

## NOTICE OF MEETING

# HARINGEY SCHOOLS FORUM

THURSDAY 11 JULY 2019 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 MEETINGS OF 28 FEBRUARY 2019 (PAGES 1 - 6)**

**5. MATTERS ARISING**

**6. FORUM MEMBERSHIP (PAGES 7 - 12)**

To review the membership of the Forum.

**7. OUTCOME OF INTERNAL AUDIT PROGRAMME 2018-19 (PAGES 13 - 20)**

To advise the Schools Forum of the outcomes of the 2018/19 audit programme and formal follow up audits for 2017/18 audits.

**8. DEDICATED SCHOOLS BUDGET STRATEGY 2019-20 (PAGES 21 - 30)**

- To inform members of the Dedicated Schools Grant (DSG) budget strategy for 2019-20.
- To note the financial review of DSG for 2018-19 and 2019-20 forecast.
- To note the schools closing balance as at 31 March 2019.
- To inform members of the need for DSG recovery plan.

**9. HIGH NEEDS BLOCK 2018-19 (PAGES 31 - 54)**

The purpose of this paper is to set out the budget outturn position for the High Needs Block 2018/19 and note the factors contributing to continued pressure on the High Needs Block as a result of increased demand.

To set out the budget position for 2019/20 and the agreed actions to manage demand for the High Needs Block across Mainstream Schools Special Schools, Alternative Provision and Hospital Provision 0-25 years.

To set out a high level forecast for the budget for 2019/20 based on conservative assumptions in order to highlight the shortfall in budget for the next two years and the possible implications if mitigating actions proposed are not successful.

**10. THE GROVE AS PART OF THE BOROUGH'S PROFILE OF HIGH NEEDS SPECIAL SCHOOL PLACES (PAGES 55 - 58)**

This report provides a brief outline of the developing offer of The Grove Special School for children with Autism, as one of the borough's new specialist offers of high needs places.

**11. ALTERNATIVE PROVISION - REVIEW (PAGES 59 - 88)**

To inform the Forum of the progress of the Alternative Provision Review, to seek comments on the draft Review paper attached and to set out next steps

**12. WORK PLAN 2019-20 (PAGES 89 - 90)**

To inform the forum of the updated work plan for the 2019-20 academic year and provide members with an opportunity to add additional items.

**13. UPDATE FROM WORKING PARTIES**

- EARLY YEARS WORKING GROUP (if any)
- HIGH NEEDS SUB GROUP MINUTES – 1 March 2019

**14. INFORMATION ITEMS (IF ANY)**

- Education Programme and Grant Applications

**15. ANY OTHER URGENT BUSINESS**

**16. DATE OF FUTURE MEETINGS**

- 17 October 2019
- 5 December 2019
- 16 January 2020
- 27 February 2020
- 25 June 2020

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Bernie Ryan

Assistant Director – Corporate Governance and Monitoring Officer

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Wednesday, 03 July 2019

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**MINUTES OF THE SCHOOLS FORUM MEETING  
THURSDAY 28 FEBRUARY 2019**

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

Martin Doyle (Riverside)

Peter Catling (Woodlands Park)

(A) Mary Gardiner (West Green)

(A) Steve McNicholas (St John De Paul Murphy (Lancasterian)  
Vianney)

(A) Emma Murray (Seven Sisters) Linda Sarr (Risley Avenue)

Will Wawn (Bounds Green)

(A) Andy Webster (Park View) Tony Hartney (Gladesmore)

**Secondary (2)****Primary Academy (1)****Secondary Academies (2)****Alternative Provision**

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

(A) Gerry Robinson (Woodside)

Patricia Davies

(A) Michael McKenzie (Alexandra Park)

**Governors:****Special (1)****Nursery Centres (1)****Primary (7)**

(A) Jean Brown (The Vale)

Melian Mansfield (Pembury)

Vacancy@1

(A) Laura Butterfield (Coldfall)

John Keever (Seven Sisters)

Zena Brabazon (Seven Sisters)

Hannah D'Aguir (Chestnuts Primary)

Elinor McDonald for Jenny Thomas

(Lordship Lane)

**Secondary (3)**

(A) Lorna Walker (Rokesly Infants)

Sylvia Dobie (Park View)

(A) Johanna Hinshelwood (Hornsey Girls)

(A) Terry Sullivan (Park View)

**Primary Academy (1)**

Vacancy

**Secondary Academies (2)**

Noreen Graham (Woodside)

**Non School Members: -****Non-Executive Councilor**

Cllr Daniel Stone

**Trade Union Representative**

Pat Forward

**Professional Association Representative**

Ed Harlow

**Faith Schools**

Nicola Purvis for Geraldine Gallagher

**14-19 Partnership**

Kurt Hintz

**Early Years Providers**

Susan Tudor-Hart

**Observers: -****Cabinet Member for CYPs**

(A) Cllr Elin Weston

**Also attending:**

LBH Director of Children's Services

Ann Graham

Chief Executive of Haringey Education Partnership (HEP)

James Page

LBH Assistant Director, Schools and Learning

Eveleen Riordan

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

(A) Gill Gibson

LBH Head of SEN and Disability

Vikki Monk-Myer

LBH Head of Strategic Commissioning Early Help and Culture

Ngozi Anuforo

LBH Head of Early Help and Prevention

(A) Jennifer Sergeant

LBH Head of Audit and Risk Management

Minesh Jani

LBH Head of Finance and Business Partners

Paul Durrant

LBH Finance Business Partner (Schools and Learning)

Muhammad Ali

LBH Children's Accountant and Schools

(A) Shamila Ganeshalingam

LBH Service Improvement Manager

(A) Karen Oellermann

LBH Principal Education Welfare Officer

(A) Michael Welton

Lead for Governor Services – HEP

Carolyn Banks

HEP Clerk (minutes)

Jonathan Adamides-Vellapah

(A) Apologies given

**MINUTES OF THE SCHOOLS FORUM MEETING  
THURSDAY 28 FEBRUARY 2019**

MINUTE No.	SUBJECT/DECISION	ACTION BY
<b>1.</b>	<b>CHAIR'S WELCOME</b>	
1.1	<p>The Clerk called for a member of the Forum to take the Chair of the meeting. The members elected Will Wawn to Chair the meeting. Will Wawn accepted the Chair in lieu of Tony Hartney until his arrival. Will Wawn chaired Agenda item: 2, 3, 3a and 8.</p> <p>The Chair (Will Wawn) opened and welcomed everyone to the meeting and noted that the focus of the meeting will be receiving reports from Officers.</p>	
<b>2.</b>	<b>APOLOGIES AND SUBSTITUTE MEMBERS</b>	
2.1	Apologies: Received and accepted. Apologies for lateness: Tony Hartney.	
2.2	Substitutions: Nicola Purvis for Geraldine Gallagher and Elinor McDonald for Jenny Thomas.	
2.3	Observers and Guests: Jerry Burton, Mazars	
<b>3.</b>	<b>DECLARATIONS OF INTEREST</b>	
3.1	There were no new declarations of interest for items on the agenda.	
<b>3a.</b>	<b>VARIATION TO THE AGENDA</b>	
3a.1	The Forum agreed to vary the agenda and received the update on agenda item: 8, Update on Early Years Budget Pressures 2019-20 ahead of all other items.	
<b>4.</b>	<b>MINUTES OF THE MEETINGS 17 JANUARY 2019</b>	
4.1	The minutes of the meeting on the 17 January 2019 were approved as a true record.	
<b>5.</b>	<b>MATTERS ARISING 17 JANUARY 2019</b>	
5.1	6.2 The Forum agreed that a joint approach with neighboring boroughs should be considered to outline the critical situation of the High Needs Block, and the need for additional resources required in addressing these needs and to tackle the deficits. (Paul Durrant). <b>UPDATED: Ongoing discussions are taking place.</b>	
	6.4 A report will come back to the Forum on the deficit recovery plan. Paul Durrant. <b>UPDATED: Ongoing action.</b>	Fin
	6.6 A three-year plan for the Attendance and Welfare Service should be presented to the Forum at the 11 July 2019. Assistant Director. <b>Completed.</b>	AD (S &L)
	6.6 AGREED: LBH Assistant Director, Schools and Learning (Eveleen Riordan) will bring together representatives of the Forum in developing the three-year plan and volunteers should contact the Assistant Director. Assistant Director – <b>Completed.</b>	
	7.1 To add the Attendance and Welfare service three-year plan to the 11 July 2019 agenda and to the Work Plan 2018/19. Clerk – <b>Completed.</b>	Fin
	9.1 Information only items agreed are: <ul style="list-style-type: none"> <li>• Schools Capital and expenditure.</li> </ul>	

**MINUTES OF THE SCHOOLS FORUM MEETING  
THURSDAY 28 FEBRUARY 2019**

	<ul style="list-style-type: none"> <li>Educational Programme and Grant applications.</li> </ul> <p>The report will be provided by the LBH Director of Children's Services. ACTION: The Clerk will add information items to the agenda. Clerk <b>Completed.</b></p>	
<b>6.</b>	<b>THE SCHOOLS INTERNAL AUDIT PROGRAMME</b>	
6.1	<p>Head of Audit and Risk Management (Minesh Jani) and the Mazars representative (Jerry Burton) presented the report and overview, which was noted by the Forum.</p> <p>The Forum noted that training has been provided and a summary report will be presented at the July 2019 meeting.</p>	Clerk
	<b>RESOLVED: The Schools Forum noted the planned programme of internal audit work for 2019-20.</b>	
<b>7.</b>	<b>EARLY HELP AND PREVENTATIVE SERVICES UPDATE</b>	
7.1	<b>ACTION: The Forum agreed to defer to the next appropriate meeting the Early Help and Preventative services update.</b>	Clerk
<b>8.</b>	<b>UPDATE ON EARLY YEARS BUDGET PRESSURES 2019-20</b>	
8.1	<p>The Head of Strategic Commissioning Early Help and Culture (Ngozi Anuforo) presented an overview of the paper, which was discussed by the Forum. The following was noted:</p> <ul style="list-style-type: none"> <li>The funding for Early Years remains unchanged for 2019/20.</li> <li>The funding for three and four-year old's is £5.66.</li> <li>The funding for two-year old's is £5.66.</li> <li>The £5.66 is comparative to neighbouring outer London boroughs, however funding for schools is received at the inner London rate.</li> <li>There are no reserves within the Early Years block, as these have been used to support the overall DSG deficit generated by the High Needs Block.</li> <li>There have been meetings with all providers in the sector over the past two years to work through the funding changes.</li> </ul>	
	<p>The Forum noted the following:</p> <ul style="list-style-type: none"> <li>Meetings continue to be held with the ESFA and DfE on raising the case for Inner London funding for Early Years.</li> <li>The Heads of Early Years across the sector in London have their regular forum meetings and continue to raise issues concerning the funding of the services and the importance of early years intervention and inclusion.</li> <li>The Director of Children's Services continues to engage with all concerned including Government Ministers to raise issues, which include the funding of all education services.</li> <li>The work continues to ensure that the Section 251 census returns that directly impact funding are accurate.</li> <li>PVI providers may not be able to sustain the 2-year-old provision as the ratio for adult to child is 1 to 3, compared to the 3 to 4-year-old provision where the ratio is 1 to 4. This is effectively a 25% reduction in pay and funding to provide the 2-year-old provision.</li> </ul>	

**MINUTES OF THE SCHOOLS FORUM MEETING  
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	<ul style="list-style-type: none"> <li>Concerns that should providers decline to provide the 2-year-old provision, some of the most vulnerable in the borough may not be supported.</li> </ul> <p><b>ACTION: An update on the Early Years Block to be added to the work plan.</b></p> <p><b>ACTION: An additional Schools Forum meeting to take place on the 23 May 2019. Clerk to circulate date.</b></p>	Clerk
	<p><b>RESOLVED:</b></p> <ol style="list-style-type: none"> <li>The indicative funding for the Early Years Block in 2019-20, was noted.</li> <li>The proposed allocation of the Early Years Block for 2019-20 was agreed.</li> <li>The proposed budget allocation for centrally retained funds for 2019-20 was noted and agreed.</li> <li>The challenges and priority actions for 2019-20 was noted.</li> </ol>	
<b>9.</b>	<b>UPDATE ON HIGH NEEDS BLOCK BUDGET PRESSURES 2019-20</b>	
9.1	<p>Head of SEN and Disability (Vikki Monk-Myer) presented an overview to the Forum and the following was noted:</p> <ul style="list-style-type: none"> <li>The funding within the block is under pressure.</li> <li>There have been conversations with the ESFA about the overspend within the block and how the deficit can be resolved.</li> <li>There is a forecasted deficit for 2019/20 and a licensed deficit from the ESFA will be applied for.</li> <li>There are strategies in place to ensure the needs of SEND children in Haringey are available within the Borough.</li> <li>The Alternative Provision review includes how to serve the emerging SEMH needs.</li> </ul> <p>The Forum thanked the Officers, Staff and Working Party members for their work during these challenging times with budget pressures.</p> <p><b>ACTION: Head of SEN and Disability (Vikki Monk-Myer) will review with finance colleagues if a benchmarking report can be provided showing the High Needs Block spend in Haringey against neighboring Boroughs. The report should include where possible national, regional and sector benchmarks. The report to come to the July 2019 meeting.</b></p>	V Monk-Myer & P Durrant
	<p><b>RESOLVED:</b></p> <ol style="list-style-type: none"> <li>The Schools Forum noted the budget position for 2018/19, the pressures and agreed actions taken to mitigate the pressures.</li> <li>The Schools Forum agreed the budget proposals for 2019/20.</li> </ol>	
<b>10.</b>	<b>UPDATE ON THE GROWTH FUND POSITION 2019-20</b>	
10.1	<p>Finance Business Partner: Schools and Learning (Muhammed Ali) presented the report, which was discussed and noted by the Forum. The following was noted from the discussions:</p> <ul style="list-style-type: none"> <li>The Forum reviewed if the assumptions and calculations used were valid. Officers will review the formulas and re-visit the information received.</li> </ul>	



**MINUTES OF THE SCHOOLS FORUM MEETING  
THURSDAY 28 FEBRUARY 2019**

	<ul style="list-style-type: none"> <li>The Forum discussed the administrative processes required to recoup growth fund payments from academies.</li> <li>The Forum noted that Welbourne Primary is on the list to have growth funding, however, there has been a consultation to reduce the PAN. The Assistant Director (Eveleen Riordan) advised that currently the admission data received showed that there is a need for school places at Welbourne. The need for the Welbourne PAN will be clarified after the school offers have been made and an update provided at the July meeting.</li> </ul>	AD (S & L)
	<p><b>RESOLVED: The Members noted for information the total cost of 2019/20 Growth Fund.</b></p> <p><b>NOTED: For members to provide their view to the Assistant Director on seeking further guidance from the ESFA about funding academies on the same basis as the council funds its schools to avoid funding recoupment every year.</b></p>	
<b>11.</b>	<b>WORK PLAN 2019-20</b>	
11.1	The Forum noted the Work Plan and members were asked to email Carolyn Banks and with amendments or any items for consideration.	
<b>12.</b>	<b>UPDATE FROM WORKING PARTIES</b>	
<b>12.1</b>	<b>THE TUITION SERVICE AND THE GROVE UPDATE</b>	
12.1a	The Forum noted that a report will come to the July meeting on the Alternative Provision review	Clerk for agenda
<b>12.2</b>	<b>EARLY YEARS WORKING GROUP</b>	
12.2a	The Chair of the Early Years Working Group (Melian Mansfield) advised that Group has met and raised concerns over the Early Years funding. The Group will meet again on the 1 April 2019.	
<b>12.3</b>	<b>HIGH NEEDS BLOCK MEETING</b>	
12.3a	There were no further updates.	
<b>13.</b>	<b>INFORMATION ITEMS/OTHER</b>	
13.	The information items circulated.	
<b>14.</b>	<b>ANY OTHER URGENT BUSINESS</b>	
14.1	Schools Budgets. The Forum thanked the Finance Team for circulating the Budgets to Schools. <b>ACTION: Paul Durrant to send the budgets to HEP (Carolyn Banks) for circulation to Governing Board Chairs and Clerks.</b> <b>ACTION: Paul Durrant to send the PVI providers their budgets when completed.</b>	P Durrant P Durrant
<b>15.</b>	<b>DATES OF FUTURE MEETINGS</b>	
	<ul style="list-style-type: none"> <li><b>23 May 2019 – additional meeting date</b></li> <li><b>11 July 2019</b></li> </ul>	Clerk
	As there was no further business the meeting closed.	

