



NOTICE OF MEETING

SCHOOLS FORUM

WEDNESDAY, 19 OCTOBER 2016 AT 4.30 PM

CONFERENCE ROOM A - SECOND FLOOR, CIVIC OFFICES

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If any member of the public wishing to attend the meeting has access requirements, please notify the contact named above.

Membership

Schools Members

One head teacher representative - nursery phase

Three head teacher representatives - primary phase

Two head teacher representatives - secondary phase

One head teacher representative - special phase

Five academy representatives

Five governors

Non School Members

Four Councillors (one from each political party)

One representative from the following organisations:

The Anglican Diocese

The Roman Catholic Diocese

The 16-19 Representative

The Early Years providers (from the private, voluntary and independent sector)

(NB This agenda should be retained for future reference with the minutes of this meeting).

Please note that the agenda, minutes and non-exempt reports are available to view online on the Portsmouth City Council website: www.portsmouth.gov.uk

AGENDA

1 Apologies

2 Declarations of Interest

Outstanding annual member declarations to be completed and returned.

3 Membership Changes.

4 Minutes and matters arising from the last meeting held on 13 July 2016.
(Pages 1 - 4)

5 Apprenticeship Levy.

Kate Brady, Apprenticeship & Work Placement Officer and Karen Everitt, HR Business Partner will give a verbal update on the apprenticeship levy.

6 Dedicated Schools Grant Budget Monitoring Report for the First Quarter 2016-17. (Pages 5 - 10)

Purpose.

To inform the Schools Forum of the projected revenue expenditure within the Dedicated Schools Grant for the current financial year 2016-17 as at the end of the first quarter. This report sets out the forecast budget position for the year-end as at the 30 June 2016.

RECOMMENDED that:

The Schools Forum note the forecast year-end budget position for the Dedicated Schools Grant as at the end 30 June 2016, together with the associated explanations contained within the report.

7 School Funding Arrangements 2017-18. (Pages 11 - 48)

Purpose.

The main purpose of the report is to inform Schools Forum of the progress being made towards the implementation of changes to the school revenue funding arrangements for 2017-18 and to seek the necessary approvals at this stage.

RECOMMENDED that the Schools Forum:

- a) **Endorse the principles proposed by the mainstream working group in Appendix 1 to guide and inform the development of the funding arrangements for 2017-18.**

- b) **Endorse, that following the confirmation of the 2017-18 Dedicated Schools Grant (DSG), officers will amend the funding unit values to minimise the impact of fluctuations in funding at the school level and to maintain overall affordability. In order to provide schools with some certainty, where possible any changes will be limited to the following formula factors:**
 - **Basic per pupil entitlement**
 - **Prior attainment**
 - **Lump Sum**

- The percentage of the financial cap.
- c) Endorse the proposed changes to the mainstream funding formula factors, together with choices the council has made in implementing these factors locally, as set out in section 5.
 - d) Agree by Phase to the de-delegation of the following budgets for central administration in 2017-18 and note the proposed rates for de-delegation (as shown at paragraph 3.41 of the consultation document), which will be finally agreed in January:
 - i. Behaviour Support - Primary Only
 - ii. Special Staff Costs (Union Duties)
 - iii. Schools Contingency Fund
 - iv. Licences
 - e) Note that subject to the guidance awaited from the Department for Education (DfE) and the results of the work being undertaken by the Inclusion Commissioning Manager, that the authority is not proposing to make any changes to High Needs place numbers for Special Schools, Resources Units and Alternative Provision settings for 2017-18.
 - f) Note that subject to the guidance awaited from the DfE that the authority is not proposing to make any changes to the annual rates for Element 3 Top-up funding for Resource Units and Alternative Provision settings for 2017-18.
 - g) Note that as set out in paragraph 7.2, work is being undertaken by the Inclusion Commissioning Manager to review the Element 3 Top-up funding arrangements for Special Schools.
 - h) Endorse the MFG exemptions submitted to the DfE by the required deadline of 30 November 2016 as set out in paragraph 7.3.
 - i) Endorse the funding allocation to Redwood Park Special School as set out in paragraph 8.2.

8 Future Changes to Early Years Schools Funding Arrangements. (Pages 49 - 72)

Purpose.

The purpose of this report is to provide the Schools Forum with an initial summary and impact assessment of the proposals contained within the consultation document issued by the Department for Education (DfE) on the 11 August 2016 titled: An early years national funding formula- and changes to the way the three-and-four-year-old entitlements to childcare are funded.

RECOMMENDED that the Schools Forum:

- a. **Note the DfE's proposed changes to the early years funding arrangements for three and four year olds and the potential impact of these changes, as set out within this report.**
- b. **Note the submission of the response to the DfE's consultation, as shown at Appendix 1.**
- c. **Note the areas of the existing local funding formula that are to be reviewed in response to the DfE's proposed changes; as set out in paragraph 7.16.**
- d. **Endorse the proposed consultation process with early years childcare providers as set out in section 11.**

9 Portsmouth SEND Strategy: Remodelling Portsmouth Specialist Educational Provision. (Pages 73 - 124)

Purpose.

The purpose of this report is to update the Schools Forum on the progress made in implementing the Portsmouth SEND Strategy, in particular the remodelling of the specialist educational provision for children with special educational needs and disabilities.

RECOMMENDED that the Schools Forum:

1. **Note the progress made so far in implementing the SEND Strategy, including the remodelling of the specialist educational provision for children with special educational needs and disabilities.**
2. **Note the investment that has been made to improve and develop the specialist educational provision in Portsmouth for children with special educational needs and disabilities.**

10 Redwood & Cliffdale Capital Works. (Pages 125 - 132)

Purpose of report

To Inform Schools Forum about the current position with regard to the allocation of £2m from the Dedicated Schools Grant carry-forward to support the remodelling of both Cliffdale Primary Academy and Redwood Park Secondary School to support children with more complex needs.

RECOMMENDED It is recommended that Schools Forum:

- (1) **Note the progress and programme of design for works at both Cliffdale Primary Academy and Redwood Park School**
- (2) **Note the phased delivery approach being taken for both of the identified projects within the £3.2m available and support any future**

bidding opportunity that may arise.

11 Future Meeting Dates.

7 December 2016

2017

18 January

15 February

24 May

12 July

12 Any Other Business.

Members of the public are now permitted to use both audio visual recording devices and social media during this meeting, on the understanding that it neither disrupts the meeting or records those stating explicitly that they do not wish to be recorded. Guidance on the use of devices at meetings open to the public is available on the Council's website and posters on the wall of the meeting's venue.

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Agenda Item 4

SCHOOLS FORUM

MINUTES OF THE MEETING of the Schools Forum held on Wednesday, 13 July 2016 at 4.30pm at the Civic Offices, Portsmouth

Present

David Jeapes, Head Teacher - Chair	Secondary Schools
Gareth Hughes, Head Teacher	Secondary Schools
Krishna Purbhoo, Head Teacher	Special Schools
Alison Beane	Special Academies
Fiona Calderbank	Secondary Academies
Steve Labeledz (<i>from item 7</i>)	Secondary Academies
Clive Good, Governor	Primary
Steve Sheehan, Governor	Primary
Carole Damper	Early Years Providers
Councillor Colin Galloway	UKIP
Councillor Lynne Stagg	Liberal Democrat Party

20. Apologies

Apologies for absence had been received from Jackie Collins, Abigail Eales, Councillor John Ferrett, Councillor Hannah Hockaday, Bruce Marr, Lee Miller, Ruth Nabholz-Duncan, Joy Waelend and Sue Wilson.

21. Declarations of Interest

Richard Webb, Finance Manager circulated declarations of interest forms to some those members who had not completed them.

Clive Good and David Jeapes declared non-prejudicial interests in item 7 as their schools are named in the report.

22. Membership Changes.

Richard Webb, Finance Manager informed members of the following membership changes:

Gareth Hughes and David Jeapes had been reappointed by the maintained Secondary School Head-Teachers

Steve Sheehan had been reappointed at the recent Governors Forum meeting.

There remained a vacancy for a Special School Governor.

23. Appointment of Chair and Vice Chair.

Richard Webb, Finance Manager explained that as the positions of Chair and Vice Chair had come to the end of their tenures he had contacted all members to request nominations. Other than David Jeapes and Steve Sheehan who had indicated that they were happy to continue in these roles; no further nominations were received.

David Jeapes left the meeting whilst voting for the position of Chair took place.

DECISION

The Schools Forum appointed David Jeapes as Chair.

Steve Sheehan left the meeting whilst voting for the position of Vice Chair took place.

DECISION

The Schools Forum appointed Steve Sheehan as Vice Chair.

24. Minutes and matters arising from the last meeting held on 25 May 2016.

DECISION

The Schools Forum agreed the minutes of the meeting held on 25 May 2016.

Matters Arising.

- Mike Stoneman, Deputy Director of Children's Services - Education will bring a report to the next Schools Forum meeting regarding the fair distribution of pupils and future proofing, as well as the plans for Cliffdale and Redwood Park.
- Richard Webb visited primary and secondary school Head Teachers to explain the proposed future school funding formula changes.
- The letter had been sent to the DfE setting out the Schools Forum's concerns
- The funding reform working group would be discussed later on in the meeting.

25. 2015-16 Dedicated schools grant outturn report and revised budget 2016-17.

Alison Egerton, Group Accountant introduced the report. In response to questions she was joined by Richard Webb and Mike Stoneman to clarify the following points:

- It was expected that there would be an increase in the number of pupils in specialist provision. However, the final outturn position showed lower than expected placements, possibly as a result of pupils being supported to remain in mainstream settings.
- The proposals in respect of the funding changes for the Harbour School were based on a commissioning-led review.
- Parts of the Harbour School activities are due to move in September 2017 to the Vanguard Centre.

Alison Beane explained that she believed that funding for additional placements in special school settings was not available. Members sought reassurance that pupils were receiving the education in the appropriate settings.

Mike Stoneman and Richard Webb responded that they were not aware of any pupils that had been prevented from receiving the placements they required because of budgetary constraints. As the budget monitoring reports have shown throughout the year, sufficient funding had been set aside and was clearly available to meet the needs of pupils in high needs settings.

The Chair noted that:

- £2m of the £5m surplus would be used for capital works at Redwood and Clifffdale Schools with supplementary funding provided by the council.
- The forum would carefully monitor the number of pupils having to travel out of the city.

Action - The forum requested a further report be presented by the Inclusion Commissioning Manager in respect of the strategy for supporting pupils with SEND.

DECISIONS

The Schools Forum

- 1. Noted the year end outturn budget position for the Dedicated Schools Grant as at the end of March 2016 and the variance explanations contained within this report.**
- 2. Endorsed the revised DSG budget for 2016-17 as set out in appendix one.**

26. Maintained schools balances as at 31 March 2016

Alison Egerton introduced the report and in response to questions, she and Richard Webb clarified the following points:

- The information contained within report was based on the responses received from Head Teacher and Finance Officers.
- The majority of the schools reviewed in detail within report had clear plans for the use of their balances.
- As part of this year's review of the specific schools mentioned within the report, officers had sought confirmation that proposed use of the balances reported last year had been implemented.
- The Cabinet Member for Education had expressed concern regarding the high balances at the recent Portfolio meeting.
- There are now an increasing number of schools with low or reducing balances.
- Schools are expected to contact the council for support, in line with the Scheme for Financing Schools if they anticipate financial difficulties.
- Financial training is available for school staff and governors. The training brochure for the Academic Year 2016-17 has been sent to Head Teachers, Finance Officers and Governors. Reminders of the courses available are set out in the governors' and schools' newsletters.

There followed a discussion by members regarding the increase in costs to schools including pay awards and apprenticeships' wages. Members agreed that school governors should access the financial training that the council provides.

The Chair noted that as all schools would be converting to academies in the next few years, it was important that any deficits are addressed promptly.

Action

It was agreed that a letter would be sent to the Chairs of Governors of schools with excessive balances and those with clearly reducing balances; highlighting general concerns. The forum wishes to seek confirmation from Chairs of Governors that they and their schools have clear financial plans for the future.

DECISION

The Schools Forum noted the level of maintained schools' revenue balances and capital balances as at 31 March 2016 as shown in Appendices 2 & 3.

27. Future school balances as at 31 March 2016.

Richard Webb asked members to note the following points in his verbal update:

- The forum and the Cabinet Member for Education received a report outlining the stage one at previous meetings.
- The Department for Education (DfE) has not yet indicated when it will publish the second stage of the consultation.
- The first meeting of the working group next week has been cancelled because of the delay in receiving the second stage consultation information.

Action

A letter is to be sent to the DfE asking when consultation will be published and explaining the detrimental impact of the delay on the local authority's budgeting.

DECISION

The Schools Forum noted the update.

28. Any other business.

The next meeting will be held on 19 October and the following future dates were provisionally agreed: 7 December and 18 January.

The meeting concluded at 5:40pm.

David Jeapes
Chair



Decision maker:	Schools Forum
Subject:	Dedicated Schools Grant Budget Monitoring Report for the First Quarter 2016/17
Date of decision:	19 October 2016
Report from:	Chris Ward, Director of Finance and IS
Report by:	Richard Webb, Finance Manager
Wards affected:	All
Key decision:	No
Budget & policy framework decision:	No

1 Purpose of report

- 1.1 To inform Schools Forum of the projected revenue expenditure within the Dedicated Schools Grant (DSG) for the current financial year 2016-17 as at the end of the first quarter. This report sets out the forecast budget position for the year-end as at the 30th of June 2016.

2 Background

- 2.1 The DSG is a ring-fenced grant for Education and can only be used for the purposes of the Schools Budget as defined in the School and Early Years Finance (England) Regulations.
- 2.2 The original DSG budget for the financial year 2016-17, was approved by the Cabinet Member for Children and Education and endorsed by Schools Forum in January 2016. The budget was subsequently revised and agreed by the Cabinet Member for Education on the 30th June 2016 and endorsed by Schools Forum on 13 July 2016. This report provides Schools Forum with a forecast estimate of the year-end outturn based on the position as at 30 June 2016.

3 Recommendations

- 3.1 It is recommended that Schools Forum notes the forecast year-end budget position for the Dedicated Schools Grant as at the end 30 June 2016, together with the associated explanations contained within the report.

4 Dedicated Schools Grant forecast position as at the end of June 2016

- 4.1 Table 1 below sets out the forecast year-end financial position of the DSG budget as at 30 June 2016.

Table 1

DEDICATED SCHOOLS GRANT	<i>Original Estimate 2016/17 £000's</i>	<i>Revised Estimate 2016/17 £000's</i>	<i>Projected Outturn £'000's</i>	<i>Projected over/ (under) spend £'000's</i>
DSG : Devolved				
Primary ISB	46,665	45,492	43,859	(1,633)
Secondary ISB	19,141	19,141	19,141	0
Special school place funding	2,837	2,901	2,901	0
Resource unit place funding	635	635	635	0
Alternative provision place funding	1,530	1,297	1,277	(20)
Total Devolved DSG	70,808	69,466	67,813	(1,653)
DSG : Retained				
De-Delegated Budgets, Growth Fund and centrally retained	1,285	1,275	1,204	(73)
Early Years	10,979	10,979	10,928	(51)
High Needs	10,447	10,616	10,803	187
Total Expenditure	93,519	92,336	90,747	(1,589)
DSG and other Specific Grants	(93,210)	(92,027)	(90,394)	1,633
DSG Brought Forward	(309)	(5,048)	(5,048)	0
DSG Carried Forward	0	4,739	4,696	(43)
Total Income DSG	(93,519)	(92,336)	(90,777)	1,589
TOTAL Dedicated Schools Grant	0	0	0	0

The figures in the above table are subject to rounding to the nearest £1,000 and may not calculate exactly

Academy conversions

- 4.2 As per the table above the "Primary ISB" and "DSG and other specific grants" are showing a variance due to Court Lane Infant and Junior schools planning to convert to academy status from 1st September 2016. The school allocations have been adjusted so that the schools only receive the income attributable to the maintained period; this enables the schools to monitor effectively in the period leading up to the conversion. Following conversion the budgets will be adjusted to reflect the recoupment of DSG funding by the Education Funding Agency (EFA).

High Needs ISB

- 4.3 The Authority is due to fund two emergency places at the alternative provision unit at Flying Bull Academy in addition to the 12 commissioned places paid for directly by the Education Funding Agency (EFA).

De-delegated and growth fund

- 4.4 Allocations totalling £292,627 have been paid from the growth fund to seven eligible maintained schools and four eligible academies. The original budget contained funding for known increases in the Published Admission Number (PAN) for 2016-17 and capacity to fund a further increase in (PAN) at two further schools during the course of the year. The Education Strategic Commissioning and Place Planning Team, have confirmed that no further increases in PAN are expected during the remainder of the 2016-17 financial thus giving an underspend of £72,673.

Early Years

- 4.5 The nursery quality standards budget is underspent due to a vacancy, the service are considering how best to utilise the post.
- 4.6 At the time of closing the accounts the summer term pupil data wasn't available from the early years settings and therefore it is too early to forecast the year end out-turn. Once received the summer term pupil numbers will be used to forecast the year-end financial position, which will be reported in the Quarter 2 budget monitoring report.

High Needs

- 4.7 The high needs budgets are the most volatile area of the DSG and as such the most difficult to predict. It is too early in the year to accurately predict the impact of the September cohort on the element 3 top up funding for special schools and academies. The forecast position will be updated in the quarter 3 report after the autumn term pupil information has been processed.
- 4.8 The first quarter of 2016-17 has seen a further increase in the top-up funding paid to mainstream schools to support children with high needs where the cost of additional support exceeds the £6,000 which is met by the school. As at the 30 June, the forecast was showing an estimated overspend of £31,000. Since closing the first quarter's accounts, notification has been received of a further £75,000 of top-up payments to be made to mainstream schools. The SEND (Special Education Needs and Disabilities) Team have identified that the number of pupils who receive funding to support their additional needs in mainstream settings has increased by 63 (27%) over the summer term.
- 4.9 The budget for children in Out of City placements is over spending by £187,000. The budget was increased by £200,000 in 2016-17 when compared to 2015-16 to allow for the full year effect of children who started in a placement part way through 2015-16. Whilst the overall number of pupils in

Out of City placements has not increased from the 2015-16 position (38), the average cost of the placements has increased from £43,329 to £48,663. This is due to four pupils costing £60,886 having ceased their placements and four new pupils with costs of £169,000 having started placements. There are also a number of changes to the placement costs for continuing pupils that have seen a nett increase in funding of £18,000.

Brought forward / Carry forward

4.10 Of the £5.048m carry forward the Authority has received approval to transfer up to £2m to the capital programme. The funding will be used to remodel two special schools in Portsmouth to enable them to admit pupils with more complex needs. The contribution to the capital programme will be transferred later in the year.

5 Equality impact assessment (EIA)

5.1 No impact assessment has been carried out as the proposals do not have any impact upon a particular equalities group.

6 Legal comments

6.1 There are no legal implications arising directly from the recommendations in this report.

7 Director of Finance comments

7.1 Financial comments are contained within the body of the report.

.....
Chris Ward, Director of Finance & IS

Background list of documents: Section 100D of the Local Government Act 1972

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

Title of document	Location
DSG Budget Monitoring	Education Finance Team
School & Early Years Finance (England) Regulations 2015	www.legislation.gov.uk



The recommendation(s) set out above were approved/ approved as amended/ deferred/
rejected by on

.....
Signed by:

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Title of meeting:	Schools Forum
Date of meeting:	19 October 2016
Subject:	School Funding Arrangements 2017-18
Report from:	Alison Jeffery, Director of Children's Services
Report by:	Richard Webb, Finance Manager
Wards affected:	All Wards
Key decision:	No
Full Council decision:	No

1. Purpose of report

The main purpose of the report is to inform Schools Forum of the progress being made towards the implementation of changes to the school revenue funding arrangements for 2017-18 and to seek the necessary approvals at this stage.

2. Recommendations

It is recommended that Schools Forum:

- a) Endorse the principles proposed by the mainstream working group in Appendix 1 to guide and inform the development of the funding arrangements for 2017-18.
- b) Endorse, that following the confirmation of the 2017-18 Dedicated Schools Grant (DSG), officers will amend the funding unit values to minimise the impact of fluctuations in funding at the school level and to maintain overall affordability. In order to provide schools with some certainty, where possible any changes will be limited to the following formula factors:
 - Basic per pupil entitlement
 - Prior attainment
 - Lump Sum
 - The percentage of the financial cap.
- c) Endorse the proposed changes to the mainstream funding formula factors, together with choices the council has made in implementing these factors locally, as set out in section 5.

- d) Agree by Phase to the de-delegation of the following budgets for central administration in 2017-18 and note the proposed rates for de-delegation (as shown at paragraph 3.41 of the consultation document), which will be finally agreed in January:
 - i. Behaviour Support - Primary Only
 - ii. Special Staff Costs (Union Duties)
 - iii. Schools Contingency Fund
 - iv. Licences
- e) Note that subject to the guidance awaited from the Department for Education (DfE) and the results of the work being undertaken by the Inclusion Commissioning Manager, that the authority is not proposing to make any changes to High Needs place numbers for Special Schools, Resources Units and Alternative Provision settings for 2017-18.
- f) Note that subject to the guidance awaited from the DfE that the authority is not proposing to make any changes to the annual rates for Element 3 Top-up funding for Resource Units and Alternative Provision settings for 2017-18.
- g) Note that as set out in paragraph 7.2, work is being undertaken by the Inclusion Commissioning Manager to review the Element 3 Top-up funding arrangements for Special Schools.
- h) Endorse the MFG exemptions submitted to the DfE by the required deadline of 30 November 2016 as set out in paragraph 7.3.
- i) Endorse the funding allocation to Redwood Park Special School as set out in paragraph 8.2.

3. Background

- 3.1 As reported to Schools Forum in May 2016, the Government consulted on the proposals to introduce a National Funding Formula for both schools and local authorities. Stage 1 of a two stage consultation closed on 17 April 2016. Stage two of the consultation was due to follow in the summer 2016.
- 3.2 During the stage 1 consultation, the Education Funding Agency (EFA) carried out a baseline exercise across all local authorities to identify how the Dedicated School Grant (DSG) was being spent compared to how the authority was funded. The results of the baseline exercise are being used to set Local Authority funding blocks for 2017-18.
- 3.3 Following the results of the European Union Referendum and the subsequent ministerial changes, the new Secretary of State for Education

announced on 21 July, that stage two of the consultation would be postponed until 2017 and therefore the introduction of the proposed National Funding Formula for 2017-18 would also be postponed. On 28 July 2016 the Department for Education published the 'Operational Guide to Schools Revenue funding 2017 to 2018'; which included some changes to the funding arrangements for 2017-18.

- 3.4 This report therefore sets out the key changes to the funding arrangements for 2017-18 and seeks to update Schools Forum on the outcome of the work undertaken with schools in recent months, including financial modelling and the response from schools to our consultation on the proposed local formula changes.

4 Changes to the funding arrangements from Central to Local Government

DSG funding blocks and re-baseline 2017-18

- 4.1 The DfE's stage one consultation identified four proposed funding blocks, (Schools, High Needs, Early Years and a new Central Schools Block) with the Schools Block becoming ring fenced from 2017-18. The EFA have now confirmed that the ring fencing of the Schools block will not be implemented in 2017-18 and that the Central Schools Block which was to cover central services such as Admissions, Schools Forum and the retained duties element of the former Education Services Grant (ESG), would now be included within the Schools Block for 2017-18. Therefore the DSG funding blocks for 2017-18 remain as:

- Schools Block
- Early Years Block; and
- High Needs Block.

