "P" Levels are now called "Pre-Entry Levels."

4.6 The EFSA appear to understand that increasing the age range from 21 to 25 has caused issues. Students placed in colleges are not necessarily achieving the required outcomes and so colleges don't want to continue their places.

4.7 The EFSA were interested to see that Haringey had been able to use money from Early Years. They wondered if EY had been over funded. It was **agreed** that it was important the EFSA were aware that this had been one off funding for 2 year old places and there was not additional money available to fund places. Vikki to ensure that they understand this.

**Action VMM**

4.7.1 It was noted that it is possible to use the funding from either HNB or EY. Different boroughs do it in different ways. *Members suggested that Vikki spoke to other boroughs to see how they are tackling the funding shortfall.*

**Action VMM**

4.8 The EFSA say that costs are rising nationally (using ONS data), but that it can be hard to compare accurately as different intakes are being compared. In Haringey the savings made have been wiped out by cuts and the expenditure needed for the additional place demands. Overall the budget is £33m.

4.9 Current additional places stand at:

Riverside 9

The Grove 10

The Vale and The Brooke have also increased their places

A few voluntary sector and independent places have reduced.

Top-ups of £27,000 are paid to The Grove as a new setting with start up costs.

4.9.1 Other special school settings receive either £10,000, £13,000 or £22,000 in top-ups.

4.10 Some colleges are asking for between £20-30,000 in top-ups. This costs more than the £22,000 which was paid when the student was attending special school. There is a risk that if colleges do not get what they say they need they tend to turn parents and young people away; especially when the student has an EHCP.

4.10.1 *It was felt that collective bargaining by LAs would be useful in dealing with the colleges, in order to ensure the effective and efficient use of resources.* Vikki will speak to Camden, Islington and Enfield to see if there are common areas of concern.

**Action VMM**

4.10.2 Vikki confirmed that the bandings are locally determined. If the bands are circulated to the colleges they will be able to see what they are likely to be paid and why.

**Action VMM**

Once the bandings are agreed a ceiling should be set and the colleges informed. This will work best if the other LAs follow a similar course of action.

4.10.3 Additionally it would be useful if the Headteachers and SENCOs at the school(s) the pupils are leaving could see the requests being put in by the colleges as they will know what level of support the student actually needs.

4.10.4 Colleges are not funding physical adaptations to their buildings.

4.11 A "Corporate Contribution" of 7% of the budget (£300,000) will be requested from April 2019.

**5. Re-visiting uplift to TA rates**

5.1 It is proposed to offer a 1%- 2% salary uplift for support staff backdated to 1<sup>st</sup> September 2018. This will incur an overall cost of £55,000 – £110,000. This had been agreed previously but then was not possible to implement due to the worsened year end position. After discussion this was **agreed**.

**6. Review capital spend and developments**

6.1 There is a need to show the DfE how the capital grant is being spent before extra SEND capital can be drawn down. The original plan was to spend it on the local offer for 18-21 year olds; then the SEMH provision and finally discussions around early years. There is £650,000 in total.

6.2 Vikki confirmed that the Octagon re-building works are not going ahead, so this needs re-thinking

6.3 The Vale requires works to be undertaken but members enquired *whether these should be paid for out of the Property and Contracts Health & Safety budget*. The EFSA is only interested in the total being spent, not where the money is coming from. It was noted that the Vale works won't result in any increase in places available. The EFSA will want to see that alternative funding sources have been discussed and so see who else is contributing towards projects.

6.4.1 It was **agreed** that the Capital Working Party, consisting of Martin Doyle, Vikki Monk-Meyer, Peter Catling and Ngozi Anuforo should re-form. **Action MD, VMM, PC, NA**

6.4.2 This should also link into the school place planning and general capital strategies meetings.

**7. Alternative Provisions Review**

7.1 Claire Warner has been appointed as interim cover to replace Deborah Tucker from next week.

7.2 There are another 2 years to run on the contract with TBAP. They are contracted to run The Octagon until August 2019. Ngozi to provide details of the costs of this contract. **Action NA**

7.3 Members asked *how AP was working in other boroughs*; this is something which Claire Warner will be working on. It appears that some boroughs are struggling to place pupils because of the nature of their needs. Especially young people at risk of violence, exclusion and entry into the criminal justice system. A review of who is excluded in secondary schools will be undertaken.

7.4 It was felt that there is a need to look at what has been commissioned and to compare it to what has been delivered. Both TBAP and The Octagon to be looked at.

7.5 The land has been leased to TBAP for 99 years; but it goes with the commission and so if a different provider was brought in it would transfer to the new provider. If TBAP were to lose their Academy Order they would have to hand the land back.

7.6 It was **agreed** that any capital expenditure made will have to meet the needs of the service.

**8. AOB**

8.1 The High Needs Block continue to be overspent.

8.2 The School Grant is to stay within the schools. There is currently a consultation out on 3 options to top-slice the DSG for 2019-20 for the HNB budget; 0%, 0.25% or 0.5%. It is likely that the answer will be 0% or 0.25%. The decision will be made in January 2019.

8.2.1 It was **agreed** that weighting for lower prior attainment has to be funded in full and not just factored into the formula.

**9. Date of next meeting**

9.1 It was **agreed** that meetings should be 2 weeks before SF pre-meetings.

9.2 The next meeting will be on **10<sup>th</sup> December, 11.30am-1pm at Alex House, Level 2 Room 4**. There being no further business the meeting ended at **1.10pm**.

Signed

Date

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