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<b>2018-19 BUDGET - JAN 2019 CENSUS</b>			
URN	LAESTAB	School Name	NOR
<b>Total</b>			
130358	3092078	Alexandra Primary School	430
102079	3092003	Belmont Infant School	214
102078	3092002	Belmont Junior School	230
102081	3092005	Bounds Green Infant School	324
102080	3092004	Bounds Green Junior School	269
131731	3092083	Bruce Grove Primary School	423
102085	3092009	Campsbourne Infant School	206
102084	3092008	Campsbourne Junior School	218
134680	3093511	Chestnuts Primary School	450
102097	3092029	Coldfall Primary School	669
102121	3092058	Coleridge Primary School	883
102129	3092075	Crowland Primary School	403
131478	3092080	Earlham Primary School	360
102091	3092020	Earlsmead Primary School	519
102127	3092065	Ferry Lane Primary School	184
102092	3092022	Highgate Primary School	454
102094	3092025	Lancasterian Primary School	446
102125	3092063	Lea Valley Primary School	442
131595	3092082	Lordship Lane Primary School	648
131871	3092085	Muswell Hill Primary School	420
134681	3093512	North Harringay Primary School	450
102142	3093500	Our Lady of Muswell Catholic Primary School	405
102128	3092072	Rhodes Avenue Primary School	693
131879	3092084	Risley Avenue Primary School	660
102107	3092042	Rokesly Infant & Nursery School	324
102106	3092041	Rokesly Junior School	347
132253	3092088	Seven Sisters Primary School	406
102111	3092046	South Harringay Infant School	205
102110	3092045	South Harringay Junior School	216
102132	3093000	St Aidan's Voluntary Controlled Primary School	232
102149	3093507	St Francis de Sales RC Infant School	315
102143	3093501	St Francis de Sales RC Junior School	335
102151	3093509	St Gildas' Catholic Junior School	205
102144	3093502	St Ignatius RC Primary School	385
102136	3093303	St James Church of England Primary School	251
102152	3093510	St John Vianney RC Primary School	240
102150	3093508	St Martin of Porres RC Primary School	223
102139	3093306	St Mary's CofE Primary School	564
102147	3093505	St Mary's Priory RC Infant School	209
102145	3093503	St Mary's Priory RC Junior School	234
102135	3093302	St Michael's CofE Voluntary Aided Primary School (N6)	456
102146	3093504	St Paul's RC Primary School	203
102148	3093506	St Peter-in-Chains RC Infant School	119
102112	3092047	Stamford Hill Primary School	205
131096	3092079	Stroud Green Primary School	331
102098	3092031	Tetherdown Primary School	418

102087	3092015	The Devonshire Hill Nursery & Primary School	423
133707	3093001	The Mulberry Primary School	666
102131	3092077	The Willow Primary School	471
102120	3092057	Tiverton Primary School	348
102124	3092062	Welbourne Primary School	603
102115	3092051	West Green Primary School	202
102130	3092076	Weston Park Primary School	285
141209	3092012	Brook House Primary School	405
136808	3092011	Eden Primary	207
138446	3092016	Harris Primary Academy Coleraine Park	431
138447	3092021	Harris Primary Academy Philip Lane	433
139240	3092037	Holy Trinity CofE Primary School	200
138588	3092028	Noel Park Primary School	538
139169	3093304	St Ann's CE Primary School	205
139175	3093307	St Michael's CofE Primary School (N22)	176
139176	3093300	St Paul's and All Hallows CofE Infant School	141
139177	3093308	St Paul's and All Hallows CofE Junior School	184
138589	3092030	Trinity Primary Academy	451
137531	3094036	Alexandra Park School	1,685
144900	3094031	Duke's Aldridge	1,020
133386	3096905	Greig City Academy	1,120
140935	3094000	Harris Academy Tottenham	841
139616	3094705	Heartlands High School	1,107
139362	3094703	St Thomas More Catholic School	1,170
137745	3094034	Woodside High School	1,050
102156	3094032	Fortismere School	1,768
102157	3094033	Gladesmore Community School	1,230
102154	3094030	Highgate Wood Secondary School	1,421
102153	3094029	Hornsey School for Girls	808
131757	3094037	Park View School	1,070
		<b>TOTAL</b>	<b>37,482</b>


**Agenda Item**

6

**Report Status**

For information/note   
 For consultation & views   
 For decision

**The Children and Young People's Service**
**Report to Haringey Schools Forum – 11 July 2019**
**Report Title: Schools Forum Membership and Constitution**

**Authors:** Carolyn Banks, Clerk to the Forum

Telephone: 020 3967 5093                      Email:  
 Carolyn.banks@haringeyeducationpartnership.co.uk

**Purpose: To review the membership of the Forum.**
**Recommendations:**

1. That the continuing current membership of the Forum be retained for a further one year.
2. That there be no change to the allocation of places for Academy representatives for the Academic year 2018/19 in terms of the Headteacher places in either the primary or the secondary sector.
3. That the number of places for governors from Academies in the secondary sector be increased from 2 to 3 places and the number of places for governors from the maintained secondary sector be decreased from 3 to 2 places and until such time as the secondary Academy governor places are filled ther3 governors from the maintained secondary sector remain in position.
4. That the Haringey Governors Association be requested to take action to fill the outstanding vacancies particularly those for Secondary academy governor places.

## **1. Report.**

### **1.1 Membership**

At the Forum's meeting last year members agreed to retain the current membership for two years up to July 2020.

1.2 There still remains the annual review of the number of pupils to ensure that school members from primary schools, secondary schools and academies are broadly proportionately represented on schools forum, based on the total number of pupils registered attending them.

1.3 The attached appendix sets out the number and proportion of pupils in attendance across the school settings and phases. This indicates that in accordance with the January 2019 census data 7,993 pupils attend secondary Academies compared with 6,297 attending community secondary schools. The primary phase shows that 3,371 pupils attend primary academies compared with 19,821 attending community primary schools. In terms of the representatives from secondary schools headteacher places retaining the current split of 2 places to academy schools and two for community secondary schools is broadly in proportion with the number of pupils attending each category. Similarly, the number of primary headteacher places on the Forum should remain unchanged at seven places for primary maintained schools and 1 place for a primary academy representative. However according to pupil attendance the number of places for the governors from the Academy secondary sector should be increased from 2 to 3 and the number of places allocated to community secondary schools reduced from 3 to 2. The number of governor places from the primary sector should remain the same at seven from the maintained sector and one from the Academy sector.

1.4 Historically it has proven difficult to fill governor positions from Academy schools and at present there is still a vacancy for a secondary academy governor. It is therefore suggested that the Haringey Governors Association be requested to make further endeavours to fill the vacancies and until such time as the two vacancies are filled the three community secondary school governors continue to serve on the Forum.

## **2. Future of the Forum**

2.1 The operational guide from the ESFA issued in December 2018 confirmed that local authorities will continue to determine local formulas in 2020 to 2021. Therefore, there remains a continuing role for schools' forums. However, when the 'hard formula' does come in the Forum's role will change substantially. The DfE has indicated that in advance of

introducing the 'hard formula', they will carry out a review from first principles of the role, functions and membership of schools' forums.

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

The Children and Young People's Service

Report to Haringey Schools Forum – 11 July 2019

<b>Report Title:</b> The schools internal audit programme 2018/19 feedback
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<b>Author:</b> Head of Audit and Risk Management
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<b>Purpose:</b>
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To advise the Schools Forum of the outcomes of the 2018/19 audit programme and formal follow up audits for 2017/18 audits
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<b>Recommendations</b>
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|---|
| <ol style="list-style-type: none"> <li>I. That the Schools Forum note the feedback on the work completed in 2018/19, including the results of the follow up audits on 2017/18 audits (Appendix A).</li> </ol> |
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**1. Background.**

1.1 Internal Audit undertakes a programme of school audit reviews to ensure that schools are complying with the requirements of the Schools Finance Manual, issued in 2007; and to confirm the risks associated with the key financial and non-financial processes are appropriately managed.

1.2 Internal audit are not required to audit the School Financial Value Standard (SFVS), but the audit programme does check that the SFVS has been completed and whether it aligns with the audit findings. The programme of routine audit work should assist schools in providing assurance to Governing Bodies for the SFVS.

**2. Feedback on 2018/19 audit work**

2.1 This report:

- Summarises the overall outcomes and assurance levels provided to individual schools from 2015/16 to 2018/19;
- Provides information on the results of the formal follow up programme;
- Provides a summary of assurance and recommendations made; and

- Highlights some of the common issues relating to non-compliance with the Schools Finance Manual and good control where recommendations were made.

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

**Table 1 – Summary of assurance ratings provided 2015/16 to 2018/19**

	<b>Number of audits planned</b>	<b>Substantial Rating assurance</b>	<b>Limited Assurance rating</b>	<b>Nil Assurance rating</b>
<b>2015/16</b>				
Primary Schools (incl. nursery/special)	12	8	2	0
Secondary Schools	1	1	0	0
<b>Sub-total</b>	<b>13</b>	<b>9</b>	<b>4</b>	<b>0</b>
<b>2016/17</b>				
Primary Schools (incl. nursery/special)	21	6	12	3
Secondary Schools	3	2	1	0
<b>Sub-total</b>	<b>24</b>	<b>8</b>	<b>13</b>	<b>3</b>
<b>2017/18</b>				
Primary Schools (incl. nursery/special)	19	10	7	2
Secondary Schools	1	1	0	0
<b>Sub-total</b>	<b>20</b>	<b>11</b>	<b>7</b>	<b>2</b>
<b>2018/19</b>				
Primary Schools (incl. nursery/special)	11	7	4	0
Secondary Schools	1	1	0	0
<b>Sub-total</b>	<b>12</b>	<b>8</b>	<b>4</b>	<b>0</b>
<b>Total</b>	<b>69</b>	<b>36</b>	<b>28</b>	<b>5</b>

2.3 School audits showed significant weaknesses across all schools in 2016/17. While 2017/18 and 2018/19 has seen a fall in the number of primary and secondary schools with limited or nil assurance ratings performance is still not at a level where we can see performance as satisfactory and risks are being robustly managed across all schools. Some schools in the 2018/19 audit programme were included as a result of previous poor audit assurance ratings and while some of these schools are on an improvement arc this improvement is slow.

2.4 For the school audits completed in 2018/19, **a total of 120 recommendations** were raised. Table 2 below summarises the recommendations made and groups them into the areas which are contained within the individual audit reports issued to schools.

Table 2 – Overall assessment of control and recommendations raised

Area of Scope	Adequacy of Controls	Effectiveness of Controls	Recommendations Raised		
			Priority 1	Priority 2	Priority 3
Management organisation	Green	Amber	0	16	18
School improvement plan & OFSTED inspections	Green	Amber	0	4	0
Budget setting, monitoring & control	Green	Amber	0	9	2
Staffing	Green	Amber	0	2	4
Expenditure & accounting records	Green	Red	2	17	3
Asset Management & Inventory Records	Green	Amber	0	11	19
School unofficial fund	Green	Green	0	1	2
Income & Lettings	Green	Amber	0	2	4
School meals	Green	Green	0	1	0
Data Protection	Green	Green	0	1	2
<b>Total</b>			<b>2</b>	<b>64</b>	<b>54</b>

2.4 The areas reported as 'Green' under '**Adequacy of Controls**' indicate that, overall, schools have identified appropriate controls which, if put into practice, would be adequate to manage the risks for that area.

2.5 The column headed '**Effectiveness of Controls**' is an assessment of whether the controls which should be in place are working as intended. While we have marked three areas as controls were reported to be working largely effectively in 2018/19 these areas are still not without their issues at some schools.

2.6 Overall, the proportion of schools receiving 'limited' and 'nil' assurance has decreased again this year which is reflected in the numbers of recommendations raised. The number of Priority 1 recommendations – those which identify fundamental control weaknesses – has decreased from 2017/18 and this is also encouraging. A summary of the outcomes and the details of Priority 1, 2 and 3 recommendations raised is shown in Appendix A.

2.7 Appendix A shows that significant areas of non-compliance with the Schools Finance Manual found in 2018/19 were within the key financial areas reviewed by audit: **management organisation; budget setting,**

**monitoring and control; expenditure and accounting records; and asset management.** These areas were reported as weak last year.

2.8 Serious weaknesses identified in these key financial processes and areas indicate that basic financial controls were weak or non-existent which puts the school at a greater risk of fraud and poor long term financial stability. Key findings in 2017/18 included the following:

**Non-compliance with financial regulations:**

- No or insufficient numbers of written quotations or tenders obtained or retained for high value expenditure; high value expenditure not approved by Governing Body; purchase orders not raised for high value/routine expenditure; no valid invoice or receipts to support payments; bank mandate out of date; bank reconciliations not completed; debt recovery processes not taking place; budget monitoring not undertaken; VAT returns not submitted regularly.

**Items missing or non-existent:**

- Asset/inventory register (regular checks not completed); Policies not in place e.g. lettings; Register of Business Interests in that not all Governors and staff with financial responsibility completed an entry; incomplete; No Statement of Acceptance (Contract) for new staff; overtime claim forms do not state reason for hours worked. Recruitment checks not undertaken in a timely fashion.

**Non-ratification/minuting:**

- Budget not approved by Governors: use of Pupil Premium not signed off by Governing Body; no sign off of Governing Body and Committee minutes; SFVS self assessment not approved; results of inventory and asset management reviews not approved.

**3. Follow up programme for 2017/18 audits**

3.1 Internal Audit completed formal follow up audits of all school audits which were undertaken in 2017/18 who received limited assurance or better. School receiving No assurance are to subject to a revisit and full audit. Appendix B sets out the overall results of the follow up work completed. The follow up visits were all arranged in advance with the individual schools and took account of the deadlines confirmed by schools for the implementation of recommendations.

3.2 The Schools Forum will note that of the 169 original recommendations, 122 (72%) had been fully implemented at the time of the follow up visit. This is a significant improvement on last year (58%). This does, however include 28 significant issues which were raised as priority 2 recommendations which have not been fully addressed. This will lead to increased risk at our schools of fraud, error or inappropriate practice going uncorrected

#### **4. Training for Schools and Governors**

- 4.1 In addition to circulating the school audit test programme, workshop sessions have been provided for school staff (finance staff, bursars, and head teachers) over the last few financial years to further assist schools in identifying key risk areas and control processes.
- 4.2 A workshop session was again offered to all schools with audits planned during 2019/20 9as well as where key staff have changed in the last twelve months; the session was held on 7 March 2019 and some schools due to be audited in 2019/20 attended the session.
- 4.2 A training session on audit and risk management, covering governor roles and responsibilities in relation to audit and risk management, as well as providing advice and guidance on key risk/control areas, was provided on 26 February 2019 and 25 September 2018 as part of the annual governor training package. The training session is offered every academic year.
- 4.3 We also participated in training days organised for new Head Teachers and School Business Managers and training for clerks on 14 January 2019. The Fraud Manager provided training to schools on areas of fraud risk on 6 February 2019.

#### **5. Internal Audit schools audit and follow up programme 2017/18**

- 5.1 Internal Audit has started the 2019/20 programme of school audit visits; and all schools have been contacted and agreed dates for their respective audit visits.
- 5.2 Internal Audit will also arrange to follow up the 2018/19 audit work and recommendations.

#### **6. Recommendations.**

- 6.1 That the Schools Forum notes the feedback on audit work completed in 2018/19.

## Appendix A

## Outcomes and recommendations raised for 2018/19 school audits

School	Type	Assurance	Recommendations Raised			Total
			Priority 1	Priority 2	Priority 3	
School A	Primary	Limited	0	9	6	15
School B	Primary	Substantial	0	1	2	3
School C	Primary	Substantial	0	3	0	3
School D	Primary	Substantial	0	3	2	5
School E	Primary	Substantial	0	4	8	12
School F	Primary	Limited	1	15	5	21
School G	Nursery	Substantial	0	1	5	6
School H	Infant	Substantial	0	6	4	10
School I	Infant & Junior	Substantial	0	3	5	8
School J	Primary	Limited	3	9	3	15
School K	Primary	Limited	1	12	4	17
School L	Primary	Substantial	0	2	6	8
<b>Primary &amp; Special Sub-total</b>			<b>5</b>	<b>68</b>	<b>50</b>	<b>123</b>
School M	Secondary	Substantial	0	5	7	12
<b>Secondary Sub-total</b>			<b>0</b>	<b>5</b>	<b>7</b>	<b>12</b>
<b>Total</b>			<b>5</b>	<b>73</b>	<b>57</b>	<b>135</b>

**Appendix B**  
**The results of internal audit's follow-up work on the 2017/18 school audits**

Follow up of 2017/18 audits	Type	Assurance	Recommendations raised				Recommendations Implemented				Partly Impl.	N/Accep- ted	Not Impl.	N/A	Priority 1 O/S	Unable to Verify
			Priority 1	Priority 2	Priority 3	Total	Priority 1	Priority 2	Priority 3	Total						
School										Total	Total	Total	Total	Total	Total	Total
School a	Primary	Substantial	0	4	4	8	0	3	3	6	1	1	0	0	0	0
School b	Primary	Substantial	0	4	0	4	0	3	0	3	0	1	0	0	0	0
School c	Primary	Limited	3	9	5	17	3	9	3	15	2	0	0	0	0	0
School d	Primary	Limited	3	14	1	18	1	9	1	11	6	0	0	1	0	0
School e	Primary	Substantial	0	6	1	7	0	5	0	5	0	1	0	0	0	1
School f	Junior	Substantial	0	0	4	4	0	0	3	3	1	0	0	0	0	0
School g	Primary	Substantial	0	7	2	9	0	7	2	9	0	0	0	0	0	0
School h	Primary	Limited	0	10	4	14	0	8	4	12	1	0	1	0	0	0
School i	Primary	Substantial	0	4	2	6	0	4	2	6	0	0	0	0	0	0
School j	Infants	Substantial	0	5	5	10	0	4	2	6	3	0	0	0	0	1
School k	Primary	Substantial	0	6	2	8	0	2	1	3	4	0	0	0	0	1
School l	Primary	Substantial	0	4	0	4	0	4	0	4	0	0	0	0	0	0
School m	Primary	Substantial	0	6	7	13	0	4	6	10	2	0	1	0	0	0
School n	Primary	Limited	1	6	4	11	1	5	4	10	0	0	1	0	0	0
School o	Infant	Limited	0	9	1	10	0	4	1	5	2	0	1	0	0	2
School p	Primary	Limited	4	7	4	15	2	4	2	8	6	0	1	0	0	0
School q	Primary	Substantial	0	5	2	7	0	3	1	4	3	0	0	0	0	0
<b>Primary/Special Total</b>			<b>11</b>	<b>106</b>	<b>48</b>	<b>165</b>	<b>7</b>	<b>78</b>	<b>35</b>	<b>120</b>	<b>31</b>	<b>3</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>5</b>
School r	Secondary	Substantial	1	3	0	4	0	2	0	2	2	0	0	0	0	0
<b>Secondary Total</b>			<b>1</b>	<b>3</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Overall Total</b>			<b>12</b>	<b>109</b>	<b>48</b>	<b>169</b>	<b>7</b>	<b>80</b>	<b>35</b>	<b>122</b>	<b>33</b>	<b>3</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>5</b>





**Agenda Item  
8**



**Report Status**

For information/note   
 For consultation & views   
 For decision

**Report to Haringey Schools Forum – 11 July 2019**

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

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**Purpose:**

1. To inform members of the Dedicated Schools Grant (DSG) budget strategy for 2019-20.
2. To note the financial review of DSG for 2018-19 and 2019-20 forecast.
3. To note the schools closing balance as at 31 March 2019.
4. To inform members of the need for DSG recovery plan.