- 4.2 The baselining exercise carried out in early 2016 has been used by the DfE to allocate funding for 2017-18. This has resulted in a reallocation of funding between the blocks which reflects the planned expenditure of the authority for 2016-17. The table below sets out the 2016-17 funding blocks, the budgeted 2016-17 expenditure and the rebased funding allocation for 2017-18.

	Funding Block			NQT	Total DSG
	Schools	High Needs	Early Years		
	£000	£000	£000		
2016-17 funding	109,368	16,044	8,201	35	133,648
Transfers between blocks to reflect planned expenditure	(2,508)	1,776	377	(35)	(390 ¹)
2016-17 budgeted baseline	106,860	17,820	8,578	0	133,258
Addition - ESG retained duties	370				370
Addition - FE colleges		250			250
2017-18 funding	107,230	18,070	8,578	0	133,878

- 4.3 The 2017-18 funding above is currently based on pupil numbers as per the October 2015 census; the actual funding for 2017-18 will be adjusted for October 2016 pupil numbers.

Education Services Grant (ESG)

- 4.4 Within the DfE stage one consultation there was a proposal to transfer the "retained duties" element of the ESG into the DSG and this has now been implemented. This element of the ESG will be paid as part of the Schools block. Further details of the services that this funding will be eligible to support will be included within the consultation on changes to the School and Early Years Finance Regulations; which are due to be published later in the Autumn.

5 Changes to the Local School Funding Arrangements

Introduction

- 5.1 We are not proposing to change the funding factors used by Portsmouth to fund mainstream schools and academies. However the DfE has changed the data sets which are used in the Deprivation (Income Deprivation affecting Children Index (IDACI)) and prior attainment funding factors. The sections below explain the impact of these changes and the Authority's proposals for the 2017-18 local funding arrangements.

IDACI

- 5.2 In September 2015 the office of national statistics re assessed the IDACI datasets for the whole country. The data set released in December 2015

¹ £390,000 used from 2015-16 carry forward.

had the impact of moving a large percentage of children from the higher bands of deprivation to the lower bands, which led to schools seeing a reduction in funding before the minimum funding guarantee protection. Following the turbulence created by the change in the IDACI factor in 2016-17 the EFA have rebalanced the IDACI bands for 2017-18. The table below shows the changes.

Bands used in 2015-16 and 2016-17	IDACI score	% pupils in each band (2015-16)	% pupils in each band (2016-17)	New bands for 2017-18	IDACI score	% pupils in each new band (2015 October census)
T	U	V	W	X	Y	Z
6	Between 0.60 and 1.00	3%	1%	A	Between 0.50 and 1.00	3%
5	Between 0.50 and 0.60	6%	3%	B	Between 0.40 and 0.50	8%
4	Between 0.40 and 0.50	10%	8%	C	Between 0.35 and 0.40	7%
3	Between 0.30 and 0.40	12%	14%	D	Between 0.30 and 0.35	8%
2	Between 0.25 and 0.30	7%	9%	E	Between 0.25 and 0.30	9%
1	Between 0.20 and 0.25	8%	10%	F	Between 0.20 and 0.25	10%
0	Less than 0.20	53%	56%	G	Less than 0.20	56%

- 5.3 The initial financial modelling identified that the rebalancing of the IDACI rates would pass an additional £1,391,952 funding out to schools through this factor; which would be unaffordable.
- 5.4 The proposals for maintaining affordability were set out in section 3 of the consultation issued to schools (see Appendix 2). The preferred approach to rebalancing the local funding formula, in order to maintain affordability, is to reduce each of the IDACI funding rates by £161.00 in 2017-18.

Prior attainment

- 5.5 Following the introduction of the new national curriculum, the key Stage 2 tests undertaken in 2016 are expected to see nationally, a higher number of pupils who progress to year 7 in the October 2016 census, being identified as having a low level of prior attainment.
- 5.6 The Education Funding Agency intends to use a national weighting to ensure that year 7 pupils do not have a disproportionate impact on the overall total of pupils.
- 5.7 The impact of this change will not be known until December and whilst the local authority will not be able to adjust the weighting, it will be possible to adjust the funding rate in order to maintain both the level of funding at previous levels and the overall affordability of the schools budget.

Looked After Children

- 5.8 In the DfE's first stage consultation, it was proposed that they would cease the Looked After Children factor and transfer this funding to be allocated via the Pupil Premium.
- 5.9 Within the latest operational guidance, the DfE have not proposed to cease the funding factor for 2017-18. Portsmouth currently allocates funding at a very high rate through this factor (at £2,811) and is considered an outlier when compared nationally. In light of the proposal to cease the LAC funding factor in the future, it is proposed to reduce the funding rate to £1,000 per pupil, with the funding released by the reduction, being allocated to the basic per pupil entitlement factor

De-Delegation

- 5.10 In the first stage of the DfE's consultation it was proposed to cease de-delegation in the future. Whilst this proposal is not included within the latest operational guidance for 2017-18, we are proposing to start moving the current de-delegated services to a traded services arrangement. For 2017-18 it is proposed to move the following services to a traded service arrangement:
- Administration of free school meal eligibility - traded from April 2017
 - Museum and Library services - traded from April 2017.

Paragraphs 3.40 to 3.41 of our local consultation included details of the services we are continuing to offer on a de-delegation basis, together with the proposed funding rates for 2017-18.

Minimum Funding Guarantee

- 5.11 The EFA have confirmed that the Minimum Funding Guarantee for 2017-18 will remain at the nationally set rate of minus 1.5%.
- 5.12 The authority will still be able to set a CAP on any gains to ensure that the formula is affordable. The level of the cap will be reviewed as part of the annual budget setting process.

6 Local Consultation

- 6.1 The consultation with Portsmouth maintained schools and academies was open between the 2 September 2016 and 23 September 2016. A copy of the consultation document is included at Appendix 2 together with details of the potential financial effects of the proposed changes for each school and academy as shown in Appendix 3.

- 6.2 Whilst this year the Authority is not required to submit an October proforma, we are taking advantage of the opportunity offered by the EFA to review the proposed funding formula to ensure it meets the legal requirements. A copy of the proposed proforma is attached at Appendix 4.
- 6.3 Of the 63 Portsmouth Schools and Academies, 13 schools replied to the consultation. Of those who replied 11 agreed with the proposal to reduce the IDACI unit rates by £161.00, 12 agreed to reduce the LAC unit value down to £1,000 and 10 agreed with the proposed de-delegation rates. A summary of the responses and any comments can be found in Appendix 5.

7 Next Steps

- 7.1 Officers are continuing to work with Special Schools to agree the number of places and top-up requirements for 2017-18. The High Needs funding information for 2017-18 was issued by the EFA on 29 September 2016. In line with the initial information received in July they are not proposing to change the current agreed place numbers with Special Schools, Resourced Units and Alternative Provision settings, but they will allow authorities to continue to have flexibility to agree place numbers locally.
- 7.2 SEND officers along with special schools in the City have been reviewing the level of need descriptors, attached to the banding system used to allocate Element 3 Top-up funding to Special schools. This may lead to a change in the number of bands and the level of funding attached to each band, and changes would be implemented from September 2017. The results of this review and any subsequent proposed changes will be taken to the Cabinet Member and Schools Forum in January 2017.
- 7.3 The authority has submitted two MFG disapplication requests:
- **Mayfield School - variation of pupil numbers.** To increase the pupil numbers to include the September 2017 primary cohort as part of the continuing conversion from a secondary school to an all through school.
 - **Mayfield School** - primary pupils are funded at a different basic per pupil entitlement to secondary pupils, therefore as the primary school grows each year the additional primary pupils will artificially reduce the per pupil rate in the MFG calculation. As in previous years, we are asking to adjust the 2016-17 baseline to ensure that the school is not overprotected in the 2017-18 MFG calculation.

8 Financial Support for Redwood Park School

- 8.1 Under the School and Early Years Finance (England) regulations 2015, the Local Authority is permitted to provide additional funding to special schools in financial difficulty from the Dedicated Schools Grant budget.
- 8.2 Redwood Park Special School is coming to the end of a significant restructuring programme, which has resulted in the school accumulating a significant financial deficit. In order to support the school to move forward following the restructure and continue to provide the specialist SEN provision required in the city, it is proposed to support the school with an additional funding allocation in the region of £500,000. The Authority is working closely with the school and the Interim Executive Board to ensure that any deficit and resulting financial support requirement is minimised.

9 Reasons for recommendations

Following the publication of the DfE Guidance "School Revenue Funding 2017 to 2018 - operational guidance" in July 2016, the local authority has been working closely with the School Funding Working Group. The Working Group has provided advice and guidance on the proposed changes to the local funding formula.

10 Equality impact assessment

This report does not require an Equality Impact Assessment as the proposal does not have an impact upon any particular equalities group.

11 Legal implications

The recommendations in this report are consistent with the requirements of the School and Early Years Finance (England) Regulations 2015 and Department for Education Operational Guidance.

12 Director of Finance's comments

Financial comments are included in the body of the report.

Signed by: Alison Jeffery - Director of Children's Services.

Appendices:

- Appendix 1: 2017-18 Working Group principles
- Appendix 2: 2017-18 School Funding Formula consultation
- Appendix 3: 2017-18 Indicative budgets
- Appendix 4: 2017-18 Proforma
- Appendix 5: 2017-18 Consultation responses

Background list of documents: Section 100D of the Local Government Act 1972

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

Title of document	Location
Schools revenue funding 2017 to 2018 operational guidance, July 2016	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/541544/2017_to_2018_LA_operational_guide_FINAL_FOR_PUBLICATION_v1.2.pdf
Financial Modelling	Children's Finance Team

The recommendation(s) set out above were approved/ approved as amended/ deferred/ rejected by on

.....
Signed by:

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School Funding Reform 2017-18
Mainstream Schools
Principles for agreement by Schools Forum

1. The Department of Education (DfE) have advised that local authorities will not see a reduction from their 2016-17 funding. Although the blocks within the Dedicated Schools Grant (DSG) have been rebased to match local spending patterns.
2. The Department of Education have advised that all primary & secondary schools will continue receive protected funding levels at minus 1.5% per pupil for 2017-18.
3. For modelling purposes funding for each phase should remain in the same proportion / percentage of overall funding as in 2016-17.
4. Ceilings on gains will continue to be imposed to allow for overall affordability (the final percentage level will need to be determined following the funding and data set announcements in December 2016). We will continue to use the current ceiling of 1.75% for modelling purposes.
5. We will seek to minimise the MFG and fluctuations in funding for schools.
6. Results of financial modelling will be shared with working groups and Schools Forum at a high level only (e.g. X schools lose more than £a or b%, Y schools gain more than £c or d%) to ensure that further proposals are informed by principles.
7. The formula factors for primary and secondary schools for 2017-18 will continue to be applied as they were in 2016-17, subject to the DfE changes to datasets.
8. Funding values for specific agreed factors will only be adjusted to ensure overall affordability.
9. Members of the working group will be expected to seek views and input from their phases and to ensure their colleagues are aware of any consultations issued by the Local Authority in respect of school funding.

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2017-18 School Funding Formula

Consultation



Portsmouth
CITY COUNCIL

Funding Formula Consultation 2017-18

Contents

1. Introduction & Background
2. Early Years Funding Formula
3. Mainstream Schools Funding Formula
4. High Needs
6. Responding to the Consultation

1 Introduction & Background

- 1.1. In March 2016 the Department for Education (DfE) consulted on the proposed changes to the 2017-18 funding formula, this was intended to be the first stage in a two stage consultation process, setting out the proposed move to a National Funding Formula for mainstream schools along with a change in the method of funding for local authorities for both the Schools Block and the High Needs Block.
- 1.2. However following the recent ministerial changes the new Secretary of State announced on 21 July, that stage two of the consultation would be postponed until 2017 and therefore the introduction of the proposed National Funding Formula for 2017-18 would also be postponed.
- 1.3. Whilst the introduction of the National Funding Formula has been delayed the DfE have introduced a number of changes to the way the authority is funded in addition to changes in the determination of the pupil data sets used to calculate the funding for two of the current formula factors.
- 1.4. Each year the Council is required to consult on any proposed changes to the Early Years and School Funding Formula. The purpose of this consultation document is therefore to set out the changes Portsmouth City Council intends to make to the Funding Formula in implementing the revenue funding arrangements for 2017-18; and to seek your views on these proposals
- 1.5. As in previous years, Schools Forum agreed to the creation of funding working groups (see Appendix 1) to help inform the proposed changes to the funding arrangements for 2017-18. This year a mainstream group was established, however due to the timing of the publication of the 2017-18 guidance and the limited number of changes to the formula it was decided not to convene the working group but to seek their views via email; to help inform and guide the proposals contained within this document.

2. Early Years Funding Formula

- 2.1. On Thursday 11 August the Department for Education published a consultation on "An early years National Funding Formula and changes to the way the three and four year old entitlements to childcare are funded". This national consultation is due to close on 22 September 2016.

- 2.2. Due to the range of proposed changes a separate early years consultation will be circulated to all schools and early years providers. However you can find both the national and local consultation information on the intranet, via the following links

<https://www.portsmouth.gov.uk/intranet/documents-internal/fin-sch-early-years-national-funding-consultation-.pdf>

- 2.3. Or for those who do not have access to the intranet the national consultation is available from the following web link.

[Early years funding: changes to funding for 3 and 4 year olds - Department for Education - Citizen Space](#)

3. Mainstream Schools Funding Formula

Introduction

- 3.1. The DfE have confirmed that there will be no significant changes to the school revenue funding formula for Primary and Secondary schools in 2017-18. However the guidance sets out changes that have been made to the data sets for:
- Income Deprivation affecting Children Index (IDACI)
 - Prior attainment.
- 3.2. Further details on the adjustments and the proposed changes to funding are set out in the paragraphs below.
- 3.3. Stage one of the consultation earlier this year contained a proposal to cease de-delegation to all schools. Whilst this is not included in the 2017-18 operational guidance issued by the EFA in July 2016, it is proposed to move some of these de-delegated services to a completely traded service for 2017-18. Paragraphs 3.38 to 3.41 set out further details.

Income Deprivation Affecting Children Index (IDACI)

- 3.4. The IDACI data set is updated every five years, the last update in 2015 created considerable turbulence with the 2016-17 funding formula. The EFA recognised the turbulence created by the change in data set at a late stage in budget setting process and have for 2017-18 decided to update the IDACI banding methodology to return the IDACI bands to roughly a similar size (based on the proportion of pupils), to that prior to the 2015 uplift.

3.5. The revised bands are named A to G; with A being the most deprived (previously band 5 and 6). The table below shows the proportions of pupils in the previous IDACI bands for both 2015-16 and 2016-17 and the new bands and proportions for 2017-18.

Bands used in 2015-16 and 2016-17	IDACI score	% pupils in each band (2015-16)	% pupils in each band (2016-17)	New bands for 2017-18	IDACI score	% pupils in each new band (2015 October census)
T	U	V	W	X	Y	Z
6	Between 0.60 and 1.00	3%	1%	A	Between 0.50 and 1.00	3%
5	Between 0.50 and 0.60	6%	3%	B	Between 0.40 and 0.50	8%
4	Between 0.40 and 0.50	10%	8%	C	Between 0.35 and 0.40	7%
3	Between 0.30 and 0.40	12%	14%	D	Between 0.30 and 0.35	8%
2	Between 0.25 and 0.30	7%	9%	E	Between 0.25 and 0.30	9%
1	Between 0.20 and 0.25	8%	10%	F	Between 0.20 and 0.25	10%
0	Less than 0.20	53%	56%	G	Less than 0.20	56%

3.6. The above table uses the October 2015 data set. When the October 2016 data set is published, the census data will be matched to the new A to G bands above.

3.7. When modelling the indicative budgets, in preparation for the 2017-18 consultation with schools, we used the same IDACI rates payable per pupil as in 2016-17 with the new bands A to G. The impact of the change in data set was to increase the funding requirement by £1.3m, thus making the formula unaffordable.

3.8. To achieve affordability, Three options were modelled:

- Return to the 2015-16 IDACI rates
- Reduce only each IDACI factor by £161.00
- Reduce only the basic entitlement by £58.12.

Option 1 - return to the 2015-16 IDACI rates

3.9. As the DfE have redistributed the proportions of pupils to the 2015-16 distribution, the first option was to re-instate the 2015-16 IDACI rates by,

- reinstating bands 1 and 2 at the 2015-16 rates
- reducing the rates funded for the free School Meal ever 6 factors to the 2015-16 rates
- reducing the basic entitlement for primary and key stage 3 and 4 back to the 2015-16 rates.

3.10. The impact of these changes is shown in the table below. Overall the total amount of funding provided via the formula to schools would reduce by £580,700.

	Number of schools	Percentage of schools
		%
Increase over 1.5%	12	20.7
Increase between 1% - 1.49%	4	6.9
Increase between 0.00% - 0.99%	5	8.6
Decrease between (0.00%) - (0.99%)	8	13.8
Decrease between (1.00%) - (1.49%)	24	41.4
Decrease over (1.5%)	5	8.6
Total	58	100

Largest and smallest movements in funding		
	£	%
Biggest decrease (after MFG)	(89,441)	(3.7)
Second biggest increase (After MFG) ¹	36,997	1.6

3.11. Further financial modelling of this option looked at redistributing the loss in funding of £580,700 to schools via the basic entitlement, but whilst this reduced the overall loss, 58% of schools saw a reduction in funding.

3.12. In light of the overall reduction in funding to schools it is proposed that this option is not pursued.

Option 2 - reduce only each IDACI factor by £161.00

3.13. To return the formula to an affordable level, it is proposed to reduce each of the IDACI factors by a set amount of £161.00. The proposed amount was calculated by dividing the increase of £1.3m by the number of pupils who attract funding via the IDACI factor.

¹ Excludes Mayfield, due to new cohort of primary pupils for September 2017 artificially increasing the gain.

3.14. The proposed reduction in the IDACI factors are set out below:

2016-17			2017-18		
Band	Rate		Band	Rate	
	Prim	Sec		Prim	Sec
	£	£		£	£
0	0	0	G	0	0
1	0	0	F	0	0
2	0	0	E	0	0
3	946.03	634.84	D	785.03	473.84
4	1,261.38	846.45	C	1,100.38	685.45
5	1,576.72	1,058.06	B	1,415.72	897.06
6	1,892.07	1,269.67	A	1,731.07	1,108.67

3.15. The proposed 2017-18 rates would bring the overall funding paid to schools via the IDACI factor to 10.01% or £10.625m of the total budget share (9.96% or £10.559m in 2016-17). This is still higher than the total funding schools currently receive under the IDACI factors for 2016-17 by approximately £49,200.

3.16. The impact of the above proposed adjustments ensures that the budget is affordable overall. The impact on individual schools is summarised in the table below and shown in the indicative budget share that accompanies this consultation.

	Number of schools	Percentage of schools
		%
Increase over 1.5%	13	22.4
Increase between 1% - 1.49%	5	8.6
Increase between 0.00% - 0.99%	13	22.4
Decrease between (0.00%) - (0.99%)	17	29.3
Decrease between (1.00%) - (1.49%)	8	13.8
Decrease over (1.5%)	2	3.5
Total	58	100

Largest and smallest movements in funding		
	£	%
Biggest decrease (after MFG)	(59,458) ²	(1.8)
Second biggest increase (After MFG) ³	37,461	2.1

Option 3 - reduce only the basic entitlement by £58.12

² Financial decrease of £59,458 relates to a Secondary school, with a percentage reduction 1.44%

³ Excludes Mayfield; due to a new cohort of primary pupils for September 2017 artificially increasing the gain.

3.17. The basic entitlement could be reduced by £58.12 (£1.3m divided by total pupils), whilst this would also achieve affordability it reduces the overall funding available via this factor by £1.2m when compared to 2016-17. The impact on schools has been summarised in the table below:

	Number of schools	Percentage of schools
		%
Increase over 1.5%	15	25.9
Increase between 1% - 1.49%	1	1.7
Increase between 0.00% - 0.99%	11	18.9
Decrease between (0.00%) - (0.99%)	8	13.8
Decrease between (1.00%) - (1.49%)	20	34.5
Decrease over (1.5%)	3	5.2
Total	58	100

Largest and smallest movements in funding		
	£	%
Biggest decrease (after MFG)	(59,458) ⁴	(1.89)
Second biggest increase (After MFG) ⁵	32,048	1.64

3.18. Whilst the number of schools that lose funding under this option is similar to option 2 (28 compared to 27), there are more schools that lose more than minus 1% of funding under option 3 than option 2. Therefore in light of this it is proposed to reduce the IDACI Factor by £161.00 per pupil for 2017-18.

Prior Attainment

3.19. There are no changes to the primary data set, which continues to use pupils who have not achieved the expected level of development within the early years foundation stage profile EYFSP.

3.20. The secondary data set will from October 2016 contain the Key Stage 2 Assessments against the new more challenging national curriculum. At a national level the EFA are expecting a higher number of the year 7 cohort to not to have achieved level 4 in English or maths. They are therefore going to use a national weighting to ensure that this cohort does not have a disproportionate influence on the overall data set.

3.21. Whilst the authority will not be able to adjust the weighting we will be able to adjust the rate payable under the secondary prior attainment factor.

⁴ Financial decrease of £59,458 relates to a Secondary school, with a percentage reduction 1.44%

⁵ Excludes Mayfield, due to new cohort of primary pupils for September 2017 artificially increasing the gain

3.22. The weighting and the impact on the October 2016 data set will not be known until December therefore we are proposing to treat any adjustments under this factor as an affordability adjustment as covered under paragraphs 3.36 and 3.37.

Looked after Children

3.23. Portsmouth currently pays £2,811 per Looked After Child (LAC) which provides funding of approximately £282,178 for 100.10 pupils. In the first stage consultation issued by the DfE, it was proposed to cease using the LAC factor and remove the funding from the DSG and increase the funding provided via pupil premium. Whilst it is not clear if the LAC factor will continue in the future, Portsmouth does pay a very high rate for this factor and is considered an outlier by the DfE as we pay the second highest rate in the Country.

3.24. Of those authorities that do use the LAC factor 75% pay less than £1,250 and on average pay approximately £832.72.

3.25. In light of the proposal to cease using the factor in the future, we have considered the potential impact on schools and would like to offer two options regarding the 2017-18 formula.

- Cease using the LAC factor altogether
- Reduce the factor down to £1,000 a rate nearer to the national average.