**Recommendations:**

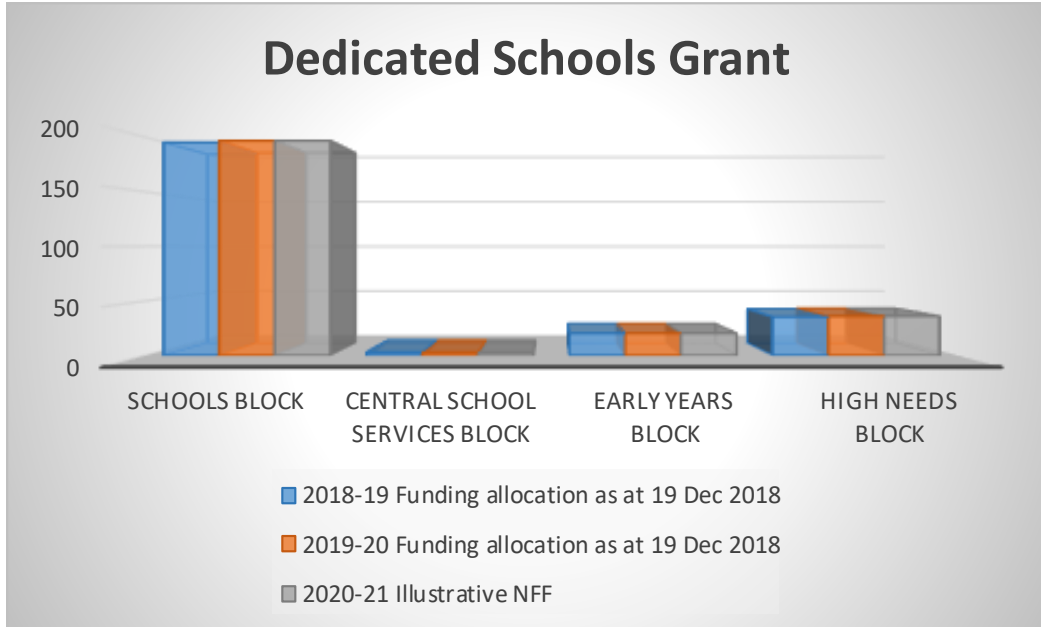
1. Business Rates refund reallocation to schools 2019/20

## 1 Introduction.

- 1.1 In July 2017, DfE announced the introduction of the national funding formula (NFF) which was supported by additional investment in 2018-19 and 2019-20. The additional funding over the last two years, has enabled the council to maintain per-pupil spending on the schools and high needs blocks.
- 1.2 The paper sets out summary of DSG analysis of four blocks' financial position for the financial year 2018-19 and the strategy for the financial year 2019-20
- 1.3 The paper also includes data from the DSG 2019 survey findings from 31 Boroughs by the Society of London Treasurers, which shows the financial position across 31 Boroughs.
- 1.4 The policy document which sets out the background and principles of the new National Funding Formula for schools can be found at:  
  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/648532/national\\_funding\\_formula\\_for\\_schools\\_and\\_high\\_needs-Policy\\_document.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/648532/national_funding_formula_for_schools_and_high_needs-Policy_document.pdf)
- 1.5 The DSG is currently divided into four notional blocks:
  - Schools,
  - High Needs,
  - Early Years, and
  - Central School Services Block.
- 1.6 The 'soft' formula was originally planned for 2018-19 and 2019-20 only, with a 'hard' formula, without local input, to be implemented in 2020-21.
- 1.7 The DfE has not committed to the future arrangements, but the expectation is that a 'hard' NFF will be introduced – i.e. without a local formula applied - from 2020-21. (although "soft" formula may continue for another year, subject to DfE confirmation).

## 2 Analysis of Dedicated Schools Grant Reserves

3.1 Graph A sets out Haringey’s Dedicated Schools Grant allocations for 2018-19, the rebased DSG baseline allocation for 2019-20, and the illustrative National Funding Formula for 2020-21.

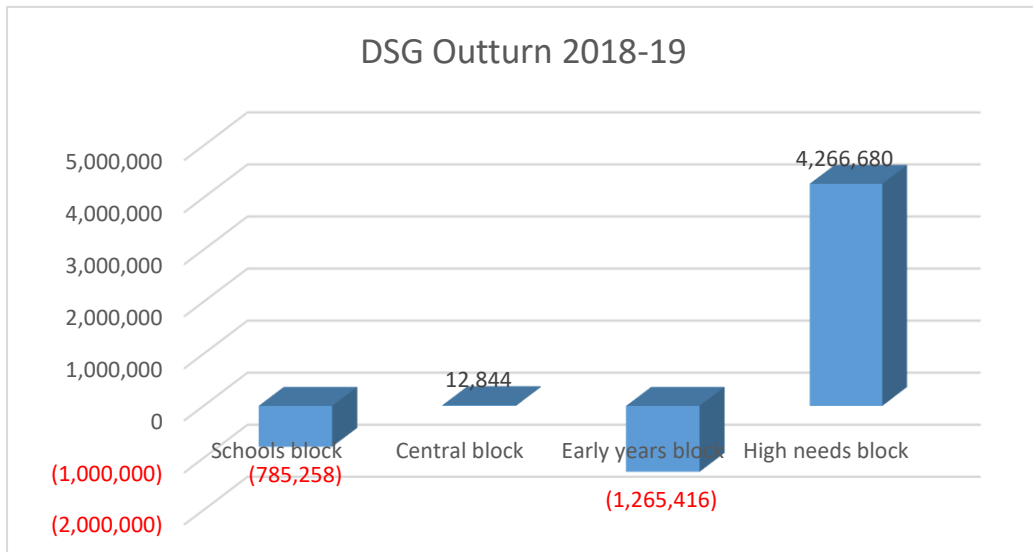


### DSG closing position – 31 March 2019.

#### 3.2 Summary

The overall DSG position as at 31 March 2019 is £2.2m deficit. The HNB is the main pressure to the DSG grant and closed at £4.2m deficit. The following graph represents the under and overspend of the different blocks during the year.

It was agreed at school’s forum that the carry forward overspend 18-19 in HNB block will be settled from surplus brought forward from the other blocks.

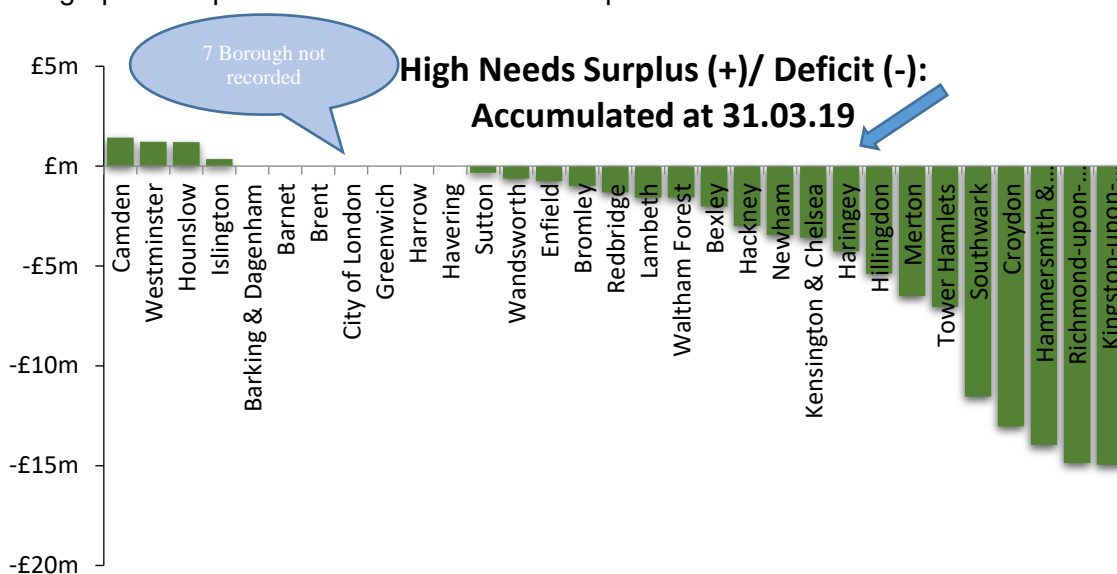


### 3.3 High Needs Block

The High Needs Block (HNB) overspend for the year is £4.3m due to the way the DSG funded by the ESFA and significant growth in pupil numbers within SEND. A robust budget monitoring process was carried out during the year to monitor costs and various budget options were implemented in the year to mitigate the current deficit. The main pressure areas were special schools and the children in post 16 settings, where there was inadequate funding for the extended age range up to 25 years.

A comprehensive report from the Head of Service is to be presented to the School forum for HNB strategies over the next 3 years.

It should be acknowledged that HNB deficits are a national issue and shown below is a graphical representation of the size of the problem across London.



(Source: DSG survey 2019 by Society of London Treasures)

The DfE are currently consulting with Schools and Local Authorities on the future funding arrangements for the HNB. LA responses are being coordinated into a single response through London Councils.

### 3.4 Schools Block

This block has a brought forward surplus of £0.8m. The breakdown of surplus is given below:

Analysis	£(000)
B/fwd Reserve 17/18	£379
Schools in difficulty	£140
Growth Fund	£272
<b>Total</b>	<b>£791</b>

Information from schools on bulge classes and growing schools during budget setting process did not materialise to in full resulting in a £272k underspend.

The budget allocated for schools in financial difficulty was not fully utilised due resulting in a £140k to the DSG underspend.

**3.5 Early Years Block**

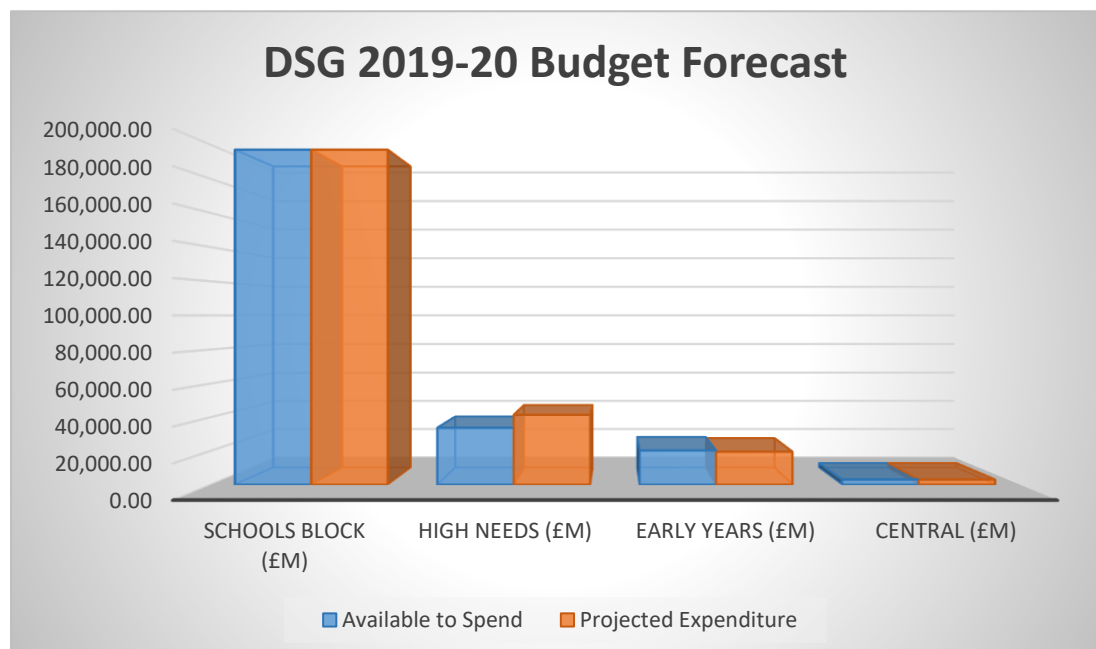
This block has a brought forward reserve of £1.3m.

Haringey’s DSG allocation for Early Years is based on annual January census’. The actual amounts of DSG funding allocated to Early Years provision in schools and PVI (Private, Voluntary and Independent) settings are based on participation numbers, captured via 3 termly headcounts per school year. Schools and PVIs record their early years pupil hours on the Synergy Provider portal maintained by the Council. As the Early Years Funding allocated during 2018/19 was based on actual number of hours delivered during the financial year, overall expenditure did not require a draw down from reserves. Therefore, the outturn position for this block retained a reserve of £1.3m, which has been transferred to High Needs Block.

There is a need to provide closer scrutiny on the expenditure in this block going forward and the Director of Children’s Services has asked for monthly reports to be presented for review.

**DSG closing position Forecast – 31 March 2020.**

3.6 The predicted DSG forecast financial position for the financial year 2019-20 is a £4.5m-£5.5m deficit. In the last financial year, the HNB was the main material pressure to the DSG. The strategy is been formulated by the Head of SEND to reduce expenditure during the next three years.



2019-20 DSG Budget Forecast	Schools Block (£m)	High Needs (£m)	Early years (£m)	Central (£m)	Total (£m)
C/Fwd	(785.26)	4,266.68	(1,265.42)	12.84	2,228.85
Transfer between blocks	785.26	(2,037.84)	1,265.42	(12.84)	0.00
Revised C/Fwd	0.00	2,228.84	0.00	0.00	2,228.85

Schools Block DSG funding settlement	196,969.00	36,048.38	20,282.00	3,026.00	256,325.38
Schools Block to High Needs Block (0.25%)	(0.49)	0.49	0.00	0.00	0.00
Growth Fund	(0.92)	0.00	0.00	0.92	0.00
Additional SEN funding	0.00	0.63	0.00	0.00	0.63
<b>Total funding available</b>	<b>196,967.59</b>	<b>36,049.50</b>	<b>20,282.00</b>	<b>3,026.92</b>	<b>256,326.00</b>
<b>Available to Spend</b>	<b>196,967.59</b>	<b>33,820.66</b>	<b>20,282.00</b>	<b>3,026.92</b>	<b>254,097.15</b>
<b>Projected Expenditure</b>	<b>196,967.59</b>	<b>41,439.86</b>	<b>19,581.63</b>	<b>3,026.92</b>	<b>261,016.00</b>
Net Position	0.00	7,619.20	(700.37)	0.00	6,918.85
Medium Term Financial Strategy - HNB	0.00	(1,390.00)	0.00	0.00	(1,390.00)
<b>Outturn 19-20</b>	<b>0.00</b>	<b>6,229.20</b>	<b>(700.37)</b>	<b>0.00</b>	<b>5,528.85</b>

### 3.7 Forward planning

For 2019-20 the SEND team will concentrate on identifying Children and Young People who can transition into a local setting, supported internships and supported into employment.

Resources are being re-allocated in the SEND team to assist in meeting the demand to turn around reviews. The expectation is this can identify the reduction in key costs by bring out of Borough children within the council existing provision such as The Grove and other existing settings within the Borough. The predicted mitigation via the MTFS is forecasted to be £1.4m.

There is a limited scope of mitigation during the financial year 2019-20 however this strategy would help council to reduce cost over the longer run. The projected deficit for the financial year 2019-20 after the HNB mitigations is £6.2m.