Both options would see the funding being transferred to the basic per pupil entitlement,

3.26. Financial modelling of these options provided the following results.

	Option 1 Remove LAC factor		Option 2 Reduce LAC to £1,000	
	No. of schools	% of schools	No. of schools	% of schools
		%		%
Increase over 1.5%	0	0	0	0
Increase between 1% - 1.49%	0	0	0	0
Increase between 0.00% - 0.99%	50	86.2	50	86.2
Decrease between (0.00%) - (0.99%)	8	13.8	8	13.8
Decrease between (1.00%) - (1.49%)	0	0	0	0
Decrease over (1.5%)	0	0	0	0
Total	58	100	58	100

Decreases and increases in funding				
	£	%	£	%
Largest decrease (after MFG)	(16,557)	(0.4)	(10,666)	(0.4)
Largest increase (after MFG)	7,604	0.3	4,900	0.2

- 3.27. Option 1 will see the £282,178 currently funded via the LAC factor, being transferred to the basic entitlement factor. This option sees 8 schools see a reduction in funding with the maximum amount being lost being £16,557.
- 3.28. Option 2 sees the overall funding provided by the LAC reduce to £100,384, and the basic entitlement increased, with the impact of MFG, this option sees 8 schools see a reduction of funding, with the maximum amount of £10,666 being lost by a secondary school.
- 3.29. Of the two options modelled above neither had a particularly large impact on overall affordability and all the schools that either gain or lose funding fall between the MFG of minus 1.5% and the CAP of 1.75%.
- 3.30. Whilst it is hoped that the above proposals will protect the schools block funding. It is unclear at this time if or how the DfE is going to implement the proposed removal of the LAC factor in 2018-19.
- 3.31. Whilst the impact is relatively small, if implemented it will also be combined with the IDACI impact. In light of this and the proposal by the DfE to remove this factor in the future it is proposed to phase the impact on schools by reducing the funding through the LAC factor to £1,000 per pupil for 2017-18.

MFG & Capping

- 3.32. The Minimum Funding Guarantee (MFG) for primary and secondary schools will remain at minus 1.5% for 2017-18.
- 3.33. The capping mechanism will also be retained again in 2017-18. As part of setting the budget for 2017-18 it will be necessary to re-determine the level at which the capping on the gains will be applied. For the purposes of consulting with schools, the indicative budgets have assumed that the cap remains at plus 1.75%.

Budget Share Financial Modelling

- 3.34. An indicative 'budget share' spread sheet has been prepared to accompany this document which will provide you with an understanding of the impact of these proposals on your schools funding allocation. The indicative budget share contains the impact of the following proposals:
- Reducing each of the IDACI rates by £161.00

- Reducing the LAC rate to £1,000 and put the additional funding in to the basic per pupil entitlement.

3.35. The indicative budget share allocation is calculated using the October 2015 pupil data provided by the DfE.

The following points should be noted:

- The comparison to the current 2016-17 budget share is shown before the de-delegation of any centrally held funding.
- The final budget share for 2017-18 may differ as a result of the change in pupil numbers and characteristics and will be based on the October 2016 pupil census.
- The budget share excludes any funding for resourced units or early years nursery provision.
- The budget share includes changes relating to the National Non Domestic Rates corrections for 2016-17 payments and adjustments relating to schools that have converted or are expected to convert to Academy status.
- Changes to pupil numbers to reflect the third year (September 2017 cohort) of Mayfield School becoming an all-through school
- The removal of any prior year adjustments paid in 2016-17.

Maintaining Overall Affordability

3.36. In setting the final budget for 2017-18 for Primary and Secondary schools, updated pupil data based on the October 2016 census will be provided by the DfE. As a result of the change in pupil numbers and pupil characteristics and growing pressures in other areas of the DSG budget, it may be necessary to amend the final unit values attached to the funding formula factors, in order to maintain overall affordability.

3.37. In order to provide schools with some certainty, it is proposed that any changes to the unit values (over and above that proposed in the IDACI factor as set out in paragraph 3.18 above) attached to funding factors will be limited to the following formula factors:

- Basic Per Pupil Entitlement
- Prior Attainment
- Lump sum
- Percentage of the financial cap.

De-Delegated Budgets

3.38. In setting the budget for 2016-17, Schools Forum agreed to de-delegate the following budgets to central control as shown in the table below.

Current De-Delegation Arrangements:

Expenditure Item	De-delegation for 2016-17
Administration of free school meals eligibility	De-delegate from maintained primary & secondary schools.
Licences	De-delegate from maintained primary & secondary schools.
Special Staff Costs: Union Duties.	De-delegate union duties from maintained primary & secondary schools.
Behaviour Support	De-Delegate from maintained primary schools only.
Museum & Library Services	De-delegate from maintained primary schools only
Schools Contingency Fund	De-delegate from maintained primary & secondary schools.

3.39. Due to the number of schools moving to academy status and the proposal by the DfE⁶ to cease de-delegation in future it is proposed to move the following expenditure items from a de-delegation basis to traded arrangements in 2017-18.

- Administration of free school meals eligibility
- Museum & Library Services.

3.40. To enable services to plan for the proposed move to cease delegation and to ensure that maintained schools still have access to the schools specific contingency it is proposed to continue to de-delegate for the following services for 2017-18:

- Behaviour Support - primary schools only
- Special staff costs: Union Duties
- School Specific contingency
- Licences.

3.41. The proposed de-delegation rates for 2017-18 are set out below. The rates have been calculated to ensure that the total sum de-delegated from maintained schools meets the proportion of costs associated with maintained schools based on pupil numbers. The proposed changes to the de-

⁶ [Stage 1 consultation March 2017](#)

delegation rates for 2017-18 are an increase of 1% to cover the cost of salary increases and price increases (licences) from April 2017. In a change from previous years it is proposed to agree the de-delegated pupil rates in October 2016, to enable schools to estimate the impact on their funding of any decisions.

Expenditure Item		2016-17 rates		2017-18 proposed rates	
		Primary £	Secondary £	Primary £	Secondary £
Behaviour Support	Basic entitlement	13.52	n/a	13.65	n/a
	FSM	40.14	n/a	40.54	n/a
Special Staff Costs: Union Duties.	Basic entitlement	3.53	3.53	3.57	3.57
Schools Contingency Fund	Basic entitlement	0.00	0.00	1.00	1.00
Licences	Basic entitlement	0.12	0.28	0.13	0.29

4. High Needs

Resourced Units

- 4.1. The place funding for resourced units will remain at £10,000 per place. There are currently no proposals to amend the resourced unit top-up rates for 2017-18.

Special Schools

- 4.2. The place funding for Special Schools will remain at £10,000 per place.
- 4.3. The Council's 'SEND Team' will be in discussion with each of the schools to confirm the number of places required for September 2017.
- 4.4. The SEND team is working with the City's special schools, to review the current banding system used to allocate a level of need to individual pupils. The outcome of this review is likely to impact on the Element 3 top-up rates paid from September 2017. Any proposals to change the Element 3 top-up rates will be discussed with the special schools and then be brought to both the Executive Member for Education and Schools Forum for agreement before 28 February 2017.
- 4.5. The current legislation continues to provide protection for the top-up funding at minus 1.5% per pupil in 2017-18.

Alternative Provision

- 4.6. The place funding for Alternative Provision (AP) places will remain at £10,000 per place.
- 4.7. It is not proposed to change the Element 3 Top up rate for Local Authority commissioned places in 2017-18.

5. Responding to the Consultation

- 5.1. A consultation response is attached at Appendix 3 for schools to complete. The consultation will close on the Friday 23rd September 2016.
- 5.2. Please send your completed response forms to schoolsfinancialsupport@portsmouthcc.gov.uk
- 5.3. The responses to this consultation will be reported to both the Cabinet Member for Education and Schools Forum meetings in October.

Funding Working Group Membership

Mainstream Working Group

	Mainstream	
	Primary	Secondary
Head Teacher	Vacant	Simon Graham St Edmunds RC Secondary
Governor	Clive Good Manor Infant	Bev Pennekett Mayfield
Finance	Anita Phillimore Arundel Court Primary	Sue Ravenhall Kind Richard Secondary
Academy	Claire Stevens Newbridge Junior Academy	Nys Hardingham Admiral Lord Nelson

Questions:

Funding Formula Proposals			
1	Do you agree with the proposal to reduce the IDACI factors by £161.00 to enable affordability	Y	N
Please add any further comments			
2	Do you agree with the proposal to reduce the LAC factor from £2,811 to £1,000 and increase the basic entitlement to reflect the reduction in funding on the LAC factor	Y	N
Please add any further comments			
3	Do you agree with the proposed de-delegation rates for 2017-18 as set out in paragraph 3.41	Y	N
Please add any further comments			

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Local Authority Funding Reform Proforma

LA Name: Portsmouth
 LA Number: 851

Pupil Led Factors

1) Basic Entitlement Age Weighted Pupil Unit (AWPU)	Reception uplift	Yes		Pupil Units		21.00		Total	Proportion of total pre MFG funding (%)	Notional SEN (%)		
	Description	Amount per pupil		Pupil Units		Sub Total						
	Primary (Years R-6)	£2,925.53		15,607.00		£45,658,747		£79,150,797	42.80%	6.00%		
	Key Stage 3 (Years 7-9)	£3,734.16		5,046.00		£18,842,571			17.66%	6.00%		
	Key Stage 4 (Years 10-11)	£4,343.16		3,373.00		£14,649,479			13.73%	6.00%		
	Description	Primary amount per pupil	Secondary amount per pupil	Eligible proportion of primary NOR	Eligible proportion of secondary NOR	Sub Total		Total	Proportion of total pre MFG funding (%)	Primary Notional SEN (%)	Secondary Notional SEN (%)	
2) Deprivation	FSM6 % Primary	£237.25		5,147.60		£1,221,268		£10,651,534	9.98%	16.00%		
	FSM6 % Secondary		£299.83		3,057.10	£916,610					16.00%	
	IDACI Band F			2,392.11	1,251.88	£0					20.00%	20.00%
	IDACI Band E			1,235.09	637.34	£0					20.00%	20.00%
	IDACI Band D	£785.03	£473.84	1,983.46	883.38	£1,975,654					20.00%	20.00%
	IDACI Band C	£1,100.38	£685.45	1,153.57	577.41	£1,665,152					20.00%	20.00%
	IDACI Band B	£1,415.72	£897.06	1,647.92	827.74	£3,075,527					20.00%	20.00%
	IDACI Band A	£1,731.07	£1,108.67	771.28	416.88	£1,797,323					20.00%	20.00%
3) Looked After Children (LAC)	LAC X March 16	£1,000.00		100.38		£100,384		£1,111,535	0.09%	50.00%		
4) English as an Additional Language (EAL)	EAL 3 Primary	£359.45		1,701.43		£611,578			0.95%			
	EAL 3 Secondary	£1,821.55		219.36		£399,574						
5) Mobility	Pupils starting school outside of normal entry dates			358.93		912.45		£0	0.00%			
	Description	Weighting	Amount per pupil	Percentage of eligible Y1-3 and Y4-6 NOR respectively	Eligible proportion of primary and secondary NOR respectively	Sub Total		Total	Proportion of total pre MFG funding (%)	Primary Notional SEN (%)	Secondary Notional SEN (%)	
6) Prior attainment	Low Attainment % new EFSP	100.00%		36.56%		4,039.09		£7,566,087	7.09%	100.00%		
	Low Attainment % old FSP 73		£740.00	12.41%		£2,988,928						
	Secondary pupils not achieving (KS2 level 4 English or Maths)		£2,000.00		2,288.58	£4,577,159					100.00%	

Other Factors

Factor	Lump Sum per Primary School (£)	Lump Sum per Secondary School (£)	Lump Sum per Middle School (£)	Lump Sum per All-through School (£)	Total (£)	Proportion of total pre MFG funding (%)	Notional SEN (%)	
7) Lump Sum	£115,000.00	£139,150.00			£7,050,650	6.61%		
8) Sparsity factor					£0	0.00%		
Please provide alternative distance and pupil number thresholds for the sparsity factor below. Please leave blank if you want to use the default thresholds. Also specify whether you want to use a tapered lump sum for one or both of the phases.								
Primary distance threshold (miles)		Primary pupil number average year group threshold		Fixed or tapered sparsity primary lump sum?	Fixed			
Secondary distance threshold (miles)		Secondary pupil number average year group threshold		Fixed or tapered sparsity secondary lump sum?	Fixed			
Middle schools distance threshold (miles)		Middle school pupil number average year group threshold		Fixed or tapered sparsity middle school lump sum?	Fixed			
All-through schools distance threshold (miles)		All-through pupil number average year group threshold		Fixed or tapered sparsity all-through lump sum?	Fixed			
9) Fringe Payments					£0	0.00%		
10) Split Sites					£0	0.00%		
11) Rates					£1,004,735	0.94%		
12) PFI funding					£155,065	0.15%		
13) Exceptional circumstances (can only be used with prior agreement of EFA)								
Circumstance					Total (£)	Proportion of total pre MFG funding (%)	Notional SEN (%)	
Additional lump sum for schools amalgamated during FY16-17					£0	0.00%	0.00%	0.00%
Additional sparsity lump sum for small schools					£0	0.00%		
Exceptional Circumstance3					£0	0.00%		
Exceptional Circumstance4					£0	0.00%		
Exceptional Circumstance5					£0	0.00%		
Exceptional Circumstance6					£0	0.00%		
Total Funding for Schools Block Formula (excluding MFG Funding Total) (£)					£106,690,403	100.00%	£14,410,119	

14) Minimum Funding Guarantee (MFG is set at -1.5%)					£853,573			
Apply capping and scaling factors? (gains may be capped above a specific ceiling and/or scaled)					Yes			
Capping Factor (%)	1.75%	Scaling Factor (%)	100.00%					
Total deduction if capping and scaling factors are applied					-£449,199			
					Total (£)	Proportion of Total funding(%)		
MFG Net Total Funding (MFG + deduction from capping and scaling)					£404,373	0.38%		
High Needs threshold (only fill in if, exceptionally, a high needs threshold different from £6,000 has been approved)								
Additional funding from the high needs budget								
Growth fund (if applicable)					£365,000.00			
Falling rolls fund (if applicable)					£0.00			
Total Funding For Schools Block Formula					£107,094,777			
% Distributed through Basic Entitlement					74.19%			
% Pupil Led Funding					92.30%			
Primary: Secondary Ratio					1 :		1.28	

Total funding for schools block formula contains funding from outside of the Schools Block? No

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Appendix 5:- 2017-18; School funding formula consultation response

Reponses	
Primary	9
Secondary	3
Special	0
Academy Trust	1
Total responses	13

Funding Formula Proposals				
		Y	N	Neither
1	Do you agree with the proposal to reduce the IDACI factors by £161.00 to enable affordability	11	2	
<p>Academy Trust 1</p> <ul style="list-style-type: none"> 31 schools see an increase in funding in option 2 compared to 27 schools under option 3. <p>Primary 2</p> <ul style="list-style-type: none"> This primary school could be approx. £47K decrease - although capped this year a further decrease could happen next year. <p>Secondary 2</p> <ul style="list-style-type: none"> Portsmouth IDACI rates are still considerably higher than EFA published MFLs so this seems the most appropriate way forward. Consider asking EFA for an MFG exclusion for IDACI funding since some schools will have received inappropriate funding last year due to the shift in the bandings. <p>Primary 8</p> <ul style="list-style-type: none"> Agree, on the basis this is equitable as effects all schools <p>Secondary 3</p> <ul style="list-style-type: none"> The authority's modelling demonstrates that this methodology has the smallest impact on the smallest number of schools and so is the best way forward. This said I am concerned that using this methodology means the impact of reductions in funding will be felt most acutely in schools with high levels of deprivation. This situation could be exacerbated by changes to the prior attainment factor. Forum will need to monitor closely the impact of these decisions on particular schools. 				

		Y	N	Neither
2	Do you agree with the proposal to reduce the LAC factor from £2,811 to £1,000 and increase the basic entitlement to reflect the reduction in funding on the LAC factor	12	1	
<p>Academy Trust 1</p> <ul style="list-style-type: none"> Looked after children needs are significant and diverse. In order to fund manpower and resources, any reduction in funding would have a significant detrimental effect on the outcomes of this group of children. <p>Primary 2</p> <ul style="list-style-type: none"> Keep in line with national funding <p>Secondary 2</p> <ul style="list-style-type: none"> Portsmouth currently provides 5th highest value nationally for LAC. This is protected by MFG even if LAC moves schools, so the reduced amount seems more appropriate <p>Primary 8</p> <ul style="list-style-type: none"> Agree, on the basis that monies can be used flexibly for pupils who are looked after by family members and not just for LAC pupils. 				
		Y	N	Neither
3	Do you agree with the proposed de-delegation rates for 2017-18 as set out in paragraph 3.41	10	3	
<p>Primary 1</p> <ul style="list-style-type: none"> The difference in deprivation amounts between primary schools is outstanding – the highest amount being £756k NOR 518 compared to other large primary schools £83k NOR 677, £64k NOR 488, £41k NOR 473. No wonder schools are financially struggling in low deprivation areas. Could some of deprivation be redistributed to basic entitlement? <p>Academy Trust 1</p> <ul style="list-style-type: none"> Increase in line with 1% increase in salaries. <p>Primary 2</p> <ul style="list-style-type: none"> Happy with central control. Not sure what and why there is a school contingency. Note: If traded STGBS would buy into FSM admin and Library services. We are happy with centrally delegated money for FMS admin and Museums and library. However the new 'contingency' was a matter of discussion. What do you want this for? It doesn't seem to be a large sum to be of any good as a contingency. <p>Primary 5</p> <ul style="list-style-type: none"> We are concerned by the plan to de-delegate eligibility for free school meals. 				

We do not feel that the school is equipped to do this work itself and we are concerned that the cost to the school will increase considerably if it becomes a traded service.

Secondary 2

- De-delegation is a matter for HTs and governors to discuss and agree by phase. Given the government's aim to discontinue de-delegation and the increase in the pace of academisation, it may be more appropriate to offer all as traded services and let maintained schools and academies make up their own minds.

Primary 8

- Agree

Secondary 3

- This seems like a sensible move although I would like to see detail of the traded service costs for FSM administration to judge this fully.

Additional Comments:

Primary 2

- Would have liked to look at figures regarding number / percentage of pupils affected by the cuts.

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Title of meeting:	Schools Forum
Date of meeting:	19 October 2016
Subject:	Future Changes to Early Years Funding Arrangements
Report from:	Director of Children's Services
Report by:	Finance Manager
Wards affected:	All Wards
Key decision:	No
Full Council decision:	No

1. Purpose of report

The purpose of this report is to provide Schools Forum with an initial summary and impact assessment, of the proposals contained within the consultation document issued by the Department for Education (DfE) on the 11th August 2016 titled: *'An early years national funding formula - And changes to the way the three-and-four-year-old entitlements to childcare are funded'*.

2. Recommendations

It is recommended that Schools Forum:

- a. Note the Department for Education's proposed changes to the early years funding arrangements for three and four year olds and the potential impact of these changes, as set out within this report,
- b. Note the submission of the response to the Department for Education's (DfE's) consultation, as shown at Appendix 1.
- c. Note the areas of the existing local funding formula that are to be reviewed in response to the DfE's proposed changes; as set out in paragraph 7.16.
- d. Endorse the proposed consultation process with early years childcare providers as set out in section 11.

3. Background

- 3.1. On the 11th August 2016, the Department for Education (DfE) published a national consultation¹ seeking views on the proposals to change the way in which both local authorities and childcare providers are funded from April 2017 onwards. The consultation closed on the 22nd September 2016 and a copy of the response submitted is attached at Appendix 1.
- 3.2. This report seeks to provide Schools Forum with an initial summary and impact assessment, of the proposals contained within the consultation documents issued by the DfE. Further updates will be provided as the consultation and implementation processes develop and further details are made available.

4. Underpinning principles

- 4.1. Within the consultation document, the DfE set out the case for changing the early years funding system, so that it better supports their key overarching policy objectives in the early years. These are to:
 - ensure that there continues to be sufficient childcare places as they expand the free entitlement;
 - enable all children to benefit from high quality provision;
 - ensure that the specific needs of individual children are met; and
 - deliver affordable and flexible childcare that meets the needs of working parents.
- 4.2. The proposals presented by the DfE in the consultation document were based around the following principles:
 - maximising funding to the front line (i.e. to early years providers);
 - allocating funding fairly to local authorities and to different types of provider;
 - distributing funding efficiently and effectively to ensure value for money;
 - allocating funding transparently so local authorities and providers can understand how their funding rates were derived;
 - targeting effectively additional funding at those children who need it; and
 - allowing adequate time to transition to the new funding arrangements.

¹ https://consult.education.gov.uk/early-years-funding/eynff?utm_source=EFA%20e-bulletin&utm_medium=email&utm_campaign=e-bulletin&mxmroi=2305-8620-56843-0

5. The proposals

5.1. The proposals set out within the DfE's consultation document can be summarised into the following areas:

- Changes to the funding arrangements from central government to local authorities
- Changes to funding arrangements from local authorities to early years providers
- Meeting the needs of disabled children and children with special educational needs.
- Transition to the new funding arrangements.

5.2. These four areas are analysed in the latter sections of this report.

6. Funding from central government to local authorities

6.1. Within the consultation document it is stated that the government is seeking to ensure that the distribution of the proposed additional investment in childcare is allocated in a fair, simple, transparent and evidence based way; in order to ensure that local authorities can pay their local childcare providers a sustainable rate of funding and attract new providers into the market.

6.2. The DfE are therefore proposing to introduce an early year's national funding formula to allocate the funding from central government to local authorities.

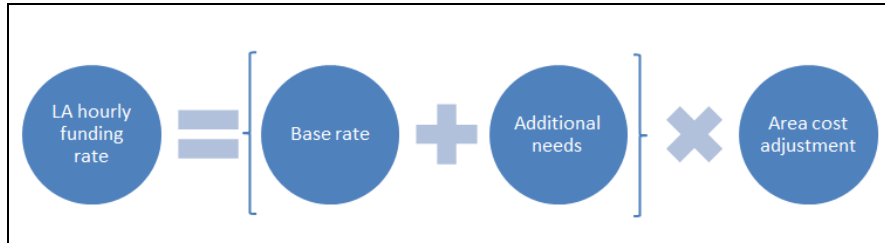
6.3. The same formula and hourly rate of funding will apply to both the existing 15 hour entitlement for all three and four year olds, as well as to the additional 15 hours for children of working parents.

6.4. In line with the existing 15 hour entitlement for all three and four year olds, funding for the additional 15 hours for children of working parents from September 2017 will be provided on a participation basis from the outset.

6.5. In developing the proposed national funding formula, the DfE states that it has drawn on evidence collected from the 'Cost of Childcare Review'² to identify the key drivers of cost variation. The proposed formula contains the following three factors:

² <https://www.gov.uk/Government/publications/review-of-childcare-costs>

- A universal base rate of funding for each child
- An additional needs factor
- An area cost adjustment



Universal base rate factor

- 6.6. The universal base rate is intended to fund the core costs of childcare provision which do not vary by local area. The base rate will also not be differentiated by type of provider.
- 6.7. It is also proposed that 89.5% of the total funding for three and four year olds will be channelled through this base rate.

Additional Needs factor

- 6.8. The DfE are proposing that the funding formula includes an element to reflect the additional costs of providing quality early education for children with additional needs. There are three elements to this factor:
- Socio-economically disadvantaged children
 - Special educational needs and disabilities
 - Children with English as an additional language
- 6.9. The funding channelled through this factor will be based on a basket of metrics, which will consist of:
- **Free School Meal (FSM).** This is a proxy measure for the additional costs of providing childcare for children with disadvantage and low level special educational needs. As there is no FSM data for children in early years, it is proposed to use the data for Key Stage 1 and 2 as a proxy measure. *It is proposed that 8% of the total formula funding should be directed through FSM.*
 - **Disability Living Allowance.** This is a proxy measure for children with SEND. *It is proposed that 1% of the total formula funding should be directed through this metric.*
 - **English as an additional language (EAL).** This is a proxy measure for the costs of supporting children who do not have English as a first language. As there is no EAL data for children in early years, it is proposed to use the data for EAL prevalence at

Key Stage 1 and 2. It is proposed that 1% of the total formula funding should be directed through EAL.