*Please refer to School Forum paper for the HNB for more detail.*

2019/20	2020/21	2021/22
<ol style="list-style-type: none"> <li>1. Restructure</li> <li>2. Reduce reliance on external providers</li> <li>3. Transition of children from independent school places to local Special school places</li> <li>4. Invest to save</li> <li>5. Transfer from schools' block (0.25%)</li> <li>6. Additional ESFA Funding</li> </ol>		
<ul style="list-style-type: none"> <li>• Mitigation £1,230,000</li> </ul>	<ul style="list-style-type: none"> <li>• Mitigation £1,415,000</li> </ul>	<ul style="list-style-type: none"> <li>• Mitigation - TBA</li> </ul>

### 3.8 Business rates refund re-allocation to schools

The council have received Business Rate refund of £914k in relation to schools for the year 2018-19.

This money is available for redistribution.

We are proposing to bring a paper to a future Schools Forum addressing the most appropriate way to distribute funding.

The table below shows suggested options for distribution of the additional funding.

2019-20	Rates Refund	High Needs	Schools	Central	Total (£)
Rates Refund	914.00	0.00	0.00	0.00	<b>914.00</b>
Schools Block to High Needs Block (0.25%)	(490.00)	490.00	0.00	0.00	<b>0.00</b>
Business Rates Contingency	(250.00)	0.00	0.00	250.00	<b>0.00</b>
Financial Management Support	(100.00)	0.00	100.00	0.00	<b>0.00</b>
Un-allocated funds	(74.00)	0.00	74.00	0.00	<b>0.00</b>
<b>Total funding available</b>	<b>Nil</b>	<b>490.00</b>	<b>174.00</b>	<b>250.00</b>	<b>914.00</b>

An alternative proposal would be to allocate the refunded sum to all schools, using the gross revenue budget DSG budget allocation for 2019/20.

### 3 Dedicated schools grant (DSG) deficit recovery plans

- 3.1 The authority is not required to produce a Deficit Recovery Plan for 2018-19 due to the fact collective reserve of all blocks at 31 March 2019 were below the threshold of £2.6m. Despite underspends in the Early Years and Schools Block, the pressures expected by the HNB to fulfil statutory requirements is highly likely to push the deficit over the threshold in 2019-20 and will require a deficit recovery plan, for presentation to the ESFA.
- 3.2 All local authorities that have a cumulative DSG deficit of 1% or more at the end of a financial year are required to submit a recovery plan outlining how they will bring their deficit position back into balance within a three-year time frame by 30th June in the following financial year.
- In this instance 30<sup>th</sup> June 2020.
- 3.3 Recovery plans should be discussed with Schools' Forums and be signed off by the local authority's chief financial officer (CFO) before the plans are submitted to the DfE. Therefore, we plan to provide Schools Forum of the recovery plan updates throughout the year.
- 3.4 Key deadlines for the recovery plan is given below which is subject to change by the DfE:

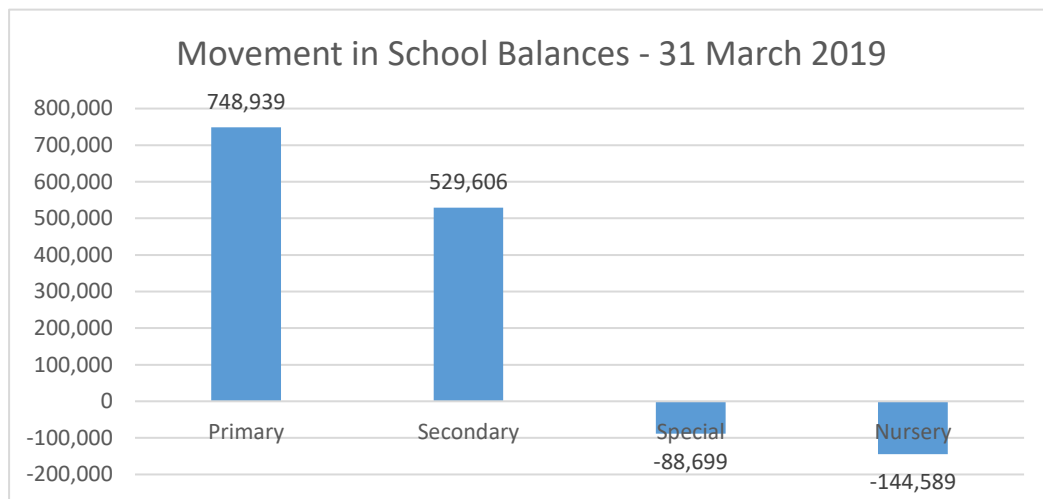
ACTION

DEADLINE

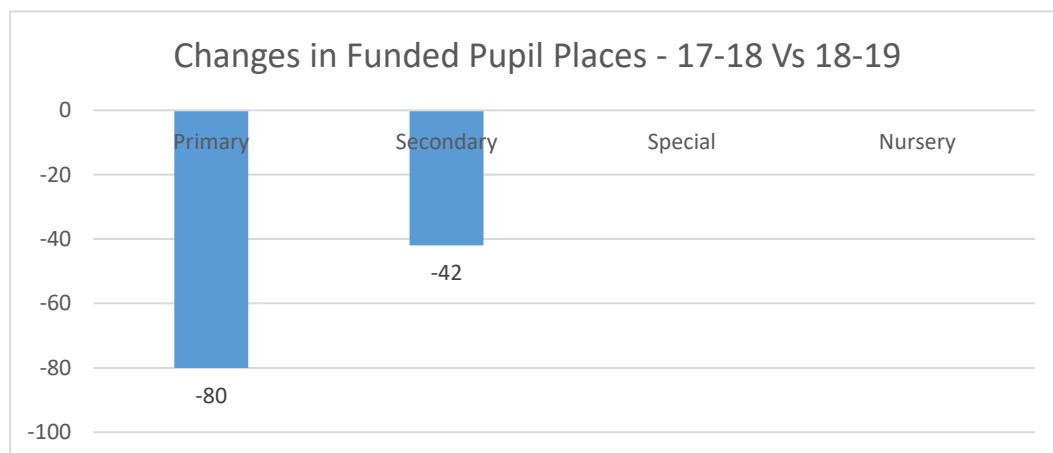
DEADLINE FOR SUBMISSION OF DSG DEFICIT RECOVERY PLAN	June
REVIEW OF DSG DEFICIT RECOVERY PLANS	July – Sep
DEADLINE FOR SUBMISSION OF CFO ASSURANCE STATEMENT	Mid-September

#### 4 Analysis of Schools balances as at 31 March 2019

- 4.1 The analysis provides an update on the schools’ year end balances as at 31 March 2019.
- 4.2 The following graph represents change in closing balances as compared to last year. Although there is an overall increase in schools reserves at year end, but special and nurseries balance have gone down during the year by £89k and £144k respectively.

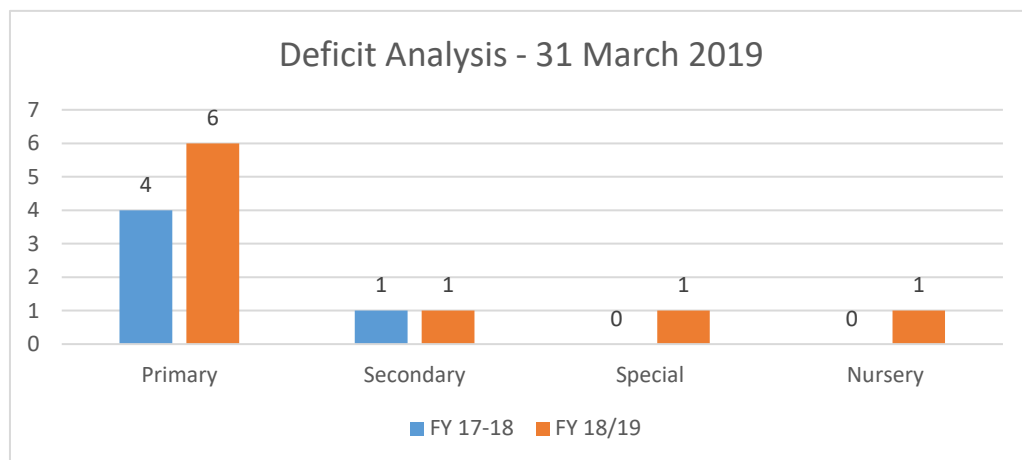


- 4.3 Further analysis of each group shows the opening and closing balance for each school and the number of pupils currently on the role. Numbers for specials and nursery schools will be updated in the next school forum report. A sensitivity analyse is required to understand further implications of changes in pupil number over the next 3 years on schools funding and year-end balances.





- 4.4 The following graph shows number of schools in deficit as at 31 March 2019 as compared to last year.
- 4.5 The analysis shows that numbers of schools in deficit have increased as compared to last year.



- 4.6 There is a need for a breakeven analysis for schools within each cohort to understand the cost of delivering a provision. This will help schools to identify minimum pupil numbers required to run a school without going into deficit. A model will then be developed which can be used as a guide for schools' leaders and schools' governors.
- 4.7 Where the school submits a deficit budget, the chair of governors and school headteacher will formally notify the council of their application to apply for a Licensed Deficit. A meeting will be arranged with the schools to review the school's deficit with school required to submit a deficit recovery plan to ensure that measures have been taken to reduce the deficit.
- 4.8 Schools with deficits are recorded on the Council's risk register and discussed as part SIMG meeting to ensure that there is an appropriate level of support being given to school by the council.
- 4.9 Strategy for supporting schools
- Re-design of quarterly financial reports templates
  - School with deficit required to submit a deficit recovery plan
  - Submission of quarterly budget monitoring reports along with full set of accounts
  - Cash flow forecasts
  - Indicative Budget templates and training for schools and governors
  - Supporting schools with financial difficulty
  - Development of a school's finance traded service to support schools in need of financial management support
- 4.10 Where schools are unable to manage their finances by way of a deficit reduction plan with the support and guidance provided, Haringey may be required to exercise its responsibility to intervene and remove financial delegation. This would be considered as a last resort.

However, it is Haringey's intention to provide more proactive approach to schools in providing support and guidance to financial management.

It should be noted that this will require funding to facilitate this support.

4.11 A recent communication from the DfE states that they intend to review the financial reporting for maintained schools, with the key issues below at the forefront of their concerns.

- Issue 1: Making public where local authorities are failing to comply with deadlines for completing assurance returns and financial collections
- Issue 2: Strengthening DSG annual assurance returns
- Issue 3: Maintained schools are not required to provide local authorities with 3-year budget forecasts
- Issue 4: Strengthening Related Party Transaction arrangements in maintained schools
- Issue 5: Maintained Schools internal audit is too infrequent
- Issue 6: Strengthening arrangements to help schools that are in financial difficulty
- Issue 7: There is not enough transparency when it comes to reporting teachers' pay scales

A consultation paper will be issued shortly.

-----END-----

**Agenda Item**

**9**

**Report Status**

For information/note x  
For consultation & views  
For decision

**Commissioning Unit**

**Report to High Needs Block –**

**Report Title: High Needs Block 2018-2019**

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

The purpose of this paper is to set out the budget outturn position for the High Needs Block 2018/19 and note the factors contributing to continued pressure on the High Needs Block as a result of increased demand.

To set out the budget position for 2019/20 and the agreed actions to manage demand for the High Needs Block across Mainstream Schools Special Schools, Alternative Provision and Hospital Provision 0-25 years.

To set out a high level forecast for the budget for 2019/20 based on conservative assumptions in order to highlight the shortfall in budget for the next two years and the possible implications if mitigating actions proposed are not successful.

**Recommendations:**

1. To note the outturn position of the High Needs Block 2018/19 and continued demand on the budget.
2. To note patterns and trends as a result of actions taken in year
3. To note and agree the actions to meet the demand

**1. Introduction**

The purpose of this paper is to report on the outturn of the High Needs Block (HNB) budget for 2018/19, highlighting the significant pressures and proposed mitigating actions. To note that the budget setting for 2019/2020 has been agreed.

**2.0 Budget outturn 2018/19**

2.1 .The High Needs Block budget was **£32,235,855** in 2018-2019 with in year uplift of 625K, and closed with an overspend of £4,266,680

The factors that have contributed to further pressure in the HNB in 2018/19. These include:

- a) Significant yearly increases in the children who require and Educational Health and Care Plan as a result of the increased age range (0-25 years). Analysis of our local demand shows a significant increase over the last 4 years, which is in line with national figures. See Appendix A Chart 1.
- b) Increased use of special school places with more costly packages for children with increasingly complex needs.
- c) Increased school top ups for children in mainstream schools.
- d) Increased costs for children to whom we have a new duty (hospital admission).
- e) A rise in need for residential therapeutic places linked to those with mental health needs associated with SEMH/Autism.
- f) Increasing use of Independent School places with increased transport costs due to lack of local capacity, although this is starting to reduce as local capacity increases
- g) High cost residential places for young people 18 and over are increasing.

2.2 It should be noted that a total of 1.1 million income was committed to the out borough (E41260) and higher education budget lines (E41286). This was achieved due to the joint commissioning of school places with adult service and the health services.

As predicted the pressure on the block were high in 2018/2019 due a lower than expected budget and continued demand.

2.3 The following areas are highlighted in the table. There was insufficient budget to meet the demands of the service, and the budget has therefore been set to meet needs in areas where the budget is required in borough in 2019/2020 at a higher level. The remaining budget has been allocated to budget lines where work is being done to bring the demand down to the available budget e.g. reducing the usage of out borough places.

High Needs Block	HNB Spend 2017-18	HNB Income Allocation/Expenditure Budget 2018-19	HNB Spend 2018-19	a) 2018-19 actual spend vs 2018 -19 Budget Allocation	b) 2018-19 HNB spend vs 2017 -18 HNB spend	Comment
E41283 Special Schools Top Up	7,687,119	7,392,185	8,541,103	1,148,918	853,984	Increased places
E41286 Higher Education Top Up	2,860,524	2,415,000	3,454,888	1,039,888	594,364	Increased numbers of young people
E41260 Independent & Voluntary Schools	7,051,493	5,717,653	6,490,820	773,167	(560,673)	Decreased places commissioned
E41284 Mainstrea. Schools Top Up	4,872,486	4,668,135	5,428,164	760,029	555,679	Increased teaching assistant rate
E41235 In Year Fair Access Panel	338,596	338,000	487,938	149,938	149,341	Unpaid invoices - 18/19
E41285 Special Units Top Up	1,031,148	835,000	939,965	104,965	(91,183)	Decreased unit places – spend to special school line (The Grove)
E41251 Speech & Language Therapy	490,082	442,000	545,365	103,365	55,283	OT commissioned
E41246 SEN Portage Service	217,739	160,000	213,517	53,517	(4,222)	Post funded 2019
E41239 Visual Impairment Provision	177,596	177,000	198,546	21,546	20,949	Unpaid invoices, Contract now reviewed and insourced
E41243 SEN - Admin Team	183,576	182,500	196,005	13,505	12,429	Unchanged
E41288 High Needs in Early Years	224,222	366,282	371,824	5,542	147,602	Increased usage with some miscoding issues. See alongside E42127/E42186
E42012 / 13 /14 Locality Teams	883,444	880,000	883,572	3,572	128	Unchanged
E41240 SEN Strategy Manager	106,216	110,000	112,717	2,717	6,502	Equipment purchase
E41247 Hearing Impairment Team	162,987	162,700	162,970	270	(17)	Unchanged
E43901 Transport HNB Contribution	225,000	225,000	225,000	0	0	Unchanged
E41287 SEN contingency	1,330,868	1,300,000	1,299,580	(420)	(31,288)	Unchanged

E41241/E41254 Merged Language & Autism Support	416,734	410,000	408,781	(1,220)	(7,953)	Amalgamated with ASD team with Language Support team
E41252 Parent Partnership (Markfield)	98,800	98,900	95,352	(3,548)	(33,630)	unchanged - error on total budget - budget was £98,900
E41282 Special Schools Place Funding	4,270,000	4,360,000	4,340,000	(20,000)	70,000	Increased places commissioned
E42127 Early Years Inclusion Fund	5,220	232,000	211,448	(20,552)	-	Unchanged
E42186 Pathways for Early Intervention	315,220	42,000	21,357	(20,643)	(293,863)	Miscoding between E41288 and E42186
E41234 Alternative Prov Commissioning	1,197,720	1,197,000	1,176,263	(20,737)	(21,457)	Miscoding - in year fair access E41235
E41215 Simmons House	180,000	220,000	194,393	(25,607)	14,393	Unchanged
E41250 LOVAAS	49,009	30,000	1,335	(28,665)	(47,674)	Budget closed - budget was ever £26,000
E41217 Tuition Service	584,817	776,473	630,465	(146,007)	45,648	Unchanged

a) SEN Portage Service:

This is the home intervention education service for children with complex disabilities 0-5 years. This budget was not set to the correct level for the staff in the services and has now been increased by one post.

b) Speech and Language therapy:

This line represents the spend on both Speech and Language Therapy and Occupational Therapy commissioned from Whittington Health to meet local need and is now part of a section 75 agreement. The level of budget commissioned is under review however due to increased number of children identified as having speech and Language issues. There may be long term budget impact of not intervening early e.g. an increase in challenging behaviours for a child requiring higher levels of statutory interventions. There are unlikely to be cost savings in this area.

c) Special Schools top up:

The level of overspend represents the cost of an additional places in local special schools as these schools are already at capacity. The Grove opens more school places in 2019. The schools new management structure has been put in place at The Grove ahead of school places opening. This means that costs of places are individually higher in the first year of opening of the new school.

d) Mainstream schools top up:

This budget line has balanced at year end, but was uplifted by 480K at the beginning of 2018 by 2% uplift to bring costs in line with teaching assistant rate and meet the needs of higher volumes of children.