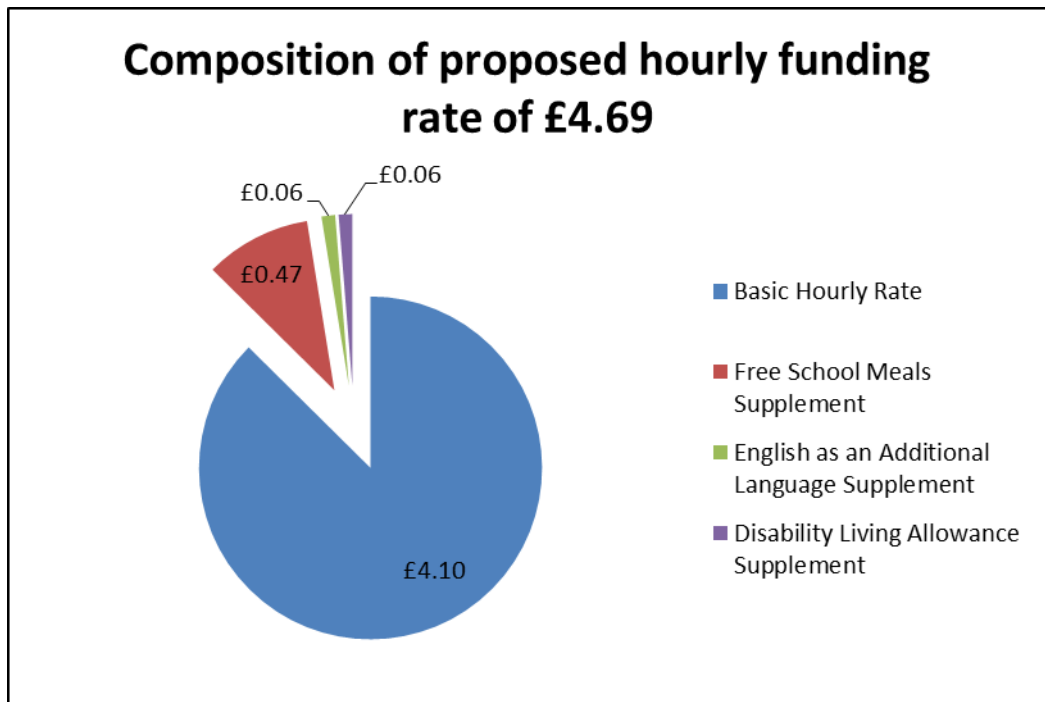
Area Cost Adjustment

- 6.10. It is also proposed to introduce an area cost adjustment that accounts for variations in both staff and premises costs. The adjustment will be applied as a multiplier of both the universal base rate and the additional needs factor.
- 6.11. The area cost adjustment will be calculated for each individual authority and be derived by weighting data from two sources: information on staffing costs and information on nursery premises costs.
- 6.12. The staffing costs will be based on variations in average early years wage costs, using the General Labour Market measure. For premises costs, the DfE intend to base their measure on the rateable values of nursery premises.
- 6.13. Each local authority will be allocated an area cost adjustment rate of between 1 and 1.9. Within the additional data accompanying the consultation document, Portsmouth is shown as having an area cost adjustment rate of 1.16.

The Funding Rate & Potential Impact for Portsmouth

- 6.14. The government have announced that the average funding rate for three and four year olds, will rise to £4.88. However, this is a composite rate and not the amount that will be received via the early year's national funding formula.
- 6.15. Appendix 2 includes an extract from the consultation document, which explains the elements that comprise the rate of £4.88. The national average funding rate for the early years funding formula is £4.71. The indicative proposed funding rate for Portsmouth is £4.69 and is a potential increase of 30 pence on the current hourly funding rate; which will need to support the proposals set out in the consultation.
- 6.16. The re-based Early Years Block funding through the Dedicated Schools Grant currently amounts to £8,578,000. This allocation is based on 3,428.2 part time equivalent pupils being funded at £4.39 per hour.
- 6.17. The DfE published illustrative funding examples alongside their consultation document, which show how Local Authorities would be funded through the proposed new national early years funding formula. Based on the DfE's illustrative examples, Portsmouth would receive £4.69 per hour for each part time equivalent pupil (without transitional

protection or capping), which is comprised of funding through the following components:



- 6.18. With funding at the rate of £4.69 per hour (which includes the area cost adjustment), the illustrative example shows that Portsmouth could see new funding allocation of £9,160,000 which would be an increase of £582,000.
- 6.19. In addition to this funding allocation, the DfE will also provide additional funding on the same basis as above, for the additional 15 hours of childcare for children of working parents from September 2017.
- 6.20. The sections below, explain the proposed changes to the way that Local Authorities fund providers through the local single funding formula, as well as proposed future requirements, constraints and expectations.

7. Local Authority Funding to Providers

Pass-Through Rates

- 7.1. To ensure that the proposed additional investment from the government reaches the early years providers, the DfE is proposing to introduce a high minimum percentage of early years funding that local authorities must pass through to providers (high pass-through).

- 7.2. It is proposed that the high pass-through rate should be set at 95%. Average central spend for three and four year olds is currently 6% nationally and they therefore believe that the 95% pass through is a realistic and appropriate level. However, in order allow authorities to transition, the rate for 2017-18 will be 93%, rising to 95% in 2018-19.
- 7.3. The high pass through rate includes all funding passed directly to providers (i.e. the base rate and supplements, as well funding for special educational needs, etc.).

Contingency Funds

- 7.4. The DfE recognise that it is reasonable for local authorities to hold back contingency funds for in-year demographic growth and that this should be counted in the high pass-through rate, because the money is eventually shared with providers. However, it is expected that this will be kept to a minimum in order to maximise the hourly rate to providers.

Single Universal Base Rate

- 7.5. It is proposed that all local authorities should be required to set a universal base rate in their local single funding formula, which is the same for all providers. Currently there is discretion to pay providers a lump sum to top-up their base rate.

Funding Supplements & Incentives

- 7.6. Currently local authorities are permitted to pay supplements in addition to the base rate. Local authorities must include a deprivation factor, but the use of other discretionary supplements is permitted.
- 7.7. Whilst the DfE recognise that the use of supplements can play an important role in local funding allocations, they want to end any potential arbitrary and unjustified differences in funding rates to different providers.
- 7.8. They are therefore proposing to restrict the use of supplements within local authorities early years single funding formula to a set of possible supplements; specifically:
- Deprivation (**mandatory**)
 - Rurality/Sparsity
 - Flexibility - to support providers to offer flexible childcare
 - Efficiency - to encourage providers to exploit the scope for efficiencies identified in the Cost of Childcare Review
 - Delivery of the additional 15 hours free childcare
- 7.9. It is also proposed that the use of supplements within the funding formula is limited 10%.

Current Local Funding Arrangements

- 7.10. The current local single funding formula for childcare provision for three and four year olds in Private, Voluntary and Independent provision, as well as maintained Nursery Units is comprised of a universal base rate, plus a deprivation supplement and in some cases a workforce development supplement; as shown in the table below.

The Universal Base Rate is currently set at £3.77 per hour. In addition to the base rate, a deprivation supplement is also allocated to providers on an incremental scale, which recognises where more than 10% of the children attending are from the 25% most disadvantaged areas of the City. The Council has used 'The Income Deprivation Affecting Children Index' (IDACI) to calculate which band each provider is allocated to. The IDACI shows the percentage of children in families which are 'income deprived'.

Band	% children attending from 25% most disadvantaged areas	Amount per child, per hour	
1	76 - 100%	additional 12% of the base	£0.45
2	51 - 75%	additional 9% of the base	£0.34
3	26-50%	additional 6% of the base	£0.22
4	11-25%	additional 3% of the base	£0.11
5	0-10%	additional 0% of the base	£0.00

- 7.11. In addition, some providers also receive an additional funding allocation of £6,000 for 'workforce planning' which currently amounts annually to around £222,000; and will cease under the DfE's proposals.
- 7.12. In 2015-16, the actual expenditure on early years provision amounted to £8,561,200 and exceeded the funding received by £360,000. Appendix 3 shows an analysis of the 2015-16 early years' expenditure by category.
- 7.13. Portsmouth is a trial area for the additional 15 hours entitlement. The funding for this pilot is currently outside of the Dedicated Schools Grant (DSG). However, from September 2017, this funding will form part of the DSG.

Future Local Funding Proposals

- 7.14. As highlighted above, local single funding formula used for both Private, Voluntary and Independent provision and maintained Nursery Units in Portsmouth, already has a universal base rate and additional deprivation supplement, and therefore already complies with the mandatory proposals set out in the DfE's consultation.
- 7.15. In order to ensure that Portsmouth's formula remains simple, transparent and enables providers to understand clearly the basis on which they have been funded, we are not proposing to include any additional supplements within the local formula.
- 7.16. However, in response to the consultation, we do propose to review the existing funding formula in the following areas:
- **Funding Rates** - we will review the funding rates for both the universal base rate and the deprivation factor, in light of proposal to increase the funding from central government to local government. Any proposed increase in the funding rates to providers will be conditional on the government implementing this proposal.
 - **Deprivation Factor** - currently the deprivation model is based upon the area where the children attending the centre are from. An alternative would be to base the deprivation banding on the area that the provider is located in.
- 7.17. The Early Support Service will consult with providers on any proposed changes to the current funding formula, and the feedback from the consultation will be presented to both Cabinet Member and Schools Forum. More details about the proposed consultation process are set out in section 11.

8. Meeting the needs of disabled children and children with special educational needs

- 8.1. Within the consultation document, the DfE are proposing two different models for allocating additional funding to help address the funding barriers that they believe currently exist in this area.

Disability Access Funding

- 8.2. Whilst the government is clear that the high needs block is for children aged 0-25 year, they believe that the introduction of additional targeted Disability Access Funding (DAF) will support providers to make initial reasonable adjustments and build the capacity of the setting to support disabled children.

- 8.3. The total additional funding available for this new approach is £12.5m per year. They are proposing that the DAF would be paid to all providers for each child in receipt of Disability Living Allowance (DLA) taking up a place in their setting. It is also proposed that this will be paid as a total annual sum rather than an increase on the hourly rate.
- 8.4. The funding will be paid to the Local Authority as a ring-fenced amount, which they would be responsible for passing directly to providers for each eligible child.
- 8.5. The provider will be responsible for making decisions about how the funding should be deployed. For example, to target one child's specific needs, to improve the setting for a number of children, or to increase the settings capacity to take more disabled children. Over time the DfE intends to develop an evidence base of how this additional funding is used to best effect.
- 8.6. This funding is not intended to cover the total costs of providing childcare for a disabled child in receipt of DLA.

Inclusion Fund

- 8.7. The DfE have identified that local authorities and providers which are delivering effective support for children with SEN, have a strategic and clear approach on how funding is allocated to meet additional needs.
- 8.8. Therefore in order to build on this best practice, the DfE are proposing that all local authorities should set up an inclusion fund in their local funding systems. They believe that such a structure will support local authorities to work with individual providers to resource support for the needs of individual children with SEN.
- 8.9. To establish the inclusion fund, the DfE are proposing that local authorities should pool an amount of funding from either one or both of their early years and high needs blocks within the Dedicated Schools Grant.
- 8.10. The diagram at Appendix 4 shows the proposed funding system for SEN and disability in the early years.

Existing Early Years SEN Support

- 8.11. Within Portsmouth, the Inclusion Service already has a significant range of support available for children in the Early Years.
- 8.12. The Willows Nursery is commissioned to provide 84 part time (42fte) places for children from 2 years plus with special educational needs and

disabilities (SEND). Referrals are made through the Early Years Panel and are considered in relation to a set of criteria.

- 8.13. For children attending mainstream settings there is already an 'Inclusion' type fund available to which settings can apply for additional support. Again, referrals are considered against specific criteria and funding is agreed and allocated via the Early Years Panel. The fund is designed to support settings to facilitate good outcomes for youngsters by accessing training, environmental adaptations and sometimes by providing a higher level of adult support for individual youngsters.
- 8.14. These existing arrangements will be considered as part of the overall support arrangements, in developing local response to the proposals set out in the DfE's consultation.

9. Transitional arrangements

- 9.1. The DfE is proposing to phase the introduction of the funding changes, while monitoring and reviewing the impact closely, by putting in place a range of measures to minimise turbulence, help with transition and support the introduction of the 30 hours.
- 9.2. The range of transitional measures include:
- Limiting reductions in Local Authority funding, so that no Authority sees a reduction in its hourly funding rate of greater than 10% against the 2016-17 baseline.
 - In addition to the total limit of 10%, the DfE proposes to limit the annual reductions in the Local Authority hourly funding rates at 5% in 2017-18 and 5% in 2018-19.
 - To transition to the 95% high pass-through rate, starting at 93% in 2017-18 and moving to 95% in 2018-19.
 - Allow local authorities until 2019-20 to implement the universal 'per child' base rate.

10. 2 Year Old Funding

- 10.1. As the funding for the most disadvantaged two year olds is already on a fair and formulaic basis, it is not covered within the DfE consultation. However they do highlight the previous commitment to uplift the average two year old funding rate from £5.09 to £5.39.
- 10.2. In setting the budget for 2017-18, the current local Portsmouth funding rate for providers will be reviewed, if the government introduces the higher funding rate.

11. Consultation Process

11.1. The Early Support Service will be leading the consultation process with providers:

- A letter will be issued to providers which will set out the proposed changes to the local funding arrangements; in response to the DfE's proposals.
- The consultation with providers is expected to run until late November.
- Engagement workshops will also be held with providers during the consultation period.

11.2. The consultation process with providers will be undertaken in accordance with 'The Schools and Early Years Finance (England) Regulations'. The regulations require that where a local authority proposes to make changes to the local funding formula, which will affect early years providers in its area; it must consult those providers in relation to the factors and criteria taken into account, and the methods, principles and rule adopted.

11.3. Further reports will be presented to future meetings of both the Cabinet Portfolio and Schools Forum, to provide further updates as the DfE's proposals develop and the feedback from providers; as well as seeking approval for the necessary decisions.

12. Reasons for recommendations

The purpose of this report is to provide Schools Forum with an initial summary and impact assessment, of the proposals contained within the early years funding consultation documents issued by the Department for Education (DfE) on the 11th August 2016. It is recommended that report is noted.

13. Equality impact assessment (EIA)

This report does not require an Equality Impact Assessment as the recommendations are for noting and do not have any impact upon a particular equalities group.

14. Legal comments

14.1 As indicated in paragraph 11, the consultation in relation to changes to local funding arrangements will comply with Regulation 9(3) of the School and Early Years Finance (England) Regulations 2015.

14.2 There are no further legal implications arising from the recommendations in this report.

15. Director of Finance's comments

Financial comments have been included within the body of this report.

Signed by: Alison Jeffery, Director of Children's Services

Appendices:

1. Response to consultation
2. The £4.88 Average Hourly Funding Rate
3. Analysis of Actual Early Years Expenditure In 2015-16
4. Proposed funding system for SEN and disability in the early years

Background list of documents: Section 100D of the Local Government Act 1972

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

Title of document	Location
DfE Consultation documents	https://consult.education.gov.uk/

The recommendation(s) set out above were approved/ approved as amended/ deferred/ rejected by on

.....
Signed by:



Appendix 1 - Response to Consultation

Q1	<i>Should there be an early years national funding formula (to distribute money from central government to each local authority)?</i>
	Yes. We welcome the proposed introduction of a simple and transparent funding mechanism for Early Years, which will align both the existing 15 hour entitlement for all three and four year olds and the additional 15 hours for children of working parents. Whilst Portsmouth is expected to see an increase in funding through these arrangements, we recognise the importance of an appropriate transitional protection arrangement for those authorities who may experience a reduction in funding.
Q2	<i>To what extent do you agree with the proposed funding floor limit, so that no local authority would face a reduction in its hourly funding rate of greater than 10%?</i>
	We agree that there should be a funding floor limit, to ensure that no local authority or childcare provider faces a sudden reduction in funding. However, we believe that the level of the floor limit should be nearer the minimum funding guarantee for schools and that the reduction be spread over a longer period than 2 years.
Q3	<i>Considering a universal base rate of funding which does not vary by local area....</i> <ul style="list-style-type: none"> • <i>Should a universal base rate be included in the early years national funding formula?</i> • <i>Is 89.5% of overall funding the right amount to channel through this factor?</i>
	Yes. We believe that there should be a universal base rate included within the national early years funding formula, in order to reflect the fact that the core costs of delivering childcare will be similar across the country. In terms of the percentage of overall funding channelled through this factor, we do believe that this should be the majority of the funding allocated through the formula. However, it is difficult to confirm whether or not 89.5% is the correct percentage allocation, without more details as to how this was derived.
Q4	<i>Considering an additional needs factor....</i> <ul style="list-style-type: none"> • <i>Should an additional needs factor be included in the early years national funding formula?</i> • <i>Do we propose the correct basket of metrics?</i> • <i>Do we propose the correct weightings for each metric?</i>
	Yes. We do believe that additional needs factors should be included within the formula, in order to reflect the additional drivers of cost in different areas of the country. Yes. Channelling additional funding through the metrics proposed does appear be reasonable. As there is no detailed supporting evidence within the consultation document, as to the basis on which the weightings were selected, it is difficult to make an informed response.
Q5	<i>Considering an area cost adjustment....</i> <ul style="list-style-type: none"> • <i>Should the early years national funding formula include an area cost adjustment?</i> • <i>Should that adjustment be based on staff costs (based on the General Labour Market measure) and on nursery premises costs (based on rateable values)?</i>
	Yes. We do agree that there should be an area cost adjustment.

Appendix 1 - Response to Consultation

	<p>Yes. We do consider staff costs and premises costs to be appropriate measures for calculating the area cost adjustment. However, if there was a more specific labour market measure for childcare providers, then we would recommend that this is used as an alternative to the 'general labour market' rate.</p>
Q6	<p><i>To implement the increased hourly rate for the two-year old free entitlement....</i></p> <ul style="list-style-type: none"> • <i>Should we retain the current two-year-old funding formula?</i> • <i>Should we use the additional funding secured at the spending review to uplift local authorities' allocations based upon this?</i>
	<p>No. It would seem logical to provide funding for two year old childcare provision on a similar basis as to that of three and four year olds.</p> <p>Yes. Whilst the current formula is in place, it seems a sensible basis on which to allocate the additional funding.</p>
Q7	<p><i>Considering the Dedicated Schools Grant....</i></p> <ul style="list-style-type: none"> • <i>Should the free entitlement be capped at 30 hours for children of eligible working parents and 15 hours for all other children?</i>
	<p>Yes.</p>
Q8	<p><i>Should Government set the proportion of early years funding that must be passed on to providers?</i></p>
	<p>No. Whilst we recognise the importance of allocating as much funding directly to childcare providers as possible, an arbitrary limit removes the ability of local areas to respond to local needs. Placing an arbitrary cap on the amount of funding to be retained centrally, will also constrain local authorities in developing and providing support services to providers.</p> <p>An alternative approach would be to make it a requirement, that Schools Forum annually agree the amount of funding retained centrally in the Dedicated Schools Grant budget.</p>
Q9	<p><i>Do you think that 95% is the correct minimum proportion of the money that should be passed from local authorities to providers?</i></p>
	<p>No. Please see response above on Question 8 regarding the proportion of funding that can be retained.</p>
Q10	<p><i>Should local authorities be required to give the same universal hourly rate to all childcare providers in their area?</i></p>
	<p>Yes. Portsmouth already uses a universal funding base rate for childcare provision in the Private, Voluntary and Independent sector, as well our maintained nursery units.</p>
Q11	<p><i>Should local authorities be able to use funding supplements?</i></p>
	<p>Yes.</p>
Q12	<p><i>Should there be a cap on the proportion of funding that is channelled through supplements?</i></p>
	<p>As with the national Early Years Funding Formula, we believe that the majority of funding should be channelled through the universal base rate. However, placing an arbitrary cap on the proportion of funding that is channelled through supplements; may reduce the</p>



Appendix 1 - Response to Consultation

	flexibility to allocate funding locally to meet local needs.
Q13	<i>If you agree that there should be a cap on the proportion of funding that is channelled through supplements, should the cap be set at 10%?</i>
	See comment above to Question 12. There should be no cap set on the proportion of funding to be channelled through supplements.
Q14	<i>Should the following supplements be permitted?</i> <ul style="list-style-type: none"> • <i>Deprivation, sparsity / rural areas, flexibility, efficiency, additional 15 hours</i>
	Yes.
Q15	<i>When using funding supplements, should local authorities have discretion over the metrics they use and the amount of money channelled through each one?</i>
	Yes. Local authorities should be given the freedom of flexibilities to use funding supplement metrics that they choose, design and define and they should also have the freedom to decide on the amount of money to be channelled through each one.
Q16	<i>If you agree that efficiency / additional 15 hours should be included in the set of supplements, do you have a suggestion of how it should be designed?</i>
	No comment.
Q17	<i>If you think any additional supplements should be permitted which are not mentioned here, please set out what they are and why you believe they should be included?</i>
	No comment.
Q18	<i>Should there be a Disability Access Fund to support disabled children to access their free entitlement?</i>
	Yes. Additional funding to providers to enable disabled children to access their free entitlement is welcomed.
Q19	<i>Should eligibility for the Disability Access Fund be children aged 3 or 4 which are a) taking up their free entitlement and b) in receipt of Disability Living Allowance?</i>
	No. We believe that all providers should be able to access the additional funding, in order to enable them to support disabled children in accessing their free entitlement. The current proposal suggests that the new Disability Access Funding will only be allocated to those providers that already support disabled children to access their free entitlement.
Q20	<i>When it comes to delivering the Disability Access Fund, is the most appropriate way the existing framework of the Early Years Pupil Premium?</i>
	No. See answer response to Q19.
Q21	<i>To what extent do you agree that a lack of clarity on how parents / childcare providers can access financial support results in children with special educational needs receiving appropriate support? (We mean children who do not already have an Education, Health and Care Plan)</i>
	We think this is best responded to by parents / childcare providers, rather than by representatives of Local Authorities.



Appendix 1 - Response to Consultation

Q22	<p><i>When it comes to establishing an inclusion fund....</i></p> <ul style="list-style-type: none"> • <i>Should local authorities be required to establish an inclusion fund?</i> • <i>Would an inclusion fund help improve the supply of appropriate support children receive when in an early years setting?</i> • <i>If you envisage any barriers, arising from existing practice or future proposals, to introducing a new requirement on local authorities to establish an inclusion fund, please tell us what they are and how they might be overcome.</i>
	<p>If local authorities are required to establish an inclusion fund, then additional resources should be provided for this. Portsmouth already has a small inclusion fund to support early years settings to support children with special educational needs. Our concern with this proposal is that it will establish an expectation among parents and professionals that this is in some way new funding and will therefore increase the demand on this very limited and already stretched resource. Local authorities should have as much flexibility as possible in the allocation of this funding as this will need to be aligned with other SEN support that is available and fits with existing local processes.</p>
Q23	<p><i>When it comes to the SEN inclusion fund, should local authorities be responsible for deciding....</i></p> <ul style="list-style-type: none"> • <i>The children for which the inclusion fund is used?</i> • <i>The value of the fund?</i> • <i>The process of allocating the funding?</i> • <i>Where specialist SEN or SEND services are delivered free at the point of use, should they be considered as funding passed directly to providers for the purposes of the 95% high pass-through?</i>
	<p>Yes. As noted above the response to Question 22, we believe that local authorities should have as much flexibility as possible in the allocation of this funding as this will need to be aligned with other SEN support that is available and fit with existing local processes</p>
Q24	<p><i>To what extent do you agree with the transition approach proposed for the Early Years National Funding Formula (money distributed from Government to local authorities)?</i></p>
	<p>Whilst we welcome additional funding being allocated as quickly as possible to those areas previously underfunded. We believe that any loss in funding to those areas previously overfunded should be spread over a longer period than 2 years in order to not adversely affect provision in those areas.</p>
Q25	<p><i>To what extent do you agree with the transition approach proposed for the high pass-through of early years funding from local authorities to providers?</i></p>
	<p>We disagree with the proposals in respect of the high pass-through rate, and the related transitional arrangements, for the reasons explained in response to Q8.</p>
Q26	<p><i>To what extent do you agree that our proposals on the high pass-through of funding from local authorities to childcare providers makes the existing Minimum Funding Guarantee for the early years unnecessary?</i></p>
	<p>If the high pass-through is implemented, the proposals remove the requirement for a Minimum Funding Guarantee.</p>
Q27	<p><i>To what extent do you agree with the transition approach proposed for introducing the universal base rate for all providers in a local authority area?</i></p>



Appendix 1 - Response to Consultation

	<p>Agree. As mentioned previously, Portsmouth already uses a universal funding base rate for childcare provision in the Private, Voluntary and Independent sector, as well our maintained nursery units.</p>
--	--

Appendix 2 - The £4.88 Average Hourly Funding Rate *(extract from the DfE Consultation document)^*

Following the Cost of Childcare Review, the Government committed to deliver a new national average funding rate of £4.88 for three- and four-year olds, including the Early Years Pupil Premium (EYPP). This annex shows how the £4.88 is comprised.

Component 1: Early years national funding formula

1. As explained at paragraphs 120-121 [*of the consultation document*], the formula calculates the hourly rate each local authority receives for each child, based on a base rate, factors for additional needs and an area cost adjustment. The hourly rate is then multiplied by the number of hours taken to calculate each local authority allocation.

Component 2: Maintained nursery schools [MNS]

2. As set out in paragraph 149 [*of the consultation document*], we want to minimise disruption and reassure maintained nursery schools on their position.

3. In order to do this, the Government will provide supplementary funding of £55 million a year to local authorities for maintained nursery schools for at least two years. This additional funding takes account of maintained nursery schools' current costs and will provide much needed stability to the nursery school sector while they explore how to become more sustainable in the longer term, including exploiting scope for efficiencies.

Component 3: Quality and expertise

4. The Government wants to fully utilise the quality and expertise that exists in the system, and give additional support to disadvantaged areas. Therefore we have set aside £5 million a year for this purpose. More details about this funding will be announced in due course.

Component 4: Early Years Pupil Premium [EYPP]

5. The Early Years Pupil Premium was introduced in April 2015 and we are committed to maintaining it at £302 per eligible child per year (pro-rata for children who access less than the full 15-hour early years entitlement). This funding will continue to be channelled through the Dedicated Schools Grant, but will remain outside the early years national funding formula.

Component 5: Disability Access Funding

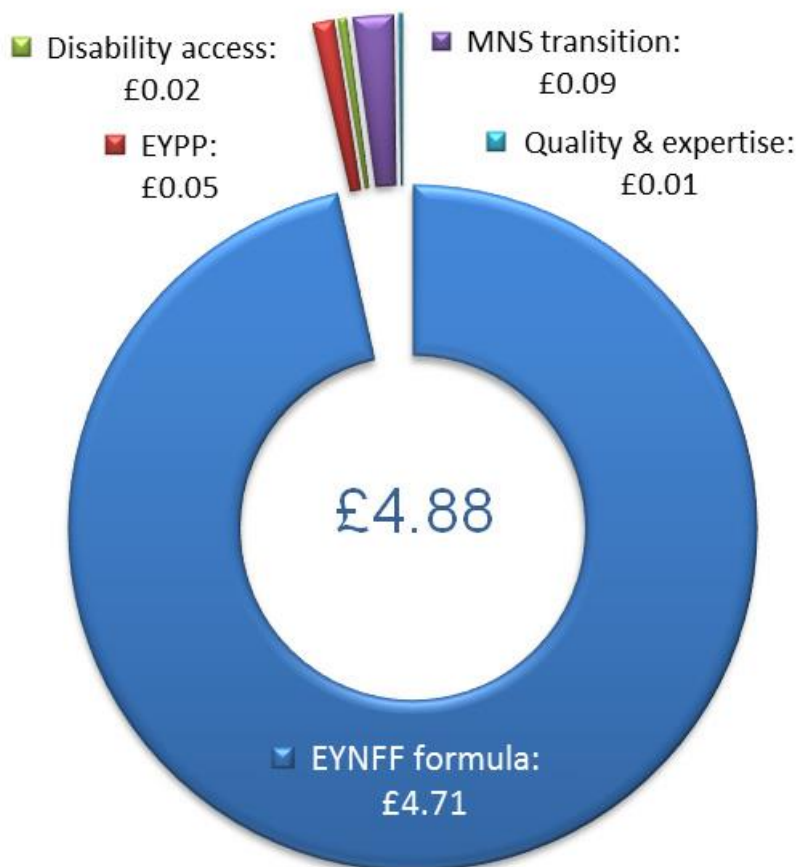
6. As explained at paragraphs 191-197 [*of the consultation document*], we believe that the introduction of additional targeted Disability Access Funding will support providers to make initial reasonable adjustments and build the capacity of the setting to support disabled children. The total additional funding available for this new approach is £12.5 million per year. We propose that the targeted Disability Access Fund will be paid to all providers for each child in receipt of Disability Living Allowance taking up a place in their setting.

[^] Extract from: 'An early years national funding formula: how changes to the way the three-and-four-year-old entitlements to childcare are funded'

Appendix 2 - The £4.88 Average Hourly Funding Rate (extract from the DfE Consultation document)^

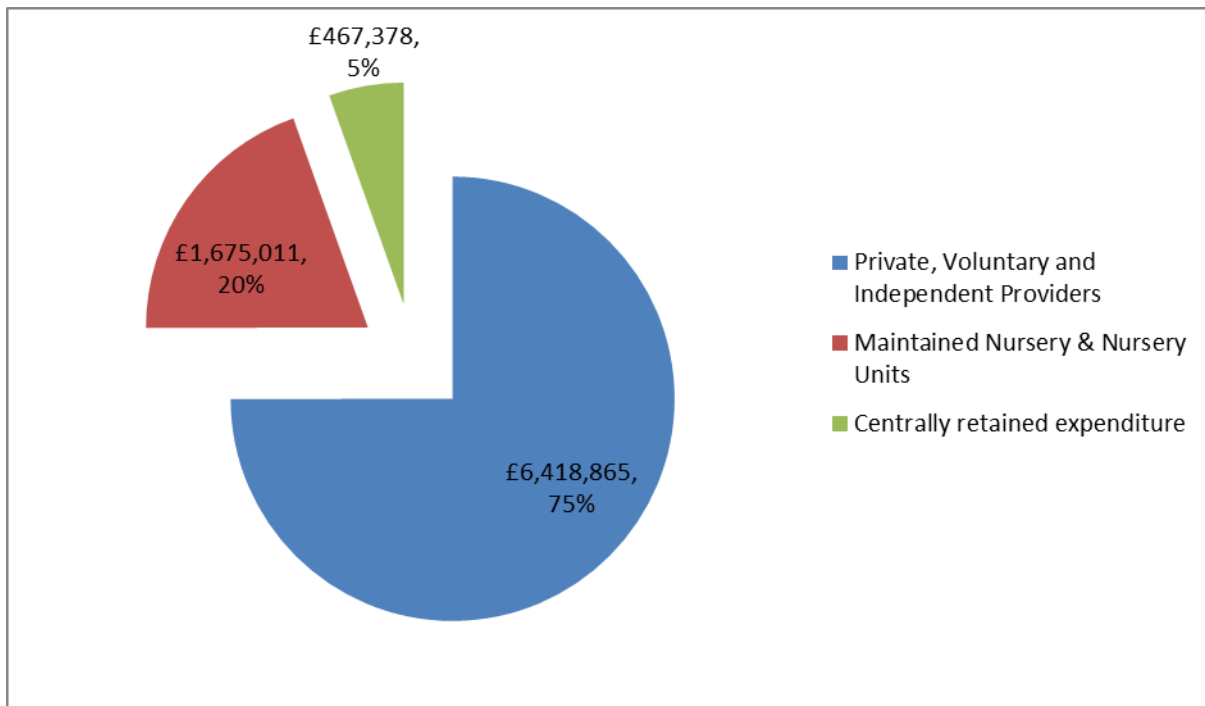
The £4.88 Funding Rate

7. This diagram illustrates what makes up the £4.88 national average funding rate. The figures given are the equivalent hourly rate for all three- and four-year old children, rather than the rates applying to, for example, an individual child eligible for the EYPP or the Disability Access Fund.

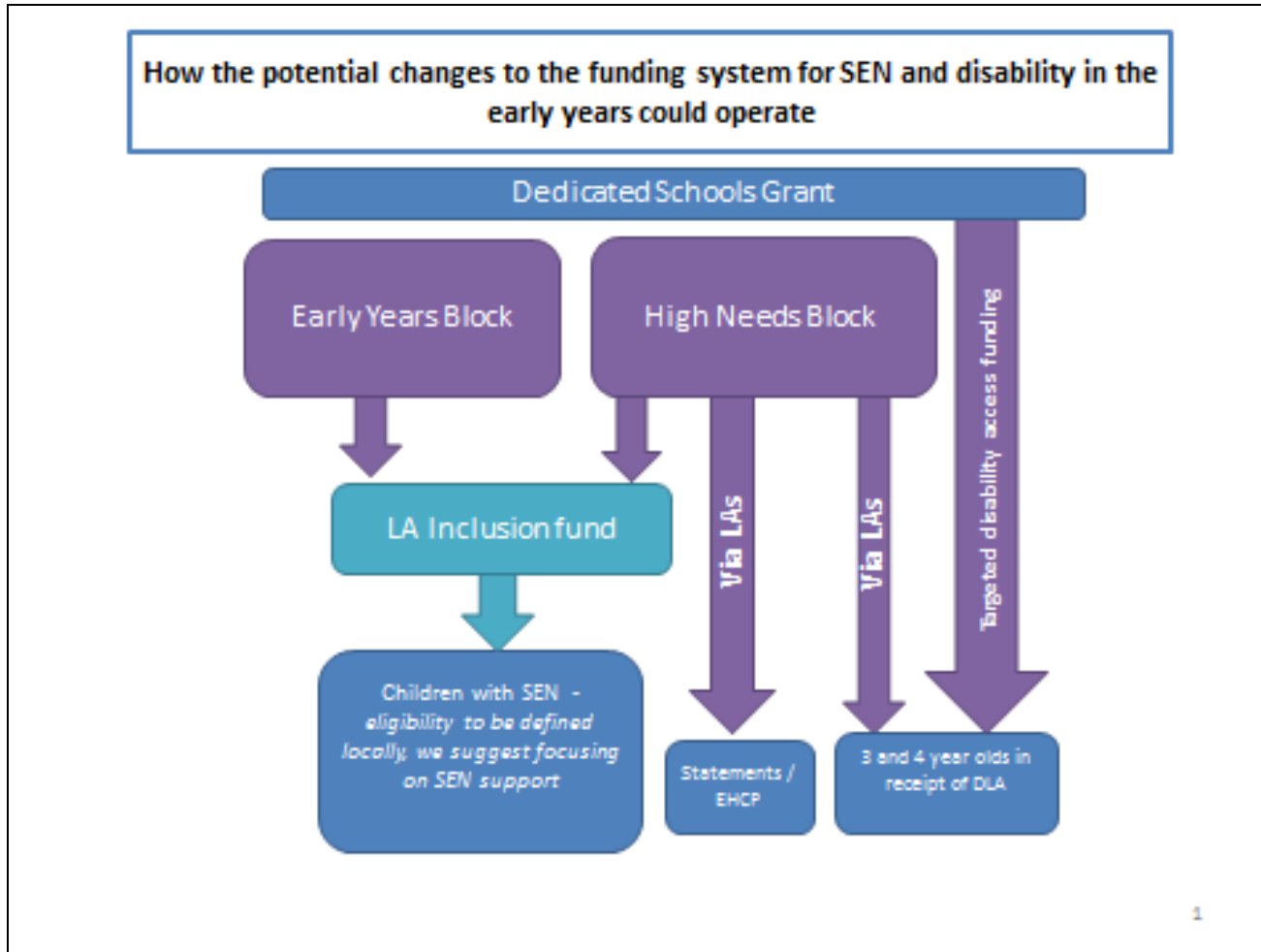


^ Extract from: 'An early years national funding formula and changes to the way the three-and-four-year-old entitlements to childcare are funded'

Appendix 3 - Analysis of Actual Early Years Expenditure In 2015-16



Appendix 4 - proposed funding system for SEN and disability in the early years[^]



[^] Extract from: 'An early years national funding formula - And changes to the way the three-and-four-year-old entitlements to childcare are funded'

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Title of meeting:	Schools Forum
Date of meeting:	19 October 2016
Subject:	Portsmouth SEND Strategy: Remodelling Portsmouth specialist educational provision
Report from:	Alison Jeffery, Director of Children's Services
Report by:	Julia Katherine, Head of Inclusion
Wards affected:	All
Key decision:	No
Full Council decision:	No

1. Purpose of report

- 1.1 The purpose of this report is to update Schools Forum on the progress made in implementing the Portsmouth SEND Strategy, in particular the remodelling of the specialist educational provision for children with special educational needs and disabilities.

2. Recommendation

2.1 It is recommended that Schools Forum:

- (i) **Note the progress made so far in implementing the SEND Strategy, including the remodelling of the specialist educational provision for children with special educational needs and disabilities.**
- (ii) **Note the investment that has been made to improve and develop the specialist educational provision in Portsmouth for children with special educational needs and disabilities.**

3. Background

- 3.1 The Portsmouth SEND Strategy is now one of 4 priorities within the Children's Trust Plan, as set out below:

Priority 1	Stronger Futures - improving safeguarding, resilience, health, wellbeing and success of families
Priority 2	Improving educational outcomes for children and young people
Priority 3	Improving outcomes for looked after children and care leavers
Priority 4	<p>Special Educational Needs and Disability (SEND) Strategy:</p> <p>A strategy to promote inclusion and improve outcomes for children and young people with SEND and their families</p>

3.2 The SEND Strategy has been refreshed to cover the period 2016 to 2019.

3.3 The overall aim of the strategy remains the same: to promote inclusion and improve the outcomes for Portsmouth children and young people aged 0-25 years with SEND and their families.

3.4 The outcomes that this strategy is aiming to improve are: to increase the percentages of children and young people with SEND who are able to:

- Be included within their local community,
- Lead healthy lives and achieve wellbeing,
- Learn and make progress,
- Make and maintain positive relationships within their family and community
- Participate in education and training post-16 and prepare for employment

3.7 There are six strands of the SEND Strategy:

Strand A: Promote good inclusive practice to improve outcomes

Strand B: Successful implementation of the SEND reforms

Strand C: Effective joint commissioning to improve outcomes

Strand D: Co-production, embedded as a way of working with children, young people and their parents and carers

Strand E: Early identification and early support for children with SEND and their families

Strand F: Effective preparation for adulthood and smooth transitions to adult services

3.5 The detailed strategy and delivery plans under each of these strands are included in Appendix A. The governance arrangements for the SEND

Strategy are represented diagrammatically on page 15 of the strategy document.

- 3.6 The effectiveness of these arrangements is monitored closely by the SEND Board and will be externally assessed by the Local Area SEND Inspection which will take place within the next 5 years. This is a joint inspection by Ofsted and the Care Quality Commission. The local area inspection will focus on how effectively special educational needs are identified and met in order to improve outcomes.
- 3.7 This paper outlines the progress made in improving and developing the range of specialist educational provision available within Portsmouth to ensure that there is a continuum of provision available to meet children's identified needs, from mainstream to special school provision, and that these needs can be met locally wherever possible, in line with Portsmouth's stated commitment to inclusion.

4. SEND Strategy progress

- 4.1 Portsmouth is committed to promoting inclusion and improving the outcomes for children and young people aged 0-25 years with SEND and their families, as set out in the SEND Strategy 2016 - 2019.
 - 4.1.1 The aim of the special educational needs and disability (SEND) strategy is to ensure that there are in place a range of high quality support services that contribute to removing the barriers to achievement for all Portsmouth children and young people, in particular those with special educational needs and disabilities. This includes enabling children and young people to lead healthy lives and achieve wellbeing; to benefit from education or training, with support, if necessary, to ensure that they can make progress in their learning; to build and maintain positive social and family relationships; to develop emotional resilience and make successful transitions to employment, higher education and independent living.
 - 4.1.2 In order to achieve this aim, it will be important to ensure that the available resources are used effectively so that those children and young people with the most complex needs have access to the most specialist provision. Within a context of increasing demand for services and limited resources, this means that mainstream schools will need to become more inclusive over time. Some children who might historically have been placed in a specialist provision due to their 'moderate learning difficulties' for example, with the increasing expertise and resources available to mainstream schools are now appropriately placed within mainstream schools. In fact evidence shows that most children are

best able to make progress with their education when educated within mainstream settings.¹

- 4.1.3 In order to support this stated aim and strategy, it will be important to ensure that both mainstream and specialist educational settings are adequately resourced to enable them to effectively meet the needs of children with a wide range of SEND, and to enable them to make progress. This necessitates careful management of the available resources within the Dedicated Schools Grant High Needs Block.
- 4.1.4 The decision to place a child in a specialist educational placement is an important one and not to be taken without a thorough assessment of the child's needs and professional advice regarding the type of support and provision required to meet those needs. In order to place a child in a special school, there is a requirement to carry out a statutory education health and care needs assessment in order to ensure that all aspects of the child's profile are taken into account, with evidence collated from professionals from a range of disciplines and agencies before such a decision is made. This assessment process taken 20 weeks in total and is designed to ensure that any such decision is made on the basis of comprehensive evidence.
- 4.1.5 In Portsmouth, placement decisions are moderated by the Inclusion Support Panel; a multi-agency panel of professionals and trained parent representatives. The remit of the panel is advisory, but panel members are able to vote on the basis of the evidence presented to the panel and this process strongly influences the decision-making process.
- 4.1.6 All placement decisions are made in accordance with the SEN Code of practice statutory guidance.
- 4.1.7 Nationally, of those children who have special educational needs complex enough to require a statutory education health and care plan to be made for them, around 40% are placed in special schools. In Portsmouth, around 49% of children and young people with statements or education health and care plans attend special schools.
- 4.1.8 Portsmouth has a higher percentage of children with SEN (16.5% compared to 15.7%) and also a higher percentage of children with education health and care plans than the national average (3.1% compared to 2.8%). These percentages have remained fairly consistent over the past few years.

¹ ¹ Inclusive education and students without special educational needs: (Nienke M. Ruijs, Ineke Van der Veen & Thea T.D. Peetsma, 2010)

- 4.1.9 With advances in healthcare and improving survival rates for premature babies, there is an increase in the percentage of children with more complex special educational needs nationally.
 - 4.1.10 One consequence of the above changes is that the children being placed in Portsmouth special schools are those with increasingly complex needs and mainstream schools are also educating children with a wider range of special educational needs.
- 4.2 A number of educational changes have been implemented, as outlined below, as part of the SEND Strategy in order to ensure that we have the right range of good quality specialist educational provision available within Portsmouth to meet children's identified needs locally wherever possible, in line with Portsmouth's stated commitment to inclusion. These include:
- :
- 4.2.1 Rolling out the new statutory multi-agency education, health and care needs assessment process for those children and young people with the most complex needs who require the highest level of additional support over and above what is 'ordinarily available'. Around 1,000 0-25 year olds will require a 'transfer' from a statement of special educational needs or learning disability assessment to an education health and care plan by 2018. To date over 400 statements and learning disability assessments have been converted to education health and care plans. In addition, over 200 new assessments are requested each year. We have had external validation of the quality of our education health and care plans, and the vast majority (87%) are now being completed within the statutory 20-week timescale.
 - 4.2.2 Increasing the provision for children with a sensory impairment, including opening a new secondary Inclusion Centre (additionally resourced provision) at St Edmunds School, in place from 2015.
 - 4.2.3 Increasing the provision for children with autism spectrum conditions within the city, in particular developing a new secondary Inclusion Centre (additionally resourced provision) for children with autism, at Trafalgar School, in place from September 2016.
 - 4.2.4 Remodelling the SEND provision within the early years and foundation stage, in particular transforming the Development and Assessment Unit provision into two new primary Inclusion Centres (additionally resourced provision) for children with communication and Interaction difficulties, at Devonshire Infant School and Portsdown Primary School, which will be in place from September 2017.
 - 4.2.5 Reviewing post -16 provision at local colleges to ensure there is sufficient, good quality provision to meet the progression needs of young people with SEND. Current provision includes a specialist

LDD centre at Portsmouth College and a Foundations Programme at Highbury College. Developing a Supported Internships Programme at local colleges for young people with an EHCP.

- 4.2.6 Reviewing and remodelling the provision for children with social emotional and mental health difficulties (SEMH), in particular the SEN and Alternative Provision at The Harbour School to ensure a continuum of provision is in place to meet identified need. To ensure that the Council meets its statutory duties in terms of school places and provision of places for special education needs, the Council's approved capital programme also includes £2.5m due to the urgent need to relocate:
- The Harbour School provision at the **Fratton** site due to the very poor condition of the building but also on the grounds of suitability and sufficiency; and
 - The Harbour School provision at the **Milton** site due to the fact that school will have to vacate the building to make way for housing.

The **Vanguard Centre** has been identified as a solution which can accommodate both the Harbour School provision at Fratton and Milton.

- 4.2.7 A new service specification for The Harbour School educational provision is in place from September 2016 and work is underway to work in partnership with mainstream schools to further define the Alternative Provision offered by The Harbour School.
- 4.2.8 Securing significant investment, including £2 million from the Dedicated Schools Grant carry-forward, in order to enable the remodelling of the buildings and accommodation at Cliffdale and Redwood Park special schools to ensure that these schools are adequately equipped to meet the needs of the increasingly complex children requiring placement in these schools. The remodelling will address both suitability and condition issues due to the age of the buildings and their layouts. There are a number of advantages of enabling these schools to take pupils with more complex needs, including:
- Enabling more pupils to be educated near to home within the city. There are currently approximately 70 Portsmouth pupils educated out of the city (including in maintained, non-maintained and independent special schools)
 - Making best use of the specialist high needs provision within the city; and
 - Reducing the use of high cost out of city placements and the related financial pressure on the dedicated schools grant.

4.2.9 The remodelling will also benefit the 245 pupils who currently attend Cliffdale and Redwood Park Schools.

5. Equality impact assessment

5.1 A preliminary EIA has been completed with regards to the special school remodelling. A full EIA is not required. The remodelling of educational provision in Portsmouth which has begun as part of the SEND Strategy will not have a negative impact on any of the equality groups. The remodelling will improve access to education for all equality groups, particularly with special educational needs and disabilities.