2.4 It was previously agreed not to uplift the following areas as they would be the focus of any invest to save activity:

a) Independent and Voluntary maintained schools:

The independent school places are used when there is not capacity in local or neighbouring special school places. This increased from 89 to 108 places needed in 2017-2018. The current forecast is based on 24 new places being required at the rate of two a month.

b) Higher education top up:

There is an increasing number of young people staying on in education post 16. This is the areas of greatest growth due to increased numbers.

### **3.0 Future mitigation to spend pressure remains as described:**

The following areas for action have been identified to mitigate the spend pressure in the budget and work is in train to forecast the savings that are achievable. A programme of work is being established to report to HNB subgroup, to develop the following actions.

#### 3.1 Pathways of Support



- a) Establish the SEMH pathway to include a different usage of Tuition and Local Providers such as the Octagon for SEMH and both outreach and therapeutic provision. This might include moving Tuition to another setting in order to ensure the places are used to their capacity
- b) Review the outreach offer from advisory teachers to provide more support in mainstream schools by reviewing the use of private providers to support children in settings and explore if insourcing would be a more cost-effective approach
- c) Use some of the school block money to establish a support fund for children with complex and challenging behaviour without EHCP to reduce costs long term for children with complex behavioural needs

### 3.2 Usage of Special School places pre and post 16 years

- a\_) Establishment of The Grove and Riverside Learning Centre Post 16 year settings to reduce out-borough places in colleges
- b) Maximise commissioned places at Harrington Scheme, Haringey 6<sup>th</sup> Form Centre for supported employment (supported internships), thus improving outcomes and also starting to cease EHC at an earlier stage for some young people
- c) Maximise usage of Area 51 setting, and ensure this setting has appropriate space for more complex children.
- d) Review young people's post 16 care plans to consider appropriate post 16 pathways such as employment or social care packages, potentially establishing pathways through the usage of the capital support grant.
- e) Over time the special schools places will need to be reviewed to see if the delivery needs to continue in the same way, move to another model (unit delivery) or be de-commissioned in some areas.

### 3.3 Review of contracts ongoing including:

- Royal National Institute for the Blind – complete and service insourced with bring to budget.
- Specialist Equipment Purchase (Millbrook) - complete
- Enhance EHCP support writer - complete
- Speech and language therapy – ongoing

## 4.0 Conclusion

4.1 The HNB continues to be under significant pressure in 2019/20, as other boroughs, and the forecast highlights an increased overspend. Additional work is being done to forecast future years' spending profiles to inform decisions about the HNB going forward.

The budget remains inadequate to meet needs in its current usage.

4.2 Patterns of spend do indicate increased in-borough placements, and a reduction in the trend to move to special schools, however efforts need to continue to support schools and young people to maintain their mainstream school places through a variety of means.

Vikki Monk-Meyer  
Head of Service SEND  
June 2019

## High Needs Block Committee

Minutes of the meeting held on  
**1<sup>st</sup> March 2019 11.30am at Alex House**

### School Forum Members

Martin Doyle: Headteacher Riverside School – Chair  
+ 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 Invited

Vikki Monk-Meyer: Head of Service: Special Educational Needs & Disabilities  
Phil di Leo: Governor The Vale  
Shamila Ganeshalingam: Finance Officer  
+ Janet Miller: Special Educational Needs & Disabilities  
+ Ngozi Anuforo: Head of Strategic Commissioning, Early Help & Culture  
+ Jean Brown: Governor The Vale  
+ Paul Durrant – Finance  
+ Gill Gibson - AD  
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 Melian Mansfield.

#### 2/3. Minutes of 8<sup>th</sup> February 2019 & Matters Arising

- 2.1 The minutes will be taken at the next meeting as this meeting is specifically about capital projects. **Action Clerk**

#### 4. Use of the SEN Capital Grant

- 4.1 It was noted that the capital grant is £1.1m, available over 4-5 years. This includes the money claimed in 2018 for the Riverside school developments. This means that there is now £212,000 available to claim for each year 2018-19, 2019-20, 2020-21.
- 4.2 In December 2018 the EFA added additional money to the 2019 pot.
- 4.3 It is necessary to show that projects have been devised following collaboration and consultation with stakeholders and parents.
- 4.4 There is currently insufficient time to go to Cabinet to ask about applying for it, otherwise the application deadline will have passed.
- 4.5 Match funding is required, but it does not have to be to the same amount. Funding has been identified.
- 4.6 The building works can be seen as work in progress and can be counted as match funding.
- 4.7 Initially the funds had to be used to create school places, but this is no longer the case. Therefore it can be used to increase accessibility to services. The aim is to maximise the impact of funding provided.
- 4.8 The income is not yet showing in the accounts. SG to chase the finance team. **Action SG**

- 4.9 It was noted that the reduction in the Free for 2's funding from £6ph to £5.66 will adversely affect young children, some of whom will be disabled. This reduction in funding will challenge the viability of settings, especially in the PVI sector. Those who do survive may not be able to offer 2 year old places. When questioned 75% of settings said that they would be adversely affected. It is estimated that there are 850 2 year olds in the borough.
- 4.9.1 It has been estimated that the budget shortfall will be £340,000 for 2 year old places. Further details are however still needed, for example, where are the places. If funding was to be provided settings would also need to recognise that there could not be an on-going commitment to closing/partially closing the funding gap.
- 4.9.2 It was understood that funding of £85,000pa for 2 years would help to cover 50% of the funding gap. However, due to other likely commitments a total of £140,000 is likely to be more realistic. Possibly £90,000 in the 1<sup>st</sup> year and £50,000 in the 2<sup>nd</sup>.
- 4.9.3 It may also be possible to fund alternative activities within the EY block which would free up other monies to fund the 2 year old places. VMM to speak to Ngozi. **Action VMM**
- 4.9.4 Vikki to check whether the funding has to be used for new activities; this will impact on how it can be used in conjunction with the EY Block. **Action VMM**

## 5. Other possible projects

- 5.1 The Grove will be transitioning over a number of years from St Marys and Heartlands, which will require adaptation funding, likely to be around £75,000. Details are needed from the Capital Team on how the money has been spent to date. **Action GS**
- 5.2 The Vale requires works to be undertaken, plus equipment and therapy facilities (£120,000).
- 5.3 The survey of parent's needs should be considered closely. **Action MD, VMM**
- 5.3.1 Ideas which have been received so far from parents are:  
 A tracking hoist and an easier to open door for the Markfield project (£15,000)  
 Security for orthodox Jewish settings - Respite providers (especially for Seven Sisters ward) (£15,000)  
 Accessible toilets in parks (£15,000 each, 1 in each of the East & West)
- 5.4 Other possibilities include:  
 Refurbishment works for St Mary's when other users move out so that it is suitable for SEMH users (£10,000)  
 £100,000 to be set aside for identifying and kitting out a secondary age SEMH provision. A medical needs provision; which may be an ICT solution, rather than an actual building, to be paid out of the 2020-21 instalment. mental health, medical and office base for 5-16 year olds (£150,000)  
 Outreach in children centres; to provide a hub to support PVIs with soft play and other activities for SEND children (£60,000).
- 5.5 In the 3<sup>rd</sup> year primary and secondary PRU provision (£100,000 + £10,000), 60% of the community hub funding and £75,000 of the medical needs.
- 5.6 LA place funding could act as match funding.
- 5.7 Further work on these ideas will be undertaken. Figures and a narrative to be provided. The table will then be shared with parents and the LA will be approached regarding further top-up funding.

<b>Project</b>	<b>Lead Person</b>	<b>Indicative Costs £</b>
Markfield: hoist & door	VMM	15,000
Step by Step	VMM	15,000
Toilets in parks	VMM & Simon Farrow	30,000
The Grove	VMM	75,000
The Vale	Phil di Leo & The Vale	120,000
Two year old funding	Peter Catling & EY Quality Team	140,000
Children Centres Hub provision	Peter Catling & EY Quality Team	60,000
PRU/SEMH provision	Charlotte Pomeroy & Ngozi Anuforo	110,000
Medical Needs	VMM	150,000 (2 x 75,000)
<b>Total to date</b>		<b>715,000</b>

**nb. Further work needs to be done on post 16's and accessibility e.g. courses/post 16 settings, potential IT solutions around supporting people with autism and Learning Disabilities in the community. £1.1 million – 375,000 already spent on Riverside = £725,000. £10,000 available for IT solutions?**

**6. AOB**

6.1 No items.

**7. Date of next meeting**

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

7.2 The next meeting will be on **3<sup>rd</sup> April (changed from 5<sup>th</sup> April), 12.30pm at Alex House L2 Rm 4.**

There being no further business the meeting ended at **1.30pm.**

Signed

Date

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June 2019

**High Needs Block Paper Special Educational Needs and Disabilities  
SEND Population and Use of High Needs Block Budget  
Appendix A**

**Background information to demonstrate budget usage.**

The high needs block budget has been used to provide additional funding for settings to meet needs, support children in education through advice support and training to settings via specialist staffing, and by purchasing specialist educational school places. The following report demonstrates how this budget has been utilised.

**1. Inclusion Funding and Early Support Places**

Haringey funds up to 54, 15 hour Early Support places for children with complex disabilities from the high needs block to the value of £366,282. All these places have been allocated over the year.

Haringey also funds an Early Years inclusion fund to the value of £264,000. The purpose of this fund is to support settings such as private and voluntary nurseries to working with children with special educational needs and disabilities. This both enables uptake of the 15-30 hour offer for children with SEND, and also ensures that needs are identified and managed early so that children have a well-planned transition to school. Some needs may be addressed before statutory school age. The uptake of inclusion fund has increased this year with 99 children funded through the inclusion top up. The impact of this has been earlier identification and meeting needs. Evidence from national reports shows that children who access 2 year and nursery places are likely to have better educational outcomes than those who start school and have not been to nursery. As can be seen in chart 1, there were 11 education health and care plans (EHC's) for children under 5 years in 2017, which has now increased to 36 children in 2018. This shows that the Inclusion Top up fund has been effective in identifying children who require an education health and care plan before starting school.

**2. Population of children with Special Educational Needs and Disabilities**

Haringey now has 2082 children and young people with Education Health and Care plans. There has been an increase in the population of children with EHC plans of 731 in the time between 2014 and 2019, and an increase of 235 in the last year. Boroughs are reporting an increase from 2.2% of children with EHC plans since the reforms to a level of 3%, and Haringey appears to be following this trend with the level being at 3%.

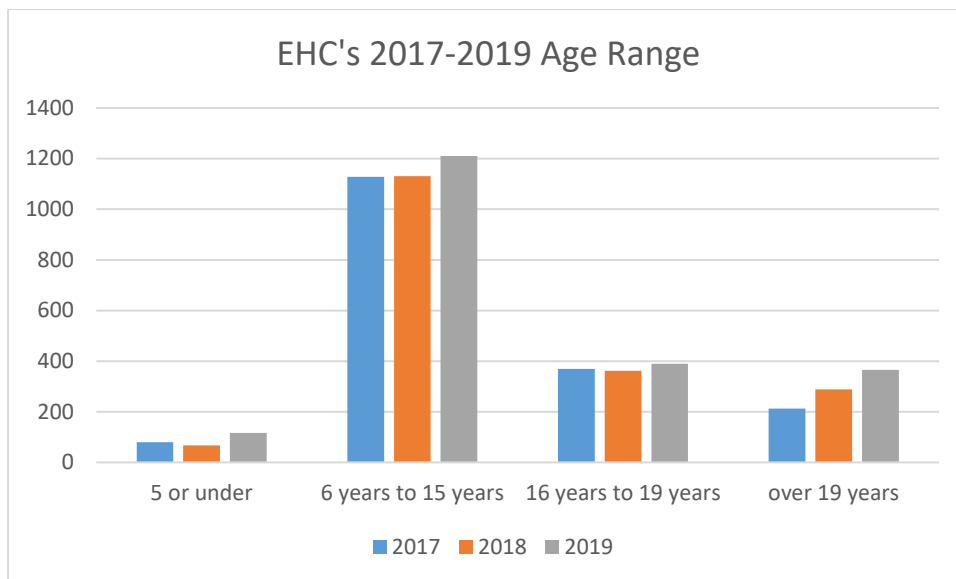
**Chart 1 numbers of children with EHCP's or statements from 2013, pre SEND reforms to 2019, following conversion of all statements to Education Health and Care Plans.**

	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017/201 8	2018/201 9
Pre-School/Nursery	14	4	8	19	11	36
Reception	54	61	63	61	56	80
Year 1	72	64	90	80	78	93
Year 2	75	86	76	112	88	99
Year 3	82	88	101	86	114	106
Year 4	104	92	93	111	96	133
Year 5	122	116	99	105	113	111
Year 6	130	121	126	106	114	128
Year 7	118	139	122	133	123	132
Year 8	117	117	138	128	138	130
Year 9	137	118	128	140	129	143
Year 10	125	138	115	127	138	136
Year 11	130	124	134	117	129	154
Year 12	41	37	120	132	111	130
Year 13	22	32	82	120	122	106
Year 14	8	8	69	79	104	114
Year 15			29	70	69	98
Year 15 plus			7	64	115	153
	1351	1345	1600	1790	1848	2082

3. The increase in children with an EHCP is as a result of the increased age range, now starting from 0 years and extending up to 25 years. The number of plans has increased in all age groups, however the greatest increase in the EHC plans has been in the 19+ age group which has increased to 365 children from 288 children last year. This shows both the rise in demand of children staying on in education but also the limited number of plans that are now being ceased.

**Chart 2 Increased numbers of children aged 0 -19 years**





### Requests for Educational Health and Care Plans

4. Requests for Education Health and Care plans have increased this year, rising from 298 in 2017/2018 to 354 in 2018/2019. This has started to stabilise although demonstrates a significant increase.
5. The thresholds for EHC assessments were initially high in 2014, however as a result of discussions with the Independent Parental Special Educational Advisors (IPSEA), Haringey refreshed the eligibility criteria as part of a multi-agency working party to look at this high rate of refusal. The lowering of the threshold for EHC requests now meets the statutory guidance in the Code of Practise, whereby there is an expectation that not all assessments lead to an Education Health and Care Plan. Previously, of those EHC assessments carried out, 99% are agreed to issue as a plan.
6. The highest number of new requests for plans are for those children with Autism. There is an emerging trend for an increase in requests for children with mental health/challenging behaviour.
7. Of the plans issued, the number issued in 20 weeks in 2018 remained at 28-30%, however this has increased significantly in 2019 to between 58-62%, and continues to improve. This is a significant increase in performance for this area. Factors contributing to this increase in performance include:
  - An increase in staffing available to carry out new assessments
  - A change in the arrangements for applications for EHC assessment, which reduced duplication of information
  - Increased staffing in the Educational Psychology Teams
  - Additional commissioning of Occupational Therapy staffing to support assessments and programme planning
  - Investment from the CCG from a senior clinician to function as clinical medical officer to plan and agree the EHC plans.

**Ceasing of Educational Health and Care Plans**

8. Few Education Health and Care plans have ceased for children since the inception of the reforms in Sept 2014, which is a direct result of the increase in the age range. Only 32 plans were ceased in 2019.
9. Education Health and Care Plans can cease when:
  - Young people achieved their educational outcomes - This means in joint working with adult learning disabilities team and health colleagues. There needs to be common understanding of what is an educational outcome.
  - Young people move into employment – educational establishments and young people and their families need to know how to access and make use of career’s advice to establish and maintain a young person in employment. There are local services emerging for careers advice.
  - Young people move into higher education – aspirations need to be high and young people and their families need to transition successfully onto the systems of support in university.

**Patterns of Need for Children with Education Health and Care Plans**

10. The predominant need in the cohort of children with EHCP’s remains Autism and MLD, with numbers continuing to rise for those with SEMH and also specific learning disabilities (SPLD).
11. Those with SEMH and SPLD include larger cohorts of Looked After children, of whom 88 have an educational health and care plan. More young people are emerging with SEND needs post adoption. These young people require therapeutic interventions, which cannot be secured at this stage without an EHC plan, as their education services are often provided by private and independent settings.