6. Legal implications

6.1 The aims of the report are consistent with promoting and complying with the Statutory Guidance contained in: Special Education Needs and Disability Code of Practice 0-25 years March 2015 and also within the context of sec 19 of the Children and Families Act 2014 in that the report seeks to address and re-align the current service provision/offer for existing users and focus delivery for users requiring support in the future.

7. Director of Finance's comments

7.1 As this is an information only paper, there are no direct financial implications arising from the recommendations.

.....
Signed by:

Appendices:

Appendix A - SEND Strategy (2016-2019)

Background list of documents: Section 100D of the Local Government Act 1972

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

Title of document	Location
Supply of school places and special school infrastructure report 24 th Feb 2016	http://democracy.portsmouth.gov.uk

The recommendation(s) set out above were approved/ approved as amended/ deferred/ rejected by on

.....
Signed by:

Portsmouth Children's Trust
Children's Trust Plan 2016 - 2019



Special Educational Needs and Disability (SEND) Strategy:
A strategy to promote inclusion and improve outcomes for
children and young people with SEND and their families

Priority 4

June 2016

Version 3

Lead Partnership Board:	SEND Board
Programme Sponsors:	Alison Jeffery, Director of Children's Services, PCC Innes Richens, Chief Operating Officer, CCG Janet Maxwell, Director of Public Health, PCC
Lead:	Julia Katherine, Head of Inclusion, PCC
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Version Control		
Version 1	4 th April 2016	Early Draft
Version 1	15 th April 2016	DCS approval
Version 1	19 th April 2016	CSPG
Version 1	29 th April 2016	SEND Board
Version 2	26 th May 2016	DCS approval
Version 2	26 th May 2016	CCG approval
Version 2	26 th May 2016	DPH approval
Version 2	6 th June 2016	Lead Member for Children and Education
Version 2	7 th June 2016	Children's Trust Board
Version 3	22 nd June 2016	Health and Wellbeing Board

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PART I: OVERVIEW

1. INTRODUCTION & VISION

The aim of the special educational needs and disability (SEND) strategy is to promote inclusion and improve the outcomes for Portsmouth children and young people aged 0-25 years with SEND and their families.

In order to improve outcomes, we aim to ensure that there are in place a range of high quality support services that contribute to removing the barriers to achievement for all Portsmouth children and young people, in particular those with special educational needs and disabilities. This includes enabling children and young people to lead healthy lives and achieve wellbeing; to benefit from education or training, with support, if necessary, to ensure that they can make progress in their learning; to build and maintain positive social and family relationships; to develop emotional resilience and make successful transitions to employment, higher education and independent living.

Principles underpinning the strategy:

- Inclusion of children and young people with SEND, with needs met locally wherever possible
- Co-production with children and young people and their parents and carers
- Joined-up multi-agency working across the local area
- Personalisation and person-centred approaches
- Early identification and support
- Holistic, multi-agency, co-ordinated outcomes-focused assessment and planning
- Key working and family-centred systems
- A skilled and confident multi-agency workforce
- Informed and empowered parents and young people
- More choice and control about the services received
- Joint planning for transitions, including a smooth transition to adult services
- Improved care pathways and clear lines of responsibility
- Equal access to services for children and young people with SEND
- High aspirations for children and young people with SEND to achieve the best possible outcomes

Legislation which underpins this strategy:

The delivery of support for children and young people with SEND and their families is underpinned by a number of key pieces of legislation, including:

- Children and Families Act 2014 and the SEN code of practice
- Children Act 1989 and 2004
- Care Act 2014

- Working Together to Safeguard Children 2015
- Children and Young Persons Act 2008
- Care Planning, Placement and Case Review (England) Regulations 2010
- Care Leavers (England) Regulations 2010
- Chronically Sick and Disabled Persons Act 1970
- Mental Capacity Act 2005
- National Health Service Act 2006
- Mental Health Act 2007
- Equality Act 2010
- NHS Mandate
- Public Health Outcomes Framework

The Children and Families Act 2014, introduced significant changes to the ways services are provided for children and young people aged 0 to 25 with SEND, and their families. Key changes include:

- Joint commissioning of services required across education, health and social care to meet the needs of children and young people with SEND.
- Publication of a 'local offer' of services available, as a 'one stop shop' for accessing information, as well as feeding into the commissioning cycle.
- Implementation of a multi-agency co-ordinated statutory assessment process to identify the education, health and care needs of children and young people aged 0 to 25 and the provision required to meet those needs.
- For the identified needs and provision to be set out in a statutory 'Education, Health and Care Plan' (EHCP), with a new duty on health to deliver the health element of the EHC Plan.
- For all those who have an EHCP in place, to have the option to request a 'Personal Budget' for delivery of identified aspects of the EHCP.
- Statutory protections currently available to school-age children with special educational needs, through a statement, will be extended from 0 to 25 years, where additional resources are required to enable access to education or training.
- Independent information and support will be available to parents and to young people about the services available to them and how to access support, where appropriate.
- The above new duties will apply to all education providers, schools academies, FE colleges, training providers etc.

In Portsmouth, we are working hard to successfully implement the reforms in compliance with the new SEN Code of Practice and in the spirit of the reforms. This includes planning for the transition from the current system to the new system by 2018.

Alongside the introduction of a new system for the delivery of SEND services across education, health and care, there are existing pressures on special educational provision within the city, including pressure on the places available to meet some areas of need, as well as pressure on the budget available to resource such provision. In addition, there are new initiatives which have an impact on the support available for children and young people with SEND. These include:

- Portsmouth Blueprint
- Future in Mind
- Educational Excellence Everywhere white paper
- High needs funding reforms white paper
- Transferring Care Programme
- Autism Strategy
- Integrated Personalised Commissioning (demonstrator site for NHS England)
- Healthy Child Programme

The combined impact of these initiatives will bring about significant changes in the way that services are provided to children and young people with SEND. An aim of this strategy is to co-ordinate the implementation of these changes in order to improve outcomes for children and young people with SEND.

Key outcomes to be achieved

This strategy aims to achieve increased percentages of children and young people with SEND who are able to:

1. Be included within their local community,
2. Lead healthy lives and achieve wellbeing,
3. Learn and make progress,
4. Make and maintain positive relationships within their family and community
5. Participate in education and training post-16 and prepare for employment

2. STRATEGIC OVERVIEW

The aim of the special educational needs and disability (SEND) strategy is to promote inclusion and improve the outcomes for Portsmouth children and young people aged 0-25 years with SEND and their families.

There are six strands of the SEND Strategy.

Strand A: Promote good inclusive practice to improve outcomes

Strand B: Successful implementation of the SEND reforms

Strand C: Effective joint commissioning to improve outcomes

Strand D: Co-production, embedded as a way of working with children, young people and their parents and carers

Strand E: Early identification and early support for children with SEND and their families

Strand F: Effective preparation for adulthood and smooth transitions to adult services

Strand A: Promote good inclusive practice

Portsmouth currently identifies a higher percentage of children as requiring SEN Support and maintains a higher percentage of pupils with statements/EHCPs than the national average (3.1% compared to 2.8%). Portsmouth is currently experiencing:

- Increasing numbers of requests for statutory assessment,
- Increasing requests for element 3 funding as recommendations from annual reviews of statements/EHCPs,
- Increasing requests to place pupils in specialist provision,
- Increasing numbers of first tier tribunals as a result of managing these pressures.

The numbers of pupils being placed at independent or non-maintained special schools outside of Portsmouth has grown significantly since 2012. This is, in part, due to an increase in the numbers of looked after children (LAC) with statements being placed in foster or other care arrangements outside of the city, and where the LAs in which they are placed have no capacity in any maintained special educational provision suitable to meeting their needs. This has increased the pressure on the SEN budget drawn from the dedicated school grant (DSG).

Speech, language and communication needs (SLCN) and Autistic Spectrum Disorders (ASD) account for more than 40% of all PCC statements. Numbers of children with these areas of needs are increasing nationally, with growing sophistication in assessing and diagnosing these conditions contributing towards increased identification. Prevalence of Severe Learning Difficulties (SLD) and Visual Impairment (VI) are also growing while traditional identification of, for example Moderate Learning Difficulty (MLD), are falling. In addition the Children and Families Act 2014 (Section 100) places a duty on governors of schools and academies to make arrangements for supporting pupils at their school with medical conditions.

Portsmouth mainstream schools are better resourced and enabled than ever to deliver inclusive practice and make provision for pupils with special educational needs & disabilities. Underpinning pedagogical approaches such as quality first teaching and the waves of SEN interventions are now well embedded in school culture to enable good teaching; since 2009, all school SENCOs have been required to achieve accreditation at MA level and be recognised as senior leaders within their schools; Portsmouth's SEN funding formula (in line with DfE guidance) now makes resources available to schools in order to make *up* to the first £6,000 of *additional and different* provision; the local authority commissions specialist teaching advice to mainstream schools and academies from the city's maintained and academy special schools which offers a broad menu of specialist teaching advice and training.

Pupils with SEN achieve better outcomes, in general, when educated in mainstream schools alongside mainstream pupils¹. The converse is only true for pupils who require specialist provision because they have significant or complex needs. However, more than half of Portsmouth's pupils with statements are educated in

¹ Inclusive education and students without special educational needs: (Nienke M. Ruijs, Ineke Van der Veen & Thea T.D. Peetsma, 2010)

special schools, resourced provisions or units. A local culture has grown among professionals and parents who have an overreliance and expectation of making pupils statements, seeking element 3 funding and to seek placements in resourced provisions, units and special schools.

The aim of this strategy is to improve services in order to increase inclusion and improve outcomes for children and young people with SEND, and their families. Every child and young person with SEND deserves to be included within their local community and to receive services locally wherever possible. In order to improve outcomes for children and young people with SEND in the city, we need to ensure that we are targeting the resources available in order to ensure that needs are met from ordinarily available provision where appropriate so that targeted and more specialist support can be provided for those who most need it.

Achieving a more inclusive ethos across education, health and care services across the city will require whole system change. There will need to be a change in expectations for professionals commissioning and providing universal, targeted and specialist services, as well as for services users including parents and carers. This strategy aims to develop a shared understanding across all of those groups and services about what makes good inclusive practice, and why it is important.

We will work with commissioners to promote inclusive practice and ensure that the eligibility criteria for services promotes inclusion and with providers to ensure that all services contribute to the shared outcomes of increased school attendance and reduced fixed period exclusions from school for children with SEND, by ensuring that there are clear pathways in place to resolve issues of managing inclusion particularly in relation to social emotional and mental health difficulties, alongside the Future in Mind work that is progressing.

We will build capacity within universal services through the provision of outreach, support and workforce development to increase the confidence and competence of practitioners in meeting the needs of children with SEND. We will celebrate and further promote good inclusive practice in the city through the annual Portsmouth Inclusion Conference.

The development of more inclusive practice within universal services for 0-25s, including schools, colleges and early years settings, will be overseen by the **Inclusion Group**.

Strand B: Successful implementation of the SEND reforms

The changes set out in Part 3 of the Children and Families Act came into force in September 2014. Successful implementation of the SEND Reforms will establish a more person- and family-centred system for identifying and assessing the needs of children and young people with SEND and a more co-ordinated approach to commissioning the provision to ensure that these needs are met effectively.

The co-production and maintenance of an up to date and comprehensive Local Offer of all services available to Portsmouth children and young people with SEND and their families across education, health, care and the voluntary sector, remains central to the successful implementation of the SEND Reforms. This 'one stop shop' of information about services and support available to families will need to continue to be developed to ensure that it provides the information families need, enables them to provide direct feedback about the offer of services available and feeds in to the SEND joint commissioning cycle.

The SEND Reforms focus on those children and young people who require SEN support as well as those who require additional resources via an Education Health and Care Plan. We will work to develop a shared understanding of what support can be provided from universal and targeted services via the publication and dissemination of an agreed 'Ordinarily Available Provision' suite of documents which set out what services are available to children and young people with SEND and their families across education, health, care and the voluntary sector, without the need for an Education Health and Care Plan. This work will be taken forward by the School Inclusion Group which will identify and implement the key factors required to develop more inclusive practice in mainstream schools across the city.

For those children and young people with the most complex needs, who require an Education health and care needs assessment and plan, we have implemented a co-ordinated, multi-agency, outcomes-focused assessment process, compliant with the new SEN Code of Practice. We will continue to refine this process, as a result of the feedback we receive from families e.g. from User Journey Mapping. We will continue to monitor and improve the quality of Education Health and Care Plans via termly audits.

We want to give more choice and control to families about the way in which they access the support they are entitled to such as targeted and statutory short breaks and home to school transport assistance. We will do this by expanding the use of personal budgets and direct payments for those entitled to access this support and implementing the use of pre-paid cards for direct payments.

We want families to be empowered to make best use of the resources available to them. In order to do this, parents and young people will continue to need access to independent information advice and support and we will ensure that effective and high quality IASS is available to families in Portsmouth.

The successful implementation of the SEND reforms self-assessment and implementation plan in Portsmouth is overseen by the **SEND Implementation Group**.

Strand C: Effective joint commissioning to improve outcomes

We want to have in place a genuinely co-produced and transparent joint commissioning plan for SEND in Portsmouth that sets out the priorities for commissioning and the resources available as well as the shared outcomes to be achieved.

The principles which will underpin this commissioning plan include:

Making effective use of data - including the SEND Children and Young People's strategic needs assessment (Part of the Joint Strategic Needs Assessment) to identify gaps in provision and ensure that services are commissioned to meet the identified need.

Ensuring a continuum of provision that promotes inclusion - eligibility criteria and access to all services for children and young people with SEND across education health and care should ensure that:

- children and young people's needs are met at the least restrictive level, wherever possible,
- needs are met locally, where appropriate and
- there is efficient and effective use of the resources available.

Co-production - all services are designed in partnership with service users as key stakeholders. Ongoing feedback from service users and stakeholders is sought proactively and this is used to inform ongoing commissioning priorities.

In working towards this, we have undertaken SEND reviews in the 4 key areas of special educational needs and disabilities:

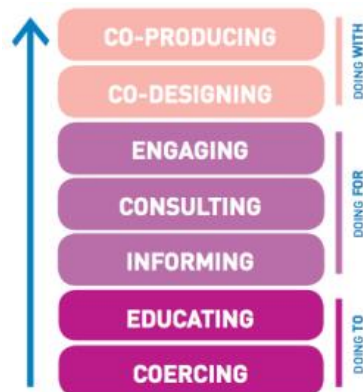
- Cognition and learning
- Communication and interaction
- Sensory and physical
- Social emotional and mental health

Priority actions within each area of SEND have been identified, and a number of actions have been undertaken already to progress this.

A stakeholder workshop has been held to start the process of co-producing the commissioning plan. The SEND Joint Commissioning Plan will be overseen by the **SEND 0-25 Joint Commissioning Steering Group**.

Strand D: Co-production, embedded as a way of working with children, young people and their parents and carers

Co-production is working in collaboration with service users, as equal partners in the strategic planning, design, review and (re-)commissioning of services.



Source: new economics foundation

‘Co-production means delivering public services in an equal and reciprocal relationship between professionals, people using services, their families and their neighbours. Where activities are co-produced in this way, both services and neighbourhoods become far more effective agents of change.’

New economics foundation: The Challenge of Co-Production 2010

We want to embed co-production as the way of doing business in Portsmouth when planning and commissioning services for children and young people with SEND and their families because we believe that where services are co-designed with service-users they are more likely to meet needs effectively and they enable service users to have more choice and control over increasingly personalised solutions to achieve their identified outcomes

In Portsmouth we have a strong track record of partnership working with parents and carers, building on work highlighted within the Lamb enquiry report (2009). Parents and carers take part in decision-making (e.g. as trained members of the Inclusion Support Panel) and contribute to all subgroups of this strategy, including co-chairing the SEND Board. We want to build on this good practice to further embed co-production in all areas of working to support children and young people with SEND and their families.

The embedding of co-production with young people and parents and carers as a way of working in Portsmouth will be overseen by the **Co-production Group**.

Strand E: Early identification and early support for children with SEND and their families

Early identification is essential to ensure good outcomes, but without early intervention it can result in labelling and a within-child model of thinking where problems are seen to be the result of within-child factors and therefore not able to change.

In Portsmouth we see SEND as the result of the interaction between the child and their environment. We believe that all children can make progress, with the right environmental factors in place. We want to ensure that assessments are undertaken and services provided on the basis of need, rather than a label or diagnosis. We are therefore keen to promote a needs-led process of assessment and planning for children and young people with SEND across all services.

For young children, it is often health professionals, from universal services who are first involved with families when difficulties are identified. We want to ensure that all practitioners are working to an agreed set of principles of key-working, needs-led assessment and collaboration to ensure that the families of very young children who are experiencing SEND have the best possible experience of receiving support from the necessary services to ensure that needs are assessed and support put in place at the earliest opportunity.

Ensuring that effective early identification and support is co-ordinated in Portsmouth will be overseen by the **SEND Early Intervention and Support Group**.

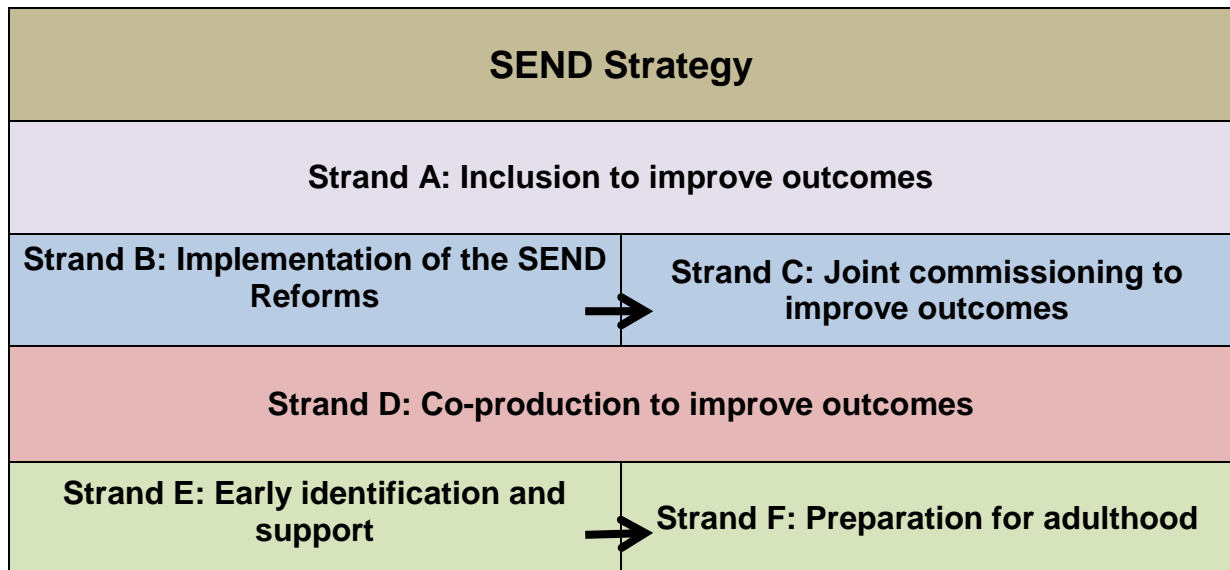
Strand F: Effective preparation for adulthood and smooth transitions to adult services

Ultimately, young people with SEND want what all young people want, to live healthy, independent lives and have positive relationships within their family and community. Our expectation is that young people with SEND will engage in education and training in order to prepare for employment to be able to live independently.

We have high aspirations for all our young people and want to ensure that there are services and support in place to enable them to achieve their own personal goals. We aim to work with young people with SEND post-16 to empower them to access the support that is available in order to achieve their potential.

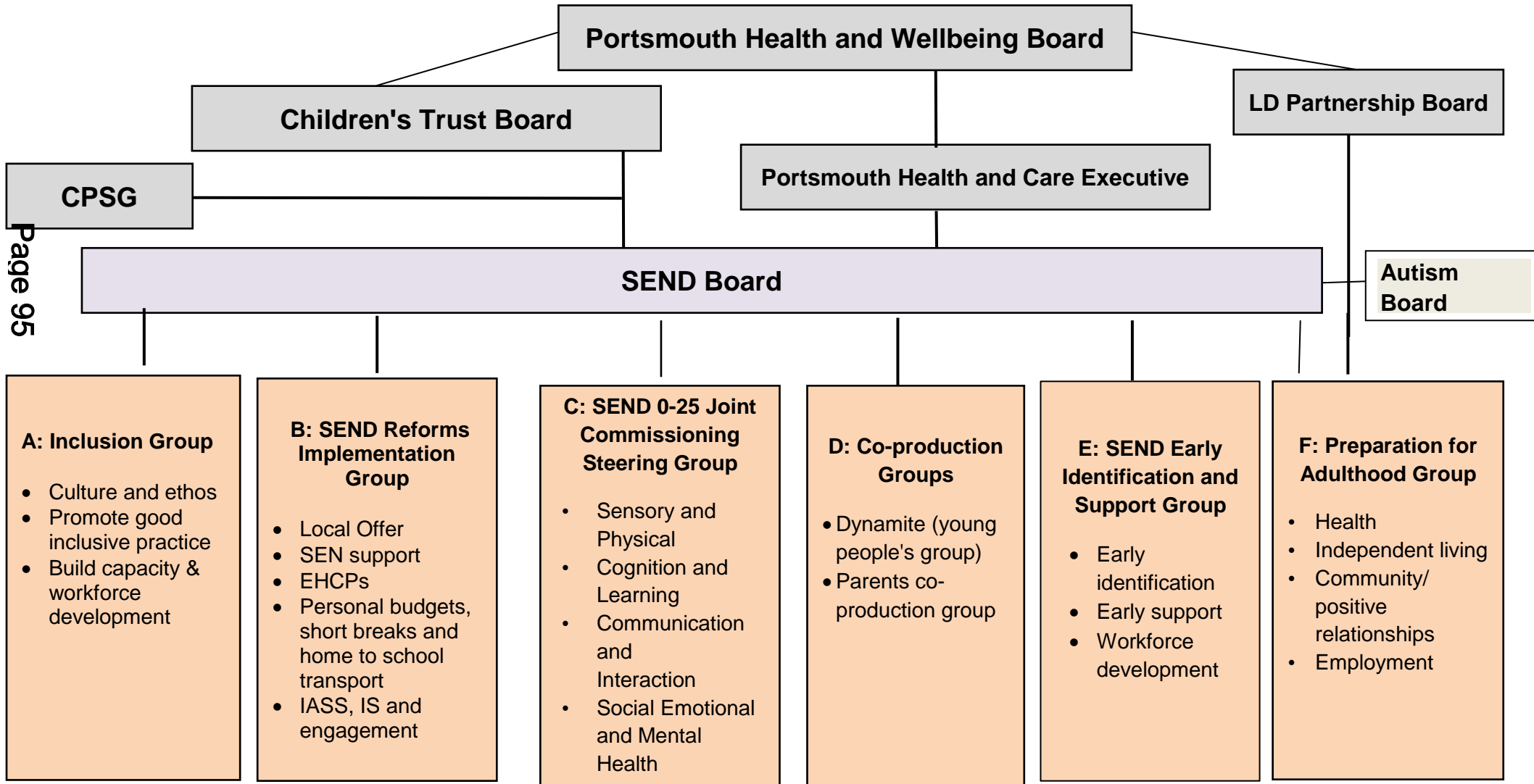
Ensuring that all young people with SEND are able to achieve a smooth and successful transition to adulthood is overseen by the **Preparing for Adulthood Group**. This group also reports to the Learning Difficulties and Disabilities Partnership Board.

The relationship between these Strands is illustrated in the diagram below:



3. GOVERNANCE AND DELIVERY STRUCTURE

Commissioning and delivering high quality services across the system for children with Special Educational Needs and Disabilities requires strong governance and management across the partnership. Below is the Governance and Delivery structure for this priority to improve outcomes for children with SEND.



4. PERFORMANCE FRAMEWORK

This section outlines what we are seeking to achieve through this strategy. The Performance Framework includes measures of outcomes for children and young people with SEND and their families, and the changes in service outputs required in order to improve services and ultimately outcomes.

The framework is based on the SEND local area Ofsted and CQC inspection framework:

- How well do we identify the needs of children and young people with SEND and their families?
- How well do we meet the needs of children and young people with SEND and their families?
- How well are we improving outcomes for children and young people with SEND and their families?

	Outputs	Outcomes
Identifying needs	What are we doing? How much are we doing?	How well are we doing it? What difference is it making?
Meeting needs	What are we doing? How much are we doing?	How well are we doing it? What difference is it making?

- 1. Increased inclusion of those with SEND in their local community**, including:
 - 1.1. Increased percentage of children and young people with SEND attending a local mainstream school/education setting
 - 1.2. Increased percentage of children and young people whose education, health and care needs are met within the city
 - 1.3. Increased percentage of children and young people accessing local leisure and community facilities
 - 1.4. Increased overall school attendance for those with SEND
 - 1.5. Reduced persistent absence from school for those with SEND
 - 1.6. Reduced exclusion from school for those with SEND
 - 1.7. Reduced percentage of children on reduced timetables for longer than 6 weeks

- 2. Increased percentage of children who are able to lead healthy lives and achieve wellbeing**, including:
 - 2.1 Increased percentage of children achieving expected levels of development through ASQ at age 2-2.5 years
 - 2.2 Increased provision of training and support for school staff and other professionals to ensure health needs are met
 - 2.3 Increased effectiveness of health interventions
 - 2.4 Increased percentage of eligible adults (14+) with a learning disability having a GP health check

- 3. Increased percentages of children able to learn and make progress**, including:
 - 3.1. Improved attainment and progress for children with SEND at the Early Years Foundation Stage
 - 3.2. Improved attainment and progress for children with SEND at in Key Stage 1
 - 3.3. Improved attainment and progress for children with SEND at in Key Stage 2
 - 3.4. Improved attainment and progress for children with SEND at in Key Stage 3

- 4. Are able to make and maintain positive relationships/family support/short breaks**, including:
 - 4.1 Increased provision of personal budgets and direct payments to support families
 - 4.2 Increased take-up of targeted short breaks to support families

- 5. Are ready for employment (Participation)**
 - 5.1. Increased numbers of young people with SEND in education, training or employment
 - 5.2. Increased numbers of young people on supported internships

Performance indicators can be found in **Appendix I**

PART II: THE STRATEGY

Here we outline the main parts of the strategy over the next three years and provide the Long-Term view, a summary of where we are and some brief headlines on the next steps to be taken in 2016/17.

STRAND A: PROMOTE GOOD INCLUSIVE PRACTICE

<p>The Long-Term Plan</p> <p>For Portsmouth to be a leading example of good, inclusive practice, with the vast majority of children and young people with SEND able to have their needs identified early and met within what is 'ordinarily available' (universal and targeted services) across education, health and care. Staff are confident to meet the needs of the majority of children with SEND. Where additional support is required, this is accessed in a timely way and is of a high quality so that needs are met and outcomes improve.</p>
<p>Priorities for this strand of work</p> <p>A1. Shared ethos A2. Promote and celebrate good inclusive practice A3. Build capacity and develop the workforce</p>
<p>What we have achieved to date (March 2016)</p> <ul style="list-style-type: none">• Established an annual conference to share and celebrate good practice• Revised the service level agreement for the provision of outreach services• Developed an 'Ordinarily Available Provision' document for school SENCOs
<p>What we will deliver in 2016/17</p> <p>We will:</p> <ul style="list-style-type: none">• Extend the Ordinarily Available Provision suite of documents to cover health, pre-school and post-16• Develop shared understanding of how we monitor 'good progress' for those on SEN Support• Develop an offer of workforce development and support to promote good inclusive practice• Monitor the outreach service on building capacity within mainstream schools• Deliver the annual Inclusion Conference
<p>Monitored via</p> <p>Schools Inclusion Group Chair: TBC (Head Teacher)</p>

STRAND B: SUCCESSFUL IMPLEMENTATION OF THE SEND REFORMS

The Long-Term Plan

For Portsmouth to have successfully implemented the SEND reforms, as outlined in part 3 of the Children and Families Act 2014 (often described as a 10 year whole system change programme). Ultimately this will be independently tested via the Ofsted/CQC SEND inspections process.

The SEND Strategy (alongside its sister strategy 'Stronger Futures') makes up the children's element of the Portsmouth 'Blueprint' for health and care in the city, which sets the ambition to more strongly integrate public service spending across the local public service system.

Priorities for this strand of work

- B1. Local Offer
- B2. SEN Support
- B3. EHC assessments and plans
- B4. Personal budgets, short breaks and home to school travel assistance
- B5. Independent advice and support and engagement

What we have achieved to date (March 2016)

Good progress has been made in implementing the SEND Reforms to date. Portsmouth are compliant with all new statutory duties.

A self-assessment has been undertaken and an implementation plan is in place.

What we will deliver in 2016/17

We will:

- Further develop the Local Offer
- Maintain the high quality of our EHCPs and ensure the threshold for requesting assessments is clear
- Improve the percentage of EHCPs completed within statutory timescales
- Increase the number of Personal Budgets included within EHCPs
- Publish the revised Short Breaks statement and eligibility criteria
- Increase the number of direct payments in place for home to school transport
- Ensure the provision of IASS continues and is of good quality
- Continue the parent and young people's engagement work to ensure parents and young people are informed about the SEND Reforms

Monitored via

SEND Implementation Group
Chair: Julia Katherine

STRAND C: EFFECTIVE JOINT COMMISSIONING TO IMPROVE OUTCOMES

The Long-Term Plan

Education, health and care work together to carry out an annual joint strategic needs assessment of the needs of children and young people aged 0-25 with SEND and their families as part of the Joint Strategic Needs Assessment. This data is used to identify gaps in provision and to agree priorities for commissioning with service users. The joint commissioning plan is co-produced with children and young people with SEND and their parents and carers.

Priorities for this strand of work

- C1. Cognition and learning
- C2. Sensory and physical
- C3. Communication and interaction
- C4. Social emotional and mental health

What we have achieved to date (March 2016)

An initial joint strategic needs assessment for 0-25s with SEND has been carried out.

Reviews have been carried out in each of the 4 areas of need and action plans have been developed based on the recommendations of each:

- Sensory and Physical
- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health
-

What we will deliver in 2016/17

Sensory and Physical

- Clarify the support available for pupils with physical disabilities and the responsibility for accessing specialist equipment
- Review the wheelchair service - following feedback re: waiting times
- Review the medical support policy in schools
- Review the take up of GP health checks at 14+

Cognition and learning

- Re-designate Cliffdale and Redwood Park as special schools for children with complex needs and autism
- Begin phased remodelling of the accommodation at Cliffdale and Redwood Park in order to enable these schools to provide effectively for children with more complex needs and autism

Communication and interaction

- Establish a new Inclusion Centre for secondary aged pupils with

- communication and interaction needs (including autism) at Trafalgar school
- Establish new Inclusion Centres for primary aged pupils with communication and interaction needs (including speech and language difficulties and autism) at Devonshire Infants and Portsdown Primary schools.

Social emotional and mental health difficulties

- Re-define the AP and SEND pathways for children with SEMH
- Develop new SLA with The Harbour School and Flying Bull for the provision of SEMH support to children and young people within the city
- Link with Future in Mind and Public Health mental health strategy

Monitored via

SEND 0-25 Joint Commissioning Steering Group
Chair: Hayden Ginns

STRAND D: CO-PRODUCTION, EMBEDDED AS A WAY OF WORKING WITH CHILDREN, YOUNG PEOPLE AND THEIR PARENTS AND CARERS

The Long-Term Plan

For Co-production with children and young people with SEND and their parents and carers to become embedded as a way of working both at the strategic level and at an individual case work level.

Priorities for this strand of work

- D1. Co-production with parents and carers
- D2. Co-production with young people

What we have achieved to date (March 2016)

A Parents and Carers Co-production group is established and has completed key tasks including designing the Local Offer website.

There is a parent/carer co-chair of the SEND Board and parent/carer reps on all subgroups of the SEND Strategy

A Young people's Co-production group is established 'Dynamite' and has completed tasks including a young people's survey 'The Big Bang'.

What we will deliver in 2016/17

- Establishment of a Young Inspectors programme
- Widen parent/carer engagement activity to include parents of children on

<p>SEN Support</p> <ul style="list-style-type: none"> Recruit and train new parent/carer reps on the Inclusion Support Panel
<p>Monitored via</p> <p>Co-production Groups Chair: Kara Jewell (Parent/Carers' co-production group) Chair: Joe Wells (Young People's coproduction group)</p>

STRAND E: EARLY IDENTIFICATION AND EARLY SUPPORT FOR CHILDREN WITH SEND AND THEIR FAMILIES

<p>The Long-Term Plan</p> <p>For children's needs to be identified and support put in place at the earliest opportunity.</p> <p>For families to experience the involvement of various professionals in assessment and providing support as a joined up and co-ordinated process.</p>
<p>Priorities for this strand of work</p> <p>E1. Early identification and assessment E2. Early support to improve outcomes E3. Workforce development</p>
<p>What we have achieved to date (March 2016)</p> <p>There is an effective Early Years Panel in place whereby health and education professionals share information and jointly plan to ensure that the needs of young children and SEND are identified and met.</p>
<p>What we will deliver in 2016/17</p> <ul style="list-style-type: none"> Ensure that there is in place a co-ordinated process from Multi-disciplinary assessments undertaken by the Children's Development Centre to Education Health and Care needs assessments, for those who need it Ensure that 'key working' is in place for families, where appropriate. Link with Public Health intervention strategy
<p>Monitored via</p> <p>SEND Early Intervention and Support Group Chair: TBC (Public Health?)</p>

STRAND F: EFFECTIVE PREPARATION FOR ADULTHOOD AND SMOOTH TRANSITIONS TO ADULT SERVICES

The Long-Term Plan

For all young people with SEND to have a clear plan in place that identified outcomes and resources to enable a smooth transition to adulthood, able to access the support they are entitled to in order to achieve their identified outcomes.

Priorities for this strand of work

F1. To ensure that each young person has a plan in place which they 'own' and which identifies clear outcomes and actions relating to each of the PfA outcomes i.e,

- Health
- Independent Living
- Positive relationships/community
- Employment

F2. To develop a range of services and support that will help young people achieve these outcomes

F3. To have a clear pathway in place for 14 to 25 years olds with SEND

What we have achieved to date (March 2016)

- Rolled out person-centred approaches to all young people with SEND
- Worked with colleges to develop supported internship programmes

What we will deliver in 2016/17

- Extension of the provision of supported internships
- Review of the specialist provision at Highbury and Portsmouth colleges
- Ensure that clear transition pathways are in place so that young people do not 'fall through the net' when they reach 18.
- Tools and guidance to ensure that PfA reviews are focused and effective
- Carry out pilot of 'Ready Steady Go' health transition programme with 2 schools
- Review the role of the Child Autism Co-ordinator to extend to adult autism services

Monitored via

Preparing for Adulthood Group
Chair: Mark Stables

PART III: DELIVERY

The Delivery Plan below is structured into the 6 Strands of the programme. This detailed plan cover the 12 months across April 2016 to March 2017 and will be monitored in the same way as for all strategies in the Children's Trust Plan through quarterly monitoring to the Children's Trust Board via the Children's Strategy and Performance Group.

Strand A: Promoting good inclusive practice				
Deliverable		By When	By Whom	Status
1	Establish Schools Inclusion Group	Jun 16	JK/NS	
2	Revise training offer to schools	Jul 16	JK/NS	
3	Monitor performance of outreach service	Sep 16	JK/NS	
4	Portsmouth Inclusion Conference	Oct 16	JK/NS	
5	Review eligibility criteria for health services to ensure equity of access to those in mainstream and special schools	Mar 17	JK/EF	

Strand B: Successful implementation of the SEND Reforms				
Deliverable		By When	By Whom	Status
1	Joint event held with IASS, IS & SEND	May 16	LC	
2	Revised Short Breaks statement and eligibility criteria published	Jul 16	JJ	
3	Increase number of EHCPs includes a Personal Budget	Jul 16	MHP	
4	Local Offer annual report published	Sep 16	JJ	
5	Termly audit shows increasing quality of EHCPs	Sep 16	KS	
6	Improved percentage of EHCPs completed within statutory timescales	Sep 16	KS	
7	Increased numbers of families report satisfaction with EHCP process	Sep 16	BMc	
8	Increased numbers of direct payments in place for home to school transport	Dec 16	JJ	
9	Ordinarily Available Provision suite of documents published to cover pre-	Dec 16	SC/DC/AW	

	school, colleges and health			
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STRAND C: Effective joint commissioning to improve outcomes				
Deliverable		By When	By Whom	Status
1	Stakeholder workshop	Apr 16	HG	
2	Updated information published re: management of physical conditions in schools	Jul 16	AW	
3	Re-designate Cliffdale and Redwood Park	Sep 16	CW	
4	Open new Inclusion Centre at Trafalgar school	Sep 16	JK	
5	New SLA in place for THS and Flying Bull	Sep 16	JK	
6	SEMH Pathway document published for AP and SEND	Sep 16	NS	
7	New Service Level Agreement for The Harbour School I place	Sep 16	JK	
8	Updated information/guidance published re: wheelchair service	Dec 16	AW	
9	Plan for new Inclusion Centres to open at Devonshire Infant and Portsdown Primary new	Mar 17	JK	
10	Begin phased remodelling work at Cliffdale and Redwood Park	Mar 17	CW	
11.	Develop and publish school mental health strategy (within Future in Mind agenda)	Mar 17	SC	

STRAND D: Co-production, embedded as a way of working with children, young people and their parents and carers				
Deliverable		By When	By Whom	Status
1	Young Inspectors programme in place	Jun 16	JW	
2	Parent/carers letters of appreciation process in place	Sep 16	BMc	
4	New parent/carers reps trained and contributing to ISP	Sep 16	FN/BMc	

3	Parent engagement work undertaken with SEN Support families	Dec 16	BMc	
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STRAND E: Early identification and intervention

Deliverable		By When	By Whom	Status
1	Paperwork clearly demonstrates joined up process between CDC and education	Sep 16	LP	
2	Clarity around funding for SEND pre-school	Sep 16	LR/SB	
3	Key working workforce development activity undertaken	Sep 16	LR/LP	
4	Link with Public Health Early Intervention strategy	Dec 16	KL	

STRAND F: Preparation for Adulthood

Deliverable		By When	By Whom	Status
1	Increased numbers of supported internships I place	Sep 16	AP	
2	Review of specialist provision at Highbury and Portsmouth colleges undertaken	Dec 16	JK/AP	
3	Publish transition pathways	Dec16	MS	
4	Pilot Ready Steady Go programme with 2 schools	Mar 17	LP	

APPENDIX I: PERFORMANCE INDICATORS

MAIN INDICATORS

Key outcome: Increased inclusion of those with SEND in their local community											
No.	Performance Indicator	Previous Performance 2011-2014 Trend			Quarterly Performance for 2015-2016 (if available)				2014 - 2017 Targets		Confidence RAG against Year 2 Target
		31 Mar 2013	31 Mar 2014	31 Mar 2015	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Yr 2 31 Mar 2016	Yr 3 31 Mar 2017	
1	<p>Prevalence of SEND</p> <p>1. Percentage of children and young people that attended Portsmouth Schools</p> <p>1.1. Statement of SEN or EHCP</p> <p>1.1.1. Cognition and learning needs</p> <p>1.1.2. Social, Emotional and Mental Health</p> <p>1.1.3. Communication and interaction needs</p> <p>1.1.4. Sensory and/or physical needs</p> <p>1.2. SEN Support</p> <p>1.2.1. Cognition and learning</p>										

	<p>needs</p> <p>1.2.2. Social, Emotional and Mental Health</p> <p>1.2.3. Communication and interaction needs</p> <p>1.2.4. Sensory and/or physical needs</p> <p>Placement</p> <p>2. Percentage of children and young people who are placed in mainstream schools</p> <p>2.1. Statement of SEN or EHCP</p> <p>2.2. SEN Support</p> <p>3. Percentage of children and young people who are placed in resourced provision or SEN units</p> <p>4. Percentage of children and young people who are placed in special schools</p> <p>5. Percentage of children and young people who are placed in independent schools</p> <p>6. Percentage of children and young people who are placed in a non-maintained special schools</p> <p>7. Percentage of children and young people who are electively home</p>									
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	<p>educated</p> <p>7.1. Statement of SEN or EHCP</p> <p>7.2. SEN Support</p>										
Key outcome: Increased percentage of children who are able to lead healthy lives and achieve wellbeing											
2	<p>8. Percentage of all children achieving a good level of development at the end of Year R</p> <p>9. Percentage of children at Year R (age 4-5) receiving height, weight, hearing and vision checks</p> <p>10. Percentage of children receiving health review at school transition in Year 6/7 (10–12 years)</p> <p>11. a) Percentage of children and young people accessing the CCN service who require training of professionals within the education setting for their health needs</p> <p>11 b) Percentage of children and young people accessing the CCN service whose education professionals have received training for their health</p>										

	<p>needs</p> <p>12. Percentage of CAMHs episodes with clear intentions of the episode in a care plan</p> <p>13. Percentage of eligible young people and adults with a learning disability having a GP health check</p> <p>14. Percentage of children and young people that have registered on the voluntary disability register</p> <p>14.1. All</p> <p>14.2. Statement of SEN or EHCP</p> <p>14.3. SEN Support</p> <p>15. Percentage of children and young people 0-24 in receipt of Disability Living Allowance</p> <p>16. Numbers of referrals to paediatric therapies for children and young people aged 0-16 for the following services:</p> <p>16.1. ASD</p> <p>16.2. Speech and Language</p> <p>16.3. Mental health</p>									
<p>Key outcome: Increased percentages of children able to learn and make progress</p>										

<p>3</p>	<p>School Attendance 17a) Percentage of children and young people who are persistent absentees a.1. Statement of SEN or EHCP a.2. SEN Support a.3. SEMH provision</p> <p>17b) Percentage of sessions missed due to overall absence a.4. Statement of SEN or EHCP a.5. SEN Support a.6. SEMH provision</p> <p>School Exclusion: 18a) Percentage of children and young people who have received a fixed period exclusion a. All b. Statement of SEN or EHCP c. SEN Support d. SEMH provision</p> <p>19b) Percentage of children and young people who have received more than one fixed period exclusion a. All b. Statement of SEN or EHCP c. SEN Support SEMH provision</p> <p>Attainment 19. Percentage of children achieving a</p>									
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	<p>good level of development at EYFSP</p> <p>a.1. All a.2. Statement of SEN or EHCP a.3. SEN Support a.4. Gap to No SEN</p> <p>20. Percentage of children achieving a Level 2 or above in Reading at KS1</p> <p>a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN</p> <p>21. Percentage of children achieving a Level 2 or above in Writing at KS1</p> <p>a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN</p> <p>22. Percentage of children achieving a Level 2 or above in Maths at KS1</p> <p>a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN</p> <p>23. Percentage of children achieving working at expected level in Phonics at NCY1</p>									
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	<p>a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN</p> <p>24. Percentage of children achieving a Level 4 or above in Reading, Writing and Maths at KS2</p> <p>a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN</p> <p>25. Percentage of children and young people achieving a 5 or more A*-C including English and Maths at GCSE</p> <p>a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN</p> <p>26. Percentage of children and young people achieving a 5 or more A*-C including English and Maths by the age of 19</p> <p>a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN</p> <p>Progress</p>									
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	<p>27. Percentage of children making expected progress in Reading between KS1 and KS2</p> <ul style="list-style-type: none"> a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN <p>28. Percentage of children making expected progress in Writing between KS1 and KS2</p> <ul style="list-style-type: none"> a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN <p>29. Percentage of children making expected progress in Math between KS1 and KS2</p> <ul style="list-style-type: none"> a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN <p>30. Percentage of children and young people making expected progress in English between KS2 and KS4</p> <ul style="list-style-type: none"> a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN 									
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	<p>31. Percentage of children and young people making expected progress in Maths between KS2 and KS4</p> <ul style="list-style-type: none"> a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN 										
<p>Key outcome: Increased percentages of children and young people are able to make and maintain positive relationships within their family and community</p>											
4	<p>32. Percentage of children and young people that are looked after (excluding respite care)</p> <ul style="list-style-type: none"> a. Statement of SEN or EHCP <ul style="list-style-type: none"> i. Receiving direct payment ii. Receiving respite support (excluding direct payment) b. SEN Support c. Have a disability <p>i. Placed in IFA's or residential care out of city</p> <p>33. Percentage of children and young people that have a child protection plan</p> <ul style="list-style-type: none"> a. Statement of SEN or EHCP <ul style="list-style-type: none"> i. Receiving direct payment ii. Receiving respite support (excluding direct payment) b. SEN Support 										

	<ul style="list-style-type: none"> c. Have a disability <p>34. Percentage of children and young people that are considered as child in need</p> <ul style="list-style-type: none"> a. Statement of SEN or EHCP <ul style="list-style-type: none"> i. Receiving direct payment ii. Receiving respite support (excluding direct payment) b. SEN Support c. Have a disability <p>35. Percentage of children and young people that receive respite care</p> <ul style="list-style-type: none"> a. Statement of SEN or EHCP b. SEN Support <p>36. Percentage of children and young people that are involved with CWD</p> <ul style="list-style-type: none"> a. Statement of SEN or EHCP b. SEN Support c. Receiving direct payment d. Receiving respite support (excluding direct payment) 									
Key outcome: Increased percentages of young people are able to participate in education and training post-16 in preparation for employment										
5	37. Percentage gap between young									

	<p>people with statement of SEN or Education, Health and Care Plan and total cohort who are in employment, education or training at age 16-19</p> <p>38. Percentage of adults with learning difficulties in:</p> <ul style="list-style-type: none"> a. Settled accommodation b. Employment <p>39. Percentage of young people who are placed in Apprenticeships, Traineeships or Supported Internships</p> <ul style="list-style-type: none"> a. Statement of SEN or EHCP b. SEN Support <p>40. Percentage of young people that are Youth Offenders</p> <ul style="list-style-type: none"> a. Statement of SEN or EHCP b. SEN Support <p>41. Percentage of young people</p> <ul style="list-style-type: none"> a. moving on from children's to adult health services who report that the move went well b. transition plans completed that meet the quality requirements 									
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SECONDARY INDICATORS

No.	Performance Indicator	Previous Performance 2011-2014 Trend			Quarterly Performance for 2015-2016 (if available)				2014 - 2017 Targets		Confidence RAG against Year 2 Target
		31 Mar 2013	31 Mar 2014	31 Mar 2015	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Yr 2 31 Mar 2016	Yr 3 31 Mar 2017	
Page 118 1	<p>User feedback: A range of ways are being used to ensure that meaningful feedback is being collected from service users (children, young people and families) about how they feel about their support and their achievements/opportunities, including:</p> <ul style="list-style-type: none"> • Personal Outcomes Evaluation Tool (POET) • User Journey Mapping • An analysis of complaints/tribunals • Annual surveys of parent/carer and young people's views • Focus groups and informal 'coffee mornings' designed to enable parents and carers to provide feedback • A monthly report from the Parent/carer forum. <p>How families feel about their lives and opportunities is an important measure of our success, in addition to the objective things we measure. User feedback will be reported on quarterly as part of these performance indicators.</p>										

2	Number of new EHCP requests										
3	Number of assessments refused										
Page 119	<p>a. Number of new EHCP issues in calendar year</p> <p>a.1. Percentage on time with exceptions</p> <p>a.2. Percentage on time without exceptions</p> <p>b. Number of new EHCP issues with exceptions</p> <p>b.1. Exception due to delays in evidence gathering:</p> <p>b.1.1. Parent / Young person</p> <p>b.1.2. Establishment</p> <p>b.1.3. Social Care</p> <p>b.1.4. Health</p> <p>b.1.5. Local Authority</p> <p>b.2. Exception due to delays between evidence gathering and producing final plan</p> <p>b.2.1. Parent / Young person</p> <p>b.2.2. Establishment</p> <p>b.2.3. Social Care</p> <p>b.2.4. Health</p> <p>b.2.5. Local Authority</p>										

5	Number of discontinued assessments a. Transferred to another LA b. Special needs being met without a statement or plan c. Other d. School leavers										
6	Numbers of SEND appeals registered in the academic year										
7	Percentage of children and young people that are on a reduced timetable a. Statement of SEN or EHCP a.1. Less than 6 weeks a.2. 6 weeks or more b. SEN Support b.1. Less than 6 weeks b.2. 6 weeks or more										
8	Percentage of children and young people that receive short breaks a. Statement of SEN or EHCP b. SEN Support										
9	Percentage of children and young people that are eligible for Free School Meals at each School Census a. Statement of SEN or EHCP b. SEN Support										
10	Number of personal budgets included within EHCPs										



Equality Impact Assessment

Preliminary assessment form v5 / 2013

www.portsmouth.gov.uk

The preliminary impact assessment is a quick and easy screening process. It should:

- identify those policies, projects, services, functions or strategies which require a full EIA by looking at:
 - negative, positive or no impact on any of the equality groups
 - opportunity to promote equality for the equality groups
 - data / feedback
- prioritise if and when a full EIA should be completed
- justify reasons for why a full EIA is not going to be completed

Directorate:

Director of Children services & education

**Function e.g. HR,
IS, carers:**

EDUCATION

Title of policy, service, function, project or strategy (new or old) :

Change to SEN designation of Redwood Park school

Type of policy, service, function, project or strategy:

- Existing
- New / proposed
- Changed

Q1 - What is the aim of your policy, service, function, project or strategy?