**Chart 4 to show patterns of needs in 2019**

ASD	HI	MLD	MSI	PD	PMLD	SLD	SEMH	SpLD	SLCN	VI
-----	----	-----	-----	----	------	-----	------	------	------	----

Pre-School/Nursery	20		2		2	3	4			5		36
Reception	49	4	8		3	3		1		12		80
Year 1	58	1	8		3	2	4	4		12	1	93
Year 2	52	6	7		10	2	2	7		13		99
Year 3	57	1	10		7	2		10		18	1	106
Year 4	60	5	22		3	2	1	14	1	25		133
Year 5	35	2	24		5	1		19	2	21	2	111
Year 6	40	2	34		8	1	3	17	1	21	1	128
Year 7	43	5	24	1	8	6	3	16	6	17	3	132
Year 8	52	2	14		5	2		22	4	27	2	130
Year 9	52	7	24		7	2	1	21	4	25		143
Year 10	61	2	22		7	1	2	18	3	19	1	136
Year 11	54	2	32		9	3	4	30	4	15	1	154
Year 12	58	1	28		3	4	2	17	4	13		130
Year 13	34	2	28		5	2	2	16	3	10	4	106
Year 14	37	6	26		6	3	3	16	2	14	1	114
Year 15	33	2	23		6	3	5	15	4	7		98
Year 15 plus	50	5	37		14	5	15	10	3	11	3	153
	845	55	373	1	111	47	51	253	41	285	20	<u>2082</u>
												2082

Key for less commonly known terms:

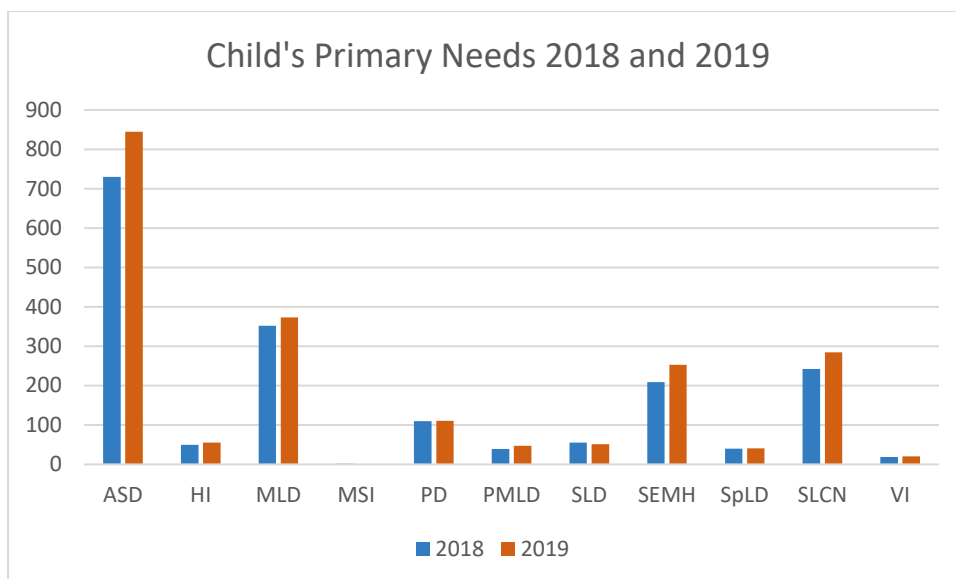
SPLD – specific learning disability

SLCN - speech language and communication needs

VI - visual impairment

SLD – severe learning disability

The table below shows the primary needs compared to the previous year



There has been a marked rise in education health and care plans for children with a primary need of Autism, and similarly a rise for those with SEMH and SLCN

#### Factors affecting Budget

- The ethos for Haringey has been strong in terms of high levels of inclusion. Haringey has always has proportionately larger numbers of children in mainstream schools than statistically similar boroughs according to national data.

#### Special School Places for Children with EHC plan

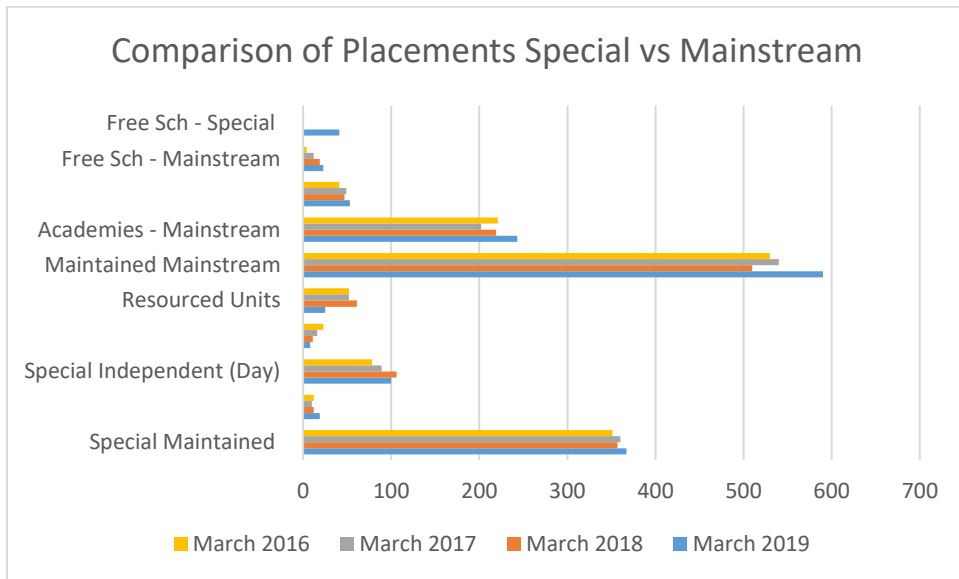
- The Special Schools budget was increased by 1.1 million, compared to an increase of 598K last year, to help the schools meet the demands of children's additional complexity, fund additional school places and establish a more flexible special school offer e.g. outreach. Places cost are 10K per place and additional top up from 10K to 24K.
- The local special schools have increased their places which has provided further support for the borough, although increased the costs. The places have increased as below:

School	Places 2018	Places 2019	Increased places Sept 2018 – Sept 2019
The Vale	99	105	6
The Brook	100	111	11
Riverside	125	140	15
The Grove	42	65	23
<b>Total</b>	<b>366</b>	<b>421</b>	<b>55</b>

- Places at Blanche Nevile school were reduced in order to support the increased funding of the special school places at other schools.

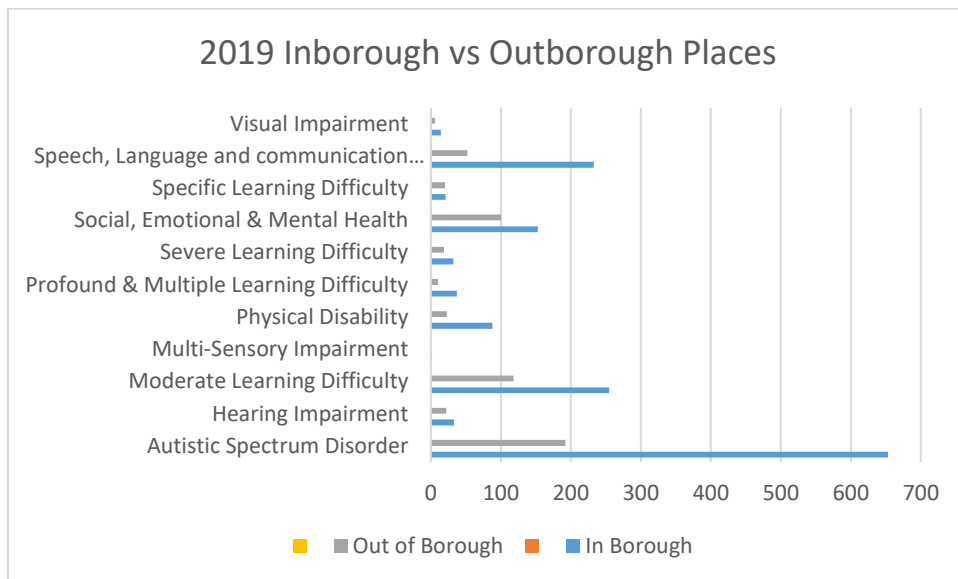
16. An emerging trend 2018 was the reduction in the number of children with education health and care plans in mainstream schools. This had decreased from 801 in 2016-2017 to 777 in 2017-2018. The types of school places commissioned showed an increasing trend towards special schools, however this year the trend has reversed with the number increasing again in mainstream settings, both academy and special school

**Chart 5 to show changes in placement over the last four years**



17. The majority of these special schools are out borough, and are predominantly for those children with ASD and SEMH.

**Chart 6 to show where children are attending school, in borough or out borough, by need**



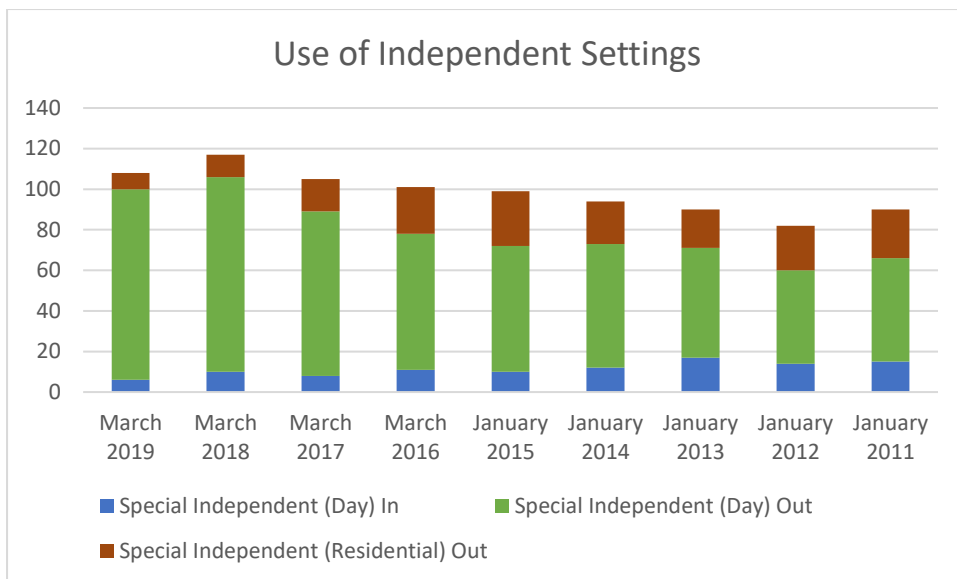
Proportions remain similar to last year.

18. Whilst the numbers are small, the costs of individual out borough provisions are high, and as a result of local gaps in services in terms of specialist provision. This includes Autism, and Social emotional and mental health and therapeutic places.
19. The requests for Special School places has started to match demand, however, although there continues to be some need for independent school places, due to lack of local capacity for children with SEMH.

### **Use of out Borough Independent schools**

20. The use of independent school places is starting to decrease. For those young people under 16 years the majority of independent special school places is for those children with SEMH. There will be a natural synergy with transport costs as numbers of independent school place provision decreases.
21. There was a decrease in number of residential special school places commissioned however from 16 in 2015-2016 to 12 in 2016 – 2017 and 11 in 2017-2018 and now down to 8 places, all for SEMH needs.

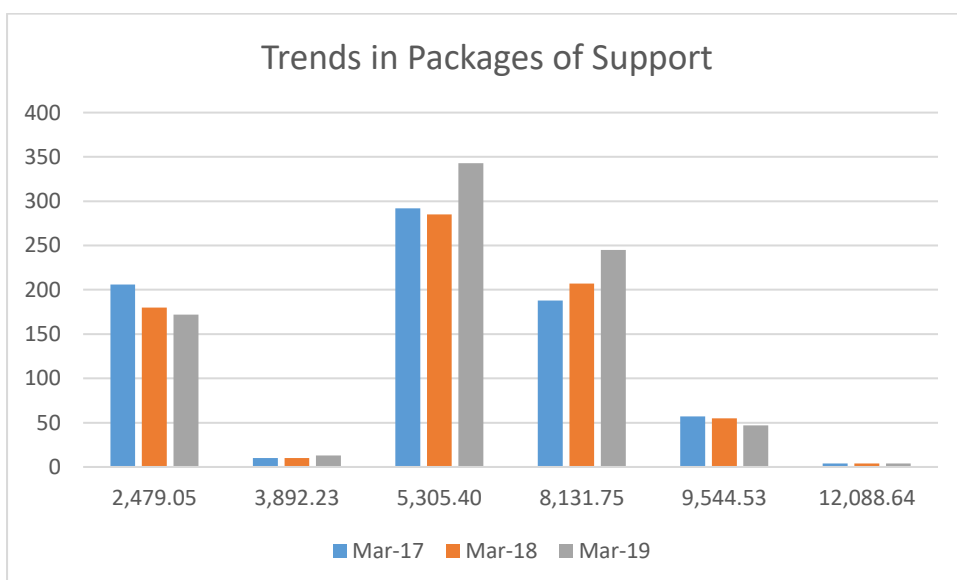
**Chart 7 to show decreasing use of independent school places**



**Patterns of Support for children in Mainstream schools**

**22. The most commonly occurring levels of support requested or provided by SEN panel are £5,305.40 and £8,131.75, with a reduction in plans allocated £2,479.05**

The chart 8 below shows changing patterns of support packages allocated.



23. The additional support that has changed is the support for lunch and break times, which have increased over the last two years, as can be seen below:

**Chart 9 to show use of SMSA support packages at lunch and breaktimes**

## SMSA Support

	Mar-17	Mar-18	Mar-19
£769.10	1	1	1
£922.92	2	2	2
£1,230.56	1		
£1,538.20	246	287	353
£2,153.48	1		
£2,307.30	4	5	6
<b>Grand Total</b>	<b>255</b>	<b>295</b>	<b>362</b>

24. Habitually the SMSA time ceased when children transferred to secondary school, however increasingly schools are requesting this remains in place. There is also an increasing number of new plans issued where SMSA time is requested. This has increased the average value of each child's plan by £1,538.20.

**Post 16**

25. Haringey now has 365 young people over the age of 19 years who have remained in education. This is a high number compared to statistical neighbours. Nationally there are discussions about how stated outcomes are potentially best achieved, e.g. either through a social care package or through an educational package.
26. Of this age group, the post 16 cohort are most likely to be attending an independent setting.
27. **The chart 10 below shows the increase in out borough specialist college places for the post 16 cohort, and reducing use of in borough provision.** This is linked in part to lack of specialist courses offered to those with more complex learning disabilities.

	Haringey Sixth Form Centre		Colleges		Special Post 16 Institution - Day		Special Post 16 Institution - Residential		Other day places*		NEET		
	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	
March 2019	103		60	150	27	11		4	16	41	103		515
March 2018	99		57	122	28	5		6	8	37	75		437
March 2017	108		47	83	22	2		7	5	22	89		385
March 2016	114		10	39	5	5		2	2	2	46		225

**Chart 10 to show changing destinations of young people post 16**

28. As a result of this usage of out borough places, Haringey have commissioned an increased number of places in local colleges to try and meet needs more locally.



29. There is a rising number of young people with Education health and care plans who are NEET, indicating work needs to be done on appropriate careers advice and guidance at an earlier stage for this cohort of young people to ensure that they are aware of, and are accessing the right courses for their interests and development.

Vikki Monk-Meyer

Head of Service SEN and Disabilities

9<sup>th</sup> June 2019

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**Agenda Item  
10**

**Report Status**

For information/note  
For consultation & views  
For decision x

**Commissioning Unit**

**Report to High Needs Block –**

**Report Title: The Grove as part of the boroughs profile of high needs special school places**

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

**This report provides a brief outline of the developing offer of The Grove Special School for children with Autism, as one of the boroughs new specialist offers of high needs places**

**Recommendations:**

**That forum notes the introductory information and agrees that the high needs block committee will monitor high needs place commissioning for quantity amount and value for money**

**1.0 Introduction - The Grove Special School**

**1.1**The Grove caters for students aged 5–19 who have a primary diagnosis of autism. Many of the students may have additional needs including a cognitive impairment, speech and language difficulties or difficulties associated with social communication. Students may have co-morbid diagnoses of, SEMH, language, social & communication difficulties, sensory integration difficulties, ADHD or SpLD.

**1.2** The offer is a complex one of primary, secondary and 6<sup>th</sup> form on the same site, with also a mix of students attending or two cohorts; those with

significant learning disabilities, and those who may be more high functioning. In order to meet this complex mix of needs, the parts of the school are separated both by age and by different abilities into 6 sections.

The school will open gradually over a 3 year period, with increasing cohorts of children attending each year.

1.3 The opening of the school both increases the boroughs much needed capacity, and also offers a model chosen by some families who might otherwise choose stand-alone special schools out borough.

1.4 The school will be developing its offer over the next 3 years, but is likely to focus on those children who have autism and mental health needs aswell as learning disabilities.

## **2.0 School Place Growth**

2.1 The school has opened with 10 places in September 2018 at St Mary's Site. In Sept 2019 the 10 children will move to The new Grove site along with the 32 children from the heartlands unit.

2.2 The Grove PAN will then increase to 65 places, with the first class of higher functioning secondary students starting. In 2020 the PAN will increase again to 85 and then the school will be at full capacity in 2021.

## **3.0 Top Up funding**

3.1 Due to the start up costs needed to establish the school, the school top up's are higher than the top ups paid to the special schools initially. The schools top ups will reduce over the three years to a more standard level as intake and class sizes increase.

3.2 Initial costs include headteacher, deputy, phase leads and curriculum leads. Inclusion of the higher functioning cohort of young people initially raises costs due to specialist teachers needed for topic specific teaching. The initial funding also includes some capital costs not covered by the Free School capital formula.

3.3. Fees include some services not covered by current commissioned services e.g. therapy costs such as speech and language and occupational therapy.