To redesignate Redwood Park school to a school for pupils with severe learning difficulties (SLD) and autistic spectrum condition (ASD)

Q2 - Who is this policy, service, function, project or strategy going to benefit or have a detrimental effect on and how?

This proposal recognises the increased incidence of children with complex special educational needs (SEN) particularly SLD and ASD in the Portsmouth and increases the range of provision that can be educated in provision based in the City.

Q3 - Thinking about each group below, does, or could the policy, service, function, project or strategy have a negative impact on members of the equality groups below?

Group	Negative	Positive / no impact	Unclear
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transgender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other excluded groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If the answer is "negative" or "unclear" consider doing a full EIA

Q4 - Does, or could the policy, service, function, project or strategy help to promote equality for members of the equality groups?

Group	Yes	No	Unclear
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transgender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy or maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other excluded groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If the answer is "no" or "unclear" consider doing a full EIA

Q5 - Do you have any feedback data from the equality groups that influences, affects or shapes this policy, service, function, project or strategy?

Group	Yes	No	Unclear
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transgender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pregnancy and maternity

Other excluded groups

If the answer is "no" or "unclear" consider doing a full EIA

Q6 - Using the assessments in questions 3, 4 and 5 should a full assessment be carried out on this policy, service, function or strategy?

yes

No

Q7 - How have you come to this decision?

Appropriate educational provision will continue to be provided for pupils with all special educational needs either within mainstream school or in a designated special school.
Pupils currently attending Redwood Park School will continue to be placed there (irrespective of their category of need) as long as the school can meet their needs.

If you have to complete a full EIA please contact the Equalities and diversity team if you require help
Tel: 023 9283 4789 or email:equalities@portsmouthcc.gov.uk

Q8 - Who was involved in the EIA?

Janet Andrews

This EIA has been approved by: Chris Williams

Contact number:

x8570

Date:

12/7/16

Please email a copy of your completed EIA to the Equality and diversity team. We will contact you with any comments or queries about your preliminary EIA.

Telephone: 023 9283 4789

Email: equalities@portsmouthcc.gov.uk



Report to: Schools Forum

Subject: Remodelling of Cliffdale Primary Academy And Redwood Park School

Date of meeting: 19 October 2016

Report from: Alison Jeffery, Director of Children's Services

Report by: Mike Stoneman, Deputy Director of Children's Services - Education

Wards affected: All Wards

Key decision: No

Full Council Decision No

1. Purpose of report

1.1 The purpose of this report is to inform Schools Forum about the current position with regard to the allocation of £2m from the Dedicated Schools Grant carry-forward to support the remodelling of both Cliffdale Primary Academy and Redwood Park Secondary School to support children with more complex needs.

2. Recommendation

2.1 It is recommended that Schools Forum:

- a) Note the progress and programme of design for works at both Cliffdale Primary Academy and Redwood Park School
- b) Note the phased delivery approach being taken for both of the identified projects within the £3.2m available and support any future bidding opportunity that may arise.

3. Background

3.1 On 9th February 2016 Full Council allocated £1.2m towards works required to remodel the accommodation at both Cliffdale Primary Academy and Redwood Park Secondary School in order to support children with more complex needs. In addition to this investment, on 24th February 2016 Schools Forum endorsed a request to the Education Funding Agency to support the allocation of £2m from the Dedicated Schools Grant carry-forward to support the remodelling. The Education Funding Agency subsequently approved this request on the 17th June 2016.

- 3.2 The Council is currently working with both Redwood Park Secondary School and Cliffdale Primary Academy (Solent Academies Trust) to ensure that the two schools can take more complex cohorts of pupils whilst at the same time the council works with mainstream schools to develop a more inclusive mainstream education. To achieve this will mean a significant remodelling of the accommodation at both schools in order to establish smaller classrooms and more break out facilities. The remodelling will also need to address both suitability and condition issues due to the age of both buildings.
- 3.3 Detailed feasibility work has been undertaken at both schools. This followed workshops being held at both schools in 2015 to determine the scope and scale of works required to remodel the accommodation. The feasibility work has confirmed that the overall cost to remodel both schools would be in excess of £5m. Detailed designs are now being prepared so that both schemes can be completed in phases should further funding become available in the future. This is outlined in sections 4 and 5 of this report.

4. Cliffdale Primary Academy

- 4.1 As the needs in the City have changed and mainstream schools have become more inclusive, Cliffdale Primary Academy has taken on pupils with more complex needs including autistic spectrum conditions. The accommodation has not changed to support this.
- 4.2 An analysis of the school buildings at Cliffdale Primary based on modern building standards has determined that the current accommodation is suitable for between 88 and 100 pupils with complex needs (there are currently 114 on roll). In order to maintain the current number of pupils on roll, the academy requires additional accommodation. The reasons for this are as follows:
- There is no flexibility in the current accommodation to provide dedicated support for pupils with specific and complex needs
 - Four of the classrooms are currently based in temporary buildings. Whilst these are relatively new and in good condition they are separated from the main building which is not ideal
 - Pupils with complex needs require an increased level of multi-sensory work. This demands a larger range of support spaces to allow groups of varying sizes to take part in different therapy activities. A number of smaller rooms are therefore required in addition to the classrooms.
 - The accommodation generally lacks small support spaces to enable group work or therapy.
- 4.3 Design work has progressed well and Appendix 1 shows the current agreed design approach which is being developed and can be delivered in manageable phases, depending on when further funding becomes available.

Phase 1: New build teaching space to include four classrooms, a music/drama/sensory space and ancillary spaces. Internal refurbishment and relocation of one temporary classroom to

Redwood Park Secondary School. The tender process is expected to commence in February 2017, with construction beginning in May 2017. Completion is expected in February 2018.

Phase 2: New build teaching space to include two classrooms and ancillary spaces and relocation of existing temporary classroom to Redwood Park School.

5. Redwood Park School

5.1 An analysis of the school buildings at Redwood Park School based on modern building standards has determined that the current accommodation would be suitable for approximately 80 pupils with complex needs. In order to maintain the current number on roll (134), the school requires additional accommodation. The reasons for this are as follows:

- A number of the current classrooms are too small for educating a larger number of pupils with complex needs
- Pupils with complex needs require an increased level of multi-sensory work. This demands a larger range of support spaces to allow groups of varying sizes to take part in different therapy activities. A number of smaller rooms are therefore required in addition to classrooms.
- There is a lack of small support spaces to enable 1:1 or 1:2 group work or therapy.
- Some classrooms are on the first floor and there is no lift access making these rooms less accessible for pupils with mobility issues

5.2 Early design work was slow to commence following a change in the management structure at the school and the installation of an Interim Executive Board. However, design work is now underway working closely with Solent Academies Trust. The school is due to transfer to Solent Academies Trust on 1st December 2016. [Appendix 2](#) shows the current concept design that is being progressed and the final design is scheduled to be agreed by November 2016.

5.3 It is likely that the first phase will be out to tender between May and July 2017 with a start on site expected by September 2017.

6. Future Funding

6.1 Design for the first phases of both projects is being undertaken within the constraints of the £3.2m budget that is available, with an acknowledgement that future phases will be subject to further funding becoming available.

6.2 The DfE has recently invited local authorities to bid for new special free schools. The opportunity in Portsmouth is limited due to site constraints and financial viability, but the council is reviewing this opportunity in light of the work that is about to start at both Redwood Park School and Cliffdale Primary Academy.

7. Equality Impact Assessment

7.1 This report does not require an Equality Impact Assessment as the recommendations are for noting and do not have any impact upon a particular equalities group.

8. Legal Comments

8.1 There are no legal implications arising from the recommendations in this report.

9. Finance Comments

9.1 There are no financial implications arising from the recommendations in this report.

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Signed by: Alison Jeffery, Director of Children's Services

Appendices:

1. Phase 1 and Phase 2 Cliffdale layout plan
2. Redwood Phasing Plan

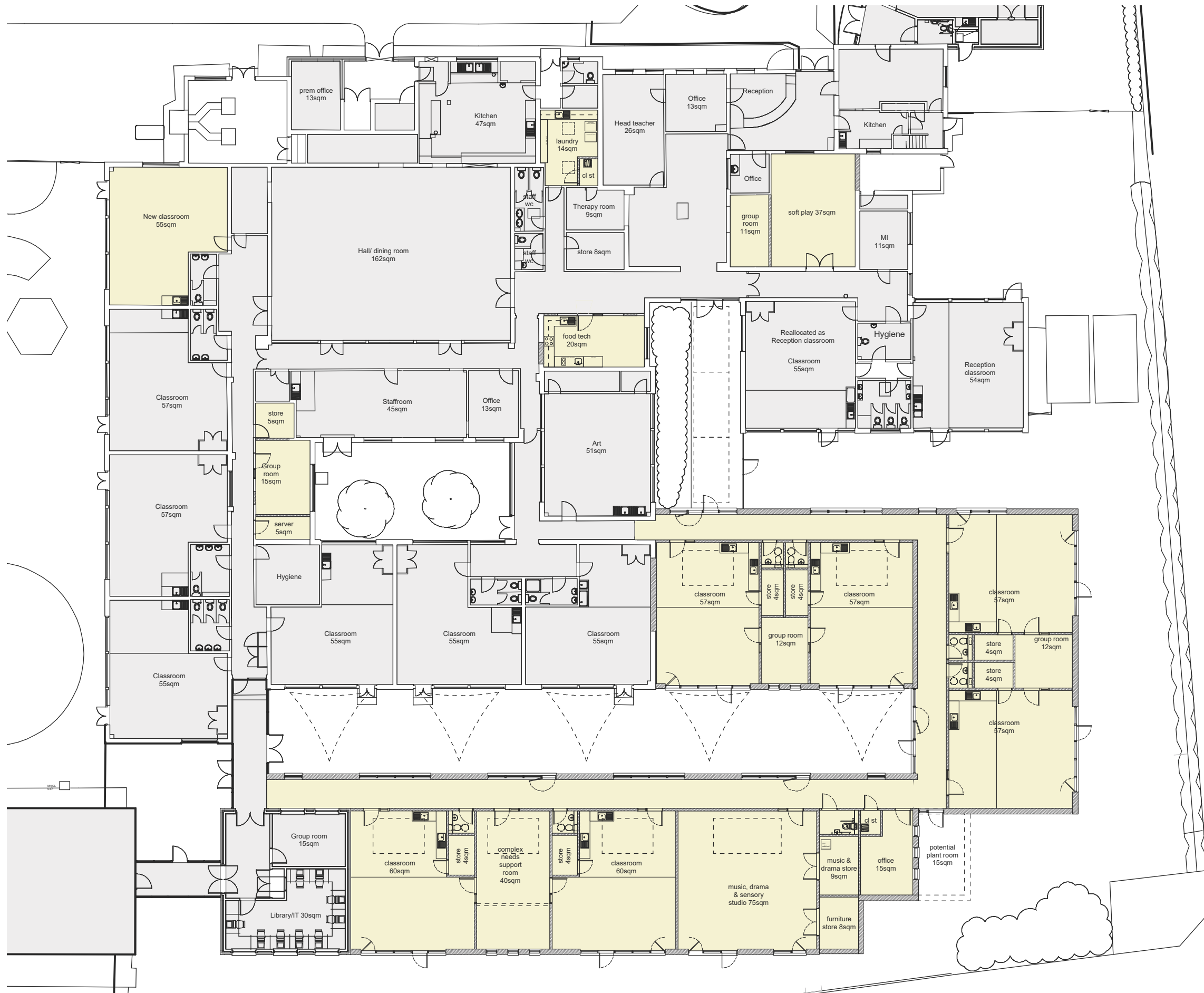
Background list of documents: Section 100D of the Local Government Act 1972

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

Title of document	Location

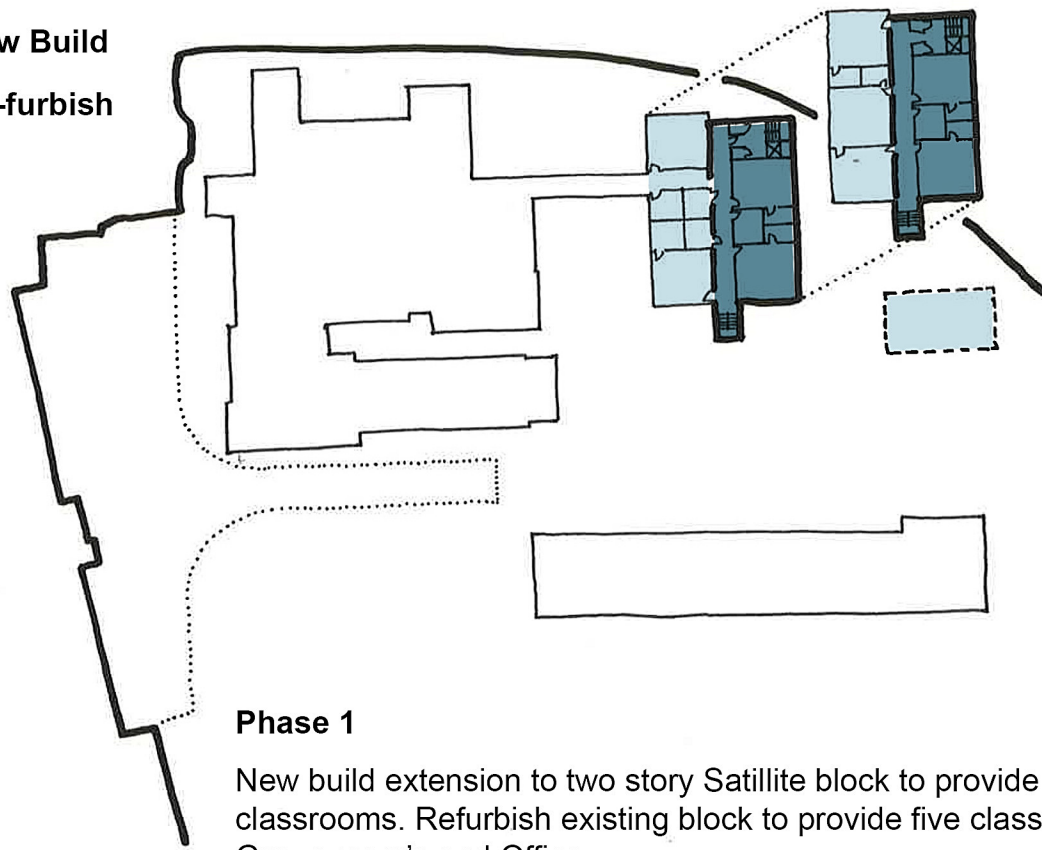
The recommendation(s) set out above were approved/ approved as amended/ deferred/ rejected by on

.....
Signed by:



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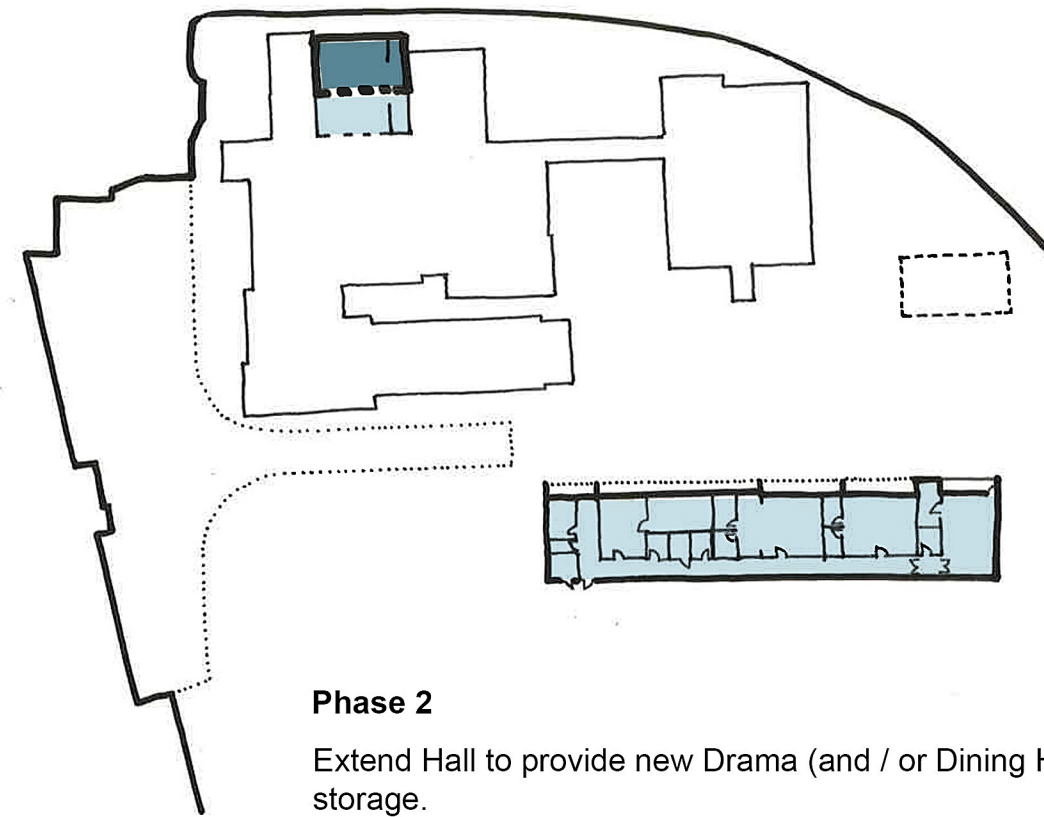
New Build
Re-furbish



Phase 1

New build extension to two story Satillite block to provide four additional classrooms. Refurbish existing block to provide five classrooms, Wc's, Group room's and Office.

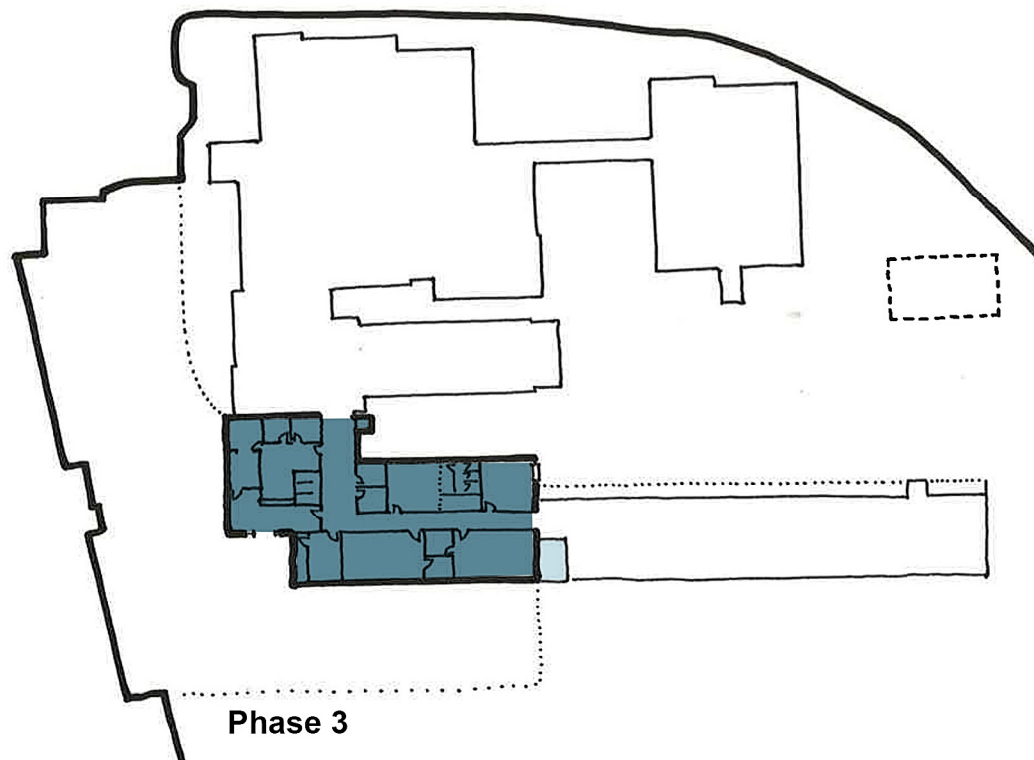
Relocate double temporary classrooms from Cliffdale



Phase 2

Extend Hall to provide new Drama (and / or Dining Hall) and additional storage.

Refurbish single story satellite block to provide specialist spaces (Retain temporary classrooms)



Phase 3

New build Entrance, Administration Management and Specialist Teaching extension. Link to satellite block. Relocate Car Park. (Note lift to extension to two story building)



Phase 4

Internal refurbishment to ground floor and first floor existing building to preserve teaching spaces (Class Bases). Suited with group rooms, Re suite Wc's.

Resolve internalcirculation. Remove temporary classrooms (As required)

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