3.4 The top up costs and comparative value for money of the special school places in the borough will be monitored by the high needs block committee.

## **4.0 The Grove Intake is as follows:**

4.1. 2018 - 42 places - Initially children who were awaiting special school places have taken the initial 10 places. Although costs were not saved, costs of independent special school places are avoided

4.2. 2019 - 65 places - This provides an additional 23 places for children for children requiring a school place, including those who may be moving from phase change e.g. reception to year 1/year 6 to year 7 or to 6<sup>th</sup> form. In this intake 2 children are moving from an independent school to the special school resulting in a saving of £40,00 in the first year.

4.3. 2020 – 85 places – This is an additional 20 places. The aim is to maximise the opportunity for children to move back to borough at phase changes e.g. secondary and 6<sup>th</sup> form transfer

4.4. 2021 – 104 places – additional 19 places with usage as outlined above.

## **5.0 Summary**

5.1 All the special schools profiles, and overall high needs school places commissioned, will be influenced by the changing nature of the boroughs specialist offer e.g. development of provision through the alternative provisions review and opening of new course in the borough colleges

5.2 The boroughs high needs place usage will be kept under review to make sure the borough is making the most of the local offer to children in mainstream and special schools. The committee will lead on ensuring value for money, and make recommendations for commissioning and decommissioning school places where needed.

Vikki Monk-Meyer  
June 2019

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**Agenda Item  
11**



**Report Status**

For information/ note   
 For consultation & views   
 For decision

**Report to Haringey Schools Forum – 11 July 2018**

**Report Title: Review of Alternative Provision**

**Author: Charlotte Pomery**

Charlotte Pomery  
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 London Borough of Haringey  
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 Charlotte.pomery@haringey.gov.uk

**Purpose: To inform the Forum of the progress of the Alternative Provision Review, to seek comments on the draft Review paper attached and to set out next steps**

**Recommendations:**

**That Forum note the progress of the Alternative Provision Review to date and comment on the draft paper attached**

**1. Introduction**

- 1.1 This brief paper introduces the Alternative Provision Review which is currently underway – the detail is set out in the attached document.
- 1.2 As well as this paper to Schools Forum, the draft findings and recommendations of the Review are being presented to headteachers during July for their initial feedback and comment. Further opportunities to engage with the process and to offer insights to shape the Review's draft findings and recommendations will be available over the coming weeks and months.

**2. Background**

2.1 The Alternative Provision Review has been underway since December 2018 and was established to explore how best to improve educational outcomes for all children and young people in Haringey and to ensure access to mainstream education wherever possible. It follows a Review of Exclusions which was completed in Spring of this year.

2.2 The starting point for the Review is ensuring that, as a whole system, partners and agencies identify and meet children's needs, whether that is in a mainstream or alternative provision setting. This whole system thinking has infused the Review which as a result addresses its recommendations across partners.

**3. Next steps**

3.1 Following this round of engagement during July, officers will be seeking further input from schools and other stakeholders to enable the Review's findings and recommendations to be finalised. There will also be more work with stakeholders to draw up the detailed Implementation Plan which will be required. It is recognised that there will be some actions which can be taken forward more quickly and others which will need more time to set in place.

3.2 The Review has adopted a whole systems approach and therefore there is an awareness that it will require a whole systems response, which needs to be in place both strategically and operationally.



**Alternative Provision Review: Draft Findings,  
Recommendations and Model for discussion  
June 2019**

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Produced by: Charlotte Pomery

# PURPOSE OF PACK

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This sets out:

- ❖ The policy and legislative background to alternative provision in Haringey
- ❖ The principles by which we propose arranging alternative provision in the future
- ❖ The findings of the recent review of Alternative Provision
- ❖ A tiered model of support which we could build on to describe alternative provision to children, young people, families and settings who have different levels of need

# Background

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At any one time, schools will be able to identify a number of vulnerable pupils whose learning needs, medical needs, behavioural challenges, social difficulties or family circumstances combine to have an impact on their ability to fully participate in, and benefit from, the curriculum on offer to them in mainstream education. A proportion of these pupils may at some point, therefore, require additional support or **alternative provision** to be made for their education.

Alternative Provision is 'Education arranged by Local Authorities for pupils who, because of exclusion, illness or other reasons would not otherwise receive suitable education: education arranged by schools for pupils on a fixed term exclusion and pupils being directed by schools to offer off-site provision to improve their behaviour'. It can take a variety of forms as it is designed to meet the needs of a range of children and young people.

Local authorities are responsible for arranging suitable full-time education for permanently excluded pupils, and for other pupils who, because of illness or other reasons, would not receive suitable education without such provision. [Expand and add legislative context]

This applies to all children of compulsory school age resident in the local authority's area whether or not they are on the roll of a school, and whatever type of school they attend.

# Background

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The changing national policy context in which education operates will have significant implications for the Local Authority's role as a commissioner, provider and quality assurer of alternative provision, behaviour and attendance services.

Schools are the main education provision for the majority of children. Evidence suggests that life chances are significantly reduced for pupils who spend a significant amount of time out of school and whose education is therefore disrupted. It is noteworthy that Alternative Provision for Haringey pupils will support some of the most vulnerable pupils in the Borough, many of whom have a range of needs which no one agency is likely to be able to meet.

A recent review of Exclusions in Haringey identified areas for further exploration, which are being taken forward alongside this Alternative Provisions Review.

The national Review of Exclusions, led by Sir Edward Timpson, was published in April 2019, with responses by central government, providing helpful context and impetus to a number of the recommendations proposed [Expand – Add Link]

# Approach

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The model set out for discussion here, is child-centred and is designed to meet the needs of the child and family at the earliest opportunity wherever possible. It can also work to support a child or young person who is at risk of exclusion or experiencing fixed term or permanent exclusion. It builds on the findings of the Review and a set of principles which have been developed through the review process. A high-level framework to meet the needs of all children and young people (whether in primary or secondary settings) is outlined so that we are able to provide the right support in the right place at the right time and so prevent the more damaging effects of disruption to children's education.

We do not see alternative provision in itself as a destination for young people – but as a route to enabling them to return to mainstream provision having received appropriate interventions, some of which may need to remain throughout a child's education. We believe we need a more flexible approach which enables children to get additional support and ideally for this to be built around them in their existing education placement – although we also recognise this isn't always possible and that a period in a different setting may be beneficial.

# Approach

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This model, therefore should be read as a way of organising levels of support – not as a model through which children and young people move to access support as their needs escalate.

We know that children and young people need different types of support at different times – but that wherever they are they need to be able to take up high quality, relevant and accessible teaching and learning. We envisage children and young people, and indeed their parents, having access to a range of universal and specialist services at the same time, for example. We want to see those services delivered wherever possible in and alongside mainstream settings, reducing our reliance on settings outside the mainstream. Other areas, including Glasgow and other areas within London, are building models which do not rely on a Pupil Referral Unit (PRU) and are building an evidence base of the impact of such an approach. We wish to pursue this actively for Haringey. It is particularly important that children and young people in specialist and targeted services continue to access the full gamut of universal opportunities available in the borough.

# Principles

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A number of principles have driven the work of the Review and the model we are proposing. These are:

- Needs first: A strong, consistent and holistic way of identifying and responding to the needs of children and young people focusing on cause not symptom
- Behaviour matters: A shared ethos to build a consistent approach to behaviour and sanctions across the school community and with parents and families
- Learning and education throughout: An expectation that all children have a right to high quality teaching and learning and that their long-term educational needs will continue to be best met in a stable setting
- Shared objectives: A commitment to transparency and joint working between schools and between schools, parents and the local authority
- Engagement: the voices of children, young people and parents should be actively sought and listened to
- Narrowing the gaps: our practice should reduce inequalities in educational and social outcomes for children and young people, particularly those most disadvantaged currently

# Principles cont.

- Children’s learning needs differ: A varied educational offer within mainstream schools in the borough to accommodate the educational needs of a range of learners
- Children’s needs change over time: A recognition that children in primary and secondary settings have different levels of autonomy and therefore different needs
- Children’s learning and support needs differ: A diverse Alternative Provision offer to meet the needs of a range of children
- Alternative provision is not an end in itself: An understanding that placements in alternative provision or in Pupil Referral Units are made for a designated period to enable a child to be supported to return to mainstream or special schooling as appropriate, not as an end in themselves
- Joint working across agencies is critical to address need: Timely assessments and diagnoses from other agencies will support the provision of adequate and appropriate support in school – as will continuation of existing support as children join or leave Alternative Provision
- Data informed: we should use data and follow the evidence to achieve the best outcomes for children and young people



# Findings

Following a series of interviews with schools, analysis of data from the In Year Fair Access Panel and the Exclusions Review, the current challenges in commissioning alternative provision for Haringey children, research into best practice elsewhere and discussion through the Review, these are the emerging findings of the process:

## **Mainstream settings**

Schools, particularly primary schools, make every effort to avoid an exclusion – even where this means an impact on other children in the school

The educational offer in Haringey is high quality but, in line with the national curriculum, is predominantly academic and assumes a single pathway to adulthood from an educational and careers perspective

Targets for achieving EBACC (at 75 – 80% of young people) appear to drive a focus on academic learning across the school community

Behaviour policies vary widely both in their scope and in their application but are key to driving approaches to children with needs and challenging behaviours

Schools do not consistently appreciate the need to reflect and support the diversity of Haringey's communities, to recognise and address the risks of unconscious bias within their staffing and teaching approaches and to build cultural intelligence

# Findings

## **Mainstream settings continued**

There is insufficient diverse and culturally engaging material built into the curriculum for children and young people who as a result may lack stimulus and become disengaged

BAME children and young people continue to be less likely to achieve their potential and more likely to find themselves at risk of fixed term or permanent exclusions than other cohorts

Schools consistently fail to question and address patterns in their own approaches to behaviour and the culture of their settings which may lead to more BAME young people missing out on education

Factors which may affect children's learning in the current mainstream offer are regularly not identified or addressed, either in or out of school:

- Adverse Childhood Experiences, including and trauma, neglect and abuse in the home
- The development of Social, Emotional and Mental Health issues
- Undiagnosed and therefore unaddressed need including ADHD and ASD
- The impact of the Transition to Year 7

Some schools have adopted whole school approaches to autism, mental health and wellbeing and disability, through training, skills development and adaptations to the physical environment which benefit the whole school community – but this is not consistent

Some schools have built access to mental health support into their universal offer – but again this is not consistent

# Findings

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## **Mainstream settings continued**

There is a lack of outreach from specialist services such as CAMHS to advise schools on behaviour and need which can make them seem distant from a schools perspective

Schools and other services do not consistently reach out to and find ways to engage with parents who need to be closely involved in their child's development, learning and education

## **Post 16**

There is a consistent overrepresentation of BAME young people in the cohort of young people not in education, employment or training

Attainment levels within post 16 settings show limited or no gaps in attainment across different equalities strands

This suggests young people are self-selectively moving out of education settings at 16, rather than benefiting from longer term educational offers

## **Primary settings**

The primary outreach service is very well regarded, achieving good outcomes through work both with schools and staff teams and with children and families.

There is not enough capacity in the service, however, and there is no equivalent outreach function for secondary schools

# Findings

## **Primary settings continued**

The Nurture Groups and arrangements within primary schools are considered a strong model for supporting children with a range of needs but are targeted on children within the school site and lack capacity to meet all needs identified

Likewise the Anchor Approach being used in primary settings has enabled whole classroom and whole school approaches to identifying and working with need but is small and cannot reach all primary settings

Primary schools consistently reach out to and find ways to engage with parents who need to be closely involved in their child's development, learning and education but cannot do this as a single agency

## **Multi-agency support**

The waiting lists for (ADHD and ASD) assessments and diagnoses are over 12 months currently – whilst this compares favourably with the situation across the rest of the country, it can still be distressing to wait for a long time

Joint working between schools and other agencies including the Council can lack co-ordination and urgency – this is particularly marked for the PRUs in the borough

# Findings

## **Multi-agency support continued**

It is not clear how the Council's children's services consistently supports children on the cusp of exclusion or experiencing challenges in school and there is insufficient information flowing between agencies on a daily basis

There is a lack of in-depth understanding of the CAMHS and wider health offer across the school system resulting it in being viewed as distant and lacking in responsiveness

Parents and young people are not supported to understand the CAMHS offer, resulting in poor engagement and levels of drop-out particularly for those most at risk from a schools perspective

The CAMHS Trailblazer is a positive way to test alternative models and schools are keen to engage with the more responsive, community based approach it is testing and advocating

## **Exclusions**

Numbers of fixed term and permanent exclusions are continuing to rise, albeit slowly

There continue to be marked inequalities in the level of fixed term and permanent exclusions based on ethnicity and background

There are disproportionate numbers of BAME pupils placed at Octagon PRU following permanent exclusion – often standing at 100% of all pupils

Parents and young people are not consistently and effectively engaged in the exclusions process, leading to a lack of understanding of the opportunity it offers of development and reintegration

# Findings

## **Exclusions continued**

The Pupil Referral Units in the borough are used as a destination for some young people, who can be there for several years and may never return to mainstream education

There is a link between periods of exclusion and missing education with young people at risk of violence and criminal activity

## **Alternative Provision**

There are some clear gaps in existing provision:

- There is not a clear primary Alternative Provision offer
- Information about the wider Alternative Provision offer is not clear or detailed enough
- Information about the wider Alternative Provision offer is not shared across partners
- There are gaps in the range of educational services being delivered through alternative provision

The Octagon PRU is not consistently seen as central to the wider education system in Haringey but rather as the setting at the end of a process of exclusion

The Tuition Service PRU offers popular, much needed services and a commissioning strategy providing greater clarity about its core offer and thresholds is required, to focus on medical needs and mental health, particularly children with depression, anxiety and self-harm

The Octagon PRU supports a concentration of children and young people with extremely complex needs, many of whom are identified only by their behaviours

# Findings

## **Alternative Provision continued**

The PRU is used as a destination for some young people, who can be there for several years and will never return to mainstream education

There is an insufficient focus on planning for reintegration and there is a lack of dedicated support to making reintegration hold for children and young people

The referral patterns require refreshing to ensure all parties can access the most appropriate Alternative Provision setting for an individual child or young person

There is a lack of joined up support and active co-working for children and young people placed in Alternative Provision and some agencies can tend to withdraw once children are placed in Alternative Provision settings therefore often carry the burden of input and care for these most vulnerable children and young people as well as the educational and vocational offer

## **Voice of parents, carers, children and young people**

Parental engagement is weak throughout the schools system, and particularly where behaviour policies are being applied and there is a risk of exclusion and placement in alternative provision

Parents and young people can perceive behaviour policies as leading towards a pre-ordained destination, rather than being routes to address need and support development

The voice of children and young people is often not heard during the exclusions and alternative provision process

# Findings

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## **Information and data**

Information and data on the numbers and circumstances of managed moves or activities which could be seen as off rolling in the borough are not available although it is understood that both may occur

There is data identifying the needs of children and young people who have been excluded or at the risk of exclusion and we should ensure we use it across the system

There is often poor information about children moving into the borough from other areas, even where they have complex needs and have experienced previous exclusions and moves

Information sharing between support agencies is not co-ordinated leading to duplication and gaps in service offers for individual children and families

The voice of children, young people and families is not recorded as part of our understanding of the data associated with alternative provision



# Recommendations

## It is recommended that the Review:

1. Adopt the findings set out above
  
2. Move to a new model by September 2020 as set out on the subsequent slides, this will involve:
  - i. Guidance and support on implementing whole school approaches to autism, mental health and disability
    - The ethos and culture which benefit the learning of children with additional needs will benefit all children – initiatives such as sensory rooms, calm environments, etc. – and should become mainstream within every school
  - ii. Consistent approach to behaviour policies identifying need as first priority
    - Identified as a key driver in setting the culture of the school and how responses to behaviour are led, there needs to be greater consistency across the school community particularly in identifying needs and then sharing a similar set of needs led responses
    - Restorative approaches to behaviour should be encouraged and developed to enable learning at all stages and to welcome back children who have been excluded
    - To Add: There needs to be a read across to commitments made within the BAME Pledge
  - iii. Increased cultural intelligence and comprehension are needed to reflect the diversity of Haringey's communities
    - Comprehensive training on issues such as unconscious bias

# Recommendations

- Increased access to diverse and culturally engaging material within the curriculum and across school settings including libraries and extra curricular clubs
- iv. Establishment of a borough wide Vulnerable Children Causing Concern Panel to support early identification and follow up and to provide consultancy support to staff
  - A multi-agency, borough wide and all age panel is proposed to support children and young people at an earlier stage and with a range of needs. The Panel would operate to share best practice and to support schools, as well as to offer direct interventions for pupils
- v. Linked to the above, refresh of co-working model to ensure existing agencies continue to work with children placed in Alternative Provision and the PRUs to include Education Welfare, Education Psychology, Social Work, Early Help and CAMHS for example
  - This will be critical to the successful intervention of the Panel which will need the active and co-ordinated engagement of a range of agencies in children and families' lives
- vi. Parenting offer to be clear to all education settings, with ease of access to early help for parents
  - The active engagement of parents and carers in the learning of all pupils is agreed as critical but some parents need support to become involved appropriately. This will be supported through a co-ordinated and well-publicised offer to parents
- vii. Pilot of alternative vocational education settings as mainstream for some children
  - To be worked up: there is an opportunity to test out a new model of vocation based learning for children from all schools in the borough, within the mainstream framework

# Recommendations

- viii. Expansion of primary outreach to all primary settings and to Year 7 transitions
  - The current primary outreach model is well regarded and has had impact, but is limited in its capacity and scope, it will be expanded for Year 7 pupils as well as having more capacity for primary schools
  - We will agree how the different approaches currently in place in the borough are aligned and offer more coherency and consistency – these include Anchor, Early Help and Outreach
- ix. Increased capacity in the nurture group model across Haringey
  - It is proposed to stimulate the borough wide provision of the nurture group approach and consider if designated Units are the preferred direction of travel
  - We would seek to invite interest in developing the model across primary and secondary, including identifying the principal cohorts (including SEMH and other forms of SEND) to enable access for all primary aged children and to avoid the need for any other alternative provision
- x. Comprehensive and universal Transitions offer
  - Models already exist for some children in the borough and there are opportunities to bid for additional funding to test out a stronger psycho-social model before moving to a consistent offer for all children in transitions

# Recommendations

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- xi. Learning from the CAMHS Trailblazer to inform mental health support in schools
  - The Trailblazer is an opportunity for all children and young people to benefit from more accessible mental health support in schools and we will prioritise responding to its findings in agreeing our future model of support
- xii. A new framework for a wider range of Alternative Provision with clear pathways for use by all settings in the borough
  - An open framework available to both schools and the local authority to quality assure provision and to ensure there is a range of short term provision to meet a range of identified needs and to support return to mainstream settings for all pupils
- xiii. Refocusing of the Tuition Service PRU
  - The proposed focus requires more work but in principle this will involve an emphasis on short term support and to a clear cohort of children with internalising issues including anxiety and depression
  - Increased capacity for outreach and shared care for longer term support and reintegration
  - New premises for the Tuition Service are important, these could be across two settings and involve a greater role in outreach and reintegration for pupils of all ages

# Recommendations

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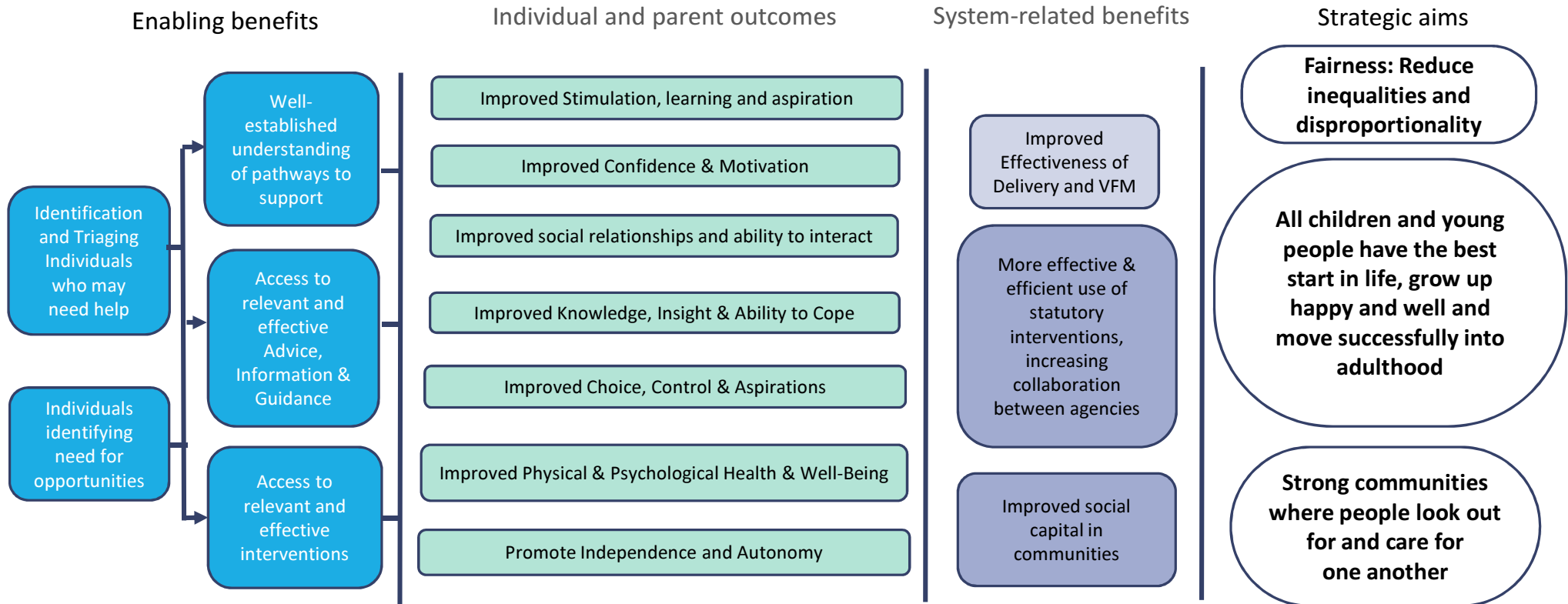
- xii. Recommissioning of the Octagon PRU
  - The proposed approach requires more work but in principle this will involve a move away from a PRU model over the next academic year to an emphasis on the support models set out here, with any permanently excluded children supported within a shared care and reintegration approach
  - We will approach this gradually to ensure there is adequate provision and support throughout the system before ending the model of having a PRU as currently established
- xv. Development of parental engagement model for Alternative Provision
  - There needs to be effective parental engagement throughout the process of identifying needs and securing additional support, and a more assertive approach to this needs to be developed, involving a range of agencies
- xvi. Development of young people engagement model for Alternative Provision
  - There needs to be effective engagement with children and young people throughout the process of identifying needs and securing additional support, and a more assertive approach to this needs to be developed, involving a range of agencies
- xvii. Representation for Alternative Provision on Schools' Forum as part of the community of Haringey education settings
  - This paper will be presented through Schools' Forum to determine the response and possible follow on actions

# Recommendations

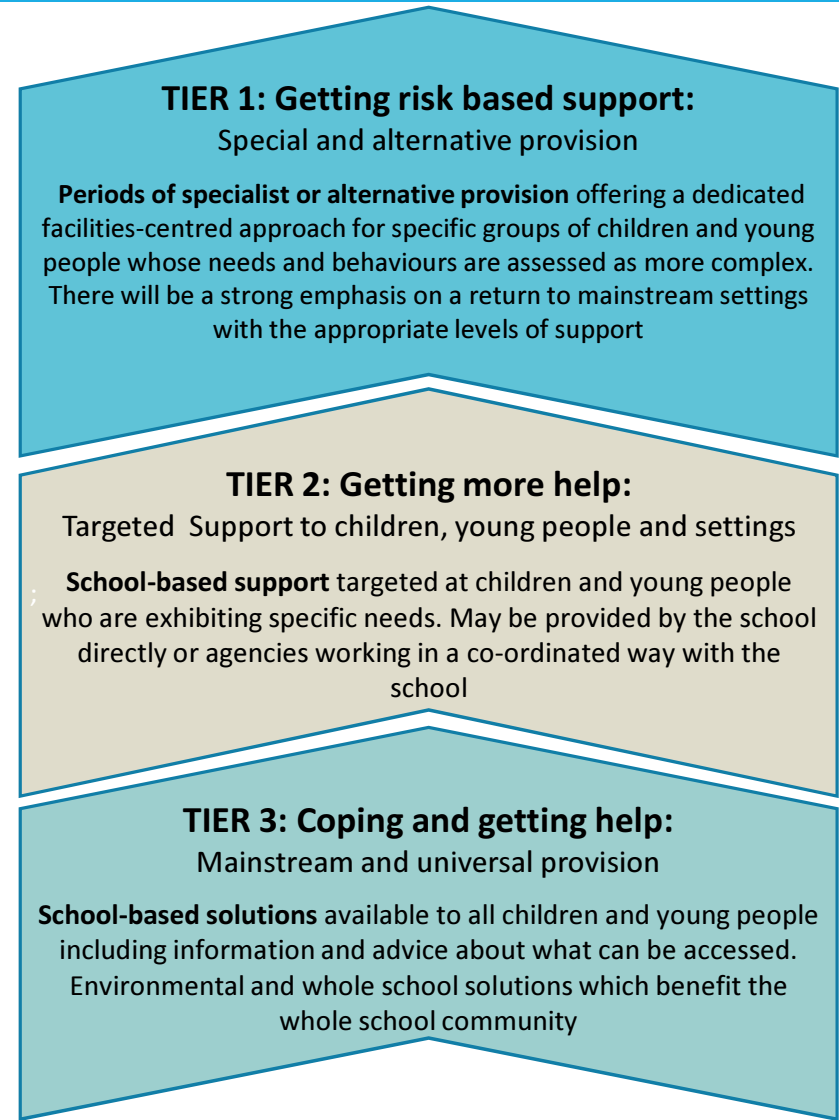
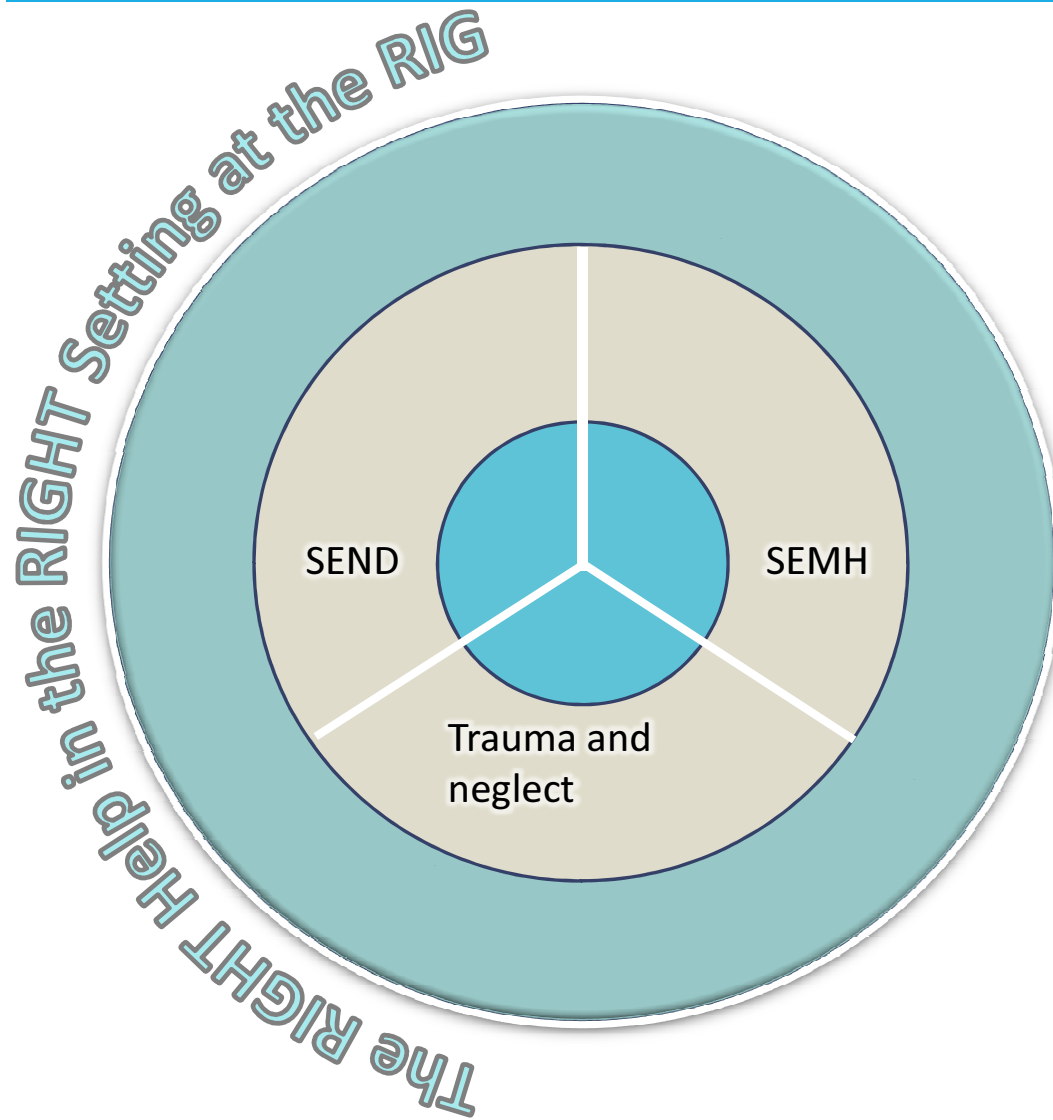
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- xviii. Extension of governor training to ensure embedded awareness of role in exclusion
  - Governors play a key part in setting the ethos of a school and ensuring practice is within the agreed policy framework
- xix. Use of IYFAP to share information on managed moves and actions that can be seen as off-rolling
  - There needs to be greater transparency between the local authority and schools and across schools about how the needs of children and young people are being responded to, in order to offer support to settings most in need
- xx. Work with other boroughs to improve information sharing
  - We need to build stronger links with neighbouring boroughs where we most commonly see flows of children and young people moving in and out of area to share information

# Benefits Realisation Map



# Meeting the needs of children and young people: outline model





# Coping and getting help



## Vision

All children and young people learning, growing and developing  
 Many children and young people don't require additional support but would benefit from a broad curriculum engaging them in learning in various ways, with good parental engagement and routes for involvement in school governance. Reasonable adjustments will be required in all school environments to reflect our mental health, autism and disability aware Borough.

## Model

Education delivered in mainstream school settings across primary and secondary catering inclusively for a range of needs

- Broad curriculum engaging all levels of learners
- Nurturing environments with consistent behaviour policies
- Good parental engagement
- Positive role models available for mentoring and support

## Benefits

- Various and as mapped in the Benefits diagram
- Different solutions will have different emphases between these outcomes – significant focus on prevention and social normalisation and inclusion

## Access

- Education offer available to all children and young people, although some may need additional support
- Culturally engaging material in all libraries and learning environments
- Timely access to external support – CAMHS etc.

## Example

- Whole school approaches to learning – sensory sensitivity, calm environment, consistent approach to identifying needs

# Getting more help



**Vision** School-based support targeted at children and young people who are exhibiting specific needs. May be provided by the school directly or agencies working in a co-ordinated way with the school, aimed to support children and young people to stay in their existing setting

**Model** A broad range of flexible school based provision providing support for individuals:

- Services provided within school
- Services delivered into school
- Peer group support between children and young people
- Maximised environmental opportunities

**Benefits**

- Various and as mapped in the Benefits diagram
- Different solutions will have different emphases between outcomes but focus on good health and wellbeing, reduced exclusions and better educational outcomes

**Access** All children and young people with emerging needs across health, social and support services who would benefit from a specific type of support

**Example**

- Nurture Units in Primary School Settings
- Primary Outreach to support children in their existing school
- Fortismere proposal
- CAMHS Trailblazer support into schools

# Getting risk support



## Values

**Special or alternative provision** for the smaller number of children and young people who need a period of time in a different setting to address their needs and behaviours

## Model

Specialist alternative provision offer providing a range of tailored activities for children and young people, accessible for periods of support and intensive input with reintegration built into the initial plans.

PRUs and AP settings form part of the education setting in Haringey where there is an emphasis on enabling good educational outcomes as well as good therapeutic outcomes.

## Benefits

- Various and as mapped in the Benefits diagram
- There will be different emphases between outcomes which will reflect educational outcomes and therapeutic and support outcomes

## Access

Children and young people excluded (fixed term or permanently) and or at risk of exclusion or in need of a period of intensive support

## Example

Octagon PRU  
Tuition Service PRU  
Alternative provision available to meet all needs and individuals

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**Agenda Item  
12**



**Report Status**

For information/ note   
 For consultation & views   
 For decision

**Report to Haringey Schools Forum – 11 July 2018**

**Report Title: Schools Forum Work Plan 2019-20 Academic Year.**

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**Purpose: To inform the Forum of the updated work plan for the 2019-20 academic year and provide members with an opportunity to add additional items.**

**Recommendations:**

**That the updated work plan for the 2019-20 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 2019-20**

### October 2019.

- Induction of new Forum and election of chair and vice chair.
- Consultations on funding arrangements 2020-21.
- Schools Funding Formula 2020-21.
- Arrangements for the use of pupil referral units and the education of children otherwise than at school.
- Early Help and Preventative services update.
- Updates from Working Parties.

### December 2019.

- Dedicated School Budget Strategy 2020-21.
- Early Year Block.
- Central Block.
- Update from Working parties.

### January 2020.

- Update on Dedicated Schools Budget Strategy 2019-20.
- Funding Formula 2020-21.
- Growth Fund.
- High Needs Block.
- Early Help and Preventative services update.
- Updates from working parties.

### February 2020.

- Scheme for Financing Schools.
- Update on Dedicated Schools Budget Strategy 2020-21.
- The Schools Internal Audit Programme.
- Update from working parties.

### July 2020.

- Dedicated Schools Budget Outturn 2018-19
- Outcome of Internal Audit Programme 2018-19
- Forum Membership
- Update from working parties